

Describe It, Build It, Explain It

Use fictional examples. Leave out diagnoses, medical information, names, passwords and contact details.

Learning goal: Reason about spatial relationships using accessible descriptions and manipulatives.

Spatial thinking does not have to depend on sight. Use four safely accessible objects on a stable surface or describe their positions. Ask an adult to check materials for safety and suitability.

1. Choose a real or made-up learning situation. Leave out names, diagnoses and private details.
2. Explore the three activities. Choose supports that fit you; skip any that do not.
3. Write, type, draw, point, sign, use AAC or ask someone to scribe your own ideas.
4. Choose one next step and an adult who can help make it possible.

Grades 3–5 support: Use the prompts and examples, or explain your ideas in your own way. Ask for words, a scribe or one direction at a time.

Build from words

Place a square base on the surface. Place a second base to its right, touching it. Place a cube on each base. Explain the arrangement using position words.

My arrangement, described in words

A position word I used precisely

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Change one relationship

Move the right cube behind its base rather than on top. Describe what changed and what stayed the same.

Changed relationship

Unchanged relationship

Optional deeper thinking · Grades 6–8

Add a third layer and describe the arrangement from two reference points; explain where directions could become ambiguous.

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Give a precise instruction

Write, dictate or communicate directions for a partner to rebuild the first arrangement without seeing it.

My step-by-step directions

A clarification question and improved instruction

My next step

What will I try, and who can support it? Write, draw, dictate, sign or use AAC.

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Accessibility & alternative responses

All information is in text and can be read aloud, by screen reader or through the learner's Braille workflow. Substitute objects or verbal models if manipulation is inaccessible.

Teacher facilitation

Use stable, safe, graspable materials chosen with the learner. Ask permission before hands-on guidance. Assess spatial reasoning, not visual imitation or motor speed.

Family-use suggestion

Invite the learner to choose what to share. Try one support together, ask what helped, and change the plan with their permission. Do not turn this sheet into a test or require private information.

Specialist formats

These printouts are not Braille. Embossed Braille and specialist tactile materials need qualified, technically validated production. The accessible digital version supplies structured text, not a specialist-format substitute.