

# LESSON 6

## Can we identify the best conditions for storms?

Adaptations for:

**STEP 3: When Did it Rain? (pg. 25)**

### EXPLANATION:

The temperature and humidity graphs for Step 3 are small and difficult to read for students who are blind or have low vision. The graphs use the same color scheme for different data (temperature and humidity), which can be challenging for students to differentiate between them. Additionally, the directions for analyzing the graphs are not clear enough for some students.

### ADAPTATION FOR STEP 3:

**UDL Principle:** [Multiple Means of Representation](#)

- Create an adapted student sheet for Lesson 6: Step 3, which has larger graphs and the data for each day on separate pages. Analysis question 2 at the end has been separated into three different questions so students can focus on describing one pattern at a time.

### ADAPTED MATERIALS:

N/A

### IMPLEMENTATION NOTES:

It is helpful to have students work through all of the Lesson 6 activities in pairs. Students who are deaf or hard of hearing can sometimes exclude themselves and shy away from group work, even when an interpreter is present to facilitate discussion between students. Working with just one partner might be more engaging for your focal student. Deaf students sometimes miss out on “accidental teaching” - they don’t experience the learning benefit of overhearing a discussion a teacher has with other students. Try to repeat information to the whole class that was discussed with a specific student or group. This gives the interpreter a chance to share with the deaf student. Remind students to speak loudly enough for interpreters or students who are hard of hearing to hear them.

### MY STUDENTS’ UNIQUE NEEDS:

My school houses the deaf and hard-of-hearing students for all schools in a 50-mile radius. Students who are deaf or hard-of-hearing need directions chunked and repeated, which benefits other students as well. Both students who are blind or have low vision and students who are deaf or hard of hearing benefit from color differentiation when comparing different types of data, for example, to make it easier to see and to help focus attention.

