## T3 logo image

**T3** Braille Teacher’s Guide

Module 3 (UEB Contractions), Level C

Version 1 (July 2022)

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# Sheet B3C-C1

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

## Activity 1

letter friend great also

1. I got a letter from my friend.
2. I already have a great ball in my bag.
3. This letter is also for you.
4. That is a great hat that you have on.
5. Is he also going with you and Dad?
6. My friend will go for a walk after he gets home.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

My friend . That letter .

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

## Activity 2

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

## Activity 3

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

## Activity 4

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

## Activity 5

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

## Activity 6

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

# Sheet B3C-C2

## Activity 1

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

## Activity 2

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

1. Why is my standing in the sun? people would friend
2. I have a idea! mother great day
3. Joe is very tall. also friend little
4. My good friend wrote me a . little letter like
5. Will he bring the drinks? one so also
6. I would like him in the play great also at

# Sheet B3C-C3

## Activity 1

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

## Activity 2

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

## Activity 3

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

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

he getting happy name letters he But go from my pants But friends. But name I happy

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

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

happy name But letters from go But happy my friends. go happy pants said happy But

# Sheet B3C-C4

## Activity 1

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

## Activity 2

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

## Activity 3

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

== My father also has a great job. ==

mother it would My bike David father type

also it mother said has David you would a mother type David it mother great job.

My would type sad mother you father would also David mother has it would a type great

you job. you it My David it father mother also bike you would type has it a great

sad type job. would mother My it father also sad mother said has it would a great David would sad job. would bike it type mother

# Sheet B3C-C5

The following two pages come from the book, “I spy”, by Margaret Allen. To hear the picture descriptions, press on the two full cells before each sentence. If you do not know a word press to hear it spoken and continue pressing to hear it spelled.

== I Spy

-------------------------------2

== Spy, spy. I spy.

-------------------------------3

== I spy a cat.

-------------------------------4

== Spy, spy. I spy.

-------------------------------5

== I spy a hat.

-------------------------------6

== Spy, spy. I spy.

-------------------------------7

== I spy a fat cat in the hat.

-------------------------------8

== Spy, spy. I spy.

-------------------------------9

== I spy the cat in the hat on a mat.

# Sheet B3C-C6

Continue reading “I Spy.”

10

== Spy, spy. I spy.

------------------------------11

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

mat.

------------------------------12

== The cat and the rat on a mat?

------------------------------13

== Oh, no! Oh, no!

------------------------------14

== Scat, rat, scat!

# Sheet B3C-C7

## Activity 1

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

## Activity 1

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

## Activity 2

“Read each sentence until you reach the end.”

## Activity 3

are arm car cars far farm park carry

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

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

## Activity 4

“Read each sentence aloud one more time.”

## Activity 5

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

teacher.”

# Sheet B3C-C8

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

## Activity 1

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

## Activity 2

“Read each sentence until you reach the end.”

## Activity 3

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

## Activity 4

error her fern stern harder softer buttery

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

“Read each sentence aloud one more time.”

## Activity 5

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

teacher.”

# Sheet B3C-C9

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

## Activity 1

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

## Activity 2

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

## Activity 3

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

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

# Sheet B3C-C10

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

## Activity 1

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

## Activity 2

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

## Activity 3

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

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

What are ? Her favorite .

## Activity 4

“Read each sentence aloud one more time.”

## Activity 5

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

Rewrite each sentence starter and finish the sentence with your own words.”

# Sheet B3C-C11

## Activity 1

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

## Activity 2

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

## Activity 3

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

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

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

# Sheet B3C-C12

## Activity 1

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

## Activity 2

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

## Activity 3

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

## Activity 4

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

Purple Purple are grapes Purple are plums.

Purple is a violet.

And the bruise on my thumb.

Red Red is an apple.

Red is merry.

Red is a rose.

And a ripe strawberry.

# Sheet B3C-C13

## Activity 1

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

Max

1

Ann Gelles, Author

Max is my cat. He is my good friend. Max is little. Max is black. Max is very cute. Max can nap on my cap. Max can nap on my lap. We have fun. Max can run. Max can jump. Max can bat a ball. I hug Max. Max will rub on my legs.

I love Max. Max loves me.

# Sheet B3C-C14

## Activity 1

“This sheet has several questions about the story you just read. Feel free to read the story again before answering the questions. Read each question and the answer choices. Press on the answer that best answers the question or statement.”

## Activity 2

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

1. What color is Max? white orange black
2. What size is Max? big little
3. What does Max like to bat? bug ball bell
4. True or False, Max is cute.

True False

1. What does Max like to do? nap eat hide

# Sheet B3C-C15

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

## Activity 1

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

## Activity 2

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

## Activity 3

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

time work where

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

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

## Activity 4

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

## Activity 5

“Read each sentence aloud one more time.”

## Activity 6

“After the separation line, near the bottom of the page, there is a question. Read the question. Take out your braille writer and put in paper. Label your paper. Answer the question in a complete sentence.”

# Sheet B3C-C16

## Activity 1

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

## Activity 2

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

1. It is for you to go to bed. where time test
2. I am having fun at \_. where work time
3. are the cookies I made with you?

Work Where Why

1. My plane is taking off on . there time work
2. are you in the book I told you I like?

Work Where With

# Sheet B3C-C17

## Activity 1

“Read the model sentence that begins on the top line. There are 2 full cells at the beginning of the model sentence and 2 full cells at the end. Press on any word in the model to hear it spoken, continue pressing to hear it described. Swipe right when you finish.”

## Activity 2

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

## Activity 3

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

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

Sam could Where paper is will so he know phone work for a is and stay so me until Sam what phone time me paper will he so Sam come for over? is Where phone will what he can work and Sam what stay time will is could know he come Sam over? and could friend Where paper stay day will is he

could work and know could what stay day paper is what for know could time and for day is will play he Sam paper come over?

# Sheet B3C-C18

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

## Activity 1

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

## Activity 2

part ever

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

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Write about your favorite part in your favorite book.

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

## Activity 3

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

## Activity 4

“Read each sentence aloud one more time.”

## Activity 5

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

# Sheet B3C-C19

## Activity 1

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

## Activity 2

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

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

part time work

1. It is to go to bed since it is after 8 o’clock.

that time work

1. He has time to practice the trumpet on Tuesday.

not never ever

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

parts people part

1. The will ring after the cookies are done.

timely times timer

# Sheet B3C-C20

## Activity 1

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

## Activity 2

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

## Activity 3

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

== Wherever did Tom put the missing part of the puzzle? ==

great which Wherever dog time did mother has Tom pile what put the should can missing

pin part and mother of time the puzzle? Cat slide Wherever dog has did like Tom

are put the past take missing people call part stay slide of his some the puzzle? white tape Wherever does card did me Tom has stay put that hard the time hot missing paper letter part to cold of the cake his puzzle? cold mom time

# Sheet B3C-C21

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

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

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

italic

I have *1* dollar.

My dog’s name is *Max*. *It’s very hot* in my room.

bold

Jane and John start with **J**. That movie is **great**.

The sign says **Do Not Exit**. underline

Stop at number 6.

I like the movie Cinderella. The film is My Fair Lady.

## Activity 1

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

## Activity 2

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

## Activity 3

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

## Activity 4

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

# Sheet B3C-C22

This sheet is divided into 3 sections.

## Activity 1

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

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

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

## Activity 2

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

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

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

underline bold

italic

Answer *6*. A is right.

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

bold

italic underline

*The Muppets*

Bugs Bunny

**Cars 2**

italic underline

bold

**Mike and Ally**

Dora the Explorer

*The Good Dinosaur*

## Activity 3

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

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

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

## Activity 4

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

# Sheet B3C-C23

## Activity 1

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

## Activity 2

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

## Activity 3

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

## Activity 4

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

## Activity 5

1. Where is your copy of Where the Wild Things Are?
2. David got **4** and **8**

correct.

1. Make sure you turn on

*Hill Circle Drive.*

1. The sign says **Exit Here.**
2. Make sure they know that a is the

**only** one they need to do.

1. I have invited *James,*

*Donna,* and *Sam* to the party.

1. The **best** book on the list is The Giving Tree.
2. At *8 o’clock* the morning bell will ring.

“Take out your

braille writer and

put in paper. Label your paper. Words are often put in bold for emphasis. Write 8 different words in bold that could be emphasized when writing.”

# Sheet B3C-C24

## Activity 1

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

## Activity 2

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

typeform indicator. “

1. The star on the street says

*Michael Jackson*

bold underline italic

1. The library has several copies of Diary of a Wimpy Kid.

bold underline italic

1. She got extra credit for *9* and

*10*.

bold underline italic

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

bold underline italic

1. Don’t forget your **name** and

**date** at the top of the page.

Bold underline italic

# Sheet B3C-C25

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

## Activity 1

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

## Activity 2

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

## Activity 3

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

shack short shirt mashed flashing cash

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

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

## Activity 4

“Read each sentence aloud one more time.”

## Activity 5

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

# Sheet B3C-C26

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

## Activity 1

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

## Activity 2

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

## Activity 3

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

## Activity 4

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

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

# Sheet B3C-C27

## Activity 1

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

## Activity 2

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

## Activity 3

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

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

Test thing plate She stop one put

would all stop one thing great the test fresh would sheets on the paper thing shelf. great She black test put thing one pie

all stop the test fresh great sheets of on thing stop the paper stop shelf. She one great plate put thing all test the stop one fresh thing sheets on the stop shelf. She plate this put stop all the would fresh on sheets but on plate the pie crate shelf. would bird stay

# Sheet B3C-C28

The following two pages come from the book, “I Love Mud”, by Rozanne Lanczak Williams. To hear the picture descriptions, press on the two full cells before each sentence. If you do not know a word press to hear it spoken and continue pressing to hear it spelled.

== I Love Mud!

-------------------------------2

== Mud is squishy. Mud is sticky.

Mud is squishy. Mud is icky.

-------------------------------3

== I can make a big, big mess.

I like to play in mud the best!

-------------------------------4

== Mud on my shoes. Mud on my

shirt. I can make mud with water and

dirt.

-------------------------------5

== I can make a big, big mess.

I like to play in mud the best!

# Sheet B3C-C29

Continue reading “I Love Mud.”

6

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

-------------------------------7

== Oh, lovely mud in my hair,

in my shoes.

-------------------------------8

== I can make a big, big mess.

I like to play in mud the best!

# Sheet B3C-C30

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

## Activity 1

“Look at the three words on the top line. They are first, must, and *should*.”

## Activity 2

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

## Activity 3

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

first must should

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

## Activity 4

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

## Activity 5

“Read each sentence aloud one more time.”

## Activity 6

Take out your braille writer and put in paper. Label your paper. Write 3 sentences describing your favorite movie.

Underline the name of the movie, explain who the characters are, and why you like it. Save your paper for your teacher.

# Sheet B3C-C31

## Activity 1

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

## Activity 2

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

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

father friend first

1. She grab her coat since it is raining.

should so this

1. I finish my homework after I get home.

more mother must

4. What

we do for dinner?

she should said

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

still she shouldn’t

# Sheet B3C-C32

## Activity 1

Read the model sentence that begins on the top line. There are 2 full cells at the beginning of the model sentence and 2 full cells at the end. Press on any word in the model to hear it spoken, continue pressing to hear it described. Swipe right when you finish.

## Activity 2

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

## Activity 3

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

== We should wash the car first. ==

should good We play from her should would wash play stop mother the make from she car first.

would good mother We play make her should mother wash she he the would make car stop first.

We should mother stop can wash must play the car stop make mother first. stop cake We

make she from play should would from her wash the pin must she car play make first.

make her would from We her from should would wash she the must pin car stop he first. stop

# Sheet B3C-C33

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

## Activity 1

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

Clues:

1. Someone in your family.
2. Rhymes with the word, rust.
3. A place you go to earn money.
4. Better than second.

your

time

must

great

mother

people

friend

work

under

letter

about

ever

good

first

should

after

again

just

right

which

there

part

1. You might get one in the mail.
2. Rhymes with the word, would.
3. Another word for repeat.
4. Opposite of on top.
5. A clock tells you this.
6. More than one person.
7. Opposite of left.
8. A portion of something.

# Sheet B3C-C34

## Activity 1

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

## Activity 2

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

## Activity 3

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

question some young

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

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Write 2 questions you have for your instructor.

## Activity 4

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

## Activity 5

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

## Activity 6

“Read each sentence aloud one more time.”

## Activity 8

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

# Sheet B3C-C35

## Activity 1

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

1. My best friend is than me. named understand younger
2. Do not forget to ask your . young question there
3. My friend is late. never clever ever
4. My mom made yummy cookies.

some ever young

1. He answered part of my . young name question
2. My brother plays baseball.

question younger some

# Sheet B3C-C36

## Activity 1

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

## Activity 2

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

## Activity 3

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

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

Don which Some dog but first of the fly young people book boys but shoes *never* could not ask

are questions. people first Some ply of the shoes are don't young which boys Don are *never*

ask questions. Don don't Some could which of the fly so pool young Don don't are boys

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

# Sheet B3C-C37

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

Five Little Fishes

Five little fishes swimming in a pool. The first one said, the pool is cool.

The second one said, the pool is deep. The third one said, I want to sleep.

The 4th one said, let's dive and dip. The fifth one said, I spy a ship.

The boat arrives, and a line goes kerplash.

Away the five little fishes dash!

# Sheet B3C-C38

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

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

My Magic Shell Pink shells, white shells, and shells colored blue;

smooth shells, crinkled shells, old shells and new;

Striped shells and plain shells lifted in the tide;

My shell is magic — the sea sings inside.

## Activity 1

“Read the poem.”

## Activity 2

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

## Activity 3

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

## Activity 4

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

# Sheet B3C-C39

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

## Activity 1

“Read the words on the top line.”

## Activity 2

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

## Activity 3

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

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

could not

she is

can not

should not

will not

he would

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

## Activity 4

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

## Activity 5

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

# Sheet B3C-C40

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

## Activity 1

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

## Activity 2

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

## Activity 3

paid quick

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

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What would you do if you got paid 10 dollars?

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

## Activity 4

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

## Activity 5

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

# Sheet B3C-C41

## Activity 1

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

## Activity 2

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

1. He for the airline tickets yesterday.

part people paid

1. grab your umbrella!

Quite Quick Question

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

question questions quickly

1. Susan for the cat food at the pet store.

people part paid

1. The you get home, the sooner we can go.

quick quickest quicker

# Sheet B3C-C42

## Activity 1

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

## Activity 2

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

## Activity 3

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

== Mother paid for the snacks quickly. ==

start questions Mother like go paid from ball for the play like cell questions snacks go quickly.

from go play Mother paid questions more quit for the from like snacks she from play quickly. Mother questions paid from coat start for the from snacks play quickly. cell from quit like Mother paid

for the like ball start snacks questions play quickly. Mother her ball paid quick for the start coat cell snacks play quickly.

from Mother paid for the cell snacks quickly.

# Sheet B3C-C43

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

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

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

## Activity 1

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

## Activity 2

his was were

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

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

If I were an animal, I would .

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

## Activity 3

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

## Activity 4

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

## Activity 5

“Read each sentence aloud one more time.”

## Activity 6

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

sentences. Save your paper for your teacher.”

# Sheet B3C-C44

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

## Activity 1

“Read each sentence.”

## Activity 2

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

## Activity 3

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

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

## Activity 4

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

## Activity 6

“Read each numbered sentence one more

time.”

## Activity 7

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

# Sheet B3C-C45

## Activity 1

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

## Activity 2

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

1. He lost in the rain forest. was was
2. I wonder where they \_ . were were
3. The apples were . his his
4. He needs to go to \_ room. his his
5. the horses on the farm fed?

Were Were

1. The candy was , but he didn’t want it.

his his

# Sheet B3C-C46

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

## Activity 1

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

## Activity 2

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

## Activity 3

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

today tomorrow tonight

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

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Today I will Tonight I will Tomorrow I

## Activity 4

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

## Activity 5

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

## Activity 6

“Read each sentence aloud one more time.”

## Activity 7

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

# Sheet B3C-C47

## Activity 1

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

## Activity 2

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

## Activity 3

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

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

Go Today great is sash Dad bell, his phone from birthday, to so softball tonight

we'll can't Dad from great have forget was a sash party. Dad can't Today to great is

his bell, from softball birthday, from go

so tonight phone can great we'll Dad have a can't phones party. from Today softball she

but is from his Dad birthday, tomorrow was going so can't tonight we'll go from great have a party.

# Sheet B3C-C48

## Activity 1

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

## Activity 2

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

## Activity 3

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

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

I books Tomorrow friends would go is would but the people would first picture go day of the stack new friends go books year, I January

hope 1st. people Tomorrow friends is I the first day would of the stack new books year,

hope January my would 1st. Some

books Tomorrow I people would is people the would first day friends of the new would happy year, I

stack with January Dad can’t 1st.

# Sheet B3C-C49

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

Zola

Ann Gelles, Author

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

Zola sips cola. I sip cola.

I eat cake. Zola eats cake. I

like cake a lot. Zola likes cola a lot.

But today Zola will not play. I am sad. Zola is sad, too. Zola

looks sick. Zola has a sick tummy. My vet will see Zola

# Sheet B3C-C50

Continue reading, Zola.

today.

He gave Zola a pill. He said,

"No more cola for Zola." Tomorrow we can play again.

I am happy. Zola is very happy.

Zola is a funny bunny. I love Zola. Zola loves me.

# Sheet B3C-C51

## Activity 1

“This sheet has several questions about the story you just read. Feel free to read the story again before answering the questions. Read each question and the answers given. Press on the letter of the answer that best answers the question or statement.”

## Activity 2

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

## Activity 3

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

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

# Sheet B3C-C52

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

Ruby

Ann Gelles, Author

I just met Ruby today. Ruby is my niece's new puppy. Ruby is 24

weeks old. Ruby is very lively.

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

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

# Sheet B3C-C53

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

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

Ruby eats at six o'clock. We

will walk Ruby tonight after it gets cool.

I like Ruby a lot. Ruby is a great puppy! I bet Ruby would like you too.

# Sheet B3C-C54

## Activity 1

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

## Activity 2

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

1. Ruby is weeks old.
   1. 12 weeks
   2. 30 weeks
   3. 24 weeks
2. What does Ann's niece not like?
   1. She does not Ruby's big paws.
   2. She does not like Ruby to kiss her.
   3. She does not like Ruby to run.

# Sheet B3C-C55

## Activity 1

“Continue answering the questions about *Ruby*.”

## Activity 2

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

1. Ruby will go for a walk in the morning.
   1. true
   2. false
2. Ruby is a guide dog.
   1. true
   2. false

# Sheet B3C-C56

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

## Activity 1

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

## Activity 2

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

## Activity 3

had their

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

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

I had

Their favorite

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

## Activity 4

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

## Activity 6

“Read each sentence aloud one more time.”

## Activity 7

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

# Sheet B3C-C57

## Activity 1

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

## Activity 2

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

1. We the girls over for tea today. had here their
2. favorite restaurant is next to the mall.

There Their Here

1. He their cat in their yard. here had have
2. mother is going to arrive home late tonight.

Their There Time

1. The boys huge pieces of cake for dessert.

here his had

# Sheet B3C-C58

## Activity 1

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

## Activity 2

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

## Activity 3

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

== The young boys had birthday gifts for their mothers. ==

The just ever young can father boys stay had birthday gifts time for every their list mothers. forever The class young thought under boys work had birthday table gifts stay for their people mothers. if The his great young keys grass

boys back had phone flower birthday gifts for it their sure but mothers. please The chair put young yes boys again bath had desk birthday your gifts father happy for her make their surf water mothers.

# Sheet B3C-C59

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

## Activity 1

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

## Activity 2

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

## Activity 3

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

cannot many

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

I have many . I cannot .

## Activity 4

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

## Activity 5

“Read each sentence aloud one more time.”

## Activity 6

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

# Sheet B3C-C60

## Activity 1

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

## Activity 2

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

1. Do you want gifts? cannot many had
2. He get here right away. cannot their many
3. Her big sister eat candy. had many cannot
4. All of my friends live near here.

had many cannot

1. I would like to bring gifts to her party.

had cannot many

# Sheet B3C-C61

## Activity 1

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

## Activity 2

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

## Activity 3

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

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

She today cannot books bag bring toy if

many he friends from with candy to here the tub pool day party. only She has cannot

books door bring want many here friends it to play cup the pool gift party. from

She work cannot young will bring park many friends mother her about to car want the question pool play

would party. could She you please cannot have bring someone many it friends spill to phone here the

test pool and stand party. run fast Cast

# Sheet B3C-C62

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

## Activity 1

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

## Activity 2

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

## Activity 3

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

blind braille above himself

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

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What is the best thing about learning braille?

## Activity 4

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

## Activity 5

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

## Activity 6

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

## Activity 7

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

# Sheet B3C-C63

## Activity 1

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

## Activity 2

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

1. I have many

books at home.

blind braille above himself

2. Hang that picture

the dresser.

about above again also

1. He cut on his finger with a knife.

letter blind above himself

1. If you cannot see then you are . braille blind above but
2. There are many good books. braille blind paid there
3. That bird flew my car.

blind paid above braille

# Sheet B3C-C64

## Activity 1

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

## Activity 2

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

## Activity 3

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

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

go past Many stop braille grade as books are yard stacked why is above the garage room desk. set Many for braille books have

in are bed today can what stacked above kite the frame desk. pizza Many braille

name books as are stacked would slide is

from above the time people desk. mother very Many there forever braille blind books tonight can are which stacked above polite the desk. himself and Many great

big braille level red books over are on stacked above and that the phone desk. gain

# Sheet B3C-C65

## Activity 1

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

## Activity 2

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

## Activity 3

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

== He hung the blue blinds in his home himself. ==

He make how hung friend the blue blinds in get or his just home and himself. pink was He snack cat hung rock the blue seek

blinds in I tale today his home hide himself. He dog is hung as they the show

blue blinds time for in keys his more home father himself. give me He with hung time the add

blue little blinds bit in exit his hello for home say said himself. share He had hung where the blue blinds other in song desk his

garage box home again tried for himself. people

# Sheet B3C-C66

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

## Activity 1

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

## Activity 2

“Read each sentence.”

## Activity 3

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

chill chart ache patch patched patching

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

## Activity 4

“Read each sentence aloud one more time.”

## Activity 5

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

# Sheet B3C-C67

## Activity 1

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

## Activity 2

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

1. There are many to do today. chins chores chalks
2. Sit in the to eat your lunch. chip chain chair
3. He can his bike chain himself. change chain chess
4. We will eat cheese and chips for . inch lunch porch
5. to see if it will get chilly today.

Change Check Choice

1. is one of my favorites.

Chart Cheesecake Chilly

# Sheet B3C-C68

## Activity 1

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

## Activity 2

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

## Activity 3

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

== He munches on chips and cheese for lunch. ==

He is munches there on books chips

and like cheese paint cake for my lunch. He munches make on friend chips say and name our cheese play for lunch. help some He play munches on cannot chips where walk and many chalk cheese had for their

lunch. himself He stayed can munches braille

on above today chips question my and one cheese blind for first mother lunch. many What He

says I munches what on chips that I

and play cheese this my for lunch. work again

# Sheet B3C-C69

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

## Activity 1

“Read each sentence.”

## Activity 2

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

## Activity 3

child still shall

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

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

## Activity 4

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

## Activity 5

“Read each sentence aloud one more time.”

# Sheet B3C-C70

## Activity 1

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

## Activity 2

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

## Activity 3

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

## Activity 4

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

chalk

sand

sheet of paper

keyboard

library

waves

umbrella

blanket

glue

sunblock

sand castle

clock

telephone

fish

bathing suit

sea shells

crayons

scissors

boat

desk

fins

dolphins

# Sheet B3C-C71

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

## Activity 1

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

## Activity 2

“Read each sentence.”

## Activity 3

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

## Activity 4

beat seat meat repeat create

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

“Read each sentence aloud one more time.”

## Activity 5

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

# Sheet B3C-C72

## Activity 1

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

## Activity 2

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

1. The plant didn't look to me.

real head reach

1. The sand was still very hot at the today. bleach beach beak
2. Mother said I had to \_ my room. clean creak cheap
3. I cannot the bleach above the washer. real react reach
4. The water on the stove was hot. bleaching steaming breaking
5. Don’t forget to the meat. style season sorry

# Sheet B3C-C73

## Activity 1

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

## Activity 2

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

## Activity 3

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

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

Please cannot for bring today clean many sandals meal to the time beach. question Please so bring like clean real sandals must father to the could beach. table wish Please make bring

think clean cake sing sandals fun to the beach. himself Please big cried bring

clean steady sandals win to the cheap beach. Please forget bring funny farm clean sandals pirate swim to the piggy tale

beach. monster tired real sunny daytime

# Sheet B3C-C74

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

## Activity 1

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

## Activity 2

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

which

rinse

sand

create

far

start

win

dishes

still

for

seat

change

wish

thing

what

folder

please

bath

can

treat

repeat

shrill

flint

read

# Sheet B3C-C75

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

## Activity 1

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

## Activity 2

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

## Activity 3

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

clear fear bear appear

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

bear **bear** bear

1. Her new coat had a big .

**tear** tear tear

1. My friend is moving away. dear **dear** dear
2. That witch at my door very quickly.

appeared **appeared** appeared

1. My best friend has a \_ of Spiders.

**fear** fear fear

# Sheet B3C-C76

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

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

## Activity 1

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

## Activity 2

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

## Activity 3

“Go back to sentence 1 and press on the letters t-g-r for the word *together*

every time they appear in the numbered sentences.”

## Activity 4

together altogether afternoon afterward

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

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

This afternoon I will .

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

## Activity 5

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

## Activity 6

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

## Activity 7

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

# Sheet B3C-C77

## Activity 1

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

## Activity 2

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

1. Shall we go this or tonight? together altogether afternoon afterward
2. He must do his work himself and then he can play a game.

together altogether afternoon afterward

1. , he has 16 pairs of socks.

together altogether afternoon afterward

1. You should put the model airplane

tomorrow at 4 o'clock.

together altogether afternoon afterward

1. My friends and I want to go to the movie.

together altogether afternoon afterward

1. A few days , Phil came home.

together altogether afternoon afterward

# Sheet B3C-C78

## Activity 1

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

## Activity 2

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

## Activity 3

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

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

part Write a should at story many this question

afternoon, what then afterward quick was you and can fair play. Write a hungry story some big this

surf afternoon, cookies then picnic afterward look at you old funny can play. catch

Write forever a tonight story snack cat this

grass afternoon, wins race then lean afterward you book can blind letter play. together Write a

story book this afternoon, but he cat their people at then while afterward she you a can play.

# Sheet B3C-C79

## Activity 1

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

## Activity 2

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

## Activity 3

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

== The puzzle is altogether simple to put together! ==

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

altogether brief simple blue to from put this together! The hat puzzle ice drink is can altogether was simple there to put today together! class The street puzzle mat this

is vacuum altogether keys which simple your to gift put money sale together! many still

# Sheet B3C-C80

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

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

## Activity 1

“Read each sentence.”

## Activity 2

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

1. You need to STOP yelling!
2. Mom said, “CLEAN UP YOUR ROOM!”
3. DAVE’S sister is STILL sleeping.
4. Be sure to read the chapter

WHAT TO DO IF YOU ARE BORED.

1. DON’T forget to pick up

MILK, SODA, ICE CREAM, and CHIPS.

1. I REALLY want to invite SUSIE, DAVID, LISA, and LEE.

## Activity 3

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

## Activity 4

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

## Activity 5

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

# Assessment Sheet B3C-C81

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

TeacherNote: Once your student completes these assessment pages, determine if he/she is ready to move on to Part D.”

## Activity 1

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

## Activity 1

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

Clues:

friend

afternoon

young

great

also

cannot

tonight

afterward

had

quick

which

braille

child

ever

still

question

above

blind

their

paid

some

must

1. Most people who read braille are…
2. Opposite of old.
3. Between morning and night.
4. Someone you would go to

the movies with.

1. Ends with a question mark.
2. Rhymes with rust.
3. Homonym for the word witch.
4. Better than good.
5. A young person.
6. Opposite of can.
7. Very, very fast.
8. When you aren’t moving you are…

# Assessment Sheet B3C-C82

## Activity 1

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

1. The meeting scheduled for 1 o'clock in the afternoon.

his was were

1. We not able to go for a walk today.

his was were

1. I his homework in my car. cannot their had
2. That is very sleepy today. still child shall
3. He going to the play after work. his was were
4. , my mom needs to check her email.

Must First Still

1. My best friend is . braille himself blind

# Assessment Sheet B3C-C83

## Activity 1

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

1. I find my keys. their cannot had

2. She is

cold.

child still shall

1. shoes did not fit. Their These They're
2. He invited friends to the party. many cannot had
3. I asked you to the driveway of all the leaves.

clear clear clear

1. **Harry’s** name is in . bold underline italics
2. The climber will a very heavy backpack.

clear carve carry

# Assessment Sheet B3C-C84

## Activity 1

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

1. May I ask you a question? quick shall child
2. does she live? Some Work Where
3. Will he stop talking? every had ever
4. My mom is home. altogether after also
5. We leave soon. some still should
6. Sharon’s name is in . bold underline italics
7. What you planning to do tomorrow? his were was