

THE CAT WHO CAME IN OFF THE ROOF A STRAY CAT (T2)

S19
T2
D7
L1 P4

In focus:

- Robotics, engineering (D7)



Task 3: Newspaper editorial office

The pupils get to know the day-to-day running of a newspaper editorial office. They slip into the role of editor-in-chief, plan the front page, recruit journalists and start new sections. There are endless possibilities for situation games.

Every solution is correct!

Use the ideas from the ideas bazaar or let the children's creativity run wild!



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Idea bazaar – some ideas:

- Situation games
- Questions about ideas

For details of the different solutions, see the Idea sheets!

Developmental fields:

In Focus:

- Language development
- Vocabulary, expressiveness
- Creativity

In addition:

- Attention, memory
- Subject concentration – Mother tongue
- Talent development

Task 4: Planning a cat playground

The pupils plan and design a playground for cats or other hobby animals. Research together on the Internet what needs the selected animals have.

Every solution is correct!

Use the ideas from the ideas bazaar or let the children's creativity run wild!



Idea bazaar – some ideas:

- Different cat playgrounds
- Of course you can invent your own designs!

Details of the various solutions can be found in the idea sheets!

Developmental fields:

In Focus:

- Fine motor skills
- Creativity
- Text comprehension

In addition:

- Attention to details
- Subject concentration – Technical handicrafts
- Talent development

How to manage the output:

Take photos of the finished workpieces.

Organise an exhibition or a pet supplies shop in the classroom!

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Task5: Cat names

The pupils invent funny cat names. Linguistic awareness is encouraged. Alliterative names, names as examples of different grammatical phenomena are asked.

Every solution is good!

Use the ideas from the ideas bazaar or let the children's creativity run wild!

Idea bazaar – some ideas:

- Worksheet with cat pictures

You can find details about the different solutions in the idea sheets!

Developmental fields:

In Focus:

- Language development
- Vocabulary, grammar
- Creativity

In addition:

- Subject concentration – Mother tongue
- Talent development



Task 6: Making cat toys

The pupils plan and design toys for cats or other hobby animals. Research together on the Internet what needs the selected animals have.

Every solution is good!

Use the ideas from the ideas bazaar or let the children's creativity run wild!

Idea bazaar – some ideas:

- Different cat toys
- Of course you can invent your own designs!

You can find details about the different solutions in the idea sheets!

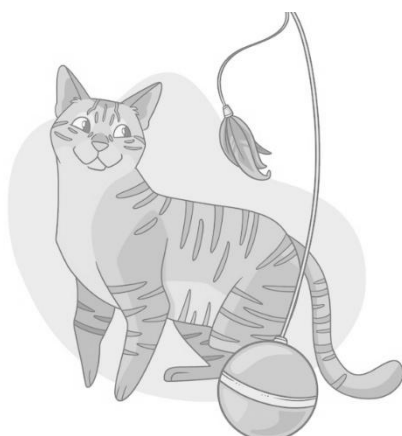
Developmental fields:

In Focus:

- Fine motor skills
- Creativity
- Text comprehension

In addition:

- Attention
- Subject concentration – Technical handicrafts
- Talent development



How to manage the output:

Take photos of the finished workpieces.
 Organise an exhibition or a pet supplies shop in the classroom!

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Task 9: Zeitungsartikel schreiben

The pupils learn about the different forms of newspaper articles.

What makes a news item? What is the difference between a reportage and a report? Why does an interview have to be planned?

These questions can all be answered.

Every solution is correct!

Use the ideas from the ideas bazaar or invent new topics!

Idea bazaar – some ideas:

- Writing occasions
- Characteristics of the different genres

You can find details about the different solutions in the idea sheets!

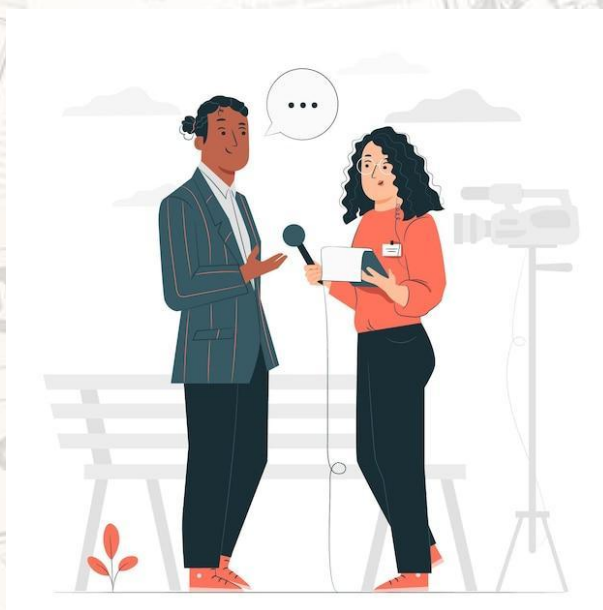
Developmental fields:

In Focus:

- Language development
- Vocabulary
- Expressiveness in writing

In addition:

- Attention
- Subject concentration – Mother tongue
- Talent development



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L2 P3



Focus on:

- Robotics, engineering (D7)

Goals of the lesson:

- Text comprehension
- Problem solving
- Decision making
- Organizing group work

„He told me“, Minou said, pointing at Fluff. „He told me all about you. And actually, I've spoken to lots of cats who live around here. They all said, you were the nicest.“
Tibble blushed. He felt strangely flattered. „You... you talk to cats?“ he asked.
„Yes.“

What nonsense, thought Tibble. The woman's quite mad.

„And, er... how did you come to be able to talk to cats?“

„I was one myself“, she said.

Totally bonkers, thought Tibble.

Minou had sat down in front of the fire, next to Fluff. They were sitting together on the rug, and Tibble could now hear two purring sounds mixed together. It sounded very peaceful. Shall I write that article about her after all? Tibble thought.

Last night I provided shelter to a purring lady who entered my appartement through the attic window and, on being asked, informed me that she had once been a cat...

I'd be out on my ear the same day, thought Tibble. Now he could hear them talking to each other, the young lady and the cat. They were making little purring, meowy kinds of noises.

„What's Fluffy saying now?“ he asked as a joke.

„He says your peppermints are in a jam jar on the top shelf of the bookcase. You put them there yourself.“
Tibble stood up to have a look. She was right.

Main features and interactions of the characters

Charakter	Features	Interactions
Minou	Young lady, shy, 'feline' characteristics, can purr	Talks to people and cats, walks, purrs
Tibble	Desperate and perplexed about his work, he does not believe Minou	Speaks, types
Fluffy	can purr, observes everything closely	Sits in front of the fireplace, purrs

How to use the character card:

Each student fills in their own Character card:

- writes the name of the character
- their features, movements, reactions, etc.
- collects the elements of the environment, other accessories, things to be built
- thinks over the phases, tools and materials of the robot's building

Students can use more pieces of each part of the Character card if needed!

 Your name _____
Build _____

Minou
Tibble,
Fluffy

 Your name _____
Be attentive, your robot should be able to: _____

moving, talking, purring,
lying, sitting, walking in
the room, typing

 Your name _____
There also should be: _____

Furnishings in the room,
bookshelf, peppermint
candy, table, typewriter

 Your name _____
Think over: _____

The main actions of the
story

Suggested materials

- ArTeC Blocks (at least the 112 pcs set)
- Storyline template
- Pencil

Media files needed
Divide the text segment
into pieces
Make a list about things
needed

Suggestions

- Research on the internet how purring occurs, which types of cats can purr, in which situations they do it, etc.
- Discuss how the old mechanical typewriters work. Build a movable model from ArTeC blocks.
- Compare mechanical typewriters with modern printers. Learn about the 10-finger system.

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Suggested materials

- ArTeC Blocks (at least the 112 pcs set) and ArTeC robotics set (1 Studuino motherboard, 2 DC motors, wheels, 2-3 servo motors, 1 Touchsensor, 1 or 2 IR-Photoreflectors, 1 or 2 Buzzers)
- Mindmap or Chart draft, Storyline
- Character cards and Robotic task card template
- Pencil

Suggestions

- Think about what gestures people and animals make when they are happy and relaxed
- Collect possible ways of representing purring with ArTeC robots.
- Think about how a model of a mechanical typewriter can be operated with ArTeC components.

Purring
Moving on
Recognising obstacles

Focus on:

- Robotics, engineering (D7)

Goal of the lesson:

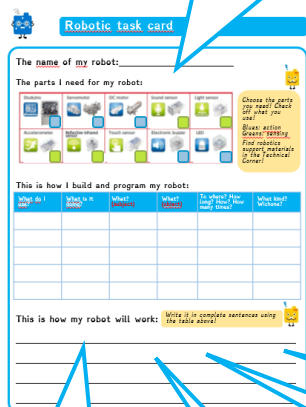
- Fine motor skills
- Problem solving
- Decision making
- Life skills

How to fill in the Robotic card?

- Choose the robot's activity and the complexity of the program to match the child's abilities, based on the character card, the developmental aspect and the programming level.
- If necessary (e.g. for clarification or differentiation), additional robot cards can be filled in.
- Design the robot with several ways of building/programming!
- Complete the robot cards in the target language!
- Not all columns of the table need to be filled in, only those relevant to the robot's specific operation.
- Based on each row of the table, describe the robot's operation in the target language using grammatically correct sentences.

Related topics in the Technical corner

- Programming DC motor
 - Repeated rotation of the axis (2.a, 2.b)
 - Winding the motor until the sensor detects change (4.b, 4.c)
- Programming servo motor
 - Moving the arm or tail to up and down (3.b)
- Testing and programming IR Photoreflector (7.a, 7.c, 7.e)
 - Using an IR Photoreflector for detecting an object (7.d, 7.e)
- Using LEDs (5.a)
 - Blinking (5.b)
- Using Buzzer (6.a, 6.b)



Robotic task card

The name of my robot: _____

The parts I need for my robot:

DC motor	Servo motor	IR Photoreflector	LED	Buzzer	Wheel	Touchsensor
☐	☐	☐	☐	☐	☐	☐

This is how I build and program my robot:

What do I want?	What do I need?	What do I do?	What do I see?	What do I hear?	What do I feel?	What do I think?

This is how my robot will work: Write it in complete sentences using the table above!

Static figure: Fluffy.
Build a cat whose legs can be moved on axes so that it can sit and lie down.

PROG1

Minou talks to Tibble, then goes to Fluffy and meows

PROG2

Minou and Fluffy purr, Tibble goes to the bookshelf and takes some peppermint sweets

PROG3

Tibble sits at the table and types (raises and lowers his hands). There is a working typewriter on the table.

PROG4

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Ideas for robots on different programming levels

Static figure: Fluffy.
Build a cat whose
legs can be moved
on axes so that it can
sit and lie down.

PROG1

Minou talks to Tibble,
then goes to Fluffy and
meows

PROG2

Minou and Fluffy
purr, Tibble goes to
the bookshelf and
takes some
peppermint sweets

PROG3

Tibble sits at the
table and types
(raises and lowers
his hands). There is a
working typewriter
on the table.

PROG4



Fluffy, Minou, Tibble and the typewriter

P1 Fluffy

- Static figure
- Build Fluffy, he can sit and lie down like cats do

P2 Minou

- Build Minou, she moves on wheels, driven by 2 DC motors
- First she stands next to Tibble and talks to him, then she goes to Fluffy
- Set the operating time of the motors so, that she stops at Fluffy
- When she arrives at Fluffy, she meows

P3 Minou or Tibble

- Build Minou as in P2 but with an IR photoreflexor
- If the IR photoreflexor detects Fluffy, the motors are switched off and the buzzer is activated

OR

- Build Tibble, he follows a line
- He wanders frantically around the room looking for the mints, then goes to the bookshelf
- With another IR photoreflexor, he stops when he reaches the shelf
- He stretches his arms up and lifts the sweets down

P4 Tibble and the typewriter

- Tibble sits at the table. He is raising and lowering his hands and typing
- The typewriter stands on the table, the buttons (letters) move with the help of servomotors

