

Name \_\_\_\_\_

## Internet Tangrams

### Site #1: Sagwa

A. **Directions:** Click on the icon that says "Website 1." Read the sentences at the top of the page. Use what you learned to answer questions 1 and 2.

1. How many pieces are in the puzzles? \_\_\_\_\_

2. Where did the first tangrams come from?  
\_\_\_\_\_



B. **Directions:** Click on the puzzles and solve them in the order that they are on the Website. Start with the easy puzzles and then solve the hard puzzles. Click on "Hint" if you have trouble. Check off the puzzles that you have finished.



**Easy**

\_\_\_\_\_ Sagwa

\_\_\_\_\_ Tai-Tai

\_\_\_\_\_ Fu-Fu

**Hard**

\_\_\_\_\_ Magistrate

\_\_\_\_\_ Pang

### Site #2: Tangram Pieces

A. **Follow these directions to make your own tangram pieces.**

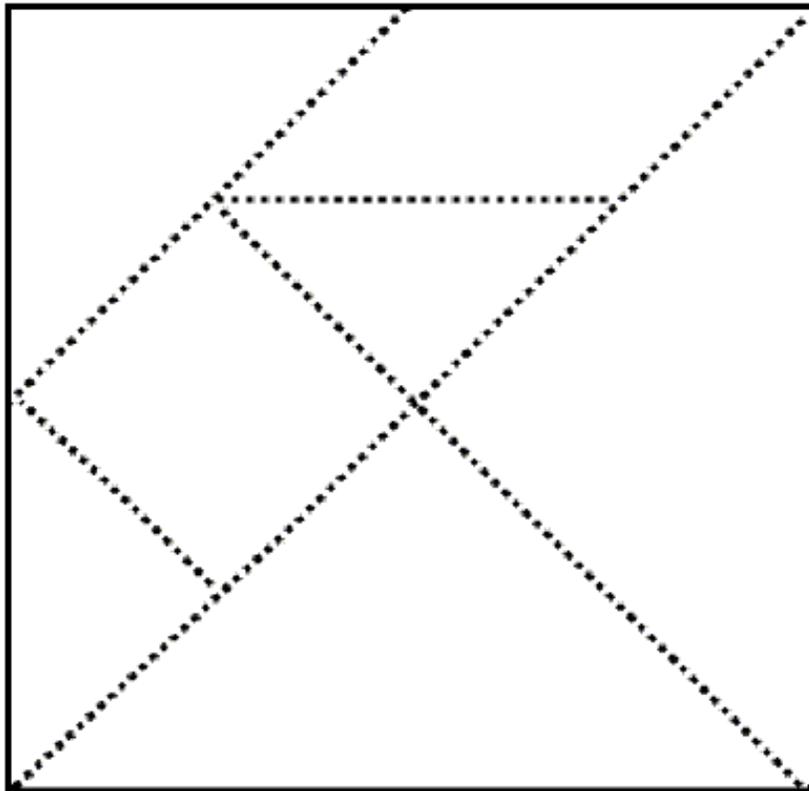
1. Click on the icon that says "Website 2."
2. Click on the box that says "Click here to print the tangram grid."
3. Print out the page that comes up.
4. Cut out the square with the pieces in it.
5. Use a glue stick to glue the squares onto a piece of construction paper.
6. Cut out the pieces inside the square.
7. Now you have your own tangram pieces to practice puzzles with.

B. **Practice Puzzles:** See if you can use your tangram pieces to make the shapes on Website 2. Click on the shapes to find the answers if you get stuck.

# Tangram Shapes

*Directions:* Look at the tangram pieces and follow each step of the directions below.

1. Color the two biggest triangles yellow.
2. Color the two smallest triangles green.
3. Put an "X" in the square.
4. Color the rhombus blue.
5. Color the last triangle red.
6. Are all of these triangles congruent? Yes No (circle one)
7. Are all of these triangles similar? Yes No (circle one)
8. Explain the differences between congruent and similar triangles.



# Tangram Lesson Grading Checklist

This checklist can serve as an assessment instrument to see that the students are mastering the SSS and Goal 3 standards set out by the state of Florida for this particular lesson.

## STANDARDS ASSESSED

### *Sunshine State Standards Assessed*

MAC 12133-The student **uses appropriate geometric vocabulary to describe properties of two-dimensional shapes.**

MAC 22131-The student **uses manipulatives to solve problems requiring spatial visualization.**

MAC 22132-The student knows symmetry, **congruency**, and reflections in geometric figures using concrete materials (for example, pattern blocks, **tangrams**, mirrors, etc.)

### *Goal 3 Standard Assessed*

#4: Critical and Creative Thinkers

## EVIDENCE & CRITERIA

YES NO      1. The student used his or her own tangram pieces to create a tangram puzzle. (MAC 22131)

YES NO      2. The pieces of the tangram figure fit together correctly (no overlapping pieces or gaps between them). (MAC 22131 and Goal 3-Critical and Creative Thinkers)

YES NO      3. The tangram resembles the character in the student's story. (MAC 22131 and Goal 3-Critical and Creative Thinkers)

- YES NO** 4. The student's story states who/what the tangram is supposed to be. (Goal 3-Critical and Creative Thinkers)
- YES NO** 5. The student's story uses some appropriate geometric vocabulary from the word list. (MAC 12133)
- YES NO** 6. The student's tangram picture gives evidence of a critical and creative thinker by being unique and unlike any of the previous tangram figures presented, and the story is creative, well-written, uses geometric vocabulary, and unique in nature to other stories on the Websites visited. (MAC 12133, MAC 22131 and Goal 3-Critical and Creative Thinkers)
- YES NO** 7. The student answers correctly the Tangram Shapes questions on congruency and demonstrates their understanding by following the instructions to color the tangrams as described. (MAC 22132 and MAC 12133)