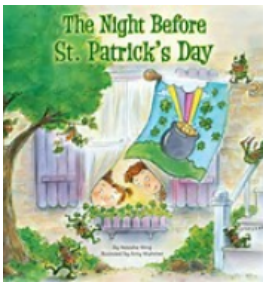
BUILD A RAINBOW!
THE NIGHT BEFORE ST. PATRICK'S DAY



It's the night before St. Patrick's Day, and Tim and Maureen are wide awake setting traps to catch a leprechaun! When they wake the next morning to the sound of their dad playing the bagpipes and the smell of their mom cooking green eggs, they're shocked to find that they've actually caught a leprechaun. But will they be able to find his pot of gold?

Materials: Book "The Night Before St. Patrick's Day" by Amy Wummer four black plastic pots with "gold" DUPLO hula hoops 2-sided Picture card of DUPLO rainbows and regular rainbows

Story: Explain to the students that today's story has to do with a Irish holiday – St. Patrick's Day. Discuss with students what St. Patrick's Day is and how a leprechaun is a little magical man found in Irish folklore that are known to hide pots of gold at the end of rainbows. Show the rainbow Picture Card and say "Rainbows happen when sunlight and rain combine in a very specific way. The beams of sunlight separate into the colors we see in the rainbow as they enter a raindrop. Sunlight is actually made up of different colors that we don't usually see. When a beam of sunlight comes down to Earth, the light is white. But, if the light beam happens to hit raindrops on the way down at a certain angle, the different colors that make up the beam separate so that we can see them — in the form of a rainbow." Say: "Did you know that you can build a rainbow with LEGOS and DUPLOS?" Turn the card around and look at the examples. Read aloud "***The Night Before St. Patrick's Day***" and discuss elements of the story, problems in the story, and how the problems were solved.

Challenge: Ask: “Did the children find the hidden pot of gold?” (No) “Why not?” (The leprechaun had hidden it.) Tell the class that each group will be designing and building a rainbow to hide a pot of gold by. The rainbow must be of four different colors. It doesn’t matter what shape the rainbow is in (i.e. curved or squared) but it must stand alone. There also must be a place to put the pot of gold. What kind of rainbow will they make? What are the colors of a rainbow? What if you don’t have that color? Does the rainbow have to be in a curved shape?

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 interaction, and asking pertinent questions such as “How can you get the rainbow to stand up?” “Does the rainbow need to be in an curved shape? What other shape could you make it?” Allow students approximately 25 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 groups were able to build a free-standing rainbow with a pot full of gold nearby.