



LightAide

Activity Workbook

PHILIPS

Introduction

LightAide is a light-based educational tool designed to engage Learners with visual impairments and other special needs. The LightAide is preloaded with ten activities that range in level from easy to more complex.

Learners can use LightAide activities to access standards-based English Language Arts¹ and mathematics content² and components of the Expanded Core Curriculum (ECC)³. To maximize effectiveness, the activities incorporated into the device apply the Universal Design for Learning (UDL) framework⁴ to offer multiple means of expression of information, multiple means of expression of knowledge, and multiple means of engagement.

Additionally, LightAide offers therapists and clinicians new ways to assess vision capabilities and to motivate Learners to utilize the vision that they have and participate in therapies⁵.

Each activity worksheet describes the curriculum alignment, Leader's role, Learner's role and set up. Each activity worksheet also includes some ideas for extensions, creative ways to use the activity to elicit different responses or interactions with the Learners.

Notes for using this Activity Workbook

This workbook provides additional information about how each LightAide activity might be used. To select an activity go to the Control Panel on the side of the LightAide unit. The name of the activity listed on the LCD corresponds to the "Display Name" listed on each activity sheet within this workbook.

Refer to the LightAide Setup Guide for additional information on operating the unit. This guide is available for download at www.lightaide.org.

The expected potential uses for the LightAide is not limited to what we have included here – feel free use in new ways and share with us so this workbook can be updated for others to learn as well!

¹National Governors Association Center for Best Practices, Council of Chief State School Officers. (2010a). Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects. Washington D.C.: National Governors Association Center for Best Practices, Council of Chief State School Officers.

²National Governors Association Center for Best Practices, Council of Chief State School Officers. (2010b). Common Core State Standards for Mathematics. Washington D.C.: National Governors Association Center for Best Practices, Council of Chief State School Officers.

³American Federation for the Blind. (2013). The Expanded Core Curriculum for Blind and Visually Impaired Children and Youths.

⁴Rose, D.H., & Meyer, A. (2002). Teaching every student in the digital age. Universal design for learning. Alexandria, VA: Association for Super vision and Curriculum Development.

⁵Vesel, J. & Robillard, T. (2013). Evaluation report: Philips Color Kinetics LightAide Prototype Test. Unpublished report.

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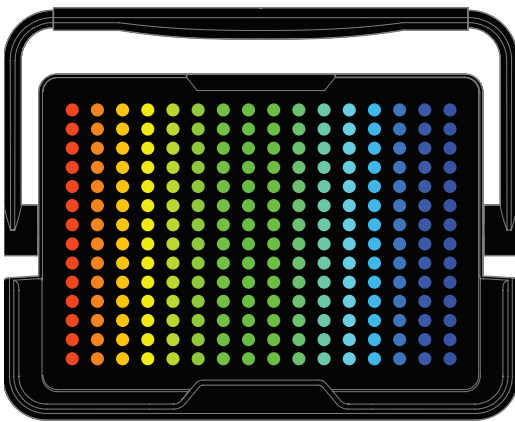
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Starter Activity Set

Watch the Colors Change

Display name:
Watch All Colors



Activity Preview

CONFIGURATION

LENS SETUP

Flat or tactile lens

LEARNER SWITCHES

No switch required

LCD OPTIONS

Change the speed of movement:

- Normal (default)
- Fast
- Slow

Activity Goal

- To stabilize gaze on the target and maintain gaze position with head, eye and body movements.
- To systematically scan light from left to right, which simulates following words from left to right.
- To recognize and identify rainbow colors.

Curriculum Alignment

Expanded Core Curriculum:

Sensory efficiency helps students use all of their senses, including functional vision. Most students with vision impairments have some vision which, given the proper training, can be used to increase their abilities.

Leader's Role

- Prompt the Learner to focus and find the light using visual, auditory and physical guidance.
- Ask the Learner to track the light as it moves.
- Ask the Learner to point to the light as it moves.
- Ask the Learner to identify the colors as they move.
- Ask the Learner to anticipate which color will be next.

Learner's Role

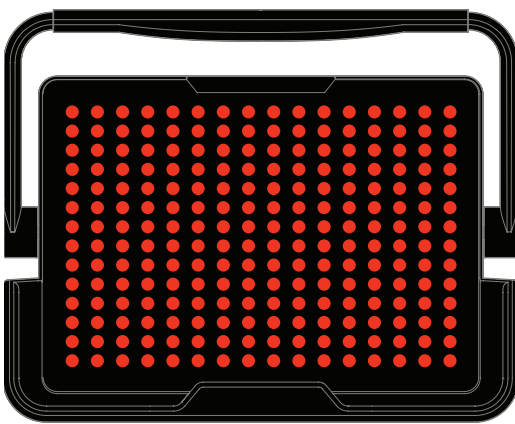
- Track the light as it moves.
- Identify the colors.

Extensions

- Find objects or pictures that match the colors.
- Organize objects or pictures with corresponding colors in the same order.

Watch the Color Change

Display name:
Watch the Color



Activity Preview

CONFIGURATION

LENS SETUP

Flat or tactile lens

LEARNER SWITCHES

No switch required

LCD OPTIONS

Change the speed of movement:

- Normal (default)
- Fast
- Slow

Activity Goal

- To stabilize gaze on the target and maintain gaze position with head, eye and body movements.
- To systematically scan light from left to right, which simulates following words from left to right.
- To recognize and identify colors.
- To recognize and respond to environmental conditions (changing colors).

Curriculum Alignment

Expanded Core Curriculum:

- Sensory efficiency helps students use all of their senses, including functional vision. Most students with vision impairments have some vision which, given the proper training can be used to increase their abilities.

Leader's Role

- Prompt the Learner to focus and find the light using visual, auditory and physical guidance.
- Ask the Learner to identify the colors as they change.
- Ask the Learner to anticipate which color will be next.

Learner's Role

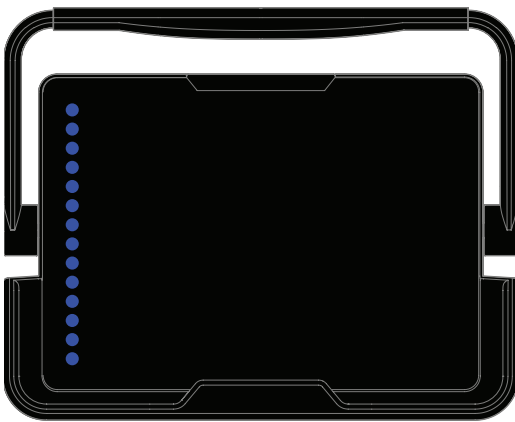
- Track the color changes.
- Identify the colors.

Extensions

- Find objects or pictures that match the colors.
- Organize objects or pictures with corresponding colors in the same order.

Track the Column

Display name:
Track the Column



Activity Preview

CONFIGURATION

LENS SETUP

Flat or tactile lens

LEARNER SWITCHES

1 switch required

LCD OPTIONS

Change the color:

- Blue/Yellow (default)
- Red/Green
- Rainbow
- Random

Activity Goal

- To stabilize gaze on the target and maintain gaze position with head, eye and body movements.
- To systematically scan light from left to right, which simulates following words from left to right. Tracking light from left to right is a pre-literacy skill needed to follow words from left to right for reading.

Curriculum Alignment

Common Core Standards for English Language Arts & Literacy:

- Demonstrate understanding of the organization and basic features of print.
- Follow words from left to right, top to bottom.

Leader's Role

- Prompt the Learner to focus and find the light using visual, auditory and physical guidance.
- Ask the Learner to track the light as it moves.
- Ask the Learner to use any Learner switch to move the light.
- Ask the Learner to point to the light as it moves.
- Ask the Learner to anticipate where the light will be next.

Learner's Role

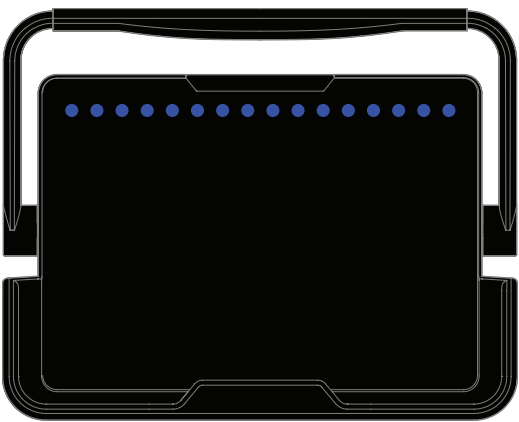
- Track the light as it moves.
- Use any Learner switch to move the light.

Extensions

- Ask another Learner to use the switch to watch and anticipate the light movement.
- Ask Learner to identify the colors in the columns of light.
- Ask Learner to count the columns displayed.

Track the Row

Display name:
Track the Row



Activity Preview

CONFIGURATION

LENS SETUP

Flat or tactile lens

LEARNER SWITCHES

1 switch required

LCD OPTIONS

Change the color:

- Blue/Yellow (default)
- Red/Green
- Rainbow
- Random

Activity Goal

- To stabilize gaze on the target and maintain gaze position with head, eye and body movements.
- To systematically scan light from left to right, which simulates following words from top to bottom. Tracking light from top to bottom is a pre-literacy skill needed to follow words from top to bottom for reading.

Curriculum Alignment

Common Core Standards for English Language Arts & Literacy:

- Demonstrate understanding of the organization and basic features of print.
- Follow words from left to right, top to bottom.

Leader's Role

- Prompt the Learner to focus and find the light using visual, auditory and physical guidance.
- Ask the Learner to track the light as it moves.
- Ask the Learner to use any Learner switch to move the light.
- Ask the Learner to point to the light as it moves.
- Ask the Learner to anticipate where the light will be next.

Learner's Role

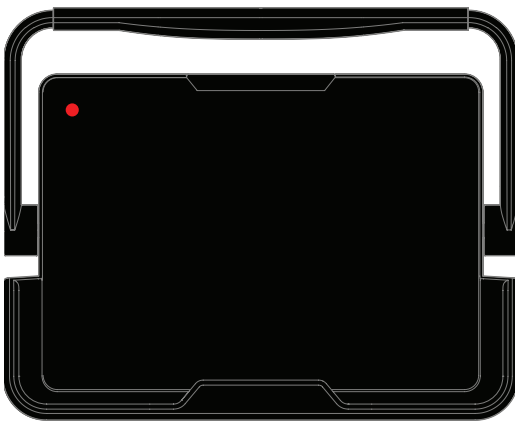
- Track the light as it moves.
- Use any Learner switch to move the light.

Extensions

- Ask another Learner to use the switch to watch and anticipate the light movement.
- Ask the Learner to identify the colors in the rows of light.
- Ask the Learner to count the rows displayed.

Track the Spot

Display name:
Track the Spot



Activity Preview

CONFIGURATION

LENS SETUP

Flat or tactile lens

LEARNER SWITCHES

1 switch required

LCD OPTIONS

Change the color:

- Red/Green
- Blue/Yellow
- Red/Black

Activity Goal

- To stabilize gaze on the target and maintain position with head, eye and body movements.
- To systematically scan light from left to right then top to bottom, which simulates following words from left to right and top to bottom. Tracking light from top to bottom is a pre-literacy skill needed to follow words from left to right and top to bottom for reading.

Curriculum Alignment

Common Core Standards for English Language Arts & Literacy:

- Demonstrate understanding of the organization and basic features of print.
- Follow words from left to right and top to bottom.

Leader's Role

- Prompt the Learner to focus and find the light using visual, auditory and physical guidance.
- Ask the Learner to track the light as it moves.
- Ask the Learner to use any Learner switch to move the light.
- Ask the Learner to point to the light as it moves.
- Ask the Learner to anticipate where the light will be next.

Learner's Role

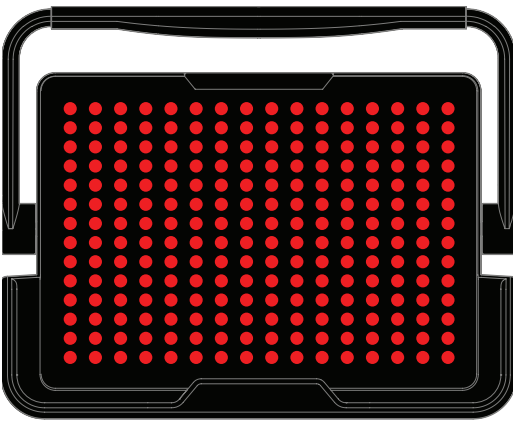
- Track the light as it moves.
- Use any Learner switch to move the light.

Extensions

- Ask another Learner to use the switch to watch and anticipate the light movement.
- Ask the Learner to identify the colors in the rows of light.
- Ask the Learner to count the spots displayed (16 on each row with 14 rows is 224 total spots).

Identify the Color

Display name:
Identify Colors



Activity Preview

CONFIGURATION

LENS SETUP

Flat or tactile lens

LEARNER SWITCHES

1 switch required

LCD OPTIONS

Change the order of colors:

- In Order
- Random Order

Activity Goal

- To introduce the colors red, orange, yellow, green, blue, indigo, and violet.

Curriculum Alignment

Expanded Core Curriculum:

- Being able to identify colors will enable the student to use colors to classify objects. This skill is necessary to discriminate visual land marks, clues, and environmental information.

Leader's Role

- Prompt the Learner to focus and find the light using visual, auditory and physical guidance.
- Ask the Learner to name each color before moving to the next color.

Learner's Role

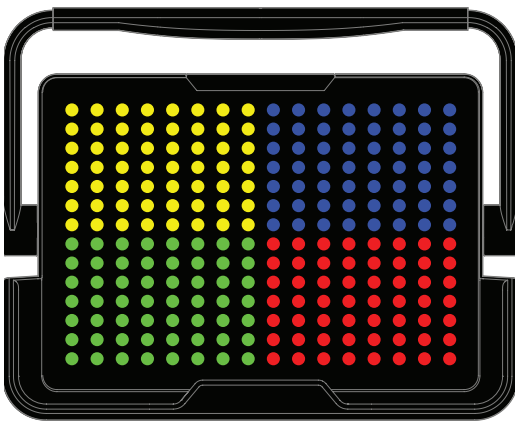
- Use any Learner switch to change the color in the order above.

Extensions

- Ask the Learner to find a particular color.
- Ask the Learner to find objects or pictures matching the color displayed.

Name the Moving Colors

Display name:
NameMovingColors



Activity Preview

CONFIGURATION

LENS SETUP

Flat or tactile lens

LEARNER SWITCHES

1 switch required

LCD OPTIONS

Change the order of colors:

- In Order
- Random Order

Activity Goal

- To reinforce perception of the colors red, orange, yellow, green, blue, indigo, and violet.
- To systematically scan light from left to right then top to bottom, which simulates following words from left to right and top to bottom.

Curriculum Alignment

Expanded Core Curriculum:

- Being able to identify colors will enable the student to use colors to classify objects. This skill is necessary to discriminate visual land marks, clues, and environmental information.

Leader's Role

- Prompt the Learner to focus and find the light using visual, auditory and physical guidance.
- Ask the Learner to name each color as it appears in the display.

Learner's Role

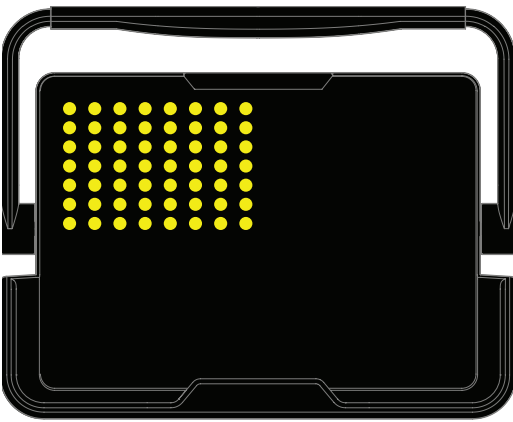
- Use any Learner switch to change the color displayed in the grid.

Extensions

- Ask the Learner to find a particular color.
- Ask the Learner to find objects or pictures matching the color displayed.
- Ask the Learner to anticipate and name the next color that will appear in the sequence.

Take Turns

Display name:
Take Turns



Activity Preview

CONFIGURATION

LENS SETUP

Flat or tactile lens

LEARNER SWITCHES

2 switches required

LCD OPTIONS

Change the colors:

- Yellow/Blue (default)
- Red/Green
- Purple/Pink

Activity Goal

- To take turns activating a rectangular pattern of lights.
- To know when it is “your turn.”
- Wait until it is “your turn.”

Curriculum Alignment

Expanded Core Curriculum:

- Social Interaction Skills for participating actively and appropriately in social situations
 - Take turns when conversing with others.
 - Take turns when playing with other children.
 - Take turns at games.

Leader’s Role

- Prompt the Learner to focus and find the light using visual, auditory and physical guidance.
- Encourage the use of language to facilitate taking a turn at the appropriate time.
- Model and encourage Learner to activate the lights when it is “your turn.”
- Participate in the activity as Learner #2 if necessary.

Learner’s Role

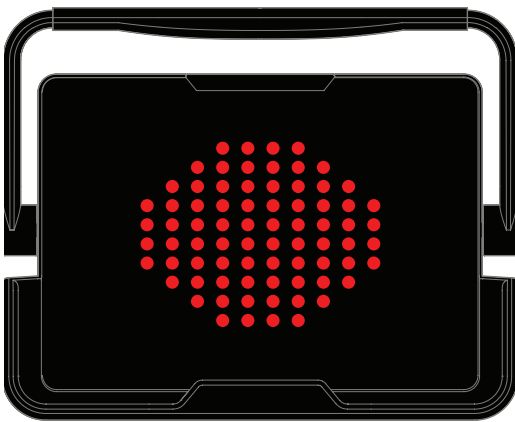
- Learner 1: Use Learner switch #1 to activate the lights when it is “your turn.”
- Learner 2: Use Learner switch #2 to activate the lights when it is “your turn.”

Extensions

- Include additional Learners and have them take turns with each other (up to four Learners).
- Encourage movement by placing the switches at a distance to alternate in a ‘playing solo’ application of “Take Turns.”

Identify the Shape

Display name:
Identify Shapes



Activity Preview

CONFIGURATION

LENS SETUP

Flat or tactile lens

LEARNER SWITCHES

1 switch required

LCD OPTIONS

Change the color:

- Unique (default)*
- Yellow
- Green
- Blue
- Random

*each shape presented with same unique color.

Activity Goal

- To describe a shape and identify it by name.

Curriculum Alignment

Common Core Standards for Mathematics: Geometry

- Identify and describe shapes (for example: squares, triangles, rectangles, octagons).

Leader's Role

- Prompt the Learner to focus and find the light using visual, auditory and physical guidance.
- Ask the Learner to describe the shape.
- Ask the Learner to name the shape.
- Change the color of the shape and repeat.

Learner's Role

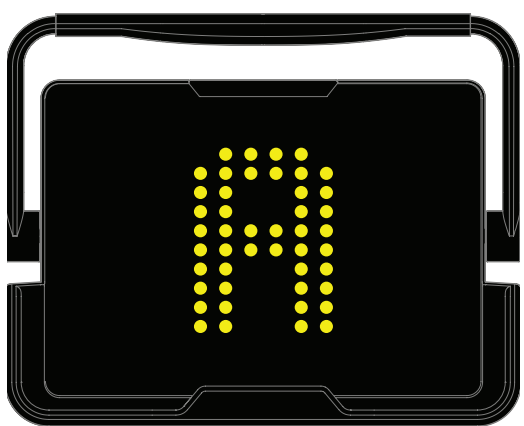
- Use any Learner switch to change the shape.

Extensions

- Use objects to explore shapes in three dimensions.
- Ask a Learner be the leader and find the shapes for other Learners to identify.

Identify the Bold Uppercase Letters

Display name:
NameBoldLetters



Activity Preview

CONFIGURATION

LENS SETUP

Flat lens

LEARNER SWITCHES

1 switch required

LCD OPTIONS

Change the color:

- Yellow (default)
- Green
- Blue
- Red
- Rainbow
- Random

Activity Goal

- To identify and name the letters of the alphabet from A to Z
- To learn the order of the alphabet

Curriculum Alignment

Common Core Standards for English Language Arts & Literacy:

- Demonstrate understanding of the organization and basic features of print.
- Recognize and name all uppercase letters of the alphabet.

Leader's Role

- Prompt the Learner to focus and find the light using visual, auditory and physical guidance
- Ask the Learner to identify the letter
- Ask the Learner to identify the next letter in alphabetical order
- Change the colors of the letter and repeat

Learner's Role

- Use any Learner switch to change to the next letter.

Extensions

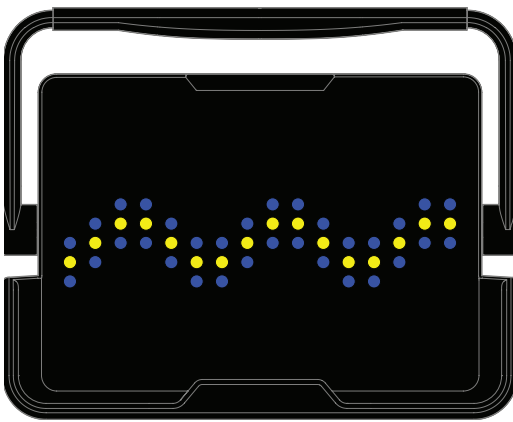
- Ask Learners find an object, picture of an object, or word that begins with a particular letter displayed.
- Ask a Learner be the leader and find a letter for other Learners to identify.
- Ask Learners name the letter before or after the current letter displayed.



Visual Efficiency Activity Set

Watch the Wave

Display name:
Watch the Wave



Activity Preview

CONFIGURATION

LENS SETUP

Flat or tactile lens

LEARNER SWITCHES

No switches required

LCD OPTIONS

Change the color:

- Blue/Yellow (default)
- Blue/Red
- Pink/Yellow

Activity Goal

- To watch two color 'ocean-wave' shapes move across display.
- To systematically scan light from left to right, which simulates following words from left to right.

Curriculum Alignment

Expanded Core Curriculum:

- Sensory efficiency helps students use all of their senses, including functional vision. Most students with vision impairments have some vision which, given the proper training can be used to increase their abilities.

Leader's Role

- Prompt the Learner to focus and find the light using visual, auditory and physical guidance.
- Ask the Learner to track pattern with eyes or trace with finger.
- Ask the Learner to anticipate where the pattern will be next.

Learner's Role

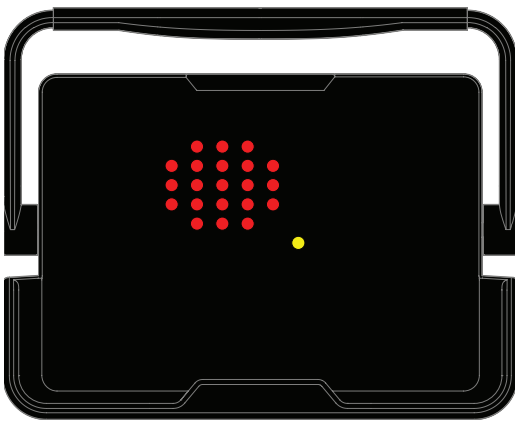
- Track the light as it moves.
- Identify the colors.

Extensions

- Ask the Learner to draw the pattern on paper or represent the pattern with string.
- Ask the Learner what the pattern resembles.

Watch the Bubbles Grow and Pop

Display name:
Watch Bubbles



Activity Preview

CONFIGURATION

LENS SETUP

Flat or tactile lens

LEARNER SWITCHES

No switches required

LCD OPTIONS

Change the color:

- Red and Yellow (default)
- Blue and Green
- Pink and Purple
- Random

Activity Goal

- To watch two color bubble shapes in varying sizes – appear, move and pop (disappear).
- To stabilize gaze on the target and maintain gaze position with head, eye and body movements.

Curriculum Alignment

Expanded Core Curriculum:

- Sensory efficiency helps students use all of their senses, including functional vision. Most students with vision impairments have some vision which, given the proper training can be used to increase their abilities.

Leader's Role

- Prompt the Learner to focus and find the light using visual, auditory and physical guidance.
- Ask the Learner to track pattern with eyes or trace with finger.
- Ask the Learner to anticipate what colors will be next.

Learner's Role

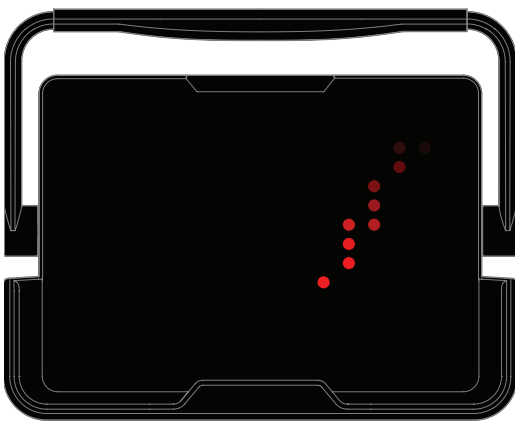
- Track the light as it moves.
- Identify the colors.

Extensions

- Ask the Learner to count the bubbles on the display.

Watch the Balls Bounce

Display name:
Watch the Balls



Activity Preview

CONFIGURATION

LENS SETUP

Flat or tactile lens

LEARNER SWITCHES

No switches required

LCD OPTIONS

Change the colors:

- Random (default)
- 3 colors (Red, Yellow, Blue)
- 5 colors (Red, Yellow, Blue, Green, Orange)
- 8 colors (Red, Yellow, Blue, Green, Orange, Purple, Pink, White)

Activity Goal

- To watch three color balls bounce several times and disappear.
- To stabilize gaze on the target and maintain gaze position with head, eye and body movements.

Curriculum Alignment

Expanded Core Curriculum:

- Sensory efficiency helps students use all of their senses, including functional vision. Most students with vision impairments have some vision which, given the proper training can be used to increase their abilities.

Leader's Role

- Prompt the Learner to focus and find the light using visual, auditory and physical guidance.
- Ask the Learner to track pattern with eyes or trace with finger.
- Ask the Learner to anticipate where the balls will be next.

Learner's Role

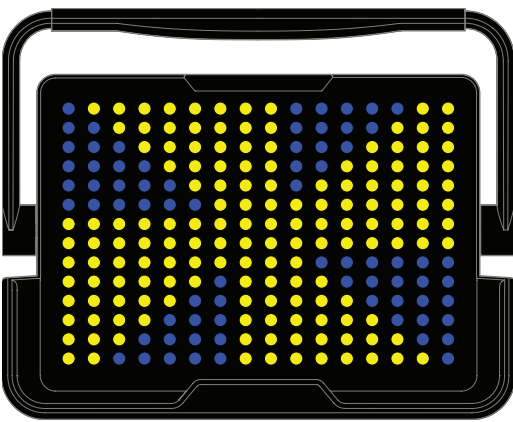
- Track the light as it moves.
- Identify the colors.
- Identify where the balls will be next in the pattern.

Extensions

- Reinforce physical ball bouncing by allowing Learner to watch as a reward.

Watch the Pinwheel Spin

Display name:
Pinwheel Spins



Activity Preview

CONFIGURATION

LENS SETUP

Flat or tactile lens

LEARNER SWITCHES

No switches required

LCD OPTIONS

Change the colors:

- Yellow/Blue (default)
- Red/Green
- Pink/Purple
- Yellow/Red
- Purple/White

Activity Goal

- To watch two color lights arranged in Pinwheel pattern spin clockwise.
- To stabilize gaze on the target and maintain gaze position with head, eye and body movements.

Curriculum Alignment

Expanded Core Curriculum:

- Sensory efficiency helps students use all of their senses, including functional vision. Most students with vision impairments have some vision which, given the proper training can be used to increase their abilities.

Leader's Role

- Prompt the Learner to focus and find the light using visual, auditory and physical guidance.
- Ask the Learner to track pattern with eyes or trace with finger.
- Ask the Learner to identify the colors.

Learner's Role

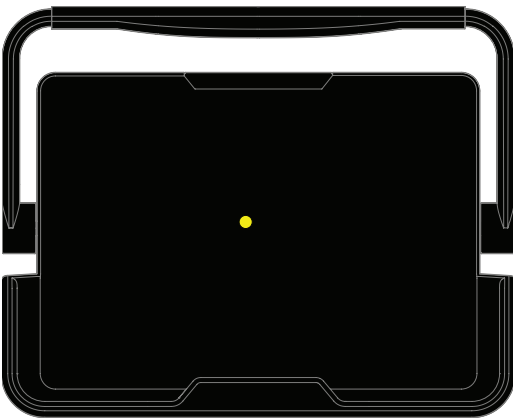
- Track the light as it moves.
- Identify the colors.

Extensions

- Ask the Learner to draw the pattern on paper.
- Ask the Learner what the pattern resembles.

Build Squares of Light

Display name:
Build Squares



Activity Preview

CONFIGURATION

LENS SETUP

Flat or tactile lens

LEARNER SWITCHES

1 switch required

LCD OPTIONS

Change the colors:

- Yellow/Blue (default)
- Red/Green
- Pink/Purple
- Yellow/Red
- Purple/White

Activity Goal

- To watch two color squares in varying sizes – appear in the middle and corners of the display.
- To stabilize gaze on the target and maintain gaze position with head, eye and body movements.

Curriculum Alignment

Expanded Core Curriculum:

- Sensory efficiency helps students use all of their senses, including functional vision. Most students with vision impairments have some vision which, given the proper training can be used to increase their abilities.

Leader's Role

- Prompt the Learner to focus and find the light using visual, auditory and physical guidance.
- Ask the Learner to track the light as it moves.
- Ask the Learner to point to the light as it moves.
- Ask the Learner to anticipate where the light will be next.

Learner's Role

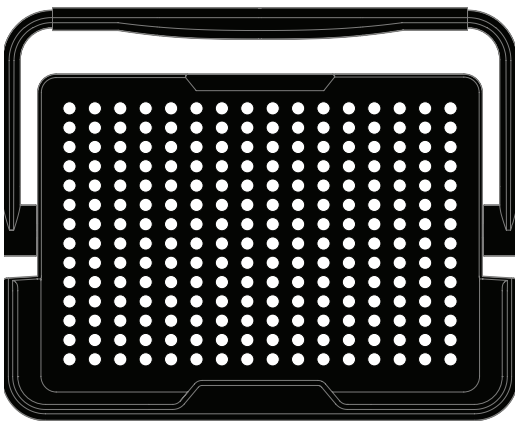
- Use any Learner switch to move the light.
- Track the light as it moves.
- Identify the colors.
- Identify where the squares will be next in the pattern.

Extensions

- Use to determine potential field losses.

Make All White

Display name:
Make All White



Activity Preview

CONFIGURATION

LENS SETUP

Flat or tactile lens

LEARNER SWITCHES

1 switch required

LCD OPTIONS

No options

Activity Goal

- To assess users level of brightness needed to view.

Curriculum Alignment

Expanded Core Curriculum:

- Sensory efficiency helps students use all of their senses, including functional vision. Most students with vision impairments have some vision which, given the proper training can be used to increase their abilities.

Leader's Role

- Prompt the Learner to focus and find the light using visual, auditory and physical guidance.
- Ask the Learner to track the light as the brightness decreases.

Learner's Role

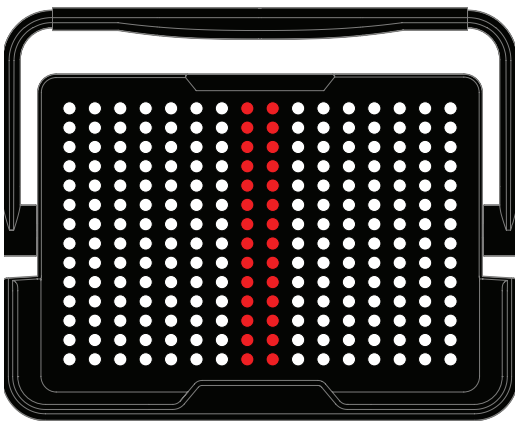
- Use any Learner switch to change the brightness.
- Track the light as it dims.

Extensions

- Use to determine potential brightness requirements for classroom applications or back-lighting needs.
- Use as back-light for seeing objects.

Alternate Between Patterns and Solid Colors

Display name:
Patterns&Solids



Activity Preview

CONFIGURATION

LENS SETUP

Flat or tactile lens

LEARNER SWITCHES

1 switch required

LCD OPTIONS

Change the colors:

- Red on White (default)
- Yellow on Blue
- Red on Green

Activity Goal

- To introduce a new color in a pattern on a solid color background.
- To recognize and respond to environmental conditions (changing colors).

Curriculum Alignment

Expanded Core Curriculum:

- Sensory efficiency helps students use all of their senses, including functional vision. Most students with vision impairments have some vision which, given the proper training can be used to increase their abilities.
- Being able to identify colors will enable the student to use colors to classify objects. This skill is necessary to discriminate visual landmarks, clues, and environmental information.

Leader's Role

- Prompt the Learner to focus and find the light using visual, auditory and physical guidance.
- Ask the Learner to look closely at each pattern and identify the colors.
- Ask the Learner to point to the colored patterns.
- Ask the Learner to identify the patterns (horizontal stripes, vertical stripes or checker board).

Learner's Role

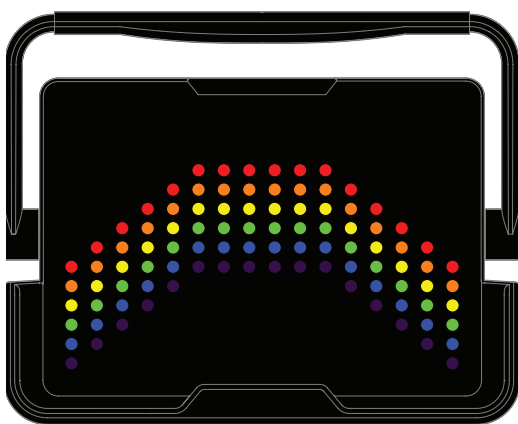
- Use any Learner switch to alternate from solid background to different pattern (horizontal stripes, vertical stripes and checkerboard patterns).
- Track the light as it the patterns change.

Extensions

- Ask another Learner to use the switch to watch and anticipate the light movement.
- Ask two Learners to pick either background or pattern color touch their color when it is displayed.
- Ask Learner to count the colored sections.

Make a Rainbow

Display name:
Make a Rainbow



Activity Preview

CONFIGURATION

LENS SETUP

Flat or tactile lens

LEARNER SWITCHES

1 switch required

LCD OPTIONS

No options

Activity Goal

- To introduce a rainbow pattern displaying red, orange, yellow, green, blue and indigo.

Curriculum Alignment

Expanded Core Curriculum:

- Sensory efficiency helps students use all of their senses, including functional vision. Most students with vision impairments have some vision which, given the proper training can be used to increase their abilities.
- Being able to identify colors will enable the student to use colors to classify objects. This skill is necessary to discriminate visual landmarks, clues, and environmental information.

Leader's Role

- Prompt the Learner to focus and find the light using visual, auditory and physical guidance.
- Ask the Learner to look closely to identify the color before using the switch to add a new color.
- Ask the Learner to point to the moving colors.

Learner's Role

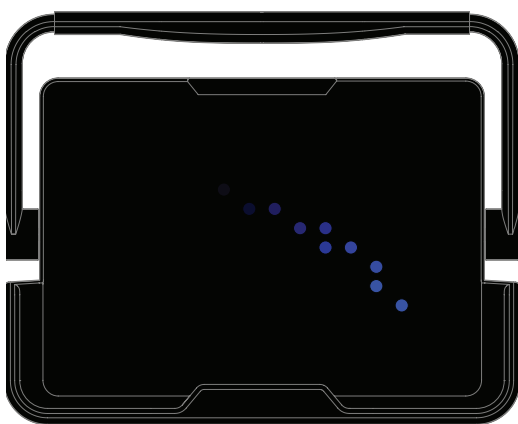
- Use any Learner switch to add a new color to the bows of the rainbow.
- Track the light as it moves.

Extensions

- Ask Learner to create the rainbow for another Learner to track.
- Ask Learner to touch colors named by the Leader.

Bounce the Balls

Display name:
Bounce the Balls



Activity Preview

CONFIGURATION

LENS SETUP

Flat or tactile lens

LEARNER SWITCHES

1 switch required

LCD OPTIONS

Change the color of the balls:

- Random (default)
- 3 colors (Red, Yellow, Blue)
- 5 colors (Red, Yellow, Blue, Green, Orange)
- 8 colors (Red, Yellow, Blue, Green, Orange, Purple, Pink, White)

Activity Goal

- To plan and track the balls as they bounce.
- To stabilize gaze on the target and maintain gaze position with head, eye and body movements.

Curriculum Alignment

Expanded Core Curriculum:

- Sensory efficiency helps students use all of their senses, including functional vision. Most students with vision impairments have some vision which, given the proper training can be used to increase their abilities.

Leader's Role

- Prompt the Learner to focus and find the light using visual, auditory and physical guidance.
- Ask the Learner to track the ball movement.
- Ask the Learner to use any Learner switch to bounce new balls.
- Ask the Learner to point to the balls as they bounce.
- Ask the Learner to anticipate where the balls will be next.

Learner's Role

- Use any Learner switch to bounce more balls.

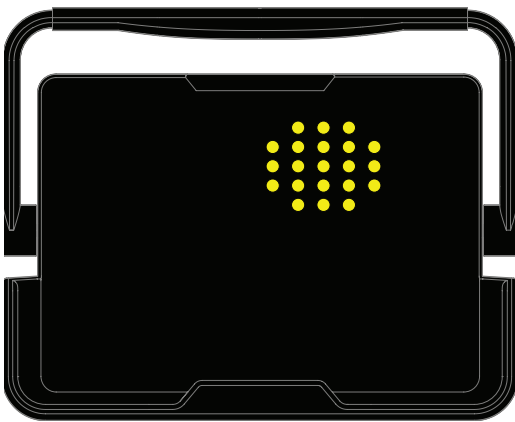
Extensions

- Add another Learner to track the ball bouncing.
- Ask the Learner to identify the colors of the balls.
- Ask the Learner to count the number of balls on the display.

Make and Pop Bubbles

Display name:

Make&Pop Bubbles



Activity Preview

CONFIGURATION

LENS SETUP

Flat or tactile lens

LEARNER SWITCHES

2 switches required

LCD OPTIONS

Change the color:

- Red and Yellow (default)
- Blue and Green
- Pink and Purple
- Random

Activity Goal

- To plan and track two colored lights arranged in bubble shapes of varying sizes – appear, grow, move and pop (disappear).
- To stabilize gaze on the target and maintain gaze position with head, eye and body movements.

Curriculum Alignment

Expanded Core Curriculum:

- Sensory efficiency helps students use all of their senses, including functional vision. Most students with vision impairments have some vision which, given the proper training can be used to increase their abilities.

Leader's Role

- Prompt the Learner to focus and find the light using visual, auditory and physical guidance.
- Ask the Learner to track the bubble movement.
- Ask the Learner to point to the bubbles.
- Ask the Learner to use the Learner switch #1 to add new bubbles.
- Ask the Learner to anticipate where the bubbles will be next.
- Ask the Learner to use the other Learner switch #2 to pop bubbles.

Learner's Role

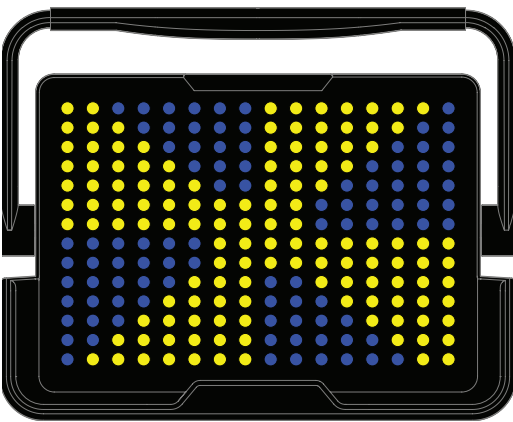
- Use the Learner switch #1 to make bubbles.
- Use the Learner switch #2 to pop bubbles.

Extensions

- Add another Learner; ask one Learner make bubbles and another Learner pop the bubbles.
- Ask the Learner to identify the colors of the bubbles before they pop.
- Ask the Learner to count the number of bubbles on the display.

Spin the Pinwheel

Display name:
Spin the Pinwheel



Activity Preview

CONFIGURATION

LENS SETUP

Flat or tactile lens

LEARNER SWITCHES

2 switches required

LCD OPTIONS

Change the color:

- Yellow/Blue (default)
- Red/Green
- Pink/Purple

Activity Goal

- To plan, track and spin two colored lights arranged in pinwheel shape.
- To stabilize gaze on the target and maintain gaze position with head, eye and body movements.

Curriculum Alignment

Expanded Core Curriculum:

- Sensory efficiency helps students use all of their senses, including functional vision. Most students with vision impairments have some vision which, given the proper training can be used to increase their abilities.

Leader's Role:

- Prompt the Learner to focus and find the light using visual, auditory and physical guidance.
- Ask the Learner to track the pinwheel movement.
- Ask the Learner to point to the pinwheel.
- Ask the Learner to use the Learner switch to spin the pinwheel.
- Ask the Learner to anticipate where the pinwheel will be next.
- Ask the Learner to use the other Learner switch to change direction of spinning.

Learner's Role

- Use the Learner switch #1 to spin clockwise.
- Use the Learner switch #2 to spin counterclockwise.

Extensions

- Ask another Learner track the spinwheel spinning while one Learner spins.
- Ask another Learner to use one switch while the other Learner uses the other switch, competing to see who can spin the pinwheel the fastest.
- Ask the Learner to identify the colors of the pinwheel.

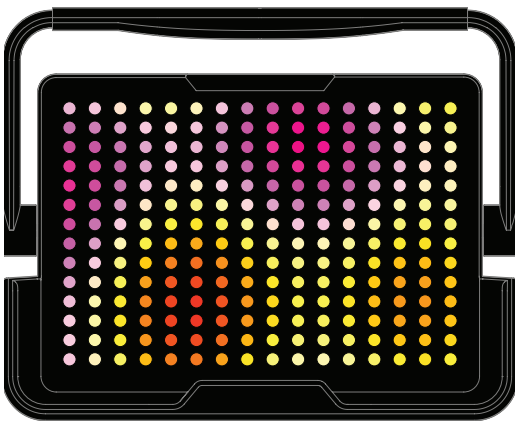


Visual Efficiency 2

Activity Set

Lava Lamp

Display name:
Make&Pop Bubbles



Activity Preview

CONFIGURATION

LENS SETUP

Flat or tactile lens

LEARNER SWITCHES

No switches required

LCD OPTIONS

Change the speed of rainbow movement:

- Groovy (default) (orange)
- Jungle (green)
- Ocean (blue)

Activity Goal

- To watch multicolored lights in 'lava flow' patterns move.
- To stabilize gaze on the target and maintain gaze position with head, eye and body movements.

Curriculum Alignment

Expanded Core Curriculum:

- Sensory efficiency helps students use all of their senses, including functional vision. Most students with vision impairments have some vision which, given the proper training can be used to increase their abilities.

Leader's Role

- Prompt the Learner to focus and find the light using visual, auditory and physical guidance.
- Ask the Learner to track pattern with eyes or trace with finger.
- Ask the Learner to identify the colors.

Learner's Role

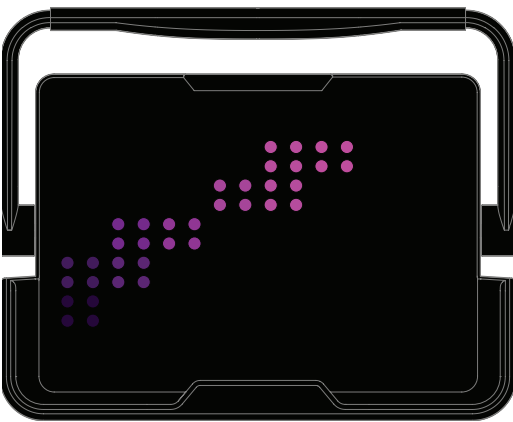
- Track the light as it moves.
- Identify the colors.

Extensions

- Ask the Learner to identify which color is their favorite.

Track the Moving Snake

Display name:
Watch the Snake



Activity Preview

CONFIGURATION

LENS SETUP

Flat or tactile lens

LEARNER SWITCHES

No switches required

LCD OPTIONS

Change the color:

- Random
- Yellow
- Green
- Blue
- Red
- Rainbow

Activity Goal

- To track a 'snake' shape move across the display automatically.
- To systematically scan from left to right, top to bottom to find the snake position.
- To stabilize gaze on the target and maintain gaze position with head, eye and body movements.

Curriculum Alignment

Expanded Core Curriculum:

- Sensory efficiency helps students use all of their senses, including functional vision. Most students with vision impairments have some vision which, given the proper training can be used to increase their abilities.

Leader's Role

- Prompt the Learner to focus and find the light using visual, auditory and physical guidance.
- Ask the Learner to track and trace the snake movement.

Learner's Role

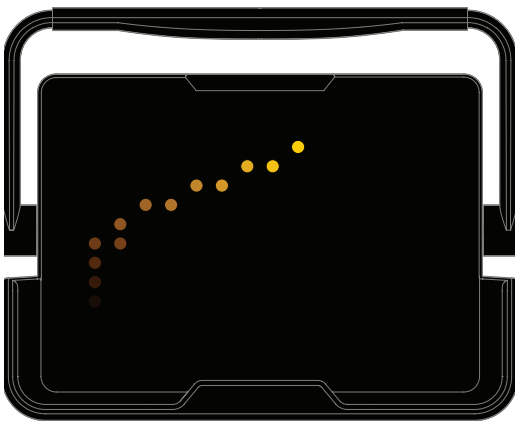
- Track the light as it moves.
- Identify the colors.

Extensions

- Ask the Learner to identify the direction the snake is moving (left, right, up, down).
- Ask the Learner to dance with the snake movements.

Track the Moving Worm

Display name:
Watch the Worm



Activity Preview

CONFIGURATION

LENS SETUP

Flat or tactile lens

LEARNER SWITCHES

No switches required

LCD OPTIONS

Change the color:

- Random
- Yellow
- Green
- Blue
- Red
- Rainbow

Activity Goal

- To track a 'worm' shape move across the display automatically.
- To systematically scan from left to right, top to bottom to find the worm position.
- To stabilize gaze on the target and maintain gaze position with head, eye and body movements.

Curriculum Alignment

Expanded Core Curriculum:

- Sensory efficiency helps students use all of their senses, including functional vision. Most students with vision impairments have some vision which, given the proper training can be used to increase their abilities.

Leader's Role

- Prompt the Learner to focus and find the light using visual, auditory and physical guidance.
- Ask the Learner to track and trace the worm movement.

Learner's Role

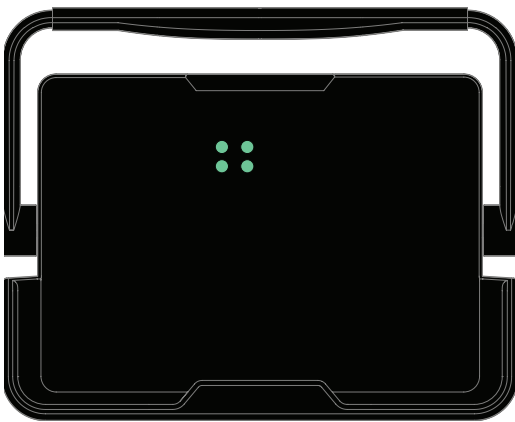
- Track the light as it moves.
- Identify the colors.

Extensions

- Ask the Learner to identify the direction the worm is moving (left, right, up, down).
- Ask the Learner to dance with the worm movements.

Track the Moving Block

Display name:
Watch the Block



Activity Preview

CONFIGURATION

LENS SETUP

Flat or tactile lens

LEARNER SWITCHES

No switches required

LCD OPTIONS

Change the color:

- Random
- Yellow
- Green
- Blue
- Red
- Rainbow

Activity Goal

- To watch a block shape move across the display automatically.
- To systematically scan from left to right, top to bottom to find the block position.
- To stabilize gaze on the target and maintain gaze position with head, eye and body movements.

Curriculum Alignment

Expanded Core Curriculum:

- Sensory efficiency helps students use all of their senses, including functional vision. Most students with vision impairments have some vision which, given the proper training can be used to increase their abilities.

Leader's Role

- Prompt the Learner to focus and find the light using visual, auditory and physical guidance.
- Ask the Learner to track and trace the block movement.

Learner's Role

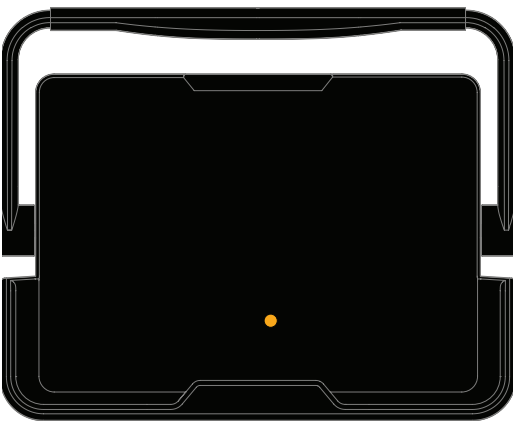
- Track the light as it moves.
- Identify the colors.

Extensions

- Ask the Learner to identify the direction the block is moving (left, right, up, down).
- Ask the Learner to dance with the block movements.

Track the Moving Spot

Display name:
Watch the Spot



Activity Preview

CONFIGURATION

LENS SETUP

Flat or tactile lens

LEARNER SWITCHES

No switches required

LCD OPTIONS

Change the color:

- Random
- Yellow
- Green
- Blue
- Red
- Rainbow

Activity Goal

- To watch a spot move across the display automatically.
- To systematically scan from left to right, top to bottom to find the spot position.
- To stabilize gaze on the target and maintain gaze position with head, eye and body movements.

Curriculum Alignment

Expanded Core Curriculum:

- Sensory efficiency helps students use all of their senses, including functional vision. Most students with vision impairments have some vision which, given the proper training can be used to increase their abilities.

Leader's Role

- Prompt the Learner to focus and find the light using visual, auditory and physical guidance.
- Ask the Learner to track and trace the spot movement.

Learner's Role

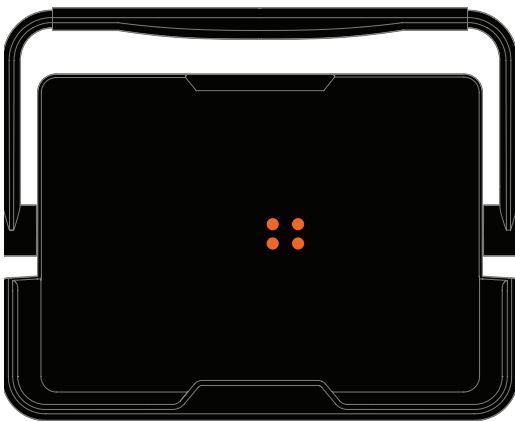
- Track the light as it moves.
- Identify the colors.

Extensions

- Ask the Learner to identify the direction the spot is moving (left, right, up, down).
- Ask the Learner to dance with the spot movements.

Move the Snake in All Directions

Display name:
Move the Snake



Activity Preview

CONFIGURATION

LENS SETUP

Flat or tactile lens

LEARNER SWITCHES

4 switches required or joystick

LCD OPTIONS

Change the color:

- Random
- Yellow
- Green
- Blue
- Red
- Rainbow

Activity Goal

- To plan, move and track the snake across the display automatically.
- To systematically scan from left to right, top to bottom to find the snake position.
- To stabilize gaze on the target and maintain gaze position with head, eye and body movements.

Curriculum Alignment

Expanded Core Curriculum:

- Sensory efficiency helps students use all of their senses, including functional vision. Most students with vision impairments have some vision which, given the proper training can be used to increase their abilities.

Leader's Role

- Prompt the Learner to focus and find the light using visual, auditory and physical guidance.
- Ask the Learner to track and trace the snake movement.
- Ask the Learner to use the Learner switches to move the snake.
- Ask the Learner to plan where the snake will be next.

Learner's Role

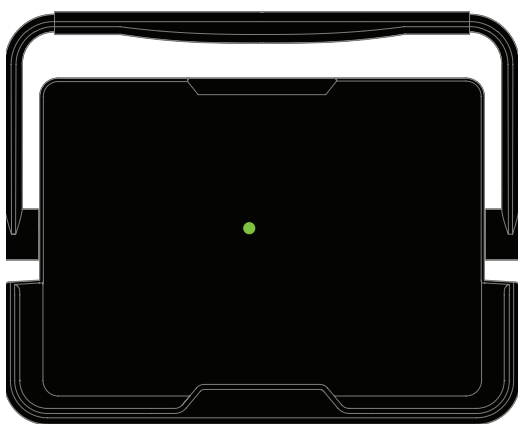
- Use the Learner switches (#1-#4) to move the snake.
Learner Switch #1 moves Up, Learner Switch #2 moves Right, Learner Switch #3 moves Down, Learner Switch #4 moves Left.
Alternatively, use a joystick to move the snake.
- Track the light as it moves.
- Identify the colors.

Extensions

- Ask the Learner to identify the direction the snake is moving (left, right, up, down).
- Add objects to the board (for instance letters A and B), ask Learner to move snake from A to B following instructions from the Leader.
- Ask Learner to move snake for another Learner to track.

Move the Worm in All Directions

Display name:
Move the Worm



Activity Preview

CONFIGURATION

LENS SETUP

Flat or tactile lens

LEARNER SWITCHES

4 switches required or joystick

LCD OPTIONS

Change the color:

- Random
- Yellow
- Green
- Blue
- Red
- Rainbow

Activity Goal

- To plan, move and track the worm across the display automatically.
- To systematically scan from left to right, top to bottom to find the worm position.
- To stabilize gaze on the target and maintain gaze position with head, eye and body movements.

Curriculum Alignment

Expanded Core Curriculum:

- Sensory efficiency helps students use all of their senses, including functional vision. Most students with vision impairments have some vision which, given the proper training can be used to increase their abilities.

Leader's Role

- Prompt the Learner to focus and find the light using visual, auditory and physical guidance.
- Ask the Learner to track and trace the worm movement.
- Ask the Learner to use the Learner switches to move the worm.
- Ask the Learner to plan where the worm will be next.

Learner's Role

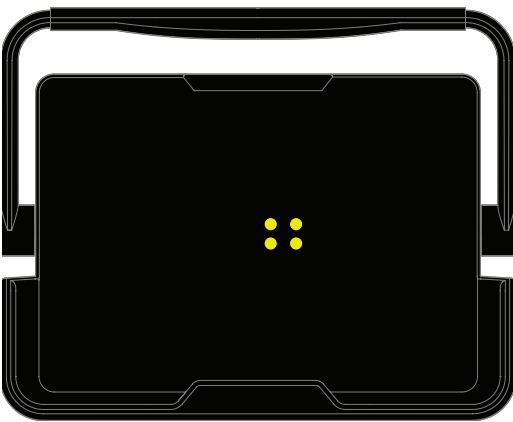
- Use the Learner switches (#1-#4) to move the worm.
Learner Switch #1 moves Up, Learner Switch #2 moves Right, Learner Switch #3 moves Down, Learner Switch #4 moves Left.
Alternatively, use a joystick to move the worm.
- Track the light as it moves.
- Identify the colors.

Extensions

- Ask the Learner to identify the direction the worm is moving (left, right, up, down).
- Add objects to the board (for instance letters A and B), ask Learner to move worm from A to B.
- Ask Learner to move worm for another Learner to track.

Move the Block in All Directions

Display name:
Move the Block



Activity Preview

CONFIGURATION

LENS SETUP

Flat or tactile lens

LEARNER SWITCHES

4 switches required or joystick

LCD OPTIONS

Change the color:

- Random
- Yellow
- Green
- Blue
- Red
- Rainbow

Activity Goal

- To plan, move and track the block across the display automatically.
- To systematically scan from left to right, top to bottom to find the block position.
- To stabilize gaze on the target and maintain gaze position with head, eye and body movements.

Curriculum Alignment

Expanded Core Curriculum:

- Sensory efficiency helps students use all of their senses, including functional vision. Most students with vision impairments have some vision which, given the proper training can be used to increase their abilities.

Leader's Role

- Prompt the Learner to focus and find the light using visual, auditory and physical guidance.
- Ask the Learner to track and trace the block movement.
- Ask the Learner to use the Learner switches to move the block.
- Ask the Learner to plan where the block will be next.

Learner's Role

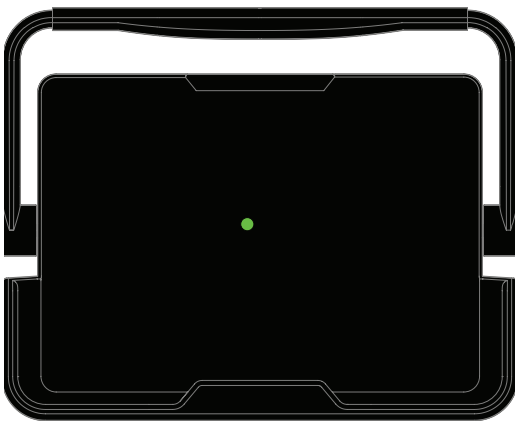
- Use the Learner switches (#1-#4) to move the block. Learner Switch #1 moves Up, Learner Switch #2 moves Right, Learner Switch #3 moves Down, Learner Switch #4 moves Left. Alternatively, use a joystick to move the block.
- Track the light as it moves.
- Identify the colors.

Extensions

- Ask the Learner to identify the direction the block is moving (left, right, up, down).
- Add objects to the board (for instance letters A and B), ask Learner to move block from A to B.
- Ask Learner to move block for another Learner to track.

Move the Spot in All Directions

Display name:
Move the Spot



Activity Preview

CONFIGURATION

LENS SETUP

Flat or tactile lens

LEARNER SWITCHES

4 switches required or joystick

LCD OPTIONS

Change the color:

- Random
- Yellow
- Green
- Blue
- Red
- Rainbow

Activity Goal

- To plan, move and track the spot across the display automatically.
- To systematically scan from left to right, top to bottom to find the spot position.
- To stabilize gaze on the target and maintain gaze position with head, eye and body movements.

Curriculum Alignment

Expanded Core Curriculum:

- Sensory efficiency helps students use all of their senses, including functional vision. Most students with vision impairments have some vision which, given the proper training can be used to increase their abilities.

Leader's Role

- Prompt the Learner to focus and find the light using visual, auditory and physical guidance.
- Ask the Learner to track and trace the spot movement.
- Ask the Learner to use the Learner switches to move the spot.
- Ask the Learner to plan where the spot will be next.

Learner's Role

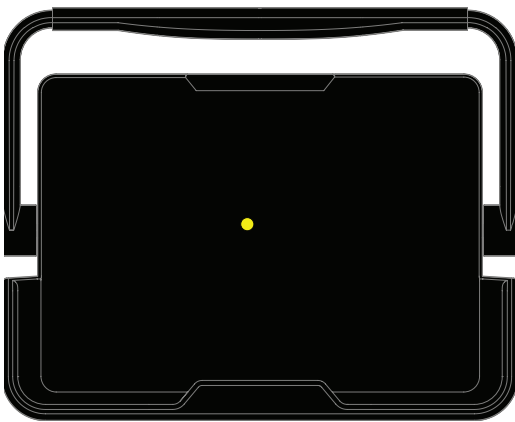
- Use the Learner switches (#1-#4) to move the spot. Learner Switch #1 moves Up, Learner Switch #2 moves Right, Learner Switch #3 moves Down, Learner Switch #4 moves Left. Alternatively, use a joystick to move the spot.
- Track the light as it moves.
- Identify the colors.

Extensions

- Ask the Learner to identify the direction the spot is moving (left, right, up, down).
- Add objects to the board (for instance letters A and B), ask Learner to move spot from A to B.
- Ask Learner to move spot for another Learner to track.

Track Spot Pattern

Display name:
TrackSpotPattern



Activity Preview

CONFIGURATION

LENS SETUP

Flat or tactile lens

LEARNER SWITCHES

1 switch required

LCD OPTIONS

Change the color:

- Yellow / Blue
- Yellow / Red
- Green / Pink

Activity Goal

- To plan, move and track the spot across the display automatically.
- To systematically scan from left to right, top to bottom to find the spot position.
- To stabilize gaze on the target and maintain gaze position with head, eye and body movements.

Curriculum Alignment

Expanded Core Curriculum:

- Sensory efficiency helps students use all of their senses, including functional vision. Most students with vision impairments have some vision which, given the proper training can be used to increase their abilities.

Leader's Role

- Prompt the Learner to focus and find the light using visual, auditory and physical guidance.
- Ask the Learner to track and trace the spot movement.
- Ask the Learner to use the Learner switches to move the spot.
- Ask the Learner to plan where the spot will be next.

Learner's Role

- Use the Learner switches (#1-#4) to move the spot. Learner Switch #1 moves Up, Learner Switch #2 moves Right, Learner Switch #3 moves Down, Learner Switch #4 moves Left. Alternatively, use a joystick to move the spot.
- Track the light as it moves.
- Identify the colors.

Extensions

- Ask the Learner to identify the direction the spot is moving (left, right, up, down).
- Add objects to the board (for instance letters A and B), ask Learner to move spot from A to B.
- Ask Learner to move spot for another Learner to track.

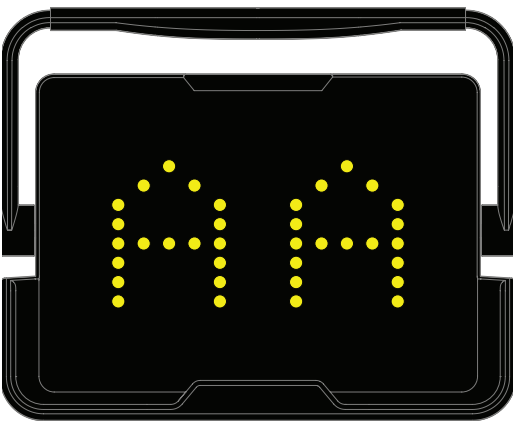
A solid purple square containing the white text 'Aa' in a serif font, with the uppercase 'A' being larger than the lowercase 'a'.

Aa

English Language Arts
Activity Set

Match the Uppercase Letter

Display name:
MatchBigLetters



Activity Preview

CONFIGURATION

LENS SETUP

Flat or tactile lens

LEARNER SWITCHES

2 switches required

LCD OPTIONS

Change the color:

- Yellow (default)
- Green
- Blue
- Red
- Rainbow
- Random

Activity Goal

- To create matching pairs of uppercase letters from A-Z.
- To reinforce knowledge of the uppercase letters of the alphabet.

Curriculum Alignment

Common Core Standards for English Language Arts & Literacy:

- Demonstrate understanding of the organization and basic features of print.
- Recognize and name all uppercase letters of the alphabet.

Leader's Role

- Prompt the Learner to focus and find the light using visual, auditory and physical guidance.
- Use the Learner switch #1 to change the letter on the left half of the display.
- Ask the Learner to use the switch #2 to find the matching letter and explain why the letters match.
- Change the colors of the letters and repeat.

Learner's Role

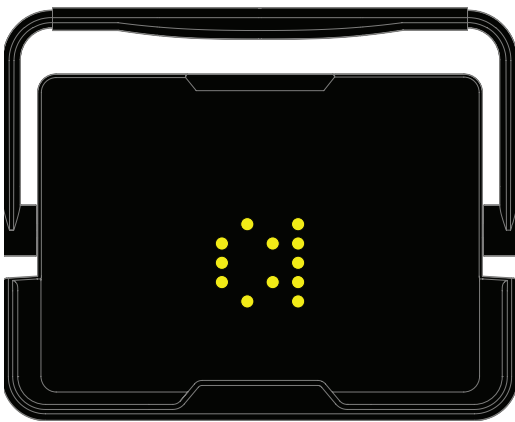
- Use Learner switch #2 to click to the next letter on the right half of the display, matching the one indicated on the left side of the display.

Extensions

- Ask the Learner to be the leader and find a letter for other Learners to identify.
- Ask the Learner to find an object, picture of an object or word that begins with the particular letter displayed.
- Ask Learners to provide the sound of the letter displayed.
- Ask Learners name the letter before or after the current letter displayed.

Name the Lowercase Letter

Display name:
NameSmallLetters



Activity Preview

CONFIGURATION

LENS SETUP

Flat or tactile lens

LEARNER SWITCHES

2 switches required

LCD OPTIONS

Change the color:

- Yellow (default)
- Green
- Blue
- Red
- Rainbow
- Random

Activity Goal

- To identify and name the lowercase letters of the alphabet from a to z.
- To reinforce knowledge of the order of the alphabet.

Curriculum Alignment

Common Core Standards for English Language Arts & Literacy:

- Demonstrate understanding of the organization and basic features of print.
- Recognize and name all lowercase letters of the alphabet.

Leader's Role

- Prompt the Learner to focus and find the light using visual, auditory and physical guidance.
- Ask the Learner to identify the letter.
- Change the colors of the letters and repeat.

Learner's Role

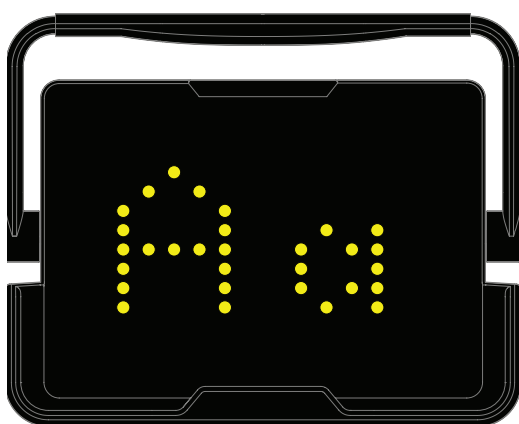
- Use any Learner switch to change to the next letter.

Extensions

- Ask the Learner to be the leader and find a letter for other Learners to identify.
- Ask the Learner to find an object, picture of an object or word that begins with the particular letter displayed.
- Ask Learners to provide the sound of the letter displayed.
- Ask Learners name the letter before or after the current letter displayed.

Match Upper and Lowercase Letters

Display name:
MatchLetterCase



Activity Preview

CONFIGURATION

LENS SETUP

Flat or tactile lens

LEARNER SWITCHES

2 switches required

LCD OPTIONS

Change the color:

- Yellow (default)
- Green
- Blue
- Red
- Rainbow
- Random

Activity Goal

- To identify and name the uppercase and lowercase letters of the alphabet.
- To reinforce knowledge of the order of the alphabet.

Curriculum Alignment

Common Core Standards for English Language Arts & Literacy:

- Demonstrate understanding of the organization and basic features of print.
- Recognize and name all upper and lowercase letters of the alphabet.

Leader's Role

- Prompt the Learner to focus and find the light using visual, auditory and physical guidance.
- Use the Learner switch #1 to change the letter on the left half of the display.
- Ask the Learner to use the switch #2 to find the matching letter.
- Change the colors of the letters and repeat.

Learner's Role

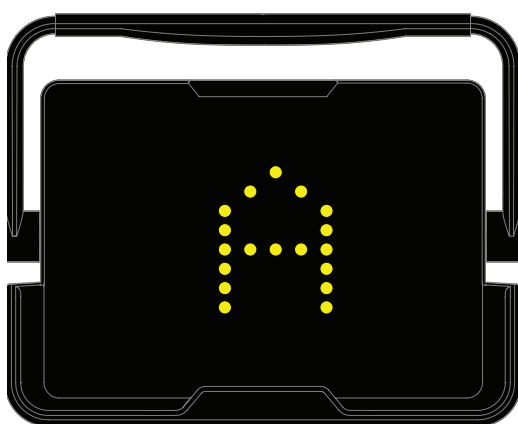
- Use Learner switch #2 to click to the next letter on the right half of the display, matching the one indicated on the left side of the display.

Extensions

- Ask the Learner to be the leader and find a letter for other Learners to identify.
- Ask the Learner to find an object, picture of an object or word that begins with the particular letter.
- Ask Learners to provide the sound of the letter displayed.
- Ask Learner to name the letter before or after the current letter.

Trace the Uppercase Letter Shapes

Display name:
TraceBigLetters



Activity Preview

CONFIGURATION

LENS SETUP

Flat lens

LEARNER SWITCHES

2 switches required

LCD OPTIONS

Change the color:

- Yellow/Blue (default)
- White

Activity Goal

- To identify and name the uppercase letters of the alphabet from A to Z.
- To reinforce knowledge of the order of the alphabet.
- To identify how the letter shapes are constructed.

Curriculum Alignment

Common Core Standards for English Language Arts & Literacy:

- Demonstrate understanding of the organization and basic features of print.
- Recognize and name all uppercase letters of the alphabet.

Leader's Role

- Prompt the Learner to focus and find the light using visual, auditory and physical guidance.
- Ask the Learner to use Learner switch #1 to change the letter and then Learner switch #2 to trace the construction of the letter.
- Ask the Learner to identify the letter.
- Ask the Learner to identify the next letter in alphabetical order.
- Change the colors of the letters and repeat.

Learner's Role

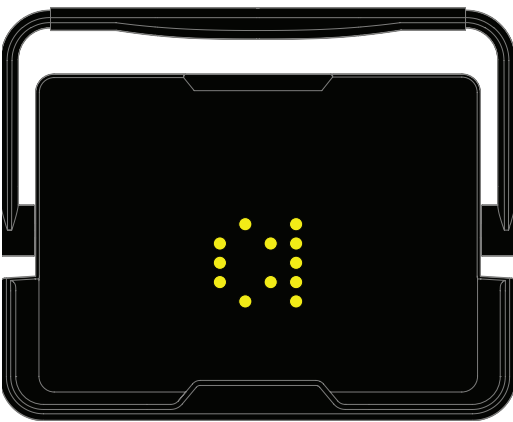
- Use Learner switch #1 to change the letter.
- Use Learner switch #2 to trace the construction of the letter.

Extensions

- Ask Learner to trace the letter with finger, uncapped pen or other basic tool.
- Ask Learner to write the letter on paper.
- Ask Learner to provide the sound of the letter.
- Ask Learner to name the letter before or after the current letter.

Trace the Lowercase Letter Shapes

Display name:
TraceLilLetters



Activity Preview

CONFIGURATION

LENS SETUP

Flat lens

LEARNER SWITCHES

2 switches required

LCD OPTIONS

Change the color:

- Yellow/Blue (default)
- White

Activity Goal

- To identify and name the lowercase letters of the alphabet from a to z.
- To reinforce knowledge of the order of the alphabet.
- To identify how the letter shapes are constructed.

Curriculum Alignment

Common Core Standards for English Language Arts & Literacy:

- Demonstrate understanding of the organization and basic features of print.
- Recognize and name all lowercase letters of the alphabet.

Leader's Role

- Prompt the Learner to focus and find the light using visual, auditory and physical guidance.
- Ask the Learner to use Learner switch #1 to change the letter and then Learner switch #2 to trace the construction of the letter.
- Ask the Learner to identify the letter.
- Ask the Learner to identify the next letter in alphabetical order.
- Change the colors of the letters and repeat.

Learner's Role

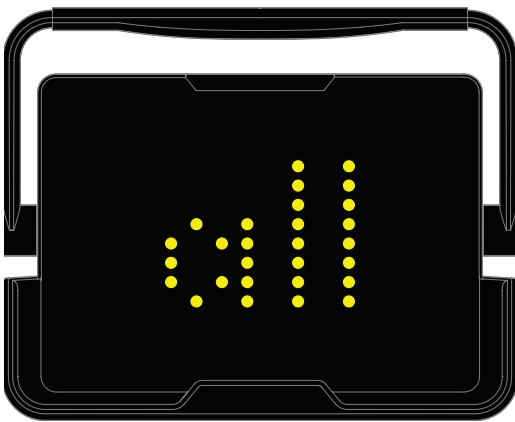
- Use Learner switch #1 to change the letter.
- Use Learner switch #2 to trace the construction of the letter.

Extensions

- Ask Learner to trace the letter with finger, uncapped pen or other basic tool.
- Ask Learner to write the letter on paper.
- Ask Learner to provide the sound of the letter.
- Ask Learner to name the letter before or after the current letter.

Read Sight Words

Display name:
Read Sight Words



Activity Preview

CONFIGURATION

LENS SETUP

Flat lens

LEARNER SWITCHES

1 switch required

LCD OPTIONS

Change the color of the word:

- Yellow
- Green
- Blue
- Red
- Rainbow
- Random

Activity Goal

- To read common sight words.
- To learn the spelling of sight words.

Curriculum Alignment

Common Core Standards for English Language Arts & Literacy:

- Demonstrate understanding of the organization and basic features of print.
- Know and apply phonics and word analysis skills in decoding words.
- Read common high frequency words by sight (e.g., the, of, to, you, she, my, is, are, do)

Leader's Role

- Prompt the Learner to focus and find the light using visual, auditory and physical guidance.
- Ask the Learner to identify the word.
- Ask the Learner to identify the letters in the word.
- Change the color of the words and repeat.

Learner's Role

- Use any Learner switch to click to the next word.

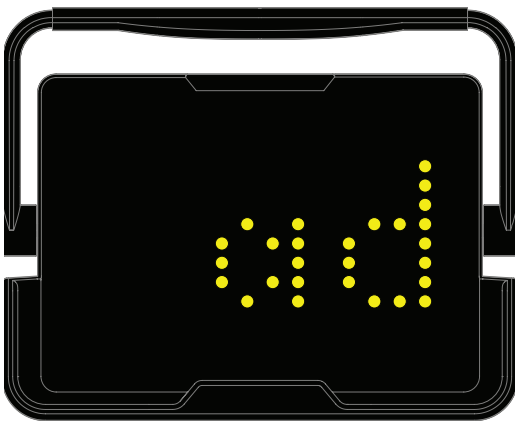
Extensions

- Ask Learner to be the leader and find a word for other Learners to identify.
- Ask Learner to write word on paper.
- Ask Learner to use word in a sentence.

Read Rhyme Words

Display name:

Read Rhyme Words



Activity Preview

CONFIGURATION

LENS SETUP

Flat lens

LEARNER SWITCHES

1 switch required

LCD OPTIONS

Change the color of the word:

- Random
- Blue/Yellow
- Red/Yellow

Activity Goal

- To read common rhyming words.
- To learn the spelling of rhyming words.

Curriculum Alignment

Common Core Standards for English Language Arts & Literacy:

- Demonstrate understanding of the organization and basic features of print.
- Know and apply phonics and word analysis skills in decoding words with rhyming sounds.
- Recognize and identify rhyming words.

Leader's Role

- Prompt the Learner to focus and find the light using visual, auditory and physical guidance.
- Ask the Learner to identify the word.
- Ask the Learner to identify the letters in the word that form the rhyme.
- Change the color of the words and repeat.

Learner's Role

- Use any Learner switch to click to the next word.

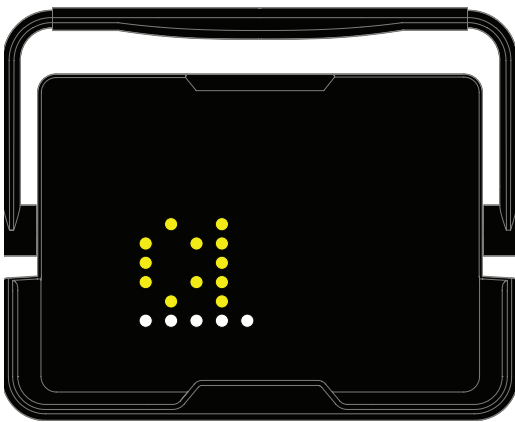
Extensions

- Ask Learner to be the leader and find a word for other Learners to identify.
- Ask Learner to use word in a sentence.
- Ask Learner to write word on paper.

Form Two Letter Words

Display name:

Form2LetterWords



Activity Preview

CONFIGURATION

LENS SETUP

Flat lens

LEARNER SWITCHES

2 switches required

LCD OPTIONS

Change the color:

- Yellow (default)
- Green
- Blue
- Red
- Rainbow
- Random

Activity Goal

- Form two letter words, using all of the letters of the alphabet.
- To identify and name two letter words.
- To learn the spelling of two letter words.

Curriculum Alignment

Common Core Standards for English Language Arts & Literacy:

- Demonstrate understanding of the organization and basic features of print.
- Recognize and identify sight words.

Leader's Role

- Prompt the Learner to focus and find the light using visual, auditory and physical guidance.
- Ask the Learner to form new words with the two letters on the display.
- Ask the Learner to identify the letters in the word.
- Ask the Learner to identify the word.
- Change the color of the words and repeat.

Learner's Role

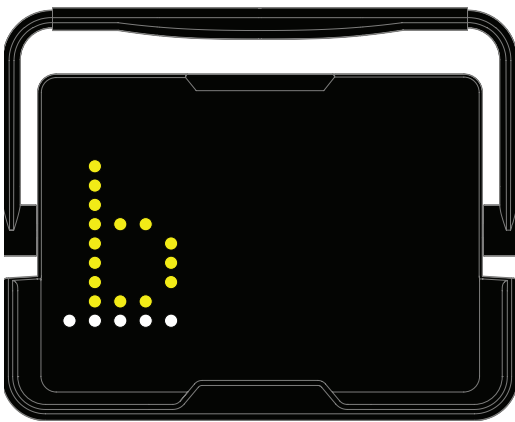
- Use the Learner switch #1 to advance to the next letter.
- Use the Learner switch #2 to choose the first letter; then the second letter.

Extensions

- Ask Learner to be the leader and find a word for other Learners to identify.
- Ask Learner to use word in a sentence.
- Ask Learner to write word on paper.
- Ask Learner to create words printed on paper onto the display.

Form Consonant-Vowel-Consonant Words

Display name:
CVC Words



Activity Preview

CONFIGURATION

LENS SETUP

Flat lens

LEARNER SWITCHES

2 switches required

LCD OPTIONS

Change the color:

- Yellow (default)
- Green
- Blue
- Red
- Rainbow
- Random

Activity Goal

- Form three letter words, following the format Consonant-Vowel-Consonant (CVC).
- To identify and name three letter words.
- To learn the spelling of simple three letter words.

Curriculum Alignment

Common Core Standards for English Language Arts & Literacy:

- Demonstrate understanding of the organization and basic features of print.
- Recognize and identify Consonant-Vowel-Consonant (CVC) words (initial consonant, medial vowel, final consonant).

Leader's Role

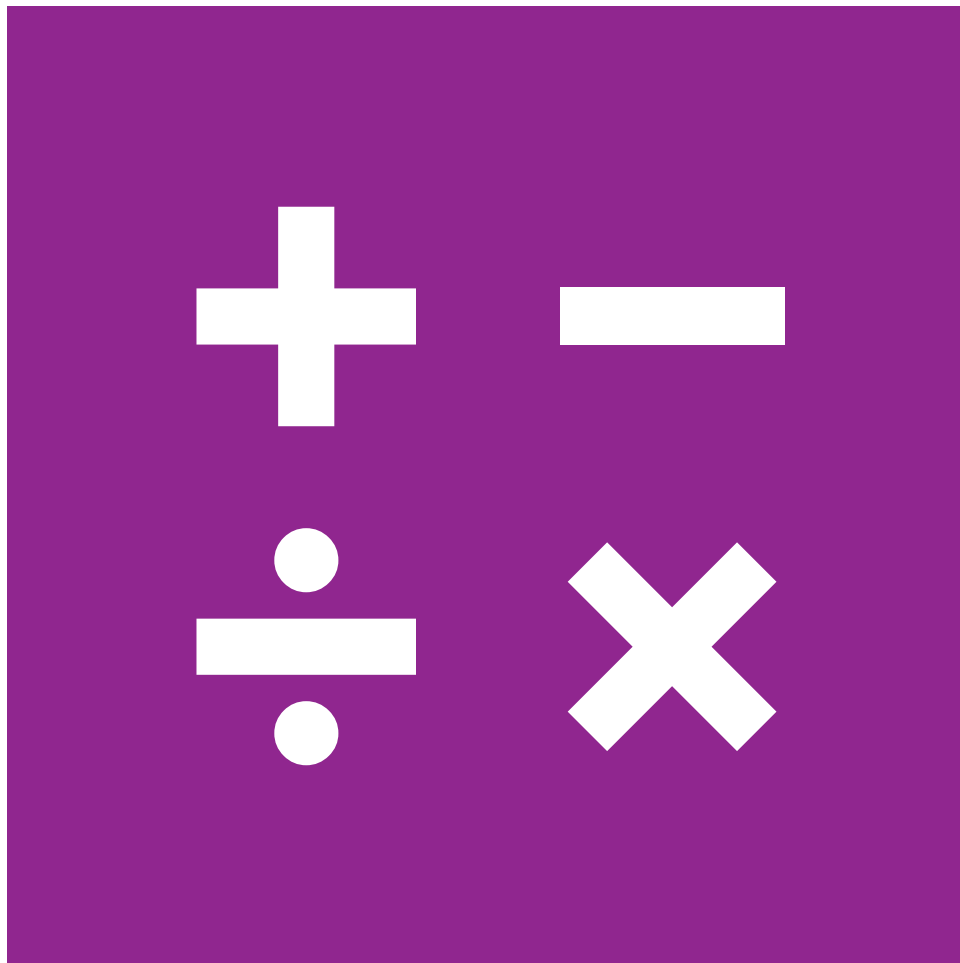
- Prompt the Learner to focus and find the light using visual, auditory and physical guidance.
- Ask the Learner to form new words with the two letters on the display.
- Ask the Learner to identify the letters in the word.
- Ask the Learner to identify the word.
- Change the color of the words and repeat.

Learner's Role

- Use the Learner switch #1 to advance to the next letter.
- Use the Learner switch #2 to choose the consonant, then vowel, and the final consonant.

Extensions

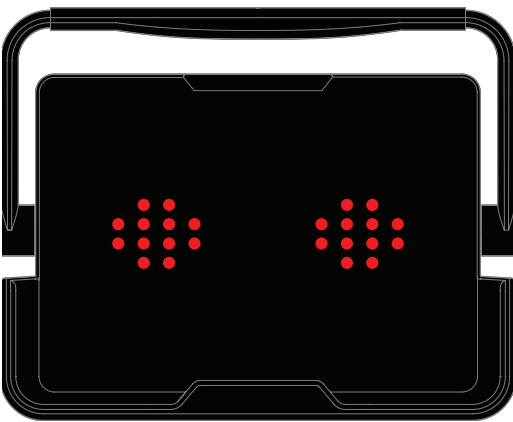
- Ask Learner to be the leader and find a word for other Learners to identify.
- Ask Learner to use word in a sentence.
- Ask Learner to write word on paper.
- Ask Learner to create words printed on paper onto the display.



Mathematics Activity Set

Match the Shape

Display name:
Match the Shape



Activity Preview

CONFIGURATION

LENS SETUP

Flat or tactile lens

LEARNER SWITCHES

2 switches required

LCD OPTIONS

Change the color:

- Unique (default)*
- Yellow
- Green
- Blue
- Red
- Random

*each shape presented with same unique color:

Activity Goal

- To create matching pairs of shapes.
- To identify features that make the pair match.

Curriculum Alignment

Common Core Standards for Mathematics:

- Sort, categorize and classify objects by attributes.

Common Core Standards for Mathematics: Geometry

- Identify and describe shapes (for example: squares, circles, triangles, rectangles, octagons)

Leader's Role

- Prompt the Learner to focus and find the light using visual, auditory and physical guidance.
- Use the Learner switch #1 to change the shape on the left half of the display.
- Ask the Learner to use the Learner switch #2 to find the matching shape.
- Ask the Learner to identify the shape name and features.
- Change the colors of the shapes and repeat.

Learner's Role

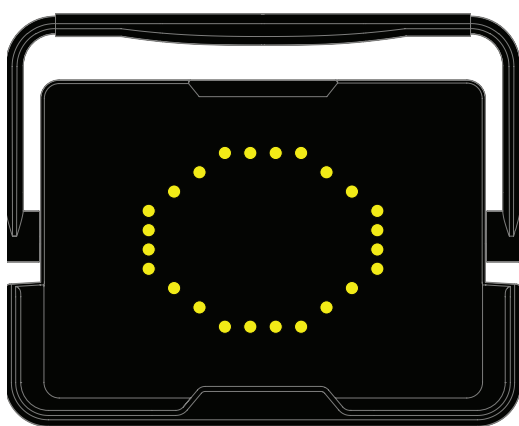
- Use Learner switch #2 to click to the next shape on the right half of the display, matching the one indicated on the left side of the display.

Extensions

- Ask the Learner to be the leader and find a shape for other Learners to match.
- Ask the Learner to find an object or picture of an object that matches the two shapes displayed.

Trace Shapes

Display name:
Trace Shapes



Activity Preview

CONFIGURATION

LENS SETUP

Flat or tactile lens

LEARNER SWITCHES

2 switches required

LCD OPTIONS

Change the color:

- Yellow/Blue (default)
- White

Activity Goal

- To identify and name the basic geometric shapes.
- To reinforce knowledge of the order of the alphabet.
- To identify how the letter shapes are constructed.

Curriculum Alignment

Common Core Standards for Mathematics: Geometry

- Identify and describe shapes (for example: squares, circles, triangles, rectangles, octagons).

Leader's Role

- Prompt the Learner to focus and find the light using visual, auditory and physical guidance.
- Ask the Learner to use Learner switch #1 to change the shape and then Learner switch #2 to trace the construction of the shape.
- Ask the Learner to identify the shape.
- Change the colors of the shapes and repeat.

Learner's Role

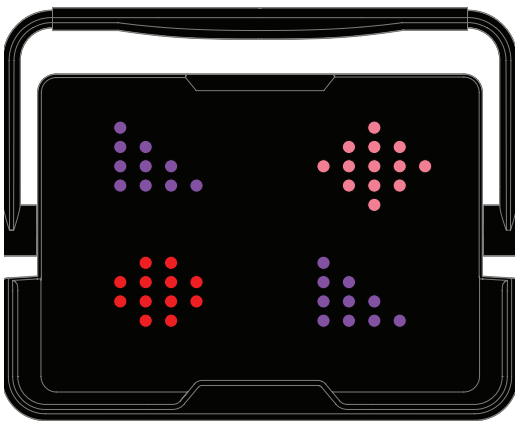
- Use Learner switch #1 to change the shape.
- Use Learner switch #2 to trace the construction of the shape.

Extensions

- Ask Learner to trace the shape with finger, uncapped pen or other basic tool.
- Ask Learner to draw the shape on paper.

Find Pair of Matching Shapes

Display name:
FindPairOfShapes



Activity Preview

CONFIGURATION

LENS SETUP

Flat or tactile lens

LEARNER SWITCHES

1 switch required

LCD OPTIONS

Change the color:

- Unique (default)
- All Yellow
- All Red
- All Green
- All Blue
- Random

Activity Goal

- To find matching pairs of shapes from a field of four.
- To identify features that make the pair match.

Curriculum Alignment

Common Core Standards for Mathematics:

- Sort, categorize and classify objects by attributes.

Common Core Standards for Mathematics: Geometry

- Identify and describe shapes (for example: squares, circles, triangles, rectangles, octagons).

Leader's Role

- Prompt the Learner to focus and find the light using visual, auditory and physical guidance.
- Ask the Learner to identify the two matching shapes from a field of four.
- Ask the Learner to name the two matching shapes.
- Ask the Learner to describe the differences between the two matching shapes and the other shapes displayed.
- Change colors of the shapes and repeat.

Learner's Role

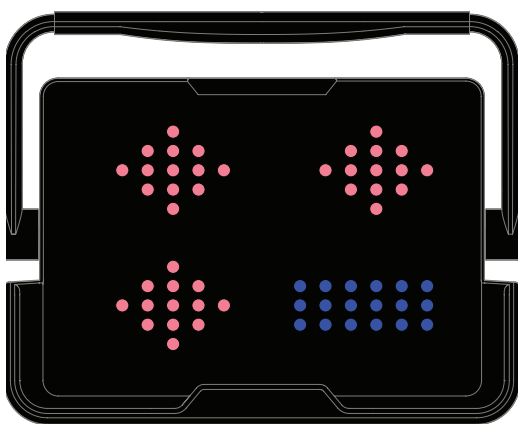
- Use any Learner switch to click to the next array of four shapes.
- Point to the two matching shape by classifying the features of the four objects.

Extensions

- Ask the Learner to be the leader and one find the matching pair and one find the unmatched pair.
- Ask the Learner to find an object or picture of an object that match the shape of the pair displayed.

Pick the Different Shape

Display name:
PicktheDifferent



Activity Preview

CONFIGURATION

LENS SETUP

Flat or tactile lens

LEARNER SWITCHES

1 switch required

LCD OPTIONS

Change the color:

- Unique (default)
- All Yellow
- All Red
- All Green
- All Blue
- Random

Activity Goal

- To identify features to classify items as similar or different from a field of four.

Curriculum Alignment

Common Core Standards for Mathematics:

- Sort, categorize and classify objects by attributes.

Common Core Standards for Mathematics: Geometry

- Identify and describe shapes (for example: squares, circles, triangles, rectangles, octagons)

Leader's Role

- Prompt the Learner to focus and find the light using visual, auditory and physical guidance.
- Ask the Learner to identify the one shape that is different from a field of four.
- Ask the Learner to name the one shape that is different.
- Ask the Learner to describe the differences between the one different shape and the other shapes displayed.

Learner's Role

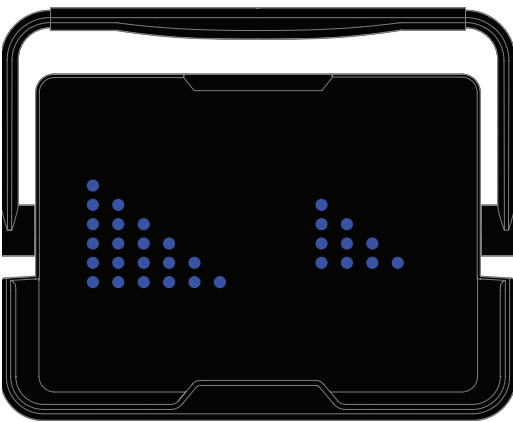
- Use any Learner switch to click to the next array of four shapes.
- Point to different shape by identifying the features of the four objects.

Extensions

- Ask the Learner to trace the outline of the different shape.
- Ask the Learner count the spots in each shape to determine if they are the same or different.

Compare Shapes of Different Sizes

Display name:
CompareShapeSize



Activity Preview

CONFIGURATION

LENS SETUP

Flat or tactile lens

LEARNER SWITCHES

1 switch required

LCD OPTIONS

Change the color:

- Unique (default)
- All Yellow
- All Red
- All Green
- All Blue
- Random

Activity Goal

- To compare small and large versions of two-dimensional shapes.

Curriculum Alignment

Common Core Standards for Mathematics: Geometry

- Recognize the attributes of size of everyday objects using appropriate vocabulary (small, big).

Leader's Role

- Prompt the Learner to focus and find the light using visual, auditory and physical guidance.
- Ask the Learner to identify the small and big shape from a field of two shapes.
- Ask the Learner to identify the similarities and differences between the two shapes.
- Change colors of the shapes and repeat.

Learner's Role

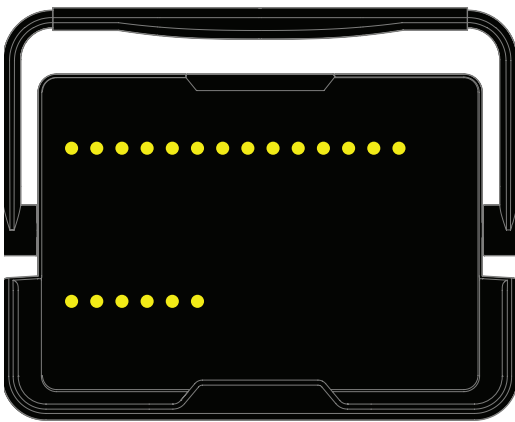
- Use any Learner switch to click to the next array of two shapes.
- Point to the small and large shapes by identifying the size differences between the two shapes.

Extensions

- Add another Learner and have one find the big shape and one to find the small shape.
- Ask the Learner to sort physical objects or pictures of objects in the same size order as shown on the display.
- Ask the Learner to use directionality words (left or right) to describe the position of the small shape or the big shape.

Compare Lines of Different Lengths

Display name:
CompareLength



Activity Preview

CONFIGURATION

LENS SETUP

Flat or tactile lens

LEARNER SWITCHES

1 switch required

LCD OPTIONS

Change the color:

- Yellow (default)
- Green
- Blue
- Red
- Rainbow
- Random

Activity Goal

- To compare the lengths of two lines and describe the difference between them.

Curriculum Alignment

Common Core Standards for Mathematics: Geometry

- Recognize the attributes of size of everyday objects using appropriate vocabulary (short, long).
- Compare two objects with a measurable attribute in common, to see which object has “more of” / “less of” the attribute and describe the difference.

Leader’s Role

- Prompt the Learner to focus and find the light using visual, auditory and physical guidance.
- Ask the Learner to identify the short and long line from a field of two lines.
- Change colors of the lines and repeat.

Learner’s Role

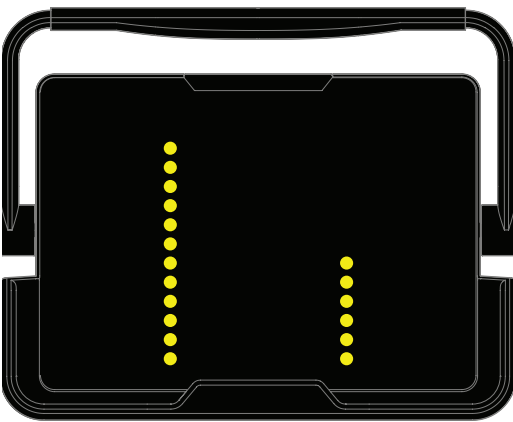
- Use any Learner switch to click to the next two lines.
- Identify the short and long lines by identifying the length differences between the two lines.

Extensions

- Add another Learner and have one find the long line and one to find the short line.
- Ask the Learner to sort physical objects or pictures of objects in the same size order as shown on the display.
- Ask the Learner to use directionality words (top or bottom) to describe the position of the short line and the long line.

Compare Columns of Different Heights

Display name:
CompareHeight



Activity Preview

CONFIGURATION

LENS SETUP

Flat or tactile lens

LEARNER SWITCHES

1 switch required

LCD OPTIONS

Change the color:

- Yellow (default)
- Green
- Blue
- Red
- Rainbow
- Random

Activity Goal

- To compare the heights of two columns and describe the difference between them.

Curriculum Alignment

Common Core State Standards for Mathematics: Geometry

- Recognize the attributes of size of everyday objects using appropriate vocabulary (short, tall).

Leader's Role

- Prompt the Learner to focus and find the light using visual, auditory and physical guidance.
- Ask the Learner to identify the short and long line from a field of two columns.
- Change colors of the columns and repeat.

Learner's Role

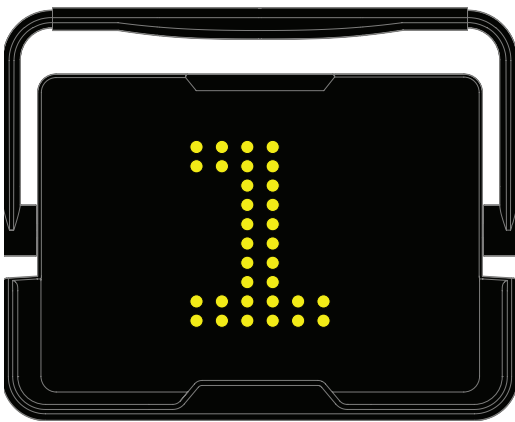
- Use any Learner switch to click to the next two columns.
- Identify the short and tall columns by identifying the height differences between the two columns.

Extensions

- Add another Learner and have one find the short column and one find the tall column.
- Ask the Learner to sort physical objects or pictures of objects in the same size order as shown on the display.
- Ask the Learner to use directionality words (left or right) to describe the position of the short column and the tall column.

Learn the Numbers

Display name:
Learn Numbers



Activity Preview

CONFIGURATION

LENS SETUP

Flat or tactile lens

LEARNER SWITCHES

1 switch required

LCD OPTIONS

Change the color:

- Yellow (default)
- Green
- Blue
- Red
- Rainbow
- Random

Activity Goal

- To identify the counting numbers from 0-10 in sequence.

Curriculum Alignment

Common Core State Standards for Math: Counting

- Recognize and name the written numbers 0-10.
- Know number names and the count sequence.

Leader's Role

- Prompt the Learner to focus and find the light using visual, auditory and physical guidance.
- Ask the Learner to name the number.
- Change the color of the number and repeat.

Learner's Role

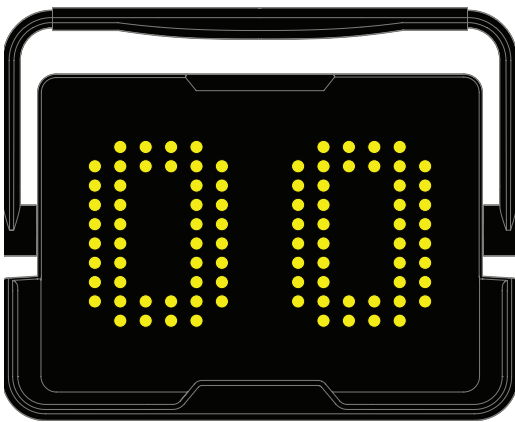
- Use any Learner switch to click to the next number.

Extensions

- Ask the Learner to be the leader and find a number for other Learners to identify.
- Ask the Learner to find object(s) corresponding to the number displayed.

Match the Number

Display name:
Match Numbers



Activity Preview

CONFIGURATION

LENS SETUP

Flat or tactile lens

LEARNER SWITCHES

2 switches required

LCD OPTIONS

Change the color:

- Yellow (default)
- Green
- Blue
- Red
- Rainbow
- Random

Activity Goal

- To create matching pairs of numbers from 0-10.
- To reinforce knowledge of number names from 0-10.

Curriculum Alignment

Common Core Standards for Math: Counting

- Recognize and name the written numbers 0-10.
- Compare two numbers between 1 and 10 presented as written numbers.

Leader's Role

- Prompt the Learner to focus and find the light using visual, auditory and physical guidance.
- Use the Learner switch #1 to change the number on the left half of the display.
- Ask the Learner to use the Learner switch #2 to find the matching number.
- Ask the Learner to name the numbers and why the numbers match.
- Change the colors of the numbers and repeat.

Learner's Role

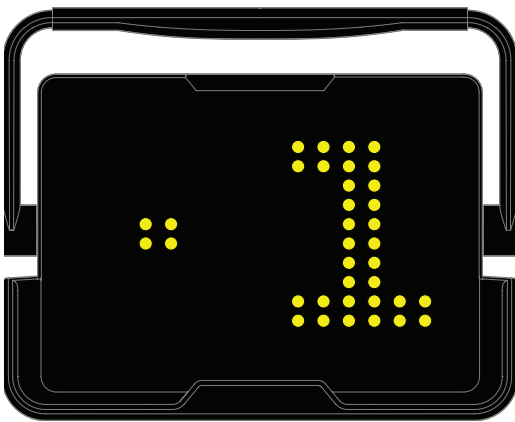
- Use Learner switch #2 to click to the next number on the right half of the display, matching the one indicated on the left side of the display.

Extensions

- Ask the Learner to be the leader and find a number for other Learners to identify.
- Ask the Learner to find object(s) corresponding to the number displayed.
- Alternate Use: Use Learner Switch #1 to count by 10s from 0 to 90.

Learn to Count

Display name:
Learn to Count



Activity Preview

CONFIGURATION

LENS SETUP

Flat or tactile lens

LEARNER SWITCHES

1 switch required

LCD OPTIONS

Change the color:

- Yellow (default)
- Green
- Blue
- Red
- Rainbow
- Random

Activity Goal

- To count the number of blocks
- To reinforce knowledge of number names from 0-10.

Curriculum Alignment

Common Core State Standards for Math: Counting

- Understand the relationship between numbers and quantities up to 10.
- Count many kinds of concrete objects and actions up to 10, using 1-to-1 correspondence.

Leader's Role

- Prompt the Learner to focus and find the light using visual, auditory and physical guidance.
- Use any Learner switch to find the change the blocks and the number on the display.
- Ask the Learner to count the blocks and use 1-to-1 correspondence to name the numbers.
- Ask the Learner to identify the next number in cardinal order.

Learner's Role

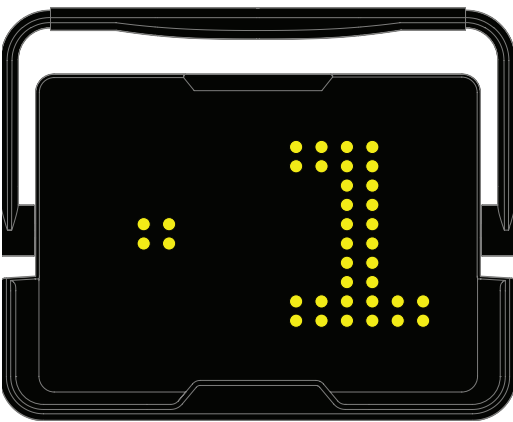
- Count the blocks and name the number of blocks as a quantity.
- Use any Learner switch to click to the next number with the corresponding number of blocks displayed.

Extensions

- Ask the Learner to be the leader and find a number for other Learners to identify.
- Ask the Learner to find object(s) corresponding to the number displayed.

Count the Blocks

Display name:
Count the Blocks



Activity Preview

CONFIGURATION

LENS SETUP

Flat lens

LEARNER SWITCHES

2 switches required

LCD OPTIONS

Change the color:

- Yellow (default)
- Green
- Blue
- Red
- Rainbow
- Random

Activity Goal

- To count the number of blocks to find out how many there are.
- To reinforce knowledge of number names from 0-10.

Curriculum Alignment

Common Core Standards for Math: Counting

- Understand the relationship between numbers and quantities up to 10.
- Count many kinds of concrete objects and actions up to 10, using 1-to-1 correspondence.

Leader's Role

- Prompt the Learner to focus and find the light using visual, auditory and physical guidance.
- Use the Learner switch #1 to change the number of blocks on the left side of the display.
- Ask the Learner to use the Learner switch #2 to find the corresponding number.
- Change the color of the blocks and numbers and repeat.

Learner's Role

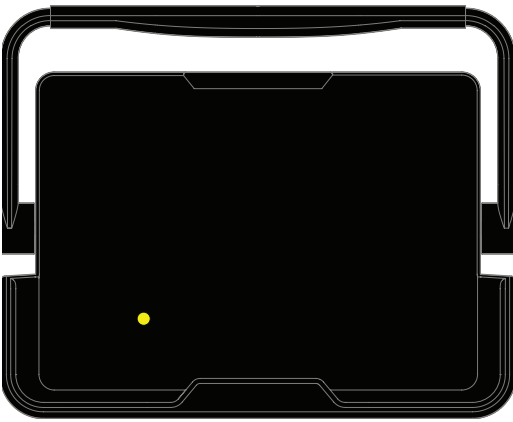
- Use Learner switch #2 to click to the next number on the right half of the display, matching the number of blocks on the left side of the display.

Extensions

- Ask the Learner to be the leader and find blocks for other Learners to identify.
- Switch roles and ask Learner to find the right number of blocks to match the number displayed.
- Ask the Learner to find object(s) corresponding to the blocks and number displayed.

Count to 100 by Ones

Display name:
Count to 100



Activity Preview

CONFIGURATION

LENS SETUP

Flat of tactile lens

LEARNER SWITCHES

2 switches required

LCD OPTIONS

Change the color:

- Yellow (default)
- Green
- Blue
- Red
- Rainbow
- Random

Activity Goal

- Count by ones from 1 to 100.

Curriculum Alignment

Common Core Standards for Math: Counting

- Understand the relationship between numbers and quantities up to 100.
- Count many kinds of concrete objects and actions up to 100, using 1-to-1 correspondence.

Leader's Role

- Prompt the Learner to focus and find the light using visual, auditory and physical guidance.
- Ask the Learner to track the light as it moves.
- Ask the Learner to use the Learner switch #1 to add spot.
- Ask the Learner to point to the light as it moves.
- Ask the Learner to count the number of spots, by ones and tens.

Learner's Role

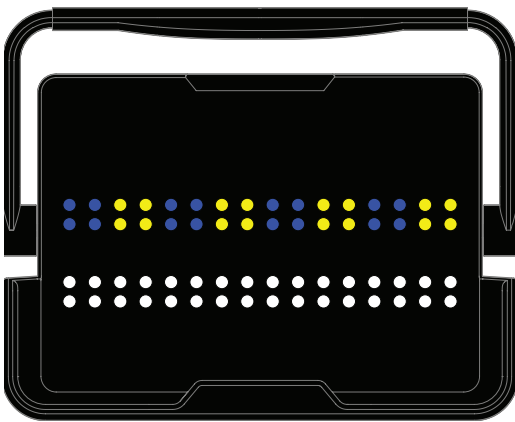
- Use Learner switch #1 to add spots on the display.
- Use Learner switch #2 to subtract spots on the display.
- Count the number of spots on the display.

Extensions

- Ask the Learner to be the leader and find a number for other Learners to identify.
- Ask the Learner to find object(s) corresponding to the number displayed.
- Ask the Learner use the spots for simple addition examples.

Build a Pattern with Light

Display name:
Build a Pattern



Activity Preview

CONFIGURATION

LENS SETUP

Flat or tactile lens

LEARNER SWITCHES

2 switches required

LCD OPTIONS

No options

Activity Goal

- To build a pattern, similar to stringing beads, as shown in a template on the display.

Curriculum Alignment

Common Core Standards for Mathematics:

- Analyze, compare, create and compose shapes via patterns.

Leader's Role

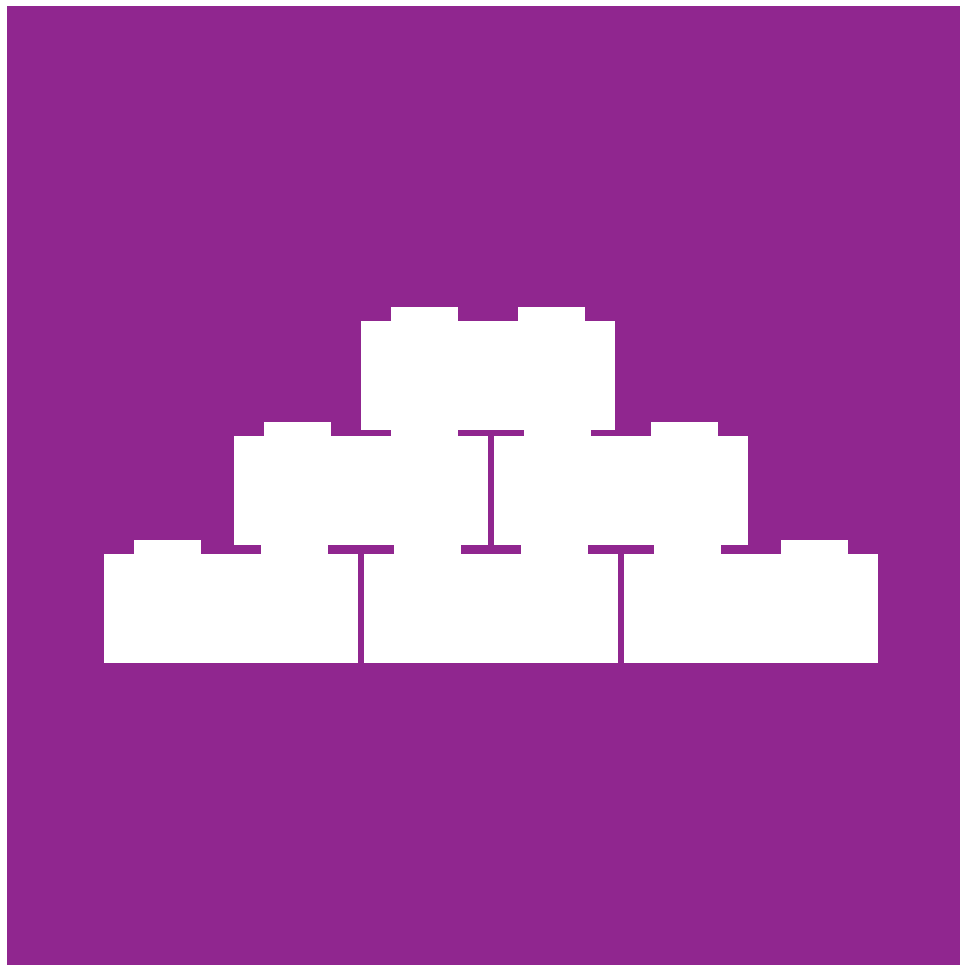
- Prompt the Learner to focus and find the light using visual, auditory and physical guidance.
- Ask the Learner to use Learner switch #1 to find the corresponding color for the first position in the pattern.
- Ask the Learner to advance to the next cell by using switch #2
 - If the color selected is correct, then the next cell blink white to indicate a match. Ask Learner to use Learner Switch #1 to choose the next color in the pattern.
 - If the color selected is incorrect, then ask the Learner to use Learner Switch #1 to select the color that matches in the pattern before trying to advance.
- Repeat process for the eight cell pattern.

Learner's Role

- Use Learner switch #1 to find the corresponding color for the first position in the pattern.
- Use Learner switch #2 to advance to the next cell.

Extensions

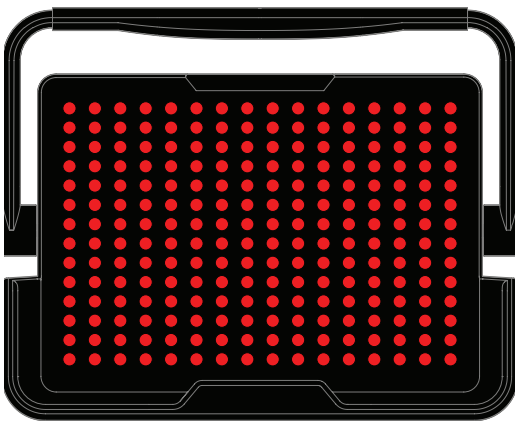
- Ask two Learners to alternate turns building the pattern together.
- Ask Learner to create pattern on display and then create pattern with colored paper or other objects.



Expanded Core Curriculum Activity Set

Match the Color

Display name:
Match the Color



Activity Preview

CONFIGURATION

LENS SETUP

Flat or tactile lens

LEARNER SWITCHES

2 switches required

LCD OPTIONS

Change the number of colors:

- 3 colors (Red, Yellow, Blue)
- 5 colors (Red, Yellow, Blue, Green, Orange)
- 8 colors (Red, Yellow, Blue, Green, Orange, Purple, Pink, White)

Activity Goal

- To create matching pairs of colors.
- To identify the color of the matching pair.

Curriculum Alignment

Expanded Core Curriculum:

- Sensory efficiency helps students use all of their senses, including functional vision. Most students with vision impairments have some vision which, given the proper training can be used to increase their abilities.

Leader's Role

- Prompt the Learner to focus and find the light using visual, auditory and physical guidance.
- Use the Learner switch #1 to change the color on the left half of the display.
- Ask the Learner to use the switch #2 to find the matching color.
- Ask the Learner to identify the color.

Learner's Role

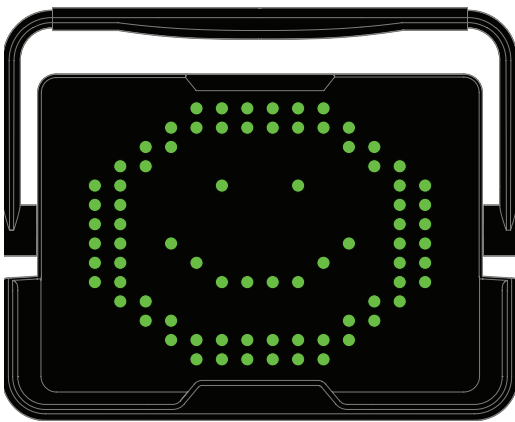
- Use Learner switch #2 to click to the color on the right half of the display, matching the one indicated on the left side of the display.

Extensions

- Ask the Learner to be the leader and find a color for other Learners to identify.
- Ask the Learner to find object or picture of an object matching the color displayed.

Choose Happy or Sad

Display name:
Happy or Sad



Activity Preview

CONFIGURATION

LENS SETUP

Flat or tactile lens

LEARNER SWITCHES

1 switch required

LCD OPTIONS

No options

Activity Goal

- To express the feelings of happiness or sadness.

Curriculum Alignment

Expanded Core Curriculum: Social Interaction Skills

- Social Interaction Skills are key for participating actively and appropriately in social situations. Since nearly all social skills are learned by observation of the environment and people, this is an area where students with vision loss need careful, conscious and explicit instruction.

Leader's Role

- Ask the Learner questions to identify their feeling.

Learner's Role

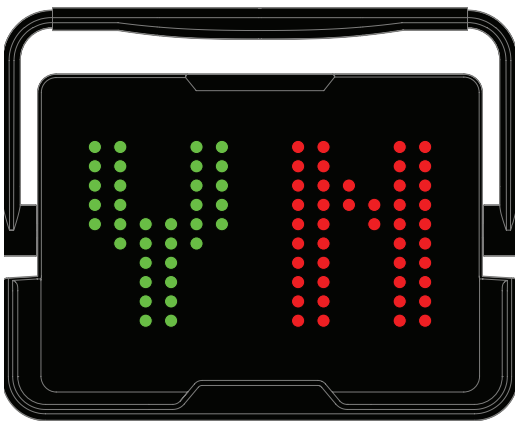
- Use any Learner switch to click to respond to the question by highlighting the responses Happy or Sad.

Extensions

- Ask the Learner to express the feeling on their face.

Choose Yes / No

Display name:
Yes / No



Activity Preview

CONFIGURATION

LENS SETUP

Flat lens

LEARNER SWITCHES

1 switch required

LCD OPTIONS

No options

Activity Goal

- To express the agreement or disagreement.

Curriculum Alignment

Expanded Core Curriculum: Social Interaction Skills:

- Social Interaction Skills are key for participating actively and appropriately in social situations. Since nearly all social skills are learned by observation of the environment and people, this is an area where students with vision loss need careful, conscious and explicit instruction.

Leader's Role

- Ask the Learner Yes/No questions regarding their needs and wants.

Learner's Role

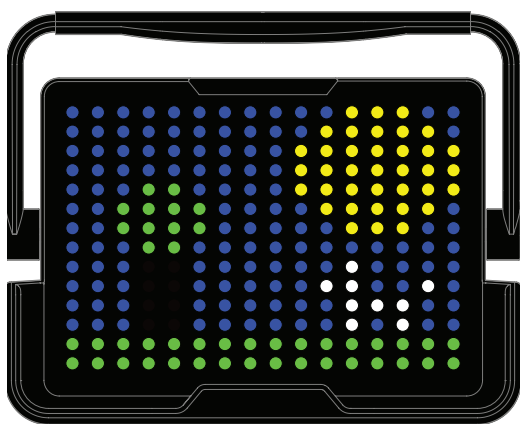
- Use any Learner switch to click to respond to the question by highlighting the responses Y (yes) or N (no).

Extensions

- Ask the Learner to say the word.

Tell the Weather

Display name:
Tell the Weather



Activity Preview

CONFIGURATION

LENS SETUP

Flat or tactile lens

LEARNER SWITCHES

1 switch required

LCD OPTIONS

No options

Activity Goal

- To learn the basics of weather.

Curriculum Alignment

Alignment with the Expanded Core Curriculum:

- Independent Living Skills include the tasks and functions people perform in daily life to optimize their independence. Teaching weather is important to discuss how to modify daily life based on weather conditions.

Leader's Role

- Ask the Learner to identify the weather corresponding to the actual weather.

Learner's Role

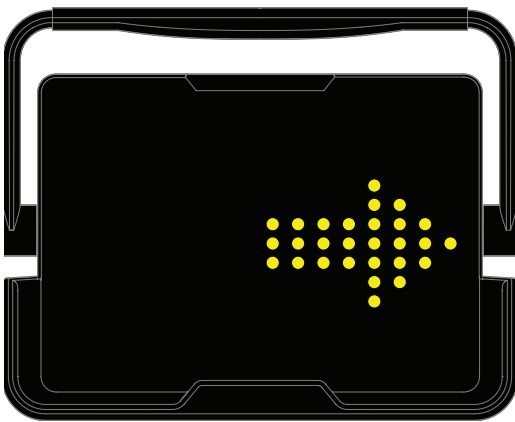
- Use any Learner switch to click to change the weather.

Extensions

- Ask the Learner to dress a doll to prepare for the type of weather.
- Ask different Learners for their favorite type of weather.

Learn Left and Right

Display name:
LearnLeft&Right



Activity Preview

CONFIGURATION

LENS SETUP

Flat or tactile lens

LEARNER SWITCHES

1 switch required

LCD OPTIONS

Change the color:

- Yellow (default)
- Green
- Blue
- Red
- Rainbow
- Random

Activity Goal

- To learn left and right awareness for laterality.

Curriculum Alignment

Alignment with the Expanded Core Curriculum:

- Orientation & Mobility Skills to help a child to know where he/she is in space and to move safely, independently, and efficiently in the environment

Leader's Role

- Ask the Learner to look closely and name the direction before moving to the next direction arrow.

Learner's Role

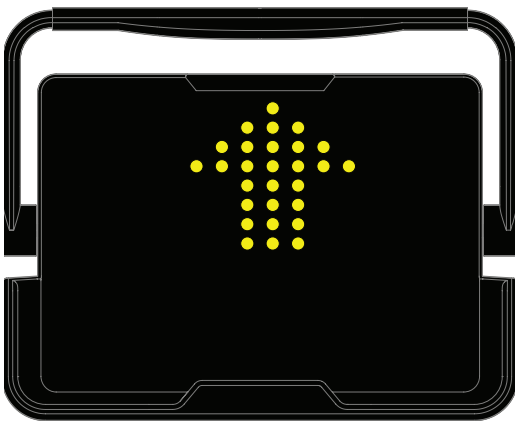
- Use any Learner switch to click from one direction to the next.

Extensions

- Ask the Learner to find a particular direction.
- Ask the Learner to find an object in the same direction as indicated on the display.
- Ask the Learner to look or move their hand in the direction indicated on the display.

Learn Directions

Display name:
Learn Directions



Activity Preview

CONFIGURATION

LENS SETUP

Flat or tactile lens

LEARNER SWITCHES

1 switch required

LCD OPTIONS

Change the color:

- Yellow (default)
- Green
- Blue
- Red
- Rainbow
- Random

Activity Goal

- Learn basic spatial awareness for the four compass directions or positional descriptors.

Curriculum Alignment

Alignment with the Expanded Core Curriculum:

- Orientation & Mobility Skills to help a child to know where he/she is in space and to move safely, independently, and efficiently in the environment

Leader's Role

- Ask the Learner to look closely at each direction and name the direction before moving to the next direction arrow.

Learner's Role

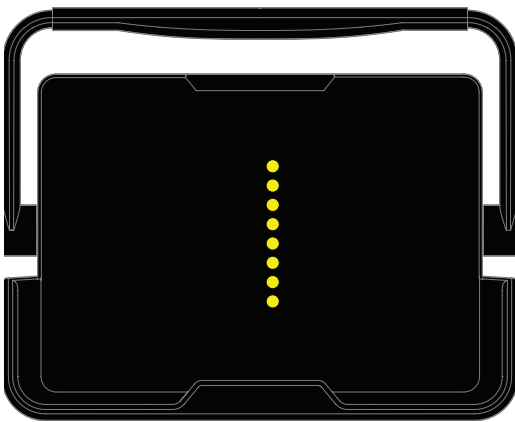
- Use any Learner switch to click from one direction to the next.

Extensions

- Ask the Learner to find a particular direction.
- Ask the Learner to find an object in the same direction as indicated on the display.
- Ask the Learner to look or move their hand in the direction indicated on the display.

Trace a Route (Travel Shape)

Display name:
Trace a Route



Activity Preview

CONFIGURATION

LENS SETUP

Flat or tactile lens

LEARNER SWITCHES

2 switches required

LCD OPTIONS

Change the color:

- Yellow/Blue (default)
- White

Activity Goal

- To identify and name the basic route or travel shapes.
- Demonstrates the shapes of typical O&M routes, building skills to navigate independently.

Curriculum Alignment

Alignment with the Expanded Core Curriculum:

- Orientation & Mobility Skills to help a child to know where she is in space and to move safely, independently, and efficiently in the environment

Leader's Role

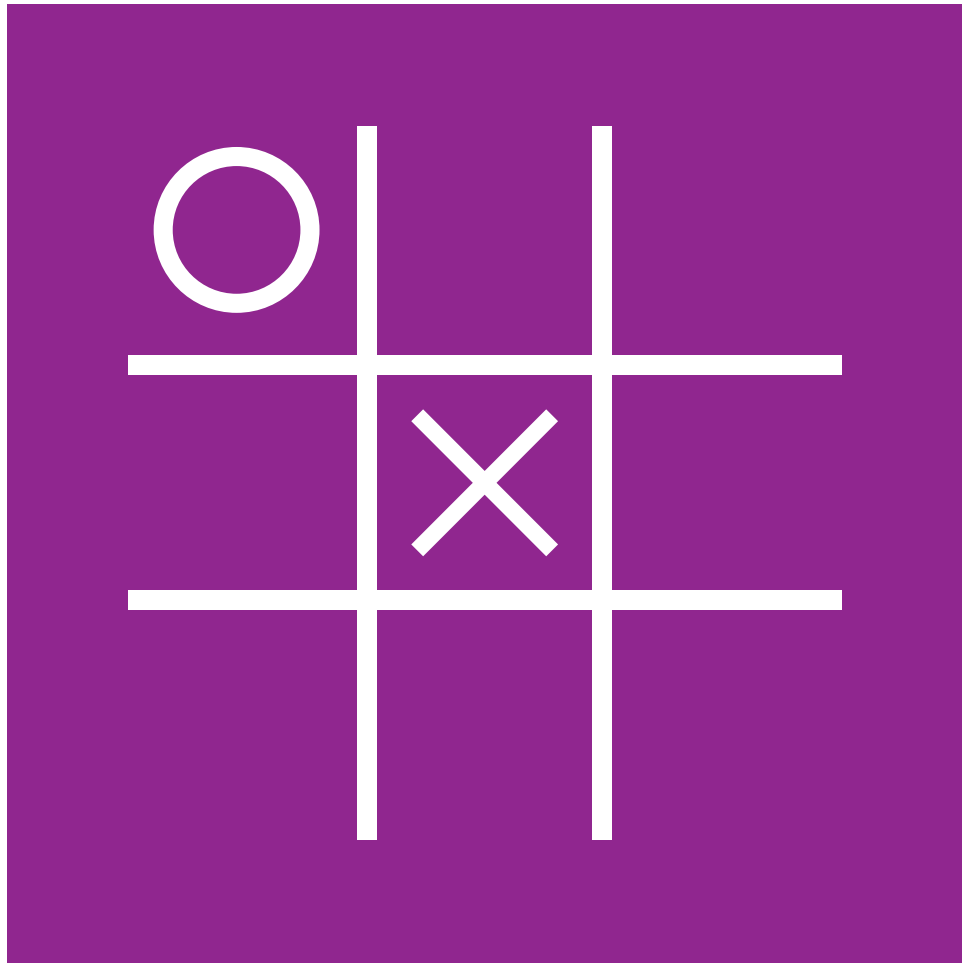
- Prompt the Learner to focus and find the light using visual, auditory and physical guidance.
- Ask the Learner to use Learner switch #1 to change the route and then Learner switch #2 to trace the construction of the route.
- Ask the Learner to identify the route.
- Change the colors of the routes and repeat.

Learner's Role

- Use Learner switch #1 to change the letter.
- Use Learner switch #2 to trace the construction of the letter.

Extensions

- Ask Learner to trace the route with finger, uncapped pen or other basic tool.
- Ask Learner to draw the route on paper.



Games Activity Set

Walk the Dog

Display name:
Walk the Dog

Activity Goal

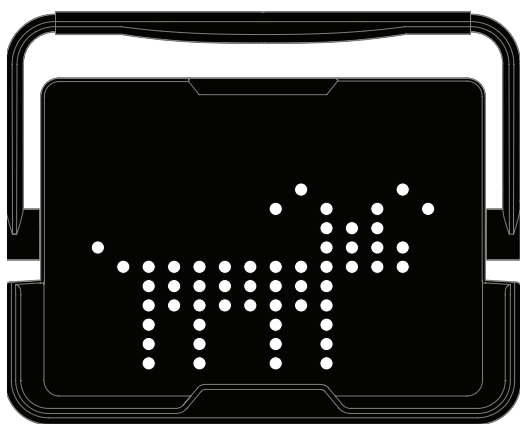
- Animate the dog on display.

Leader's Role

- Ask Learner to animate the dog.

Learner's Role

- Use any Learner switch to animate the dog.



Activity Preview

CONFIGURATION

LENS SETUP

Flat or tactile lens

LEARNER SWITCHES

1 switch required

LCD OPTIONS

No options

Fun Icons

Display name:
Fun Icons

Activity Goal

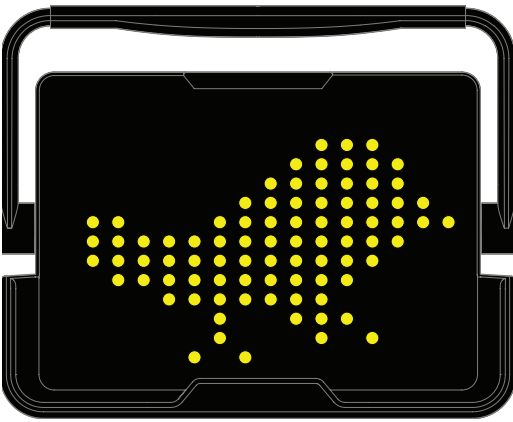
- Watch and identify various icons.

Leader's Role

- Ask Learner to use any Learner switch to change the icon.
- Ask Learner to identify the icons.

Learner's Role

- Use any Learner switch to change the icon.



Activity Preview

CONFIGURATION

LENS SETUP

Flat or tactile lens

LEARNER SWITCHES

1 switch required

LCD OPTIONS

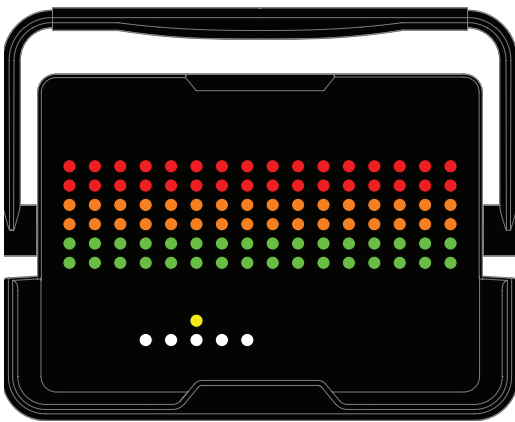
Change the color:

- Yellow (default)
- Green
- Blue
- Red
- Rainbow
- Random

Paddle and Ball

Display name:

Paddle and Ball



Activity Preview

CONFIGURATION

LENS SETUP

Flat or tactile lens

LEARNER SWITCHES

2 switches required

LCD OPTIONS

Change the color:

- Yellow (default)
- Green
- Blue
- Red
- Rainbow
- Random

Activity Goal

- Break blocks on the screen by bouncing the ball off a paddle.

Leader's Role

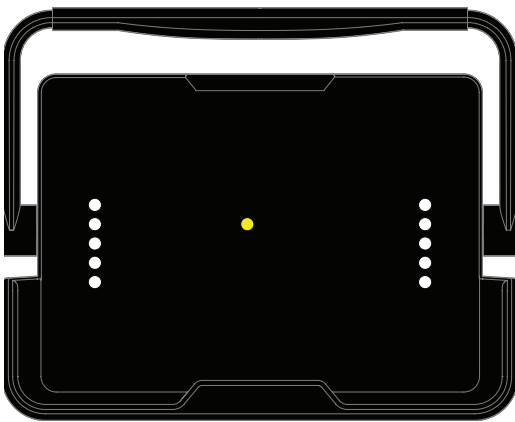
- Ask Learner to track the ball movement and move the paddle to break blocks.

Learner's Role

- Use Learner switch #1 to move the paddle left.
- Use Learner switch #2 to move the paddle right.

Tennis

Display name:
Tennis



Activity Preview

CONFIGURATION

LENS SETUP

Flat or tactile lens

LEARNER SWITCHES

4 switches required
Joystick for game modification

LCD OPTIONS

Change game modes:

- Player vs. Player
- Player vs. Lily
- Practice
- Demo Mode

Activity Goal

- Pass ball by moving paddle between two players depending on the setting.
- Work on reaction time, eye tracking and eye hand coordination.

Leader's Role

- Ask Learners to track the ball movement and move their paddle to pass the ball to each other.
- Participate as Player #2 if necessary.
- Use Joystick to manually control the ball to modify the difficulty of hitting the ball for both players.

Learner's Role

Depending on the mode:

Player vs Player:

- Player 1 (for left side of the display): Use Learner switch #1 to move the paddle up, Use Learner switch #3 to move the paddle down.
- Player 2 (for right side of the display): Use Learner switch #2 to move the paddle up, Use Learner switch #4 to move the paddle down.

Player vs Lily:

- Player 1: Use Learner switch #1 to move the paddle up, Use Learner switch #3 to move the paddle down.
- Player 2 played by Lily (played automatically by the LightAide). Practice: Use Learner switch #1 to move the paddle up, Use Learner switch #3 to move the paddle down.

Practice:

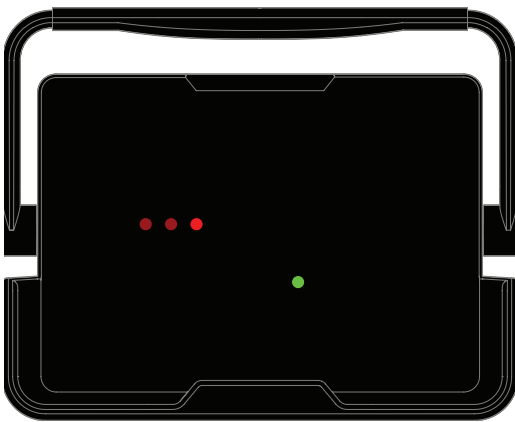
- Use Learner switch #1 to move the paddle up, Use Learner switch #3 to move the paddle down.

Demo:

- Watch a Tennis game to practice eye tracking and learning the expected game.

Worm

Display name:
Worm



Activity Preview

CONFIGURATION

LENS SETUP

Flat or tactile lens

LEARNER SWITCHES

4 switches required (or joystick)

LCD OPTIONS

No options

Activity Goal

- Eat as many green apples as possible avoiding walls or your tail.

Leader's Role

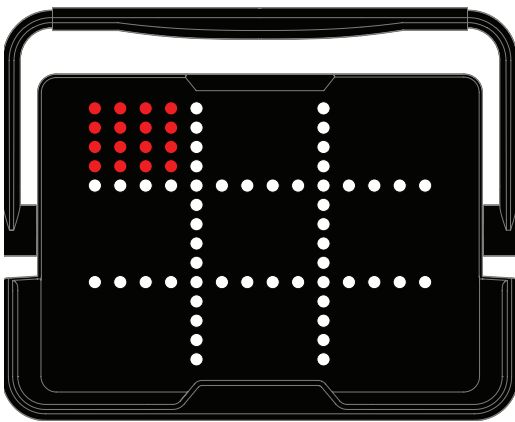
- Prompt the Learner to focus and find the light using visual, auditory and physical guidance.
- Ask the Learner to use the Learner switches to move the worm to eat the green apples.

Learner's Role

- Use the Learner switches (#1-#4) to move the worm. Learner Switch #1 moves Up, Learner Switch #2 moves Right, Learner Switch #3 moves Down, Learner Switch #4 moves Left.
- Alternatively, use a joystick to move the worm.

Tic Tac Toe

Display name:
Tic Tac Toe



Activity Preview

CONFIGURATION

LENS SETUP

Flat or tactile lens

LEARNER SWITCHES

2 switches required

LCD OPTIONS

No options

Activity Goal

- Two Learners play a game of Tic Tac Toe against each other.

Leader's Role

- Prompt the Learner to focus and find the light using visual, auditory and physical guidance.
- Ask the Learner to use the Learner switches to select location for their new move.
- Participate in the activity as Learner #2 if necessary.

Learner's Role

- Use Learner Switch #1 to move from one cell to the next, Use Learner Switch #2 to select 'your move'.
- Take turns placing X's and O's trying to match three in a row, column or diagonal line.

Appendix

Activity Set	Activity Name	Page	Tactile Lens	Flat Lens	No Switches	1 Switch	2 Switches	4 Switches or Joystick
Starter Set	Watch the Colors Change	6	x	x	x			
Starter Set	Watch the Color Change	7	x	x	x			
Starter Set	Track the Column	8	x	x		x		
Starter Set	Track the Row	9	x	x		x		
Starter Set	Track the Spot	10	x	x		x		
Starter Set	Identify the Color	11	x	x		x		
Starter Set	Name the Moving Colors	12	x	x		x		
Starter Set	Take Turns	13	x	x			x	
Starter Set	Identify the Shape	14	x	x		x		
Starter Set	Identify the Bold Uppercase Letters	15		x		x		
Visual Efficiency	Watch the Wave	17	x	x	x			
Visual Efficiency	Watch the Bubbles Grow and Pop	18	x	x	x			
Visual Efficiency	Watch the Balls Bounce	19	x	x	x			
Visual Efficiency	Watch the Pinwheel Spin	20	x	x	x			
Visual Efficiency	Build Squares of Light	21	x	x		x		
Visual Efficiency	Make All White	22	x	x		x		
Visual Efficiency	Alternate Between Patterns and Solid Colors	23	x	x		x		
Visual Efficiency	Make a Rainbow	24	x	x		x		
Visual Efficiency	Bounce the Balls	25	x	x		x		
Visual Efficiency	Make and Pop Bubbles	26	x	x			x	
Visual Efficiency	Spin a Pinwheel	27	x	x			x	
Visual Efficiency	Lava Lamp	29	x	x	x			
Visual Efficiency 2	Track the Moving Snake	30	x	x	x			
Visual Efficiency 2	Track the Moving Worm	31	x	x	x			
Visual Efficiency 2	Track the Moving Block	32	x	x	x			
Visual Efficiency 2	Track the Moving Spot	33	x	x	x			
Visual Efficiency 2	Move the Snake in All Directions	34	x	x				x

Appendix

Activity Set	Activity Name	Page	Tactile Lens	Flat Lens	No Switches	1 Switch	2 Switches	4 Switches or Joystick
Visual Efficiency 2	Move the Worm in All Directions	35	x	x				x
Visual Efficiency 2	Move the Block in All Directions	36	x	x				x
Visual Efficiency 2	Move the Spot in All Directions	37	x	x				x
Visual Efficiency 2	Track Spot Pattern	38	x	x		x		
English Language Arts	Match the Uppercase Letter	40		x			x	
English Language Arts	Name the Lowercase Letter	41		x		x		
English Language Arts	Match Upper and Lowercase Letters	42		x			x	
English Language Arts	Trace the Uppercase Letter Shapes	43		x			x	
English Language Arts	Trace the Lowercase Letter Shapes	44		x			x	
English Language Arts	Read Sight Words	45		x		x		
English Language Arts	Read Rhyme Words	46		x		x		
English Language Arts	Form Two Letter Words	47		x			x	
English Language Arts	Form Consonant-Vowel-Consonant Words	48		x			x	
Mathematics	Match the Shape	50	x	x			x	
Mathematics	Trace Shapes	51	x	x			x	
Mathematics	Find Pair of Matching Shapes	52	x	x		x		
Mathematics	Pick the Different Shape	53	x	x		x		
Mathematics	Compare Shapes of Different Sizes	54	x	x		x		
Mathematics	Compare Lines of Different Lengths	55	x	x		x		
Mathematics	Compare Columns of Different Heights	56	x	x		x		
Mathematics	Learn the Numbers	57	x	x		x		
Mathematics	Match the Number	58	x	x			x	
Mathematics	Learn to Count	59	x	x		x		
Mathematics	Count the Blocks	60	x	x			x	
Mathematics	Count to 100 by Ones	61	x	x			x	
Mathematics	Build a Pattern with Colored Lights	62	x	x			x	
Expanded Core Curriculum	Match the Color	64	x	x			x	

Appendix

Activity Set	Activity Name	Page	Tactile Lens	Flat Lens	No Switches	1 Switch	2 Switches	4 Switches or Joystick
Expanded Core Curriculum	Choose Happy or Sad	65	x	x		x		
Expanded Core Curriculum	Choose Yes / No	66	x	x		x		
Expanded Core Curriculum	Tell the Weather	67	x	x		x		
Expanded Core Curriculum	Learn Left and Right	68	x	x		x		
Expanded Core Curriculum	Learn Directions	69	x	x		x		
Expanded Core Curriculum	Trace a Route (Travel Shape)	70	x	x			x	
Games	Walk the Dog	72	x	x		x		
Games	Fun Icons	73	x	x		x		
Games	Paddle and Ball	74	x	x			x	
Games	Tennis	75	x	x				x
Games	Worm	76	x	x				x
Games	Tic Tac Toe	77	x	x			x	

Additional activities will be added regularly so check back soon!

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