



# Shape and animal recognition ... with a twist!

Each page of *Can You See Me?* contains an illustration of an animal made up entirely of equilateral triangles.



**WARNING TO PARENTS AND TEACHERS:**

The young people reading this book with you will likely see the animals before you do. Read the clue and spot the creature hidden in plain sight!



Instructions



Preparatory material



Show to students



Discussion questions

## CAN YOU SEE ME?

The activities in this guide align with Common Core Standards for grades K-2.

# Note from the Authors



When we first started this project, we wanted to see how few triangles could be turned into a recognizable animal. With only 3 triangles, a fox becomes visible. Move them around and that fox turns into a sheep.

As we assembled this book, we had one animal in mind per page. Clues like "I spray my smelly scent as a sign of discontent. Can you see me?" clearly point to a skunk.

But when our 8-year-old friend Parsa first read the book and gleefully whispered "DINOSAUR!" for what we'd imagined as a crocodile or alligator, it gave us pause.

**We decided not to include an answer key to leave room for other perspectives and answers.** As you go through the book, we suggest staying away from one right answer. If you are with multiple children, ask "Does anyone see a different animal?" And try asking about the animals' **emotions**. You might get some surprising responses.

We hope this book provides an opportunity to be awed by the creativity and imagination of the young people in your lives!

- Mikhala and Mo



# Materials

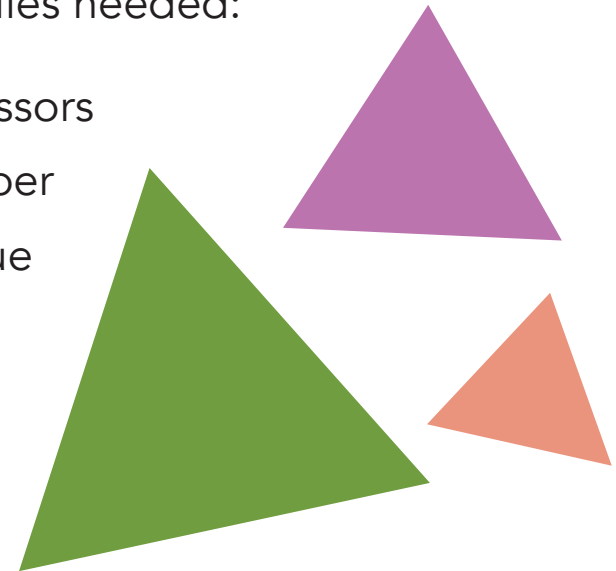


Images in this presentation of *Can You See Me?* or the actual book ([available wherever books are sold](#)).

## Equilateral Triangles

Supplies needed:

- Scissors
- Paper
- Glue



# Vocabulary



**Depending on your child's age and reading level, some of these terms may be helpful in your discussion:**

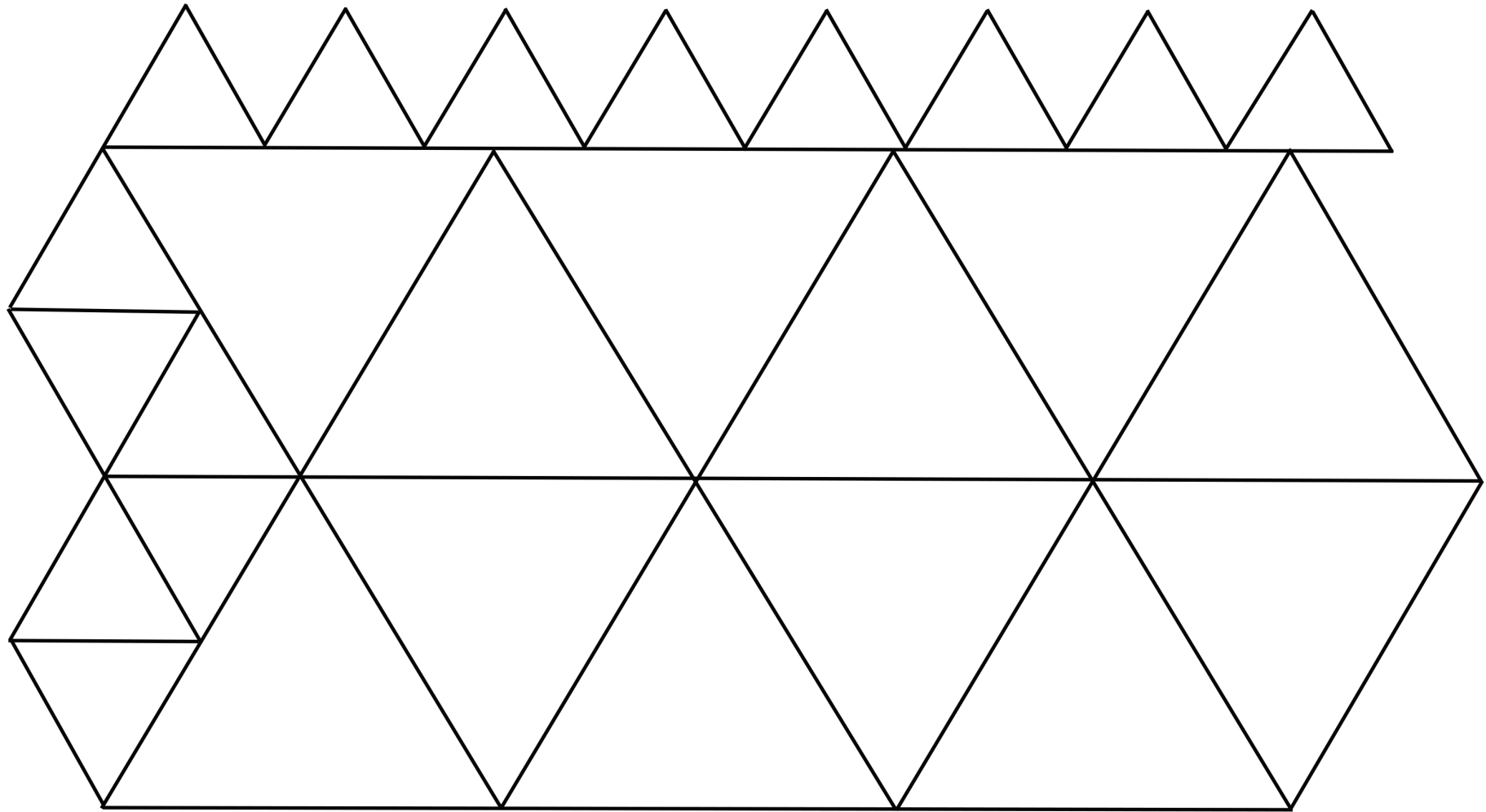
**Abstract art** (*noun*) Modern art does not represent images of our everyday world. It has color, lines, and shapes but doesn't look like a picture. Depending on your perspective, you might see different things than someone standing next to you.

**perspective** (*noun*) The way things are seen from a particular point of view.  
*Example: The perspective from the airplane made everything below look tiny.*

**triangle** (*noun*) A shape with three sides. Birthday hats have a triangular shape. Ice cream cones have a triangular shape.



# Cut-Out Triangle Template



# Introduce the book and the activity to follow.



1. **Introduce the book:** "Today we are going to look at some art that has only one shape on every page."
2. **Introduce the shape by showing the cover or the first page of this presentation:**  
"Which shape is this?"
3. **Explain the book's concept:** "In this book, you will see lots of triangles. But more than triangles, you will see animals hidden in the triangles."

**Explain "perspective":** "You might see a shark where I see a completely different animal like a bear. Or I might see a butterfly where you see a kitty cat. That's okay! We will see things differently because we have our own **perspective.**"

**No wrong answers:** "As we go through the pages, I will ask you what you see. Each of the pages has clues, but because this is an **art** book, there are no wrong answers."



I eat from the tops of trees  
and do as I please.

Can you see me?



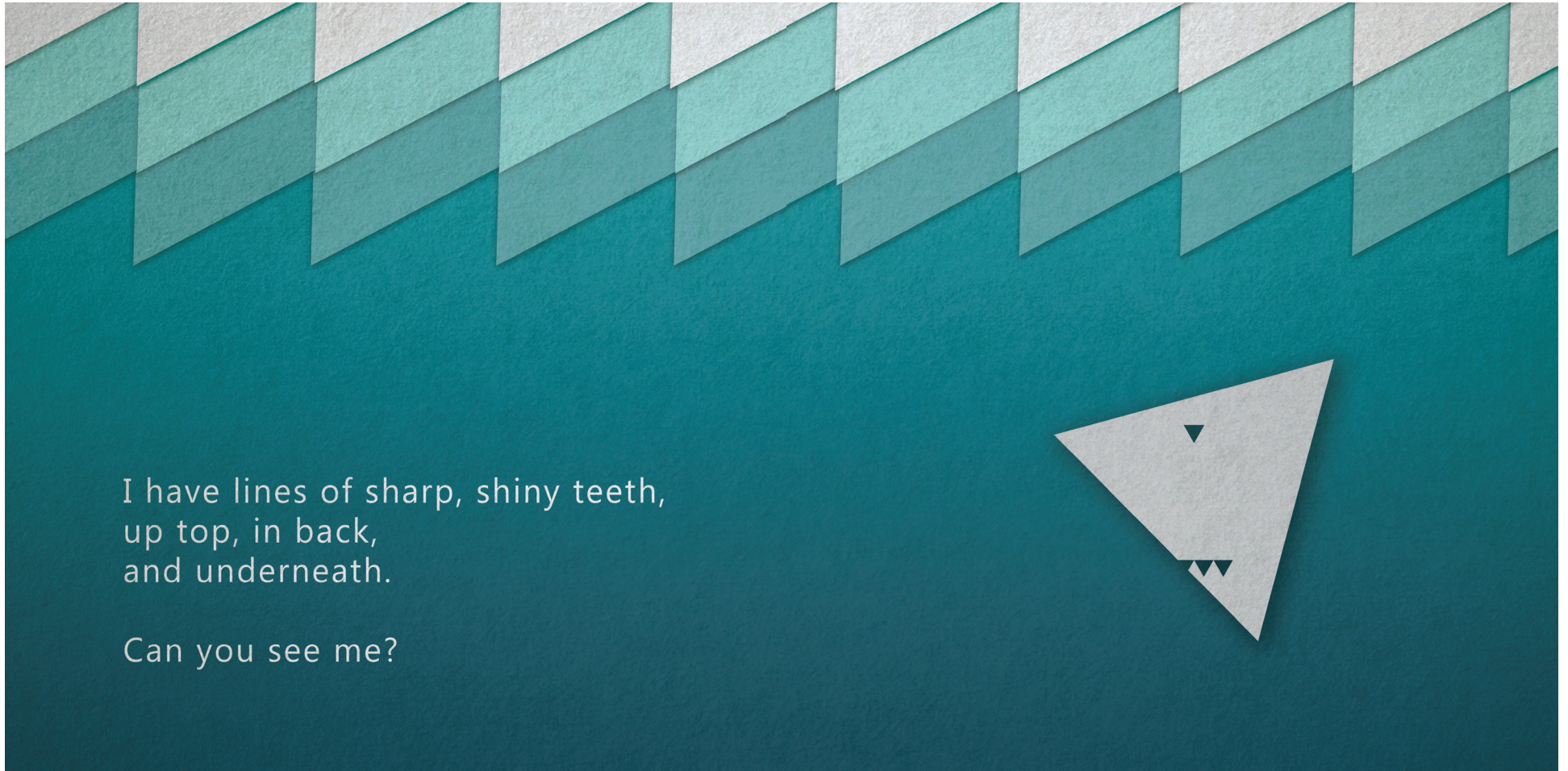


I slide through the swamp,  
ready to chomp.



Can you see me?

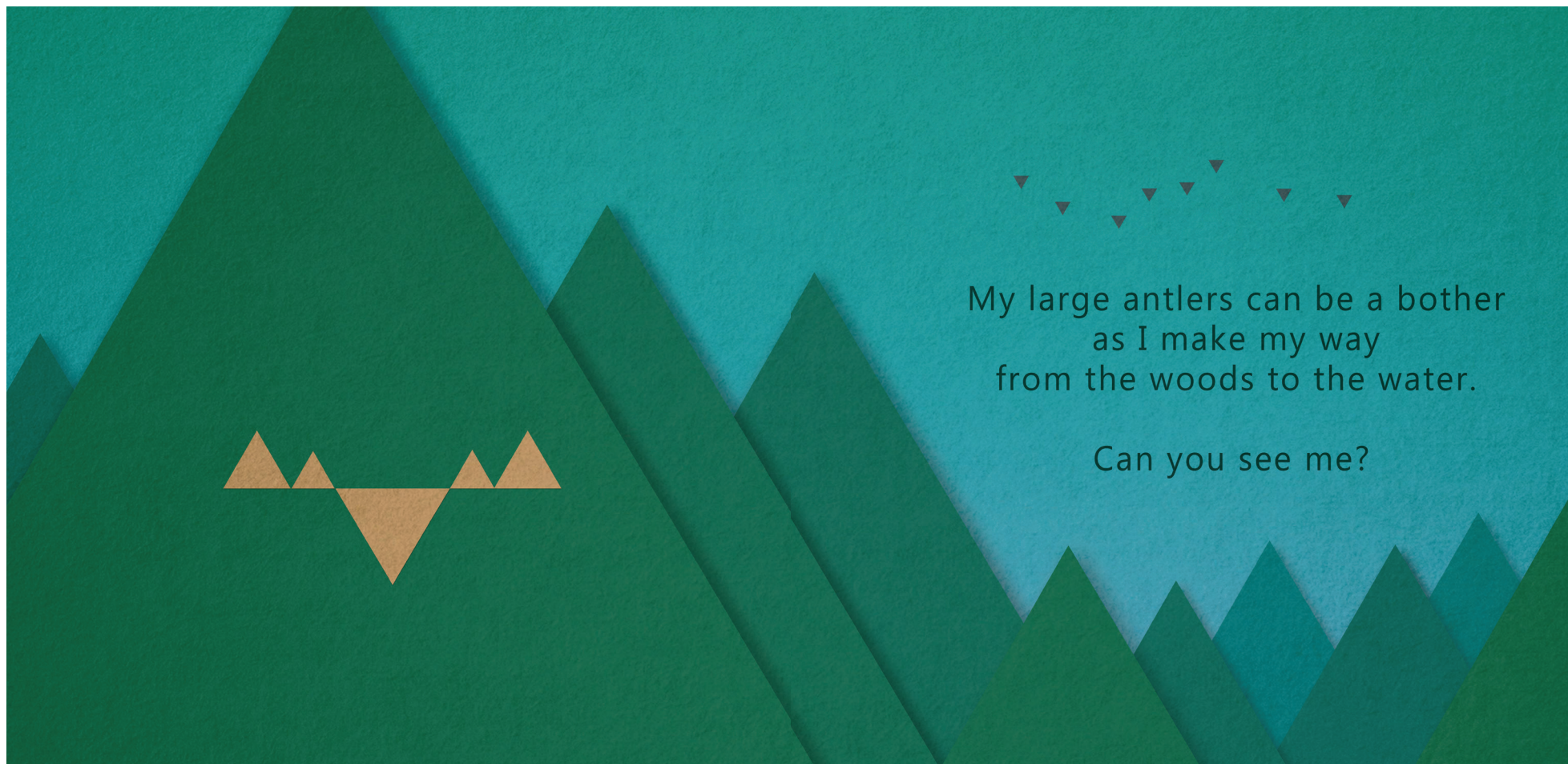




I have lines of sharp, shiny teeth,  
up top, in back,  
and underneath.

Can you see me?





My large antlers can be a bother  
as I make my way  
from the woods to the water.

Can you see me?





I chew on bamboo.  
There's nothing else to do.

Can you see me?





We baaah and bleat  
when it's time to eat.

But can you see us?







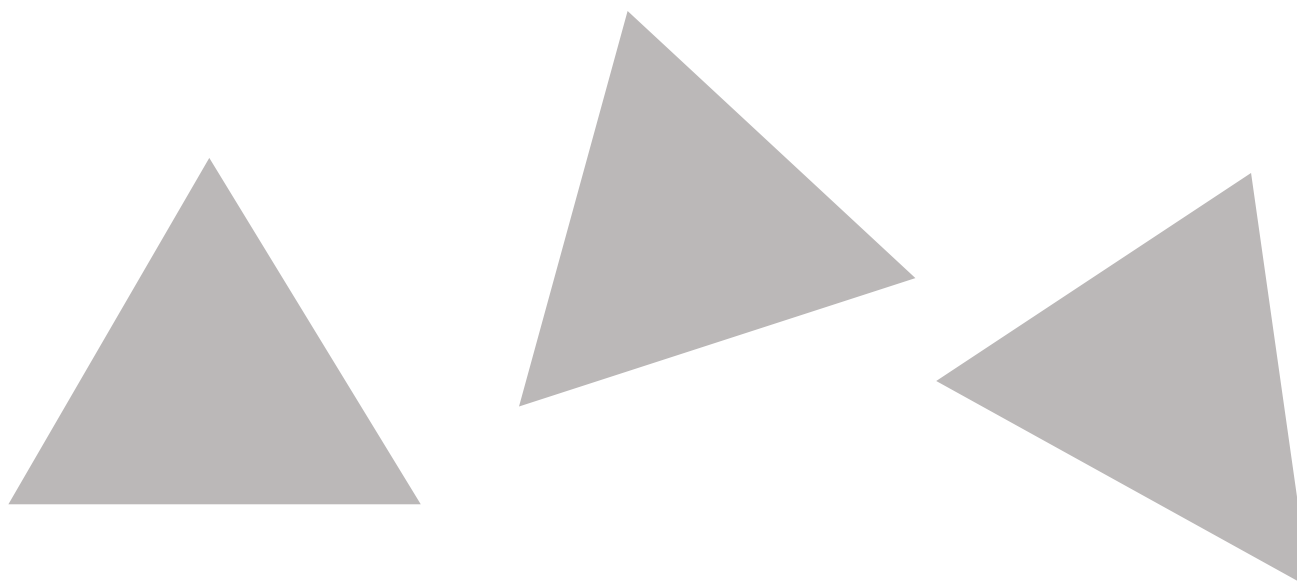
# Follow-Up Questions



- Was it easy to see animals? Which ones were easiest for you?
- Was there a time when one of your classmates or friends saw something different from what you saw? Why do you think that is?
- Can you think of a time when you saw something that other people couldn't?
- Why do you think the creators of this book didn't include answers?
- Do you like it when people listen to your ideas and perspectives?
- How can we listen to other people's ideas and perspectives?



**Now you are the artist!**





**Now you are the artist!** Paste your triangles here.



# For Groups of 2 or More



## Share

1. Pair up the students
2. Ask the students to decide who in their pair will go first.
3. The first student has one minute to show their triangle images and to ask their partner what they see.
4. The first student then explains which animal they wanted to create.
5. Switch.

## **To make this activity Common Core SL.K.6 relevant: Larger group sharing**

1. Ask if any of the pairs want to come up front to present their triangle images.
2. Ask what the artist had in mind and what the other student saw.
3. Open the discussion up to the class: "Who sees X? Who sees something else?"

# Extension Activities



1. Encourage students to keep their eyes open over the next week for other triangles in unexpected places.
2. **Keep the exploration going:** Introduce famous examples of abstract art and ask what they see.



Wassily Kandinsky, Kandinsky's first abstract watercolor, 1910.

# Common Core Standards

## Kindergarten:

### Speaking and listening

#### CCSS.ELA-LITERACY.SL.K.1

Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

#### CCSS.ELA-LITERACY.SL.K.4

Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

#### CCSS.ELA-LITERACY.SL.K.6

Speak audibly and express thoughts, feelings, and ideas clearly.

### Reading

#### CCSS.ELA-LITERACY.RF.K.1

Demonstrate understanding of the organization and basic features of print.

## Grade 1:

### Speaking and listening

#### CCSS.ELA-LITERACY.SL.1.1

Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

# Common Core Standards

## CCSS.ELA-LITERACY.SL.1.4

Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

## CCSS.ELA-LITERACY.SL.1.5

Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

## **Reading**

## CCSS.ELA-LITERACY.RF.1.1

Demonstrate understanding of the organization and basic features of print.

## Grade 2:

## **Speaking and listening**

## CCSS.ELA-LITERACY.SL.2.1

Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.