

School at Home Activities for Students with Visual Impairments and Others (Primarily Elementary Students)

Compiled by Anita Medley

Most of the items listed in this document come from generous Teachers of the Visually Impaired Facebook and online sites, Special Education teachers, and Elementary teachers. These suggestions are not my original work but organized as a resource for those of us struggling to serve our students during our social isolation. If your work is mentioned here, please tag yourself and take credit!

Videos/Webinars

- [The Cincinnati Zoo](#) talks about/presents a different animal every day at 3:00 on Facebook.
- [Elmwood Zoo](#) does animal show & tell at 10 am every weekday. Via youtube.
- [The National Parks Service](#) has an interactive site to explore the national parks of the United States.
- [Adventures in Familyhood](#) virtual field trips
- [American Printing House](#) virtual lessons
- [Paths to Literacy](#) Homework Hotline
- [Brain Pop](#) free membership
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Online Resources

- [Storyline Online](#) (always free): Books read out loud by authors / famous people
- [Scholastic](#)
- [Learning A-Z](#)
- [Accessibyte](#) makes fun, funky, fully accessible apps for users who are blind, visually impaired, deaf, dyslexic, or have other reading difficulties
- [iOS Voiceover instruction for beginners](#)
- [Virtual Rides at Disney](#)
- [Mystery Science home activities](#)
- [Math ideas/activities](#)
- [Instruction in recreational activities](#)
- [Fun activities for parents to use](#)
- [Anna's Story](#)
- [NASA library](#)
- [Sites for families to use while school is closed](#)

- [Described and captioned media program](#)
- [Homework packets](#)

Daily webinars – 1:00 pm Central Time

<https://www.pathstoliteracy.org/resources/virtual-learning-academy>

APH, Paths to Literacy, and Cal State LA have put together a webinar for parents and families to use for free activities for their students and children. Our goal is to provide nationwide access to 1 hour a day of programming, beginning March 23rd, 2020, that offers support in the Expanded Core Curriculum for students with varying abilities and of different ages. The webinar will be free and can be accessed online through a Zoom link. Participants will need Internet access. We are not having people sign up.

Week One: March 23-27

Monday, March 23, 2020

Title of the Lesson/Activity: **Problem Solving Skills**

Instructor: **Chris Tabb**-Orientation and Mobility Specialist, Maryland School for the Blind (MSB) Instructor's email: **christophert@mdschblind.org**

Primary Core or ECC Area: Orientation and Mobility, sensory efficiency, assistive technology, social skills, self-determination

Target Audience: Academic and Functional Academic level students from elementary through high school

Pre-requisite knowledge: Ability to listen to presented material

Lesson Plan Goal: Provide students with strategies for problem-solving; this will include the use of environmental information, technology, etc.

Materials Needed: None

Tuesday, March 24, 2020

Title of the Lesson/Activity: **Do I Detect Sarcasm? (Part 1)**

Instructor: **Robbin Keating-Clark**, Expanded Core Curriculum Coordinator, Utah Schools for the Deaf and the Blind

Instructor's email: **robbinc@usdb.org**

Primary Core or ECC Area: Social interaction skills

Target Audience: Upper elementary, middle & high school; moderate & typically developing student ability level

Pre-requisite knowledge: Experience with conversations and interactions (have you ever talked to someone before?)

Lesson Plan Goal: Students can define sarcasm. Students identify sarcasm in conversation.

Wednesday, March 25, 2020

Title of the Lesson/Activity: **Fun At Home Yoga and Movement Activities**

Instructor: Kassy Maloney, Instructor's Title: Certified O&M Specialist,

Certified Yoga Teacher, Allied Independence
Instructor's email: theteam@alliedindependenceonline.com
Primary Core or ECC Area: Rec/ Leisure
Target Audience: Any (we'll figure out their needs and create a sequence depending on who shows up).
Pre-requisite knowledge: Body awareness for ages 3+. For parents working with 0-3, none. Lesson Plan Goal: To provide a fun yoga and movement activity and resources that the student can use at home.
Materials Needed: Towel, carpet, or yoga mat

Thursday, March 26, 2020

Title of the Lesson/Activity: **Do I Detect Sarcasm? (Part 2)** Instructor: **Robbin Keating-Clark**, Instructor's Title: Expanded Core Curriculum Coordinator, Instructor's Affiliation: Utah Schools for the Deaf and the Blind Instructor's email: robbinc@usdb.org
Primary Core or ECC Area: Social interaction skills
Target Audience: Upper elementary, middle & high school; moderate & typically developing student ability level
Pre-requisite knowledge: Experience with conversations and interactions (have you ever talked to someone before?)
Lesson Plan Goal: Students can define sarcasm. Students identify sarcasm in conversation.
Materials Needed: None

Friday, March 27, 2020

Title of the Lesson/Activity: **I'm a Scientist, and I Didn't Even Know It!! Mystery Box Observations**
Instructor: **Jeff Killebrew**, Instructor's Title: Science Instructor, CTVI
Instructor's Affiliation: New Mexico School for the Blind and Visually Impaired, Instructor's email: jkillebrew@nmabvi.k12.nm.us
Primary Core or ECC Area: Science
Target Audience: K-12; Activity can be adapted to student ability level
Pre-requisite knowledge: A curious and inquisitive mind
Lesson Plan Goal: As a result of this activity, students should be able to:

- distinguish between observations and inferences
- describe how data can be obtained by making non-visual observations
- explain that scientists pose questions, test and revise their hypotheses based on evidence
- recognize that science is uncertain because it is a human activity
- understand that science does not prove or conclude; it is always a work in progress
- demonstrate that science is a collaborative endeavor and that scientific uncertainty can be reduced through collaborations

Materials Needed: One box, or several boxes - any size will do, but the box

does need to have the ability to be sealed to prevent accessing the interior of the box. In addition, any common household item(s) that can fit into the box: balls, marbles, paperclips, fork, pencil, pen, whatever is laying around will do, along with any materials needed to construct internal compartments in the box (cardboard, construction paper, tape, glue, etc.) The more creative, the better!

Week Two: March 30-April 3

Monday, March 30, 2020

Title of the Lesson/Activity: **Self-Awareness Success (Part 1)**

Instructor: **Robbin Keating-Clark**, Instructor's Title: Expanded Core Curriculum Coordinator,

Instructor's Affiliation: Utah Schools for the Deaf and the Blind,

Instructor's email: **robbinc@usdb.org**

Primary Core or ECC Area: Self-determination

Target Audience: Upper elementary, middle & high school; moderate to typically developing ability level

Pre-requisite knowledge: None

Lesson Plan Goal: Students will define self-awareness. Students can analyze their thoughts & feelings.

Materials Needed: Students will need a device for journaling.

Tuesday, March 31, 2020

Title of the Lesson/Activity: **Marvin's Market Adventure and Grandma's Special Birthday Picnic (Part 1)**

Instructor: **Gwyn McCormack**

Instructor's Title: TVI

Instructor's Affiliation: Positive Eye

Instructor's email: gwyn@positiveeye.co.uk

Primary Core or ECC Area: None

Target Audience: None

Pre-requisite Knowledge: None

Lesson Plan Goal: None

Materials Needed: None

Wednesday, April 1, 2020

Title of the Lesson/Activity: **Self-Awareness Success (Part 2)**

Instructor: **Robbin Keating-Clark**, Instructor's Title: Expanded Core Curriculum Coordinator,

Instructor's Affiliation: Utah Schools for the Deaf and the Blind,

Instructor's email: **robbinc@usdb.org**

Primary Core or ECC Area: Self-determination

Target Audience: Upper elementary, middle & high school; moderate to typically developing ability level

Pre-requisite knowledge: None

Lesson Plan Goal: Students will define self-awareness. Students can analyze their thoughts & feelings.

Materials Needed: Students will need a device for journaling.

Thursday, April 2, 2020

Title of the Lesson/Activity: **Fun with Braille**

Instructor: **Tammy Reisman**

Instructor's Title: Teacher of Students with Visual Impairments

Instructor's Affiliation: UMass Boston and Newton, MA Public Schools

Instructor's email: tammy.reisman@umb.edu

Primary Core or ECC Area: Compensatory: braille

Target Audience: beginning braille readers/learners (or anyone that wants some fun braille enrichment activities)

Pre-requisite Knowledge: use of braille writer, beginning reading skills

Lesson Plan Goal: To reinforce and practice beginning braille reading and writing skills

Materials Needed: play dough or clay, braille writer, braille paper, favorite braille book

Friday, April 3, 2020

Title of the Lesson/Activity: Time for Tots

Instructor: **Renee Ellis**

Instructor's Title:

Instructor's Affiliation: Texas School for the Blind and Visually Impaired, Outreach

Instructor's email:

Primary Core or ECC Area:

Target Audience: Early Childhood

Pre-requisite Knowledge: None required

Lesson Plan Goal:

Materials Needed:

Monday, April 6, 2020

Title of the Lesson/Activity: **Marvin's Market Adventure and Grandma's Special Birthday Picnic (Part 2)**

Instructor: **Gwyn McCormack**

Instructor's Title: TVI

Instructor's Affiliation: Positive Eye

Instructor's email: gwyn@positiveeye.co.uk

Primary Core or ECC Area: None

Target Audience: None

Pre-requisite Knowledge: None

Lesson Plan Goal: None

Materials Needed: None

Tuesday, April 7, 2020

Title of the Lesson/Activity: Staying Home: **How to Communicate and Act on Our Wants**

Wednesday, April 8, 2020

Title of the Lesson/Activity: Staying Home: **Lightbox Story Hour! Literacy Activities for Students with Vision Impairments**

Thursday, April 9, 2020

Title of the Lesson/Activity: Staying Home: **Staying Home: Making Connections in the Face of Social Distancing**

Tuesday, April 14, 2020

Title of the Lesson/Activity: Staying Home: **Staying Home: Processing our Feelings During Uncertain Times**

Wednesday, April 15, 2020

Title of the Lesson/Activity: **Marvin's Market Adventure and Grandma's Special Birthday Picnic (Part 3)**

Instructor: **Gwyn McCormack**

Instructor's Title: TVI

Instructor's Affiliation: Positive Eye

Instructor's email: gwyn@positiveeye.co.uk

Primary Core or ECC Area: None

Target Audience: None

Pre-requisite Knowledge: None

Lesson Plan Goal: None

Materials Needed: None

Thursday, April 16, 2020

Title of the Lesson/Activity: Staying Home: **Staying Home: 5 Fun Things to Do from Inside the Home with No or Limited Vision with Kate Katulak**

The 23 Alphabetic Wordsigns

When an Alphabetic Wordsign stands alone, it represents a whole word.

Most of the letters of the alphabet represent Alphabetic Wordsigns. 'A,' 'i,' and 'o' are not Alphabetic Wordsigns. 'A' and 'I' are already words. Refer to the table for an image of each letter, the letter itself, and the associated Alphabetic Wordsign.

Alphabetic Wordsign Letter Word

a	NONE
b	but
c	can
d	do
e	every
f	from
g	go
h	have
i	NONE
j	just
k	knowledge
l	like
m	more
n	not
o	NONE
p	people
q	quite
r	rather
s	so
t	that
u	us
v	very
w	will
x	it
y	you
z	as

Phrases and sentences to help you remember the Alphabetic Wordsigns.

1. So, just do it!
2. Rather have
knowledge. As you will.
3. From us.
4. People quite like you.
But that can not go.

ORIENTATION AND MOBILITY IDEAS/ACTIVITIES

- Practice reinforcing right/left concepts so that the student is 100% sure of right versus left.
- Practice quarter turns to right and left. Give verbal directions: "Turn a quarter turn to the left (or right)", by backing the heel of one foot into the arch of the other foot to turn. After the concept of turns is learned, increase the difficulty by increasing the complexity: "Turn to the left 2 turns and 1 to the right". OR "Take 2 steps back and 1 step to the right."
- Work on cardinal directions. Play games where the student is asked to face one direction and then point to another direction. For example: "What direction are you facing? (North) Point to the opposite direction (South). Will you point in the direction from which the sun rises and name that direction. (East) Now, where does the sunset, point to that direction. (West)
- Define parallel and perpendicular. (Parallel-Lines/edges that run in the same direction and never cross one another such as walls of a hallway, railroad tracks, opposite sides of a box. Perpendicular- Lines or surfaces that meet at right angles, such as intersecting hallways or streets that cross one another.) Then find examples at home and in the yard. Create examples using straws, spaghetti noodles, game pieces, etc.
- Make maps! Students can make maps of rooms in their homes, label walls with cardinal directions, or make maps of their neighborhoods. For low vision students, use cardboard and construction paper, tagboard, foam sheets, fabric scraps, or card stock. Pictures icons from online can be used for the buildings. Addresses can be assigned, as well. Students can answer questions about traveling to destinations using cardinal directions and street names. A game with this map can be created and used with game cards.
- Scavenger hunts for kids with vision can be done inside and outside. Practice tracking and scanning where the student uses their vision to follow a line. For example, a student could look at the base of a telephone pole to locate an object toward the top. They might look at the edge of a door frame and follow it from the floor to the top to locate a clock or something of interest on the top.
- Just taking a walk around the block, exploring and using their white cane. Find parallel and perpendicular examples, etc.

Spell Your Name PE!

- A- 5 Jumping Jacks
- B- 5 Jumping Jacks
- C- 10 Jumps
- D- Hop on your right foot
- E- Hop on your left
- F- Crab walk for 10 seconds
- G- Do 5 sit-ups
- H- 10 Mountain climbs
- I- 5 Push-ups
- J- 30 Second high knees
- K- Kick your left foot as high as you can
- L- Kick your right foot as high as you can
- M- 5 Jumping Jacks
- N- 10 Jumps
- O- Hop on your right foot
- P- Hop on your left foot
- Q- Do 5 sit-ups
- R- Do 10 mountain climbers
- S- Crab walk for 10 seconds
- T- 5 Push-ups
- U- Kick your right foot as high as you can
- V- Kick your left foot as high as you can
- W- Run in place for 30 seconds
- X- Run with high knees
- Y- 5 push-ups
- Z- 5 sit-ups

Homework Choice Board

Date Completed: Initials: Sweep the floor	Date Completed: Initials: Spell first name	Date Completed: Initials: Spell last name	Date Completed: Initials: Move the laundry from washer to the dryer
Date Completed: Initials: Set the table	Date Completed: Initials: Do activity for 5 minutes of your choice	Date Completed: Initials: Have a conversation with a friend/family member	Date Completed: Initials: Play a game
Date Completed: Initials: Find 5 numbers written around your house/community	Date Completed: Initials: Find 5 things that are red, blue, green, etc.	Date Completed: Initials: Lift something that is 3 pounds at least 5 times	Date Completed: Initials: Draw a picture using at least 4 different colors
Date Completed: Initials: Jump up & down 20 times	Date Completed: Initials: Load the dishwasher	Date Completed: Initials: Identify shapes	Date Completed: Initials: Help fold laundry and put items away
Date Completed: Initials: String beads, match & fold socks	Date Completed: Initials: Watch a show with animals and discuss	Date Completed: Initials: Make a pattern with objects at home	Date Completed: Initials: Clean off the table after a meal
Date Completed: Initials: Vacuum	Date Completed: Initials: Do a puzzle	Date Completed: Initials: Brush your teeth	Date Completed: Initials: Have a dance party
Date Completed: Initials: Help make a snack / meal	Date Completed: Initials: Put shoes on	Date Completed: Initials: Read a book / Have a book read to you	Date Completed: Initials: Use a piece of silverware when you eat

FlashCards

Create flashcards and use this exercise to help you memorize the Strong Wordsigns and Contractions.

and
for
of
the
with

- The Strong Wordsigns and Contractions are 'and,' 'for,' 'of,' 'the,' and, 'with.'
- The wordsigns for the words 'and,' 'for,' 'of,' 'the,' and 'with' are both Wordsigns and Contractions. Meaning, this sign can be used as part or all of the word.
- Similarities of Strong Wordsigns and Contractions
- Do you remember the letter 'y' and the letter 'z'? I hope so, these two letters will be useful to know when studying two of the five Strong Wordsigns and Contractions.
- The letter 'y' and the word 'and' are quite similar. Although, opposite each other. The word 'and' is dots 1, 2, 3, 4, and 6.
- The letter 'z' and the word 'the' are also opposites. The word 'the' is dots 2, 3, 4, and 6.
- The words 'of' and 'with' are opposite each other. The word 'of' is dots 1, 2, 3, 5, and 6. The word 'with' is dots 2, 3, 4, 5, and 6.
- The word 'for' fills the whole cell. The word 'for' is dots 1, 2, 3, 4, 5, and 6.

Example questions for this game include:

1. Find the word 'with'
2. Find the word 'for'
3. Find the word 'of'
4. Find the word 'and'
5. Given an image/dot combination, choose the correct word from 'the,' 'with,' 'and,' or 'of.'
6. Given an image/dot combination, choose the correct word from 'with,' 'for,' 'as,' or 'the.'