

PETER PETER PUMPKIN EATER

Peter's wife doesn't like her pumpkin shell home. Can you build her a better one?

Materials: Story "Peter Peter Pumpkin Eater" one female figure per group DUPLO hula hoops small plastic pumpkin internet pictures of different fruits and vegetables

Vocabulary: vegetable fruit shell, rind or husk

Intro: Review rules and process of engineering from last session. Show the pumpkin. Ask students if they are familiar with a famous nursery rhyme that has to do with a pumpkin. Elicit "Peter Peter Pumpkin Eater" and tell students that in this nursery rhyme, a pumpkin is used as an enclosure! Do they know for whom?

Story: Read aloud "***Peter Peter Pumpkin Eater***"

**Peter, Peter pumpkin eater,
Had a wife but couldn't keep her,
Put her in a pumpkin shell,
And there he kept her, very well.**

Play a version of "Hot Potato" using the plastic pumpkin. Seat students in a circle and repeat the rhyme as students pass the pumpkin. Whoever has the pumpkin on the last word is out of the game. Continue playing until one player is left.

Challenge: Ask students to imagine what it would be like to live inside a pumpkin shell. Ooey and gooey! Explain to the class that Mrs. Peter Pumpkin eater has asked for a new place to live. Using the female figure, students will be asked to build a new home for her, but the home must be in the shape of another fruit or vegetable. The home must have a door, a window and a chimney for those cold nights. And, Mrs. Peter Pumpkin Eater must be able

to fit inside. What kind of enclosures could they build? Show the internet pictures of fruits and vegetables for inspiration.

Build: Divide students into work groups. If you like, assign one student to be the “foreman”. The foreman will make sure that everyone works together and presents questions to you on behalf of the group. Monitor each group by observing student interaction, and asking pertinent questions such as “How will you attach the chimney? Is there room inside for Mrs. Peter Pumpkin Eater? Where will the door go? Where will the window go? Allow students approximately 20 minutes 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 to work with?”

Presentation: Visit each group’s construction. The group presenting are 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 finished “houses” looked the most comfortable? Which were the most creative?