


# Visualize It

## Second Grade: Math



**Gifted Behaviors to look for:**  
*Curious –*  
*Communicative -*  
*Perceptive*

<b>SBI(S)</b>	MTH.G2.25.a.5
<b>Materials</b>	
<b>ESOL Accommodations</b>	Activate and make connections to prior knowledge. Provide visuals. Peer buddy.
<b>Marzano Strategy</b>	Nonlinguistic Representations
<b>Patterns of Thinking</b>	RELATIONSHIPS

<b>Link</b>	<b>Say</b> , “We have learned how to create and extend patterns using concrete objects, pictures, and numbers. To today we are going to visualize a pattern described in a story.”
	<b>Assessment:</b> Listen for prior knowledge of patterns and students who can define what it means to visualize something.
<b>Engage and Educate</b>	Show students the cover of the book and point out the cloak. Make certain that students understand what a cloak is.  Tell the children that you will not be sharing the illustrations so that they can predict visualizations (creating mental images in their head).  Read the book <i>A Cloak for the Dreamer</i> by Aileen Friedman (do not share the illustrations).  Discuss with the children if they ever felt they let someone down by not being able to do something well.  <b>Ask:</b> <ul style="list-style-type: none"> <li>• “Why do you think the father allowed Misha to follow his dreams?”</li> <li>• “What dream would you like to follow?”</li> </ul>
	<b>Assessment:</b> “Curious” students might add deeper questions about why Misha wanted to pursue his dreams elsewhere. “Communicative” students might want to elaborate on when they felt they let someone down.
<b>Active Learning</b>	Read the story again. Model and instruct students to fold drawing paper into four sections. As you read the description of each cloak, have the children draw the pattern they hear described. Students could include a short sentence on why each cloak was made.
	<b>Extension(s):</b> (1) Students will pair up and one student describes a pattern while the other one draws it; then students switch roles. (2) Students will design their own cloaks using patterns.
	<b>Assessment:</b> “Perceptive” students might display a vivid memory of the way in which each cloak was described.
<b>Reflect</b>	Reveal the illustrations and have student reflect on how the pattern they drew compares to the patterns in the story.
<b>Now and Then</b>	<b>Say</b> , “We have been learning about patterns that exist in math. Patterns can be found all around us. We will begin to explore patterns that exist in our environment.”

Name \_\_\_\_\_ Date \_\_\_\_\_

### **A Cloak for the Dreamer**

**1.**

**2.**

**3.**

**4.**