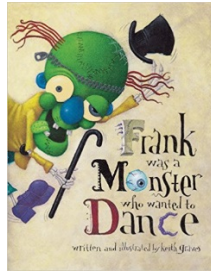


Frank Was a Monster Who Wanted to Dance



Frank was a monster who wanted to dance. So he put on his hat, and his shoes made in France... and opened a jar and put ants in his pants! So begins this monstrously funny, deliciously disgusting, horrifyingly hilarious story of a monster who follows his dream. Help make his dream complete by building a theater with a stage for Frank and seats for his six monster pals!

Materials: Frank Was a Monster Who Wanted to Dance by Keith Graves DUPLO bricks Hula hoops 4 DUPLO Base Plates 1 Frank per group and 6 monster friends 1 wooden dowel with curtains

Intro: Review rules and procedures for LEGO Engineering. Introduce the book “Frank Was a Monster Who Wanted to Dance”. **Read aloud and** discuss the story. Encourage students to participate by having them point to the correct parts of their body as they are featured in the story.

Ask questions: Where does Frank perform his dance? Have you ever been to a theater? What was it like? A person who entertains in a theater is called a performer. Where does the performer perform? (The stage). Who watches the performer? (The audience.) Show the picture of a stage and audience seating. Tell students that today they will be building a stage for Frank, the performer, and seats for his friends, the audience.

Challenge: Each group will be responsible for ***building a stage, complete with curtains, and audience seating.*** The stage must be high enough for the “audience” to see Frank perform. There must also be a

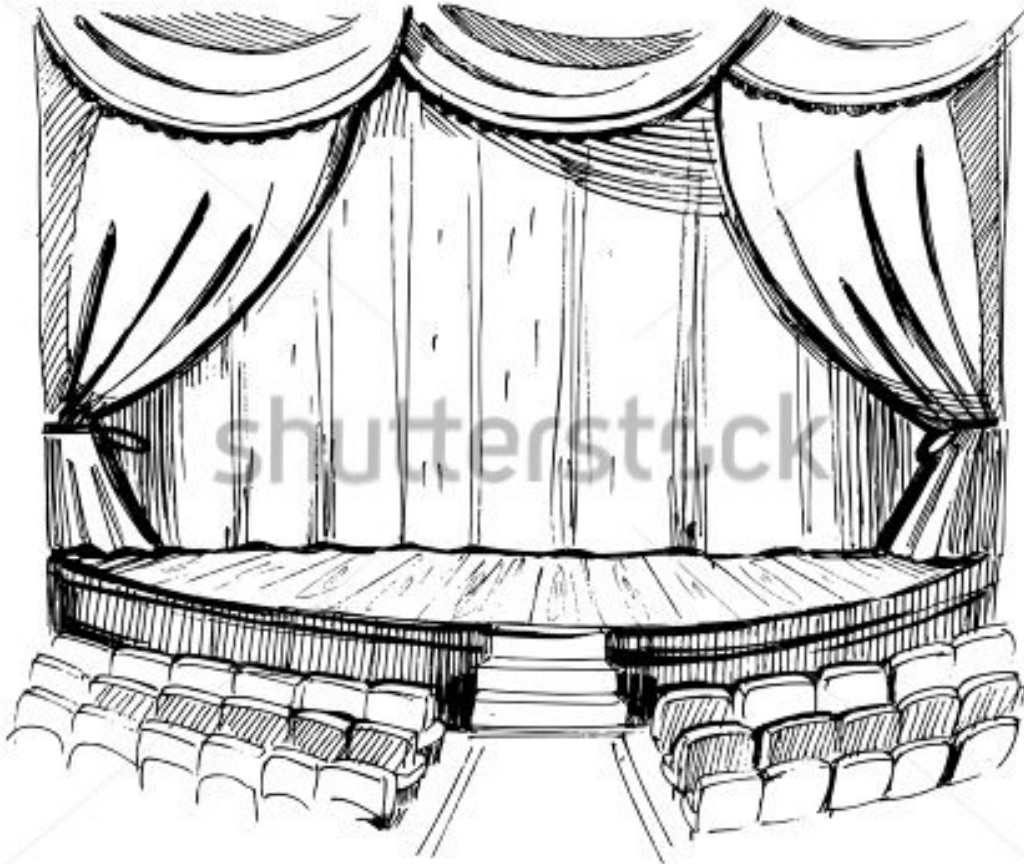
way for Frank to get on and off the stage safely. The stage must have a way to hold up a set of striped stage curtains. The audience members must each have a seat that allows them to watch the show comfortably. How will they do this?

Build: Divide students into four work groups. Have groups work together to build a raised stage for Frank, two posts to hold the stage curtains, a way to get on the stage, and seats off of the stage for the audience. Monitor each group by observation and asking pertinent questions: *“Can all the audience members see Frank perform? Is there a way to make one set of seats higher than the seats directly in front? How can you make the curtain stay in place?”* Allow students time to build.

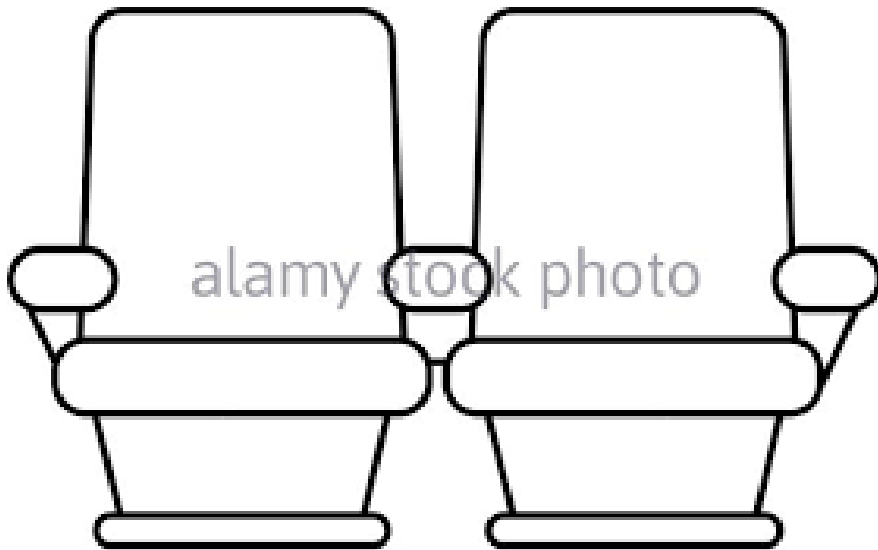
Debrief: Gather the students back together and discuss problems they had and how they solved them. Ask *“What worked best?” “What didn’t work?” “What did you wish you had more of?”*

Presentation: Visit each group’s construction. The group presenting are the called the “Sitters” because they sit and describe what they’ve done. The teacher and the rest of the class are called the “Standers” because they stand around the presenters in a circle to observe and ask questions. The standers and the sitters change depending on the group presenting. Which groups were able to build a stage for Frank and comfortable seats for his audience?

STAGES



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