

# Adapted Program Overview for Cecilia

## Lesson 1 – "Feel and Find Information"

**Original Objective:** Practice looking, counting, and grouping

**Adapted Objective:** Practice **feeling**, counting, and grouping via touch & sound.

### *Activity Flow:*

- Clay models of each animal (e.g., a small bird, a squirrel, a cat).
- Teacher helps Cecilia identify each by touch.
- Using real food samples or textured tokens, they sort animals by what they eat.
- Use rubber board to draw basic tactile shapes representing different animal groups.

### *Assistive Tech:*

- Clay for animal forms.
- Screen reader for confirming audio instructions.
- Tactile symbols to differentiate food types.

## Lesson 2 – "Sorting with Your Hands"

**Original Objective:** Group and make simple charts

**Adapted Objective:** Sort by tactile features and use 3D bar representations.

### *Activity Flow:*

- Sort clay animals into bowls marked with textures (e.g., rough for "fruit eaters", smooth for "nut eaters").
- Build a tactile bar graph: blocks stacked for each animal based on visit frequency.
- Use the **accessible tablet** with haptic feedback to listen to the data in order.

### ***Assistive Tech:***

- Blocks for tactile graph bars.
- Screen reader/tablet to play audio data descriptions.

## **Lesson 3 – "Let's Tell Our Data Story"**

**Original Objective:** Interpret data and share ideas

**Adapted Objective:** Describe findings via tactile story exploration and voice recording.

### ***Activity Flow:***

- Listen to pre-recorded data summaries.
- Explore clay "data scenes" (e.g., bird on tree, squirrel near food).
- Use rubber board to trace patterns of most-visited areas.
- Record an audio summary of her observations.

### ***Assistive Tech:***

- Voice recorder (on tablet) for her to tell the story.
- Clay and tactile tools to build a 3D version of the data.

## **3-Act Data Story: "Who Comes to the Garden?"**

### **Act I: The Mystery Begins**

It's a warm Monday morning. Cecilia explores a clay garden model. It has a tree, a bush, and a tiny pond. The screen reader whispers:

"In our garden, visitors come and go. Some love fruit, some hunt bugs, others just nap in the sun."

She feels a bird figure perched on the tree.

**Tactile Clue:** One stack of blocks is much taller—many visits!

## Act II: The Great Comparison

Cecilia explores three stacks:

- The **bird's stack** is tall and firm.
- The **squirrel's stack** is shorter.
- The **cat's stack** is small and alone.

With guidance, she compares:

“Birds come most often—10 times this week. Squirrels came 5 times. Cats only 2.”

She uses the rubber board to draw three lines, each longer or shorter, symbolizing frequency.

## Act III: The Garden Plan

The teacher asks:

“What shall we plant more of?”

Cecilia feels a fruit-shaped clay marker and replies:

“Birds come for fruit. Let's plant more fruit trees.”

She presses a soft clay fruit into the “Garden Plan” area and records:

“We should grow more fruit. Birds love it—and they sing nicely.”

## Learning Outcomes for Cecilia

- Used tactile and auditory data representation
- Practiced entity comparison (bird vs. squirrel vs. cat)
- Drew logical conclusions and communicated choices