



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

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Sheet B3C-C1

Welcome to Level Three of UEB Contractions. There are 4 new shortform words at the top of this sheet. They are easy to remember because they use letters from the word they represent. The four new words are letter, friend, great, and also. The shortform words stand alone and can also be used as part of a larger word.”

Activity 1

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

Activity 2

“Go back to sentence 1. Press on the letters l-r for the shortform word letter every time they appear in the numbered sentences.”

Activity 3

“Go back to sentence 1. Press on the letters f-r for the shortform word friend every time they appear in the numbered sentences.”

Activity 4

“Go back to sentence 1. Press on the letters g-r-t for the shortform word great every time they appear in the numbered sentences.”

Activity 5

“Go back to sentence 1. Press on the letters a-l for the shortform word also every time they appear in the numbered sentences.”

Activity 6

“After the 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 finishing with your own words. Remember to begin each sentence with a capital and end each sentence with a period.”

letter friend great also

1. I got a letter from my friend.

2. I already have a great ball in my bag.

3. This letter is also for you.

4. That is a great hat that you have on.

5. Is he also going with you and Dad?

6. My friend will go for a walk after he gets home.

My friend _____.

That letter _____.

Sheet B3C-C2

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. Why is my ____ standing in the sun?

people would friend

2. I have a ____ idea!

mother great day

3. Joe is ____ very tall.

also friend little

4. My good friend wrote me a ____.

little letter like

5. Will he ____ bring the drinks?

one so also

6. I would ____ like him in the play

great also at

Sheet B3C-C3

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.”

== I like getting letters from my friends. ==
pants I go name like happy go getting
letters he from my friends. he I pants like
he getting happy name letters he But go from
my pants But friends. But name I happy
like go getting name said But letters from said
name my But happy he friends. But go I
like getting said happy letters go from said my
pans friends. But I pants go like getting
happy name But letters from go But happy my
friends. go happy pants said happy But

Sheet B3C-C4

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 father also has a great job. ==

mother it would My bike David father type

also it mother said has David you would a mother

type David it mother great job.

My would type sad mother you father would also

David mother has it would a type great

you job. you it My David it father mother

also bike you would type has it a great

sad type job. would mother My it father also

sad mother said has it would a great David

would sad job. would bike it type mother

Sheet B3C-C5

The following two pages come from the book, "I spy", 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.

== I Spy	
-----	2
== Spy, spy. I spy.	
-----	3
== I spy a cat.	
-----	4
== Spy, spy. I spy.	
-----	5
== I spy a hat.	
-----	6
== Spy, spy. I spy.	
-----	7
== I spy a fat cat in the hat.	
-----	8
== Spy, spy. I spy.	
-----	9
== I spy the cat in the hat on a mat.	

Sheet B3C-C6

Continue reading "I Spy."

10

== Spy, spy. I spy.

-----11

==I spy a fat cat and a rat on the

mat.

-----12

== The cat and the rat on a mat?

-----13

== Oh, no! Oh, no!

-----14

== Scat, rat, scat!

Sheet B3C-C7

Activity 1

"The next two pages introduce two new strong groupsigns. They may appear at the beginning, middle or end of any word. The a-r sign is bottom first side and top, middle, second side."

Activity 1

"The study line on this page shows the a-r groupsign used at the beginning, middle, and end of words. Read the words on the study line."

Activity 2

"Read each sentence until you reach the end."

Activity 3

"Go back to sentence 1 and press on all the words containing the a-r groupsign every time it appears in the numbered sentences."

Activity 4

"Read each sentence aloud one more time."

Activity 5

"Using your braille writer, write 5 words that contain the a-r groupsign. Label your work and save it for your teacher."

are arm car cars far farm park carry

1. Do you like farm life?
2. My arm feels warm.
3. Will you arrive soon?
4. Set the alarm clock for six.
5. The barn is full of hay.
6. The cars carry people back from the market.
7. He will carve the turkey.
8. Park the car near the pool.
9. We saw a large park from the car.
10. Harry is tired from the play date.

Sheet B3C-C8

“The next strong groupsign you are going to learn is the e-r groupsign. The e-r group sign is top, middle, first side and top, middle, bottom second side. The e-r groupsign can appear at the beginning, middle, or end of a word.”

Activity 1

“The study line on this page shows the e-r groupsign used at the beginning, middle, and end of words. Read the words on the study line.”

Activity 2

“Read each sentence until you reach the end.”

Activity 3

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

Activity 4

“Read each sentence aloud one more time.”

Activity 5

“Using your braille writer, write 5 words that contain the e-r groupsign. Label your work and save it for your teacher.”

error her fern stern harder softer
buttery

1. Rice is better with butter.
2. Her ears hurt after her bath.
3. The sun will set earlier.
4. Her name is Fern.
5. He will wake up earlier than me.
6. Here is her letter to give to the winner.
7. The sun is not up so it could get colder.
8. Emma is happier since her mother is home from the market.

Sheet B3C-C9

“There are 3 columns of words on this page.”

Activity 1

“Press on every word that has the a-r groupsign.”

Activity 2

“Go back to the top of the page and press on every word that has the e-r groupsign.”

Activity 3

“Using your braille writer, write the words in the first column in alphabetical order. Label your work and save it for your teacher.”

barn	colder	ear
learn	carrot	fear
error	fatter	clearer
safer	soar	stern
early	arc	smart
her	person	art
zipper	fern	scary
army	butter	wider
star	stark	service

Sheet B3C-C10

It is important to remember that the strong wordsign contractions *and*, *for*, *of*, *the*, and *with* should be used before using strong groupsigns. For example, in the word *brother* you would use the t-h-e wordsign, not the e-r groupsign.

Activity 1

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

Activity 2

“Go back to sentence 1. Press on all the words that have the e-r groupsign every time it appears in the numbered sentences.”

Activity 3

“Go back to sentence 1. Press on all the words that have the a-r groupsign every time it appears in the numbered sentences.”

Activity 4

“Read each sentence aloud one more time.”

Activity 5

“After the 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.”

1. Stan hit the ball very far.
2. I will carry the bag from the car.
3. The kids will board the bus on time.
4. He needs a red piece of paper.
5. Her smaller brother is very cute.
6. My dessert
melted as I
ate it.
7. Is he the best drummer in the band?
8. Her friend gave her the prettier dress.

What are ____? Her favorite _____.

Sheet B3C-C11

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.”

== Her older brother is very smart. ==
paper go what Her time older star think go
brother he what is can part very smart. he
Her think what go older star brother is
he go very time what smart. part he Her
older think time brother star can is he very
paper time smart. can what Her can older
part time brother is go he star very smart.
Her go time part older what can he brother
is think time very star he smart. think Her
can older brother time paper is very smart.

Sheet B3C-C12

Activity 1

“This page contains two poems. The first is called *Purple* and the second is *Red*. Read the poems.”

Activity 2

“Read the poems again and press on all the words that have the e-r groupsign.”

Activity 3

“Read the poems one more time and press on all the words that have the a-r groupsign.”

Activity 4

“Using your braille writer, make a list of 5 things that are purple and 5 things that are red. Label your work and save it for your teacher.”

Purple

Purple are grapes

Purple are plums.

Purple is a violet.

And the bruise on my thumb.

Red

Red is an apple.

Red is merry.

Red is a rose.

And a ripe strawberry.

Sheet B3C-C13

Activity 1

“The next page contains an original braille story by Ann Gelles called, *Max*. *Max*, is about a little black cat. Read the story and then you will answer several questions about the story on the next sheet.”

Max 1

Ann Gelles, Author

Max is my cat. He is my good
friend. Max is little. Max is black.

Max is very cute. Max can nap on
my cap. Max can nap on my lap.

We have fun. Max can run. Max can
jump. Max can bat a ball. I hug

Max. Max will rub on my legs.

I love Max. Max loves me.

Sheet B3C-C14

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 the answer choices. Press on the answer that best answers the question or statement.”

Activity 2

Using your braille writer, explain what animal you would choose for a pet and why. Label your work and save it for your teacher.

1. What color is Max?

white orange black

2. What size is Max?

big little

3. What does Max like to bat?

bug ball bell

4. True or False, Max is
cute.

True False

5. What does Max like to do?

nap eat hide

Sheet B3C-C15

This sheet contains three new initial-letter contractions. Remember, the initial-letter contractions can be used as wordsigns and groupsigns. These contractions all begin with middle on the second side (dot 5), followed by the first letter of the word they represent. The three new initial-letter contractions are on the top line. They are the words *time*, *work*, and *where*. Read all three initial-letter contractions.

Activity 1

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

Activity 2

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

Activity 3

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

Activity 4

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

Activity 5

“Read each sentence aloud one more time.”

Activity 6

“After the 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 a complete sentence.”

time work where

1. What time will he get home from work?
2. Where did I put my coat after work?
3. It is time for us to do the yard work.
4. Where did I put the piece for the timer?
5. Where did Sam and Sue go after they did homework?
6. I do not have time to do work after ballet.
7. Sam is going where after baseball?

Where do you put your homework after you are done with it?

Sheet B3C-C16

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. It is ____ for you to go to bed.

where time test

2. I am having fun at ____.

where work time

3. ____ are the cookies I made with
you?

Work Where Why

4. My plane is taking off on ____.

there time work

5. ____ are you in the book I told you
I like?

Work Where With

Sheet B3C-C17

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. Press on any word in the model to hear it spoken, continue pressing to hear it described. Swipe right when you finish.”

Activity 2

“Beginning on the second line, press on the words, in the same order, as they appear in the model. Do not press the words that are not in the model sentence. You will repeat the sentence more than once. Continue until you reach the end of the page. Then swipe right.”

Activity 3

Using your braille writer, write the model sentence three times. Label your work and save it for your teacher.

== Where will he work and what time will he
come over? ==

Sam could Where paper is will so he know

phone work for a is and stay so me until

Sam what phone time me paper will he so

Sam come for over? is Where phone will

what he can work and Sam what stay time

will is could know he come Sam over? and

could friend Where paper stay day will is he

could work and know could what stay day paper

is what for know could time and for day is will

play he Sam paper come over?

Sheet B3C-C18

The top of this sheet shows 2 more initial-letter contractions. These initial-letter contractions are also preceded by the middle on the second side (dot 5). Remember, the initial-letter contractions can be used as wordsigns and groupsigns. The three new initial-letter contractions are on the top line. They are the words *part* and *ever*.

Activity 1

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

Activity 2

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

Activity 3

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

Activity 4

“Read each sentence aloud one more time.”

Activity 5

“After the separation line, near the bottom of the page, there is a sentence. Read the sentence. Take out your braille writer and put in paper. Label your paper. Write at least 2 sentences about the sentence.”

part ever

1. She asked, “Can you part my hair so I can make two braids?”
2. He asked, “Will it ever stop raining?”
3. “What part am I supposed to read?” Tom asked.
4. Harry’s mom said, “Dave can come over for part of the day.”
5. Tyler asked, “what part did you get in the play?”
6. The builder said, “I need to remove this particle board.”

Write about your favorite part in your favorite book.

Sheet B3C-C19

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. Samantha got a very big ____ in the summer play.

part time work

2. It is ____ to go to bed since it is after 8 o'clock.

that time work

3. He ____ has time to practice the trumpet on Tuesday.

not never ever

4. She would like to get a ____ time job at the library.

parts people part

5. The ____ will ring after the cookies are done.

timely times timer

Sheet B3C-C20

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.”

== Wherever did Tom put the missing
part of the puzzle? ==
great which Wherever dog time did mother has
Tom pile what put the should can missing
pin part and mother of time the puzzle? Cat
slide Wherever dog has did like Tom
are put the past take missing people call
part stay slide of his some the puzzle?
white tape Wherever does card did me
Tom has stay put that hard the time hot
missing paper letter part to cold of the
cake his puzzle? cold mom time

Sheet B3C-C21

“In print there are different writing styles that help show emphasis or set words apart from the regular text. These writing styles are called typeforms. Three common typeforms are bold, underline, and italics. In print, words in bold are darker. In braille, the bold indicator is top, middle on the second side. In print, an underlined word has a line under it. In braille, the underline indicator is top, middle, bottom second side. In print, italics means the writing style is slanted. In braille, the italic indicator is top, bottom second side.

“Typeforms can be set for a single symbol or letter, a word, or a passage. If the typeform is only for a single symbol or letter, the dots middle, bottom first side follow the indicator. If the typeform change is for a whole word, the dot middle on the first side follows the indicator. If three or more words are set in a typeform then middle, bottom first side, middle bottom second side follows the typeform. Always remember that the typeform indicators come before the symbol or word(s) they refer to without a space.

“A termination indicator is used to end a typeform. The termination indicator is the typeform indicator followed by bottom on the first side. The termination indicator comes after the symbol or passage without a space.”

Activity 1

“This sheet has examples of italic, bold, and underlined typeforms. Let’s read the examples together and discuss the different typeform indicators.”

Activity 2

“Go back to the top of the page. There are 3 symbol or letter typeform indicators on this page. Press on each one.”

Activity 3

“Go back to the top of the page. There are 3 word typeform indicators on this page. Press on each one.”

Activity 4

“Go back to the top of the page. There are 3 passage typeform indicators on this page. Press on each one.”

italic

I have *1* dollar.
My dog’s name
is *Max*. *It’s very*
hot in my room.

bold

Jane and John
start with **J**.
That movie is
great.
The sign says **Do Not**

Exit. underline

Stop at number 6.
I like the movie
Cinderella. The film
is My Fair Lady.

Sheet B3C-C22

This sheet is divided into 3 sections.

Activity 1

"Read the first type form listed, then press on the symbols written in that typeform. Stop at the first separation line.

Read the second type form listed, then press on the symbols written in that typeform. Stop at the first separation line.

Read the third type form listed, then press on the symbols written in that typeform. Stop at the first separation line."

Activity 2

"Below the first separation line, read the first typeform listed, then press on the words written in that typeform. Stop at the second separation line."

Below the first separation line, read the second typeform listed, then press on the words written in that typeform. Stop at the second separation line.

Below the first separation line, read the third typeform listed, then press on the words written in that typeform. Stop at the second separation line.

Activity 3

"Below the second separation line, read the first typeform listed, then press on the passage written in that typeform.

Below the second separation line, read the second typeform listed, then press on the passage written in that typeform.

Below the second separation line, read the third typeform listed, then press on the passage written in that typeform."

Activity 4

"Take out your braille writer and put in paper. Label your paper. The name of a book is often italicized in writing. Make a list of 4 books you have read using the correct word or passage typeform indicator."

underline

Answer 6.

bold

A is right.

italic

Rewrite **2** and **3**.

bold

The Muppets

italic

Bugs Bunny

underline

Cars 2

italic

Mike and Ally

underline

Dora the Explorer

bold

The Good Dinosaur

Sheet B3C-C23

Activity 1

"This sheet has sentences with letters, symbols, words, and passages that are in different typeforms. Read each sentence."

Activity 2

"Go back to sentence 1 and press on any bold symbol, letter, word or passage you find in the numbered sentences."

Activity 3

"Go back to sentence 1 and press on any bold symbol, letter, word or passage you find in the numbered sentences."

Activity 4

"Go back to sentence 1 and press on any underlined symbol, letter, word or passage you find in the numbered sentences."

Activity 5

"Take out your braille writer and put in paper. Label your paper. Words are often put in bold for emphasis. Write 8 different words in bold that could be emphasized when writing."

1. Where is your copy of Where the Wild Things Are?
2. David got **4** and **8** correct.
3. Make sure you turn on *Hill Circle Drive*.
4. The sign says **Exit Here**.
5. Make sure they know that a is the **only** one they need to do.
6. I have invited *James*, *Donna*, and *Sam* to the party.
7. The **best** book on the list is The Giving Tree.
8. At *8 o'clock* the morning bell will ring.

Sheet B3C-C24

Activity 1

“Read each sentence. Decide if the symbol, letter, word, or passage in the sentence is bold, underlined, or italicized. Press on the correct typeform below each sentence.”

Activity 2

“Take out your braille writer and put in paper. Label your paper. Movie names are often underlined. Make a list of 4 movies using the correct underline word or passage typeform indicator. “

1. The star on the street says

Michael Jackson

bold underline italic

2. The library has several copies of

Diary of a Wimpy Kid.

bold underline italic

3. She got extra credit for 9 and

10.

bold underline italic

4. It is **not** going to rain on my birthday!

bold underline italic

5. Don't forget your **name** and **date** at the top of the page.

Bold underline italic

Sheet B3C-C25

The s-h strong group sign is introduced next. The s-h group sign is top first side, top, bottom second side. The s-h group sign can be used at the beginning, middle or end of a word.

Activity 1

“Read the words on the top line of this sheet. These are examples of how to use the s-h group sign.”

Activity 2

“Let’s begin on the numbered exercise lines. Read each sentence until you reach the separation line.”

Activity 3

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

Activity 4

“Read each sentence aloud one more time.”

Activity 5

“Take out your braille writer and put in paper. Label your paper. Read the directions below the separation line. Hint, there is grade 1 indicator in the sentence. Save your paper for your teacher.”

shack short shirt mashed flashing cash

1. The short sleeve shirt does not fit Shelley.
2. Will she set the table with the shiny dishes?
3. The shy black horse is in the shack.
4. The shiny short wires need washing.
5. The carpet is squishy from the rain.
6. The brush you want is on the shiny table.

Write the name of 5 things in your room that have a s-h sign.

Sheet B3C-C26

This sheet has 3 columns of words. Read all of the words.

Activity 1

“Press on every word that has the s-h groupsign.”

Activity 2

“Press on every word that has the e-r groupsign.”

Activity 3

“Press on every word that has the a-r groupsign.”

Activity 4

Take out your braille writer and put in paper. Label your paper. Using the words on the sheet make a list of at least 10 things you would find in your house.

shirt	shiny	car
bed	sugar	hanger
rug	stool	star
string	corner	shelf
trash	bike	labels
cracker	fish	fresh fruit
carrot	carpet	candles
shampoo	sheet	cart
binder	water	ruler
deer	whisk	barn

Sheet B3C-C27

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.”

== She put all the fresh sheets on the
shelf. ==

Test thing plate She stop one put

would all stop one thing great the test fresh

would sheets on the paper thing shelf.

great She black test put thing one pie

all stop the test fresh great sheets of

on thing stop the paper stop shelf. She

one great plate put thing all test the

stop one fresh thing sheets on the stop

shelf. She plate this put stop all the

would fresh on sheets but on plate the

pie crate shelf. would bird stay

Sheet B3C-C28

The following two pages come from the book, "I Love Mud", 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.

== I Love Mud!

-----2

== Mud is squishy. Mud is sticky.

Mud is squishy. Mud is icky.

-----3

== I can make a big, big mess.

I like to play in mud the best!

-----4

== Mud on my shoes. Mud on my
shirt. I can make mud with water and
dirt.

-----5

== I can make a big, big mess.

I like to play in mud the best!

Sheet B3C-C29

Continue reading "I Love Mud."

6

== Jump in the mud. Jump in the ooze.

-----7

== Oh, lovely mud in my hair,

in my shoes.

-----8

== I can make a big, big mess.

I like to play in mud the best!

Sheet B3C-C30

“There are 3 new shortform words at the top of this sheet. Remember the shortform words stand alone and can also be used as part of a longer word. 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 *first*, *must*, and *should*.”

Activity 2

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

Activity 3

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

Activity 4

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

Activity 5

“Read each sentence aloud one more time.”

Activity 6

Take out your braille writer and put in paper. Label your paper. Write 3 sentences describing your favorite movie. Underline the name of the movie, explain who the characters are, and why you like it. Save your paper for your teacher.

first must should

1. Should we go to the movies or the food stand first?
2. Mom said we should buy the movie tickets first and then go get the food.
3. Which movie should we see?
4. Mom said we must see a kid’s movie.
5. Should we sit in the front or the back for the movie?
6. What should we buy to eat during the movie?
7. I must have popcorn and soda to drink.
8. I think we should get back to the movie.

Sheet B3C-C31

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. What is the ____ thing you must do this morning after you get to work?

father friend first

2. She ____ grab her coat since it is raining.

should so this

3. I ____ finish my homework after I get home.

more mother must

4. What ____ we do for dinner?

she should said

5. I am full, so I ____ eat the vanilla cake.

still she shouldn't

Sheet B3C-C32

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. Press on any word in the model to hear it spoken, continue pressing to hear it described. Swipe right when you finish.

Activity 2

Beginning on the second line, press on the words, in the same order, as they appear in the model. Do not press the words that are not in the model sentence. You will repeat the sentence more than once. Continue until you reach the end of the page. Then swipe right.

Activity 3

Using your braille writer, write the model sentence three times. Label your work and save it for your teacher.

== We should wash the car first. ==

should good We play from her should would wash

play stop mother the make from she car first.

would good mother We play make her should mother

wash she he the would make car stop first.

We should mother stop can wash must play the

car stop make mother first. stop cake We

make she from play should would from her wash the

pin must she car play make first.

make her would from We her from should would

wash she the must pin car stop he first. stop

Sheet B3C-C33

“This page contains 2 columns of shortform words, dot 5 initial-letter contractions, and wordsigns. Read all of the words in each column.”

Activity 1

“I will read you a clue for one of the words in the columns. Press on the word that best matches the clue and then I will read you the next clue.”

Clues:

1. Someone in your family.
2. Rhymes with the word, rust.
3. A place you go to earn money.
4. Better than second.
5. You might get one in the mail.
6. Rhymes with the word, would.
7. Another word for repeat.
8. Opposite of on top.
9. A clock tells you this.
10. More than one person.
11. Opposite of left.
12. A portion of something.

your	time
must	great
mother	people
friend	work
under	letter
about	ever
good	first
should	after
again	just
right	which
there	part

Sheet B3C-C34

Activity 1

"This sheet introduces two more initial-letter contractions. These initial-letter contractions are preceded by middle on the second side (dot 5). Remember, the initial-letter contractions can be used as wordsigns and groupsigns. The three new initial-letter contractions are on the top line. They are the words *question*, *some*, and *young*. Read the initial-letter contractions."

Activity 2

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

Activity 3

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

Activity 4

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

Activity 5

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

Activity 6

"Read each sentence aloud one more time."

Activity 8

"Take out your braille writer and put in paper. Label your paper. Read the question below the separation line. Answer the question. Save your paper for your teacher."

question some young

1. Dad has some questions for us.
2. Have you ever gone to the zoo?
3. My brother is very young.
4. That young boy has some cool toys.
5. I do not understand that question.
6. I will never eat that kind of food again!
7. I have some very good questions for you.
8. There are some young girls in our class.

Write 2 questions you have for your instructor.

Sheet B3C-C35

Activity 1

“Each sentence on this sheet has a blank. Below each sentence are three groups of letters representing a braille contraction. Press on the letters that are the contracted braille word that best fits in the blank.”

1. My best friend is ____ than me.

named understand younger

2. Do not forget to ask your ____.

young question there

3. My friend is ____ late.

never clever ever

4. My mom made ____ yummy
cookies.

some ever young

5. He answered part of my ____.

young name question

6. My ____ brother plays baseball.

question younger some

Sheet B3C-C36

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.”

== Some of the young boys *never* ask
questions. ==

Don which Some dog but first of the fly young people
book boys but shoes *never* could not ask
are questions. people first Some ply of the shoes are
don't young which boys Don are *never*
ask questions. Don don't Some could which of the
fly so pool young Don don't are boys
bags fly *never* ask but pool but questions.
which pool are Some of the don't first which fly
shoes young boys first people are don't *never*
are bag people ask make shoes questions. Don

Sheet B3C-C37

This page has a poem called, Five Little Fishes. The author is unknown. Enjoy reading the poem.”

Five Little Fishes

Five little fishes swimming in a pool.

The first one said, the pool is cool.

The second one said, the pool is deep.

The third one said, I want to sleep.

The 4th one said, let's dive and dip.

The fifth one said, I spy a ship.

The boat arrives, and a line goes
kerplash.

Away the five little fishes dash!

Sheet B3C-C38

“The poem on this page is called, My Magic Shell. The author of this poem is unknown. This poem contains two new punctuation marks. The first is a semi-colon. The semi- colon is middle, bottom on the first side. The second is a dash. The dash is a two cell sign. It is bottom second side followed by a hyphen, or bottom first side, bottom second.”

Teacher’s Note: You might want to explain to your students how a semi-colon and dash is used.

Activity 1

“Read the poem.”

Activity 2

“Press on every semi-colon that you read.”

Activity 3

“Read the poem one more time and press on the dash that is in the poem.”

Activity 4

“Take out your braille writer and a piece of paper. Label your paper. Write two sentences describing a sea shell that you found at the beach or one that you would like to find someday.”

My Magic Shell

Pink shells, white shells, and

shells colored blue;

smooth shells, crinkled shells,

old shells and new;

Striped shells and plain

shells lifted in the tide;

My shell is magic — the sea

sings inside.

Sheet B3C-C39

“*Part B* introduced the apostrophe which is bottom first side. This sheet reviews the apostrophe sign. The apostrophe can be used as a print contraction between two words or to show possession. The top of this sheet contains words with apostrophes.”

Activity 1

“Read the words on the top line.”

Activity 2

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

Activity 3

“Go back to sentence 1 and press on every print contraction that contains an apostrophe. Do not go past the separation line.”

Activity 4

“Go back to sentence 1 and press on every word with an apostrophe that is showing possession.”

Activity 5

“Take out your braille writer and put in paper. Label your paper. Below the separation line, there are 6 sets of words listed. Write each set as a print contraction. Save your paper for your teacher.”

won't can't wasn't wouldn't Dad's

1. David's favorite color is red.
2. I wish he'd share that dessert with me.
3. I can't find my blue shorts.
4. My tutor's hair is very curly.
5. He didn't want to get out of bed in the morning.
6. The stove's burner doesn't work anymore

could not she is

can not should not

will not he would

Sheet B3C-C40

“This sheet introduces two more shortform words, *paid* and *quick*. Remember the shortform words stand alone and can also be used as part of a longer word. They are easy to remember because they use letters from the word they represent.”

Activity 1

“Read the two new shortform words on the top line.”

Activity 2

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

Activity 3

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

Activity 4

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

Activity 5

“After the separation line, near the bottom of the page, there is one question. Take out your braille writer and put in paper. Label your paper. Read the question and answer it with at least 3 sentences.”

paid quick

1. Mom paid for my new copy of Island of the Blue Dolphins.
2. I paid for more toys with my money.
3. Let's get inside quickly since it looks like rain.
4. I paid quickly so we wouldn't miss the start of the movie.
5. Quick, let's hide in the barn!
6. It's quicker if you take the freeway to the mall.
7. My dad gets paid on Friday.

What would you do if you got paid 10 dollars?

Sheet B3C-C41

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 ____ for the airline tickets
yesterday.

part people paid

2. ____ grab your umbrella!

Quite Quick Question

3. He will need to get there ____ so he
doesn't miss the plane.

question questions quickly

4. Susan ____ for the cat food at the
pet store.

people part paid

5. The ____ you get home, the sooner we
can go.

quick quickest quicker

Sheet B3C-C42

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.”

== Mother paid for the snacks quickly. ==

start questions Mother like go paid from ball for the

play like cell questions snacks go quickly.

from go play Mother paid questions more quit for the

from like snacks she from play quickly. Mother

questions paid from coat start for the from snacks

play quickly. cell from quit like Mother paid

for the like ball start snacks questions play

quickly. Mother her ball paid quick for the start

coat cell snacks play quickly.

from Mother paid for the cell snacks quickly.

Sheet B3C-C43

“Three new lower wordsigns are introduced on this page. They are the words *his*, *was*, and *were*. These are all represented by one sign in the lower part of the cell. The lower wordsign for *his* is the same shape as a dropped h. It is middle, bottom on the first side and bottom on the second side.

“The lower wordsign for *was* is the same shape as a dropped j. It is bottom on the first side and middle, bottom on the second side.

“The lower wordsign for *were* is the same shape as a dropped g. It is middle, bottom on the first side and middle, bottom on the second side.”

Activity 1

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

Activity 2

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

Activity 3

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

Activity 4

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

Activity 5

“Read each sentence aloud one more time.”

Activity 6

“Take out your braille writer and put in paper. Label your paper. Use the sentence starter below the separation line to write at least 3 sentences. Save your paper for your teacher.”

his was were

1. His best friend was living next door.
2. Where were they going after dinner?
3. Was that his jacket that was left at the park?
4. They were about to go to the swimming pool.
5. We never saw his new car.
6. They were late for his party after trying to buy his gift.
7. He was sure he saw you at 7 o'clock.

If I were an animal, I would _____.

Sheet B3C-C44

“There are two main rules to know about the lower wordsigns. First, the lower wordsigns may be used after a capital indicator. Second, they may not be used before or after punctuation.

Activity 1

“Read each sentence.”

Activity 2

“Go back to sentence 1 and press on the word ‘his’ every time it appears in the numbered sentences whether or not it is contracted.”

Activity 3

“Go back to sentence 1 and press on the word ‘was’ every time it appears in the numbered sentences whether or not it is contracted.”

Activity 4

“Go back to sentence 1 and press on the word ‘were’ every time it appears in the numbered sentences whether or not it is contracted.

Activity 6

“Read each numbered sentence one more time.”

Activity 7

“Take out your braille writer and label your paper. Write 3 sentences using the words his, was, and were in the correct format. Save your paper for your teacher.”

1. Were you happy with the color of the plates?
2. It was, I think, the funniest joke.
3. I would like to go to his play.
4. His book was so full of facts.
5. My friend was wondering where they were going.
6. "Was that the best pie ever?" she asked.
7. The kittens were sleepy most of the time.
8. His lemons were from his tree and they were the best.
9. Sam is going to go to his garage to get the screw driver.

Sheet B3C-C45

Activity 1

“Each sentence on this sheet has a blank. Read each sentence. Below each sentence is a word written in contracted and uncontracted braille. Press on the correct form of the word.”

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 ____lost in the rain forest.

was was

2. I wonder where they ____.

were were

3. The apples were ____.

his his

4. He needs to go to ____ room.

his his

5. ____the horses on the farm fed?

Were Were

6. The candy was ____, but he didn't
want it.

his his

Sheet B3C-C46

“There are 3 new shortform words at the top of this sheet. They are *today*, *tomorrow*, and *tonight*. Remember the shortform words stand alone and can also be used as part of a longer word. They are easy to remember because they use letters from the word they represent.”

Activity 1

“Read each word on the study line at the top of the page.”

Activity 2

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

Activity 3

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

Activity 4

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

Activity 5

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

Activity 6

“Read each sentence aloud one more time.”

Activity 7

“Take out your braille writer and put in paper. Label your paper. Read the three starter sentences below the separation line. Rewrite each sentence starter and then finish the sentence. Save your paper for your teacher.”

today tomorrow tonight

1. It is going to be very hot today.
2. Tomorrow is his mother's birthday.
3. I would like to go stargazing tonight.
4. He is going to be here at
7 o'clock tonight.
5. Were you at the pool today?
6. My dad has to work tonight.
7. We are getting a dog tomorrow.

Today I will _____

Tonight I will _____

Tomorrow I _____

Sheet B3C-C47

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.”

== Today is his birthday, so tonight we'll
have a party. ==

Go Today great is sash Dad bell, his

phone from birthday, to so softball tonight

we'll can't Dad from great have forget was a

sash party. Dad can't Today to great is

his bell, from softball birthday, from go

so tonight phone can great we'll Dad have a

can't phones party. from Today softball she

but is from his Dad birthday, tomorrow was going

so can't tonight we'll go from great have a party.

Sheet B3C-C48

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.”

== Tomorrow is the first day of the new year,
January 1st. ==

I books Tomorrow friends would go is would but

the people would first picture go day of the stack

new friends go books year, I January

hope 1st. people Tomorrow friends is I the first

day would of the stack new books year,

hope January my would 1st. Some

books Tomorrow I people would is people the would first

day friends of the new would happy year, I

stack with January Dad can't 1st.

Sheet B3C-C49

“The next 2 sheets contain a story by Ann Gelles called *Zola*. *Zola* is about a bunny and her friend, Ann. *Zola* is an original braille story so there is no print edition to go with it. After the story you will answer several questions about the story. This book does not have any pictures. Enjoy reading the story, *Zola*.”

Zola

Ann Gelles, Author

Zola is my good friend. Zola is a
very big bunny. Zola is quite funny.

Zola sips cola. I sip cola.

I eat cake. Zola eats cake. I
like cake a lot. Zola likes cola a
lot.

But today Zola will not play. I am
sad. Zola is sad, too. Zola
looks sick. Zola has a sick
tummy. My vet will see Zola

Sheet B3C-C50

Continue reading, Zola.

today.

He gave Zola a pill. He said,

"No more cola for Zola." Tomorrow we can

play again.

I am happy. Zola is very happy.

Zola is a funny bunny. I love

Zola. Zola loves me.

Sheet B3C-C51

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 the answers given. Press on the letter of the answer that best answers the question or statement.”

Activity 2

“Take out your braille writer and put in paper. Label your paper. Explain why Zola will not play with Ann.”

Activity 3

“Using your braille writer, make a list of 3 things you think Ann should give Zola to eat. Save your paper for your teacher.”

1. What size is Zola?
 - A. Zola is big.
 - B. Zola is little.
 - C. Zola is skinny.
2. Who likes cola best?
 - A. Ann likes cake best.
 - B. Zola likes cola best.
 - C. Zola and Ann do not like cola.
3. The vet did not give Zola anything.
 - A. true
 - B. false

Sheet B3C-C52

"The next 2 sheets contain another story by Ann Gelles called, *Ruby*. Ruby is a puppy. *Ruby* is an original braille story so there is no print edition to go with it. After the story you will answer several questions about the story. This book does not have any pictures. Enjoy reading the story, *Ruby*."

Ruby

Ann Gelles, Author

I just met Ruby today. Ruby is my
niece's new puppy. Ruby is 24
weeks old. Ruby is very lively.

Ruby has a silky coat. Ruby
has big paws. Ruby loves people.
Ruby likes dogs.

Ruby runs and runs and runs.
Ruby jumps on me. Ruby jumps
on my niece. Ruby jumps on my
guide dog. We do not like that!

Sheet B3C-C53

"This is page 2 of the story *Ruby*, by Ann Gelles."

Ruby kisses me. Ruby kisses
my guide dog. Ruby kisses my
niece. My niece hates that.

Ruby eats at six o'clock. We
will walk Ruby tonight after it gets cool.
I like Ruby a lot. Ruby is a great
puppy! I bet Ruby would like you too.

Sheet B3C-C54

Activity 1

“This next two sheets have several questions about the story you just read. You may read the story again before answering the questions. Read each question and the answers given. Press on the letter of the answer that best answers the question or statement.”

Activity 2

“Take out your braille writer and put in paper. Label your paper. Explain what you would not like Ruby to do.”

1. Ruby is ____ weeks old.
 - A. 12 weeks
 - B. 30 weeks
 - C. 24 weeks

2. What does Ann's niece not like?
 - A. She does not Ruby's big paws.
 - B. She does not like Ruby to kiss her.
 - C. She does not like Ruby to run.

Sheet B3C-C55

Activity 1

“Continue answering the questions about *Ruby*.”

Activity 2

“Using your braille writer, explain what you would do to help take care of Ruby. Save your paper for your teacher.”

3. Ruby will go for a walk in the morning.

A. true

B. false

4. Ruby is a guide dog.

A. true

B. false

Sheet B3C-C56

“This sheet contains two new initial-letter contractions. Remember, the initial-letter contractions can be used as wordsigns and groupsigns. These initial-letter contractions all begin with the top, middle, bottom second side (dots 4, 5, 6).

Activity 1

“Read each word on the top line. The first initial-letter contraction is the word *had*. It is dots 4, 5, 6 followed by the letter h. The second initial-letter contraction is the word *their*. It is dots 4, 5, 6, followed by the t-h-e wordsign.”

Activity 2

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

Activity 3

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

Activity 4

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

Activity 6

“Read each sentence aloud one more time.”

Activity 7

“Take out your braille writer and put in paper. Label your paper. Read the two starter sentences below the separation line. Rewrite each sentence starter and then finish the sentence. Save your paper for your teacher.”

had their

1. We had to get ice for the drinks for the party.
2. Sam had their phone number in his book.
3. Sue tried calling their cell phone, but it had no batteries.
4. Their dog had wet fur from the rain.
5. Mom had their family over for dinner.
6. Susie said their pool is so fun to play in.

I had _____

Their favorite _____

Sheet B3C-C57

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 ____ the girls over for tea today.

had here their

2. ____ favorite restaurant is
next to the mall.

There Their Here

3. He ____ their cat in their yard.

here had have

4. ____ mother is going to arrive home
late tonight.

Their There Time

5. The boys ____ huge pieces of
cake for dessert.

here his had

Sheet B3C-C58

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 young boys had birthday gifts for
their mothers. ==

The just ever young can father boys stay had

birthday gifts time for every their list mothers.

forever The class young thought under boys work

had birthday table gifts stay for their people

mothers. if The his great young keys grass

boys back had phone flower birthday

gifts for it their sure but mothers. please

The chair put young yes boys again bath

had desk birthday your gifts father happy

for her make their surf water mothers.

Sheet B3C-C59

“Two more initial-letter contractions are at the top of this sheet. They also begin with top, middle, bottom second side (dots 4, 5, 6). Remember, they can stand alone or be used with a word.”

Activity 1

“Read each initial-letter contraction on the study line. The first initial-letter contraction is the word *cannot*. It is dots 4, 5, 6 followed by the letter c. The second is the word *many*. It is dots 4, 5, 6 followed by the letter m.”

Activity 2

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

Activity 3

“Go back to sentence 1 and press on the word ‘cannot’ every time it appears in the numbered sentences.”

Activity 4

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

Activity 5

“Read each sentence aloud one more time.”

Activity 6

“Take out your braille writer and put in paper. Label your paper. Read the two starter sentences below the separation line. Rewrite each sentence starter and then finish the sentence. Save your paper for your teacher.”

cannot many

1. I cannot have you over for a snack.
2. I had many pets at my work today.
3. She will bring many people with her to the party.
4. May I have as many cookies as I want for dessert?
5. No, you cannot eat that many cookies.
6. We cannot go to class today.
7. Mom has many snacks in the pantry.

I have many _____.

I cannot _____.

Sheet B3C-C60

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. Do you want ____ gifts?

cannot many had

2. He ____ get here right away.

cannot their many

3. Her big sister ____ eat candy.

had many cannot

4. All of my ____ friends live near here.

had many cannot

5. I would like to bring ____ gifts to her party.

had cannot many

Sheet B3C-C61

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.”

== She cannot bring many friends to the pool
party. ==

She today cannot books bag bring toy if

many he friends from with candy to here the tub

pool day party. only She has cannot

books door bring want many here friends it

to play cup the pool gift party. from

She work cannot young will bring park many friends mother

her about to car want the question pool play

would party. could She you please cannot have bring

someone many it friends spill to phone here the

test pool and stand party. run fast Cast

Sheet B3C-C62

“There are 4 new shortform words at the top of this sheet. Remember the shortform words stand alone and can also be used as part of a longer word. They are easy to remember because they use letters from the word they represent.”

Activity 1

“Read the shortform words on the study line. They are *blind*, *braille*, *above* and *himself*.”

Activity 2

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

Activity 3

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

Activity 4

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

Activity 5

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

Activity 6

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

Activity 7

“Take out your braille writer and put in paper. Label your paper. Read the question below the separation line and write at least three sentences to answer it. Save your paper for your teacher

blind braille above himself

1. I like learning braille with my friends.
2. Most people who know braille are blind.
3. Put the braille books on the shelf above my desk.
4. There were birds circling above them.
5. He cannot dress himself since he sprained his wrist.
6. The driver saw the blind curve on the road.
7. There are 6 lines above this one.
8. Dave learned 3 new braille shortforms himself.

What is the best thing about learning braille?

Sheet B3C-C63

Activity 1

“Each sentence on this sheet has a blank. Read each sentence. Below each sentence are four 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 have many ____ books at home.

blind braille above himself

2. Hang that picture ____ the dresser.

about above again also

3. He cut ____ on his finger with a
knife.

letter blind above himself

4. If you cannot see then you are ____.

braille blind above but

5. There are many good ____ books.

braille blind paid there

6. That bird flew ---- my car.

blind paid above braille

Sheet B3C-C64

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.”

== Many braille books are stacked above the
desk. ==

go past Many stop braille grade as books

are yard stacked why is above the garage

room desk. set Many for braille books have

in are bed today can what stacked above kite

the frame desk. pizza Many braille

name books as are stacked would slide is

from above the time people desk. mother very Many there

forever braille blind books tonight can are which stacked

above polite the desk. himself and Many great

big braille level red books over are on

stacked above and that the phone desk. gain

Sheet B3C-C65

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 hung the blue blinds in his home
himself. ==

He make how hung friend the blue blinds in
get or his just home and himself. pink was He
snack cat hung rock the blue seek
blinds in I tale today his home hide
himself. He dog is hung as they the show
blue blinds time for in keys his more home father
himself. give me He with hung time the add
blue little blinds bit in exit his hello for
home say said himself. share He had hung
where the blue blinds other in song desk his
garage box home again tried for himself. people

Sheet B3C-C66

The c-h groupsign is introduced on this page. It is top first side, bottom second side. The c-h groupsign can appear at the beginning, middle, or end of a word.

Activity 1

“The top line on this sheet shows how the c-h groupsign is used. Study the words on the top line.”

Activity 2

“Read each sentence.”

Activity 3

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

Activity 4

“Read each sentence aloud one more time.”

Activity 5

“Take out your braille writer and put in paper. Label your paper. Write five words that have the c-h groupsign.”

chill chart ache patch patched patching

1. There are chairs in the church yard.
2. Check to see if the chips are done.
3. We can change the lunch choices today.
4. Will you change the chain on my bike?
5. I cannot have cheese for lunch.
6. Sit in the chair so we can play chess.
7. I made a chart for my many chores.
8. Let's sit on the porch and munch on crunchy chips.
9. I have a one inch piece of chalk.

Sheet B3C-C67

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. There are many _____ to do today.

chins chores chalks

2. Sit in the _____ to eat your lunch.

chip chain chair

3. He can _____ his bike chain himself.

change chain chess

4. We will eat cheese and chips for _____.

inch lunch porch

5. _____ to see if it will get chilly
today.

Change Check Choice

6. _____ is one of my favorites.

Chart Cheesecake Chilly

Sheet B3C-C68

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 munches on chips and cheese for
lunch. ==

He is munches there on books chips
and like cheese paint cake for my lunch.

He munches make on friend chips say and
name our cheese play for lunch. help some

He play munches on cannot chips where
walk and many chalk cheese had for their
lunch. himself He stayed can munches braille

on above today chips question my and one cheese
blind for first mother lunch. many What He
says I munches what on chips that I
and play cheese this my for lunch. work again

Sheet B3C-C69

“At the top of this sheet you will find the wordsigns for *child*, *still*, and *shall*. When the c- h sign stands alone it is the wordsign *child*. When the s-t sign stands alone it is the wordsign *still*. When the s-h sign stands alone it is the wordsign *shall*.”

Activity 1

“Read each sentence.”

Activity 2

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

Activity 3

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

Activity 4

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

Activity 5

“Read each sentence aloud one more time.”

child still shall

1. It was hard for the child to sit still.
2. We shall stay at school until three o'clock.
3. Who's child is still learning braille?
4. There are still many questions to ask.
5. We're still waiting after all this time.
6. What shall the boys do after snack?
7. Let's go quickly to see her child's play.
8. I cannot hear if the phone is still ringing.
9. The child was too young to walk there himself.

Sheet B3C-C70

Activity 1

“This sheet has two columns of words. Read all of the words in each column.”

Activity 2

“Press on all of the words that name something you might find at school.”

Activity 3

“Press on all of the words that name something you might find on the beach.”

Activity 4

“Using your braille writer make a list of 8 items you would find in your backyard. Label your work and save it for your teacher.”

chalk	sand
sheet of paper	keyboard
library	waves
umbrella	blanket
glue	sunblock
sand castle	clock
telephone	fish
bathing suit	sea shells
crayons	scissors
boat	desk
fins	dolphins

Sheet B3C-C71

"This sheet introduces the lower groupsign, e-a. It is middle on the first side. The e-a sign can only be used in the middle of a word."

Activity 1

"Each word on the on the study line has the e-a groupsign. Read each word."

Activity 2

"Read each sentence."

Activity 3

"Go back to sentence 1 and press on the e-a groupsign every time it appears in the numbered sentences."

Activity 4

"Read each sentence aloud one more time."

Activity 5

"Take out your braille writer and put in paper. Label your paper. Write at least four sentences describing your favorite things to do at the beach. Save your paper for your teacher."

beat seat meat repeat create

1. My teacher works hard to teach her class braille every day.
2. Many people like to keep their homes clean.
3. Many of us cannot go to the beach today.
4. Can you reach the braille book above the desk?
5. We would like the meal at 1 o'clock.
6. The doctor is a great healer.
7. Let's go to the beach tomorrow with friends.
8. The young child is holding a leaf in his hand.
9. Please answer my questions in the letter.

Sheet B3C-C72

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 plant didn't look _____
to me.

real head reach

2. The sand was still very hot at the _____ today.

bleach beach beak

3. Mother said I had to _____ my room.

clean creak cheap

4. I cannot _____ the bleach above the washer.

real react reach

5. The water on the stove was _____ hot.

bleaching steaming breaking

6. Don't forget to _____ the meat.

style season sorry

Sheet B3C-C73

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.”

== Please bring clean sandals to the
beach. ==

Please cannot for bring today clean many sandals

meal to the time beach. question Please so bring

like clean real sandals must father to the could

beach. table wish Please make bring

think clean cake sing sandals fun to the

beach. himself Please big cried bring

clean steady sandals win to the cheap beach.

Please forget bring funny farm clean

sandals pirate swim to the piggy tale

beach. monster tired real sunny daytime

Sheet B3C-C74

“Some contractions are considered strong contractions. Strong contractions are always used before any other contraction. A strong contraction has dots in the top and bottom rows and on the left and right side.”

Activity 1

“This sheet has a list of words. Press on all the words that have a strong contraction.”

Activity 2

“Take out your braille writer and a sheet of paper. Label your paper. Make a list of 5 words that have strong contractions and 5 words that do not.”

which	rinse
sand	create
far	start
win	dishes
still	for
seat	change
wish	thing
what	folder
please	bath
can	treat
repeat	shrill
flint	read

Sheet B3C-C75

“Whenever it seems that two different contractions could be used, remember that the strong contraction is always chosen. For example, when the letters e, a, and r appear together, the a-r is always used because it is a strong groupsign contraction.”

Activity 1

“Read the top line to see examples of how the a-r groupsign is always used instead of the e-a group sign”

Activity 2

“Each sentence on this sheet has a blank. Read each sentence. Below each sentence are three words written in three different ways. Press on the correct word to complete the sentences.”

Activity 3

“Take out your braille writer and a piece of paper. Label your paper. Rewrite each sentence using the correct word to complete each sentence.”

clear fear bear appear

1. The ____ was wandering in the woods after the rain.

bear **bear** bear

2. Her new coat had a big ____.

tear tear tear

3. My ____ friend is moving away.

dear **dear** dear

4. That witch ____ at my door very quickly.

appeared **appeared** appeared

5. My best friend has a ____ of Spiders.

fear fear fear

Sheet B3C-C76

“The next four contractions are shortform words. They are the words *together*, *altogether*, *afternoon*, and *afterward*. The shortform words stand alone and they can be used within a word.”

You will also notice that many of the sheets will now be single spaced.”

Activity 1

“Let’s read each word on the study line and study the words.”

Activity 2

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

Activity 3

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

Activity 4

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

Activity 5

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

Activity 6

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

Activity 7

“Take out your braille writer and put in paper. Label your paper. Read the starter sentence below the separation line. Rewrite the starter sentence and add on two more sentences. Save your paper for your teacher.”

together altogether afternoon afterward

1. Let's go together to the park.
2. The play was altogether boring.
3. If it's past noon then it's the afternoon.
4. Take a nap, then afterward you'll feel rested.
5. My father was altogether right that braille is fun.
6. We can build the chair together this afternoon, then afterwards we'll take a break.
7. My friends and I are going to go see the new movie together.

This afternoon I will _____.

Sheet B3C-C77

Activity 1

“Each sentence on this sheet has a blank. Read each sentence. Below each sentence are four 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. Shall we go this _____ or tonight?
together altogether afternoon afterward
2. He must do his work himself and then _____ he
can play a game.
together altogether afternoon afterward
3. _____, he has 16 pairs of
socks.
together altogether afternoon afterward
4. You should put the model airplane
_____ tomorrow at 4 o'clock.
together altogether afternoon afterward
5. My friends and I want to go _____
to the movie.
together altogether afternoon afterward
6. A few days _____, Phil came
home.
together altogether afternoon afterward

Sheet B3C-C78

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.”

== Write a story this afternoon, then afterward you
can play. ==

part Write a should at story many this question

afternoon, what then afterward quick was you and can fair

play. Write a hungry story some big this

surf afternoon, cookies then picnic afterward

look at you old funny can play. catch

Write forever a tonight story snack cat this

grass afternoon, wins race then lean afterward you

book can blind letter play. together Write a

story book this afternoon, but he cat their people

at then while afterward she you a can play.

Sheet B3C-C79

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 puzzle is altogether simple to
put together! ==

The their puzzle young work is altogether beach
simple to and put your stamp together! letter

The noisy made puzzle rode is car
altogether brief simple blue to from put this
together! The hat puzzle ice drink is can
altogether was simple there to put today together!

class The street puzzle mat this
is vacuum altogether keys which simple your
to gift put money sale together! many still

Sheet B3C-C80

“You already know the capital letter indicator, bottom on the second side. This sheet introduces the capital word and capital passage indicator. If an entire word is capitalized, the capital word indicator is used. It is bottom on the second side, bottom on the second side; or two single capital indicators. It is important to note that the capital word mode ends when followed by anything other than a letter.

“If three or more words are capitalized, the capital passage indicator is used. The capital passage indicator is three single capital indicators. To end the capital passage mode the capital terminator is used at the end of the passage. The capital terminator is a two cell contraction, bottom second side followed by bottom first side.”

Activity 1

“Read each sentence.”

Activity 2

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

Activity 3

“Go back to sentence 1 and press on the capital passage indicator every time it appears in the numbered sentences.”

Activity 4

“Go back to sentence 1 and press on the capital terminator every time it appears in the numbered sentences.”

Activity 5

“Take out your braille writer and put in paper. Label your paper. Write one sentence that uses the capital word indicator and one sentence that uses the capital passage indicator with the termination sign.

1. You need to STOP yelling!
2. Mom said, “CLEAN UP YOUR ROOM!”
3. DAVE’S sister is STILL sleeping.
4. Be sure to read the chapter WHAT TO DO IF YOU ARE BORED.
5. DON’T forget to pick up MILK, SODA, ICE CREAM, and CHIPS.
6. I REALLY want to invite SUSIE, DAVID, LISA, and LEE.

Assessment Sheet B3C-C81

“Congratulations! You have completed all of the worksheets for Part C. 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 D.”

Activity 1

“This sheet has two columns of contracted braille words. Read all of the words in each column.”

Activity 1

“I will read you a clue. Find and press on the word that best matches the clue.”

Clues:

1. Most people who read braille are...
2. Opposite of old.
3. Between morning and night.
4. Someone you would go to the movies
5. Ends with a question mark.
6. Rhymes with rust.
7. Homonym for the word witch.
8. Better than good.
9. A young person.
10. Opposite of can.
11. Very, very fast.
12. When you aren't moving you are...

friend	afternoon
young	great
also	cannot
tonight	afterward
had	quick
which	braille
child	ever
still	question
above	blind
their	paid
some	must

Assessment Sheet B3C-C82

Activity 1

“Each sentence on this sheet has a blank. Below each sentence are three groups of letters representing a braille contraction. Press on the letters that are the contracted braille word that best fits in the blank.”

1. The meeting ____scheduled for 1
o'clock in the afternoon.
his was were
2. We ____not able to go for a walk
today.
his was were
3. I ____his homework in my car.
cannot their had
4. That ____is very sleepy today.
still child shall
5. He ____going to the play after work.
his was were
6. ____, my mom needs to check her
email.
Must First Still
7. My best friend is ____.
braille himself blind

Assessment Sheet B3C-C83

Activity 1

“Each sentence on this sheet has a blank. Below each sentence are three groups of letters representing a braille contraction. Press on the letters that are the contracted braille word that best fits in the blank.”

1. I ____ find my keys.
their cannot had
2. She is ____ cold.
child still shall
3. ____ shoes did not fit.
Their These They're
4. He invited ____ friends to the party.
many cannot had
5. I asked you to ____ the driveway of
all the leaves.
clear clear clear
6. **Harry's** name is in ____.
bold underline italics
7. The climber will ____ a very heavy
backpack.
clear carve carry

Assessment Sheet B3C-C84

Activity 1

“Each sentence on this sheet has a blank. Below each sentence are three groups of letters representing a braille contraction. Press on the letters that are the contracted braille word that best fits in the blank.”

1. May I ask you a ____question?
quick shall child
2. ____does she live?
Some Work Where
3. Will he ____stop talking?
every had ever
4. My mom is ____home.
altogether after also
5. We ____leave soon.
some still should
6. Sharon's name is in ____.
bold underline italics
7. What ____you planning to do tomorrow?
his were was