

# Seeing Leads to Knowing 4

*This lesson works well with an individual student or a small group of students.*

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**Long-Term Goal:** The student will demonstrate understanding that seeing leads to knowing.

**Short-Term Goal:** The student will demonstrate understanding that he can see things that are exposed, but he can't see things that are hidden.

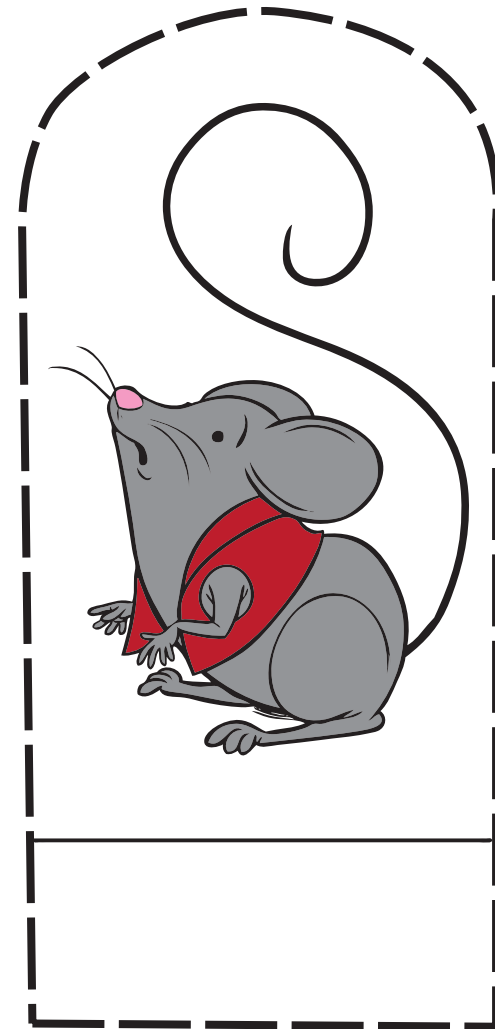
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## Materials Needed

- 10 objects of various sizes (Take a picture of these items before the student arrives.)
- Who's Hiding? 4a and 4b (CD-ROM, pages 9-10)  
Instructions for assembly: Cut along the dashed lines on 4a to form lift-the-flaps. Line up the black borders, and staple 4b to the back of 4a.

## Method

- Hide the 10 objects in the room before the student arrives. Put some of the objects in plain view, some in partial view, and hide the rest of the objects. Put one or two of the hidden objects where the student won't be able to find them (e.g., in a locked drawer).
- Show the student the picture of the objects. Tell him that these objects are hidden in the room and he must find them.
- As the student finds each object, ask, "How did you know it was there?" The student should be able to tell you that he saw it.
- When the student can't find any more objects, reveal the ones he couldn't see, such as the object in a locked drawer. Ask the student, "Why couldn't you find this?" Guide the student to understand that if he couldn't see it, he couldn't know where it was.
- Print Who's Hiding 4a and 4b from the CD-ROM and assemble. Have the student use the cues in the picture to try and determine who's hiding. Then let him lift the flaps to see if he was right!
- Sing the song "If I See Something, I Can Know About It!"



# Seeing Leads to Knowing 19

*This lesson works best with one or two students.*

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**Long-Term Goal:** The student will demonstrate understanding that seeing leads to knowing.

**Short-Term Goal:** The student will demonstrate understanding that someone might be able to see another person without that person knowing about it.

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## Note

The story in this lesson contains some archaic words. You may want to substitute more common words, such as *towel* for *duster*.

## Materials Needed

- *The Story of Miss Moppet* by Beatrix Potter

In this story, a kitten tries to catch a mouse. The kitten isn't skilled enough to catch the mouse, and the mouse laughs at her. The kitten wraps her head in a towel. The mouse thinks the kitten can't see him, so he approaches her. The kitten can see him through a hole in the towel, and she pounces on the mouse!

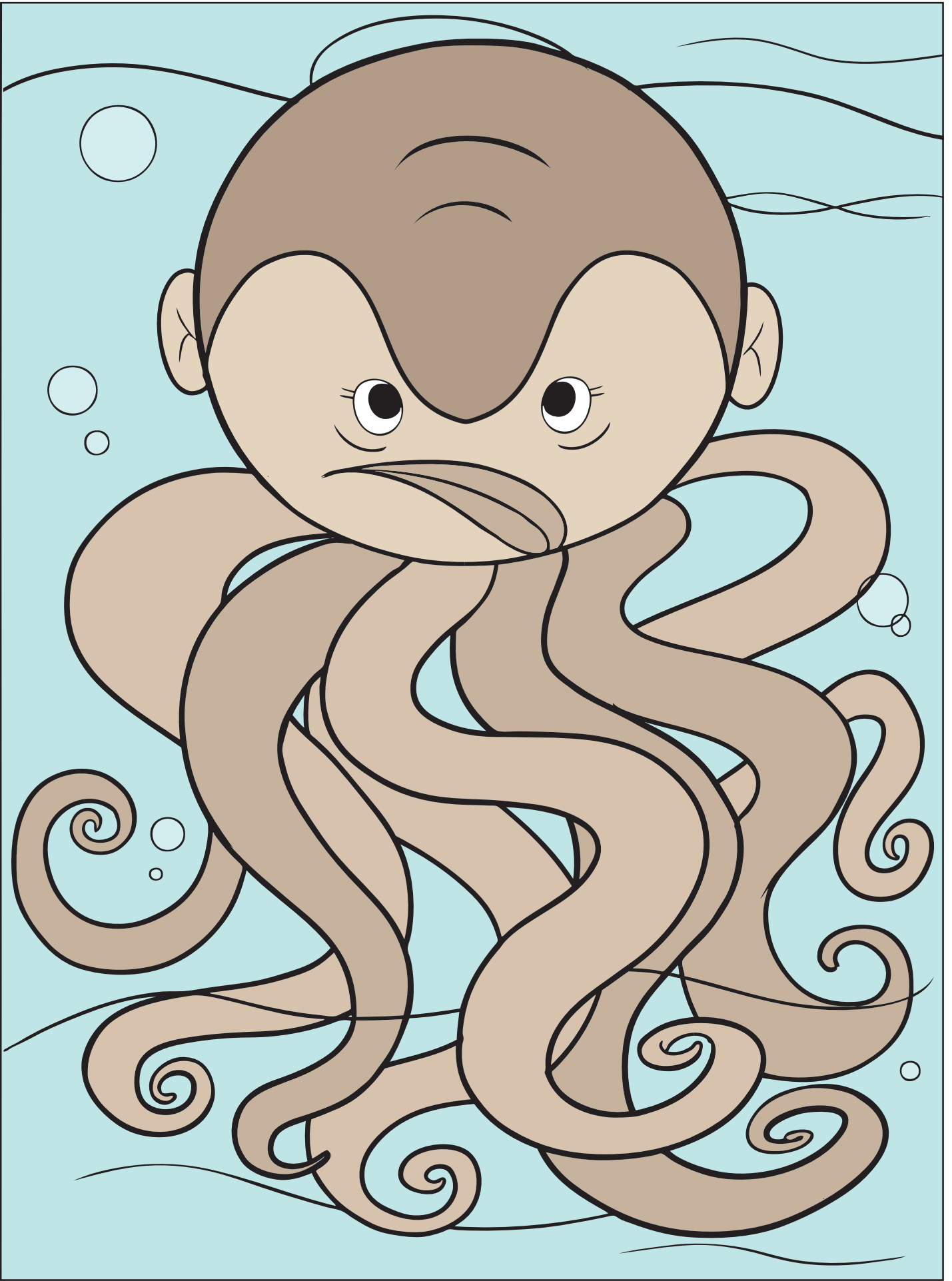
- an old towel with a hole cut in it
- Miss Moppet 19 (CD-ROM, page 24)

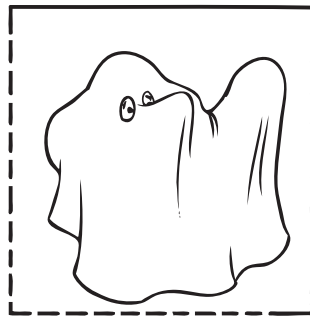
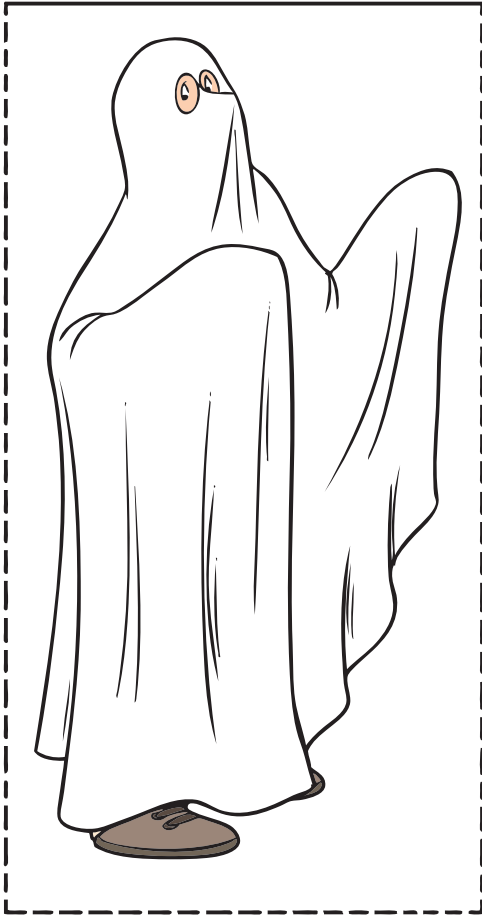
Instructions for assembly: Cut out Miss Moppet and the mouse. Fold on the solid, black lines to create standup characters.

## Method

- Read *The Story of Miss Moppet*.
- Have the students take turns playing Miss Moppet and the mouse. Wrap the towel around "Miss Moppet's" head. Make sure the hole is over her eye so she can see.
- The "mouse" approaches Miss Moppet. When Miss Moppet sees the mouse, she pounces on him!
- Ask the student:
  - When Miss Moppet has the towel on her head, can she see the mouse? How?
  - Does the mouse see the hole in the towel?
  - Does the mouse think Miss Moppet can see him?

- Print Miss Moppet 19 from the CD-ROM and assemble. Have the student place the mouse in various positions around Miss Moppet (e.g., behind her, on her left, on her right). Ask the student:
  - Where is the mouse?
  - Can Miss Moppet see the mouse now?
  - Does the mouse think Miss Moppet can see him?
  - Is the mouse safe?
  - What would happen if Miss Moppet turned her head?







# More Advanced Informational States 3



*This lesson works well with an individual student or a small group of students.*

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**Long-Term Goal:** The student will demonstrate understanding of informational states.

**Short-Term Goal:** The student will understand complex visual perspective taking—how someone sees something depends upon his perspective.

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## Materials Needed

- binoculars
- animal pictures
- *The Upside-Downs of Little Lady Lovekins and Old Man Muffaroo* by Gustave Verbeek  
Gustave Verbeek (1867-1937) was a cartoonist who was known for his ability to draw pictures that change into new pictures when you turn them upside-down. This story is a six-panel comic strip. Look at the pictures as you read the first half of the story. Then turn the page upside down. The inverted illustrations and the additional captions tell the rest of the story.
- Upside Down 3 (CD-ROM, page 46)

## Method

- Point to an object in the room or outside the window. Ask the student if it looks big or small. Have the student look at that object through the binoculars. Ask, “Does the \_\_\_\_\_ look big or small to you now?” Tell him that it still looks small to you. Talk about how two people can look at the same object, but the object looks different to them.
- Sit across from the student. Place an animal picture on the table between you so the picture faces the student. Explain that although the picture looks like a \_\_\_\_\_ to the student, it looks upside down to you. Turn the picture around so the animal faces you and the student sees it upside down. Say, “Now it looks like a \_\_\_\_\_ to me. What does it look like to you?”
- Read *The Upside-Downs of Little Lady Lovekins and old Man Muffaroo*. Talk about how the pictures change when you turn them upside down. These “two-way” pictures will probably fascinate the student, so have fun with them!
- Print Upside Down 3 from the CD-ROM. Show the student the picture from one perspective. What does he see? Then turn the picture upside down. What does the student see now?