



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

T3 was developed by Touch Graphics Inc in collaboration with

- IDeA Center-University of Buffalo School of Architecture
 - Smith-Kettlewell Eye Research Institute
 - Exceptional Teaching Inc

T3 research and development funding by National Institute of Disability, Independent Living and Rehabilitation Research (NIDILRR), a component of the Administration for Community Living (ACL), US Department of Health and Human Services (HHS)
Award No. 90BISB0012-01-00



Project Staff

- Nicole Rittenour-Graphics
- Lindsay Yazzolino-Sales
- Zach Eveland-Technology
 - Steve Landau-Design
- Heamchand Subryan-Evaluator (IDeA Center)
 - Lucia Hasty-Content creator (T3 Games)
- Ann Cunningham-Content creator (T3 Stories)
 - Helene Holman-Content creator (T3 Braille)
 - Stephanie Herlich-Content creator (T3 Braille)
- James Dietz-Sound design Content creator (T3 Games)
 - Yue-Ting Siu-Pedagogy
 - Joshua Miele-Concept (Smith-Kettlewell)
- Valerie Morash-Experimental design (Smith-Kettlewell)
 - Jeanice Bainnson-Management
 - Gina Marie Clepper-Intern

Sheet B3C-B1

“We are going to begin by reviewing the period and learning the question mark. Just like print, you must always end a sentence with punctuation. There is no space between the last word and the punctuation. In braille the period is middle on the first side, middle bottom on the second. The question mark is middle bottom on the first side, bottom on the second.”

Activity 1

“Look at the first sentence above the separation line. It is a statement that ends with a period. Read the sentence, then swipe right to continue.”

Activity 2

“Look at the second sentence. It is a question that ends with a question mark. Read the sentence, then swipe right to continue.”

Activity 3

“Read each sentence below the separation line until you reach the end of the page, then swipe right to continue.”

Activity 4

“Go back to sentence 1. Read each sentence. Press on each sentence that ends with a period.”

He is very happy.

Will the baby sleep?

Activity 5

“Read each sentence again and press on all the question marks that end any sentence asking a question.”

1. I will go with you and Dad.

2. Can he play on the slide with me?

3. My favorite color is blue.

4. Tom can tell very funny jokes.

5. I have not told David he can go.

6. Is the milk too cold?

Activity 6

“Take out your braille writer and put in paper. Label your paper. Write 2 sentences that end with a period and 2 sentences that end with a question mark. Save your paper for your teacher.”

Sheet B3C-B2

Activity 1

“Read each sentence and decide if it is a question or a statement. Below each sentence is a ‘q’ for question or ‘s’ for statement. Press the letter to show if the sentence is a question or statement.”

Activity 2

“Take out your braille writer and put in paper. Label your paper. Write 2 sentences that end with a period and 2 sentences that end with a question mark. Save your paper for your teacher.”

My Mom said I have two new books.

q s

Mom made little cookies for me.

q s

Is it my turn?

q s

The duck will not swim or fly.

q s

Can he jump for my balloon?

q s

Sheet B3C-B3

“There are several braille contractions that occupy the bottom half of the cell, these are called lower wordsigns. The first lower wordsign you are going to learn is the word in. The in wordsign is written bottom on the first side and middle on the second. When a letter appears in the bottom half of the cell it is often referred to as ‘dropped’. Find the dropped ‘i’ on the first line. This ‘i’ is the lower wordsign in.”

Activity 1

“Beginning on line 1, Read each sentence until you reach the separation line.”

Activity 2

“Go back to sentence 1. press on the word in every time it appears in the numbered sentences. Stop at the separation line.”

Activity 3

“Read each sentence aloud one more time.”

Activity 4

“After the separation line, near the bottom of the page, there are two sentences. Each sentence has two braille blanks. Read each sentence. Take out your braille writer and put in paper. Label your paper. Rewrite each sentence and fill in the blanks with your own words.”

1. It is cool in the pool.
2. I am in the second grade.
3. He said he has 10 kids in the
class.
4. Can I have that fruit in my cup?
5. That nice boy is in my class.
6. My dad put candy in my
pocket.
7. My dog sleeps in my room.

I like the----- in the ----.

The cat will ---- in the ----.

Sheet B3C-B4

“The dropped ‘i’ is also a lower groupsign. A groupsign is a contraction that represents a group of letters found within a word. Whenever a dropped ‘i’ is found within a word it stands for the letters i-n. Read the words on the study line at the top of the sheet. All of these words have the i-n groupsign.”

Activity 1

“ Beginning on the numbered exercise lines below the first separation line, Read each sentence until you reach the second separation line.”

Activity 2

“Go back to sentence 1. press on the i-n lower groupsign every time it appears in the numbered sentences.”

Activity 3

“Read each sentence aloud one more time.”

Activity 4

“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.”

tin find inside hint fin tiny line

1. Can you find my swim fins for me?
 2. I will wait in line for you.
 3. It is very windy in San
Francisco.
 4. We will go inside since it is so
hot.
 5. I have a tiny spoon in my cup.
 6. I have a book in my bag.
-

Inside my bag is a ----

I will go in -----

Sheet B3C-B5

Activity 1

“Each sentence on this sheet has a blank. Read each sentence. Below each sentence are two words. press 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>1. My cat will sleep ----.</p> <p>inside insect</p> <p>2. My mom will pick me up in</p> <p>5 .</p> <p>--- miles minutes</p> <p>3. I have milk ---- my bag.</p> <p>in for</p> <p>4. My dog does not like the ----.</p> <p>wind line</p> <p>5. I have a ---- hole in my dress.</p> <p>tiny tint</p>
--

Sheet B3C-B6

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.”

== Find the coin in the tiny box. ==
call pin He will crate people Find pin the
coin go in have met the tiny crate box.
can bug He will people call Find come people the
crate coin in bug the pin tiny have box.
He go will Find people pin bug the have coin in
call the bug tiny box. pin He have will
Find bug people the coin crate go in pin
the call have tiny box. crate people He
will Find go pin the people have coin have in the
tiny call people box. have call people

Sheet B3C-B7

“In *Part A* you learned a few shortform words (said, good, and little). Remember, these contractions stand alone and can also be used within words. They are easy to remember because they use letters from the word they represent.”

Activity 1

“Look at the four words on the top line. They are the words your, him, could, and would. Tell me the shortform for each word.”

Activity 2

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

Activity 3

“Go back to sentence 1 and press on the letters y-r for the word your every time they appear in the numbered sentences.”

Activity 4

“Go back to sentence 1 and press on the letters h-m for the word your every time they appear in the numbered sentences.”

Activity 5

“Go back to sentence 1 and press on the letters c-d for the word your every time they appear in the numbered sentences.”

Activity 6

“Go back to sentence 1 and press on the letters w-d for the word your every time they appear in the numbered sentences.”

Activity 7

“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.”

your him could would

1. I have your jacket at home.
 2. Would your mom pick you up?
 3. We could play your game.
 4. If the cat could he would get the
rat.
 5. Ask him if he could grab your
book.
 6. He would buy the ball if he could.
-

He could ----

Ask him if your ----

Sheet B3C-B8

Activity 1

“Each sentence on this sheet has a blank. Read each sentence. Below each sentence are three 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.”

The monkey -----use the trunk as he
climbs the tree.

him could your

Take -----foot off my lap.

could him your

---- you mix the jello for me?

Him Would Your

I will get -----more black felt.

him could would

That dog ---- jump and get the frisbee.

him your could

Sheet B3C-B9

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.”

== If David could he would call
him for you. ==
If do David try could can he try would
bake call get little him for bake you.
If David try could he is bake would
is call do get him try for bake you.
If get try little David get could he
would do is call can try him little for you.
If can do David little try could do he
would little can is call bake him for is you.

Sheet B3C-B10

“The next groupsign you will learn is w-h. W-h is top first side, middle, bottom on the second side. W-h is called a ‘strong groupsign’ because there are dots in the top and bottom rows of the cell and the left and right columns of the cell. The w-h groupsign can appear anywhere within a word.”

Activity 1

“The top line on this sheet shows how the w-h sign is used. Read the words on the top line.”

Activity 2

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

Activity 3

“Go back to sentence 1 and press on the groupsign w-h each 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 three questions. Read each question. Take out your braille writer and put in paper. Label your paper. Answer each question in a complete sentence.”

what why awhile whale white

1. What would he like while he waits?

2. The white whale will swim

swiftly.

3. Why is my white dress dirty?

4. It took him awhile.

5. Why did I get the blue

cupcake?

What did you eat for a snack?

Why did you put on your jacket?

Who is your favorite TV animal?

Sheet B3C-B11

Activity 1

“There are four questions about animals on this sheet. Below each question are the names of 3 animals. Read each question and press on the animal that is described in the question.”

Activity 2

“Using your braille writer, write one clue of your own and see if a friend or teacher can correctly guess the animal you described.”

<p>1. What jumps and jumps and likes lily pads? frog ant whale</p> <p>2. I like trees. I like bananas. I have a tail. What am I? fly rat monkey</p> <p>3. What can fly and swim and has a bill? beetle duck bat</p> <p>4. What has 4 legs and has a hump? snake goat camel</p>
--

Sheet B3C-B12

“The next strong group sign is t-h. T-h is top first side, top, middle, bottom on the second side. The t-h group sign can appear anywhere within a word.”

Activity 1

“The top line on this sheet shows how the t-h sign is used. Read the words on the top line.”

Activity 2

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

Activity 3

“Go back to sentence 1 and press on the group sign t-h each 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 questions. Read each question. Take out your braille writer and put in paper. Label your paper. Answer each question in a complete sentence.”

thumb three bath baths

1. I am very good at math.
 2. Have faith that it will not get too hot.
 3. The baby wants toys for the bath.
 4. What made that thud?
 5. That is my favorite path home.
-

What three foods do you like?

What color is your backpack?

Sheet B3C-B13

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.”

== The bath toy made a thud. ==

The him math bath what toy would made a
what would thud. him The but bath would toy
math but made cry a would thud. but The
what cry bath math toy made cry a
thud. would The but bath cry toy made
what a cry would thud. but math The bath
but toy what made him a would thud. but
The but bath toy him cry made what a
thud. would what but would math cry what

Sheet B3C-B14

“Both the w-h and t-h group signs are also strong wordsigns. When the w-h sign stands alone, it represents the word *which*. When the t-h sign stands alone it represents the word *this*. Take a look at these two wordsigns at the top of the page.”

Activity 1

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

Activity 2

“Go back to sentence 1 and press on the wordsign ‘which’ every time it appears in the numbered sentences.

Activity 3

“Go back to sentence 1 and press on the wordsign ‘this’ every time it appears in the numbered sentences

Activity 4

“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.”

which this

1. Is this book from the playroom?
2. Which jacket looks like yours?
3. This is why I have a bath.
4. Can you help me decide which I
want?
5. Why is this math so easy for me?
6. Which of your dogs can jump?

This is my ----

Which book ----

Sheet B3C-B15

“There are two columns of words on this page. I will read you a clue and then you need to press on the word that best fits the clue.”

Activity 1: “Someone who steals something”

Activity 2: “A subject in school.”

Activity 3: “November is one of these.”

Activity 4: “People have these on their hands, but they are not fingers.”

Activity 5: “Not first or second.”

Activity 6: “This is a color.”

Activity 7: “You walk on this.”

Activity 8: “You will find water in this.”

Activity 9: “Something very sharp found on the stem of a rose.”

Activity 10: “The opposite of thin.”

Activity 11: “You use this in the kitchen for mixing.”

Activity 12: “It is round and found on a bicycle.”

wheel	month
math	white
third	thief
whisk	awhile
thumb	thick
this	why
whirlpool	thorn
whack	path

Sheet B3C-B16

Activity 1

“This sheet contains two short riddles. There are 3 words below each riddle. Read each riddle, then press on the word that is described in the riddle.”

Activity 2

“Using your braille writer, write one riddle of your own. It should begin with the question, ‘What is this?’ Share your riddle with a friend or a teacher.”

What is this?

It is made from glass. You can sip from

it. You can put milk in it. It is a

.

plate fork cup

What is this?

It can go on a pair of pants. You can

put a coin in it. You can put hands in

it. It is a ----.

belt pocket purse

Sheet B3C-B17

Activity 1

“This sheet contains two short riddles. There are 3 words below each riddle. Read each riddle, then press on the word that is described in the riddle.”

Activity 2

“Using your braille writer, write one riddle of your own. It should begin with the question, ‘What is this?’ Share your riddle with a friend or a teacher.”

What is this?

Babies do not have any. Little kids lose
lose them and big kids get a lot
of them. It is a ----.

tooth book toe

What is this?

It is cool. You can play in it. You can
Jump in it. It is wet. It is a
----.

bike pool truck

Sheet B3C-B18

All of the alphabetic and strong wordsigns can be used when followed by an apostrophe. Using an apostrophe turns the words into a print contraction. For example, you'll stands for you will. An apostrophe is bottom on the first side.

Activity 1

"Read the numbered sentences below and press on all of the wordsigns you find that have an apostrophe."

Activity 2

"Take out your braille writer and label your paper. Make a list of at least 7 wordsigns that can be used with an apostrophe."

1. This fall my plan is to buy a
bike as I can't walk to my job.
2. I am not sure it'll come
next.
3. Don't wait up for me if I
can't come.
4. That'll not play in tune if I
don't fix it.
5. That'll have to have salt or it
won't bake well.
6. You'll have to tell me if my
dress is too small.

Sheet B3C-B19

This sheet will teach you three more shortform words. Remember, shortform words stand alone and can also be used within words. They are easy to remember because they use letters from the word they represent.

Activity 1

“Look at the three words on the top line. They are the words about, after, and again. Tell me the shortform for each word.”

Activity 2

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

Activity 3

“Go back to sentence 1 and press on the letters a-b for the word about every time they appear in the numbered sentences.”

Activity 4

“Go back to sentence 1 and press on the letters a-f for the word about every time they appear in the numbered sentences.”

Activity 5

“Go back to sentence 1 and press on the letters a-g for the word about every time they appear in the numbered sentences.”

Activity 6

“After the second separation line, near the bottom of the page, there are two sentence starters. Each sentence starter has 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.”

about after again

1. Can you tell me which books you have
again?

2. What would you like after your snack?

3. The dog is about as big as he will
get.

3. I will tell him again.

4. Can Sue play with me after
ballet?

5. The book is not about birds.

6. After the trip he will unpack again.

After the ----

The book I like is about ----

Sheet B3C-B20

Activity 1

“Each sentence on this sheet has a blank. Read each sentence. Below each sentence are three 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.”

Tell me what the play is ----.

after about would

My baby will cry for milk -----a nap.

again about after

Dan got sick ----.

again after about

He said sorry -----the glass plate.

about again would

The boys took all the books ----

bugs.

again after about

Sheet B3C-B21

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.”

== The bird is after the cat again. ==
trip He The could what bird save is
after this the cat trip again. save good The
bird He is save after the goat cat
again. The trip bird could is save after
the save what cat again. He The could
bird trip save is after the do cat
again. this could The bird good is after trip
what the cat He trip again. save The
bird He this is after the do good cat again.

Sheet B3C-B22

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 am about as tall as my mom. ==

baby The so I little for am so cry about

as little pad for tall little as my mom.

so would I am for pad cry about little The so

as cry little would tall as baby cry my

would mom. would little for I so am about baby

as tall cry The as would my mom. The

baby I am so cry about little as so tall

cry would as The baby my little would mom.

Sheet B3C-B23

“The sheets contain a story by Ann Gelles called, Rex. The book, Rex, is only available in braille. There is no print book. Rex is about a little tan puppy. There are several words that are in all uppercase or capitalized letters. The capitalized word indicator is bottom on the second side followed by bottom on the second side. This means that the entire word is in uppercase letters. Authors often do this to emphasize certain words.

On the next sheet, you will be asked several questions about the story. ”

Rex

By Ann Gelles

Rex lives on my block. Rex
is not my dog. Rex is a tan
puppy. He is little. Rex is a
mutt. Rex will run after me again. I do
NOT like that. Rex will jump on me. I do
NOT like that. Rex will kiss me a lot.
I do NOT like that. Rex is too
frisky. Run home Rex.

Sheet B3C-B24

Activity 1

“This sheet has several questions about the story you just read. Feel free to read the story again before answering the questions. Read each question and press on the answer.”

Activity 2

“Using your braille writer, describe two things that Rex does that the little girl does not like. Label your work and save it for your teacher.”

1. Rex is ----
 - A. a dog
 - B. a cat
 - C. a puppy
2. What color is Rex?
 - A. black
 - B. tan
 - C. white
3. Rex is a little dog.
 - A. true
 - B. false

Sheet B3C-B25

“Another strong groupsign is introduced on this page. It is the s-t sign. It is bottom first side, top second side. This groupsign can appear anywhere in a word. Read the words on the top line to see how the s-t sign can be used. The s-t sign cannot be used as an abbreviation.”

Activity 1

“Read each sentence.”

Activity 2

“Go back to sentence 1 and press on the s-t groupsign every time it appears in the numbered sentences.”

Activity 3

“Take out your braille writer and put in paper. Write five words that have the s-t groupsign. Label your work and save it for your teacher.”

stamp list fast paste strap mistake

1. The staple is stuck on my thumb.
2. He will rest after the test.
3. My dad threw the ball very fast.
4. Will you stir the stew for me?
5. The postman will take the mail that has a stamp.
6. The dog will stay on the stoop.
7. Stop your bike at the cross walk at Creste St.

Sheet B3C-B26

Activity 1

“Read the model sentence that begins on the top line. There are two new punctuation signs. After the word *stop*, there is a comma. The comma is middle on the first side. The end of the sentence ends in an exclamation mark. The exclamation mark is middle bottom on the first side, middle on the second.”

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. Remember to include the comma and exclamation mark.”

== Stop, or you will get stuck! ==
place Stop, try or you is try will
slip get off can I stuck! people I
is Stop, fit do or you people off will try
I fit get slip stuck! fit Stop,
is or fit people place you will try get
stuck! Stop, can people or slip you try will
get slip stuck! I can try Stop,
or is you will fit get people slip stuck!
Stop, or can I you will is get try
stuck! can plate is place or I

Sheet B3C-B27

“The next group of contractions you will learn are all two cell contractions. They are called initial-letter wordsigns or dot-5 wordsigns. These contractions begin with middle on the second side, or dot-5, followed by a single letter. These dot-5 wordsigns are easy to remember because they begin with the first letter of the word they represent. The first three dot-5 wordsigns are *one*, *right*, and *here*.”

Activity 1

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

Activity 2

“Go back to sentence 1 and press on the dot-5 wordsign ‘one’ every time it appears in the numbered sentences.”

Activity 3

“Go back to sentence 1 and press on the dot-5 wordsign ‘right’ every time it appears in the numbered sentences.”

Activity 4

“Go back to sentence 1 and press on the dot-5 wordsign ‘here’ 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 is a statement. Take out your braille writer and put in paper. Label your paper. Read the statement and respond to it in at least 3 complete sentences.”

one right here

1. I just got one new book.
2. Jane will circle the right one.
3. Here is one spoon you can use.
4. Stop! That is not the right one.
5. Will you drive here after the game?
6. Raise your right hand.
7. Here is the movie you let me have.

Describe one favorite book you have
and explain why.

Sheet B3C-B28

Activity 1

“Each sentence on this sheet has a blank. Read each sentence. Below each sentence are three 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.”

1. He has -----box for me.

here one right

2. You will make a ---- turn for my
street.

here one right

3. Can he get ---- with your help?

here said right

4-----is the music you want.

One Here Right

5. He said he would drive----- here.

here right your

Sheet B3C-B29

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 have one blue sock right here. ==
flat can I said he have like one go blue
sock said right like here. can flat I he have
flat and he one no blue good can sock
right like here. and he good I go have one flat
blue good can sock he right no here. I
have stair go and one said blue flat sock
right can here. I not have like one stair blue
he sock and right flat here. I have and one
stair blue and sock flat right go here.

Sheet B3C-B30

The following page comes from the book, "Here is My Cat", 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.

== Here Is My Cat
-----2
== Here is my cat.
-----3
== My cat is in the tree.
-----4
== Here is my cat.
-----5
== My cat is in the box.
-----6
== Here is my cat.
== My cat is in the bag.
-----7
== Here is my cat.
-----8
== My cat is in the zoo!

Sheet B3C-B31

Activity 1

“The dot-5 wordsigns can stand alone and be used within a word. Look at the words at the top of the page. These are examples of how the dot-5 wordsigns can be used within a word.”

Activity 2

“Read each of the rhyming sentences.”

Activity 3

“Using your braille writer, write three sentences using the three different dot-5 wordsigns you know.”

bright fright rights stone done phone

1. The bright kite will go to the right.
2. My phone looks like a cone.
3. I am done, but he has won.
4. This book is right for my nook.
5. Have fun on your fast run.
6. The bright bike is for Mike.
7. Which one is not done?

Sheet B3C-B32

“At the top of the page are two more dot-5 wordsigns. Remember, the letter following the dot-5 is always the first letter of the word it represents. The dot-5 wordsigns can stand alone or be used within a word. Look at the two words at the top of the page. They are the words *under* and *day*. The second line gives examples of how the dot-5 wordsigns can be used within a word.”

Activity 1

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

Activity 2

“Go back to sentence 1 and press on the dot-5 wordsign ‘under’ every time it appears in the numbered sentences.”

Activity 3

“Go back to sentence 1 and press on the dot-5 wordsign ‘day’ 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 is a question. Take out your braille writer and label your paper. Read the question and answer the question in complete sentences.”

under day

thunder blunder Monday birthday days

1. The thunder is very noisy.
 2. For my birthday I would like your best
cake.
 3. He will drive under the bridge on
Monday.
 4. My favorite day is Friday.
-

What is your favorite day of the
week? Explain why?

Sheet B3C-B33

Activity 1

“Each sentence on this sheet has a blank. Read each sentence. Below each sentence are three 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.”

1. The baby will crawl----- the toy.

day under here

2. My birthday will take place ----.

day under here

3. Here is the----- one.

day under right

4. Mom will make cookies on the right

under day here

5. My dad will swim----- the boat.

day here under

Sheet B3C-B34

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.”

== On this day, the moon will go under the
rising sun. ==

I baby On here this that day, Dave the
stop I moon that will go mom under stop the
rising so sun. Dave more that On this can
I day, here he the moon can will Dave go
under here the I sun. On more this so day,
the stop here moon Dave my will can more
go here so under I the rising sun. I On
here this day, the Dave that stop moon will
I here go Dave under the rising have sun.

Sheet B3C-B35

“Two more strong groupsigns are the e-d sign and the i-n-g sign. The e-d sign is top, middle first side and top, bottom second side. The i-n-g sign is bottom first side and top, bottom second side.”

Activity 1

“Read each word on the first 2 lines at top of the page. Each word has the e-d sign or the i-n-g sign. The e-d sign can be at the beginning, middle, or end of a word. The i-n-g sign cannot be at the beginning of a word.

Activity 2

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

Activity 3

“Go back to sentence 1 and press on the groupsign e-d each time it appears in the numbered sentences.”

Activity 4

“Go back to sentence 1 and press on the groupsign i-n-g 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 is a question. Read the question. Take out your braille writer and put in paper. Label your paper. Answer the question using at least 3 complete sentences.”

fed led stayed edge Ed predict

playing saying wedding eating wings

1. He led the way up the hill.
 2. Sam will go camping this spring.
 3. My Dad and I like sledding on my birthday.
 4. After going sledding I will rest.
 5. He tried skiing after the ski lesson.
-

What is the best thing about going on a trip?

Sheet B3C-B36

Activity 1

“Each sentence on this sheet has a blank. Read each sentence. Below each sentence are three 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>1. He will----- my dog during my trip. led feed fled</p> <p>2. My mom is----- on Monday. singing bring wing</p> <p>3. My dog is ---- as fast as he can. boxing lifting running</p> <p>4. He-----the pot a lot. wed stirred cried</p> <p>5. He-----second at the swim meet. laced faced placed</p>
--

Sheet B3C-B37

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.”

== Dad fed the dog a bone so he
is happy. ==
play would Dad goat home can fed not
the goat dog we a bone so would he is
goat play happy. we they not Dad
fed play the would dog can a bone not so he
play not can would is happy. would home
Dad fed so we the play dog home a
bone we so would he is happy. can Dad
fed play the can dog a would bone so he
is happy. Dad they fed not the dog a
play bone so he goat is they happy.

Sheet B3C-B38

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.”

== He will sing after the bell rings. ==

I talk He can day will bed so sing

after can bed make the I day bell talk

rings. talk He bed so will gras sing

make so can I after day the bell rings.

talk He day will I sing after make the

talk bell so grass rings. I He will

sing I day after the talk bell I rings.

grass He talk will can bed sing after so the

bell I grass rings. talk He can will

make I sing after the bell grass rings.

Sheet B3C-B39

“At the top of the sheet are three new dot-5 wordsigns. The dot-5 wordsigns can stand alone and can be used within a word. Remember, the letter following the dot-5 is always the first letter of the word it represents. The first line on this sheet has three new dot-5 wordsigns *mother*, *father*, and *time*. The second line gives several examples of how the dot-5 wordsigns can be used within a longer word.”

Activity 1

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

Activity 2

“Go back to sentence 1 and press on the dot-5 wordsign for ‘mother’ every time it appears in the numbered sentences.”

Activity 3

“Go back to sentence 1 and press on the dot-5 wordsign for ‘father’ every time it appears in the numbered sentences.”

Activity 4

“Go back to sentence 1 and press on the dot-5 wordsign for ‘time’ 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 is a question. Read the question. Take out your braille writer and put in paper. Label your paper. Answer the question in at least 3 complete sentences.”

mother father time

grandmother, fatherly, daytime

1. My mother will pick me up after my
play date.
2. My father is not home yet.
3. The boy is walking with mother and father.
4. Jump the stones one at a time.
5. It is important that my mother get
home on time.

What is your favorite time of the day?

Explain why.

Sheet B3C-B40

Activity 1

“Each sentence on this sheet has a blank. Read each sentence. Below each sentence are three 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.”

Your ---- is here.

mother day right

What time will your----- pick you up?

under here father

I like the toys ---- got for you.

mother here under

Can you get here on --- ?

here time under

Your ---- made very tasty cookies.

day time father

Sheet B3C-B41

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 mother and father will get here on
time. ==

I My go mother sure with and stop dad father
will get not here he on they time. he My
coat dad I mother they go and stop father will
with they get dad here on dad time. they
My mother not sure I and father coat go will
get I here dad he not on time. stop
My not mother coat and he go father I will
get here not on stop time. dad My mother
and father I go will they get here not on time.

Sheet B3C-B42

“Remember the letter following a dot-5 wordsign is always the first letter or letters of the word it represents. The dot-5 wordsigns can stand alone and can be used within a word. The first line on this sheet has three new dot-5 wordsigns, *name*, *know*, and *there*. The second line gives several examples of how the dot-5 wordsigns can be used within a longer word.”

Activity 1

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

Activity 2

“Go back to sentence 1 and press on the dot-5 wordsign ‘name’ every time it appears in the numbered sentences.”

Activity 3

“Go back to sentence 1 and press on the dot-5 wordsign ‘know’ every time it appears in the numbered sentences.”

Activity 4

“Go back to sentence 1 and press on the dot-5 wordsign ‘there’ 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 is a question. Read the question. Take out your braille writer and put in paper. Label your paper. Write your answer in a complete sentence.”

name know there

rename namely knowing knows

1. Do you know my name?
2. The best candy store is right there.
3. Do you know what time it is?
4. My name is Amanda.
5. He knows the name of my dog.
6. I want to rename the store that is

on Third Street.

If you could rename your street, what would
you name it? Explain why.

Sheet B3C-B43

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.”

1. I will ---- my new puppy.

under there name

2. Did you -----I like red hair?

time mother know

3 ----- is the coat I would like to
bring.

There Name Know

4. Do you -----my name?

know time there

5. We can go-----for my birthday.

know there name

Sheet B3C-B44

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.”

== There is only one name here

I do not know. ==

kiss There play time is book only

hair he one time nap name can here I

he do not soon know. he people There is

only play one hair name kiss here I

he do people not play know. time he There is

soon only can one play name here I

have do not know. he time There people play is

only he one nap name here soon I do

not he know. hair nap time people he can

Sheet B3C-B45

“This sheet introduces quotation marks. Quotation marks are used to let you know when someone is speaking. The opening quote is middle, bottom first side and bottom second side. The opening quote always comes before the capital indicator. The closing quote comes at the end, after the punctuation and is bottom first side, middle bottom second side. If it helps, you can imagine that the quote is pointing to, or facing the words that are being spoken.”

Activity 1

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

Activity 2

“Read each sentence again. This time, press on each word that begins with an opening quotation mark. Do not go past the separation line.”

Activity 3

“Read each sentence again. This time, press on every word that ends with a closing quotation mark. Do not go past the separation line

Activity 4

“After the separation line near the bottom of the page, there are two sentence starters. 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.”

1. Mom said, "Stop!"
2. "There is one more cookie," said
Mom.
3. The boy said, "Can we go home?"
4. I said, "I could go after my swim
lesson."
5. He asked, "What time is it?"
6. "It is a hot day," said Tom.
7. "Whew! I am tired," said
Dad.

My mom said, "I can ----

He will ask, "Can you ----

Sheet B3C-B46

“Sometimes it is important to let the reader know that a letter, word, or words is in uncontracted braille. The grade 1 indicator is middle bottom second side. Only one indicator is needed for a single letter, two for a word, and three for two or more words. The grade 1 mode ends with a space, but sometimes a grade 1 terminator is used to tell the reader that the grade 1 mode has ended within a word. The terminator indicator is a two cell symbol, middle bottom second side followed by bottom first side.”

Activity 1

“Read each sentence. After you read the sentence see if you can explain why there is a grade 1 word indicator and a termination indicator (if there is one). Swipe right to hear the answers.”

Sentence 1: The “b’s” need a grade 1 word indicator so that they're not read as the wordsign *but*.

Sentence 2: When a word is spelled, the grade 1 word indicator is used to avoid confusion with alphabetic wordsigns. No terminator is needed since the passage is followed by a space.

Sentence 3: The name *Ab* needs a grade 1 word indicator so it's not confused with “about”.

Sentence 4: The “f’s” need a grade 1 word indicator so that they're not read as the word *from*. A grade 1 termination indicator is needed for the word fast due to the *s-t* sign.

Sentence 5: The “C” needs a letter indicator so it's not confused with the word *can*.

1. B-r-r-r-r it is so cold!
2. George is spelled
G-e-o-r-g-e.
3. Ab and I like to play the
drums.
4. That swing is so
f-f-f-f-fast!
5. Mr. C. Goodman is a very
happy man.

Sheet B3C-B47

Activity 1

“This sheet has 4 sentences with a blank. Below each sentence are three choices. Read each sentence. Look at the words below the sentence. Press on a, b or c to show which version of the word belongs in the blank. Also notice that choice a does not need the grade 1 indicator since it cannot be confused with any other word.”

There is a star next to the correct answer below.

1. My mom said that state is

spelled _____.

*a. s-t-a-t-e

b. s-t-a-t-e

c. s-t-a-t-e

2. The fire bell is ringing, “ _____!”

a. Br-r-r-r-ring

b. Br-r-r-r-ring

*c. Br-r-r-r-ring

3. I would like to go to the movie with _____.

a. Ab

*b. Ab

Sheet B3C-B48

The following three pages come from the book, "Top Job, Mom", by Margaret Allen. 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."

== Top Job, Mom!
-----2

== It got hot!

It got hot, so Mom got a new tan
fan.
-----3

== "Mom," said Tom, "it is hot!"
-----4

== "Mom," said Pam, "put the new
tan fan on."
-----5

== Mom put the new tan fan on.
-----6

== The new fan blew, and blew, and
blew.

Sheet B3C-B49

Continue reading "Top Job, Mom."

== The new tan fan blew a lot!

-----8

== "Oh, no!" said Pop.

"The new tan fan! Oh, no!"

-----9

== "Oh, no, no, no!" said Tom.

"Uh, oh! Bad fan!" said Al.

-----10

== "Mom," said Pam, "stop the fan.

The new tan fan is bad!

-----11

== "No, no," said Mom.

"The new tan fan is not bad."

Sheet B3C-B50

Continue reading "Top Job, Mom."

== "The new tan fan is not bad. The
new tan fan is cool!"
-----13

== Pop got on the cot.

"Oh, yes!" said Pop.

"The new tan fan is cool."
-----14

== "Oh, yes!" said Tom and Al.

"The new tan fan is cool!"
-----15

== "Top job, Mom!" said Tom.

"Yes, top job, Mom!" said Pam.

Sheet B3C-B51

Activity 1

“This sheet has several questions about the story you just read. Feel free to read the story again before answering the questions. Read each question and press on the correct answer.”

Activity 2

“Using your braille writer, explain why you think the story is called, “Top Job, Mom!”

1. The new fan is ____.
 - a. blue
 - b. red
 - c. tan

2. Pop said the fan is bad since it ____
 - a. blew, and blew, and blew.
 - b. got too hot.
 - c. didn't turn on.

3. Mom liked the new fan.
 - a. true
 - b. false

Assessment Sheet B3C-B52

“Congratulations! You have completed all of the worksheets for Part B. The following 7 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 C.

Activity 1

“Each sentence on this sheet has a blank. Read each sentence. Below each sentence are three 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.”

1. Can I have that ---- napkin in my

bag?

pink pant wind

2. Why is my ---- top dirty?

wheel what white

3. The baby wants toys for the ----.

faith bath tooth

4. That -----is so easy for Beth.

booth truth math

5. The-----is still wet.

stop stir path

Assessment Sheet B3C-B53

Activity 1

“Each sentence on this sheet has a blank. Read each sentence. Below each sentence are three 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.”

1. We rested after ----.

staying sledding red

2. My dog is ---- as fast as he can.

running boxing lifting

3. The little boy slept in the ----.

ring led bed

4. The cat is----- in the tree.

thin fled stuck

5-----is the sky blue?

What This Why

Assessment Sheet B3C-B54

Activity 1

“Each sentence on this sheet has a blank. Read each sentence. Below each sentence are three 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.”

1. I will get-----more black paint.

have he him

2 ----- he want milk with the
cookies?

Would Wld Wood

3. _____favorite color is red.

You Your Yor

4. He will go swimming ----.

again agn agin

5. We can see the movie----- we
eat.

aft afr after

Assessment Sheet B3C-B55

Activity 1

“Each sentence on this sheet has a blank. Read each sentence. Below each sentence are three 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.”

1. My dad----- win the race.

could cld cl

2. The story is----- dogs.

abt about bt

3. Is _____name David?

your you yur

4. I will run after ----.

have him he

5. It is raining ----.

agn agin again

Assessment Sheet B3C-B56

Activity

“On this sheet you will read a contracted braille word. Below each contracted word are three words spelled out. Press on the uncontracted word that matches the contracted word.”

one
one on over
here
have he here
under
under us until
father
favorite fast father
right
rain right rose

Assessment Sheet B3C-B57

Activity

“On this sheet you will read a contracted braille word. Below each contracted word are three words spelled out. Press on the uncontracted word that matches the contracted word.”

time

time take that

day

do dog day

there

they this there

mother

more most mother

name

name no not

Assessment Sheet B3C-B58

Activity

“On this sheet you will read a contracted braille word. Below each contracted word are three words spelled out. Press on the uncontracted word that matches the contracted word.”

know

kind know knowledge

which

what when which

still

stay still stuck

this

this them that

would

wood would word