

THE CAT WHO CAME IN OFF THE ROOF MR. SMITH'S RECEPTION (T3)

S19
 T3
 D1
 L1 P4

In focus:

- Text comprehension (D1)



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!



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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S19
 T3
 D1
 L1 P5

In focus:

- Text comprehension (D1)



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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MR. SMITH'S RECEPTION (T3)

S19
 T3
 D1
 L1 P6



In focus:

- Text comprehension (D1)

Task 7: Cat tangram

The pupils get to know the tangram game. A square is cut into seven different plane figures. Figures can be constructed from the five triangles of different sizes, the square and the parallelogram. This time only cat figures are formed.

The cards are printed out, wrapped in foil and cut open, then the game of re-placement begins. The game can be made more complex if the pupils observe the picture for a while and then have to place it from memory.

If the cards are printed out in black and white, or only the silhouettes are shown, other cognitive functions can be encouraged.

Every solution is good!

Use the ideas from the ideas bazaar, or invent new figures!

Idea bazaar – some ideas:

- Tangram figures with cat pictures
- Tangram square to cut open (if no tangram game made of wood, plastic, ... is available)

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

Developmental fields:

In Focus:

- Orientation
- Memory
- Analysis-Synthesis
- Creativity

In addition:

- Subject concentration – Crafts, visual education
- Talent development



Task 8: Making a bookmark

The pupils design a bookmark in the shape of a cat.

Every solution is good!

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

Idea bazaar – some ideas:

- Different bookmarks
- Of course you can invent your own designs!

Developmental fields:

In focus:

- Fine motor skills
- Creativity
- Text comprehension

In addition:

- Attention
- Subject concentration – visual education
- Talent development

How to manage the output:

Take photos of the finished workpieces.

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



THE CAT WHO CAME IN OFF THE ROOF MR. SMITH'S RECEPTION (T3)

S19
 T3
 D1
 L2 P3



Focus on:

- Text comprehension (D1)

Goals of the lesson:

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

„Mr. Ellmore's about to speak, „ they said. Everyone pushed forward to listen, and Minou and Tibble got separated in the crowd.
 Tibble was pushed over to one side, while Minou was jostled all the way to the front, close to the small table behind which Mr. Ellmore was giving his speech.
 „Mr. Smith,“ he began, „ladies and gentlemen...“
 Everyone was quiet.
 „I am delighted to see so many people here this afternoon...“
 Mr. Ellmore was holding his car key in one hand and swung it gently back and forth over the table.
 Tibble looked at Minou and saw to his shock, that her eyes were moving from side to side like at a tennis match. She wasn't listening at all; she was just staring intently at the swinging key, like a cat, that's seen something move.
 She's about to cuff it, thought Tibble, and he coughed very loudly, but she didn't notice.
 „Many among us were once taught by Mr. Smith...,“ the speaker continued. „And we all - „
Whack.
 Minou's gloved hand smacked the key and sent it clattering over the table.

Main features and interactions of the characters

Charakter	Features	Interactions
Tibble	worried, buys gloves for Minusch	Speaks, walks
Minou	has 'feline' characteristics, wears gloves	Swipes for moving objects
Mr. Smith, Mr. Ellmore, Guests	Different figures	Chat, listen to the presentation

Suggestions

- Discuss how people move. Do some leg and arm movements together and have the children observe the phases of their own movements.
- Build simple figures with moving legs and arms from ArTeC blocks.
- Look together at pictures or videos of cats playing and hunting. What movements are typical for them? What is their gaze like? Is there always a 'preparation phase'? How can this be recognised?

Suggested materials

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

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!



Build

Your name _____

Minou
Mr. Ellmore
Tibble, Mr. Smith, Guests



Be attentive, your robot should be able to:

Your name _____

moving, talking, raising hands, waving, hitting, playing with keys



There also should be:

Your name _____

Table
Guests
Keys



Think over:

Your name _____

The main actions of the story
Media files needed
Divide the text segment into pieces
Make a list about things needed

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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-Photoreflektors, 1 or 2 Buzzers)
- Mindmap or Chart draft, Storyline
- Character cards and Robotic task card template
- Pencil

Focus on:

- Text comprehension (D1)

Goal of the lesson:

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

Suggestions

- Think about what posture people and animals show when they are concentrating very hard.
- Collect possibilities of how this gesture could be represented with robots.
- Collect possibilities of how the robot could be controlled in order to be able to depict the slamming of the bunch of keys more accurately.

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.

Turning the head back and forth
Hitting with the paw/hand

Robotic task card

The name of my robot: _____

The parts I need for my robot:

DC motor	Servo motor	Touch sensor	IR Photoreflexor	Buzzer
☐	☐	☐	☐	☐

Choose the activity parts you want to use!
Block action
Greater setting
Four motion
Support material
In the Technical corner

This is how I build and program my robot:

What do I want?	What do I need?	What do I want?	What do I need?	What do I want?	What do I need?

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

Related topics in the Technical corner

- Programming DC motor
 - 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 Touch sensor (4.a, 4.b, 4.c)
- Testing and programming IR Photoreflexor (7.a, 7.c, 7.e)
 - Line tracing robots using 1 IR Photoreflexor
 - Labyrinth-traversing robots
- Using Buzzer (6.a, 6.b)

Static figures (Mr Smith, Tibble, other guests): they can move their arms and heads on axes

PROG1

Static figures form the crowd, Minou is pushed forward to the table

PROG2

Mr Ellmore gives his speech, stands behind the table and he is playing with his car keys

PROG3

Minou watches the key as if bewitched, after a while she strikes it with her hand

PROG4

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Ideas for robots on different programming levels

Static figures (Mr Smith, Tibble, other guests): they can move their arms and heads on axes

PROG1

Static figures form the crowd, Minou is pushed forward to the table

PROG2

Mr Ellmore gives his speech, stands behind the table and he is playing with his car keys

PROG3

Minou watches the key as if bewitched, after a while she strikes it with her hand

PROG4



Minou strikes to the keys

P1 Guests of the event

- Static figures
- Build people who can move their arms and heads on axes

P2 Minou

- Build Minou, she moves on wheels, driven by 2 DC motors
- She navigates through the crowd using an IR photoreflector
- Or she follows a line and stops in front of the table (where the line ends)

P3 Mr Ellmore

- Mr Ellmore stands behind a table
- He is talking (buzzer), the guests are listening to him
- The car key swings in his hand (servomotor)

P4 Minou and the keys

- Build Mr Ellmore as in P3
- Minou watches the key for a while and turns her head back and forth in time with the key (servo motor)
- She hits it with her hand (second servo motor)

