



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

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Sheet B3C-D1

“Welcome to Part D of UEB Contractions. Part D begins by teaching the last set of alphabetic wordsigns. The last 3 alphabetic wordsigns are on the study line of this page. They are knowledge, quite, and rather. Remember, the alphabetic wordsigns must stand alone.”

Activity 1

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

Activity 2

“Start at sentence 1. Press on the word ‘knowledge’ every time it appears in the numbered sentences.”

Activity 3

“Start at sentence 1. Press on the word ‘quite’ every time it appears in the numbered sentences.”

Activity 4

“Start at sentence 1. Press on the word ‘rather’ every time it appears in the numbered sentences.”

Activity 5

“Read each sentence aloud one more time.”

Activity 7

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

knowledge quite rather

1. He had knowledge of their fancy fort.
2. I would rather have ice cream for dinner.
3. I am quite happy with my grade.
4. You are gaining knowledge about braille.
5. He was rather upset about the score.
6. His knowledge about football helped him.
7. I'm not quite ready to leave yet.
8. Would you rather go to a movie or the
park?

I would rather _____

I am quite _____

My knowledge of _____

Sheet B3C-D2

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 think you have the ____ to fix the car.

knowledge quite rather

2. He would ____ have arrived at school after his best friend.

knowledge quite rather

3. They're not ____ ready to have dinner.

knowledge quite rather

4. Claire would ____ go to that new restaurant.

knowledge quite rather

5. Gaining ____ is a good thing.

knowledge quite rather

Sheet B3C-D3

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 would rather have a dog than a fish. ==

I knowledge her would rather was have gold a dog mother

than a cat fish. I seem would young boy

rather have question a dog again pet than a candy

fish. every single I park would child rather have

school yard and a dog more pages than very a

great fish. I cannot would work hard rather together have

for many a time dog horses than cows and

chicks a purple fish. since I wish

would father rather phone candle have street a dog

for than knowledge carrot a quite fish. garage time

Sheet B3C-D4

“The next sheet contains an original braille story by Ann Gelles called *Zeek*. *Zeek* is about a friendly bee. After you read the story, you will be asked several questions about what you read.”

Zeek
by Ann Gelles

"Buzz, buzz, buzz. Buzz,
buzz, buzz."

"Oh no," my friend said. "A big bee
is back."

"Is that bee back again?"

My friend and I are scared of bees.

"Look!" my friend said, "It's
Zeek!"

"Great!" I said. Zeek is a friendly
bee so we like him a lot.

He likes apple trees and plum
trees. Zeek also likes roses and
tulips. He likes tall wet grass.
Zeek likes us a lot too.

He would not hurt us. He will sit on
a tulip and buzz, buzz, buzz. He will
sit on a twig and buzz, buzz, buzz.

He will land on a lily as we play
together. Zeek will go away after he helps
all plants. We will miss him.

Sheet B3C-D5

Activity 1

“The next two sheets have 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 letter or letters that best answer the questions.”

1. Who is Zeek?

A. a bee

B. a bird

C. a dog

2. Circle the two things Zeek likes.

A. wet grass

B. dogs

C. roses

Sheet B3C-D6

Activity 1

“Read the remaining questions about “Zeek], by Ann Geles. Press on the letter or letters that best answer the questions.”

Activity 2

“Take out your braille writer and put in paper. Label your paper. Write 3 sentences explaining why you would or why you would not like Zeek. Save your paper for your teacher.”

3. What good does Zeek and other bees do?

- A. eat plants
- B. scare people
- C. help the plants

4. Ann and her friend feel sad after Zeek goes away.

- True
- False

Sheet B3C-D7

"This page introduces two important symbols. The first symbol is an ampersand. The ampersand is a two cell symbol. The ampersand is a symbol that stands for the word *and*. The braille symbol is easy to remember because it is top second side followed by the *and* wordsign. Or, top second side followed by top, middle, bottom first side and top, bottom second side. Let's read the first sentence on the sheet and find the ampersand sign.

"The second symbol is the ellipsis. An ellipsis is often used to show that something is missing from a sentence. An ellipsis in print and braille are the same; three periods with no spaces between them. Let's read the second sentence and find the ellipsis."

Activity 1

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

Activity 2

"Start at sentence 1 and press on the 'ampersand' every time it appears in the numbered sentences."

Activity 3

"Start at sentence 1 and press on the 'ellipsis' 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 an ellipsis. 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. My dad & I are going to a
baseball game this Saturday.
2. He doesn't know ... and is not going
to guess.
3. I was able to answer 1, 2, &
3 correctly.
4. I needed to buy apples, peaches,
& ... from the store today.
5. Swimming & running are Brad's
... sports.

My favorite desserts are ...
After school I like to ... & ...

Sheet B3C-D8

"The next two contractions you will learn are groupsigns that stand for the common letter blends o-w and g-h. The o-w and g-h groupsigns can appear at the beginning, middle, or end of a word. The o-w groupsign is middle first side and top, bottom second. The g-h groupsign is top first side and middle, bottom second side."

Activity 1

"The first and second lines on this sheet are study lines. Let's read each word on the study line together. Pay attention to the o-w and g-h groupsigns."

Activity 2

"Read each sentence."

Activity 3

"Start at sentence 1 and press on the o-w groupsign every time it appears in the numbered sentences."

Activity 4

"Start at sentence 1 and press on the g-h groupsign every time it appears in the numbered sentences."

Activity 5

"Read each sentence aloud one more time."

Activity 6

"Using your braille writer, write 5 words that contain the o-w groupsign and 5 words containing the g-h groupsign. Label your work and save it for your teacher."

cow snow blow grown plowed own owl

dough laugh sleigh night mighty ghost

1. Can you please blow up this balloon?

2. It snowed all during the night.

3. The bowl of fruit was weighed by my
aunt.

4. We were laughing at the noise the owl was
making.

5. My father made the ghost costume by
himself.

6. We ate the cookie dough yesterday.

7. My mother owns her very own shop.

Sheet B3C-D9

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. ____ far is the ghost town?

Mow How Cow

2. I must take a bath every ____

light might night

3. The show was very funny so we ____.

laughed laugh laughing

4. A ____ says moo.

mow how cow

5. I'm not sure but I ____ be able to
stay over tomorrow night.

night might light

Sheet B3C-D10

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 neighbor is plowing the snow
by himself. ==

one The happy got tat ghost neighbor a
is plan cabin plowing buying the paper
snow sure by would himself. question The it tat
got nothing neighbor it is for plowing get
the same snow clown by himself. afternoon The
tat neighbor sandal is plowing partly the
side shoe snow by mother him himself. kettle
The trailer tat next neighbor is braille
book plowing that the snow bigger by himself.

Sheet B3C-D11

“This next two sheets contains 3 columns of words to help you review the contractions for the common groupsigns w-h, t-h, s-t, s-h, c-h, g-h, and o-w.”

Activity 1

“Look at the study line. There are seven words. Each word begins with one of the groupsigns being reviewed. Read all the words.”

Activity 2

“Below the study line there are 3 columns of words. Read each word. If you do not remember one of the contractions you can use the study line to help you.”

Activity 3

“Press on all the words containing the w-h groupsign.”

Activity 4

“Press on all the words containing the t-h groupsign.”

Activity 5

“Press on all the words containing the s-t groupsign.”

Activity 6

“Press on all the words containing the s-h groupsign.”

Activity 7

“Using your braille writer, braille three words for each of the groupsigns (w-h, t-h, s-t, and s-h) reviewed on this sheet. Label your work and save it for your teacher.”

what thump stop shut chill ghost owl

stamp witch fright

bright teeth brush

rich stuck wish

think shrimp high

white thin rust

trust stitch brown

fast crush misty

sight shirt chapped

stack why shy

might birth dish

Sheet B3C-D12

"This sheets contains the same study line to help you review the contractions for the common groupsigns w-h, t-h, s-t, s-h, c-h, g-h, and o-w."

Activity 1

"Press on all the words containing the c-h groupsign."

Activity 4

"Press on all the words containing the o-w groupsign."

Activity 5

"Press on all the words containing the g-h groupsign."

Activity 6

"Using your braille writer, braille three words for each of the groupsigns (c-h, o-w, and g-h) reviewed on this sheet. Label your work and save it for your teacher."

what thump stop shut chill ghost owl

down	chick	gown
sight	high	watch
chase	crown	change
lightly	chin	grown
shatter	rich	might
stitch	math	fresh
ghastly	flow	Mitchel
chord	brown	crow
shy	tight	frown

Sheet B3C-D13

“You already know all of the alphabetic wordsigns. The alphabetic wordsigns stand- alone, but they can be used with an apostrophe which creates a contracted word such as *it’s* for it is and *you’ve* for you have when the alphabetic word comes before the apostrophe.”

Activity 1

“Look at the contracted wordsigns on the study line. They all have an apostrophe that contains a print style contraction. Notice that the apostrophe immediately follows the wordsign.”

Activity 2

“Each sentence below the separation line has a blank. Read each sentence. Below each sentence are two choices separated by an ellipsis. Press on the correct form of the word or words to fill in the blank.”

**Correct answer is highlighted in the teacher's manual only.

Activity 3

“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.”

it’s you’ve that’s you’ll can’t

1. I ____go with my friends to the movies
after school today.

can’t ... **can’t**

2. You ____made chocolate cake for
dessert since my birthday.

hn’t ... **haven’t**

3. ____a really tricky question.

That’s ... **That’s**

4. ____going to get very hot in New
York this week.

It’s ... **It’s**

Sheet B3C-D14

"The study line shows the shortform words yourself, yourselves, and themselves. These shortform words are easy to remember as they use letters from the words they represent."

Activity 1

"Read each word on the study line to learn the shortform words."

Activity 2

"Read each sentence."

Activity 3

"Start at sentence 1 and press on the shortform word 'yourself' every time it appears in the numbered sentences.

Activity 4

" Start at sentence 1 and press on the shortform word 'yourselves' every time it appears in the numbered sentences.

Activity 5

" Start at sentence 1 and press on the shortform word 'themselves' every time it appears in the numbered sentences.

Activity 6

"Take out your braille writer and put in paper. Label your paper. Write 3 sentences using each of the new short forms at least once. Save your paper for your teacher."

yourself yourselves themselves

1. Do not worry yourself sick.
2. The boys made the chowder themselves.
3. The boys will bike to the pool
themselves.
4. Can you please make a snack for
yourself?
5. Give yourselves a pat on the back for a
job well done.
6. Tonight, they will make the cake themselves.
7. Did you study by yourself for the test?

Sheet B3C-D15

“The study line on this page shows two more shortform words. They are myself and herself.”

Activity 1

“Read each word on the study line to learn the shortform words.”

Activity 2

“Read each sentence.”

Activity 3

“Start at sentence 1 and press on the shortform word ‘myself’ every time it appears in the numbered sentences.”

Activity 4

“Start at sentence 1 and press on the shortform word ‘herself’ every time it appears in the numbered sentences.”

Activity 5

“Take out your braille writer and put in paper. Label your paper. Write 2 sentences using each of the new short forms at least once. Save your paper for your teacher.”

myself herself

1. I would like to learn how to make spaghetti by myself.
2. She finished reading the book all by herself.
3. My baby sister put herself to bed last night.
4. I tried to answer the question myself.
5. She gave herself a new hair style.
6. It’s hard to put cream on by myself.
7. She asked for a picture of herself.

Sheet B3C-D16

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 kids decorated the room ____.

yourself yourselves themselves

2. I can read braille by ____.

herself myself yourself

3. You should write that letter ____.

yourself myself herself

4. Give ____ a pat on the back!

themselves myself yourself

5. She acts like ____ since she is having fun.

myself yourself herself

Sheet B3C-D17

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.”

== Try to do it yourself if you can. ==

Try go there to do for yes it my him yourself

if it is you are can. Try to that do again it

my yourself so it if where and the you can. paid Try

gain to could do braille it is yourself herself if

you question can. themselves Try himself to do today it

yourself yourselves if that you tomorrow can. father my Try

to afternoon do still it myself yourself afterward if themselves

you can. about Try to do would not it yourself rather if

yourselves you more can. Try this morning to do it for

yourself if him she you said yourselves can. could tomorrow

Sheet B3C-D18

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 paid for the car myself at the used car
dealer. ==

you I borrow paid her for the that car as for herself

myself one dog at the big used so car as

today dealer. yard I case paid for yourselves the

said at car now the myself garage at cow the

used could car dealer. buy I paid for the tonight

bar car for child myself many at had the is used

today watch car nice again what dealer. That

I paid for the bury car together for myself at

Afterward the there used car dealer. put I paid

braille for the cat car crank for myself first at

the above used today car store dealer. one of

Sheet B3C-D19

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 doesn't like staying at home by
herself. ==

She do doesn't little hat like would staying there
at left home for by herself. still She had for
doesn't pretty like together staying hole at
home by can herself. their She child doesn't
himself left like above staying paid at home part
by thing herself. every where yourselves She afternoon tonight
doesn't care letter like store staying worked at
yourself home under show by blind herself. show She
rough cow doesn't dog dessert like bike
staying together at happy home again book by
herself. brow paid regain tomorrow themselves can play

Sheet B3C-D20

“The contraction for the letters e-n is written as a dropped e, middle first side and bottom second side. When the e-n sign is found within a word it stands for the lower groupsign e-n. When the e-n sign stands alone it is the lower wordsign *enough*. The word enough cannot be contracted when it is connected to a punctuation sign; however, it can touch a hyphen or dash that is connected to another upper cell sign.”

Activity 1

“Read each word on the study line. All the words have the e-n lower groupsign.”

Activity 2

“Read each sentence.”

Activity 3

“Start at sentence 1 and press on the e-n groupsign or wordsign 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 label your paper. Write 5 sentences using the e-n groupsign or the e-n wordsign. Save your paper for your teacher.”

enough enter enlarge send trend lend ten Ben

1. Please write with a pen not a pencil.
2. Do you have enough envelopes to send the letters?
3. I need to send seven letters to Gwen.
4. We must show the ticket when we enter.
5. I myself started that trend ten years ago.
6. Put the letter in the envelope to send.
7. Can you lend her enough money?

Sheet B3C-D21

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 think I have eaten _____pie.

enough enter end

2. The child learned his numbers to _____.

den ten mend

3. Will you please _____the eggs with the
butter?

blink blimp blend

4. We must _____ the theater by the front
door.

entire enter enough

5. Have you had _____ braille lessons for today?

in enough end

Sheet B3C-D22

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.”

== Seven men were sent to the den to get
the green pen. ==

Seven Gwen men was for were sink sent not to

the spend goat den house to get blended

the green day stay pen. Seven enter altogether

men enough were work sent entire house to the den

to some get enough the dragon green if pen.

it's Seven the end men mend were still question sent

child to the above to get their den braille blind to

get blended the green send pen. Seven

mint men was were super sent to paid the top

den to but get form drinks. the himself green

braille forget pen. I himself forever themselves it

Sheet B3C-D23

“The dash and italic signs were introduced in Part C. Remember that the dash is a two cell sign, bottom second side and then bottom first side, bottom second side.

The italic sign is made up of two cells. The italic word sign is top, bottom second side, followed by middle first side. The italic passage sign is top, bottom second side, followed by middle, bottom first side, middle bottom second side. The italic terminator indicator, place at the end of the passage, is top, bottom second side followed by bottom first side.”

Activity 1

“This is a sheet of jokes. Each joke is preceded by a dash and the answer is italicized. Read each joke and see if you can guess the answer.”

Activity 2

“Find a friend or adult and read the jokes to him or her.”

Activity 3

“Using your braille writer, copy at least 2 jokes that you can share with your family and friends. Save your paper.”

- What do you get if you cross a sheepdog with a rose? *A collie-flower*
- What do you say when you meet a two headed monster? *Hello hello!*
- What tea do footballers drink? *Penaltea*
- How do you stop squirrels from playing football in the garden? *Hide the ball, it drives them nuts.*
- Why was the broom late? *It over slept.*
- What runs but never walks? *Water*
- What happened when the cat ate a ball of wool? *She had mittens!*

Sheet B3C-D24

"The letters o-u are commonly written together. The o-u groupsign is top, middle first side and middle, bottom second side. The o-u contraction can also stand alone. When it stands alone it is the word *out*."

Activity 1

"Read each word on the study line. Press on any word to hear it aloud."

Activity 2

"Begin on the numbered exercise lines. Read each sentence until you reach the separation line."

Activity 3

"Start at sentence 1. Press on the word 'out' every time it appears in the numbered sentences."

Activity 4

"Start at sentence 1 and press on all the words containing the o-u groupsign 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 starter sentence below the separation line. Rewrite the sentence starter and then finish the sentence. Add at least 3 more sentences of your own. Save your paper for your teacher."

out house court outside blouse ounce ouch

1. My house is on the same route as
yours.

2. My cousin is famous in Houston.

3. I need four cups of flour for the
cake.

4. Why is your couch out in the yard?

5. Let's go outside to the outhouse.

6. Look at that group of clouds!

7. I yelled, "Look out!" loudly.

8. Pour the syrup one ounce at a time.

I have four...

Sheet B3C-D25

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. They played basketball on the ____.

cloud court couch

2. I spilled ____ on my blouse.

floor flower flour

3. ____ the milk into the flour slowly.

Mouth Pour Power

4. My friend is a ____ baseball

player.

flour four famous

5. We picked my ____ for our group.

couch cousin court

Sheet B3C-D26

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.”

== Let's take the couch out of the brown
house. ==

little Let's took then take off the couch out
end of the horse brown house. its Let's
together take afternoon the clock couch famous out
court of the brown help house. Let's can
risk take knowledge the should couch chair out cloud
of four the brown house. cousin Let's
touch take off the cloud couch for out that of the
brown boat house. forget Let's mouth
take the ounce couch ouch out of enough the route
brown drive still house. enter pour blouse

Sheet B3C-D27

“This page has a recipe for a banana smoothie.”

Activity 1

“Read the recipe. Press on any word to hear it aloud.”

Activity 2

“Using your braille writer, describe your favorite type of smoothie and how you might make it.”

Banana Smoothie

Ingredients

1 frozen banana
one-half cup nonfat yogurt
one-half cup fresh orange juice
one-fourth cup blueberries, washed

What to do

Take out a blender. With help from an adult, mix all of the above ingredients until smooth. Pour in a glass and enjoy!

Sheet B3C-D28

The following two pages come from the book, "What's so Bad about the Big Bad Wolf", 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.

== What's So Bad About the Big,
Bad Wolf?

-----2

== A wolf has big eyes to see you
with, big ears to hear you with, and big teeth
to...

-----3

== And that makes a big, bad wolf.

-----4

== A wolf can look like a grandma.

-----5

== A wolf can look like a sheep. And that
makes a big, bad wolf.

-----6

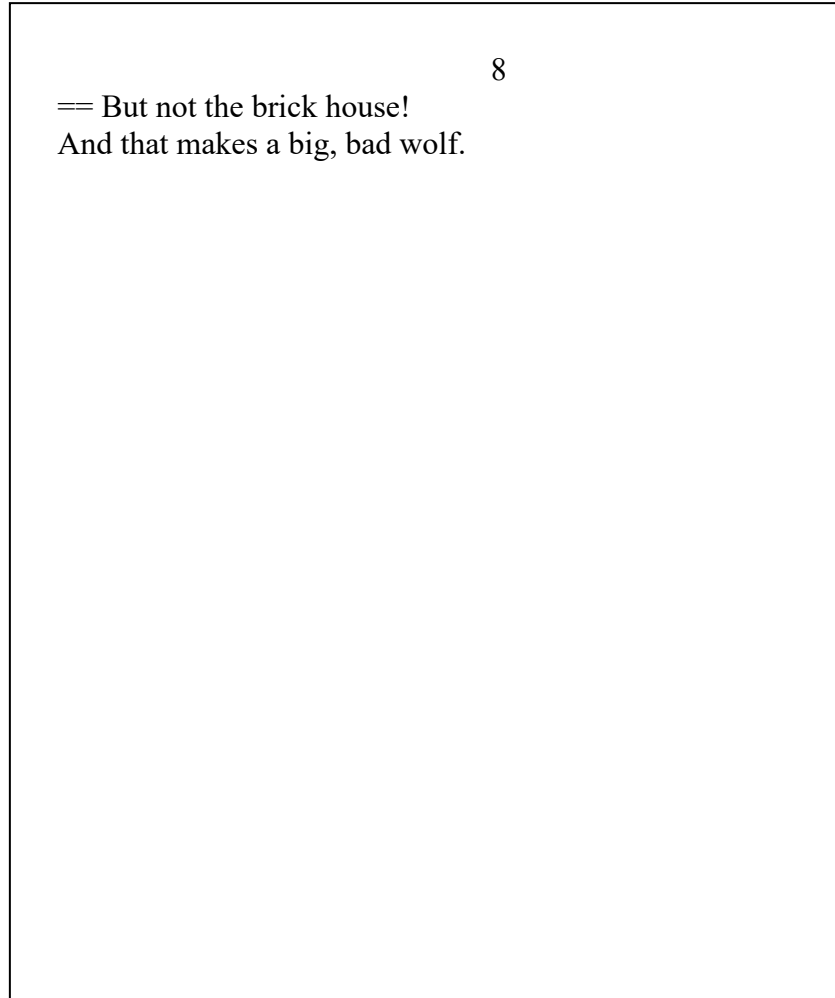
== A wolf will run after pigs. He will
blow their houses down.

-----7

== First the straw house...
Then the stick house...

Sheet B3C-D29

Continue reading "What's so Bad about the Big Bad Wolf."



Sheet B3C-D30

Activity 1

“The next two sheets have 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.”

1. In the story there are 2 things the wolf can look like. What is one of the things?
 - A. a pig
 - B. a sheep
 - C. a cow

2. What is the other thing a wolf can look like?
 - A. a grandma
 - B. a teacher
 - C. a baby

3. What will the wolf run after in the story?
 - A. the sheep
 - B. the cows
 - C. the pigs

Sheet B3C-D31

Activity 1

“Read the remaining questions about *What’s So Bad About the Big Bad Wolf?* Press on or mark the letter of the answer that best answers the question or statement.”

4. Which of the following things does NOT make a big, bad wolf?
- A. big teeth
 - B. big hair
 - C. big ears
5. Which house did not get blown down?
- A. straw house
 - B. stick house
 - C. brick house

Sheet B3C-D32

Activity 1

"There are 2 columns of words on this sheet. Going down each column read each of the words."

Activity 2

"Take out your braille writer and a piece of paper. Label your paper. I am going to read you 12 different clues. I will read you a clue for one of the words on this sheet. You will number each answer and write the word that best matches the clue I read. Each word is only used one time. Let's do number 1 together. Clue 1. What you do when someone gives you a present."

Clues:

1. What you do when someone gives you a present.
2. The opposite of exit.
3. To make different.
4. Opposite of up.
5. Find the word had, as in "We had a good time."
6. Another word for me.
7. The opposite of today.
8. The opposite of old.
9. Find the word themselves as in, "They will do it themselves."
10. What is it called when you know a lot about something?
11. The opposite of inside.
12. Find the word herself, as in "She wished she could give herself a pat on the back."

down	together
enter	outside
themselves	herself
quite	tonight
altogether	change
cannot	afterward
himself	had
yourselves	myself
child	knowledge
young	thank
paid	yourself

Sheet B3C-D33

"This sheet introduces the basic signs of operation. These are important to learn whether you are using UEB or Nemeth math as literary braille often contains math notation."

Activity 1

"The first six symbols, equal, plus, minus, multiplication x sign, multiplication dot, and division sign are introduced on the top six lines and are followed by an example. You will notice in the examples that the number sign, or the numeric indicator, must be repeated after the sign of operation. All six symbols begin with middle on the second side. Look at each line as I describe the symbols.

"The first line has the equal sign. It is middle on the second side followed by middle bottom first side, middle bottom second side. Read the first line."

"The second line has the plus sign. It is middle on the second side followed by middle bottom first side, middle second side. Read the example on the second line.

"The third line has the minus sign. It is middle on the second side followed by bottom first side, bottom second side. Read the example.

"The fourth line has the multiplication x sign. It is middle on the second side followed by middle bottom first side, bottom second side. Read the example.

"The fifth line has the multiplication dot sign. It is middle on the second side. Followed by middle first side, middle bottom second side (the period sign). Read the example.

"The sixth line has the division sign. It is middle on the second side followed by bottom first side, top second side. Read the example."

Activity 2

"Below the separation line are two columns. The first column contains a math problem and the second column is the name of the sign of operation. Read math expression number one in the left column, then find the correct name of the sign of operation on the right."

Repeat for 2 through 5.

= equal sign

+ plus sign $3+5 = 8$

- minus sign $8-4 = 4$

× multiply x sign $2\times 2 = 4$

· multiply dot sign $4\cdot 4 = 16$

÷ divide sign $9\div 3 = 3$

$10\div 2$ minus

$6+4$ multiply dot

$8-1$ divide

$6\cdot 1$ plus

2×5 multiply x

Sheet B3C-D34

“On this sheet you will practice reading sentences that include the plus sign, minus sign and multiplication x sign.”

Activity 1

“Read each sentence.”

Activity 2

“Start at sentence 1. Press on the plus sign every time it appears in the numbered sentences.”

Activity 3

“Start at sentence 1 and press on the minus sign every time it appears in the numbered sentences.”

Activity 4

“Start at sentence 1 and press on the multiplication x sign 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 different sentences using the plus, minus, and multiplication x sign. Feel free to write a sentence similar to one above.”

1. Show him how to solve $10-4$.
2. I want you to learn 9×9 .
3. I am going to buy 6 bananas
+ 8 oranges.
4. Johnny needs to re-do $13-5$
on his homework paper.
5. Please learn the following: 6×3 ,
 $6+3$, and $6-3$.
6. I don't know how to input 20×4
into my calculator.
7. I now understand why $100-50 =$
50.

Sheet B3C-D35

“On this sheet you will practice reading sentences that include the multiplication dot sign, the division sign, and the plus sign.”

Activity 1

“Read each sentence.”

Activity 2

“Start at sentence 1. Press on the multiplication dot sign every time it appears in the numbered sentences.”

Activity 3

“Start at sentence 1 and press on the division sign every time it appears in the numbered sentences.”

Activity 4

“Start at sentence 1 and press on the plus sign 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 different sentences using the multiplication dot sign, the division sign, and the plus sign. Feel free to write a sentence similar to one above.”

1. The thermometer says -10 degrees
2. Please show me how to figure out $81 \div 9$.
3. Did I answer $32 + 64$ correctly this time?
4. My dad asked me to solve $32 \div 8$.
5. How many pieces of candy will we have if we take a bag of Skittles + a bag of chocolate kisses.
6. I can solve $100 \cdot 10$ by myself.

Sheet B3C-D36

Activity 1

“Each sentence on this sheet has a blank. Read each sentence. Below each sentence are four numbers. Press on the number that solves each sentence.”

Activity 2

“Take out your braille writer and a piece of paper. Label your paper. Write 8 different math problems using the signs of operation you have learned. Make sure you know the answer.”

Activity 3

“Give your braille worksheet to your teacher or a friend who reads braille and see if he or she can solve your problems.”

1. Solve $12 \div 3$.

6 5 4 1

2. What is $10 \cdot 4$?

20 10 400 40

3. How many pencils will there be if you have
one box of 12 and one box of 8?

20 18 11 21

4. What is $8 - 3$?

2 4 5 6

5. The answer to 6×3 is...

12 10 21 18

Sheet B3C-D37

“In addition to the signs of operation you just learned, it is important to know the signs of comparison. The equal sign, greater than sign, and the less than sign are also two cell signs. The first line on this page shows the equal sign. It is middle second side, followed by middle, bottom first side, middle bottom second side. The second line shows the greater than sign. It is top second side, followed by bottom first side, top middle second side. The third line shows the less than sign. It is top second side, followed by top middle first side, bottom second side.”

Activity 1

“Below the separation line are number sentences. To the left of each number sentence are three choices. Read the number sentence and then press on the sign of comparison that best fits in the blank.”

Activity 2

“Take out your braille writer and a piece of paper. Label your paper. Rewrite each number sentence using the correct sign of comparison.”

$2+2 = 4$	
$21 > 20$	
$13 < 15$	
<hr/>	
$4 \times 2 \underline{\quad} 8$	$= < >$
$25 \underline{\quad} 32$	$< = >$
$0 \underline{\quad} 10$	$= > <$
$62 \underline{\quad} 52$	$> = <$
$12 \underline{\quad} 12$	$> = <$
$8+4 \underline{\quad} 3$	$> < =$
$0-0 \underline{\quad} 0$	$= < >$
$9 \div 3 \underline{\quad} 10$	$< = >$

Sheet B3C-D38

Activity 1

“Each line on this sheet compares two things. Below each line are the signs of comparison. Press on the sign of comparison that makes the statement true.”

Activity 2

“Take out your braille writer and a piece of paper. Label your paper. Write at least 4 statements using the correct sign of comparison.”

stars in the sky ____ planets

< = >

toes on your feet ____ fingers on your hand

= > <

steering wheel in a car ____ tires on a
car

< = >

letters in the print alphabet ____ letters in the braille
alphabet

> < =

water in a swimming pool ____ water in a
lake

< > =

Sheet B3C-D39

"The next set of contractions are the double letter lower groupsigns. When the letters b- b, c-c, f-f, and g-g are in the middle of a word, the lower groupsign is used. The lower groupsign for these double letters is easy to remember as they are just the dropped form of the letter.

"The b-b contraction is a dropped b, middle bottom on the first side. The c-c contraction is a dropped c, middle first side and middle second side. The f-f contraction is a dropped f, middle bottom first side and middle second side. The g-g contraction is a dropped g, middle bottom first side and middle bottom second side."

Activity 1

Read each word on the study line to see an example of the double letter lower groupsigns.

Activity 2

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

Activity 3

"Start at sentence 1 and press on the lower groupsign c-c every time it appears in the numbered sentences."

Activity 4

"Start at sentence 1 and press on the lower groupsign f-f every time it appears in the numbered sentences."

Activity 5

"Start at sentence 1 and press on the lower groupsign g-g every time it appears in the numbered sentences."

Activity 6

"Start at sentence 1 and press on the lower groupsign b-b every time it appears in the numbered sentences."

Activity 7

"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 with at least 4 descriptive sentences."

ribbon accent fluffy bigger

1. Eat your cabbage then you'll get some taffy.
2. That raccoon has the hiccups!
3. I want to wear my fluffy earmuffs.
4. The shaggy dog wagged his chubby tail.
5. The accident occurred near Bobby's house.
6. The rabbit grabbed the grubby carrot.

What do you like most about your favorite stuffed animal?

Sheet B3C-D40

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. A buffalo is ____ than a rabbit.

baggy baggage bigger

2. They will have a ____ at Bobby's wedding.

buffet office stuffy

3. My cousin speaks with a French ____.

moccasin accent accept

4. I need to brush my dog so his fur
is ____.

fluffy stuffy raffle

5. My dad is going to make ____ for
breakfast.

eagles egg eggs

Sheet B3C-D41

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 rabbit with the hiccups was wearing fluffy
earmuffs. ==

The robin rabbit of with his the house yard

hiccups there was wearing friend for fluffy eleven

earmuffs. The pudding rabbit house with the

coffee comedy hiccups den was over wearing

floor fun fluffy earmuffs. year The but

lobby rabbit with mouse the tonight hiccups were was

wearing fluffy yourselves seven earmuffs. The

right quite rabbit as with if the horses hiccups

was wonder wearing forever fluffy more earmuffs.

Sheet B3C-D42

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 boat wiggled and we giggled as we
rowed to the middle of the lake. ==

The bottle boat was wiggled and we goat
giggled church as we pool rowed hot to the
mouse middle yard of accent the lake. The
braille desk boat duffel wiggled and they we
giggled ghost as afterward we shred rowed saddle
to mother the must middle if it of the like want
lake. The country boat mud wear wiggled
for us and children name we great again giggled under for
as you are we rowed myself to the just middle
of too the land lock lake. bedding again mud

Sheet B3C-D43

“You have already learned many of the initial letter contractions. This sheet introduces two of the final letter groupsigns. These final letter groupsigns are often referred to as dots 5-6 contractions.

“The dots 5-6 contractions only appear in the middle or at the end of words. It helps to remember that all of the dots 5-6 contractions are followed by the last letter in the group of letters being contracted.

“The first two dots 5-6 contractions to learn are the t-i-o-n final letter groupsign and the m-e-n-t final letter groupsign. The t-i-o-n groupsign is dots 5-6 followed by the letter n. The m-e-n-t groupsign is dots 5-6 followed by the letter t.”

Activity 1

“The first two lines show examples of how the t-i-o-n and the m-e-n-t final letter groupsigns are used. Let’s read the first two lines.”

Activity 2

“Now read each sentence until you reach the separation line.”

Activity 3

“Start at sentence 1. Press on any word containing the t-i-o-n final letter groupsign.”

Activity 4

“Start at sentence 1 and press on any word containing the m-e-n-t final letter groupsign.”

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 starter sentence below the separation line. Rewrite the sentence starter and then finish the sentence. Add at least 3 more sentences of your own. Save your paper for your teacher.”

motion action lotion fiction reaction
cement apartment comment payment document

1. She got very emotional at the wedding.
2. I need lotion for my hands and feet.
3. They used cement in the pavement.
4. My father made the payment to the
bank.
5. I live in the biggest apartment.
6. Wait a moment for the lotion to work.
7. It is a tradition in my family
to play an instrument.

In a moment I will...

Sheet B3C-D44

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 have the ____ to the problem?

section emotion solution

2. I like the playroom in your ____.

basement pavement segment

3. My favorite books are ____.

fictional fractional faction

4. There aren't any basements in ____.

comments garments apartments

5. She saw her ____ in the mirror.

reflection fiction section

Sheet B3C-D45

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 fourth section of the document needed
work. ==

The ailment fourth section fiction is of the
document note needed would work. The apartment
style fourth house section quite ready of the
document must needed bill work. after there The
fourth can section of please the doggy wild
document cousin action needed garment under work.

The knowledge fourth good section if of tomorrow the wild
document fraction needed himself work. caution

The mouse fourth section children of solution the
shipment document cannot needed as work. made

Sheet B3C-D46

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 mentioned that he lived in a large
apartment. ==

she He was and never ever mentioned that he cement

action lived father in a blocks large house

apartment. won't He your again never many still

mentioned that should he if the letter lived in lotion

of a green large apartment. street braille

building He noticed moment mentioned that child

he lived as if of the in afternoon a large coin

apartment. but first He mountain never more mentioned

ever that the he lotion lived she of the could in

a boulder large an won't apartment. cold

Sheet B3C-D47

“Two more final letter groupsigns are taught on this sheet. They are i-t-y and o-n-g. The i-t-y final letter groupsign is dots 5-6 followed by the letter y. The o-n-g final letter groupsign is dots 5-6 followed by the letter g. Remember that the final letter groupsigns can only be used in the middle or at the end of a word.”

Activity 1

“The first two lines show examples of how the i-t-y and the o-n-g final letter groupsigns are used. Let’s read the first two lines.”

Activity 2

“Now read each sentence until you reach the separation line.”

Activity 3

“Start at sentence 1. Press on any word containing the i-t-y final letter groupsign.”

Activity 4

“Start at sentence 1. Press on any word containing the o-n-g final letter groupsign”

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 starter sentence below the separation line. Rewrite the sentence starter and then finish the sentence. Add at least 3 more sentences of your own. Save your paper for your teacher.”

gravity dignity pity quality

long strong tongue wrong song

1. The dentist told me I have 1

cavity.

2. My brother plays on the varsity

team.

3. How long will it take to play ping

pong?

4. Curious George was filled with
curiosity.

5. Newton was not wrong about gravity.

We drove for a long time to...

Sheet B3C-D48

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 walked ____ the river singing songs.

strong wrong along

2. My mother gives money to ____ every year.

gravity charity quality

3. Will you please clean the table with the ____?

sponge song strong

4. My child has the ____ to learn braille.

reality varsity ability

5. Bobby is ____ than Teddy.

strong stronger strongly

Sheet B3C-D49

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.”

== Who among us has not been to the big
city? ==

where Who strong little among you for us under has
not moment been for to the again big under city?
there is pity Who altogether among house us young
has cavity not enter been blocks lotion
to the curious big city? Who fiction
among there us happy council has action not
been to tomorrow the yard big work city? after
Who was among cement cute us over has
never not broken appeal been out of to for the
big callous city? While knows student

Sheet B3C-D50

The following three pages come from the book, "The Little Cookie Girl", 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.

== The Little Cookie Girl
-----2

== The little cookie girl jumped out.
-----3

== She ran out the door.
She ran and ran.
-----4

== The three little pigs
saw the little cookie girl.
-----5

== "Come back! Come back!"
said the three little pigs.
-----6

== The three bears
saw the little cookie girl.
-----7

== "Come back! Come back!"
said the three bears.

Sheet B3C-D51

Continue reading "The Little Cookie Girl."

<p>8 == The little cookie girl ran and ran. She ran up the hill. -----9</p> <p>== Jack and Jill saw the little cookie girl. -----10</p> <p>== "Come back!" said Jill. "Come back!" said Jack. -----11</p> <p>== The little cookie girl ran and ran. She ran down the hill. -----12</p> <p>== The fox saw the little cookie girl. -----13</p> <p>== The fox saw the three little pigs and the three bears.</p>

Sheet B3C-D52

Continue reading "The Little Cookie Girl."

14

== The fox saw Jack and Jill.

-----15

== "Come here! Come here!"
said the fox.

-----16

== We can all have fun here!

Sheet B3C-D53

Activity 1

"The next two sheets have 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, then press on the letter that best answers the question or statement."

Activity 2

"Take out your braille writer and put in paper. Label your paper. Using at least 3 sentences explaining why you did or why you did not like story you just read. Save your paper for your teacher."

1. Who saw the little cookie girl first?
 - A. the three bears
 - B. the three pigs
 - C. Jack and Jill

2. What did everyone say to the little cookie girl when they saw her?
 - A. "Go away! Go away!"
 - B. "Stay here! Stay here!"
 - C. "Come back! Come back!"

3. Where did the little cookie girl run to get to Jack and Jill?
 - A. up the hill
 - B. down the street
 - C. up the driveway

Sheet B3C-D54

“When the letter b is written in the lower part of the cell and standing alone, it is the lower wordsign *be*.”

“The dropped b is also a lower groupsign when it is the first syllable in a word.”

Activity 1

“Look at the study line to see how the b-e lower groupsign is used at the beginning of words. Read each word on the study line.”

Activity 2

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

Activity 3

“Start at sentence 1 and press on the b-e wordsign every time it appears in the numbered sentences. Do not go past the separation line.”

Activity 4

“Press on any word that has the b-e lower groupsign 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 starter sentence below the separation line. Rewrite the sentence starter and then finish the sentence. Add at least 3 more sentences of your own. Save your paper for your teacher.”

believe belong become befriend begin

1. The dogs and the cats don't belong together.
2. Please be on your best behavior.
3. Do you believe in magic dragons?
4. Beatrice began to sing the song.
5. You must be old enough to be in school.
6. That backpack belongs to my cousin.
7. We became good friends over the summer.
8. Maggie believes in the tooth fairy.

When I grow up I want to be ...

Sheet B3C-D55

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 think they ____ us?

begin believed belonged

2. Buffy was ____ to get tired.

became belong beginning

3. The raccoon ____ in the forest.

belonged bewildered became

4. My family ____ the people who moved in
next door.

belonged began befriended

5. I ____ studying electricity.

became began belief

Sheet B3C-D56

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 believe I can become a better
artist. ==

he is I cannot believe boat I could do can

belong become out a altogether better for artist.

I action moment believe she I can house

become over a athlete better tonight artist.

ever I began reaction believe I corn

could can brake become as if an raccoon

better artist. I good day believe there is

I begin can become a horse better work

artist. I bemoan sister believe I am

can at the become if a order better

small to while for artist. change could

Sheet B3C-D57

"There are 8 shortform words that all begin with the b-e lower groupsign. The top line of this sheet has the four shortforms, *because*, *before*, *behind*, and *below*. The shortform of *because* is written with a dropped b followed by the letter c. The shortform of *before* is written with a dropped b followed by the letter f. The shortform of *behind* is a dropped b followed by the letter h. The shortform of *below* is a dropped b followed by the letter l.

Remember a shortform can be used as part of a larger word.

Activity 1

"Read each sentence."

Activity 2

"Start at sentence 1. Press on the shortform of *because* every time it appears in the numbered sentences."

Activity 3

"Start at sentence 1 and press on the shortform of *before* every time it appears in the numbered sentences."

Activity 4

"Start at sentence 1 and press on the shortform of *behind* every time it appears in the numbered sentences."

Activity 5

"Start at sentence 1 and press on the shortform of *below* 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. Write one sentence for each of the b-e shortform words you learned on this page. Save your paper for your teacher."

because before behind below

1. He began exercising because he wanted to lose weight.
2. Teddy got to the lobby before the rest of us.
3. The safe was hidden behind the painting.
4. Most of the iceberg is below the water.
5. Cliff stayed home because he was ill.
6. The car behind us is skidding on the ice.
7. A tree's roots are below the dirt.
8. He got very nervous before each tryout.

Sheet B3C-D58

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 held my breath to go ____ water.

because below behind before

2. I ate all the pie ____ I like it.

below behind because before

3. Ryan did his work ____ going to the park.

before below because behind

4. Robby pulls his boat ____ his truck.

because below before behind

5. I have an umbrella ____ it's raining outside.

below because behind before

Sheet B3C-D59

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.”

== Check behind the desk before you leave the
classroom. ==

curious Check trees because behind movie the
desk stayed for before his you and me leave at the
course classroom. yard cat Check many
behind as the door desk never cannot before he you
left leave tonight the movie classroom.
actors are Check every book behind the roots
desk stayed computer song before yourselves you
roots leave every the door many classroom.
Check belated behind the desk again before his you
leave my the room classroom.

Sheet *B3C-D60*

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 submarine dove deep below the
surface. ==

as there The sandwich submarine done dove before

deep below that was the sister laugh surface.

is it The something together submarine better

dove than it deep can below the surface.

above The never submarine dove began deep

below yard the surface. am The horses

submarine student dove deep anyone below

the cannot city surface. because The sponge tomorrow

submarine dove entirely deep below city

the among that surface. tired face while

Sheet *B3C-D61*

Activity 1

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

Activity 2

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

Activity 3

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

== We belong to the swim club because we
don't have a pool. ==

We can belong become to the course swim

club rabbit brother because he we dog

don't they have on a but pool. We coffee

belong to never the school swim club braille

because will we action don't get in have a parks

pool. look We going belong to became

the snore coffee swim cannot club because still

we had don't have out a house garden pool.

We better belong if it to sparkling the

swim goat club maybe because little

we don't can't have much a knowledge pool.

Sheet *B3C-D62*

"The last 4 shortform words that begin with the b-e lower groupsign are the words *beneath*, *beside*, *between*, and, *beyond*. Look at these words on the top line. The shortform for *beneath* is written with a dropped b followed by the letter n. The shortform for *beside*, is written with a dropped b followed by the letter s. The shortform for *between* is written as a dropped b followed by the letter t. The shortform for *beyond* is written as a dropped b followed by the letter y."

Activity 1

"Read each sentence."

Activity 2

"Start at sentence 1. Press on the shortform of *beneath* every time it appears in the numbered sentences."

Activity 3

"Start at sentence 1 and press on the shortform of *beside* every time it appears in the numbered sentences."

Activity 4

"Start at sentence 1 and press on the shortform of *between* every time it appears in the numbered sentences."

Activity 5

"Start at sentence 1 and press on the shortform of *beyond* 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. Write one sentence for each of the b-e shortform words you learned on this page. Save your paper for your teacher."

beneath beside between beyond

1. I read my braille book beneath the covers.
2. I have to sit beside my brother in the theater.
3. Courtney had spinach between her teeth.
4. To infinity and beyond!
5. The grass beneath my feet is cool.
6. I was beside myself with anger.
7. She rubbed the lotion between her fingers.
8. Jeff went above and beyond the call of duty.

Sheet *B3C-D63*

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. Peggy hid her doll _____ the covers.

because before beneath

2. Let's keep this secret _____ us.

beneath between beyond

3. _____ their houses there is a long fence.

Because Beneath Beyond

4. Please sit _____ me at the wedding.

beside between because

5. Put the turkey _____ 2 pieces of
bread to make a sandwich.

beyond beneath between

Sheet *B3C-D64*

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.”

== Do you want to sit beside me or between
us? ==

Do cannot you for where want where to sit because beside
me outside or believe them between us? Do
they you have who want to tomorrow sit below beside me
for or them every between under us? is it Do forever
yours you wish want other to today sit because
bottle beside myself me cannot or enter with between
us? isn't he Do different did you which there
want young time to sit keep house beside mother
me part or better yourself between used together us?
everyone Do didn't dare you stand want to
sit herself beside so me for or it between us? car

Sheet *B3C-D65*

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 treasure is buried beneath the tree
beyond the house. ==

get The large top treasure as if is a
buried before beneath the grassy yard tree between
beyond what then the house. right The truck good
treasure went is buried near beneath work do
the it fresh tree beyond above tomorrow the you house.
under The service treasure forget is not
buried beneath all your the smoke tree so
beyond because the far house. The knowledge today treasure
is bully buried below beneath that the tree
beyond beside me the enter house. thanks Best

Sheet *B3C-D66*

The following three pages come from the book, "Best Friends", by Sandi Hill. 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.

== Best Friends

-----2

== I have a best friend. Her name is Ann.

Ann is blind.

-----3

== Sometimes we like the same things.

Sometimes we like different things.

-----4

== Ann likes to read books.

She reads Braille.

-----5

== I like to read books, too.

Sometimes we like the same things.

-----6

== Ann likes to swing.

-----7

== I like to slide.

Sometimes we like different things.

Sheet *B3C-D67*

Continue reading "Best Friends."

	8
== Ann likes to skate.	
-----	9
== I like to skate, too.	
Sometimes we like the same things.	
-----	10
== Ann likes to work with clay.	
-----	11
== I like to paint.	
Sometimes we like different things.	
-----	12
== Ann likes to write stories.	
She writes on her braille writer.	
-----	13
== I like to write stories, too.	
Sometimes we like the same things.	
-----	14
== Sometimes we like the same things.	

Sheet *B3C-D68*

Continue reading "Best Friends."

15

== Sometimes we like different things.

-----16

== But we will always be best friends.

Sheet *B3C-D69*

Activity 1

“The next two sheets have 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 letter that best answers the question.”

1. Which of the following things do both girls like to do?
 - A. paint pictures
 - B. read books
 - C. work with clay

2. What does Ann use to write her stories?
 - A. pen and pencil
 - B. computer
 - C. braille writer

3. What are the girls making in the kitchen?
 - A. cake
 - B. cookies
 - C. pie

Sheet *B3C-D70*

Activity 1

“Read the remaining questions about “Best Friends”. Press on the letter that best answers the question.”

Activity 2

“Take out your braille writer and put in paper. Label your paper. Write a short paragraph explaining who your best friend is and what you both like to do. What things do you do that are the same and what things do you do that are different?”

4. Which of the following things do both girls like to do?
 - A. swing
 - B. slide
 - C. skate

5. Where are the girls at the beginning of the story?
 - A. at the mall
 - B. on a picnic
 - C. on a boat

6. The girls are ____?
 - A. neighbors
 - B. sisters
 - C. best friends

Sheet *B3C-D71*

“The next two symbols to learn are the percent sign and the degree sign; both are two cell signs. The percent sign is top bottom second side, followed by bottom first side, middle bottom second side. Look at the top line which shows 100%.

“The degree sign is top middle second side, followed by middle first side, top middle second side. Look at the second line which shows 100° F.”

Activity 1

“Read each sentence after the separation line.”

Activity 2

“Start at sentence 1. Press on the percent sign every time it appears in the numbered sentences.”

Activity 3

“Start at sentence 1 and press on the degree 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. Write two sentences using the percent sign and two sentences using the degree sign. Save your paper for your teacher.”

100%
100° F

1. It has been over 90° for 75%
of the summer.
2. My best friend, Ally, missed
50% of the rehearsals this week.
3. The recipe says I must heat the
candy to 120° C or 248°
F.
4. I was so happy I got 90% on
my math test last week.
5. 95% of the people we invited can come
to our party.

Sheet *B3C-D72*

Activity 1

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

Activity 2

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

Activity 3

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

== It was under 32° F for 45% of the
month of January. ==

son It book my was near under cold from

32° while hot F for made such

45% of next the summer month starting of

January. cold why It was next under will

32° from F for 63 book 45% while

of son the summer such the month show of just

January. It next cold was mom under

32° capital F and mom for 45%

such day of stack the month when book dad

of paper coins block his January.

Sheet *B3C-D73*

“Three new shortform words are introduced on the study line of this page. You can remember them because they all contain the c-h groupsign. The words are *children*, *much*, and *such*. The shortform for *children* is the c-h groupsign followed by the letter n. The shortform for *much* is the letter m followed by the c-h groupsign. The word *such* is the letter s followed by the c-h groupsign.

“Remember a shortform can be used as part of a larger word.”

Activity 1

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

Activity 2

“Start at sentence 1 and press on the word *children* every time it appears in the numbered sentences.”

Activity 3

“Start at sentence 1 and press on the word *much* every time it appears in the numbered sentences.”

Activity 4

“Start at sentence 1 and press on the word *such* 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 starter sentence below the separation line. Rewrite the sentence starter and then finish the sentence. Add at least 3 more sentences of your own. Save your paper for your teacher.”

children much such

1. The children were playing outside beneath a cloudy sky.
2. How much did your lunch in the cafeteria cost?
3. My friend is such a nice person.
4. 40% of the children in our class speak Spanish.
5. All of my children are such nice people.
6. The clown told the children how to blow bubbles.

I have too much ...

Sheet *B3C-D74*

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. All the ____ were coming to the party.

children much such

2. Do you think you paid too ____ for the house?

such children much

3. That is ____ an improvement!

much such children

4. San Francisco is ____ a great city.

such much children

5. Freddy got in trouble for talking too ____ in class today.

children much such

Sheet *B3C-D75*

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 children were such good students today. ==
about there The much children chose were forever such much
great good step stone students tomorrow today. after
there The school children was many were know such much good
going step students together for today. The before child
children were mother such golden good students question today.
should The little children was where were such forget good
study enter students name today. still get The
children paid too were much such for good some of
students today. that The accent children baggage were
for such good talent students as today.

Sheet *B3C-D76*

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 too much baggage for the
airplane. ==

I want have his too such much people baggage in
for pilot the cookie airplane. is it

I hope have there too children more much if
baggage for house the airplane. I can have
hold too more much baggage isn't for the
yard sale airplane. it is I here

that have knowledge today too much bigger baggage as if
for rabbit the airplane. office I work

had have again there too even much baggage
forever for near program the airplane. where

Sheet *B3C-D77*

“When the letters c-o-n are the first syllable of a word, you use the c-o-n lower groupsign which is middle on the first side middle on the second. When the letters d-i-s are the first syllable of a word, you use the d-i-s lower groupsign which is middle on the first side, middle bottom on the second.”

Activity 1

“Let’s read each word on the top two lines to see examples of words with the c-o-n lower groupsign and the d-i-s lower groupsign.”

Activity 2

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

Activity 3

“Start at sentence 1 and press on the c-o-n lower groupsign every time it appears in the numbered sentences.”

Activity 4

“Start at sentence 1 and press on the c-o-n lower groupsign 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 sentence below the separation line. Write at least 3 sentences to explain your response. Save your paper for your teacher.”

concrete concern concert connect continue
distaste discover discuss disturb display

1. The concert cost too much money.
2. Who discovered America?
3. Can you connect all the pieces of the puzzle?
4. We were shocked he confessed to stealing the money.
5. Fred dislikes green olives.
6. My teacher wanted to dismiss 50% of the class early.

Describe a favorite sport or activity you do that you plan to continue.

Sheet *B3C-D78*

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. Would you please ____ her about the wedding?

concern continue contact

2. The ghost ____ right before my eyes!

disliked disappeared disturbed

3. Bobby ____ going to the dentist.

discover distance dislikes

4. Would you please throw the milk ____ in the trash?

container continue construct

5. The hotel put a Do Not ____ sign

in each room.

Dislike Disturb Discover

Sheet *B3C-D79*

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 teacher wanted to discuss her
student's conduct. ==

The parent teacher was wanted for to discuss it
her sure student's discover conduct. The
top together teacher forever wanted to more discuss
much of her schools today student's color
conduct. book that The is teacher what they
wanted their to discuss her children student's
corner store conduct. it is The top
teacher entire wanted there to it discuss his
her shopping tomorrow student's conduct. where was
The teacher everyone wanted young to discuss
their her house student's disappear conduct.

Sheet *B3C-D80*

“The words *conceive* and *conceiving* are two shortform words that use the c-o-n lower group sign. The word *conceive* is the c-o-n sign followed by the letters c and v. The word *conceiving* is the c-o-n sign followed the letters c, v, and g.”

Activity 1

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

Activity 2

“Start at sentence 1. Press on the word *conceive* every time it appears in the numbered sentences.”

Activity 3

“Start at sentence 1 and press on the word *conceiving* 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 sentence below the separation line. Follow the instruction using at least 3 sentences. Save your paper for your teacher.”

1. Disneyland is a brilliantly conceived
fantasy land.

2. The miners were conceiving a plan to
discover gold in the valley.

3. The robber conceived the plan to steal the
tickets to the concert.

4. The building did not have a well conceived
blue print.

5. The idea for Disneyland was conceived by
Walt Disney many years ago.

Conceive a plan that describes a way for you
to earn some money.

Sheet *B3C-D81*

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 friend was ____ a plan to go camping.

conceiving conceived controlled

2. She ____ the idea to create an act for the school play.

contact conceiving conceived

3. My dad ____ the idea to go on a trip.

contain conceived conceiving

4. Sarah is ____ how to redo her bedroom.

conceiving conceived controlling

Sheet *B3C-D82*

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 friend conceived the idea for our group
project. ==

dad trade My pet stay friend size

conceived him bee name stay the size can idea

dad name for our trade plant group him

father project. trade father My bee friend

trade day conceived mother plant more the trade

him idea stay father for size name plant our

can pet group project. day father bee My

can friend I conceived trade plant the him

idea for he day trade our him plant

size group father project. him trade

Assessment Sheet *B3C-D83*

Congratulations! You have completed all of the content for Part D. The remaining sheets will assess your knowledge of the contractions you have learned so far. Once you complete these assessment pages, your teacher will be able to determine if you are ready to move on to Part E.

Activity 1

“There are 2 columns of words on this sheet. Going down each column, read the words.”

Activity 2

“Take out your braille writer and a piece of paper. Label your paper. I am going to read you 12 different clues. I will read you a clue for one of the words on this sheet. You will number each answer and write the word that best matches the clue I read. Each word is only used one time.”

1. Fill in the blank: they will do it _____.
2. Opposite of in.
3. Opposite of short.
4. Opposite of in front.
5. More than one child.
6. The sidewalk is made from this.
7. Fill in the blank: I will do it _____.
8. The character, Bugs Bunny, is one of these.
9. Opposite of on top.
10. A place with tall buildings and busy streets.
11. Rhymes with light.
12. When someone takes a trip it is often called a _____.

yourself	because
myself	much
herself	below
children	themselves
station	flow
knowledge	beyond
such	rabbit
out	quite
rather	yourselves
beside	city
long	behind
vacation	cement

Assessment Sheet *B3C-D84*

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.”

1. That is ____ a pretty dress.

much such first

2. I did not understand her ____.

gritty long statement

3. Their ____ have such good manners.

chow child children

4. We must use our umbrella ____ it
is raining.

because behind below

5. The child's ____ made me laugh.

ribbon giggles fluffy

6. Her ____ of braille was amazing.

knowledge know conceive

Assessment Sheet *B3C-D85*

Activity 1

“Read the uncontracted braille word on the first line. Below the word there are three choices. Press on the correct form of the contracted word.”

yourself

yvs yourself ysf

because

beside because (be)e

conceive

concv conceive cv

between

beneath bew between

myself

ms myself mf

knowledge

knowledge kn kow

Assessment Sheet *B3C-D86*

Activity 1

“Read the uncontracted braille word on the first line. Below the word there are three choices. Press on the correct form of the contracted word.”

before

(be)r (be)e before

herself

herself herf hsf

behind

beneath (be)d behind

enough

(en)(ou)(gh) enough engh

beside

beside (be)d (be)e

beyond

beneath beyond (be)d

Assessment Sheet *B3C-D87*

Activity 1

“Read the uncontracted braille word on the first line. Below the word there are three choices. Press on the correct form of the contracted word.”

yourselves

yvs yourselves yrsf

quite

quite qt qte

conceiving

concv conceiving concg

such

such sst su

below

bew (be)e below

themselves

themvs themselves them

Assessment Sheet *B3C-D88*

Activity 1

“Take out your braille writer and a piece of paper. Label your paper. I am going to ask you to write 12 different words. I will say the word and then read you a sentence with the word in it. Number each answer and write the word I read. Let’s do number 1 together.”

Note: You may choose to let your student use sheet 80 as a word list to help them identify the words if you determine that is more appropriate to your student’s level and spelling abilities.

1. City: My favorite city is Paris.
2. House: Her house is next to mine.
3. Raccoon: That raccoon chased my cat.
4. Grow: My little brother will grow fast.
5. Friction: We are learning about friction is science.
6. Waffle: I had a waffle for breakfast.
7. Ghost: My sister was a ghost for Halloween.
8. Long: We took a long boat ride.
9. Discuss: My teacher will discuss the book I read.
10. Container: Let’s put the toys in a container.
11. Enter: You may enter the theater now.
12. Wiggle: The baby had a cute wiggle.

wiggle	down
beneath	ghost
house	yourself
beyond	long
knowledge	raccoon
enter	cement
discuss	myself
behind	waffle
friction	conceiving
city	grow
container	rather