Read the book aloud to children first, so that they can enjoy the illustrations and become familiar with the story. Then, hand out a set of photocopied scripts to ten students. (For challenged readers who may need group support, consider a role in the Chorus; for challenged readers to whom you’d like to assign a brief part, consider Father.) Ask the remaining children to be the audience. If you have time, allow students to practice their parts individually or as a group until they are reading fluently. If time is limited, have performers face the audience and simply read their parts on the first run-through. Because the text is written in rhyme, you will want to emphasize the necessity of maintaining the rhythm throughout. Once all readers are comfortable with their parts, have a second reading with the opportunity to use props or costumes, if desired, and to act out the story while reading.

**ROLES**

<table>
<thead>
<tr>
<th>Iggy Peck</th>
<th>Narrator One</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mother</td>
<td>Narrator Two</td>
</tr>
<tr>
<td>Father</td>
<td>Narrator Three</td>
</tr>
<tr>
<td>Miss Lila Greer</td>
<td>Chorus (three readers)</td>
</tr>
</tbody>
</table>

**COLLECT THEM ALL!**

**READ. QUESTION. THINK.**

**QUESTIONS FOR THE BOOK**

1. What is Iggy Peck’s passion? How does he express it?
2. What is the role of architecture in Iggy’s life and how does it influence his actions?
3. How does Iggy’s relationship with his parents shape his perspective on architecture?
4. What lesson does Iggy learn from Miss Lila Greer about architecture and design?
5. How does Iggy’s design for the Empire State Building reflect his creative spirit and his understanding of architecture?
6. What challenges does Iggy face in designing the Empire State Building, and how does he overcome them?
7. How does Iggy’s design influence the city of New York, and what impact does it have on the residents?
8. What is the significance of Iggy’s design for the Empire State Building in the context of the book’s theme of creativity, innovation, and problem-solving?

**SUMMARY**

Iggy Peck, Architect is a story about a young boy who has a passion for architecture. Through his creative thinking and willingness to take risks, Iggy designs a unique building that changes the city of New York. The book celebrates the power of imagination, collaboration, and the importance of following one’s dreams. Iggy’s story encourages readers to think outside the box and to pursue their interests with determination and courage.
Narrator One:
Young Iggy Peck is an architect and has been since he was two,

Narrator Two:
when he built a great tower—

Chorus:
in only an hour

Narrator Two:
—with nothing but diapers and glue.

Mother:
Good gracious, Ignacious!

Chorus:
His mother exclaimed.

Mother:
That’s the coolest thing I’ve ever seen!

Narrator Three:
But her smile faded fast as a light wind blew past and she realized those diapers weren’t clean!

Mother:
Ignacious, my son! What on earth have you done? That’s disgusting and nasty! It stinks!

Narrator One:
But Iggy was gone. He was out on the lawn using dirt clods to build a great sphinx.

Narrator Two:
When Iggy was three, his parents could see his unusual passion would stay.

Iggy Peck:
I built churches and chapels from peaches and apples, and temples from modeling clay.

Father:
At dinner one night, to my certain delight, Iggy got a bright gleam in his eye, and out on the porch built the St. Louis arch from pancakes and coconut pie.

Narrator Three:
Dear Ig had it made until second grade when his teacher was Miss Lila Greer.

Narrator One:
On the very first day, she had this to say:

Miss Lila Greer:
We do not talk of buildings in here! Gothic or Romanesque, I couldn’t care less about buildings—ancient or new.

Iggy Peck:
(Shocked.)
She said in her lecture about architecture that it had no place in grade two!

Narrator Two:
That might seem severe, but she was sincere. For when she was no more than seven,

Narrator Three:
She’d had a great fright at a dizzying height in a building so tall it scraped heaven.

Narrator One:
On an architect’s tour on the ninety-fifth floor, young Lila got lost from the group.

Narrator Two:
She was found two days later in a stuck elevator, eating cheese . . .

Chorus:
with a French circus troupe.

Miss Lila Greer:
After that day—it’s quite safe to say—I thought all building lovers were nuts.

Narrator Three:
As a teacher, she taught that above all, one ought to avoid them.

Chorus:
No ifs, ands, or buts!
**Narrator One:**
As you might guess, it would cause Iggy stress to hear such terrible talk.

**Narrator Two:**
But he didn’t hear. He sat in the rear while building a castle of chalk.

**Miss Lila Greer:**
You! Iggy Peck! Your desk is a wreck! Tear down that castle right now! You will not build in here. Is that perfectly clear? Do you need to see Principal Howe?

**Iggy Peck:**
“No, Ma’am,” I just said. I lowered my head, and my heart sank down to the floor.

**Narrator Three:**
With no chance to build, his interest was killed.

**Chorus:**
Now second grade was a bore.

**Narrator One:**
After twelve long days that passed in a haze of reading, writing, and arithmetic,

**Miss Lila Greer:**
I herded the class to Blue River Pass for a hike and an old-fashioned picnic.

**Narrator Two:**
They crossed an old trestle to a small island nestled in the heart of a burbling stream.

**Narrator Three:**
But they no sooner passed than the footbridge collapsed and Miss Lila Greer started to . . .

**Chorus:**
scream!

**Miss Lila Greer:** We’re trapped here! Oh my! Alas, kids, good-bye!

**Narrator One:**
Her eyeballs rolled back in her head. She dropped to the ground with a vague groaning sound.

**Narrator Two:**
The class was amazed. They stood there quite dazed, uncertain of what they should do.

**Iggy Peck:**
I’m a bright young man. I was hatching a plan, which started with Miss Lila’s shoe.

**Narrator Three:**
Soon each lad and lass there at Blue River Pass was working together as one.

**Miss Lila Greer:**
And when I came to, I most certainly knew that something quite brave had been done.

**Narrator One:**
She looked in the air and saw hanging there a structure with cables and braces.

**Narrator Two:**
And on the far side—beaming with pride—were seventeen smiling young faces.

**Iggy Peck:**
Boots, tree roots and strings, fruit roll-ups and things—

**Chorus:**
some of which one should not mention—

**Iggy Peck:**
were stretched ridge to ridge in a glorious bridge dangling from shoestring suspension.

**Miss Lila Greer:**
It all became clear to me, Lila Greer, as I crossed that bridge over the stream. There are worse things to do when you’re in grade two than to spend your time building a dream.

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**Narrator One:**
Her eyeballs rolled back in her head. She dropped to the ground with a vague groaning sound.
Narrator Three: Now every week at Blue River Creek Elementary in second grade, all the school kids can hear—

Miss Lila Greer: with me, Lila Greer—

Narrator Two: how the world’s greatest buildings were made.

Narrator Three: The weekly guest speaker, in T-shirt and sneakers, talks of buildings from Rome to Quebec.

Iggy Peck: Of course, I’m the guy who builds towers from pie.

Chorus: He’s that brilliant young man, Iggy Peck.

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