

# The Night at the Museum



Larry becomes a night guard at New York's Museum of Natural History. He thinks it's going to be an easy job, but is he in for a surprise. After dozing off, he wakes up to find the most amazing vanishing act in the museum's history. The museum's entire display of dinosaur skeletons has disappeared from their exhibit – at least until Larry tracks them down! Using DUPLO dinosaurs, have your students build their own dinosaur display exhibit.

**Materials:** The Night at the Museum by Milan Trenc DUPLO bricks  
Hula hoops 4 DUPLO Base Plates 4 dinosaurs for each group  
dinosaur reference books DUPLO visitors – 3 for each group

**Intro: Review** rules and procedures for LEGO Engineering. Introduce the book “The Night at the Museum”. Set the stage for listening by asking an “I wonder” statement based on the cover illustration such as ***“I wonder what is happening in this picture. Who is this man? What is he doing? Who is watching him?”*** Read aloud and discuss the story.

**Ask questions...**

What is a museum? Who has been to one?

What is a night watchman? What was Larry’s job?

What happened during the night? Do you think that the story is a true story?

How did Larry solve his problem? How would you have solved his problem?

What do you think the word ***“exhibit”*** means? In the museum there is a dinosaur exhibit. What is that?

**Challenge:** Each group will be responsible for ***constructing a dinosaur exhibit for their DUPLO dinosaurs.*** Exhibits must feature the dinosaurs in an environment that would make them feel at home if they suddenly came alive, like in the book. They need to think about where that type of dinosaur would live and what it would eat. They must also design a way to keep visitors to the museum OUT of the exhibit. How will they do this? How will they use the dinosaur reference books to help them design an exhibit?

**Build:** Divide students into four work groups. Have groups work together to build an exhibit for their dinosaurs. Monitor each group by observation and asking pertinent questions: ***“What kind of dinosaur is that? What would it like to eat? How can visitors see inside the exhibit without being able to climb in?”*** 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 built an exhibit that was easy for visitors to see but not climb into? Which ones made a suitable habitat for their dinosaurs?

