



# My Tangram Animals

**Lesson Plan by:** Mei-Lin Wang, Walsh Jesuit High School, NCTA 2021 (The Ohio State University seminar)

**Title:** My Tangram Animals

**Theme/Topic:** Using the tangram puzzle to make animals and to describe them with various adjectives and verbs.

**Introduction (2-3 sentence summary of lesson):** Students were able to describe some animals and their physical traits. Now they will explore Chinese tangram puzzles and will be able to make at least five different animals with tangrams. They will describe their tangram animals with various verbs and adjectives and conjunctions, and interact with their class about what animals they have and/or like and describe how they animals look like.

**Subject(s)/Grade level(s):** Chinese 1 / 9th grade (Novice High)

**Suggested Duration of Lesson:** 6-7 X 40 minutes

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**Connection to Standards/Common Core (2-3 standards):**

## ACTFL

### COMMUNICATION

- Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.
- Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.

### Ohio's Learning Standards for World Languages and Cultures (revised March 2020)

*Interpersonal intercultural communication:*

- Exchange Information: Request and share information on familiar and everyday topics.
- Express and React to Preferences and Opinions Express, ask about and react to simple preferences, feelings or opinions on familiar topics.

*Presentational speaking or signing*

- Present information using mostly simple sentences and transitions.

### **Essential Questions (2-3 questions):**

- What are the various verbs and adjectives you can use to describe animals?
- What are the different negative words for various verbs?
- What questions can you ask to interact with someone about animals?

### **Learning Objectives (2-3 objectives):**

Students can

- Make animals out of tangrams and describe their animals with various adjectives and verbs.
  - Practice interpretive, interpersonal, and presentational use of the Chinese language.
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# My Tangram Animals

## Materials Needed:

- Student iPad with Chinese character input enabled and internet access
- Legend of Tangram website: "[Yu and the God of Thunder](#)"
- YouTube "[A Sage's Journey: The story of Tangrams](#)"
- A story of Tangram "[Grandfather Li's Story](#)" from Storyjumper created by the teacher
- Class set of tangrams
- Worksheets (Legend of Tangrams and Grandfather Li's Story) and rubric
- Access to quizlet

## Pre-Assessment of Prior Knowledge: *How will students show what they already know about the topic?*

Students learned how to describe what animals they have, like, and can do, and some common phrases for physical features/traits of animals. Vocabulary on quizlet: Students will take the quiz on the [quizlet](#) as pre-assessment on the vocabulary. Speaking: They also will be given 10 images of different animals and will need to describe the images (prompts: use the following words, have, can, like, adjectives to describe the physical features/traits)

## Lesson Activities/Instructional Strategies (5-7 steps):

1. Students will read the Chinese legend about "[Yu and the God of Thunder](#)" and watch the YouTube video "[A Sage's Journey: The story of Tangrams](#)" to establish their prior knowledge about Tangram. Students will work on a worksheet for exit slip.
2. Students will have a set of tangrams to try out by following the guideline to make the shapes as indicated in the website. <https://mathigon.org/tangram>. Then students will work in small groups and make anything out of Tangram, and then any animals. Share with their group members and describe their tangram animals in Chinese, for example: This is my "dog". He is cute and small. He likes to eat.
3. Students will listen to the story "[Grandfather Li's Story](#)" made by the teacher in the StoryJumper and complete a worksheet to check their comprehension. The teacher will use different language patterns to interact with the students to engage students, empower students to use the target language and enhance their communication skills.
4. Students will work on their project on Storyjumper, MS Power Point, or a paper book for 3 days. See rubric.
5. Students will present their project. After the presentation, the class will interact with the presenter by asking questions with "what" "yes/no", and "how". (for example, 你喜欢什么动物? 你的狗会游泳吗? 你的猫可爱不可爱? ) to reinforce their interpretative, presentational, and interpersonal communication skills.

# My Tangram Animals

## Resources:

- Yu and the God of Thunder: [https://www.archimedes-lab.org/tangramagicus/Tangram\\_legend.html](https://www.archimedes-lab.org/tangramagicus/Tangram_legend.html)  
<http://restlessmindboosters.blogspot.com/2011/11/we-can-find-lot-of-legends-about.html>
- Tangram Builder: <https://mathigon.org/tangram>
- A Sage's Journey: <https://www.youtube.com/watch?v=X5mc-dkYLfi>
- Performance Rubrics: [http://oflaslo.weebly.com/performance-rubrics.html#.YRMCH\\_IKhRY](http://oflaslo.weebly.com/performance-rubrics.html#.YRMCH_IKhRY)

## Closing/Reflection Activity: *How are students engaging with ideas from another culture? What does it mean for them?*

- Students will share how the tangram puzzle impacts their creativity on making/creating animals.  
Students will give feedback on others' presentations.
- Select a mythology from another region and compare it with the Chinese legend "Yu and the God of Thunder."
- Compare the Tangram puzzle with any type of puzzle you are familiar with. List the differences and how these differences might affect your critical thinking.

## Post-Assessment: *How will students demonstrate what they have learned about the topic from this unit?*

The StoryJumper or any other form of presentation such as slides, paper books are our summative assessments.

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## Extension Activities/Extending the Lesson/Cross-Curricular Connections (2-3 ideas):

[Grandfather Tang's Story](#) : Read the story and retell the story in Chinese at your language level.

Colors: Add the color vocabulary in your sentences to describe your tangram animals.

Math: Compare the size of the tangram pieces. (Kindergarten). Calculate the area or the angle from the tangram.

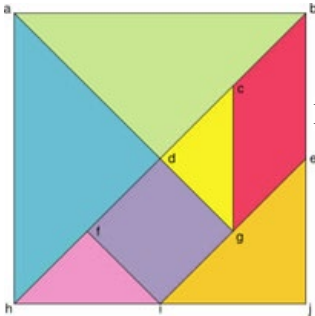
# My Tangram Animals

## Legend of Tangrams-worksheet

Directions: You are going to read the legend about *Yu and the God of Thunder* and view the YouTube video *A Sage's Journey*. Please match the following descriptions with the corresponding images based on your reading. Write down the letter of the best description next to the figure.

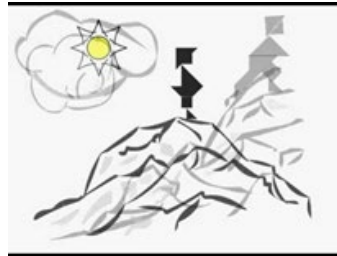
- Legend of Tangram website: "[Yu and the God of Thunder](#)"
- YouTube "[A Sage's Journey: The story of Tangrams](#)"

Figure 1



Description: \_\_\_\_\_

Figure 2



Description: \_\_\_\_\_

Figure 3



Description: \_\_\_\_\_

Figure 4



Description: \_\_\_\_\_

Descriptions:

- The sky was broken into seven black pieces. The Sage, in memory of the former world, began to reassemble several kinds of shapes that had disappeared.
- He was jealous and angry, and crushed the sky with his hatchet. So, the sky fell on Earth in seven pieces black like coal.
- He lived among humans, who venerated him because he was 'yang', good, and was always ready to help them.
- He is a very wise man. He has the cunning of a fox, the wisdom of an owl and the memory of an elephant.

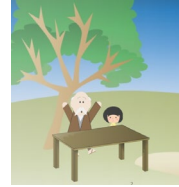
# My Tangram Animals

## Grandfather Li's Story -worksheet

Directions: Please click the link and read the story, [Grandfather Li's Story](#), from the StoryJumper. Then answer the following questions based on the story.

1. Q: 爷爷□□□□哪□□□们□□□□么□

A: \_\_\_\_\_



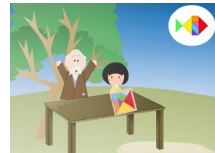
2. Q: 兔□跑□□□□□□么动□□这□□□□□□

A: \_\_\_\_\_



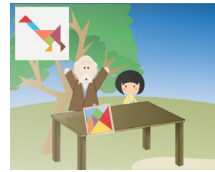
3. Q: 这□□觉□这条鱼□□吗□

A: \_\_\_\_\_



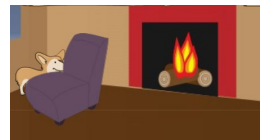
4. Q: 这□鹅□□□□□么□这□鹅□□□□□

A: \_\_\_\_\_



5. Q: 这□□□□□□么□它□东□□吗□

A: \_\_\_\_\_



6. Q: 妈妈来□□□爷爷□□□□□□么□

A: \_\_\_\_\_



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## Presentation -Rubrics

Presentation	Excellent 9-10 points	Good 7-8 points	Fair 4-6 points	Need improvement 0-3 points
<b>Language function</b>	<p>“ I can speak in simple sentences, phrases, lists, and words.</p> <p>“ I successfully incorporate recently learned words and structures <b>most of the time</b>.</p>	<p>“ I can speak in phrases, lists, and words.</p> <p>“ I <b>sometimes</b> incorporate successfully recently learned words and structures.</p>	<p>“ I can speak in words and lists of words.</p> <p>“ I do <b>not often</b> incorporate successfully recently learned words and structures.</p>	<p>“ I can speak in words.</p> <p>“ I don't successfully incorporate recently learned words and structures.</p>
<b>Comprehensibility</b>	<p>“ My presentation is <b>understandable despite some errors</b> by someone accustomed to language learners.</p>	<p>“ My presentation is <b>generally understandable</b> by someone accustomed to language learners, with errors which may require interpretation.</p>	<p>“ My presentation is <b>not often understandable</b> by someone accustomed to language learners, with errors that require interpretation.</p>	<p>“ My presentation is <b>rarely understandable</b>, with errors that cause confusion even for someone accustomed to language learners.</p>
<b>Organization</b>	<p>“ I successfully use compound sentences <b>most of the time</b>.</p> <p>“ I successfully use simple transition elements <b>most of the time</b>.</p>	<p>“ I <b>sometimes</b> use compound sentences successfully.</p> <p>“ I <b>sometimes</b> use simple transitional elements successfully.</p>	<p>“ I do <b>not often</b> use compound sentences successfully.</p> <p>“ I do <b>not often</b> use simple transitional elements successfully.</p>	<p>“ I <b>rarely</b> use compound sentences successfully.</p> <p>“ I <b>rarely</b> use simple transitional elements successfully.</p>
<b>Impact</b>	<p>“ I address <b>all</b> of the presentation requirements.</p> <p>“ I maintain the attention of the audience <b>most of the time</b>.</p> <p>“ My presentation is organized <b>most of the time</b>.</p> <p>“ My presentation is detailed <b>most of the time</b> given the topic and my language ability.</p>	<p>“ I address <b>some</b> of the presentation requirements.</p> <p>“ I <b>sometimes</b> maintain the attention of the audience.</p> <p>“ My presentation is <b>sometimes</b> organized.</p> <p>“ My presentation is <b>sometimes</b> detailed given the topic and my language ability.</p>	<p>“ I do <b>not often</b> address the presentation requirements.</p> <p>“ I do <b>not often</b> maintain the attention of the audience.</p> <p>“ My presentation is <b>not often</b> organized.</p> <p>“ My presentation is <b>not often</b> detailed given the topic and my language ability.</p>	<p>“ I <b>rarely</b> address the presentation requirements.</p> <p>“ I <b>rarely</b> maintain the attention of the audience.</p> <p>“ My presentation is <b>rarely</b> organized.</p> <p>“ My presentation is <b>rarely</b> detailed given the topic and my language ability.</p>