

THE CAT WHO CAME IN OFF THE ROOF THE GINGER SISTER (T5)

S19
T5
D11
L1 P4

In focus:

- Language consciousness (D11)



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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D11
L1 P6

In focus:

- Language consciousness (D11)



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 THE GINGER SISTER (T5)

S19
T5
D11
L2 P3



Focus on:

- Language consciousness (D11)

Goals of the lesson:

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

Her ginger sister was running towards her. She had nabbed one of the dusk thrushes from the front garden. In the same instant, Tibble and Bibi were standing at the front hedge, but Minou didn't know that. Her sister trotted up triumphantly. She couldn't say anything with her mouth full of thrush, but in her eyes you could see her thinking, Who's the best hunter around? The bird chirped and cheeped and fluttered hopelessly between her sister's cruel jaws. For a second, Minou thought, Mmmm, yummy! But when her ginger sister came closer, Minou hit her hard and yelled, „Let go!“ Her sister jumped and released her prey. The dusk thrush immediately flew off, wobbling and unsteady at first... then straight up into the sky, twittering its way to freedom. „That is the last straw,“ her sister said in a quiet voice full of menace. „I... I'm sorry...,“ Minou said. She was utterly ashamed of herself. „This is really the end,“ her sister hissed angrily. „I've been running around all night for you... all night. Finally using all my strength and all my cunning, I catch a rare dusk thrush for you. Because I know that it's your last chance... because you are my sister. And look what you have done!“

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!

Suggestions

- Discuss how the cats' movements work, look at pictures and videos together so that the children can observe the phases of their movements
- Build simple figures with movable legs and arms from ArTeC blocks

Main features and interactions of the characters

Charakter	Features	Interactions
Minou	Insecure, confused, has 'feline' movements and thoughts	talks, strikes with the paw, release the bird
The ginger cat	Hunts for birds, triumphant, self-confident, at first helpful, later offended	Holds the prey in her mouth, runs away



Your name _____

Build _____



Your name _____

Be attentive, your robot should be able to: _____



Your name _____

There also should be: _____



Your name _____

Think over: _____

Minou
The ginger sister

move, talk, hold the prey in the mouth, strike with the paw

Garden
Garden fence
House
Prey

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

Suggested materials

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

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L3-4
P4



- 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

- Think about what gestures cats make when they are confused or unsure. How do they communicate with each other or with humans?
- Collect ways in which robots could be used to illustrate a cat releasing prey from its mouth.
- Collect the ways in which robots could be used to represent a fluttering bird.

Moving, striking the bird,
dropping something from the
mouth, fluttering

- Language consciousness (D11)

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

- 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.

- 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 Photoreflector (7.a, 7.c, 7.e)
 - Using an IR Photoreflector for detecting an object (7.d, 7.e)
 - Line tracing robots using 1 IR Photoreflector
 - Labyrinth-traversing robots
- Using Buzzer (6.a, 6.b)
- Using random numbers (10.a)

[illegible]

Build a girl and a cat that have very similar colours, with movable limbs and tail

PROG1

The ginger cat
appears in the
garden, holds a bird
in its mouth and
runs to a bush

PROG2

The cat and the girl meet, rub their noses together and start talking/arguing

PROG3

The ginger cat appears in the garden and runs to the girl. They talk to each other, then the girl hits the bird and the cat lets it fly

PROG4

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Ideas for robots on different programming levels

Build a girl and a cat that have very similar colours, with movable limbs and tail

PROG1

The ginger cat appears in the garden, holds a bird in its mouth and runs to a bush

PROG2

The cat and the girl meet, rub their noses together and start talking/arguing

PROG3

The ginger cat appears in the garden and runs to the girl. They talk to each other, then the girl hits the bird and the cat lets it fly

PROG4



Minou and the ginger cat

P1 Minou and the ginger sister

- Static figures
- Minou and the ginger sister
- Their limbs and the cat's tail can be moved on axes

P2 The ginger sister appears in the garden

- Build the ginger cat
- It moves on wheels, driven by 2 DC motors
- Set the operating time of the motors so, that the figure stops briefly in front of the bushes

P3 Minousch and the ginger sister

- Build the cat and Minou
- The cat moves with the help of two DC motors
- They are equipped with IR photoreflectors
- When they recognise each other, the cat stops, and they start talking

P4 Minou and the ginger sister

- Build the figures
- The ginger cat is equipped with an IR photoreflector or a touch sensor
- When the touch sensor is pressed, the cat stops, talks and after a short time lets the bird go
- Minou is equipped with a touch sensor so that the cat can reach the sensor
- When the touch sensor of Minou is pressed, she talks a little, then strikes with her hand the bird in the mouth of the cat

OR

- Build the ginger sister
- Programme her as in P3
- She should hold a bird in her mouth, it flutters its wings
- After a certain time, she lets the bird go
- The bird 'flies' away with a random movement

