

# I Can Play Tangram

by Barbara Beveridge  
photographs by Adrian Heke



## Book Summary

A story about two young children playing the traditional Chinese game of tangram.

## Features of the Book

- Repetitive structure of the text.
- Copymaster for tangram shapes on the inside back cover.
- Inclusion of factual information.
- The use of inset photos to assist text meaning.
- The blends – “sq” and “ch.”
- Photographs supporting the text.
- Regular use of a question.
- The high-frequency words – “can,” “from,” “with,” “this,” “what,” “you,” and “them.”

## Purpose

*I Can Play Tangram* can be used in a guided reading setting to introduce and reinforce the following skills and strategies:

- S** reading everyday text within the classroom, for example, instructions;
- S** predicting the meanings of new or unfamiliar words from the context of the story;
- S** predicting outcomes from illustrations;
- S** developing the skill of writing instructions.

## Introducing the text

Look at the cover photograph.

- *What do you think the boy is doing?*
- *Do you recognize any of the shapes he has used?*
- *What do we call a game like this? (puzzle)*

Read the title and names of the author and photographer to the group.

## Reading the text

- S** Reading everyday text within the classroom, for example, instructions.
- S** Predicting the meanings of new or unfamiliar words from the context of the story.
- S** Predicting outcomes from illustrations.

Pages 2 and 3 – Ask the children to predict what they might be saying to each other.

Pages 4 and 5 – Discuss what the boy is doing (giving the reader instructions).

- *Who is he talking to?*
- *Why is he showing us how to do this?*

Pages 6 and 7

- *What do you think he has made?*
- *What is he saying to his friend?*

Pages 8 and 9 – Point out the question marks and comma. Discuss how to read these sentences with expression.

Pages 10 and 11 – Identify the parts of both tangram pictures to ensure that the children can clearly see what they are. Count the pieces of each one and identify the shapes. Predict what the children will do next.


Page 12 – Discuss the exclamation point and why it has been used. Read the labels under each shape.

Children now read the book independently.

## Revisiting the text

Discuss the word “too” and compare it with the word “to.” Clarify the meaning of each one. Write some sentences on the board. Make some of them questions. Ask the children to identify the sentences that are questions and put question marks in the correct places.

## Following Up

- S** Developing the skill of writing instructions.
-  Ask the children to write some simple instructions for a game or puzzle that is familiar to them.
- B** Complete the blackline master opposite.