

Master Teacher

Mary Washko

Time Allotment

One 60-minute class period

Overview

Through activities presented in this lesson, students will be exposed to the difference between horns and antlers. Students will view video clips and use the Internet to look for animals with horns and animals with antlers. Students will also participate in hands-on activities. This lesson will be used as an introductory lesson to a reading activity based on the book *Imogene's Antlers* by David Small.

Differentiation of Instruction

While this lesson can be for regular classroom use, it has been adapted for use with Deaf and Hard of Hearing students. The videotape is closed captioned and the lesson is taught utilizing American Sign Language.

Activities for this lesson are based on guidelines from SC Curriculum Standards Implementation Guide, Chapter Four, pages 7-8, 19. Differentiation of Instruction (<http://www.myschools.com/offices/cso/SIG/k5.htm>) modifications for special needs students are included in the lesson plan. The modifications support the achievement of the selected standards.

Subject Matter

Science

Learning Objectives

Students will be able to:

- ✎ Identify five animals with horns and identify five animals with antlers;
- ✎ Generate a list of animals they know which have horns or antlers;
- ✎ Draw a favorite animal with horns or antlers and identify the animal;
- ✎ Use the Internet interactively to find animals with horns and antlers;
- ✎ Explore the physical differences of horns and antlers by touching them.

South Carolina Standards

(These Standards are available online at [http://www.myschools.com/Offices/CSO/.](http://www.myschools.com/Offices/CSO/))

Inquiry

A. Process Skills

1. Observe

- a. Use the senses to gather information about objects or events such as size, shape, color, texture, sound, position, and change (qualitative observations).

2. Classify

- a. Compare, sort, and group concrete objects according to observable properties.

Media Components

Video

Reading Rainbow, Lesson 33: "Imogene's Antlers." The video begins with LeVar Burton visiting the Philadelphia Zoo to explore why animal looks and shapes are important to how they live and also

2003 National Teacher Training Institute

discovers the difference between horns and antlers.

Web Site

Antlers/Horns

(<http://www.scsc.k12.ar.us/2001Outwest/PacificEcology/Projects/RoarkJ/Default.htm>). This Web site allows students to explore animals, which have horns and/or antlers. Each animal is displayed with a detailed explanation of where they live and the characteristics they have. Students can use this Web site to gather information about animals with horns and/or antlers and classify them using the teacher-made activity sheet, “Animals with Horns and Animals with Antlers.”

Materials

paper and pencil

National Geographic magazines

“Animals with Horns and Animals with Antlers” Activity Sheet

a set of real antlers and horns

Equipment

TV

VCR

computers

Adapting NTTI Strategies for Deaf/Hard of Hearing and/or Visually-Impaired Students

Adapting Video

- ✍ Closed captioned and total communication for deaf students
 - Interpret (sign) closed-captioned video to provide total communication for deaf students.
 - Use visual communication to enhance understanding of the video scenes for students not reading at the vocabulary level of the captions.

- Signing over narration helps students focus when an emphasis on certain information is needed.

✍ PAUSE strategy and closed captioned

- When using closed captioned, pausing the video can cause the loss of 1-3 sentences of closed captioned as the pause is released and the video begins to play at the pause point. Suggestions for modifying the PAUSE strategy:
- The teacher may need to rewind after the pause and then begin to play the video.
- Play closed captioned in longer segments and provide a video guide sheet with the **Focus for Media Interaction**.
- Play the video segments through from the beginning point to the ending point. The **Focus for Media Interaction** would be given at the beginning. Tell the students that they will watch the entire segment, and then watch it again, pausing for them to answer the focus task for each segment. Tell them some of the caption is lost at pause points, read carefully the first time.

✍ Non-captioned video

- Prepare to interpret (sign) the video for deaf students.
- Arrange for a qualified interpreter to sign the video. Plan the lesson in advance to allow time for this arrangement.

✍ Screen size for visually-impaired students

- Use a projection device with the VCR to project the video to a large screen.
- Allow students to sit close to TV or large screen.

2003 National Teacher Training Institute

- Determine how the students can touch the TV screen, if not by hand, then with a pointer (yardstick). Provide an opportunity for the visually-impaired student to touch or trace images if touch would enhance the learning.

Adapting Web Sites

- ✎ Web sites with audio
 - Provide an interpreter for each hearing-impaired student.
 - Use with small groups with teacher interpreting and guiding the activity.
 - Direct students to alternate text files for the video/audio if available.
- ✎ Screen size for visually-impaired students
 - Use a projection device with the computer to project to a large screen.
 - Allow students to sit close to computer screen or projector screen.
 - Determine how the students can touch the screen, if not by hand, then with a pointer (yardstick). Provide an opportunity for the visually-impaired student to touch or trace images if touch would enhance the learning.
- ✎ Web sites with total communication for the blind
 - Use sites encoded with Braille.
 - Use sites with audio.
 - Use sites that are easily read by text reader software. (Page is formatted from left to right allowing tab or arrow keys to move the reader through the text and images. Images have alternate text that identifies the

image in relation to the text on the page.)

Prep for Teachers

- ✎ Prior to teaching this lesson, preview and cue the video.
- ✎ Bookmark the Web site used in the lesson on each computer in your classroom (or Computer Lab).
- ✎ Load the Shock wave plug-in (available free at <http://www.macromedia.com>) onto each computer.
- ✎ Prepare the hands-on element of the lesson by having available back issues of *National Geographic* magazines for students to look through as needed.
- ✎ Write the vocabulary words *horns* and *antlers* on the board.
- ✎ Prepare the handout, “Animals with Horns and Animals with Antlers.” Create an activity sheet with two columns. Label one column Horns and one column Antlers. Make a copy for each student.
- ✎ When using media, provide students with a **Focus for Media Interaction**, a specific task to complete and/or information to identify during or after viewing of video segments, Web sites, or other multimedia elements.

Introductory Activity

Step 1: Begin the lesson by explaining to the students that they will brainstorm all the animals they know that have horns or antlers. (**Note to Teacher:** This will be signed in American Sign Language, and the vocabulary words will be described using classifiers—even if students do not know what horns or antlers are, the descriptions

2003 National Teacher Training Institute

via ASL will give them a clear picture of what you are looking for). Explain to the students that they can use *National Geographic* magazines to look for animals if they want. Students can brainstorm as many animals as they can think of (even if the animal does not have horns).

Step 2: Write down the names of the animals the students brainstorm on the board. Once the students are out of ideas, go through the list and ask the students if this animal has horns or antlers. If the animal has either horns or antlers, leave the animal on the board. If the animal does not have either, cross out the animal.

Step 3: Upon completion of the above activity, have the students copy each animal circled on the board. Students should have all animals jotted down including the two vocabulary words *horns* and *antlers*.

Learning Activities

Step 1: Explain that the students will watch a video, “Imogene’s Antlers.” The students are asked to remember the brainstorming activity and the vocabulary words they listed, with an emphasis on, horns vs. antlers.

Step 2: Insert the video into your VCR. START the tape where the rhino walks off the screen and the antelope appear. There is music in the background. The first caption says, “Hmm—Looks like somebody lost something...” Provide your students with a **Focus for Media Interaction**, asking them to sign horns when they see an animal with horns and to sign antlers when they see an animal with antlers or to sign either word when shown on videotape. (**Note to Teacher:** For students in the regular classroom, just voice the words as students normally would. Sign language is utilized for deaf and/or hard of hearing students.)

Step 3: STOP the tape when LeVar says, “I wonder what it would be like to wear antlers all the time” and he physically picks up a set of antlers and places them on his head.

Step 4: Demonstrate the last image of the scene and ask students what they think it would be like to wear antlers (or horns) all the time. Antlers can be very heavy. Ask students to think about how they might feel.

Step 5: Allow students to touch, feel and lift a set of horns and antlers.

Culminating Activity

Step 1: Ask your students to log onto the following Web site, <http://www.scsc.k12.ar.us/2001Outwest/PacificEcology/Projects/RoarkJ/Default.htm>.

Step 2: Explain that this Web site consists of animals with horns and/or antlers similar to the ones demonstrated in the video.

Step 3: Provide your students with a **Focus for Media Interaction**, asking them to explore the site and write down the specific names of animals with horns and/or antlers using the teacher-made activity sheet, “Animals with Horns and Animals with Antlers.” Also ask students to draw their favorite animal with horns or antlers and identify the animal on the same activity sheet after exploring the Web site.

Cross-Curricular Extensions

Language Arts/ Reading/ Writing: Ask students to write some sentences about their favorite animal with horns or antlers and why they selected the animal. Provide some facts about the animal of their choice.

Ask students to read the book *Imogene’s Antlers* by David Small. Students can write about what they might do if they woke up

2003 National Teacher Training Institute

one morning and found they had grown a set of antlers.

Social Studies (Affective Education): Ask students to read the book *Imogene's Antlers* by David Small. Students can write about what they might do if they woke up one morning and found they had grown a set of antlers. Ask students to compare the book with how they feel about being deaf or hard of hearing or blind.

Community Connections

- ✎ Take students on a field trip visit to the local zoo.
- ✎ Ask a few individuals (can be parents, friends, colleagues—especially a hunter) to come in and talk about horns and antlers and to bring examples, if possible, to class for show and tell.