Deaf & Hard-of-Hearing Students · Students · Grades 3–5 · FREE

Visual Learning Challenge

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

Learning goal: Use complete written information to solve and explain a sequencing puzzle without audio.

A puzzle should not require hearing an unstated clue. All clues here are written. You may use text, counters, tactile objects or an accessible description to show your reasoning.

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.

Solve the sequence

Four exhibits are labeled A, B, C and D. A is first. C comes immediately after B. D is not last. Arrange the exhibits from first to fourth.

My order: first, second, third, fourth

A clue that helped me decide

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Visual Learning Challenge

Explain the rejected order

Could A–B–C–D work? Use a written clue to explain, not an audio hint.

Why this order works or does not

How I represented the clues

Optional deeper thinking · Grades 6–8

Write a five-item sequencing puzzle and prove whether its clues give one solution or several.

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Visual Learning Challenge

Build a new puzzle

Change one clue and test whether your revised puzzle has a solution.

My changed clue

My new order and explanation

My next step

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

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Visual Learning Challenge

Accessibility & alternative responses

Use labeled counters or tactile objects with verbal/text descriptions. No clue depends on color, a sound or an image alone.

Teacher facilitation

Answer: A–D–B–C. A–B–C–D fails because D cannot be last. Provide all feedback in writing or the learner’s chosen communication mode; interpreting access remains important even for visually presented tasks.

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.

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