## T3 logo image

**T3** Braille Teacher’s Guide

Module 3 (UEB Contractions), Level E

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“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

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.

“Read each sentence.”

## Activity 3

“Go back to sentence 1. Press on the word oughtevery 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 oughtin each sentence. Save your paper for your teacher.

# 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

1. Sam a pink flower for her mother. bought ought fought
2. We the rally was being held tonight. ought thought brought
3. I to use correct punctuation when writing my assignments.

ought brought fought

1. 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.”

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?

1. I had such a great time at the beach! #funbeachday.
2. The # key on my phone is not working.
3. I need to remind mom to give me $ for my lunch ticket.

## 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.”

# 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

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

85# 85% 85º

1. My brother put in the bank.

75% 75º $75

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

10¢ 10# 10%

1. 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 thyself, its, and itself. Look at the 3 words on the study line. The shortform for the word thyself 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 thyself 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

thyself 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 thyself.
5. My cat isn't itself since its operation.
6. He told the sick doctor, “Physician, heal thyself."

The bird in the tree hid itself because...

“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.”

# 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

1. It's important to know . thyself its itself
2. The nation of people fought for freedom. thyself its itself
3. When my father put the car in cruise control it's as if the car drives .

thyself its itself

1. The tree lost all of leaves. thyself 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.”

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...

## 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.”

# 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

1. Controlling takes one a lot of effort.

ourselves oneself

1. 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 25º 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

(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.

“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.”

# 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.”

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 .

## 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.”

# 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

1. It was to wear a flotation device.

immediate neither either necessary

1. you can stay here or you can go.

Immediate Neither Either Necessary

1. Her understanding of the math assignment was

 .

immediate neither either necessary

1. 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 thyself immediate response its was oneself necessary.

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# 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 thyself 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 thyself 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:

ourselves either

(my best friend) oneself

itself immediate bought

$100

its

fought necessary creation neither 100¢

thyself thought 100%

sought

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

# 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.”

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 ...

## 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 groupsign every time it appears in the numbered sentences.”

## Activity 3

“Go back to sentence 1 and press on the f-u-l final-letter groupsign 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 groupsign every time it appears in the numbered sentences.”

## Activity 5

“Read each sentence aloud one more time.”

## Activity 6

Take out your braille writer and put in paper. Label your paper. Read the starter sentence below the separation line. Rewrite the sentence starter and then finish the sentence. Add at least 3 more sentences of your own. Save your paper for your teacher.

“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.”

# 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

1. The of the fruit was important to the grocer.

freshness fitness illness

1. My grandmother says she is . boldness silence forgetful
2. 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

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 ...

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

# 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

1. Phil fell into the pool. against almost all
2. I finished sanding and painting the fence.

all altogether already

1. I walk to school every morning. against almost already
2. 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?
	1. Cleveland
	2. Utah
	3. Idaho
2. Which one of the activities below do Kyle and Zodiac NOT do together anymore?
	1. hunting
	2. sailing
	3. fishing
3. Why does Zodiac curl up with three cats on cold days?
	1. to stay warm
	2. because he is tired
	3. to share their food
4. On mild days, Nick, Nate and Zodiac explore old junk.
	1. true
	2. 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

Beach Packing List

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

“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.”

# 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.”

¾ 4½

12¾

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children/adults

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1. Don’t forget to add 1¾

cups of raisins to the cookies.

1. My best friend’s birthday is 8/8/2006.
2. My brother is already 6½ feet tall.
3. That car was traveling 60 miles/hour.

## 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.

# 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.”

Trail Mix

½ cup cashews

¼ cup peanuts

¼ cup almonds

½ 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!

## 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.”

# 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

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 ...

“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.”

# 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

1. Courtney lives the street from my aunt and uncle.

although across always according

1. My cousin is a very good soccer player

 she has not been playing long. although always according across

1. Kelly finishes her homework. although according across always
2. 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 intitial- 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

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 ...

“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.”

# 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

1. Please get awful spiders away from me!

these word

1. What is the that goes in the blank?

these word

1. 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

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.

“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.”

# 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.”

1. My parents bought new \_ for our kitchen.

fragrances appliances allowances

1. From which did your ancestors come? count country counted
2. My mother said I should myself with good friends.

surround sound pound

1. I always put my money in my bank

 .

amount discount account

1. Jerry his cane under his desk. found sound hound

# 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 thyself 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.”

Mad Lib

adverb: describes a verb; tells when,

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

verb: describes an action (run, swim, think)

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

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

1. verb ending in ing
2. part of the body
3. verb ending in ing
4. type of food
5. room
6. person in room
7. verb ending in ing
8. another room
9. noun
10. plural noun
11. plural noun
12. adjective
13. 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.

1. Start a (4) fight in the school (5)
2. Report (6) to the

principal for (7) in the (8).

1. Choose up sides and have a

(9) painting contest.

1. Start a strike against the school demanding more \_ (10) and shorter

 (11).

1. 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.”

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 ...

## 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 receivingevery 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 rejoicingevery 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.”

# 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

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

receive rejoice receiving

1. Nancy is a discount on the dress because it is on sale.

receive rejoicing receiving

1. I over my friend's happiness. receive rejoice rejoicing
2. 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.

found necessary count city sound sentence silliness thought rejoice happiness

grateful fought dance business playful fence powerful cement long ground

1. Another word for noise.
2. When you move your feet to music.
3. To be silly.
4. An ingredient in concrete.
5. In kindergarten you learn to do this with numbers.
6. Having great power or strength.
7. Another word for thankful.
8. The word for a large town.

10. A store is one of these.

1. This must have a noun and a verb.
2. The opposite of short.

# 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.”

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.

1. James was always declaring he was a king.
2. It's not nice to deceive your friends.
3. We had to declare what we bought when we got to the Canadian border.
4. The Olympic judge declared Jerry

to be the winner of the contest.

-------------------------------------------------------

If I could I would declare ...

## Activity 4

“Go back to sentence 1 and press on the shortform word declareevery 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.

# 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

1. I will my position in this argument. declare declaring deceive
2. He is crazy because he is always that he is the president.

declare deceiving declaring

1. It is true that sometimes appearances can be .

deceive declaring deceiving

1. 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

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](http://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](http://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](http://www.bookshare.org/) Bookshare is

an online digital library with thousands of books that can be downloaded to a

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

#  Sheet B3C-E70

“See instructions on page 69.”

computer, braille note taker, or tablet.

* [www.learningally.org](http://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/](http://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](http://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

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.

“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.

# 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

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

seamless needless helpless

1. Trying to find a needle in a haystack seems .

hopeless speechless shoeless

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

invasion permission confusion

1. 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:

dance helpless

sound ground

count invasion

bound pointless

mansion painless

prance fusion

mission speechless permission hound balance harmless

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.

# 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 lordevery time it appears in the numbered sentences.”

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 ...

## Activity 4

“Go back to sentence 1 and press on the word throughevery 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.”

# 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

1. I wish I was the of the mansion. character lord through
2. We walked the tunnel to get to our hotel.

character through lord

1. James wished he could write a letter to Harrison.

Character Through Lord

1. 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:

time question character brought where money there father never work someone

under here through bright day lord young thunder name right part

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.

# 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

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 ...

“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.”

# 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

1. We should recycle to help save the

 resources.

had spirit's world's

1. Do you believe there is life on other

 ?

worlds cannots spirits

1. Kathy's actions show a generous . world spirit had
2. 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

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?

“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 thoseevery 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.

# 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

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

upon those whose

1. dog was that running down the street?

Upon Those Whose

1. I wish carnations were delivered to me.

those whose upon

1. 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:

work character already words under declare because cannot through always had

these upon rejoice spirit lord whose those where father part their

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.

# 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

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 .

“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 perhapsevery 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.

# 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

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

Perhaps Perceive Perceiving

1. It was difficult for Lord Riley to

 that his young son would also be a lord. perceive perceiving perhaps

1. You should take better care of your braille books.

perceive perceiving perhaps

1. 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 lord 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

thyself

thys thylf thyself

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 dcling 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 balence balever