

Making Spatial Visualization and Imagery Accessible During Routines and Transitions

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- Building learning into existing routines and transitions is an effective way to engage children through repetition and predictability (Jenning, Hanline, & Woods, 2012). By incorporating ***Spatial Visualization and Imagery*** into everyday routines and transitions, the learner is offered multiple opportunities to practice these skills throughout authentic and diverse environments.

Embedding Spatial Visualization and Imagery into Routines

Centers/Free Play	<ul style="list-style-type: none">▪ Set up multiple opportunities for children to engage with <i>Spatial Visualization and Imagery</i> during free play or classroom centers. Provide a range of sensory modalities and integrate the children's interests to promote sustained engagement.▪ <i>Offer a range of fine motor supports and activities</i>▪ <i>Introduce various toys and other objects that promote imagery</i>
Snack and Shared Meal Times	<ul style="list-style-type: none">▪ Encourage children to engage with the trajectory during mealtimes. Include a balance of teacher-led questions and peer-led discussion.▪ <i>Social conversations about imagery</i><ul style="list-style-type: none">○ <i>Encourage conversations about what their food looks like, feels like, etc.</i>
Outdoor Time	<ul style="list-style-type: none">▪ Highlight <i>Spatial Visualization and Imagery</i> outside of the classroom during outdoor experiences, highlighting how math exists in the natural world. This can be through structured activities or simply through free play. Always be sure to follow the child's lead.▪ <i>Narrate the child's play to teach key vocabulary</i><ul style="list-style-type: none">○ <i>Incorporate conversation about where objects are located- directional language, etc.</i>
Story Time	<ul style="list-style-type: none">▪ Incorporate <i>Spatial Visualization and Imagery</i> into class read-alouds. Any book can be used, even if it does not explicitly describe <i>Spatial Visualization and Imagery</i>. Pause frequently to discuss <i>Spatial Visualization and Imagery</i> with the students and hold space at the end to summarize the reading as a group.▪ <i>Provide 2-3 examples of commonly available books that could support the trajectory</i><ul style="list-style-type: none">○ <i>"Over, Under, and Through" by Tana Hoban</i>

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Embedding {Trajectory} into Transitions

- Incorporate songs that focus on *Spatial Visualization and Imagery* into transitions
- Implement a *Spatial Visualization and Imagery* activity when transitioning out of the classroom. For example... (i.e., lining in a specific shape)
- When transitioning between activities in the classroom, use a *Spatial Visualization and Imagery* support such as (i.e., numbered visual schedule)
- Transitions are a good time to give children a chance to move their bodies. Try pairing *Spatial Visualization and Imagery* with a physical motor activity/movement