

2003 National Teacher Training Institute

Fun with Imogene:

Let's Use Our Imagination!

Grades 2–3

Master Teacher

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Time Allotment

One 60-minute class period

Overview

Through activities presented in this lesson, students will use their imaginations to tell about what it would be like to wake up one morning and find that they have grown a bird's beak or some other animal characteristic. Students will view video clips and use the Internet to select an animal characteristic they think they might like to try out with their imaginations. Students will participate in hands-on activities. Students should know the definition for the vocabulary word *antlers* because they will read the book *Imogene's Antlers* by David Small with this lesson.

Differentiation of Instruction

This lesson has been designed for use with students who are Deaf and/or Hard of Hearing. The lesson can be modified to meet the ability levels of all students (i.e., from writing a single sentence to developing a paragraph). The videotape is closed captioned (CC) and the lesson is taught utilizing American Sign Language (ASL). For regular classroom use, there is no need for closed captioning and the use of ASL.

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

Language Arts/ Reading

Learning Objectives

Students will be able to:

- ✎ Select one animal characteristic they would like to have if they could;
- ✎ Brainstorm different possible endings to the story...what might Imogene wake up with next?
- ✎ Complete the sentence...if I had antlers, I would use them to...;
- ✎ Use the Internet interactively to select one animal characteristic;
- ✎ Draw a picture of their selected animal and show its characteristic.

South Carolina Standards

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

Reading Goal

(R) The student will draw upon a variety of strategies to comprehend, interpret, analyze, and evaluate what he or she reads.

R1 The student will integrate various **cues** and strategies to comprehend what he or she reads.

2-R1.6. Demonstrate the ability to recall details in texts.

2-R1.8 Demonstrate the ability to make predictions about stories.

2-R1.17 Demonstrate the ability to respond to texts through a variety of methods, such as **creative dramatics**, writing, and graphic art.

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Writing Purposes

W2 The student will write for a variety of purposes.

2-W2.1 Demonstrate the ability to use writing to explain and inform.

Media Components

Video

Reading Rainbow, Lesson 33: “Imogene’s Antlers.” LeVar visits the Philadelphia Zoo where he talks about animal characteristics and this leads to a narration of the story, *Imogene’s Antlers* written by David Small.

Web Site

Roosevelt Animal Park Zoo

(<http://www.rpzoo.com/animals.html>).

This Web site allows students to explore different animals featured at Roosevelt Animal Park Zoo. The site offers links to different animals with the name of the animal and some information about where the animal lives, its characteristics, so on. Students can use this Web site to select an animal and a characteristic they think they would like to try out with their imaginations. Students will write down the name of the animal and one characteristic using the teacher-made worksheet, “Animals with Horns and Animals with Antlers.”

Materials

One teacher-made animal face with antlers cutout with a sample sentence
Imogene’s Antlers by David Small
construction paper—assorted colors
Kraft paper
regular writing paper
crayons
markers
pencils
glue
scissors

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

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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.
- 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

-  Make an animal face with antlers or horns with a sample sentence (e.g., “If I had antlers, I would use them to pick up and sort my children’s toys before dropping them off in the appropriate room.”). Make the face using a paper plate and the antlers or horns cut out of construction paper.

Write the sentence, “If I had antlers, I would use them to . . .” on the board. Have ready assorted colors of construction paper for students to use. Let the students see the example you have made so that they will know what they will make and do at the end of the lesson.

-  Prior to teaching this lesson, preview and cue the video.

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- ✎ Preview and bookmark the Web site used in the lesson on each computer in your classroom (or Computer Lab). If using a Computer Lab, reserve enough computers for your students to use. Load the Shock wave plug-in (available free at <http://www.macromedia.com>) onto each computer as well.
- ✎ Prepare the hands-on element of the lesson by reviewing the book *Imogene's Antlers* by David Small and having it available to show to the class.
- ✎ Write the vocabulary word *antlers* and a characteristic on the board.
- ✎ Assemble student art materials.
- ✎ 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: Show the book *Imogene's Antlers* to the class and ask students to recall a previous lesson in which they studied the difference between horns and antlers.

Explain that a horn or antler is also known as an animal characteristic, just like elephants have trunks and squirrels have bushy tails.

Step 2: Tell the students that the book is about a little girl who wakes up one morning to find that she has grown a set of antlers on her head and she has to make some changes in her daily routine.

Step 3: Ask the students what they think it might be like to wake up some morning and find that they have grown an animal part such as a donkey's tail, an elk's antlers or

some other animal part. Tell students to use their imaginations.

Learning Activities

Step 1: Tell students that they will watch a video, "Imogene's Antlers." Students are asked to remember the vocabulary word *characteristic*.

Step 2: Insert the video into your VCR. START the tape where a giraffe appears on the screen. Provide your students with a **Focus for Media Interaction** by signing or saying each animal name as it appears. Note a characteristic of each animal. STOP the tape when LeVar appears on the screen and says, "hmm, looks like someone lost these." Let students take turns naming an animal and stating a characteristic of the animal.

Step 3: Introduce the book *Imogene's Antlers*. FAST FORWARD to the screen where LeVar picks up a set of antlers and says, "I wonder what it'd be like to wear antlers all the time." BEGIN the videotape when the title of the book appears—hold up the actual book for the students to see. PAUSE the videotape and tell students they are now going to watch a narration of the book *Imogene's Antlers*. Provide the students with a **Focus for Media Interaction** by asking them to raise their hand when they see Imogene doing different things with her antlers. PAUSE the videotape when you see Imogene sitting in the kitchen and the maid is using Imogene's antlers to dry kitchen towels. Let the students name the various uses of Imogene's antlers.

Step 4: PLAY the tape from the pause point, Imogene goes out to the garden. Provide students with a **Focus for Media Interaction** by asking them to raise their hands each time something different happens to Imogene's antlers. PAUSE the

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videotape when Imogene wakes up. Ask the students, “What happened when Imogene was in the garden? What happen when she came back inside? How did her mother try to hide the antlers?”

Provide students with a **Focus for Media Interaction** asking them what they think will happen next. PLAY the tape from the pause point. PAUSE the videotape when Imogene displays her new set of peacock feathers. Ask students if what they predicted what would happen next correctly.

Step 5: Ask students to brainstorm different possible endings to the story.

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. 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 handout, “Animals with Horns and Animals with Antlers.” Students will also be asked to draw their favorite animal with horns or antlers and identify the

animal on the same worksheet 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 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. Ask them to bring some examples to class for show and tell.