



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

T3 was developed by Touch Graphics Inc in collaboration with

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

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



Project Staff

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

“Welcome to *Part E* of *UEB Contractions*. This is the last level in the series. Once you complete this level you will have learned the entire UEB code.

“The first contraction you will learn is another dot-5 initial-letter contraction. Remember, the initial-letter contractions can be used as wordsigns and groupsigns. The next dot 5 initial-letter contraction to be learned is o-u-g-h-t. The o-u-g-h-t contraction is dot 5 followed by the o-u sign, top middle first side, followed by middle bottom second side.”

Sheet B3C-E1

Activity 1

“Each word on the study line contains the o-u-g-h-t contraction. Read each word. If needed, press on a word to hear it aloud.”

Activity 2

“Read each sentence.”

Activity 3

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

Activity 4

Go back to sentence 1 and press on the *ought* initial- letter contraction every time it appears in a word 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 with your name and the sheet number. Write 4 words that use the o-u-g-h-t initial-letter contraction. Next write 2 sentences with the word *ought* in each sentence. Save your paper for your teacher.

ought bought fought thought

1. My mother and father bought a house today.
2. His brother and sister fought over the
toy.
3. I brought my necklace to school
to show my friends.
4. He thought that he brought enough money to
pay for his train ticket.
5. I ought to put an exclamation
point at the end of this line!
6. The 2 nations fought over a large
piece of land.

Sheet B3C-E2

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 boys ____ over who would drive to the train station.

bought ought fought

2. Sam ____ a pink flower for her mother.

bought ought fought

3. We ____ the rally was being held tonight.

ought thought brought

4. I ____ to use correct punctuation when writing my assignments.

ought brought fought

5. My brother finally ____ me my medication.

ought fought brought

Sheet B3C-E3

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 thought he ought to go on a long
vacation. ==

I thought really house he ought over to go
occupy on she a quite long vacation. she I
thought hurry very he outside there ought to below
go under on a backyard long garden
vacation. I bought thought they sure he should
ought forever to inside go onto on very a
long there vacation. there I think they thought
she he fought ought tonight to create go fine on
sorry a stay long vicinity create
vacation.

Sheet B3C-E4

Activity 1

“This page contains two poems. The first is called “What is a Wheelbarrow?” and the second is “Hummmm”. Read the poems. Notice that when the strong groupsigns for sh and wh stand alone they must be uncontracted so that they are not misread as a word.”

Activity 2

“Read the poems again. Press on any letters that have the grade 1 braille indicator.”

What is a Wheelbarrow?

Wh starts wheelbarrow
For carrying heavy loads,
A ferris wheel that goes and goes,
And a whistle that blows,
The whiskers on a great fat cat,
And the webbed wings of a wild white bat.
Wh starts wheelbarrow.

Hummmmmmm

I thought the thunder
Thumped a thousand times on Thursday.
Think about things that start with th
Thistle, a plant with blooms purple
or red
And thorn, a sharp point on a stem.
You'll want a thimble on your thumb
The next time you sew
And a thermometer to see
How far your temperature goes.

Sheet B3C-E5

“The next three symbols to learn are the dollar sign, cent sign and hashtag/pound sign/number sign. All three signs are two cell signs. The dollar sign is top second side, followed by s (middle bottom first side, top second side). In print the dollar sign looks like a print s with a vertical line down the middle. The cent sign is top second side, followed by c (top first side, top second side). In print, the cent sign is a c with a vertical line down the center. The hashtag/pound sign/number sign is is top middle bottom second side, followed by the th sign (top first side, top middle bottom second side).”

Activity 1

“Read each sentence.”

Activity 2

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

Activity 3

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

Activity 4

“Go back to sentence 1 and press on the hashtag/pound/number 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 three sentences using the dollar sign, cent sign and hashtag/pound/number sign at least once. Feel free to use the sentences above as a guide.”

1. The red rain boots cost \$35.99.
2. Do you have 50¢ for the video games at the pizza parlor?
3. If Susan has \$3.49 and Jeff has \$5.15, how much do they have in all?
4. I had such a great time at the beach! #funbeachday.
5. The # key on my phone is not working.
6. I need to remind mom to give me \$ for my lunch ticket.

Sheet B3C-E6

Activity 1

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

Activity 2

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

1. If David has \$2.00 and bought
a donut that cost \$1.00, he will have
_____ left.

1¢ \$1.00 \$2.00

2. The weather person on the news said it
is going to be _____ today.

85# 85% 85°

3. My brother put _____ in the bank.

75% 75° \$75

4. We bought a _____ bag of apples so
we could make apple pie.

10¢ 10# 10%

5. Sandi got _____ on her math test
yesterday.

\$100 100¢ 100%

Sheet B3C-E7

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.”

== Sammy has \$6 in her piggy
bank and Joe has 12¢ in his. ==

While Sammy does this has play grab

\$6 chair went in style her past piggy

day post bank change now 4 and Joe will

cards when has Nile 12¢ out fast in

cry band his. Stop try Sammy can

play has \$6 wait grandma in now her

the cord piggy day everyone bank and less

Joe showed has 25# numbers 12¢

in change while his.

Sheet B3C-E8

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 best friend loves to tweet
#greatdaytoday. ==

My total cannot describe best picture

family friend is party loves next stars

to past letter tweet \$46 English never

#greatdaytoday. Once can My had best

friend will look loves to shoes class

better 29¢ each tweet falling charts

timing #greatdaytoday. Easy My girl

best paper friend always tire loves something

to teach tweet \$99 stories can't

#greatdaytoday.

Sheet B3C-E9

“The next three contractions to be learned are the shortform words *thymself*, *its*, and *itself*. Look at the 3 words on the study line. The shortform for the word *thymself* is the t-h sign, followed by the letters y and f. The shortform for the word *its* are the letters x and s. The shortform for the word *itself* are the letters x and f.”

Activity 1

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

Activity 2

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

Activity 3

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

Activity 4

“Go back to sentence 1 and press on the word *itself* 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 sentence starter. Take out your braille writer and put in paper. Label your paper. Rewrite the sentence starter and finish the sentence with your own words. Write at least 3 more sentences to describe what happened to the bird.”

thymself its itself

1. The penguin is known for its funny walk.
2. The cat scratched itself behind its ear.
3. The dog was finally acting itself after going to the vet.
4. It's important to know thymself.
5. My cat isn't itself since its operation.
6. He told the sick doctor,
“Physician, heal thymself.”

The bird in the tree hid itself because...

Sheet B3C-E10

Activity 1

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

Activity 2

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

1. My horse hasn't been ____ since the rodeo.

myself themselves itself

2. It's important to know ____.

thyselves its itself

3. The nation of people fought for ____ freedom.

thyselves its itself

4. When my father put the car in cruise control it's as if the car drives ____.

thyselves its itself

5. The tree lost all of ____ leaves.

thyselves its itself

Sheet B3C-E11

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 bear slept deeply during its
hibernation. ==

on The there bear before beat slept does
deeply during together one its house den
hibernation. The dear bear sleeping so
slept deeply sure during forget its
station hibernation. equally The horse
rally bear bought slept the deeply doing
during itself it its hibernation. tonight we The
boring bear vacation slept deeply every day
during because under its had much hibernation. The
braille name bear should get slept tomorrow deeply
mother during its first herself hibernation.

Sheet B3C-E12

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 not confuse itself with thyself. ==

forget Do can not compose confuse them itself

finally with there them thyself. go get Do name not

connect care confuse herself itself where it with

themselves thyself. Do dog does not corner

office shelf confuse tonight it itself whenever with

would thyself. Do never not concern yourself confuse

itself golf with think thyself. forever more Do more never

not computer part confuse were because itself today many

gardens with car friend again thyself. let me Do

braille it not go confuse people yourself itself who with that

time thyself.

Sheet B3C-E13

“You will learn 2 more shortform words on the next few sheets. They are the words ourselves and oneself. Look at these two words on the first line. The shortform for ourselves is the o-u sign followed by the letters r, v, and s. The shortform for the word oneself is the word one (dot 5, o) followed f.”

Activity 1

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

Activity 2

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

Activity 3

“Go back to sentence 1 and press on the word *oneself* 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. Read each sentence starter. Take out your braille writer and put in paper. Label your paper. Rewrite the sentence starters and then finish the sentences. Add at least 3 more sentences of your own for each sentence. Save your paper for your teacher.”

ourselves oneself

1. We did it solely for ourselves.
2. One should strive to conduct oneself properly.
3. We are just not ourselves today.
4. We are kidding ourselves if we think we're the only ones who are right.
5. We were by ourselves at the bus station.
6. Living by oneself can be lonely.

My friends and I like to play by ourselves when
...

Playing by oneself is _____ because...

Sheet B3C-E14

Activity 1

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

Activity 2

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

1. We gave ____ a gift for the holiday.
ourselves oneself
2. Controlling ____ takes one a lot of effort.
ourselves oneself
3. We built the house ____.
ourselves oneself
4. We didn't hurt ____ when we jumped off the stage.
ourselves oneself
5. One should behave ____ during school.
ourselves oneself

Sheet B3C-E15

Activity 1

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

Activity 2

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

Activity 3

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

== It is difficult to pull oneself
away from a fun event. ==

he hear It only is different difficult

forever to pull herself oneself again there away

friends from group a braille person forgive fun

enough excite before event. It can be is school

work done difficult today to mother pull

vacation time oneself again also away fathers first from

and a let letters be fortunate fun totally

ran event. itself It thought 25° is

equally difficult total to thyself

pull its not there oneself allow away really

from actual a future fun event.

Sheet B3C-E16

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 ought to do all of the easy work
ourselves. ==

We oneself there over ought tonight to do mostly
again all of week the east easy still work
whenever ourselves. We they brought along ought
time to another do almost all ten of the garden
easy walking work open ourselves. We open
itself and ought try to equal do imagine all
vast of thought the wall that easy work out
ourselves. station We himself herself awakening for
them ought together to do altogether all great news
of the will easy each work which ourselves.

Sheet B3C-E17

“The next 3 sheets have a fun activity called a Mad Lib. A Mad Lib is a silly story that you help create. The top of this sheet lists the definitions for different parts of speech, such as; nouns, verbs, and adjectives. Each of these words is followed by a colon. A colon is used when summarizing or explaining. It is often found when writing time. The braille colon is middle on the first side, middle on the second side.

“After each definition there are words in parentheses. These are examples of the parts of speech. The opening and closing parenthesis are two cell signs. The opening parentheses sign is middle on the second side, followed by top middle first side, bottom second side. The closing parenthesis sign is middle on the second side, followed by bottom first side, top middle second side. “

Activity 1

“Let’s look at the definitions together.”

Activity 2

“Go back to the top of the page. Tell me a sentence for each of the parts of speech on this sheet.”

Mad Lib

adjective: describes a noun

(tall, big, quick)

adverb: describes a verb; tells when

or where something happened; often ends in ly
(quickly, slowly, today)

noun: person, place, or thing (tree,

box, friend)

verb: describes an action (run,

swim, think)

Sheet B3C-E18

“In order to complete the Mad Lib, you need to take out your braille writer and label your paper.”

Activity 1

“This sheet is numbered 1-19. Each number lists a word description or part of speech. Think of a word that fits the word description listed. Using your braille writer, write the number and then the word description or part of speech for each number. It’s easier if you write the words in a column. Be sure to number the column since you’ll need the numbers on the next worksheet. If you need help with a part of speech, use the definitions and examples from Sheet 17 to help you.”

1. adjective
2. animal noise
3. color
4. adjective
5. type of vehicle
6. adjective
7. type of food _____
8. animal
9. adjective _____
10. adjective
11. adverb
12. something large
13. adjective
14. another type of food
15. another type of food
16. adjective
17. plural noun
18. verb (ending in ing)
19. type of liquid

Sheet B3C-E19

“On this sheet you will use your words from the numbered list on Sheet 18 to read a silly story.”

Activity 1

“Begin reading the story. When you get to a blank that has a number in parenthesis after it, find that number on your braille paper and use your word to fill in the blank.”

Activity 2

“Read the story a second time to a friend, a teacher, or a parent”

Field Trip to a Farm

Many foods we eat come from some kind of ____ (1) farm. Farmers raise cows that say ____ (2) and give us fresh, ____ (3) milk. Kids who drink lots of milk grow up ____ (4). Our teacher took us out to a field where we saw the farmer driving his ____ (5). He was plowing the ____ (6) field so that he could plant ____ (7). Nearby were his corn fields, where the corn grew as high as a ____ (8) eye. The farmer grinds his corn and makes a ____ (9) mash that he feeds to his pigs. Pigs, of course, are ____ (10) animals that eat very ____ (11) and are shaped like ____ (12). Pigs eat ____ (13) food that consists mostly of ____ (14) mixed with ____ (15). The ____ (16) pigs supply us with pork, ____ (17), and bacon, and when they aren't ____ (18), they roll in the ____ (19).

Sheet B3C-E20

“You just learned the contractions for the opening and closing parenthesis. It is also important to learn brackets and braces. Brackets are used within quoted material. Braces are used to list choices and are often seen in math equations.

“Parenthesis, brackets, and braces are all two cell signs. Look at the top three lines of this sheet. The first line shows a sentence in parenthesis. The opening and closing parenthesis begin with middle on the second side. The opening sign is middle on the second side, followed by top middle first side, bottom second side. The closing parenthesis is middle on the second side, followed by middle bottom first side, top second side.

“Look at the second line of the sheet. Inside the quoted sentence are brackets. The opening and closing brackets sign begins with top bottom second side. Notice that the second cell of the brackets sign is the same as the parenthesis.

“Look at the third line of the sheet. The list of numbers is contained in braces. The opening and closing braces sign begins with top middle bottom second side. The second cell of the braces sign is the same as the parenthesis and brackets.”

Activity 1

“Read each sentence after the separation line.”

Activity 2

“Go back to sentence 1. Press on every opening and closing parenthesis in the numbered sentences.”

Activity 3

“Go back to sentence 1 and press on every opening and closing bracket in the numbered sentences.”

Activity 4

“Go back to sentence 1 and press on every opening and closing brace in the numbered sentences.”

Activity 5

“Read each sentence aloud one more time.”

(Bring your red shirt to practice.)

“Take your [green] jacket.”

{2, 4, 6, 8}

1. My favorite [children’s] book

is *The Giving Tree*.

2. The problem set was {9, 6,

3}.

3. It’s supposed to rain tomorrow (I

think).

4. Answer: {a, b, c, d}

5. I am bringing pizza (New York

style) for the pot luck.

Sheet B3C-E21

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.”

== Harry (my ten year old son) is
a great soccer player. ==

How Harry can stay (my very bad ten
change year where are old not daddy son)
is not book a goat great past soccer
chart player. While in Harry stop can
smile (my favorite red ten are year
nice old media style son) blue can
is a book great bad very soccer star
player. He not Harry can (my fast ten
year ghost old child sorry son) is stay
a goat not great sunny soccer star player.

Sheet B3C-E22

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 tour guide said, “hello
[bonjour, shalom, hola].” ==

Time to The orange here not tour giving

guide as he said sure need change

“hello care story [bonjour, card

best a shalom, day fall hola].” A

nice The today star taking tour rodeo hot

guide gave her said “hello stop baby

[bonjour, shalom, cause hot day

hola].” Mom can’t The baby tour get

here guide book red said, pause “hello

children no one [bonjour, play create so

shalom, here nice hola].”

Sheet B3C-E23

“The next four contractions to be learned are the shortform words for immediate, neither, either, and necessary. The word immediate is written i-m-m, neither is written n-e-i, either is written e-i, and necessary is written n-e-c.

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

Activity 1

“Look at each word on the study line and read them aloud.”

Activity 2

“Read each sentence until you reach the separation line

Activity 3

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

Activity 4

“Go back to sentence 1 and press on the word *neither* every time it appears in the numbered sentences.”

Activity 5

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

Activity 6

“Go back to sentence 1 and cross out the word *necessary* every time it appears in the numbered sentences.”

Activity 7

“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.”

immediate either neither necessary

1. Sally's response was immediate.
2. Jim was neither happy nor sad.
3. My mother either wants me to play with my toys or to put them away.
4. My teacher thought it was necessary to keep me after class.
5. Neither one of us is on the list.
6. We have either roses or sunflowers.
7. Dad came immediately to our rescue.

At school it is necessary ...
I would like to be either a _____ or a _____.

Sheet B3C-E24

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 was an ____ response to the emergency.

immediate neither either necessary

2. It was ____ to wear a flotation device.

immediate neither either necessary

3. ____ you can stay here or you can go.

Immediate Neither Either Necessary

4. Her understanding of the math assignment was ____.

immediate neither either necessary

5. ____ Stacy nor Emma likes to go for a ride in the car.

Immediate Neither Either Necessary

Sheet B3C-E25

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.”

== Ryan's immediate response was necessary. ==

belong for Ryan's given as immediate only

vacation response when he was nothing necessary.

really Ryan's either not immediate required

response tonight was every night necessary. total

neither Ryan's find friend immediate rest good right

response kneeling work was necessary. mother yard

relationship Ryan's immediate reaction forever

response was nightly created necessary. bother

brought Ryan's initial immediate roadway

wrong response was thought necessary. Ryan's

thymself immediate response its was oneself necessary.

Sheet B3C-E26

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.”

== Jason had neither bought nor brought a
gift. ==

justice Jason was how had necessary neither itself

broken bought nor before there brought exactly

a gift. thought Jason total house had

near neither bought not nor good year since

brought another and a girl gift. rent

Jason hopes hot had kite neither never

bring bought nor braille friend brought a good together

grass gift. Jason has had thysself neither

ought bought its nor thought brought young a besides

church gift. given much Just heaven near

Sheet B3C-E27

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 said she would either come to the party
or stay home. ==

She stole my said show me she would thought either
corner store come thysel to the practice
party and or road stay together house home.

She knowing said should she will work would everything either
find come to there the paid portion party
only if or itself stay home. brought She
said themselves travel she wonder mother would either
brother come to yard the sale party
play or silly stay wasn't home. must

Sheet B3C-E28

"This sheet provides a review of the contractions you have learned so far in Levels A-E.

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, one at a time. One word on this sheet best matches the clue I read. Number each answer and write the word that best matches the clue. Each word is used only one time. Let's do number 1 together."

Clues:

1. Contraction for the word its
2. A phrase set apart
3. Past tense of the word buy
4. Something created
5. Contraction for oneself
6. Required
7. Number of pennies in a dollar.
8. Past tense of the word fight
9. A choice between two things
10. Contraction for the word itself
11. Needs to be done right now
12. Contraction for ourselves

ourselves	fought
either	necessary
(my best friend)	creation
oneself	neither
itself	100¢
immediate	thymself
bought	thought
\$100	100%
its	sought

Sheet B3C-E29

"This sheet teaches three more final-letter groupings. You have already learned the rules for the dots 5-6 contractions. Dots 5-6 contractions can only be used in the middle or at the end of a word. 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.

"Look at the three words at the top of the sheet. The first word is *sentence*. The e-n-c-e contraction is dots 5-6 followed by the letter e. The second word is *truthful*. The f-u-l contraction is dots 5-6 followed by the letter l. The n-e-s-s contraction is dots 5-6 followed by the letter s."

Activity 1

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

Activity 2

"Go back to sentence 1. Press on the e-n-c-e final-letter group sign every time it appears in the numbered sentences."

Activity 3

"Go back to sentence 1 and press on the f-u-l final-letter group sign every time it appears in the numbered sentences."

Activity 4

"Go back to sentence 1 and press on the n-e-s-s final-letter group 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. 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.

"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."

sentence truthful happiness

1. Your happiness is important.
2. Be careful when crossing the street.
3. My mother owns a business that sells
braille books.
4. Braydon was being helpful when he
built the fence at his parents' house.
5. Our class went into the wilderness for
a science lesson.
6. My father was thankful that our school
taught us health and fitness.

I am thankful for ...

Sheet B3C-E30

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 painting was very ____.

illness colorful defense

2. At Thanksgiving friends and family can
express their ____.

silence gratefulness seriousness

3. The ____ of the fruit was important
to the grocer.

freshness fitness illness

4. My grandmother says she is ____.

boldness silence forgetful

5. Next summer I am going to ____
riding in a helicopter.

experience difference patience

Sheet B3C-E31

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 brother owns a business that
builds fences. ==

move My sister then brother itself rocks

owns a playful business where he that broken

forgot builds faithful people fences. My

dark college brother before owns a awful

business where he that stands builds again the

fences. she My wants beneath brother class

owns fullness a better than business that

goes where builds fox faith fences.

differences My mother and being brain brother

owns a nail work business that starts get

builds fences. injury

Sheet B3C-E32

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 wedding (yesterday) was a
delightful experience. ==

The water wedding went (yesterday) way was
a grateful delightful endeavor every each
experience. The kite garden boat wedding
work (yesterday) was as a go delightful
forget about experience. get going The zoo and
all wedding put (yesterday) putting was a
again science darkness delightful experience.
thought The issue wedding won't seriously
(yesterday) was a deepness and daring day
delightful energy last experience.

Sheet B3C-E33

The next three contractions to be learned are the shortform words *against*, *almost*, and *already*. Look at the shortform words on the top line. The shortform for *against* is a-g-(st) sign, the shortform for *almost* is a-l-m and the shortform for *already* is a-l-r.

Activity 1

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

Activity 2

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

Activity 3

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

Activity 4

“Go back to sentence 1 and press on the shortform word *already* 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.”

against almost already

1. Brady won the tournament against all odds.
2. I almost forgot to take my medicine.
3. The children have already gone home.
4. Please lean the shovel against the fence.
5. I thought Clarence already got his driver's license.
6. It's hard work to swim against the current.

I am almost ready to ...

Sheet B3C-E34

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. Trent is ____ the idea of dividing the money equally.

against almost already

2. Phil ____ fell into the pool.

against almost all

3. I ____ finished sanding and painting the fence.

all altogether already

4. I walk to school ____ every morning.

against almost already

5. It is ____ my better judgment to let you go to the mall.

against ago again

Sheet B3C-E35

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.”

== Spence already knows that Jimmy is almost
finished working. ==

Spence altogether already ran knows kite that
junior Jimmy does is not get almost
father forever finished with working. Spence isn't
again already knowledgeable knows thanks that
Jimmy where into is afternoon park almost first
again finished working. but there wasn't Spence
sure already house yard knows which one that work
Jimmy is at the almost furniture
finished store will working. asking Spence sister
already was knows before that tanks Jimmy name is
afternoon almost finished walk working.

Sheet B3C-E36

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.”

== Patty loaned him money against her
better judgment. ==

party Patty let loaned house her him more
mother money against his happy her batter
better just home judgment. Patty letter
loaned garden them him master money at against
justice her beginning office better jury
judgment. should Patty loaned enter class
him mustard neighbor money already against her
friend neither was better necessary judgment. is
Patty science just loaned him next money
against this who her break best better
happiness judgment.

Sheet B3C-E37

“The next 2 sheets contain an original braille story by Ann Gelles, called *Zodiac*. *Zodiac* is about a boy and his dog. Following the story, there are several questions about what you read. There is no print book that accompanies this story.”

Zodiac

Ann Gelles

My nephew, Kyle, is from Blackfoot, Idaho. He has a lab named Zodiac. He got Zodiac from a family friend. Zodiac is so big that he could eat from your plate if you let him.

Zodiac is not young anymore. Kyle has had Zodiac for a decade already. Zodiac goes many places Kyle goes. Zodiac would hunt for ducks and birds with Kyle on many Saturdays and Sundays. But, Zodiac cannot help Kyle hunt for ducks and birds anymore. He is too old. Zodiac is quite sad about that! Kyle misses Zodiac a lot.

On hot days, Zodiac sleeps under an oak tree. On cold days, Zodiac curls up with 3 friendly cats. On mild days, Zodiac explores old junk with Nate and Nick. He will sniff and sniff and sniff at the old junk.

Sheet B3C-E38

“Continue reading, *Zodiac*, by Ann Gelles.”

I saw Zodiac on Friday. Poor Zodiac had a sore paw. He held the sore paw up so no one could hurt it. So then he lay on a soft, little rug at the fireplace all afternoon snug and happy. Maybe he saw himself as a young dog again. Maybe he saw himself with Kyle once more. Kyle and Zodiac have had many happy days together.

Sheet B3C-E39

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 letter that best answers each question.”

Activity 2

“Zodiac and Kyle have a special relationship. Take out your braille writer and put in paper. Write at least 4 sentences explaining who you have a special relationship with. Be sure to tell us who the person or animal is, why the relationship is special, and what you do together. Save your paper for your teacher.”

1. Where do Kyle and Zodiac live?
 - A. Cleveland
 - B. Utah
 - C. Idaho

2. Which one of the activities below do Kyle and Zodiac NOT do together anymore?
 - A. hunting
 - B. sailing
 - C. fishing

3. Why does Zodiac curl up with three cats on cold days?
 - A. to stay warm
 - B. because he is tired
 - C. to share their food

4. On mild days, Nick, Nate and Zodiac explore old junk.
 - A. true
 - B. false

Sheet B3C-E40

“This sheet introduces the bullet sign. In print, a bullet is often used in front of each item in a list. It helps to highlight each item on the list. In print, the bullet looks like an extra fat dot. The braille symbol for a bullet is top middle bottom second side followed by a braille period.”

Activity 1

“This page has a packing list for a day at the beach. Read the list.”

Activity 2

“Read the packing list again. Circle each bullet symbol.”

Activity 3

“Take out your braille writer and put in paper. Make a bulleted list of at least 7 items that you would need if you were going to spend the night at a friend or relative’s house.”

Beach Packing List

- bathing suit
- towel
- sunscreen
- sunglasses
- hat
- beach chair
- beach umbrella
- beach ball
- sand toys
- water
- snacks
- book

Sheet B3C-E41

“This sheet introduces the simple numeric fraction line and the forward slash. The simple fraction line is bottom first side, top second side. Look at the first three lines. There are three different fractions. Notice that if a whole number precedes the fraction, the number sign must be repeated.”

“The forward slash is commonly found in web addresses, when writing the date, and sometimes used as a fraction. The forward slash is top middle bottom second side followed by the simple fraction line. Look at the three examples following the separation line. Note that you do have to repeat the numeric indicator after a slash.”

“It is important to remember that a shortform word cannot be used when in contact with a slash.”

Activity 1

“Read each sentence.”

Activity 2

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

Activity 3

“Go back to sentence 1 and circle the forward slash 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 and include today’s date. Use the forward slash in the date. Write 3 sentences that include either a forward slash or a fraction. You can use the sentences on this sheet for ideas.”

$\frac{3}{4}$

$4\frac{1}{2}$

$12\frac{3}{4}$

www.exceptionalteaching.com/braille

10/24/2016

children/adults

1. Don’t forget to add $1\frac{3}{4}$ cups of raisins to the cookies.
2. My best friend’s birthday is 8/8/2006.
3. My brother is already $6\frac{1}{2}$ feet tall.
4. That car was traveling 60 miles/hour.

Sheet B3C-E42

“This sheet contains a recipe for Trail Mix. The new symbol on this sheet is the registered trademark symbol. In braille the registered trademark sign is top middle second side, followed by the letter r.”

Activity 1

“Read the recipe for Trail Mix on this sheet. If you need help with any words, press to hear them aloud.” If you need help with any words, press to hear them aloud.

Activity 2

“Read the recipe one more time. Press on the ampersand sign and the registered trademark sign.”

Activity 3

“Take out our braille writer and put in paper. Put the date, using the forward slash, at the top of the page. Rewrite the Trail Mix recipe and add 3 ingredients that you think will make the recipe even better. Try using a simple fraction indicator in your recipe.”

Activity 4

(Optional) “Take your recipe home and try making your very own Trail Mix.”

Trail Mix

$\frac{1}{2}$ cup cashews
 $\frac{1}{4}$ cup peanuts
 $\frac{1}{4}$ cup almonds
 $\frac{1}{2}$ cup raisins
1 package M&M's®

Directions: Combine the cashews, peanuts, almonds, raisins, and M&M's® in a bowl. Store in an airtight container. Enjoy!

Sheet B3C-E43

“The next 3 sheets introduce four more shortform contractions. Remember a shortform can be used as part of a larger word.”

“The four new contractions are on the first line of the sheet. The contraction for the word according is a-c. The contraction for the word across is a-c-r. The contraction for the word although is a-l-(th) sign. The contraction for the word always is a-l-w.”

Activity 1

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

Activity 2

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

Activity 3

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

Activity 4

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

Activity 5

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

Activity 6

“Take out your braille writer and put in paper. Label your paper with your name and the date. 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.”

according across although always
1. According to my mother it's not safe to walk across the street.
2. Although I don't like them, I always eat my peas.
3. I will mark my answers according to the directions on the test.
4. Clarence swam across the river.
5. He's always punctual and I'm always ---late.-----
Although I don't see well, I can ...

Sheet B3C-E44

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. _____ to my teacher, black bears hibernate for up to 100 days.

Across Although According Always

2. Courtney lives _____ the street from my aunt and uncle.

although across always according

3. My cousin is a very good soccer player _____ she has not been playing long.

although always according across

4. Kelly _____ finishes her homework.

although according across always

5. _____ I wish I had roses in my garden, I am happy with carnations.

According Although Across Always

Sheet B3C-E45

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.”

== According to my teacher, students should always
do their homework. ==

According together to my town teacher, story

students would sure should altogether again always dogs

do were their house yard homework. According master

to town my parents teacher, students will shall

should across another always can do my their hotel

room homework. when they According get to for

my mother teacher, isn't forever students van

should and anytime always finally do someone their

hospital boldness homework. actual she

Sheet B3C-E46

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 swam across the river although it was
farther than I thought. ==

I am swam not across please the road

river again although she went it never which was

funny farther than he I imagine that

thought. I swing swam always across that is the

water river also afterward although is it work will was

farther think than I there are thought. the I

swam again across toys the rather ready river

although myself it deepness was father farther shall quick

than he I isn't thought. never will I

swam according across the river almost although it which was

farther themselves than this name I thought.

Sheet B3C-E47

“The next two contractions to be learned are these and word. Both are dots 4-5 initial-letter contractions. Remember, initial-letter contractions can be used as wordsigns and groupsigns. These is written as dots 4-5 followed by the t-h-e sign. Word is written as dots 4- 5 followed by w.”

Activity 1

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

Activity 2

“Go back to sentence 1. Press on the wordsign *these* every time it appears in the numbered sentences.”

Activity 3

“Go back to sentence 1 and press on the wordsign *word* 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 with your name and the date. 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.”

these word

1. Where should we hang these pictures?
2. It is important to write the spelling word clearly on your test.
3. There are many more words on the vocabulary test this week.
4. These are the posts for the new fence.
5. Our science paper had to be at least 100 words long.
6. People are exercising more these days.
7. May I have a word with you?

These _____are my favorite because ...

Sheet B3C-E48

Activity 1

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

Activity 2

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

1. Ted remembered every ____ of the play.

these word

2. ____ flowers will either bloom or not.

These Word

3. Please get ____ awful spiders
away from me!

these word

4. What is the ____ that goes in the
blank?

these word

5. ____ boys are being silly.

These Words

Sheet B3C-E49

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.”

== Use these words in a sentence. ==

Please until you Use their these would words
again in am a science sentence. Part get from
under Use together these words and in a still always
sentence. according Please almost upper Use them
these bought words enter in almost a sentence. people
Part either Use thank these belong words ourselves
in out a itself sentence. pleasant Please
usual Use bear better these belt words
every in a sent sentence.

Sheet B3C-E50

Activity 1

“This page contains a poem called *Take a Book*. Read the poem. If you need help with any words, press to hear them aloud.”

Activity 2

What book does this poem make you think of? Take out your braille writer and label your paper with your name and the date. Write the name of the book this poem made you think of. Write at least a 5 sentence summary of your favorite part of the book.”

Take a Book
Author Unknown

I go to the library,
Find a place by myself.
I take down a book
From the library shelf.
It might be a book
About faraway lands
Or a book about
Monsters or pirate bands.
It might be a book
About things to do
Or a mystery story
That can't be true.
But, whatever it is,
I can lose myself
In the book I take down
From the library shelf.

Sheet B3C-E51

“The next 3 contractions you will learn are the dots 4-6 final-letter groupsigns which can only be used in the middle or end of words. The a-n-c-e final-letter groupsign is dots 4-6 followed by the letter e. The o-u-n-d final-letter groupsign is dots 4-6 followed by the letter d. The o-u-n-t final-letter groupsign is dots 4-6 followed by the letter t.

Activity 1

“Read each word on the study line. Notice that the letter following the dots 4-6 in the final-letter groupsign is the last letter of the contraction.”

Activity 2

“Read each sentence.”

Activity 3

“Go back to sentence 1. Press on every word containing the a-n-c-e final-letter groupsign every time it appears in the numbered sentences.”

Activity 4

“Go back to sentence 1 and press on every word containing the o-u-n-d final-letter groupsign every time it appears in the numbered sentences.”

Activity 5

“Go back to sentence 1 and press on every word containing the o-u-n-t final-letter groupsign 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 with your name and the date. Write 2 sentences using the a-n-c-e contraction, two sentences using the o-u-n-d contraction and 2 sentences using the o-u-n-t contraction.”

dance chance found ground count account

1. You should count the beats when you learn to dance.
2. We found the playground by the sound of the children playing.
3. My teacher counted all of her students before going on our field trip.
4. Mary went to the drinking fountain because she was thirsty.
5. I always knew I had a chance of winning first place.
6. I found \$25 of my allowance.

Sheet B3C-E52

Activity 1

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

Activity 2

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

<p>1. My parents bought new ____ for our kitchen.</p> <p> fragrances appliances allowances</p> <p>2. From which ____ did your ancestors come?</p> <p> count country counted</p> <p>3. My mother said I should ____ myself with good friends.</p> <p> surround sound pound</p> <p>4. I always put my money in my bank ____.</p> <p> amount discount account</p> <p>5. Jerry ____ his cane under his desk.</p> <p> found sound hound</p>

Sheet B3C-E53

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.”

== Clarence wanted the chance to serve his
country. ==

copy Clarence wasn't where wanted and if
the children chance before to serve their his house
country. all of Clarence willing forever
wanted together the chance dance to round serve
her himself his cold country. Clarence wherever
we wanted tonight the according chance towards to
serve itself a his careful country. colorful
Clarence wished joyful wanted thysself the
brought child chance to either serve brought patience
his country. carefully ruler style decided

Sheet B3C-E54

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 heard the sound of the Greyhound
bus coming down the street. ==

She hasn't heard thought the soul sound and
if of the grey Greyhound better button
bus covering coming wound doll down and then
the street. shells She house actually heard that the
found sound of often the greatness Greyhound
butter bear bus chance coming danger dismount
down there the stop sign street. She healed
heard again forever the sound entire of play the
ground Greyhound bet before bus counting
coming dog down the stairs sugar street.

Sheet B3C-E55

“The next 2 sheets have another Mad Lib. The top of this sheet lists the definitions for the different parts of speech needed; nouns, verbs, and adverbs. After each definition there are examples in parenthesis.”

Activity 1

“Read the definitions above the horizontal line.”

Activity 2

“This sheet is numbered 1-13. Each number lists a word description or part of speech. Think of a word that fits the word description listed. Using your braille writer, write the number and then the word description or part of speech for each number. It’s easier if you write the words in a column. Be sure to number the column since you’ll need the numbers on the next worksheet. If you need help with a part of speech, use the definitions and examples at the top of the sheet.”

<p>Mad Lib</p> <p>adverb: describes a verb; tells when, how, or where something happened; often ends in ly (quickly, slowly, today)</p> <p>verb: describes an action (run, swim, think)</p> <p>noun: person, place, or thing (tree, box, friend,)</p> <hr/>
<ol style="list-style-type: none">1. verb ending in ing2. part of the body3. verb ending in ing4. type of food5. room6. person in room7. verb ending in ing8. another room9. noun10. plural noun11. plural noun12. adjective13. noun

Sheet B3C-E56

“On this sheet you will use your words from your numbered column to read a silly story.”

Activity 1

“Begin reading the story. When you get to a blank that has a number in parenthesis after it, find that number on your braille paper and read the word you wrote to fill in the blank.”

Activity 2

“Read the story a second time to a friend, a teacher, or a parent.”

Activity 3

“Read sheet 55 to a friend and have him or her think of the words. Then read the story again using your friends’ list of words.”

What to do at Recess

All American kids likes recess
better than ____ (1) in a
classroom. Here are some things to do at
recess.

1. Start a game of "touch" ____
(2) ball.
- 2 . Challenge the yard duty to a
____ (3) contest.
3. Start a ____ (4) fight in the
school ____ (5)
4. Report ____ (6) to the
principal for ____ (7) in the ____
(8).
5. Choose up sides and have a ____
(9) painting contest.
6. Start a strike against the school
demanding more ____ (10) and shorter
____ (11).
7. Collect money from all the
students and buy your favorite ____
(12) teacher a new ____
(13).

Sheet B3C-E57

The next four contractions are shortform words. The word receive is written r-c-v, the word receiving is r-c-v-g, the word rejoice is r-j-c, and the word rejoicing is r-j-c-g.

“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

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

Activity 3

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

Activity 4

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

Activity 5

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

Activity 6

“Take out your braille writer and put in paper. Label the paper with your name and the date. 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.”

receive receiving rejoice rejoicing

1. Did you receive the letter I sent to you?
2. My father is receiving a lot of praise
for the work he did.
3. My classmates rejoiced after receiving the
news that they all received good grades on
their science project.
4. I will be rejoicing on New Year's
Eve.
5. Daniel's painting was so beautiful he
should receive the blue ribbon.

I would rejoice if I received ...

Sheet B3C-E58

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 all _____ over our teacher's good luck.

rejoicing rejoiced receiving

2. When did you _____ the chocolates I sent to your office?

receive rejoice receiving

3. Nancy is _____ a discount on the dress because it is on sale.

receive rejoicing receiving

4. I _____ over my friend's happiness.

receive rejoice rejoicing

5. Teachers rarely _____ the credit they deserve.

rejoice receive receiving

Sheet B3C-E59

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 actors were rejoicing over receiving their
awards. ==

that The acting actors where they were relive
rejoicing onto once over return receiving these
the that their away awards. The actual
actors with were receive remake rejoicing another
over won't worry receiving their Oscar
awards. thanks The again actors where were
records relaxing rejoicing only once over
receiving not their altogether awards. please stay The
against actors below were which rejoicing over kite
house receiving that their yard work awards.

Sheet B3C-E60

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 business receives shipments every day. ==

The batter business rejoices returns receives

store shapes shipments onto entry every

diary doggy day. that was The bottles before

business reacts rather receives shapes soul

shipments a lot of every dutiful enough day.

thanks The together beside business reluctant

receives so shipments which one every day. would The because

business receives supposedly shipments onto

each every daughter doing day. The am paid

business before ever receives should themselves shipments

on every work part day. people time couldn't stay

Sheet B3C-E61

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 rejoice in her happiness. ==

I respond rejoice is in forever her house

happy happiness. I can belong rejoice

everyone is in his her hunger yard

happiness. they I remembered before rejoice

exit in their her horse herself happiness.

then I receive rejoice enter in his forget her

happiness. never I again give rejoice

outside in her hopeful happiness. that I

these remember rejoice in her forever holding

happiness. I relent rejoice that in this her

herself happiness.

Sheet B3C-E62

Activity 1

“This sheet contains several different jokes. Enjoy reading each of the jokes and the answers.”

Activity 2

“Using your braille writer, write down your two favorite jokes from this sheet. Take your paper home and share the jokes with a friend, a sibling, or your parent.”

What do you call a grizzly with no fur?
A bare bear

What did one eye say to the other?
Between you and me something smells.

What do you call an oyster that won't
share?
A selfish shellfish

What do you give a sick pig?
Oinkment

What has arms and legs, but no head?
A chair

Why was the music teacher not able to open
his classroom?
Because his keys were on the piano.

Sheet B3C-E63

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 with your name and the date. I am going to read you 12 different clues, one at a time. One word on this sheet best matches the clue I read. Number each answer and write the word that best matches the clue. Each word is used only one time. Let’s do number 1 together. “

Clues:

1. Full of fun and enjoys playing.
2. Another word for noise.
3. When you move your feet to music.
4. To be silly.
5. An ingredient in concrete.
6. In kindergarten you learn to do this with numbers.
7. Having great power or strength.
8. Another word for thankful.
9. The word for a large town.
10. A store is one of these.
11. This must have a noun and a verb.
12. The opposite of short.

found	grateful
necessary	fought
count	dance
city	business
sound	playful
sentence	fence
silliness	powerful
thought	cement
rejoice	long
happiness	ground

Sheet B3C-E64

“The next set of contractions you are going to learn are more shortform words. These shortform words follow the same rules; they can stand alone and be used within a word. The contraction for the word deceive is d-c-v, the contraction for the word deceiving is d-c-v-g, the contraction for the word declare is d-c-l the contraction for the word declaring is d-c-l-g.”

Activity 1

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

Activity 2

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

Activity 3

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

Activity 4

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

Activity 5

“Go back to sentence 1 and cross out the word shortform *declaring* every time it appears in the numbered sentences.”

Activity 6

“Take out your braille writer and put in paper. Label your paper with your name and the date. 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.”

deceive deceiving declare declaring

1. The students were deceiving their teacher when they told her they had been quiet.
2. "Well, I declare! I believe you are not telling the truth," said the judge.
3. James was always declaring he was a king.
4. It's not nice to deceive your friends.
5. We had to declare what we bought when we got to the Canadian border.
6. The Olympic judge declared Jerry to be the winner of the contest.

If I could I would declare ...

Sheet B3C-E65

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 should tell Harry that he was _____
by Tom.

deceive deceived declared

2. I will _____my position in this argument.

declare declaring deceive

3. He is crazy because he is always _____
that he is the president.

declare deceiving declaring

4. It is true that sometimes appearances can
be _____.

deceive declaring deceiving

5. Mike plans to _____his candidacy for
state senator.

declare declared declaring

Sheet B3C-E66

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.”

== Appearances can be deceiving. ==
again Appearances will call can before be declaring
deceiving. after all Appearances could not can braille
began be deceiving. apples Appearances cannot
children can tomorrow were be declare deceiving. houses and
arrogant Appearances could you can paid work be
belong daring difference deceiving. asparagus
Appearances growing can under the rug be people
deceiving. Appearances good have can because be receiving
didn't day shoes deceiving. counter

Sheet B3C-E67

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 declare that you must not deceive a teacher. ==

I am declare these that yourself yard you mighty more

must again never not declare deceive themselves total a

youthful teacher. I aren't against declare who would

that myself your you mostly mother must not defy receive

deceive my a mother teal teacher. she is I

rejoice declare some that young you many nothing must lost

more not deceive youth a together tonight teacher. is I

declare part of their that you mount must neither name not

deceive every a teacher. I decide declare that his you

fence must noise not declaring do deceive a teacher.

Sheet B3C-E68

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.”

== Jerry is declaring he'll fix the red
fence. ==

joy Jerry will is deciding declaring she him

he'll won't filter fix onto these the

front red forever fence. just do Jerry is

deceiving declaring that he'll work friend fix father the

red fence. impossible Jerry cannot is

receive declaring himself he'll wash faithful fix

the red science fence. join jersey Jerry

itself is rejoicing in declaring you he'll fountain

fix together get the count red letter fence.

Sheet B3C-E69

“Being able to read and write websites is an important skill. This sheet introduces the @ sign and the backslash. The @ sign is top second side followed by top first side. The backslash begins just like the forward slash with top, middle, bottom second side and then followed by bottom first side, top second side. For the “dot” in a website, you use the period sign.”

Activity 1

“Read the next two pages. If you need help we can read it together; press on any words you do not know.”

Activity 2

“Go back to Sheet 69 and find at least 3 websites that seem the most interesting to you. Take out your braille writer and a piece of paper. Label the paper with your name and the date. Write down the 3 websites that are most interesting with a one sentence description of what sounds good about it.”

Activity 3

“Share your paper with your teacher or a parent. With their help, go online and check out the 3 websites you were interested in.”

There are many websites on the internet that can provide you with important information about accessible technology, accessible products, adapted games, and sources for braille and audio books. Below is a bulleted list of some websites with a short description about them.

- www.aph.org APH provides materials, products, and services for people with visual impairments. It is where many of the materials you use at school come from.
- www.nbp.org One of the many things on this website is a store where you can purchase print-braille books, similar to the books included in this UEB curriculum.
- www.bookshare.org Bookshare is an online digital library with thousands of books that can be downloaded to a

Sheet B3C-E70

“See instructions on page 69.”

computer, braille note taker, or tablet.

- www.learningally.org Learning Ally is an online digital library with thousands of books that have been read by volunteers and are accessible on a computer, braille note taker, or tablet.
- www.exceptionalteaching.com/braille Exceptional Teaching is an online store with products for people with visual impairments and other disabilities. This UEB curriculum comes from Exceptional Teaching.
- www.blindfoldgames.org This is just one of many websites with free audio games for people with visual impairments.

Sheet B3C-E71

“The last two dots 4-6 final letter groupsigns are introduced on this sheet. Remember that the final letter groupsigns can only be used in the middle or at the end of the word. Look at the four words on the study line. The first two have the s-i-o-n sign. It is dots 4-6 followed by the letter n. The next two words have the l-e-s-s sign. It is dots 4-6 followed by s. It helps to remember that all of the dots 4-6 final letter groupsigns are followed by the last letter in the group of letters being contracted.”

Activity 1

“Read each sentence.”

Activity 2

“Go back to sentence 1. Press on every word containing the s-i-o-n final letter groupsign.”

Activity 3

“Go back to sentence 1 and press on every word containing the l-e-s-s final letter groupsign.”

Activity 4

“Read each sentence aloud one more time.”

Activity 5

“Take out your braille writer and put in paper. Label your paper with your name and the date. Make a list of as many words as you can think of that use the s-i-o-n contraction and the l-e-s-s contraction. Save your paper for your teacher.”

mansion decision unless careless

1. I live in a huge mansion by the lake.
2. The magician gave the illusion of making a rabbit disappear.
3. Mary doesn't want to go shopping unless she receives a coupon in the mail.
4. Tommy was careless when he left his bicycle in the driveway.
5. My father made the decision to move his business to a new location.
6. In science class we are learning about fusion and fission.

Sheet B3C-E72

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 teacher gave us multiplication and ____ problems for homework today.

mission division decision

2. The baby bird that fell out of its nest was truly ____.

seamless needless helpless

3. Trying to find a needle in a haystack seems ____.

hopeless speechless shoeless

4. Grandma gave me ____ to ride my bike to Sandy's house.

invasion permission confusion

5. Jane's wedding is going to be a very special ____.

decision intrusion occasion

Sheet B3C-E73

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 cannot watch television unless I do
my homework first. ==

I can cannot then watch things television
until unless he I do the my house
homework friend fun first. I should cannot work
watch television punch unless again I dog
do my horse homework forget this first. I
cannot wish watch television hopeless unless
I dress do my work homework fearless first.
instead I could cannot watch permission
television least unless am I dare there do
for the my major homework that fence first. ill

Sheet B3C-E74

Activity 1

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

Activity 2

“Take out your braille writer and a piece of paper. Label your paper. I am going to read you 1 different clues, one at a time. One word on this sheet best matches the clue I read. Number each answer and write the word that best matches the clue. Each word is used only one time.”

Clues:

1. A type of dog.
2. A ballerina does this.
3. A horse does this.
4. You need this to ride a bike without falling.
5. We all walk on this outside.
6. You do this when you add.
7. Something that doesn't hurt.
8. In science you might study this.
9. A very large house.
10. Something that is tied up.
11. Your parents give you this when you go somewhere.

dance	helpless
sound	ground
count	invasion
bound	pointless
mansion	painless
prance	fusion
mission	speechless
permission	hound
balance	harmless

Sheet B3C-E75

The last three dot 5 initial letter contractions are on this page. They are the words character, lord, and through. Character is dot 5 followed by the c-h contraction, lord is dot 5 followed by the letter l, and through is dot 5 followed by the t-h contraction. Remember that the dot 5 initial letter contractions can stand alone as a wordsign or be part of a longer word as a groupsign.

Activity 1

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

Activity 2

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

Activity 3

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

Activity 4

“Go back to sentence 1 and press on the word *through* 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 with your name and the date. Read the two starter sentence below the separation line. Rewrite each sentence starter and then finish the sentence. Add at least 3 more sentences of your own to each one. Save your paper for your teacher.”

character lord through

1. It was my decision to audition for the character in the play.
2. He considered himself lord of the manor.
3. I will work through my homework tonight.
4. Nancy told me that her brother is a funny character.
5. I liked him because he had a caring character.
6. After the rain storm we were soaked through and through.

My most favorite character is ____ because ...

I would like to travel through ...

Sheet B3C-E76

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. Courtney wanted to play the leading
_____in the play.

character through some

2. I wish I was the _____of the mansion.

character lord through

3. We walked _____the tunnel to get
to our hotel.

character through lord

4. James wished he could write a letter
to _____Harrison.

Character Through Lord

5. We all wanted to get _____ the
airport quickly to catch our flight.

character lord through

Sheet B3C-E77

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 lord of the mansion walked through
the garden. ==

The some lord was of before the us mansion walked
again here through into the there garden. The land father
lord lots of the house manor mansion was that
walked that some through then the yard go garden.
forget The lady ever lord together of onto the
mansion which walked a these through the great garden.
is The some one lord of do the mantle mansion
worked walked somewhere through as the because garden. The
day get lord inside of mom maybe the
mansion whatever walked father through their the
golfer garden. extra

Sheet B3C-E78

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.”

== Everyone could sense Jason's loving
character. ==

enter Everyone lord can could spent special
sense Jason's mother kind loving father character.
although Everyone should could severe sense
Jason's loving know again character. Everyone
wasn't necessary could shell sense Jordan
Jason's lost lunch loving mother character. even
Everyone they were could sense justice
Jason's through loving character. especially
Everyone this that could surprised sense before
Jason's loud and loving here lord character.

Sheet B3C-E79

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, one at a time. One word on this sheet best matches the clue I read. Number each answer and write the word that best matches the clue. Each word is used only one time.”

Clues:

1. People do this at a job.
2. Another word for brilliant.
3. You ask this to get an answer.
4. A piece of something.
5. The opposite of, wrong.
6. You use this to buy something.
7. Opposite of, on top.
8. A title given to someone important.
9. A watch tells you this.
10. Someone in a story.
11. Past tense of bring.
12. Opposite of, night.

time	under
question	here
character	through
brought	bright
where	day
money	lord
there	young
father	thunder
never	name
work	right
someone	part

Sheet B3C-E80

“The last two dots 4-5-6 initial-letter contractions are *spirit* and *world*. These contractions can stand alone as wordsigns or be used within a word as groupsigns. *Spirit* is dots 4-5-6 followed by the letter s and *world* is dots 4-5-6 followed by the letter w.”

Activity 1

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

Activity 2

“Go back to sentence 1. Press on the wordsign *spirit* every time it appears in the numbered sentences.”

Activity 3

“Go back to sentence 1 and press on the wordsign *world* 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 with your name and the date. 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.”

spirit world

1. College football games bring out
community spirit.
2. The world looks small from space.
3. There are many beautiful places to
visit around the world.
4. All the guests at the wedding were in
high spirits.
5. Nancy won a trip around the world for
writing a great essay.
6. The soccer fans had a lot of spirit.

If I could travel anywhere in the world, I
would ...

Sheet B3C-E81

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. Our team had a lot of ____ at the game.

world spirit many

2. We should recycle to help save the ____ resources.

had spirit's world's

3. Do you believe there is life on other ____?

worlds cannots spirits

4. Kathy's actions show a generous ____.

world spirit had

5. How in the ____ can we get an elephant in the house?

spirit many world

Sheet B3C-E82

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 team's spirit was out of this world! ==
they are The total team's many spirit were was
forever out go of that this had world! The together lots
team's had not spirit for was not the out of that this cannot
world! again The house store team's gold were
spirit was forever out golf whole of this many was world!
if The tears team's should stay spirit where was out
again in of this cannot world! The groups team's spirit
for was out character of unless this had world! mission The
neither team's social many spirit together was not out
through of this world!

Sheet B3C-E83

“The next 3 sheets have another Mad Lib. The top of this sheet lists the definitions for adjective, noun, and adverb.”

Activity 1

“Let’s look at the definitions together.”

Mad Lib

adjective: describes a noun
(tall, big, quick)

noun: person, place, or thing (tree,
box, friend,)

adverb: describes a verb; tells when
or where something happened; often ends in ly
(quickly, slowly, today)

Sheet B3C-E84

“To complete the Mad Lib, take out your braille writer and label your paper.”

Activity 1

“This sheet has is numbered 1-18. Each number lists a word description or part of speech. Think of a word that fits the word description listed. Using your braille writer, write the number and then the word description or part of speech. It’s easier if you write the words in a column. Be sure to number the column since you’ll need the numbers on the next worksheet. If you need help with a part of speech, use the definitions and examples from Sheet 85 to help you.”

1. adjective
2. plural noun
3. something alive (plural)
4. celebrity (female)
5. plural noun
6. plural noun
7. adverb
8. adjective
9. something icky
10. noun
11. noun
12. adjective
13. person in room
14. type of chemical
15. type of food
16. type of liquid
17. plural noun
18. article of clothing (plural)

Sheet B3C-E80

“On this sheet you will use your words from the numbered list on Sheet 84 to read a silly story.”

Activity 1

“Begin reading the story. When you get to a blank that has a number in parenthesis after it, find that number on your braille paper and use your word to fill in the blank.”

Activity 2

“Read the story a second time to a friend, a teacher, or a parent.”

Activity 3

“Read sheet 83 and 84 to a friend and have him or her think of the words. Then read the story again using your friends’ list of words.”

Science Lab

Once a week, we have science laboratory class, and we get to do ____ (1) experiments with ____ (2) and ____ (3). Our teacher, Ms. ____ (4), shows us how to dissect ____ (5). First, we take out the insides and draw pictures in our ____ (6). We have to work ____ (7) or else we'll make a mess. We also learn to use chemicals to make ____ (8) things like inexpensive household ____ (9) and deodorizers that make a ____ (10) smell like a ____ (11). Last week, we had a ____ (12) accident in the lab. ____ (13) mixed some ____ (14) with ____ (15) and added some ____ (16) and the mixture exploded and blew two ____ (17) through the roof. So now our teacher makes us all wear safety ____ (18) during science class.

Sheet B3C-E86

The final dots 4-5 initial-letter contractions are the words *whose*, *upon*, and *those*. *Whose* is dots 4-5 followed by the w-h sign, *upon* is dots 4-5 followed by the letter u, and *those* is dots 4-5 followed by the t-h sign. Remember that the dots 4-5 contractions can stand alone as wordsigns and can be used within larger words as groupsigns.

Activity 1

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

Activity 2

“Go back to sentence 1. Press on the wordsign *whose* every time it appears in the numbered sentences.”

Activity 3

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

Activity 4

“Go back to sentence 1 and press on the wordsign *those* 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 with your name and the date. Read the question below the separation line. Answer the question using three or more sentences. Save your paper for your teacher.”

whose upon those

1. Whose house is next to yours?
2. I have a grandson whose having a birthday next month.
3. Claire wished upon a star.
4. I would like those toys wrapped up for my friend's party.
5. Whose braille book did you borrow?
6. Once upon a time there was a lord whose son wanted to be a king.
7. Those cookies were the best in the world.

Why do good things come to those that wait?

Sheet B3C-E87

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 feel bad for the boy ____ bike was stolen.

those whose upon

2. Climb ____ my knee and I'll read you a story.

upon those whose

3. ____ dog was that running down the street?

Upon Those Whose

4. I wish ____ carnations were delivered to me.

those whose upon

5. ____ dark clouds make me think there's a storm coming.

Whose Upon Those

Sheet B3C-E88

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 all wish upon those stars! ==
leave me Let's already all world wish word
upon those stairs stars! lettuce Let's
forever all wide wish again upon word these those
stronger stars! little letter Let's along all
which wish over upon them thank those stare stars!
forget Let's together alright all wonder
wish upon that word those sugar stars! left
Let's about all wound wish under upon throw
those planets stars! forgetful Let's
unless illusion all where wish upon
thankfully through those scream stars!

Sheet B3C-E89

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.”

== Whose wish will come true this year? ==
Why Whose wish dog dress do have you thing
who will count clock come truck too
true today not this you year? Whose wind wish
dare house think where as will come yard trust
the true not time this that yourself year? Where those
Whose wish drag do want will closet come
trunk trick true tank that this young your
year? where Those Whose willing wish desk friend
wink think will can't come treasure true that
this yourself yet year? when

Sheet B3C-E90

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, one at a time. One word on this sheet best matches the clue I read. Number each answer and write the word that best matches the clue. Each word is used only one time.”

Clues:

1. When people are very happy they do this.
2. Parts of a sentence.
3. Opposite of can.
4. People with jobs do this.
5. A person in a story is called this.
6. A word often used at the beginning of an explanation.
7. People cheering at a game have this.
8. Opposite of over.
9. In one side and out the other.
10. Past tense of have.
11. Another name for dad.
12. Find the word these.

work	these
character	upon
already	rejoice
words	spirit
under	lord
declare	whose
because	those
cannot	where
through	father
always	part
had	their

Sheet B3C-E91

The last three contractions for you to learn are the following three shortform words, *perceive*, *perceiving*, and *perhaps*. *Perceive* is written p-(er)sign-c-v *perceiving* is written p-(er)sign-c-v-g and *perhaps* is written p-(er)sign-h.

Activity 1

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

Activity 2

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

Activity 3

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

Activity 4

“Go back to sentence 1 and press on the shortform word *perhaps* 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 with your name and the date. Read the sentences below the separation line. Fill in the blanks and save your paper for your teacher.

perceive perceiving perhaps

1. Perceiving art as a form of expression is common.
2. Courtney was perhaps the best speller in the class.
3. We thought perhaps you would like to take a trip around the world.
4. The teacher perceived the student was listening because she answered the questions correctly.
5. Many years ago people incorrectly perceived that the world was flat.

Perhaps the 3 hardest braille contractions to remember are _____, _____, and _____.

Sheet B3C-E92

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. Braydon is ____ the youngest child in the group.

perceive perhaps perceiving

2. ____ that the world is flat was common hundreds of years ago.

Perhaps Perceive Perceiving

3. It was difficult for Lord Riley to ____ that his young son would also be a lord.

perceive perceiving perhaps

4. You should ____ take better care of your braille books.

perceive perceiving perhaps

5. I ____ that Jason was tired when he yawned loudly.

perceiving perceived perhaps

Sheet B3C-E93

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.”

== You are perhaps the luckiest person in the
class. ==
you You again art are perceive perhaps the lunch
luckiest perfect people person in can the
clash class. young one You are permit for
perhaps those the forever lost luckiest promote
person extra in but them the clock class.
if You are perceiving perhaps they the longest
luckiest perform person in the golf less
class. remember You can't are prepare
perhaps against the lunch luckiest before they
person go in every the grow clue class.

Sheet B3C-E94

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.”

== Perceiving the world was flat used to be
common. ==

Perceiving that the whole world will there was

flowers flat until used ever to be

computer common. before Perceiving as the whose

world and there was floor forever flat usually

used to belong be comfortable common.

perceive Perceiving after the world where as was flag

flat usual food used letter to be

commercial clock common. perhaps

Perceiving all the spirit world work was flower

floor flat used forever to good career be

common.

Sheet B3C-E95

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 easy to perceive Sandra’s
happiness. ==

is It were as was enter essay easy go to
perceive his Sandra’s happy happiness. they
can It but was ever easy every to perceive their she
Sandra’s happen happiness. please It were
was go for easy perceiving to perceive herself
Sandra’s house happily hotels
happiness. It as if was not that easy to
perhaps perceive those help Sandra’s helpful
happiness. go away It with was elephant
easy perform to perceive then Sandra’s
classroom halfway happiness. there is

Assessment Sheet B3C-E96

“Congratulations! You have completed the worksheets for Level 5. You have now learned all of the contractions in the UEB braille code. The following 5 sheets will assess your knowledge of the contractions you learned in Level 5.”

Activity 1

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

spirit	spirit some less
immediate	immediate immediate imd
through	through through those
count	count count ct
word	word world work
thymself	thys thylf thymself
almost	also alst almost
careless	careless careless careful

Assessment Sheet B3C-E97

Activity 1

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

character

character character child

perceive

pcv perc perceive

whose

whose where which

declaring

declaring dclng declaring

although

altogether although also

necessary

necessary necs nes

bought

bought btime bought

across

across according acs

Assessment Sheet B3C-E98

Activity 1

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

world

word work world

those

those those through

against

against again ags

playful

playful play.l playness

its

it's its xt

oneself

onesf oneself ones

upon

under upon us

Assessment Sheet B3C-E99

Activity 1

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

round	rday round rd
mansion	mansion mantion manname
either	either eir er
sentence	sentence sentence sentance
these	those through these
ourselves	ourvs ourselves oursv
already	also aly already
balance	balance balance balever