

**Directions:** This lesson correlates with Week 6 KCS@Home and the video lesson will air on PBS during the week of May 11, 2020. You do not have to watch the video to do this lesson but it is suggested. This lesson is divided into 4 steps. Complete them at your own pace.

## Optical Illusions & Perspective Grades K-2 Enrichment Lesson

In this lesson we are going to view things from another's perspective or point of view by looking at optical illusions. You will get the chance to create a descriptive text and pair poetry with a piece of artwork.

### Part 1: Have you ever looked up at the clouds?

Take time to look at the photos below and discuss what you see. Now, go outside and see what you can find in the clouds. Have members of your family take turns discussing what they see when they look up at the clouds. Can you see what they see? Practice using descriptive words to explain what you see to your family.

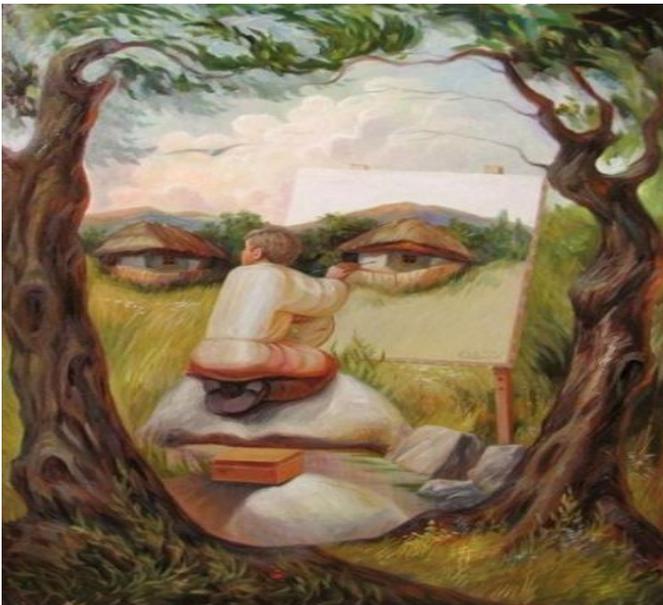
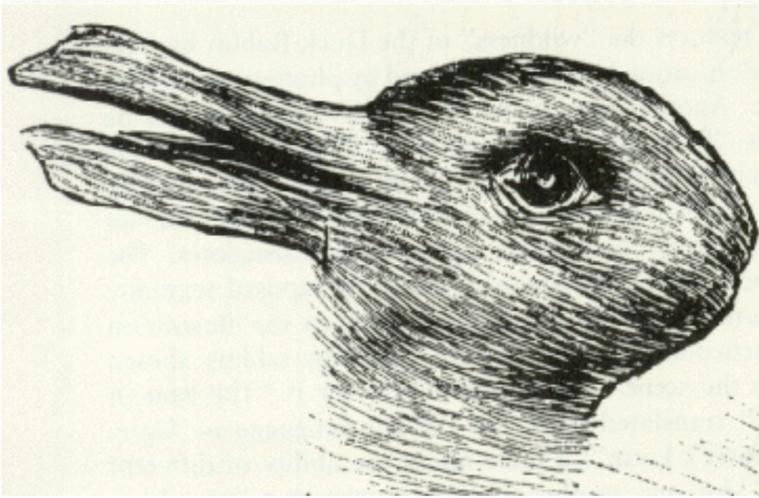


### Part 2: Let's Look at some optical illusions

Take a minute to learn the term optical illusion.

- op·ti·cal il·lu·sion
- optical- relating to sight
- illusion- a false idea or belief
- Optical Illusion definition: something that deceives or tricks the eye by appearing to be other than it is

Take time to look at each of the images below. Each piece of artwork can be seen as 2 different things. For example, the first image can be seen as a bunny or a duck. What do you see first? Can you see something else?



Find more optical illusions here:

<https://www.optics4kids.org/illusions>

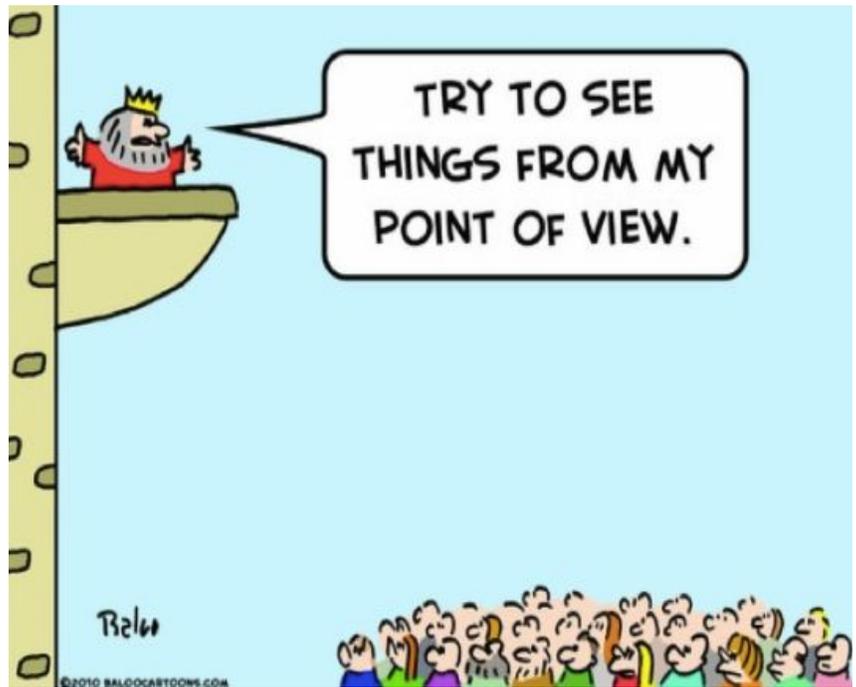
### Part 3: Multiple Perspectives

With optical illusions, people can have different perspectives or points of view. Sometimes we need to think about others perspectives so we can see what our friends and family may be seeing, thinking, or feeling. Discuss the two images below. Practice looking at the perspective of others. When you put yourself in someone else's shoes it can be difficult but it can help you be a good friend and learn from others. Let's take a look at multiple perspectives in the following pictures.

Picture 1:

How is the perspective of the King different than of the people?

What can the king and the people do to understand each other better?



Picture 2:

Here is a drawing of an Elephant and 7 blind men. Each blind man has a different perspective. One is just touching the tusk and because he cannot see, he thinks this elephant is a spear. Another man is touching the trunk and thinks this elephant is a snake. If the men could look from all the different perspectives they would see the full picture of an elephant.

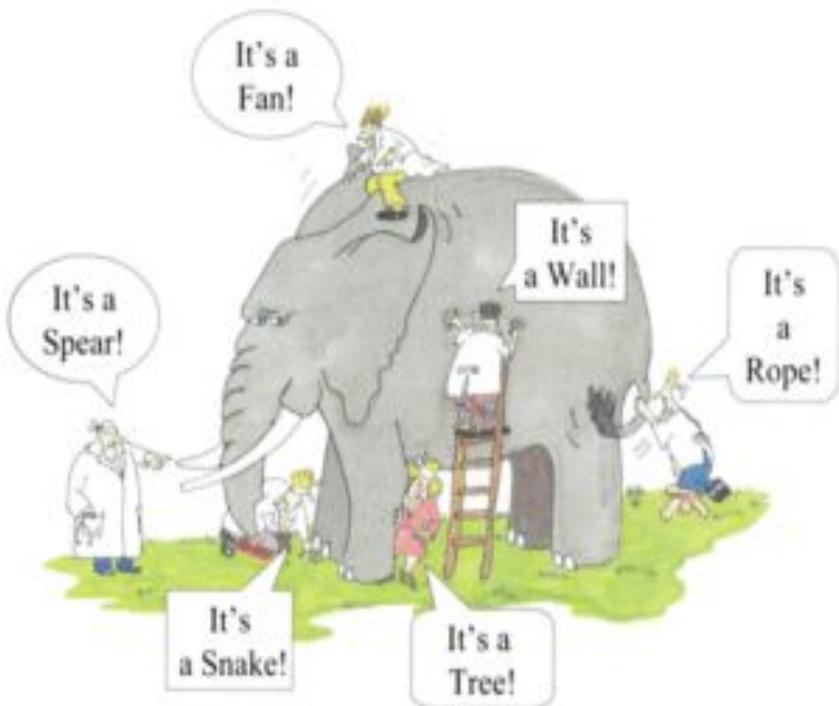


Photo 3:

Let's take a look at another optical illusion painting. What perspective do you see? Maybe you see the bridge first. Or maybe you see the ships. Whatever you saw first remember to try to see someone else's perspective. We are going to look at examples of advancing strategies (that allow you to show your thinking in different ways) with this piece of artwork below. One strategy we are going to use is called *Multiple Perspectives* and the other is called an *Acrostic*.



Below is an example of a piece of writing from the perspective of the bridge in the photo above.

## MULTIPLE PERSPECTIVE



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**Directions:** Write the title of the text you are reading or the topic you are learning about. List the name of the character or person or thing you will be speaking as. Think about what this person or thing would say about the topic. Write as if you are the person or thing. Think: What would I say? Be sure to use any new vocabulary you have learned.

What a beautiful day. The cold blue  
water splashes against me. Brrr!

I am a sturdy bridge ready for a ship  
to sail through me. I love being helpful.

Text title or topic:  
**Artwork**

Whose point of view?  
I am...  
**A bridge**

Now that you see the bridge's perspective, can you complete a *Multiple Perspective* from the point of view of the ship?

An *Acrostic* is another advancing strategy. Writing an *Acrostic* is a creative way to share your thinking to describe something or someone. Below is an *Acrostic* using the perspective of the ship.

## ACROSTIC



- S Ships are sailing on the ocean
- H Help me to see the bridge
- I Illusions trick my eyes
- I People can see many different things when viewing optical
- P illusions

Can you create an *Acrostic* using the word BRIDGE?

### Part 4: Your Turn

Use the image below or find your own optical illusions like the ones we have already used to complete a *Multiple Perspectives* and/or an *Acrostic*.



Using the *Multiple Perspectives* form, write from the perspective of what you see in the picture. Are you doing the perspective from the older man's face or the young boy on a farm?

# MULTIPLE PERSPECTIVE

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of the topic you are learning about. List the speaking. Think about what this person or this person or thing. THINK: What would I say?

Text title or topic:  
**Artwork**

Whose point of view?  
I am...  
**Man or Boy**



Now try an *Acrostic*. Can you create poetry? Complete the acrostic using either FACE or FARM.

# ACROSTIC

F \_\_\_\_\_  
A \_\_\_\_\_  
C \_\_\_\_\_  
E \_\_\_\_\_



F \_\_\_\_\_  
A \_\_\_\_\_  
R \_\_\_\_\_  
M \_\_\_\_\_

Let's Share our work!

- Share your *Acrostic* and/or *Multiple Perspective* with a family member.
- The GT Department would love to see your work! Upload your work to Twitter- tag us @KCSGifted

**Example Answers:**

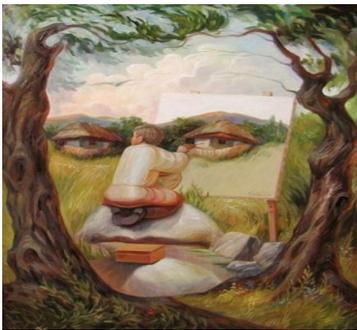
Below are model examples for a descriptive discussion about the images.



I see a horse galloping towards me. The horse looks strong and fierce. This horse reminds me of a racing horse who is at the Kentucky Derby.



I see flowers that look like calla lilies. I also see a woman whose eyes are closed and her hair is made from the flowers.



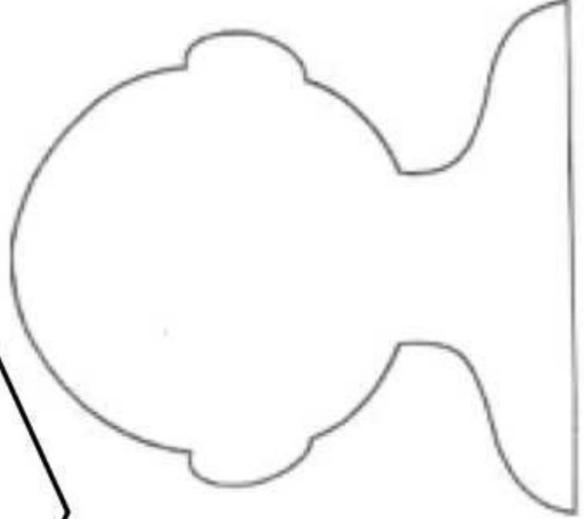
I see a man's face looking at me. His face looks like a painted portrait. I also see a boy sitting on a rock looking to his left at a house. He is looking at the house as a reference as he is painting the same house on a canvas.



I see a waterfall on a beautiful night with the moon shining bright. I also see beautiful, graceful dancers dancing under the moonlight.

**Directions:** Write the title of the text you are reading or the topic you are learning about. List the name of the character or person or thing you will be speaking as. Think about what this person or thing would say about the topic. Write as if you are this person or thing. THINK-What would I say? Be sure to use any new vocabulary you have learned.

A large speech bubble with a tail pointing to the right, containing ten horizontal lines for writing. The lines alternate between solid and dashed: solid, dashed, solid, dashed, solid, dashed, solid, dashed, solid, dashed.



**Whose point of view?**

I am...  
\_\_\_\_\_

**Text title or topic:**

\_\_\_\_\_

# Using the Acrostic Strategy

Adapted from Bertie Kingore in *Teaching Without Nonsense*

Parents/Guardians,

You can use acrostics at home to push your child’s thinking. Use an acrostic with a character’s name, a book title, a science concept, math vocabulary, etc. If your child is not familiar with acrostics, complete one together to build their confidence. These can easily be done on paper, typed in a Word document with an image behind them, or even outside with sidewalk chalk. Feel free to get creative.

Acrostics are an alternative learning task for students that are simple to prepare and encourage application, analysis, and synthesis. Acrostics promote conceptual thinking and can be used as an assessment tool to check for “accuracy, depth and complexity of information.” This strategy can be easily adapted for all levels of learners and utilized in all content areas. For younger students, start with just one word per letter, but for older students, use the ideas below to really make it a challenge. You may need to help brainstorm a list of words that begin with the letters of the alphabet, especially with the less frequently used letters. Challenge your child to use more complex words/wording.

## How to use an Acrostic:

Each line of an acrostic is completed as a single word response, a list of several words or a phrase. To add complexity, each line can be written as a sentence, with a specific number of syllables or with certain lines rhyming. You might choose to specify a number of adjectives. To increase degree of difficulty, it can be completed as continuous text, which is then read like a paragraph. This requires students to think more extensively to plan the structure of information.

## Types of Acrostics:

Acrostic	Telestich	Double Acrostic
		
<p>Simple, easy to implement Concept word as beginning letter</p>	<p>Concept word as last letter of each response</p>	<p>Repeats concept word; each response must begin and end with the letters in a concept word.</p>

## Examples of Acrostics:

<p>Adaptable Creative Rigorous Open-ended Strategic Tricky Insightful Challenging</p>	<p>Can create a picture that is vibrant It is flexible Word choice makes the student insightful Can use word, phrase, or sentence Works with all subjects Create in partners or independent Finding the words is a safari A finished acrostic is an accomplishment Word placement is strategic Add complexity by making it into a paragraph</p>
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