

WHAT IS PERCEPTION? CLOSE READING ACTIVITY

Lesson Plan: Understanding Perception – How the Brain Interprets Sensory Information

Grade Level: 9-12 (Psychology)
Time: 40-45 minutes
Focus: Using close reading processes and interpreting

Learning Objectives

- Students will define the sensation
- Students will describe information
- Students will explain c
- Students will identify r examples

Materials

- Student reading text
- Highlighters or pens
- Internet-connected

Key Vocabulary

- Perception: the process
- Bottom-up processing
- Top-down processing
- Gestalt principles: rules
- Depth cue: signals of space
- Figure-ground: identify appearance
- Perceptual organization

Opening Discussion

Ask students to describe clouds or shadows. Explain: Today we will see what we see, etc.

Background and

Introduce perception: Stimulus → Sensory Reception → Signal Transduction

Student Reading: What is Perception?

Name _____ Date _____ Period _____

What is Perception?

Perception is how your brain organizes and interprets the sensory information it receives. While sensation is about detecting things like light, sound, and touch, perception is about making sense of that information. Without perception, the world would just be a jumble of raw data. Perception helps you recognize faces, understand language, and find your way around.

From Sensation to Perception

Once sensory receptors collect information (like light or sound), that information is sent to the brain. The brain uses past experiences, expectations, and attention to give meaning to what we see, hear, and feel. The process allows us to recognize objects and understand what's happening around us.

Top-Down and Bottom-Up Processing

- **Bottom-up processing** starts with sensory input. The brain builds a picture of the world based on what the senses bring in. For example, when you see a dog for the first time, your brain uses bottom-up processing to figure out what it is based on its shape, color, and movement.
- **Top-down processing** uses what you already know. Your brain fills in gaps using experience, context, and expectations. For example, if you see a blurry street sign but you know the area well, you can still read it because your brain uses top-down processing.
- Most of the time, both processes work together.

Perceptual Organization

Your brain doesn't just take in information, it organizes it. This is called **perceptual organization**. It helps you group things together, separate objects from backgrounds, and see patterns. Some ways the brain organizes information include:

- **Figure-ground**: separating an object (figure) from its background

What's top-down and how does it understand things?

What's bottom-up and how does it understand things?

Explain the figure-ground principle in your own words.

Give an example of Gestalt principles. How do they help you understand what you see?

INCLUDES:
READING,
QUESTIONS &
ANSWER KEY

What's the Gestalt principle of closure?

What's the Gestalt principle of proximity?

What's the Gestalt principle of continuity?

What's the Gestalt principle of similarity?

What's the Gestalt principle of common fate?

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What's the Gestalt principle of common fate?

Depth Perception

- **Binocular**: processing things that reach both eyes
- **Monocular**: processing things that reach only one eye
- **Consciously**: things we notice, consciously process
- **Unconsciously**: things we notice, unconsciously process

Perceptual Constancy

- **Size constancy**: seeing things that look the same even when they change in size
- **Shape constancy**: seeing things that look the same even when they change in shape
- **Color constancy**: seeing things that look the same even when they change in color
- **Location constancy**: seeing things that look the same even when they change in location

Attention and Perception

- **Attention** allows you to focus on one thing at a time
- **Perception** allows you to understand what you are seeing
- **Attention** and **perception** work together to help you understand what you are seeing

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Once sensory receptors collect information (like light or sound), that information is sent to the brain. The brain uses past experiences, expectations, and attention to give meaning to what we see, hear, and feel. The process allows us to recognize objects and understand what's happening around us.

Perception involves two main types of processing: **bottom-up processing** starts with sensory input. The brain builds a picture of the world based on what the senses bring in. For example, when you see a dog for the first time, your brain uses bottom-up processing to figure out what it is based on its shape, color, and movement.

Top-down processing uses what you already know. Your brain fills in gaps using experience, context, and expectations. For example, if you see a blurry street sign but you know the area well, you can still read it because your brain uses top-down processing.

Most of the time, both processes work together. Your brain doesn't just take in information, it organizes it. This is called **perceptual organization**. It helps you group things together, separate objects from backgrounds, and see patterns. Some ways the brain organizes information include:

- **Figure-ground**: separating an object (figure) from its background

Reading Perception And Language

**Evelin Witruk,Angela D.
Friederici,Thomas Lachmann**



Reading Perception And Language:

Reading, Perception, and Language Drake D. Duane, Margaret B. Rawson, 1975 *Language and Perception as Predictors of Reading Comprehension* Beatrice Teitel, 1980 **Reading, Perception, and Language** Drake D. Duane, Margaret B. Rawson, 1975 Basic Processes in Reading David LaBerge, S. Jay Samuels, 2017-03-27 Originally published in 1977 this volume contains the most recent theoretical views and experimental findings by prominent psychologists at the time working in areas they considered to be most basic to the reading processes The material will still be of value to people interested in applied and basic aspects of reading as well as those concerned with language processing and information processing in general The volume divides conveniently into two areas perception and comprehension The initial chapters deal with the perceptual processes involved in reading The second half of the volume delves into the area of comprehension The interested reader will find a wide variety of topics covered in the volume that reflect the amazingly wide range of cognitive functions that are part of the reading process **Language and Reading Disabilities** Hugh William Catts, Alan G. Kamhi, 2005 Eight American specialists in reading and writing disorders contribute nine chapters to this textbook All chapters have been revised to reflect changes since publication of the 1999 edition some considerably Highlights of the second edition include the latest research on subgroups of reading disabilities the relationship between language and reading disabilities developmental changes in reading disabilities and reading writing and spelling development Also included is specific information on improving decoding and word attack skills new information about IRIs and other procedures to assess comprehension abilities and new information about spelling in the chapters on writing Annotation 2004 Book News Inc Portland OR booknews com **Understanding Language** Dominic W. Massaro, 1975 *Basic Functions of Language, Reading and Reading Disability* Evelin Witruk, Angela D. Friederici, Thomas Lachmann, 2002-05-31 This highly interdisciplinary project presents new results and the state of the art of knowledge in the psychology and neurophysiology of language reading and dyslexia It concentrates on basic cognitive functions of understanding and producing language and disorders within its spoken and written execution The book grew out of the Basic Mechanisms of Language and Language Disorders conference Leipzig Sept 1999 Understanding Language Perception, Reading, and Psycholinguistics Dominic W. Massaro, 1975 Language Awareness and Learning to Read J. Downing, R. Valtin, 2012-12-06 During the 1970s there was a rapid increase in interest in metacognition and metalinguistics The impetus came from linguistics psychology and psycholinguistics But with rather unusual rapidity the work from these scientific disciplines was taken over in education This new direction in these various areas of academic study was taken simultaneously by several different investigators Although they had varying emphases their work sometimes appears to be overlapping despite this it has been rather difficult to find a consensus This is reflected in the varying terminology used by these independent investigators linguistic awareness metacognition metalinguistic ability task awareness lexical awareness and so on For educators these developments

presented a glittering array of new ideas that promised to throw light on children's thinking processes in learning how to read. Many reading researchers and graduate students have perceived this as a new frontier for the development of theory and research. However, the variety of independent theoretical approaches and their accompanying terminologies has been somewhat confusing.

Language Perception and Production D. Alan Allport, 1987

The Connections Between Language and Reading Disabilities Hugh W. Catts, Alan G. Kamhi, 2005-01-15

This is an edited book based on papers presented at a 2003 invitee only conference under the sponsorship of the Merrill Advanced Studies Center of the University of Kansas. The participants were prominent scholars in the areas of language and reading and have research programs funded by NIH and other sources. The purpose of the gathering was to discuss theoretical issues and research findings concerning the relationship between developmental language and reading disabilities, specifically looking at neurological, behavioral, and genetic factors. In addition, it discussed other factors contributing to reading difficulties in the middle elementary school years through adolescence and literacy outcomes for children with early language impairments and how these problems relate to children with dyslexia. The Foreword is written by Reid Lyon, Branch Chief, Child Development and Behavior Branch, NICHD, National Institutes of Health.

This book appeals to scholars in the areas of language disorders and reading disabilities, as well as to practicing speech language pathologists, special educators, and reading specialists. It may also be used in graduate courses designed as seminars in either language disorders or reading disabilities in schools of communication disorders, as well as schools of education, especially special education departments.

The Oxford Handbook of Deaf Studies, Language, and Education, Vol. 2 Marc Marschark, Patricia Elizabeth Spencer, 2010-05-28

Oxford Handbooks offer authoritative and up-to-date reviews of original research in a particular subject area. Specially commissioned chapters from leading figures in the discipline give critical examinations of the progress and direction of debates, as well as a foundation for future research. Oxford Handbooks provide scholars and graduate students with compelling new perspectives upon a wide range of subjects in the humanities, social sciences, and sciences.

The adage "Those who do not learn from history are doomed to repeat it" is a powerful one for parents, teachers, and other professionals involved with or interested in deaf individuals or the Deaf community. Myths grown from ignorance have long dogged the field, and faulty assumptions and overgeneralizations have persisted despite contrary evidence. A study of the history of deaf education reveals patterns that have affected educational policy and legislation for deaf people around the world. These patterns are related to several themes critical to the chapters of this volume. One such theme is the importance of parental involvement in raising and educating deaf children. Another relates to how Deaf people have taken an increasingly greater role in influencing their own futures and places in society. In published histories, we see the longstanding conflicts through the centuries that pertain to sign language and spoken communication philosophies, as well as the contributions of the individuals who advocated alternative strategies for teaching deaf children. More recently, investigators have recognized the need for a diverse approach to language and

language learning Advances in technology cognitive science linguistics and the social sciences have alternately led and followed changes in theory and practice resulting in a changing landscape for deaf and hard of hearing individuals and those connected to them This second volume of the *The Oxford Handbook of Deaf Studies Language and Education* 2003 picks up where that first landmark volume left off describing those advances and offering readers the opportunity to understand the current status of research in the field while recognizing the opportunities and challenges that lie ahead In Volume 2 an international group of contributing experts provide state of the art summaries intended for students practitioners and researchers Not only does it describe where we are it helps to chart courses for the future

The Relationship Between Oral Language, Visual Perception, and Auditory Perception and Reading Levels of Reading-impaired Children in Two Age Groups Holly Fox Harris,1973 *Neurobiology of Language* Gregory Hickok,Steven L. Small,2015-08-15

Neurobiology of Language explores the study of language a field that has seen tremendous progress in the last two decades Key to this progress is the accelerating trend toward integration of neurobiological approaches with the more established understanding of language within cognitive psychology computer science and linguistics This volume serves as the definitive reference on the neurobiology of language bringing these various advances together into a single volume of 100 concise entries The organization includes sections on the field's major subfields with each section covering both empirical data and theoretical perspectives Foundational neurobiological coverage is also provided including neuroanatomy neurophysiology genetics linguistic and psycholinguistic data and models Foundational reference for the current state of the field of the neurobiology of language Enables brain and language researchers and students to remain up to date in this fast moving field that crosses many disciplinary and subdisciplinary boundaries Provides an accessible entry point for other scientists interested in the area but not actively working in it e.g. speech therapists neurologists and cognitive psychologists Chapters authored by world leaders in the field the broadest most expert coverage available

Reading as a Perceptual Process A. Kennedy,D. Heller,J. Pynte,Ralph Radach,2000-08-04 This book is divided into five sections dealing with various fundamental issues in current research attention information processing and eye movement control the role of phonology in reading syntax and discourse processing and computational models and simulations Control and measurement of eye movements form a prominent theme in the book A full understanding of the where and when of eye movement control is a prerequisite of any complete theory of reading since it is precisely at this point that perceptual and cognitive processes interact Amongst the hot topics included are the relation between parafoveal and foveal visual processing of linguistic information the role of phonology in fluent reading and the emergence of statistical tuning approaches to sentence parsing Also discussed in the book are three attempts to develop quantitative models of reading which represent a significant departure in theory building and a quantum step in the maturation of reading research Much of the work reported in the book was first presented at the 5th European Workshop on Language Comprehension organised in April 1998 which was held at the CNRS Luminy Campus

near Marseilles All contributions summarise the state of the art in the relevant areas of reading research **Journal of Reading** ,1971 *Language, Reading, and the Communication Process* International Reading Association,1971 *Thought & Language/language & Reading* Maryanne Wolf,Mark K. McQuillan,Eugene Radwin,1980 ESSAYS ON TEACHING READING AND LANGUAGE ARTS *Perception of Print* Ovid J.L. Tzeng,Harry Singer,2017-03-27 In the late 1970s reading research had become a true interdisciplinary endeavour with flavours of anthropology artificial intelligence cognitive psychology educational psychology linguistics neuroscience and instructional technology Given appropriate integration results from these diverse perspectives can enhance our understanding of reading behaviour tremendously both in its acquisition and in its skilled functioning Thus the enthusiasm for such interdisciplinary interaction had been quite intense for some time In the years before publication the National Reading Conference had been doing everything possible to accelerate this interaction Originally published in 1981 the chapters in this book are the fruits of that effort The research focuses on specifying skills in identifying alphabetical elements and the rules that govern their combination on constructing models that characterize the recognition of individual words and the interpretation of texts and on discovering what factors are responsible for blocking the normal acquisition process in many children Chapters 2 to 12 of this book reflect these changing foci They are nevertheless sandwiched by two chapters that deal with the historical background and future outlook of reading instruction The Psychology of Language Walter Bowers Pillsbury,Clarence Linton Meader,1928

Uncover the mysteries within Crafted by is enigmatic creation, Embark on a Mystery with **Reading Perception And Language** . This downloadable ebook, shrouded in suspense, is available in a PDF format (*). Dive into a world of uncertainty and anticipation. Download now to unravel the secrets hidden within the pages.

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