



T3 Braille Teacher's Guide
Module 3 (UEB Contractions), Level A
Version 1 (July 2022)

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 - Exceptional Teaching Inc

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Sheet B3C-A1

Numbers

“The first ten letters of the alphabet, a, b, c, d, e, f, g, h, i, and j, stand for the numbers 1 through 9 and 0. When you hear the following tone, swipe right to hear more.

The first line on this sheet is the study line. There is a solid line below it called the separation line. The braille that is below the separation line are the exercise lines.

Look at the braille symbols on the study line. You are reading the numbers 1, 2, and 3. A number in braille is always preceded by the numeric indicator. It is bottom on the first side and top, middle, bottom on the second.

The number 1 is written with the numeric indicator followed by top on the first side.

The number 2 is written with the numeric indicator followed by top, middle first side.

The number 3 is written with the numeric indicator followed by top first side, top second side.”

Activity 1

“The numbers 1, 2, and 3 on the exercise lines are not in order. Begin on the first exercise line below the separation line. Read the numbers on all three exercise lines. Press on every number 1 that you find on the exercise lines.”

Activity 2

“Go back to the first exercise line and press on every number 2 that you find on the exercise lines.”

Activity 3

“Go back to the first exercise line and press on every number 3 that you find on the exercise lines.”

1 2 3

1 2 3 3 2 1 1 2 3 2

3 2 1 2 2 3 1 2 3 1

2 3 1 3 2 1 2 3 1 3

Sheet B3C-A2

"The first line on this sheet is the study line. There is a separation line below the study line followed by three exercise lines. There is a second separation line below the three exercise lines. There are six lines below the second separation line. Find all the lines on the sheet. When you hear the following tone, swipe right to hear more.

The first line, or study line, on this sheet shows the braille numbers 1 through 6. You already know the numbers 1 through 3. The number 4 is top first side, top, middle second side. The number 5 is top first side, middle second side. The number 6 is top, middle first side, top second side. Read all the numbers on the study line."

Activity 1

"Start on the first exercise line below the first separation line. Read the next three lines of numbers. Press on every number 4 you find. Stop at the second separation line."

Activity 2

"Go back to the first exercise line below the first separation line. Press on every number 5 you find."

Activity 3

"Go back to the first exercise line and press on every number 6 you find."

Activity 4

"Throughout this book, you will also practice writing the braille you are learning. When asked to write, take out your braille writer and insert your paper. Always put your name at the top of the page. Take out your braille writer, insert this sheet, and label your paper. You will now practice braille the numbers 1, 2, 3, 4, 5, and 6. The numbers 1 through 6 are brailled below the second separation line. Each line shows the number repeated 3 times with a space between each number. The first line shows 1, space, 1, space, 1, space. The second line shows 2, space, 2, space, 2, space. Look at all the lines. It is important to remember that the numeric indicator must always be repeated after a space. On your paper, braille a full line of 1's with a space between each number. Continue practicing each number by following the example on the worksheet. Be sure to include the numeric indicator before each number and a space after each."

1 2 3 4 5 6

1 5 6 5 4 2 3 4 2 1

3 4 5 1 6 2 5 6 4 1

6 5 4 3 2 1 5 6 5 6

1 1 1

2 2 2

3 3 3

4 4 4

5 5 5

6 6 6

Sheet B3C-A3

“The first line on this sheet has the braille numbers 1 through 9 and 0. You already know the numbers 1 through 6. The number 7 is top middle first side, top middle second. The number 8 is top, middle first side, middle second side. The number 9 is middle first side, top second side. The 0 is middle first side, top middle second side. Read the numbers on the study line. When you hear the following tone, swipe right to hear more.”

Activity 1

“Start on the first exercise line below the first separation line. Read the next three lines of numbers. Press on each number 7 that you read. Stop at the second separation line.”

Activity 2

“Go back to the first exercise line below the first separation line. Press on each number 8 that you read.”

Activity 3

“Go back to the first exercise line below the first separation line. Press on each number 9 that you read.”

Activity 4

“Go back to the first exercise line below the first separation line. Press on every 0 that you read.”

Activity 5

“You will now practice braille the numbers 7, 8, 9, and 0. Take out your braille writer, insert this worksheet, and label the sheet with your name. Read the four lines below the second separation line. The numbers 7 through 9 and 0 appear on the lines. Using the lines as an example, braille a full line of the number 7, a full line of the number 8, a full line of the number 9, and a full line of zeroes. Be sure and space after each number. Remember that you must always braille the numeric indicator after a space.”

1 2 3 4 5 6 7 8 9 0
2 5 7 9 8 0 6 7 5 8
2 7 8 9 0 4 3 2 0 9
9 0 3 6 5 0 8 9 6 8
7 7 7
8 8 8
9 9 9
0 0 0

Sheet B3C-A4

Activity 1

“There are 5 lines of full cells on this sheet. There are three different numbers below each line of full cells. Count the full cells on each line, then press on the number that is the same as the number of full cells you counted.”

= = = =
1 4 3
= = = = = =
3 5 6
= =
3 2 7
= = = = = = = =
6 3 8
= = = = =
5 7 1

Sheet B3C-A5

“The next two sheets have numbers going down the left column of the page. Begin by reading each number on the page.”

Activity 1

“Roll this sheet into your braille writer and put your name at the top. Read the first number. Braille the same number of full cells you just read after the number. Continue reading each of the numbers on the page and braille full cells to represent that number.”

8
5
2
4
10
3
9
6
4

Sheet B3C-A6

Activity 1

“Roll this sheet into your braille writer and put your name at the top. Read the first number. Braille the same number of full cells you just read after the number. Continue reading each of the numbers on the page and brailing full cells to represent that number.”

6
14
7
12
0
4
9
15
3
8
5

Sheet B3C-A7

“This sheet will introduce you to the hyphen. The hyphen is bottom first side, bottom second side. It is often used to write the date. Look at the first date on this sheet. It is 12-11-2015. Be sure to notice that the numeric indicator must be repeated after the hyphen.”

Activity 1

“There are 5 dates on this sheet. Read each of the dates out loud.”

Activity 2

“Take out your braille writer and put your name and the date at the top of the sheet. Remember to rewrite the number sign after the hyphen. Roll down to a blank space and write your birth date, tomorrow’s date, and your teacher’s birth date.”

12-11-2015

8-16-2000

11-23-2014

7-4-1999

8-20-2015

Sheet B3C-A8

“The first group of contractions you are going to learn are braille letters that stand for whole words. These contractions are called alphabetic wordsigns. The alphabetic wordsigns are only used when the word stands by itself. When you hear the following tone, swipe right to hear more.

The first three contractions are on the study line at the top of the sheet. They are the words can, go, and like. The letter ‘c’ stands for the word ‘can’, the letter ‘g’ stands for the word ‘go’, and the letter ‘l’ stands for the word ‘like’.

Go to the first sentence below the separation line. You will notice that the numbers at the beginning of each sentence are followed by a period. Also, each sentence begins with a capital and ends with a period. The capital letter indicator is bottom on the second side. The period is middle on the first side, middle, bottom on the second side.

Activity 1

“Read the four sentences below the separation line. Press on any word you are not sure about to hear it spoken. When you can read all four sentences, swipe right to continue.”

Activity 2

“Press on the word ‘can’ each time it appears in the four numbered sentences.”

Activity 3

“Press on the word ‘go’ each time it appears in the four numbered sentences.”

Activity 4

“Press on the word ‘like’ each time it appears in the four numbered sentences.”

Activity 5

“After the second separation line, near the bottom of the page, there are three sentence starters. Each sentence starter ends with a blank. The blank symbol is also called an underscore. It is a two cell symbol, top, bottom second side followed by bottom first side, bottom second side. Read each sentence starter. Take out your braille writer and put your name and the date at the top of this sheet. Rewrite each sentence starter and finish the sentence with your own words. Do not write the blank. Remember to begin each sentence with a capital indicator and end each sentence with a period.”

can go like

1. He can go.
2. I like my dog.
3. Go like me.
4. My dog can go like me.

I can _____

I like to _____

I go _____

Sheet B3C-A9

“Each sentence on this sheet has a blank, and below each sentence is a pair of words.”

Activity 1

“Each sentence on this sheet has a blank. Read each sentence. Press on the word that best fits in the blank.”

Activity 2

“Take out your braille writer and a clean piece of paper. Put your name, date, and sheet number at the top of the paper. Rewrite each sentence using the word that best fits in the blank.”

Note: Students can braille more than one lesson on a page. Encourage them to braille the page number before each lesson.

He ____go. can like
____like me. Like Go
I ____my cat. can like
My cat ____ go. go can
My dog can ____. like go

Sheet B3C-A10

“Read the model sentence that begins on the top line. There are 2 full cells at the beginning of the model sentence and 2 full cells at the end.”

Activity 2

“Beginning on the second line, press on the words, in the same order, as they appear in the model. You will repeat the sentence more than once. Continue until you reach the end of the page.”

Activity 3

“Place a sheet in your braille writer and label the page with your name and the date. Write the model sentence three times on the sheet.”

== He can go like me. ==
He sat is can sat go is sat like me.
bat He can cat go bat like cat me.
bat He sat can sat go sat is like me.
is He bat can is sat go like sat me.
He sat can bat go cat like bat me.

Sheet B3C-A11

“Three new alphabetic *wordsigns* are on the study line at the top of the sheet. The study line is followed by a separation line. Remember, these *wordsigns* must stand alone. They are the words, *but*, *do*, and, *you*. The letter ‘b’ stands for the word *but*, the letter ‘d’ stands for the word *do*, and the letter ‘y’ stands for the word *you*.”

Activity 1

“Read the five sentences below the separation line. Press on any word you are not sure about to hear it spoken. When you can read all five sentences, swipe right to continue.”

Activity 2

“Go back to sentence 1. Press on the word "but" every time it appears in the numbered sentences.”

Activity 3

“Go back to sentence 1 and press on the word "do" every time it appears in the numbered sentences.”

Activity 4

“Go back to sentence 1 and press on the word "you" every time it appears in the numbered sentences.”

Activity 5

“Read each sentence aloud one more time.”

Activity 6

“After the second separation line, near the bottom of the page, there are three sentence starters. Each sentence starter has a braille blank. Read each sentence starter. Take out your braille writer and put in paper. Label your paper. Rewrite each sentence starter and finish the sentence with your own words. Do not write the blank. Remember to begin each sentence with a capital and end each sentence with a period.”

but do you

1. My cat can sit.

2. But my cat is fat.

3. You can sit too.

4. You do like my cat.

5. But my fat cat sat.

I can go but _____

You can _____

You do like _____

Sheet B3C-A12

“Each sentence on this sheet has a blank, and below each sentence is a pair of words.”

Activity 1

“Each sentence on this sheet has a blank. Read each sentence. Below each sentence are two words. Press on the word that best fits in the blank.”

Activity 2

“Take out your braille writer and a piece of paper. Label your paper. Rewrite each sentence using the word that best fits in the blank.”

<p>____ like me too.</p> <p>You Can</p> <p>I ____ like you.</p> <p>you do</p> <p>____ he likes you too.</p> <p>You But</p> <p>____ can like me too.</p> <p>You Do</p> <p>I ____ like my game.</p> <p>do you</p>

Sheet B3C-A13

Activity 1

“Read the model sentence that begins on the top line. There are 2 full cells at the beginning of the model sentence and 2 full cells at the end.”

Activity 2

“Beginning on the second line, press on the words, in the same order, as they appear in the model. You will repeat the sentence more than once. Continue until you reach the end of the page.”

Activity 3

“Place the sheet in your braille writer and label the page with your name and the date. Write the model sentence three times at the bottom of the sheet.”

== But you do like me. ==
he But a you ran wig do like he me.
a But he you ran do ran wig like a ran
me. a he wig But ran a you wig do
like a me. a ran But ran you do ran like
a me. But ran he a you wig do he like
me. But you he wig do ran a like a me.

Sheet B3C-A14

This page reviews all of the alphabetic wordsigns learned so far.

Activity 1

“The alphabetic *wordsigns* you have learned are on the study line at the top of the sheet. There is a separation line below the study line. Read the study line.”

Activity 2

“Read each sentence until you reach the second separation line.”

Activity 3

“Find the second separation line near the bottom of the page. There are three sentence starters below the second separation line. Read each sentence starter. Take out your braille writer and put in paper. Label your paper. Rewrite each sentence starter and then finish the sentence with your own word or words. Do not write the blank.”

but can do go you like

1. I like my hat.
2. You can go get a cookie.
3. You can do a lot.
4. You do like my new game.
5. I like my food but not my milk.

1. You like _____

2. I can _____

3. He can _____

Sheet B3C-A15

Three new alphabetic wordsigns are on the study line at the top of the sheet. The study line is followed by a separation line. Remember, these contractions must stand alone. They are the words, *people*, *so*, and *will*. The letter 'p' stands for the word *people*, the letter 's' stands for the word *so*, and the letter 'w' stands for the word *will*."

Activity 1

"Read each sentence until you reach the second separation line."

Activity 2

"Go back to sentence 1. Press on the word 'people' every time it appears in the numbered sentences."

Activity 3

"Go back to sentence 1. Press on the word 'so' every time it appears in the numbered sentences."

Activity 4

"Go back to sentence 1 and press on the word 'will' every time it appears in the numbered sentences."

Activity 5

"Read each sentence aloud one more time."

Activity 6

"After the second separation line, near the bottom of the page, there are two sentence starters. Each sentence starter has a braille blank. Read each sentence starter. Take out your braille writer and put in paper. Label your paper. Rewrite each sentence starter and finish the sentence with your own words. Do not write the blank. Remember to begin each sentence with a capital and end each sentence with a period."

people so will

1. You people can play my game.
2. You can play so well.
3. He will play so he can go.
4. He will go play my game.
5. People can come play my game.
6. My game is so fun.

1. People will _____

2. My mom is so _____

Sheet B3C-A16

“Each sentence on this sheet has a blank, and below each sentence is a pair of words.”

Activity 1

“Each sentence on this sheet has a blank. Read each sentence. Below each sentence are two words. Press on the word that best fits in the blank.”

Activity 2

“Take out your braille writer and a piece of paper. Label your paper. Rewrite each sentence using the word that best fits in the blank.”

I like ____ a lot.
so people

He ____ like people too.
people will

He is ____ fun.
so will

People ____ like my game.
will people

____ will like my fun game.
So People

Sheet B3C-A17

Activity 1

“Read the model sentence that begins on the top line.”

Activity 2

“Beginning on the second line, press on the words, in the same order, as they appear in the model. You will repeat the sentence more than once. Continue until you reach the end of the page.”

Activity 3

“Place the sheet in your braille writer and label the page with your name and the date. Write the model sentence three times at the bottom of the sheet.”

== People will like my hat. ==

People can go will you a like can dog you my mom go
can hat. mom can People a go will you like my
hat. People go can will like mom go my go hat.
People go mom will go you like you can mom my dog
a hat. People can go will dog a like mom my
can a hat. will go People can will like go my hat.

Sheet B3C-A18

"Swipe right to begin."

Activity 1

"Read the model sentence that begins on the top line."

Activity 2

"Beginning on the second line, press on the words, in the same order, as they appear in the model. You will repeat the sentence more than once. Continue until you reach the end of the page."

Activity 3

"Place the sheet in your braille writer and label the page with your name and the date. Write the model sentence three times at the bottom of the sheet."

== I will eat so well. ==
I but sat will 3 a eat make sat so
well. like sat I make 3 will 3 eat
so make but 3 well. make I 3 will
make eat 3 so make sat well. I
do like will but sat eat so do make well.
I 3 will eat make but so sat well.

Sheet B3C-A19

“Three new alphabetic *wordsigns* are at the top of this sheet. Remember, these contractions must stand alone. They are the words *us*, *that*, and *more*. The letter ‘u’ stands for the word *us*, the letter ‘t’ stands for the word *that*, and the letter ‘m’ stands for the word *more*.

Activity 1

“Read each sentence until you reach the second separation line.”

Activity 2

“Go back to sentence 1. Press on the word ‘us’ every time it appears in the numbered sentences.”

Activity 3

“Go back to sentence 1. Press on the word ‘that’ every time it appears in the numbered sentences.”

Activity 4

“Go back to sentence 1. Press on the word ‘more’ every time it appears in the numbered sentences.”

Activity 5

“Read each sentence aloud one more time.”

Activity 6

“After the second separation line, near the bottom of the page, there are two sentence starters. Each sentence starter has a braille blank. Read each sentence starter. Take out your braille writer and put in paper. Label your paper. Rewrite each sentence starter and finish the sentence with your own words. Do not write the blank. Remember to begin each sentence with a capital and end each sentence with a period.”

us that more

1. He will make us run.
2. Dad will drive us.
3. My mom is that funny.
4. Dad can meet us.
5. That dog is fat.
6. That room is more messy.

I have more _____

You will _____

Sheet B3C-A20

“Each sentence on this sheet has a blank, and below each sentence is a pair of words.”

Activity 1

“Each sentence on this sheet has a blank. Read each sentence. Below each sentence are two words. Press on the word that best fits in the blank.”

Activity 2

“Take out your braille writer and a piece of paper. Label your paper. Rewrite each sentence using the word that best fits in the blank.”

____ is my balloon.

More That

He has ____ cake.

more us

Cake will fill ____ up.

more us

____ cake made my tummy full.

That Us

I will eat ____ anyway.

us more

Sheet B3C-A21

Activity 1

“Read the model sentence that begins on the top line.”

Activity 2

“Beginning on the second line, press on the words, in the same order, as they appear in the model. You will repeat the sentence more than once. Continue until you reach the end of the page.”

Activity 3

“Place the sheet in your braille writer and label the page with your name and the date. Write the model sentence three times at the bottom of the sheet.”

== That is my tall dad. ==
ball That can sat he is make like but my
tall sat like dad. He but That make like
is he but can make my like sat tall like
dad. like make That can ball is my sat
tall He dad. make ball That can is
sat my make ball tall dad. ball
That make but is like my tall He dad.

Sheet B3C-A22

Activity 1

“Read the model sentence that begins on the top line.”

Activity 2

“Beginning on the second line, press on the words, in the same order, as they appear in the model. You will repeat the sentence more than once. Continue until you reach the end of the page.”

Activity 3

“Place the sheet in your braille writer and label the page with your name and the date. Write the model sentence three times at the bottom of the sheet.”

== More food will make us full. ==
on I More home do people food cat people will
play make I home us full. do I
More play on food I will home make
us cat on full. game More people food will
home make people us I cat do full.
home cat More people food will home play
make on I do us play cat full.

Sheet B3C-A23

This page reviews all of the alphabetic *wordsigns* learned so far.

Activity 1

“The alphabetic *wordsigns* you have learned are on the study line at the top of the sheet. There is a separation line below the study line. Read the study line.”

Activity 2

“Read each sentence until you reach the second separation line.”

Activity 3

“You will now read all the sentences between the separation lines out loud and I am going to time you to see how quickly you can read the sentences.” Record your student’s time.

Activity 4

“Now you get to challenge yourself! Read these sentences again and see if you can beat your time.”

Activity 5

“After the second separation line, near the bottom of the page, there are two sentence starters. Each sentence starter has a braille blank. Read each sentence starter. Take out your braille writer and put in paper. Label your paper. Rewrite each sentence starter and finish the sentence with your own words.”

can go like but do you so will people that more us

People you like will go on a trip.

But I want more people on my trip.

So we will ask Max.

Max will like us.

We all will go on that fun trip.

My van can take us all.

1. More people will _____

2. You do like _____

Sheet B3C-A24

Three new alphabetic *wordsigns* are at the top of this sheet. Remember, these *wordsigns* must stand alone. They are the words *every*, *have*, and *not*. The letter ‘e’ stands for the word *every*, the letter ‘h’ stands for the word *have*, and the letter ‘n’ stands for the word *not*.

You will notice that sentence 4 wraps to the next line. Always be sure to look for a period to signify the end of a sentence.

Activity 1

“Read each sentence until you reach the second separation line.”

Activity 2

“Go back to sentence 1. Press on the word ‘every’ each time it appears in the numbered sentences.”

Activity 3

“Go back to sentence 1. Press on the word ‘have’ each time it appears in the numbered sentences.”

Activity 4

“Go back to sentence 1. Press on the word ‘not’ each time it appears in the numbered sentences.”

Activity 5

“Read each sentence aloud one more time.”

Activity 6

“After the second separation line, near the bottom of the page, there are two sentence starters. Each sentence starter has a braille blank. Read each sentence starter. Take out your braille writer and put in paper. Label your paper. Rewrite each sentence starter and finish the sentence with your own words.”

every have not

1. I am not cold or hot.
2. Put a cookie on every plate.
3. He will not go on my bike.
4. I have two new dresses that I
like.
5. My mom is not home.
6. Every dog will take a nap.

-
1. We have every _____
 2. I will not _____

Sheet B3C-A25

Each sentence on this sheet has a blank, and below each sentence is a pair of words.

Activity 1

“Each sentence on this sheet has a blank. Read each sentence. Press on the word below it that best fits in the blank.”

Activity 2

“Take out your braille writer and a piece of paper. Label your paper. Rewrite each sentence using the word that best fits in the blank.”

Every class will ____ a new desk.

not have

My closet is ____ messy.

not every

____ new plant will get sun.

Have Every

He will go on ____ class trip.

every not

I ____ two new dogs.

have not

Sheet B3C-A26

Activity 1

“Read the model sentence that begins on the top line.”

Activity 2

“Beginning on the second line, press on the words, in the same order, as they appear in the model. You will repeat the sentence more than once. Continue until you reach the end of the page.”

Activity 3

“Place the sheet in your braille writer and label the page with your name and the date. Write the model sentence three times at the bottom of the sheet.”

== Every dad does not have a hat. ==
Every run dad like sit does not cake have
food a food hat. people Every cake dad
can like run does sit not run have people like a
hat. Every cake dad can does cane not
sit have people run people a hat. sit Every dad
does cake sit not run have like a hat.
Every people dad sit can does not cake run
have like can a food can hat. people sit cake

Sheet B3C-A27

“Three new alphabetic *wordsigns* are at the top of this sheet. Remember, these *wordsigns* must stand alone. They are the word *from*, the word *it*, and the word *as*. The letter ‘f’ stands for the word *from*, the letter ‘x’ stands for the word *it*, and the letter ‘z’ stands for the word *as*.

Activity 1

“Read each sentence until you reach the second separation line.”

Activity 2

“Go back to sentence 1. Press on the word ‘from’ every time it appears in the numbered sentences.”

Activity 3

“Go back to sentence 1. Press on the word ‘it’ every time it appears in the numbered sentences.”

Activity 4

“Go back to sentence 1. Press on the word ‘as’ every time it appears in the numbered sentences.”

Activity 5

“Read each sentence aloud one more time.”

Activity 6

“After the second separation line, near the bottom of the page, there are three sentence starters. Each sentence starter has a braille blank. Read each sentence starter. Take out your braille writer and put in paper. Label your paper. Rewrite each sentence starter and finish the sentence with your own words. Do not write the blank. Remember to begin each sentence with a capital and end each sentence with a period.”

from it as

1. It is so funny.
2. My new dress is from Mom.
3. It is as hot as we like.
4. I have a note from Dad.
5. I am as tall as you.
6. He will have cake from my plate.

1. It is from _____
2. I am as _____
3. My favorite animal is _____

Sheet B3C-A28

Each sentence on this sheet has a blank, and below each sentence is a pair of words.

Activity 1

“Each sentence on this sheet has a blank. Read each sentence. Below each sentence are three words. Circle the word that best fits in the blank.”

Activity 2

“Take out your braille writer and a piece of paper. Label your paper. Rewrite each sentence using the word that best fits in the blank.”

My pants came ____ Tom.
can you from

____ is blue or orange.
It Like But

He will run ____ my dad.
every from not

I am ____ tall as Katie.
do it as

I like cookies ____ my mom.
as but from

Sheet B3C-A29

Activity 1

“Read the model sentence that begins on the top line.”

Activity 2

“Beginning on the second line, press on the words, in the same order, as they appear in the model. You will repeat the sentence more than once. Continue until you reach the end of the page.”

Activity 3

“Place the sheet in your braille writer and label the page with your name and the date. Write the model sentence three times at the bottom of the sheet.”

== My room is as I like it. ==
happy so My will place room more so is
try as I happy like place so sun it.
try My room happy more so sun is
as cat will I try sun like try it. try
My happy ran sun room try is as
try will I cat sun like more it. happy
more My ran room happy try is more as
try I happy sun like place it. ran

Sheet B3C-A30

Activity 1

“Read the model sentence that begins on the top line.”

Activity 2

“Beginning on the second line, press on the words, in the same order, as they appear in the model. You will repeat the sentence more than once. Continue until you reach the end of the page.”

Activity 3

“Place the sheet in your braille writer and label the page with your name and the date. Write the model sentence three times at the bottom of the sheet.”

== It is from my favorite new

place. ==

It cup lay is key people not from cup

my people favorite do new will place.

It will do is books from lay do people my

favorite lay new cup place. It

is from cup that my lay favorite new

place. do people It cup key is lay from

my lay favorite new place. people It

is from my will favorite new place.

Sheet B3C-A31

This page reviews all of the alphabetic *wordsigns* learned so far.

Activity 1

“The alphabetic *wordsigns* you have learned are on the two study lines at the top of the sheet. There is a separation line below the second study line. Read the study lines.”

Activity 2

“Read each sentence until you reach the end of the page.”

Activity 3

“You will now read all the sentences below the separation lines out loud and I am going to time you to see how quickly you can read the sentences.” Record your student’s time.

Activity 4

“Now you get to challenge yourself! Read these sentences again and see if you can beat your time.”

can go like but do you so will people us that more every have
not it as from

It is as sunny as I like.

We all go to my home so we can
swim.

We will have fun as we swim.

It is so hot we will swim so that we can
get cool.

All my favorite people will swim at my
pool.

It is as fun as I like.

Sheet B3C-A32

Activity 1

“This page has 5 sentence starters. Read each sentence starter.”

Activity 2

“Take out your braille writer and put in a piece of paper. Label your paper. Rewrite each sentence starter and then finish the sentence.”

1. I have not _____
2. He will _____
3. Every girl can _____
4. My _____ is from _____
5. You do have more _____

Sheet B3C-A33

“The last two alphabetic *wordsigns* you will learn in this part are at the top of this sheet. Remember, the alphabetic *wordsigns* must stand alone. They are the word *just* and the word *very*. The letter ‘j’ stands for the word *just* and the letter ‘v’ stands for the word *very*.”

Activity 1

“Read each sentence until you reach the second separation line.”

Activity 2

“Go back to sentence 1. Press on the word ‘just’ every time it appears in the numbered sentences.”

Activity 3

“Go back to sentence 1. Press on the word ‘very’ every time it appears in the numbered sentences.”

Activity 4

“Read each sentence aloud one more time.”

Activity 5

“After the second separation line, near the bottom of the page, there are two sentence starters. Each sentence starter has a braille blank. Read each sentence starter. Take out your braille writer and put in paper. Label your paper. Rewrite each sentence starter and finish the sentence with your own words. Do not write the blank. Remember to begin each sentence with a capital and end each sentence with a period.”

just very

1. It is just my size.
 2. He can hit that ball very well.
 3. I did a very nice job.
 4. That cake is very yummy.
 5. I am just so very happy.
 6. He is a very nice boy.
-

1. I just _____
2. My Dad is very _____

Sheet B3C-A34

Each sentence on this sheet has a blank, and below each sentence is a pair of words.

Activity 1

“Read sentence number 1, then press on the word below it that best fills in the blank.”

Activity 2

“Read sentence number 2, then press on the word below it that best fills in the blank.”

Activity 3

“Read sentence number 3, then press on the word below it that best fills in the blank.”

Activity 4

“Read sentence number 4, then press on the word below it that best fills in the blank.”

Activity 5

“Read sentence number 5, then press on the word below it that best fills in the blank.”

Activity 6

“Take out your braille writer and a clean piece of paper. Put your name, date, and sheet number at the top of the paper. Rewrite each sentence using the word that best fits in the blank.”

That is a ____ nice jacket.

just that very

Bill is ____ sleepy.

us can very

He is ____ so funny.

but just very

That is a ____ tall tree.

just very that

That baby is ____ two.

very can just

Sheet B3C-A35

Activity 1

“Read the model sentence that begins on the top line.”

Activity 2

“Beginning on the second line, press on the words, in the same order, as they appear in the model. You will repeat the sentence more than once. Continue until you reach the end of the page.”

Activity 3

“Place the sheet in your braille writer and label the page with your name and the date. Write the model sentence three times at the bottom of the sheet.”

== We just ran from that dog. ==
he cat We can tree just sat ran he
from go that he dog. cat he We sat just
like go man ran can man from sat that man like
tree dog. he We just go like sat ran
from he sat like that tree dog. cat go like
We he go can man just like cat ran from he
like that sat can dog. like he tree go We
just he can go ran like from that tree go dog.

Sheet B3C-A36

The alphabetic wordsigns that you have learned so far appear in the left column. Your job is to read each alphabetic wordsign in the left column, and then find and press a word that rhymes with it in the right column of words.

Activity 1

“Read word sign number 1 in the left column, then find the rhyming word in the column on the right.

Read word sign number 2 in the left column, then find the rhyming word in the column on the right.

Read word sign number 3 in the left column, then find the rhyming word in the column on the right.

Read word sign number 4 in the left column, then find the rhyming word in the column on the right.

Read word sign number 5 in the left column, then find the rhyming word in the column on the right.

Read word sign number 6 in the left column, then find the rhyming word in the column on the right.

Read word sign number 7 in the left column, then find the rhyming word in the column on the right.

Read word sign number 8 in the left column, then find the rhyming word in the column on the right.

Read word sign number 9 in the left column, then find the rhyming word in the column on the right.

more	man
can	no
do	come
not	jazz
from	zoo
go	rot
that	floor
but	hike
will	hat
as	cut
like	hill

Read word sign number 10 in the left column, then find the rhyming word in the column on the right.

Read word sign number 11 in the left column, then find the rhyming word in the column on the right.”

Sheet B3C-A37

Activity 1

“There are five sentences on this page. Read each sentence until you reach the end of the page.”

Activity 2

“You will now read all the sentences yourself and I am going to time you to see how quickly you can read the sentences.” Record your student’s time.

Activity 3

“Now you get to challenge yourself! Read these sentences again and see if you can beat your time.”

Activity 4

“Place the sheet in your braille writer and label the page with your name and the date. Write 3 sentences describing your favorite hat or a hat that you would like to get.”

I have a new hat.

My hat is very fat.

My hat is from Matt.

My hat is not black.

I like my new hat that is from Matt.

Sheet B3C-A38

Each sentence on this sheet has a blank, and below each sentence is a pair of words.

Activity 1

“Read sentence number 1, then press on the word below it that best fills in the blank.”

Activity 2

“Read sentence number 2, then press on the word below it that best fills in the blank.”

Activity 3

“Read sentence number 3, then press on the word below it that best fills in the blank.”

Activity 4

“Read sentence number 4, then press on the word below it that best fills in the blank.”

Activity 5

“Read sentence number 5, then press on the word below it that best fills in the blank.”

Activity 6

“Take out your braille writer and a piece of paper. Label your paper. Rewrite each sentence using the word that best fits in the blank.”

<p>1. Dad will ask five ____.</p> <p>every more people</p> <p>2. It is ____ fun at that zoo.</p> <p>will more like</p> <p>3. You do have ____ book I have.</p> <p>go can every</p> <p>4. He is ____ funny.</p> <p>very people can</p> <p>5. It is ____ nice that we can go.</p> <p>people so more</p>

Sheet B3C-A39

Activity 1

“There are five sentences on this page. Read each sentence until you reach the end of the page.”

Activity 2

“You will now read all the sentences yourself and I am going to time you to see how quickly you can read the sentences.”

Record your student’s time.

Activity 3

“Now you get to challenge yourself! Read these sentences again and see if you can beat your time.”

Record your student’s time. Encourage your student to repeat the activity to improve their time.

Activity 4

“Place the sheet in your braille writer and label the page with your name and the date. Write 3 sentences describing a pet you have or a pet you would like to have.”

You do like dogs.

Mom will get me a new dog.

My dog will have black fur.

It can sleep on my floor.

I will so love my new dog.

Sheet B3C-A40

"The next set of *wordsigns* you are going to learn are called *strong contractions*. These strong contractions are sight words that are often used in reading and writing. The top line of this sheet shows two strong contractions. The first is the word *for* spelled f-o-r and the second is the word *of* spelled o-f.

A strong contraction is any braille sign that has dots in both the top and bottom rows and in both the left and right columns of the braille cell. Look at the *for* sign and the *of* sign to see how they are strong contractions."

Activity 1

"The contraction for the word *for* is the full braille cell. The contraction for the word *of* is top, middle, bottom first side and middle, bottom second side. The f-o-r contraction and the o-f contraction can also be used within a word. The second line on the page begins with the f-o-r sign and then shows examples of words that contain the f-o-r sign. The third line on the page begins with the o-f sign and is followed by examples of words that contain the o-f sign. Read the second and third lines."

Activity 2

"Begin below the separation line. Read each sentence."

Activity 3

"Go back to sentence 1. Press on the f-o-r sign every time it appears in the numbered sentences."

Activity 4

"Go back to sentence 1 and Press on the o-f sign every time it appears in the numbered sentences."

for of

for fort force form effort California

of off soft loft office

1. I like fruit for my snack.
2. My dad has a nice office.
3. Tom made a fort for us.
4. That cat will get off that tree.
5. That loft is fun for us.
6. My mom will have made coffee for
my dad.

Sheet B3C-A41

Each sentence on this sheet has a blank, and below each sentence is a pair of words.

Activity 1

“Read sentence number 1, then press on the word below it that best fills in the blank.”

Activity 2

“Read sentence number 2, then press on the word below it that best fills in the blank.”

Activity 3

“Read sentence number 3, then press on the word below it that best fills in the blank.”

Activity 4

“Read sentence number 4, then press on the word below it that best fills in the blank.”

Activity 5

“Read sentence number 5, then press on the word below it that best fills in the blank.”

Activity 6

“Take out your braille writer and a piece of paper. Label your paper. Rewrite each sentence using the word that best fits in the blank.”

I will bake pie ____you.

for of

I can have a piece ____cake.

for of

I have two ____my favorite snacks.

for of

That dress is ____my baby doll.

for of

My mom made a snack ____me.

for of

Sheet B3C-A42

“The top line of this sheet shows two more common *wordsigns*, or strong contractions. The first one is the word *and*, spelled a-n-d. The second *wordsign* is the word *the* spelled t-h-e.”

Activity 1

“The contraction for the word *and* is top, middle, bottom first side and top, bottom second side. The contraction for the word *the* is middle, bottom first side and top, bottom second side. The a-n-d contraction and the t-h-e contraction can also be used within a word. The second line on the page begins with the a-n-d sign and then shows examples of words that contain the a-n-d sign. The third line on the page begins with the t-h-e sign. It is followed by examples of words that contain the t-h-e sign. Read the second and third lines.”

Activity 2

“Begin below the separation line. Read each sentence until you reach the end of the page

Activity 3

“Go back to sentence 1. Press on the ‘a-n-d’ sign every time it appears in the numbered sentences.”

Activity 4

“Go back to sentence 1 and press on the ‘t-h-e’ sign every time it appears in the numbered sentences.”

and the

and band sand grand handy grandma

the then them they other brother

-
1. You can go and buy the new toys.
 2. Grandpa and Grandma like the tea.
 3. The dog will eat all the food from the
plate.
 4. I have put blue and orange
crayons on the desk.
 5. Grandpa will get the gift soon.

Sheet B3C-A43

Each sentence on this sheet has a blank, and below each sentence is a pair of words.

Activity 1

“Read sentence number 1, then press on the word below it that best fills in the blank.”

Activity 2

“Read sentence number 2, then press on the word below it that best fills in the blank.”

Activity 3

“Read sentence number 3, then press on the word below it that best fills in the blank.”

Activity 4

“Read sentence number 4, then press on the word below it that best fills in the blank.”

Activity 5

“Read sentence number 5, then press on the word below it that best fills in the blank.”

Activity 6

“Take out your braille writer and a piece of paper. Label your paper. Rewrite each sentence using the word that best fits in the blank.”

I like the black ____ blue

dress. and of the

____ girl is very funny.

And Of The

My grandma ____ grandpa will

visit soon.

of and the

He will take my books ____ bag

for me.

of the and

I can put ____ fork on the

placemat. the and of

Sheet B3C-A44

“The top line of this sheet shows one more common *wordsign*. It is the word *with* spelled w-i-t-h.”

Activity 1

“The contraction for the word *with* is middle, bottom first side and top, middle, bottom second side. The w-i-t-h contraction can also be used within a word. The second line on the page begins with the w-i-t-h sign and then shows examples of words that contain the w-i-t-h sign. Read the first two lines on this sheet.”

Activity 2

“Begin below the first separation line. Read each sentence until you reach the second separation line.”

Activity 3

“Go back to sentence 1. Press on the w-i-t-h sign every time it appears in the numbered sentences.”

Activity 4

“After the second separation line, near the bottom of the page, there are two sentences to complete. Take out your braille writer and put in paper. Label your paper. Rewrite each sentence and finish the sentence with your own words. Do not write the blank. Remember to begin each sentence with a capital and end each sentence with a period.”

with

with withhold withdraw withdrew

1. He will go on two rides with us.
 2. Take a jacket with you.
 3. He can hit the ball with my bat.
 4. I do not use a fork with fruit.
 5. That girl has a bag with blue
dots.
-

I like ____ with my ____

I like ____ with ____ for a snack.

Sheet B3C-A45

Each sentence on this sheet has a blank, and below each sentence is a pair of words.

Activity 1

“Read sentence number 1, then press on the word below it that best fills in the blank.”

Activity 2

“Read sentence number 2, then press on the word below it that best fills in the blank.”

Activity 3

“Read sentence number 3, then press on the word below it that best fills in the blank.”

Activity 4

“Read sentence number 4, then press on the word below it that best fills in the blank.”

Activity 5

“Read sentence number 5, then press on the word below it that best fills in the blank.”

Activity 6

“Take out your braille writer and a piece of paper. Label your paper. Rewrite each sentence using the word that best fits in the blank.”

He will run up ____ hill.

the and with

I like orange ____ purple.

and of the

My mom will go ____ us.

with and the

I can only buy 3 ____ them.

and the of

He sat on ____ sand with us.

and the with

Sheet B3C-A46

"This sheet has a poem called, I Like Bugs, by Nellie Edge. Enjoy reading the poem."

I like bugs

I like them

on my clothes

I like them

on my hands

And I like them

on my toes.

Sheet B3C-A47

Book Reading

The following page comes from the book, "The Dog", by Rozanne Lanczak Williams. To hear the picture descriptions, press on the two full cells before each sentence. If you do not know a word press to hear it spoken and continue pressing to hear it spelled.

This book also introduces page change indicators. When a print page change happens in the middle of a braille page, there will be a line of braille dots (bottom, bottom) followed by a number sign and then the new print page number. Enjoy reading "The Dog."

= = The Dog
-----2

= = The dog can sit.
-----3

= = The dog can run.
-----4

= = The dog can talk.
-----5

= = The dog can eat.
-----6

= = The dog can play.
-----7

= = The dog can sleep and sleep.
-----8

= = The dog can sleep and sleep and
sleep.

Sheet B3C-A48

“The last group of words you are going to learn in Part A, are *shortform* words. The *shortform* words are made up of two or more letters that are used to stand for the whole word. They are easy to remember because they use letters from the word they represent.

“Shortform words stand alone and can be used within a longer word as long as it is in the Shortform list.”

Note: The Shortform list for Part A is included in both print and braille.

“Look at the three words on the study line at the top of this sheet. They are the words *said*, *good*, and *little*. S-d stands for *said*, g-d stands for *good*, and l-l stands for *little*.”

Activity 1

“There are seven sentences on this sheet below the separation line. Read each sentence until you reach the second separation line.”

Activity 2

“Go back to sentence 1. Press on the word ‘said’ every time it appears in the numbered sentences.”

Activity 3

“Go back to sentence 1. Press on the word ‘good’ every time it appears in the numbered sentences.”

Activity 4

“Go back to sentence 1. Press on the word ‘little’ every time it appears in the numbered sentences.”

Activity 5

“Read each sentence aloud one more time.”

Activity 6

“After the second separation line, near the bottom of the page, there are two sentence starters. Each sentence starter has a braille blank. Read each sentence starter. Take out your braille writer and put in paper. Label your paper. Rewrite each sentence starter and finish the sentence with your own words. Do not write the blank. Remember to begin each sentence with a capital and end each sentence with a period.”

said good little

1. My mom said it is hot.
 2. He wrote a very good poem.
 3. I have a little gift for you.
 4. My brother is very little.
 5. That cake is very good.
 6. I have a very good book for you.
 - 7 Tom said he will play with me.
-

My mom said _____

I have a little _____

Sheet B3C-A49

Activity 1

“Read the model sentence that begins on the top line.”

Activity 2

“Beginning on the second line, press on the words, in the same order, as they appear in the model. You will repeat the sentence more than once. Continue until you reach the end of the page.”

Activity 3

“Place the sheet in your braille writer and label the page with your name and the date. Write the model sentence three times at the bottom of the sheet.”

== Mom said a little is good for you. ==

soda Mom can eat said not a boy little

milk not cat is eat soda good for boy

late you. boy so Mom not eat said a

soda little late cat milk is can so

good not can late for boy you. cat Mom

boy late said can eat a cat little boy

boy is not can good eat for late you. cat

Sheet B3C-A50

Each sentence on this sheet has a blank, and below each sentence is a pair of words.

Activity 1

“Read sentence number 1, then press on the word below it that best fills in the blank.”

Activity 2

“Read sentence number 2, then press on the word below it that best fills in the blank.”

Activity 3

“Read sentence number 3, then press on the word below it that best fills in the blank.”

Activity 4

“Read sentence number 4, then press on the word below it that best fills in the blank.”

Activity 5

“Read sentence number 5, then press on the word below it that best fills in the blank.”

Activity 6

“Take out your braille writer and a piece of paper. Label your paper. Rewrite each sentence using the word that best fits in the blank.”

1. My dog is a good ____ pet.

like little late

2. I have ____ I do not like juice.

so sat said

3. It is ____ that the baby is

asleep.

good go glad

4. I have a ____ note for you.

like look little

5. The pie is ____.

good gave go

Sheet B3C-A51

“This sheet has a poem called, I Love You Little, I Love You Lots. This poem has been changed slightly so that you can read all of the words. Enjoy reading!

I love you little

I love you lots.

My love for you can fill

10 pots

13 kettles

14 pans

3 cups

and 6 tubs.

Assessment Sheet B3C-A52

“Congratulations! You have completed all of the worksheets for Part A. The following 5 sheets will assess your knowledge of the contractions you have learned so far.”

Teacher Note: Once your student completes these assessment pages, determine if he/she is ready to move on to Part B.

Activity

“There are 5 lines of full cells on this sheet. There are three different numbers below each line of full cells. Count the full cells on each line, then press on the number below the line that is the same as the number of full cells you counted.”

=	=	=	=	=	=	=	=
6	3	8					
=	=	=	=				
2	4	6					
=	=	=	=	=			
3	5	7					
=	=	=	=	=	=	=	=
3	7	9					
=	=	=					
2	3	4					

Assessment Sheet B3C-A53

Each sentence on this sheet has a blank, and below each sentence is a pair of words.

Activity 1

“Read sentence number 1, then press on the word below it that best fills in the blank.”

Activity 2

“Read sentence number 2, then press on the word below it that best fills in the blank.”

Activity 3

“Read sentence number 3, then press on the word below it that best fills in the blank.”

Activity 4

“Read sentence number 4, then press on the word below it that best fills in the blank.”

Activity 5

“Read sentence number 5, then press on the word below it that best fills in the blank.”

Activity 6

“Take out your braille writer and a clean piece of paper. Put your name, date, and sheet number at the top of the paper. Rewrite each sentence using the word that best fits in the blank.”

My cat ____go.

can go

I ____like you.

you do

People ____like my game.

will people

____cake made my tummy full.

That Us

My closet is ____messy.

not every

Assessment Sheet B3C-A54

Each sentence on this sheet has a blank, and below each sentence is a pair of words.

Activity 1

“Read sentence number 1, then press on the word below it that best fills in the blank.”

Activity 2

“Read sentence number 2, then press on the word below it that best fills in the blank.”

Activity 3

“Read sentence number 3, then press on the word below it that best fills in the blank.”

Activity 4

“Read sentence number 4, then press on the word below it that best fills in the blank.”

Activity 5

“Read sentence number 5, then press on the word below it that best fills in the blank.”

Activity 6

“Take out your braille writer and a clean piece of paper. Put your name, date, and sheet number at the top of the paper. Rewrite each sentence using the word that best fits in the blank.”

I am ____ tall as Katie.

do it as

He will like ____ blue or orange.

it like but

He is ____ so funny.

but just very

That is a ____ tall tree.

just very that

It is ____ nice that we can go.

people so more

Assessment Sheet B3C-A55

Each sentence on this sheet has a blank, and below each sentence is a pair of words.

Activity 1

“Read sentence number 1, then press on the word below it that best fills in the blank.”

Activity 2

“Read sentence number 2, then press on the word below it that best fills in the blank.”

Activity 3

“Read sentence number 3, then press on the word below it that best fills in the blank.”

Activity 4

“Read sentence number 4, then press on the word below it that best fills in the blank.”

Activity 5

“Read sentence number 5, then press on the word below it that best fills in the blank.”

Activity 6

“Take out your braille writer and a clean piece of paper. Put your name, date, and sheet number at the top of the paper. Rewrite each sentence using the word that best fits in the blank.”

The jacket is blue ____orange

and for of

He will have cookies ____milk.

with a for

That gift is ____you.

and of for

My cat ate all ____my food.

and for of

That is ____black hat I like.

the for of

Assessment Sheet B3C-A56

Each sentence on this sheet has a blank, and below each sentence is a pair of words.

Activity 1

“Read sentence number 1, then press on the word below it that best fills in the blank.”

Activity 2

“Read sentence number 2, then press on the word below it that best fills in the blank.”

Activity 3

“Read sentence number 3, then press on the word below it that best fills in the blank.”

Activity 4

“Read sentence number 4, then press on the word below it that best fills in the blank.”

Activity 5

“Read sentence number 5, then press on the word below it that best fills in the blank.”

Activity 6

“Take out your braille writer and a clean piece of paper. Put your name, date, and sheet number at the top of the paper. Rewrite each sentence using the word that best fits in the blank.”

He ____ he is very hot.

said so sip

It is ____ that he took a nap.

go good gap

The baby has very ____ toes.

little lit like

I ____ he can go with me.

sir said so

That is a ____ dog.

lit like little