

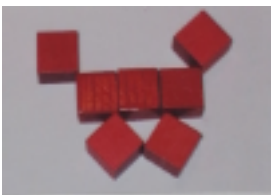
## 2. Dog lesson

Visualizing – verbalizing – verifying helped  
Showed the problems around orientation:  
Could get the general outline but the fine tuning of the orientation was hard.  
Seeing different things in that design – seeing another person's point of view  
Was it limiting – couldn't break out of what they saw  
That pushed the language piece again

### OBSERVATIONS:

Whole group teaching was not effective.

Need intensive small group to be able to respond to what children come up with and provide that language.



## “Dog” lesson with coloured tiles

### Lesson goal:

This would be a whole group lesson before playing a barrier game, to get kids to start copying with the visual first (emphasis on visualizing and verbalizing, not memory, scaffolded with the visual present before that is removed in a later barrier game activity like master builder). Emphasis on multiple strategies for “seeing”.

### Materials:

Cubes of all one colour  
Paper copy of “dog” picture for each pair  
Mat for working on

### Activating:

Show the “dog”  
Ask: What do you see?  
Everybody turn and talk.  
Come back to whole group:  
Do doodling or circling or marking  
Pulling out the different perspectives.

What way helps you to remember?  
Can you see it that way?

### Developing:

Cover the dog. Get them to build with a partner at their table.  
Encourage a lot of talk: make sure you and your partner agree that it's the

same.

*Consolidating:*

Show the picture again and compare.

Show the teacher example and ask students about it (orientation of head and tail deliberately switched): is this the same? How is it different?

*Key Questions:*

What way helps you to remember?

Can you see it that way?

What is it you see?

Can you see that?

Can you come up and frame it?

Can you see where the legs are?

Can you see it *now*? Can *everybody* see it?

[if not] you are going to have to explain it more!

What helped you build it?

Can you remember that?

Where did you start?