

## TEACHER'S GUIDE

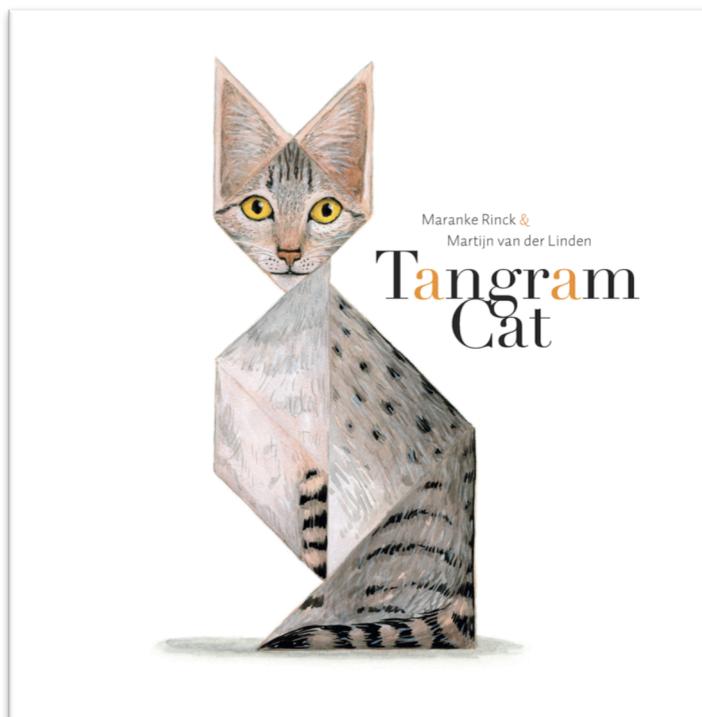
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### Tangram Cat

(Lemniscaat)

*A boy receives a puzzle that consists of seven pieces. He is told he can make anything from the seven pieces, which, of course, he does not believe. Since he is bored, he starts making a cat anyway, but the cat doesn't move. The boy decides to make a friend for the cat. He gets to work with the seven pieces but then realises that it's not so easy...*

Discover the puzzle pieces in Tangram cat and let's have fun!



## READING ALOUD

Take the tangram pieces out of the book and make a square. Look on page 2 to see how to put it together. React surprised. Tell the children that you think this is a remarkable puzzle. You've just put together a blue square. What can you do with it?

Read *Tangram Cat* to the children and discover that you can do anything with the seven pieces. Ask the children to create a figure with the seven pieces after you have read to them.

## A BLUE SQUARE

*The boy is bored, but then he receives a puzzle. It's a blue square.*

Put the puzzle together and ask the children what shape it is. Tell them that this shape is also hidden in the puzzle as one of the puzzle pieces. Can the children find it?

Take the small square out of the puzzle. Ask the children to look for squares in their surroundings. Then look at the squares that were found. Take pictures of the squares or collect them in the circle.

Stick a small label on the remaining pieces and number them 1 through 6. Place the small square in the circle and then place the numbered pieces randomly around the square.

Take a die and remark that the sides of the die are also square. Ask one of the children to throw the die. The piece of the puzzle with the same number as where the die lands should then be placed next to the square. Continue until all six pieces are placed next to the square and the large square puzzle is created again.

The following activities centre on one of the tangram pieces.

## THE CAT'S EARS, SMALL TRIANGLE

*The boy puts a cat together from the puzzle. Two small triangles make the ears. Surely the cat can hear well with ears like that!*

Look at the Tangram cat in the book and put it together. The boy talks to the cat, but the cat doesn't respond. Can the cat hear him? Take one of the cat's ears (small triangle) and give the piece of the

puzzle to a child who will be the cat. Say a question word, such as “where”. One of the children thinks of a sentence with this question word, such as “Where is the cat?” Once the child has finished his sentence, you should ask whether the cat has heard the whole sentence. The cat repeats the sentence. Ask one of the children to answer the question. Give the ear to another child and create a new sentence with a question word that should be completed by the next child.

### **THE HOUSE’S CHIMNEY**

#### **– PARALLELOGRAM**

*The boy builds a house with the puzzle pieces. He thinks the cat will like it.*

Have the children build a house with the tangram pieces. Then go through the book and find the house to see if it looks the same. Ask the children to look for the chimney. Take this piece of the puzzle.

If it is cold outside, smoke will come out of the chimney. Letters can be seen in the smoke. Think of a short word that could supposedly come out of the chimney. Pronounce this word to the children in individual sounds. They should connect the sounds to make the word. Continue with another word. Pronounce a short word to the children in individual sounds and ask the children which word is coming out of the chimney.

#### **Suggestions:**

Cat, roof, house, fish, dog, leg, tree, branch, bull, bird, hen, goose.

### **THE FISH’S FIN**

#### **– MEDIUM-SIZED TRIANGLE**

*“Would you like something to eat?” the boy asks before putting a delicious fish together.*

Using the tangram pieces, make a fish like in the book. Ask the children to tell you what shape the fins are. Use the large triangle for the tailfin. Ask the children what sound they hear at the beginning of “fish”, “fin” and “form”.

Draw a school of fish and cut them out. Put the cat together with the tangram pieces. The boy gives the cat some fish. For every word with an “f” sound that the children can come up with, the cat will receive a fish as a treat. Write each word on a fish and place it near the cat. How many fish does the cat get to eat?

### **THE DOG’S NOSE**

#### **– SQUARE**

*The cat didn’t eat the fish. Suddenly, the boy knows what the cat wants. He wants someone to play with! The boy tries to make another cat.*

Look in the book to see what the boy makes with the blue tangram pieces. Ask the children whether the boy was able to make a cat. Turn to the next page. Oops. The boy made a mistake. It’s not a cat.

Ask the children to get the tangram piece that was used for the nose. The dog can smell a great deal with its nose. Provide a nose and play a sniffing game with a small group of children.

Name something the dog can smell such as fruit, a vegetable, a flower, anything you put on a sandwich, meat, another animal or candy. Ask the children to “bid” how many words they think they know in this category. The child who bids the highest gets to put on the nose. He is the dog and may say his words. The other children listen carefully and count the words. If the dog reaches the number of words he bid, he will receive a bone. If he is not able to reach the number of words he bid, then another child may put the nose on and attempt the same.

## **THE TREE'S BRANCHES** **– LARGE TRIANGLE**

*The cat sees the dog, raises his tail and becomes angry. The boy shouts that the cat should run and quickly makes something where the cat is safe.*

Together with the children, look at what the boy makes. Make the same tree with the tangram pieces. Ask which pieces are the biggest (the two large triangles).

Make a large blue triangle for each child. This is a branch of the tree. The cat is sitting on the branch so that the dog cannot reach it. Give each child a toy or picture of a cat. Ask the children to put the cat on their branch. Then practice a few prepositions of place using the cat and the branch.

### **Suggestions:**

- Place the cat next to the branch.
- Place the cat under the branch.
- Hide the cat behind the branch.
- Place the cat to the left of the branch.

## **THE CROCODILE'S EYES** **– LARGE TRIANGLE**

*The boy puts a crocodile together to chase the dog away. But the crocodile's large eye also spots the cat.*

Make a cat with the tangram pieces. The children will be the crocodile. They take a good look at the cat and then close their eyes. Change something about the cat by turning the tangram pieces or putting them somewhere else. The crocodiles open their eyes and discover what has been changed. Select a different figure from the book and put it together with the children. Then repeat the activity.

## **THE BULL'S HORN** **– SMALL TRIANGLE**

*The crocodile stands under the tree and stares at the cat. The boy thinks of an animal the crocodile would run away from. He makes a bull.*

The bull has sharp horns, which he can lash around with. Once in a while, the horns get caught on something.

Cut leaves out of green paper. Write down the numbers 1 through 12 on each leaf and put the leaves in the correct numerical order.

Ask the children what shape the bull's horns are and take a small triangle. Place the triangle on one of the numbers and ask the children which number is hanging on the bull's horns. Repeat this a few times and then use the second small triangle to cover two numbers. Expand the activity by putting the leaves in a random order and covering one or two numbers.

## **SMALL ANIMALS**

*The crocodile bites and bites. The bull is gone. Perhaps, the boy thinks....the crocodile might not be afraid of large animals, but of small ones. The boy immediately makes ten birds and tells them they need to go after the crocodile.*

Collect various types of paper with a pattern on it, such as scrap paper, sturdy wrapping paper and wallpaper. Cut a large square for each child and then cut seven tangram pieces from the square. Each child should receive seven tangram pieces. Ask them to exchange the same shape so that all the tangrams consist of different patterns. The children are going to do the same as the boy. They should put the pieces on a sheet of paper until an (imaginary) animal appears. When the children are satisfied with their work, they should paste their tangram pieces to the sheet of paper. Look at the children's work and ask each child to talk about what he or she made. Who knows, the animal could play a role in the story! Let the children think about this possibility.

## **PLAYING TOGETHER**

*The cat chases the birds away. He just wants to play. So does the boy, so he makes a tangram of himself.*

Divide the group into pairs. In each pair, one child is the boy and the other is the cat. The pairs should play together.

### **Suggestions:**

- The boy holds a hula-hoop and the cat jumps through it.
- The boy throws a small ball and the cat chases it.
- The boy stands with his legs spread open and the cat crawls through them.
- The boy and the cat roll together over the floor.