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Activity: What do you See? What do you Hear? Polar Bear, Polar Bear

By Eric Carle, Adapted for students with cortical visual impairment (CVI)

Brief description of activity: A looking and listening activity of Polar Bear. Practice looking at animals with a video of Polar Bear; using high contrast, additional time and a red outline to help children look at the pictures. Optional description of salient features, included below.

Materials (if needed):

Tablet, computer or phone: [YouTube link Here](#)

Instructions:

Sometimes it takes our brain a little additional time to look, and listen. This is a video with high contrast pictures of animals, taken from the book by Eric Carle. Each animal is cut out on a black background to help increase the contrast, or make the animal stand out more against the background.

The movement of the red outline helps draw and maintain a child's visual attention. You may read aloud the optional auditory descriptions provided below, to help pair and build your child's understanding of descriptive language with what they are seeing. These salient features are defining elements that distinguish one target from another"

Optional Auditory Descriptions with salient features

polar bear; round ears, paws, teeth

lion; tail, four legs, mane

hippopotamus; round head, and a big round belly

flamingo; pink, long curved neck, long curved beak, long, thin legs

zebra; long face, black and white stripes, hooves

snake; long, curvy body, small head

elephant; long trunk, pointy tusks, large floppy ears

leopard; whiskers, spots, paws

peacock; bird; feathers like a fan, beak, splayed feet

walrus; flippers, long tusks, whiskers

zookeeper; person with 2 legs, 2 arms, wearing a hat, carrying 2 buckets to feed the animals

*salient features; as defined as a collaborative (based on the work of Christine Roman-Lantzy) <https://civicollaborative.wixsite.com/salientfeatures>

** For more information on salient features, and their suggested use for students with CVI, visit this [Paths to literacy article here](#).

Target areas (how this learning is meaningful to students):

Visual Efficiency (Compensatory Skills); additional wait time, along with the red movement outlining the shapes, gives students time to visually process what they are looking at.