

Guidance Notes Work Book 1

What's it All About? Work Book 1

This Work Book deals with PolygonPat arriving late at school and introduces teacher Symmetrical Malady.

Aim

Introducing the PolygonPat story and empathising with how many children feel about the start of their school day.

How Achieved

1. By listing out what makes some days better than others and by taking part in drawing and colouring in designs and patterns.
2. By constructing 3d models and promoting a 'hands on' approach that helps to encourage and motivate.
3. Drawing attention to the examples of other students work in the Work Book.
4. By using a visual art diary with this interactment (optional).

Step 1.

Enlarge the drawings on Page 2 Symmetrical Malady and Page 3 PolygonPat to A3 size (or larger), single copy only, for visual class use, and cut the characters out.

Step 2. Session One. Introduction of Teacher Symmetrical Malady and Student PolygonPat.

I told the children that I was introducing them to a 'kind of' cartoon character called PolygonPat and Teacher Symmetrical Malady. I did this by reading out the start of the story found on the front cover and then continuing with complete story on Page 1.

Concurrently I held up the cutouts of Symmetrical Malady and PolygonPat to illustrate the story.

I refocused the children's attention to the large cutout of Symmetrical Malady which I had pinned up on the front classroom board. I then asked individual children to come forward and see if they could point out the different parts of Symmetrical Malady that corresponded to the story e.g. the house, roof, butterflies etc. The children were quite excited by this and also found other objects! We discussed the meaning of the word MALADY. It includes both parts of the words MALE and LADY. The meaning of the word 'malady' was also discussed and the children thought it quite amusing and started calling the figure 'Symmetrical Sick'. Then each child was given a photocopy of the Symmetrical Malady page, Page 2 and asked to follow the instructions.

At the end of this session I handed out copies of the PolygonPat book and allowed 5-10 minutes of browsing time and time for the children to write their details on Page 1.

Session Two. PolygonPat.

Step 1.

I refocused the children's attention on PolygonPat, asking them to turn to Page 3 in their book 'Hi My Name is PolygonPat'.

Step 2.

I then gave each child a separate enlarged copy (A4 size) of PolygonPat and asked them to follow the instructions found at the bottom of the page. It is important to create a long line of PolygonPats for display purposes as it emphasises that we are all different but united as a class.

Guidance Notes Work Book 1 contd.

Session Three. 'some days "R" better than others'.

Step 1.

I reminded the children that for PolygonPat and myself some days were better than others. I asked the children to raise their hands if they also sometimes felt like that. Their responses enabled us to have a common starting point. We discussed why some days may be better than others for us and what makes them so.

Step 2.

I asked the children to turn to Page 4 'PolygonPat Makes it into the Classroom' so that we could read the entire page as a class group.

Step 3.

The children were then instructed to move into groups of 2 or 3 or on their own and told to brainstorm and write down or draw what made some days better under the word 'better' and 'others' under the word 'others'. We discussed that 'others' meant that the day was not so good.

Step 5.

After about 10-15 minutes we shared as a class what they had written. Many were similar and the usual things that can make some days better than others.

Session Four. PolySchool

Step 1.

Ask the children to turn to Page 5 'PolygonPat's Dodecahedron PolySchool' and follow the instructions at the bottom of the page. At the same time hand out A3 size copies of the dodecahedron net for them to use.

Note. This general note applies to all sessions in each of the work books.

I always begin each session with a brief discussion about what has happened to PolygonPat so far. We also talk about whether the children are having a 'better' or 'other' day and why? and what might make it better for them.

At various times during the day I will ask the children if they are having a 'better' day or an 'other' day, so that they become more adept at verbalising what goes wrong and will work on what could make things 'better' for them. I also think it is important at the end of each day to discuss whether the day was a 'better' or 'other' day and what made it so.

Ask for suggestions as to how their day could be made 'better', trying to constantly focus on the positives in life. Childrens' days often begin as an 'other' day but if asked "Has the day got any better?" Many will often say "Yes". Then they will verbalise what has made the day get better. This an important skill to develop because often children are unable to do this. It also develops a team spirit within the class and children learn to help other class members have a 'better' day as well as themselves.

Guidance Notes Work Book 1a

What's it All About? Work Book 1a

This Work Book deals with PolygonPat getting ready for school and finally making it out the front door.

Aim

Empathising with how children feel about getting motivated for the start of the school day.

How Achieved

1. By working through typical start of day routines and by taking part in drawing and colouring the designs and patterns that illustrate the stories.
2. By constructing 3d models and promoting a 'hands on' approach which helps to encourage and motivate.
3. Drawing attention to the examples of other students work in the Work Book.
4. By using a visual art diary with this interactment (optional).

Step 1. Session One. Getting Ready for PolySchool and Designing a PolyQuilt

I start this session by asking the children to turn to Page 6 'PolygonPat Gets Ready for PolySchool' so that we could read the entire page as a class group. This enabled everyone to gain an overview and place the events into a perspective of their own experiences. We also discuss whether the children had difficulty getting up and ready for school each day and why and what might make things easier for those who have difficulty. I have found that the children are always keen to relate their own experiences.

Step 4.

Enlarge the drawing of 'PolygonPat's PolyBed Quilt' found on Page 7 to A4 size giving a copy to each child. Make sure they follow the instructions at the bottom of the page.

Step 5.

After finishing this activity (you could split this up into two sessions), I then gave each child an A4 copy of the page 'PolygonPat's PolyBed PolyQuilt Grid' found on Page 8 and asked them to follow the instructions at the bottom of the page.

Session Two. PolygonPat's Pentagonal Dipyramid Bed

Step 1.

I refocussed the children's attention on PolygonPat from Page 6 explaining that PolygonPat had asked for help in making the bed.

Step 2.

Enlarge the drawing of 'PolygonPat's Pentagonal Dipyramid Bed' found on Page 9 to A3 size giving a copy to each child. I pointed out to the children that they need to follow the instructions carefully to help make PolygonPat's bed.

Session Three. PolygonPat Showers and Gets Dressed

Step 1.

Again, a quick overview of the last session and looking at the children's work. I ask how their days have been recently 'better' or 'other', why and how could things be better. Some things can't be changed so I try to focus on the things that the children have the power to change.

Guidance Notes Work Book 1a

Step 2.

We read together the story about 'PolygonPat Takes a Shower' on Page 10 and discussed ways in which children will often prolong what needs to be done and why, prior to completing the activity.

Step 3.

(You could separate steps 2 and 3 into two sessions if needed).

'PolygonPat Gets Dressed' Pages 11 and 12 is a difficult exercise and needs a fair bit of supervision but it helps children learn to follow instructions and complete a given project. The bonus is they learn about odds and evens. Working in pairs can help.

Session Four. PolygonPat's PolyPlate

Step 1.

Before commencing this exercise you need to purchase some paper plates from the supermarket. Two sizes are available. Then you need to photocopy the drawing of 'PolygonPat's Plate' found on Page 13 to the correct size so that when the children cut out their finished design it can be pasted onto the plate centre.

Step 2.

We read together as a class group the story about 'PolygonPat's PolyPlate' on Page 13 before handing out the photocopied plate design to enable each child to colour in the design. I then handed out the paper plates to enable the finished designs to be pasted onto the plate. Hanging the finished plates around the classroom makes for a great display. This is also a good time to discuss how important the first meal of the day is with regard to everyone's health, wellbeing and learning, no matter what age.

Step 3.

(you could separate steps 2 and 3 into two sessions if needed).

Ask the children to turn to the page containing 'PolygonPat's Plate Grid' on Page 14 and ask the children to follow the instructions. If the school does not have a colour photocopier, then the children will need to colour in over their black and white design. This exercise is a good general introduction to symmetry.

Session Five. PolygonPat's PolyRoad Maze

Step 1.

We read together the story about 'PolygonPat's PolyRoad Maze' on Page 15. This is a good time to talk generally about feelings children sometimes have about getting to school late. List on the front board the many reasons why children are often late to school. It was evident that sometimes things are out of their control. Discuss how arriving at school on time can become more regular? Discuss things students can do to make sure they are on time each day.

Step 2.

After the children have worked out the road maze ask them to design their own. Children began to realise that it was not that easy to design a workable maze and this gave them an understanding of direction finding and solving a simple puzzle. It was good fun all round.

Note. Refer to the general note at the bottom of Page 22.

Guidance Notes Work Book 2

What's it All About? Work Book 2

This book introduces students to some of PolygonPat's class mates and some of their problems, together with Symmetrical Malady as their teacher (previously described). Symmetrical Malady is re-introduced to look at the concept that even teachers have 'some days that "R" better than others'.

Aim

To enable students to subtly identify with the various characters and open up discussion areas with the class teacher and introduce Library teacher Branching Bookitus.

How Achieved

By interacting with PolygonPat's class mates as they tackle the exercise at hand, creating a geometric design of you their teacher.

Step 3. Session One. PolygonPat's Class Mates and Teachers Symmetrical Malady and Branching Bookitus

Step 1.

I start this session by asking the children to turn to Page 16 'PolygonPat's Class Mates' so that we could read the entire page as a class group. This enabled everyone to gain an overview and place the events into a perspective of their own experiences.

Step 2.

We then read together Page 17 'PolygonPat's Class Mates'. This helps set the scene and gives a typical example of how children read in class to the next exercise.

Step 3.

(Before starting this activity you may want to have some extra copies of the grid on hand). The activity 'PolyTeacher DressUp Grid ' Page 18 can now be commenced to enable everyone to do a geometric design poster of you, their teacher. You will be surprised at the results. It is great fun. For younger children and those who might find the exercise too difficult you can hand out a copy 'PolyLibrary Teacher Branching Bookitus' found on Page 20 to colour in.

Note. Refer to the general note at the bottom of Page 22.

Guidance Notes Work Book 2a

What's it All About? Work Book 2a

This Work Book introduces students to the Library, the springboard for the rest of the PolygonPat interaction. It also cements Branching Bookitus as the Library teacher.

Aim

To enable students to work at their own speed and chose which PolyLibrary book interests them most. They can then work individually or in a group setting.

How Achieved

By looking up the Library index to search for library books at www.polygonpat.com/workbook2apolylibraryindex1

Step 1. Session One. PolygonPat in the school PolyLibrary

Start this session by reading out as a class group Pages 19 and 20 'PolygonPat in the School PolyLibrary' and 'Library Teacher Branching Bookitus'.

This enables the children to gain an overview and to react as though they were in a real Library situation.

Step 2.

Colour in Branching Bookitus. This is just a simple exercise but it ties back into the activity of the PolyTeacher DressUp day.

Step 1. Session Two. School PolyLibrary Index

Hand out a copy of the 'School PolyLibrary Index' to all students. The index needs to be accessed through

www.polygonpat.com/workbook2apolylibraryindex1

This will give the children an overview of the many books available to choose from.

As a teacher you could choose a topic/library book to deal with a certain situation as a whole class e.g bullying, or suggest a book for individual students to do. If students have access to a computer, they can download the stories which interest them.

Apart from the initial introductory activities the complete PolygonPat interaction is accessed through the PolySchool Library with teacher Branching Bookitus. The PolySchool Library concept allows the interaction to continue to evolve in response to the needs of students.

School PolyLibrary Book Sample

Colossal Crickata

Colossal Crickata learnt that because you can't play or don't understand it doesn't mean you always have to feel that way.

Gentle Annie

Gentle Annie was the loudest most boisterous, humorous and fantastic girl you've ever met.

Long

Long was nicknamed Long because of the fact that Long took the longest time for everything.

Great Icosahedron

Ico was always precise, good at working things out, always measuring things. Ico the gianormous measuring machine.

Logarithmic Spiral

Logarithmic Spiral had amazing talent. Slowly Logarithmic Spiral started to feel like a target.

Oblivious Octagon

Oblivious Octagon was the most friendly and likeable person anyone could meet. Surrounded by friends, yet very lonely.