

Tangrams

1. Question & Research Task

A tangram is a Chinese puzzle of five triangles, one square, and one parallelogram. These **seven** shapes start out arranged into a large square, but can be rearranged into other figures, such as animals.

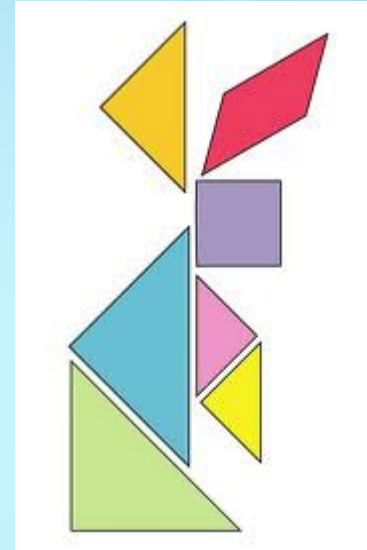


Image Source: [Wikimedia Commons](#)

You will be asked to create an animal using the **seven** shapes in a tangram and then write a story about the animal you made.

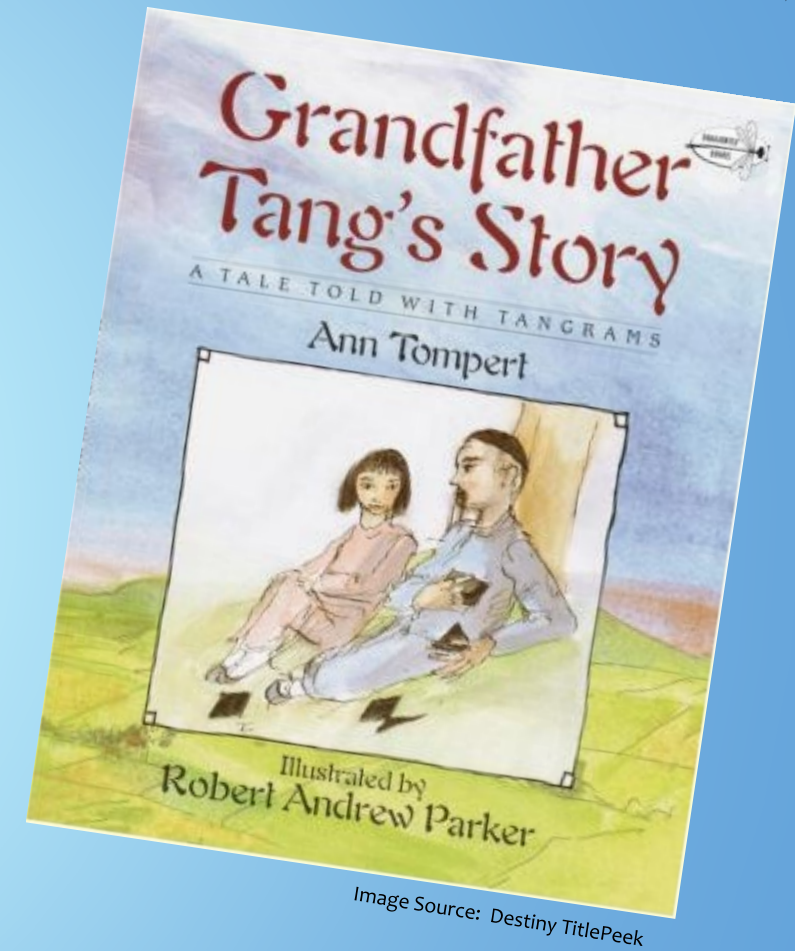


Image Source: [Destiny TitlePeek](#)

In this Slam Dunk, you will conduct brief, focused research to respond to the inquiry question:

How can I use tangrams to tell a story?

2. Information Sources

1. Let's learn how to move shapes so we can create our own animals.

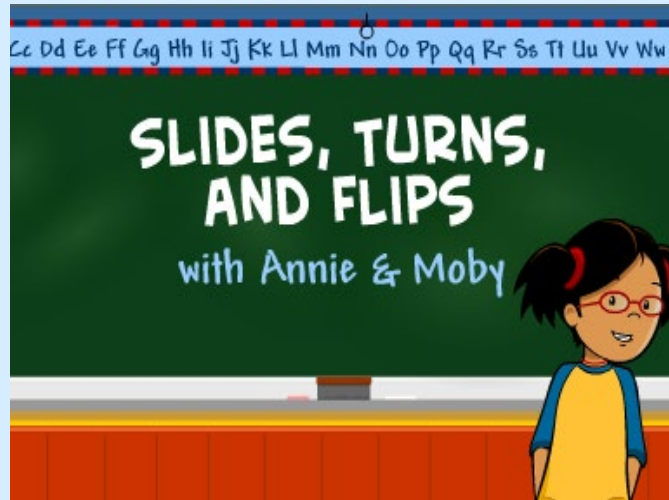


Image Source: BrainPop Jr.

NOTE: Your teacher/librarian will give you the database login if needed.

2. Now we can practice moving shapes in order to create different images. Click on the pictures below to practice.

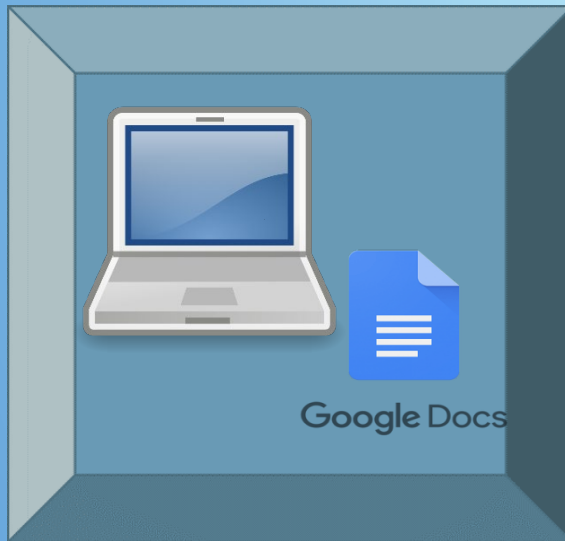


Image Source: PBSkids.org

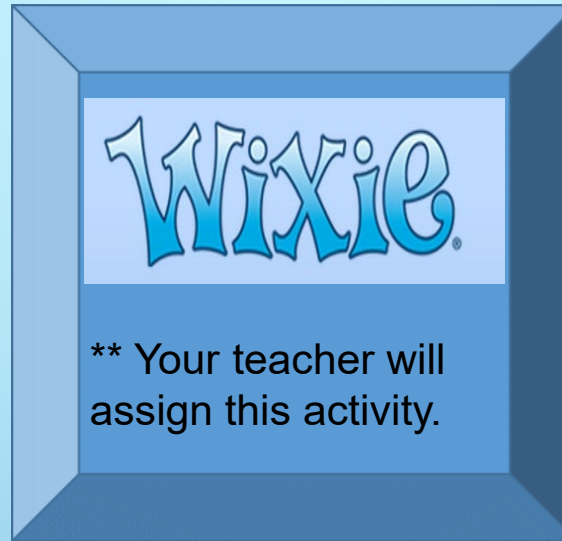
3. Student Activity

First, manipulate the shapes in the tangram on your own to create an animal.

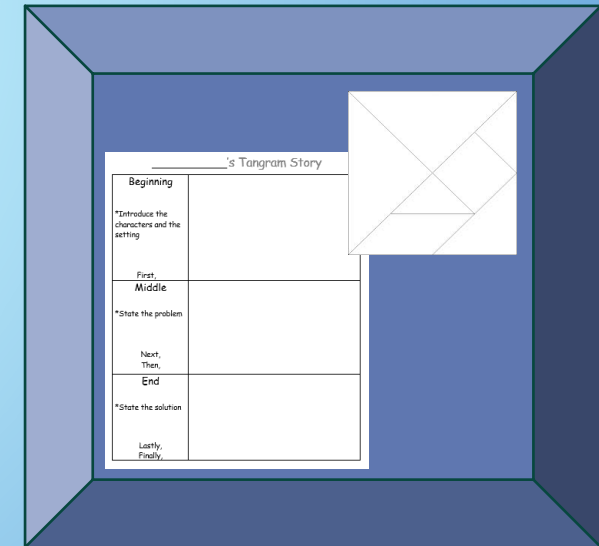
[Google Doc](#) (Digital, optional)



Access Wixie from the
[Apps Portal](#).



[Google Force Copy](#)



4. Assessment Activity

How can I use tangrams to tell a story?


Next, write a story to go along with your tangram character.

Use the writing organizer included below the drawing you created in the Student Activity on slide 3.

Be sure to include a beginning, middle, and ending to your story.

Google Doc

's Tangram Story



Beginning *Introduce the characters and the setting	
Middle *State the problem	
End *State the solution	

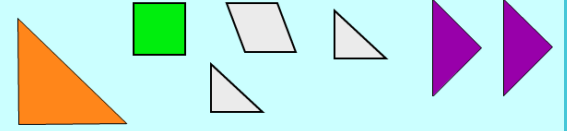
Google Force Copy

's Tangram Story

Place your rearranged tangram shapes in the box below.

Beginning *Introduce the characters and the setting	
Middle *State the problem	
End *State the solution	

Access Wixie from the [Apps Portal](#).



Beginning:

Middle:

End:

5. Enrichment Activities

SLIDE NAVIGATION

1

2

3

4

5

6

Next

Math
Learning
Center:
Pattern
Shapes

ABCya: Tangrams

Mathigon: Tangram
Puzzles

6. Teacher Resources

<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>
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Learning Standards Alignment

Common Core State Standards for English Language Arts & Literacy

Reading: 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Writing: 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

AASL Standards Framework for Learners

Inquire: Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.

Think: Learners display curiosity and initiative by:

I.A.2 Recalling prior and background knowledge as context for new meaning.

Create: Learners engage with new knowledge by following a process that includes:

I.B.3 Generating products that illustrate learning.

Share: Learners adapt, communicate, and exchange learning products with others in a cycle that includes:

I.C.1 Interacting with content presented by others.

Grow: Learners participate in an ongoing inquiry-based process by:

I.D.2 Engaging in sustained inquiry.

Explore: Discover and innovate in a growth mindset developed through experience and reflection.

5.B.1 Problem solving through cycles of design, implementation, and reflection.

Grade 1 Library Media

Objective: Students will be conduct brief, focused research in order to arrange tangrams to create a story.

Time Frame: Three 50 minute lessons

Differentiation strategies for this lesson:

- Have students use learning supports provided in any BCPS Digital Content in the [Apps Portal](#) included in this lesson.
- Refer to [Digital Content Snapshot/Support pages](#) as needed.
- Print out resources on Slides 2, 3, and 4 prior to instruction if needed.

Notes to the teacher:

- Slide 1 has the definition and illustrations hyperlinked to the shape of the rabbit.
- Slide 3 will give the students three options for creating their character. The students will be able to use either a Google Doc, Wixie template, or paper shapes to be manipulated by hand.
- The teacher will need hard copies of the paper template and scissors for the students who chose the paper option.
- Students will may need a paper copy of the story paper to write their rough draft of their story if a digital device is unavailable to them. The students may also use the written rough draft to assist them in typing their final version.
- Have students use learning supports provided in any [BCPS-licensed Digital Content](#) included in this lesson. Refer to [Digital Content Snapshots & Support resources](#) for guidance as needed.
- Consider [using the Schoology Assignment Apps feature](#) to assign Microsoft or Google documents and files for students to access, edit, and submit through Schoology.