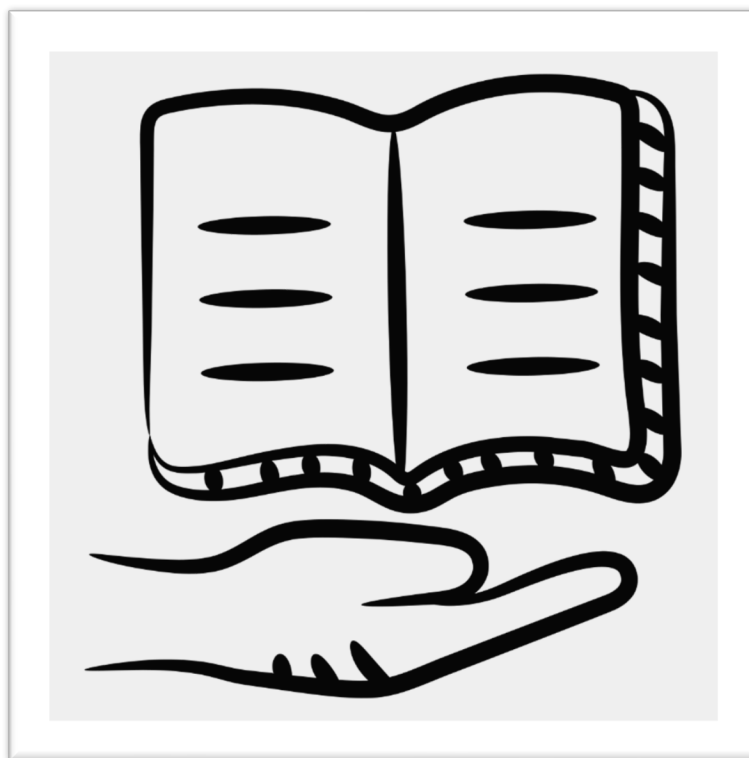


Hands on Literacy



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Introduction

Written and produced by the Queensland department of Education, the Hands on Literacy program aims to support primary school aged braille learners to develop reading and writing fluency and knowledge of basic contractions. This 20-unit program is suitable for young tactile readers who have mastered most letters of the English alphabet and are familiar with many of the associated alphabetic wordsigns. The program includes games and activities to support the teaching and learning of braille literacy skills as well as skills associated with the expanded core curriculum for students with blindness or vision impairment.

Students following this program require 60-75 minutes targeted one-to-one braille instruction per day for units 1-8 and 45-60 minutes per day for the remaining 12 units. In addition, braille skills must be reinforced through curriculum-based activities in the general classroom environment.

It is expected that most full-time students will complete the program in 20-40 weeks (2-4 school terms). For students who are mastering content rapidly, there is no minimum time requirement, provided that they are consistently reading, writing and recalling learned braille content with fluency and independence.

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Hands on Literacy Overview

Unit	Letters/ Groupsigns	Wordsigns and Shortforms	Additional touch words	Other
1	l, c, d, i, a, g, x, t and o	like, can, do, go, it, that	to	
2	p, s, n, m, h, b, e, w, u	people, so, not, more, have, but, every, will, us	he, we, all, see	
3	f, y, r, j, k, v, z, q	from, you, rather, just, knowledge, very, as, quite	my, make, love, family	
4	in, the	your	put	
5	en, for	enough, little	them, then, they, went, weekend	
6	ed, with	was	saw	
7	and	day, here, name, one, some, time, there, good, friend		
8	of	had	home, came, make, made, take, mine	CVC-e words
ch (c2)	ch	child, children, much, such	school, watch, watched, lunch, each, chocolate	
gh & wh (c2)	gh, wh	which where, right	who, what, when, why, night, might, right, eight	
ng (c2)	ing, ong		song, long, going, morning, playing, swimming, dancing, amazing, flying, king, having, looking, coming, doing, running	
sh (c2)	sh	shall, should, could, would	she, fish, wish, shop, finished, sheep	

st (c2)	st	against, first, must, still	last, forest, castle, stayed, story, fast, stay, most	
th (c2)	th	although, this, through	three, think, than, teeth, birthday	
ar (c3)	ar	today tonight tomorrow	are, park, car, started, farm, year, dear, hear	
ea (c3)	ea	be, his, were, because, before, said	really, beach, ice-cream, read, team, head, dead	quotation marks
er (c3)	er	him, ever, father, know, mother, part, under, work	her, sister, water, over, dinner, brother	
ou (c3)	ou, ound, ount	out, ought	house, favourite, our, outside, cousin, four, colour, thought, bought, found, round, playground, count, mountain	
ow (c3)	ow	after, afternoon, again, almost, also, always, great, upon	down, how, now, show, rainbow, yellow	
20	bb, cc, ff, gg	cannot, many, spirit, world, their, about, again, afterward, its, together	soccer, rabbit, bubbles, different, eggs	

How to use the hands on literacy program

General guidelines

- Complete reading activities within each unit in the order they appear in the text, as contractions are presented sequentially.
- Writing activities may be completed in any order.
- For the first session of each unit writing activities may focus on simple repetition of the new contraction(s) learned and/or revision of previously learned contractions rather than activities detailed in the unit.

Sequence of units

Complete the program as follows:

1. Complete units 1-8 (in order).
2. complete all units from cluster 2 (may be completed in any order).
3. Complete all units from cluster 3 (may be completed in any order).
4. Complete unit 20.

Time required

- Units 1-8 are expected to require 60-75 minutes 5 times per week (total 300-375 minutes).
- The remaining 12 units are expected to require 45-60 minutes 5 times per week (225-300 minutes per week).
- Each unit is expected to take 1-2 weeks to complete, however, students who are excelling and quickly recalling contractions may be accelerated.

Applying learning gained within the program to the curriculum

Employ these strategies to promote the development of braille fluency:

- Provide all staff involved in the student's education with a list of contractions taught, so they may be reinforced across different environments throughout the school day.
- Include known braille contractions in curriculum-based materials produced for the student.
- Expect the student to consistently include contractions they have learned in their written tasks completed within the classroom.

Initial set-up and resources required

Location

As it is extremely difficult for students with vision impairment to tune out noise, this program should be conducted in a separate, quiet room, free from distractions. This room will need to include:

- appropriately sized furniture to facilitate efficient and comfortable braille reading and writing
 - The table and chair should enable the student to sit with their feet flat on the floor and their knees and elbows at right angles with relaxed wrists when hands are laid flat on the table in front (a footstool may be required) - consult therapy staff for special requirements of students with physical impairments.
- shelving or other dedicated space to store materials for independent student access during sessions

Materials required

Although specific materials required for each unit are listed individually, the following items are consistently needed.

General materials

- a non-slip mat for under books, objects or braille pages
- a tray with slightly raised sides to help contain and organise materials (a baking tray is often suitable)
- a braille writing machine: Perkins, tatrapoint or Mountbatten
- a 'discovery box': A shoebox or similarly sized box, sufficient to hold several objects related to the unit. The contents of this container should be changed for each unit, according to the lists provided.
- an arch-leaver (or similar) folder, or top-edge-bound book of braille paper for written activities (label in braille)
- a hole punch to enable filing of student work (if using a folder)
- dice: these should be six-sided and approximately 2-3cm across with tactile pips. Pips may be raised or indented. Many dice available from standard retailers will be suitable provided the pips can be felt tactually.
- a shallow tray or dish into which the dice may be rolled to assist the student to easily locate and read them.

Consumables for student use

- braille copies of student activity booklets (these contain all text as listed under the 'student text' headings for each activity)
- braille paper
- Blu Tack
- drawing implements which create tactile lines (e.g., crayons or pen and tactile drawing board)
- stickers of different shapes and textures (these may be purchased or created by cutting/punching small shapes out of self-adhesive sheets of foam, felt, glitter paper, corrugated cardboard, non-slip surfaces (such as used on tile floors) or similar.

Resources primarily for staff use

- copy of this book containing all teacher materials
- laptop or comparable device (sometimes required for playing audio content or online videos)
- sticky braille label
- card or thick (160gsm or thicker) paper
- braille paper.

Ten tips for reinforcing letter learning within the context of the general classroom

- Create a braille display in the classroom and introduce the visual braille for each new letter, along with the letter song, to the whole class.
- Play the braille songs during transitions.
- Place a braille alphabet patch or strip on surfaces regularly encountered by the student including their desk, brailier, drink bottle and lunchbox lid.
- Create a practice postcard, miniature flip book, or bracelet containing learned letters for the student to explore/fidget with while listening to the teacher or waiting between classroom activities.
- Label the student's belongings in braille.
- Place environmental braille labels around the classroom.
- Provide the student with curriculum-related materials in braille.
- Encourage the student to write known letters and sounds in braille during independent and other writing tasks.
- Braille words, sentences or stories as dictated by the child and encourage them to run their fingers over the brailled text, searching for known letters.
- Play letter-based games with peers using braille Lego, braille Bananagram tiles, or similar.

Suggested strategies for developing braille reading proficiency

In order to develop proficiency in braille, it is crucial that the braille contractions learned through the Hands on Literacy program are reinforced throughout the school day, including through curriculum-based materials and activities. The following suggestions may assist this process:

- Include all new contractions in work transcribed for the student.
- Expect the student to include new braille contractions in their own writing.
- Create a poster containing the new words and place it in a visible place for access by all staff working with the student. The HOL overview table may be used for this purpose, with known contractions highlighted.
- Create a braille contractions dictionary for the student and add contractions as they are learned. This may take the form of a book or a box with index cards.
- Write the new words and contractions on a strip and attach it to the student's desk or the top of their braille writer for easy access.
- Set the whole class the challenge of learning the new braille signs and randomly ask students to tell the braille contractions for given words/letter combinations. Award a raffle ticket for a correct answer. At the end of the week/term a braille prize may be drawn.
- Use the braille contraction songs.
- Write your own songs, rhymes and dances to help the student memorise the new signs.

Instructions for creating personalised books (units 1-8)

Resources required

- braille writer
- card and/or braille paper and other materials required to make a book
- craft supplies and/or small objects for creating pictures.

Suggested activity

1. Have the teacher read the sample text.
2. Discuss the activity and topic of the book and brainstorm ideas.
3. Complete the exploration or other activity (if applicable).
4. Write the text of the book (the student should assist by writing the letters, words and contractions they know).
5. Work together with the student to design the illustrations:
 - a. Keep illustrations simple (often only one object per page).
 - b. Only key features of objects which are of interest or significance to the student need be shown (furry texture of cat, bars of a birdcage, rough texture - perhaps sandpaper - of a rock).
 - c. Be mindful that the texture of a picture, rather than its colour, is generally of most importance to a student reading by touch (leather may provide a suitable texture for a lemon even though the colour is unlikely to be accurate).
6. Read and share the completed book.

Follow-up activities

- Record the student reading their book.
- Share the book with others.
- Keep the book in the student's main classroom for rereading in independent reading time.

Hands on Literacy Sample Weekly Schedule for units 1-8

	warmup/ discovery	reading activities	writing activities	personalized book
Monday	20min	25min	15min	x
Tuesday	15min	20min	20min	5min
Wednesday	10min	20min	15min	15min
Thursday	5min	20min	10min	25min
Friday	5min	25min	20min	10min

Unit 1: Letters and words 1

Objectives

- Revise letters: l, c, d, i, a, g, x, t and o
- Read decodable VC and CVC words.
- Write decodable VC and CVC words.
- Read sentences containing alphabetic wordsigns and decodable words.
- Learn the touch word: to

Resources to prepare

- flashcards, two copies of each: i, a, did, dog, cat, dad, to, at
- 2 six-sided dice
- toys or tactile pictures representing: cat, dog and ox
- items for discovery box.

Discovery box

- Create a braille name card for each object within the box (cut off the top right corner).
- Include all items in bold plus additional items (according to student need, experience and interest).
- Include objects with a variety of tactile and sensory qualities (texture, size, shape, weight, scent, colour - for students with colour perception).
- Wherever possible, use real objects.

lid, cat, dog, ox, cog, cot, dad, doll, log, tag

Follow-up activities

- Compare the dog, cat and ox to find similarities and differences.
- Order objects according to length.
- Match objects to letter cards.
- Match objects to name cards.

Reading activities

Find the naughty dog

Instructions

The cats are sleeping on the mat but the naughty dog is trying to disturb them. Find and cover the dog on each mat before he wakes up the cats.

Student text

cat dog cat

dog cat cat

cat cat cat dog

cat cat dog cat

cat dog cat cat

Rhyming words

Instructions

Draw a line to match the rhyming words.

Student text

lad	dog
log	cot
tag	lid
gig	lag
did	dad
tot	dig

Three in a row

Instructions

Place a magnet, piece of Blu Tack or similar moveable marker which will not slip in front of each number.

Take turns to roll a single six-sided dice. Find the matching number. If you can read the word, move the marker for that row marker to the next word along the line. The winner is the first to complete a full row.

Student text

1. dad tot log
2. did tax lot
3. dog gig cot
4. cat dig lad
5. tag lid dot
6. got tad lag

Making pictures

Instructions

Add a texture or draw a picture to match each word.

Student text

cat

lid

dog

log

Animal patterns

Instructions

Move the animals to make each pattern. (Alternatively: Find the words to match the order of the animals.)

Student text

cat dog ox

ox dog cat

dog ox cat

cat ox dog

dog cat ox

First to finish

Instructions

Take turns to roll the dice. Move the marker down as many lines as rolled. If the player can read the sentence correctly, they may stay there. If they cannot read it, they must move back up three places. The student should also check the teacher's or other opponent's answers by reading the appropriate sentences.

Student text

1. Dad got it.
2. I got a cat.
3. I got a cot.
4. I did it.
5. A cat did it.
6. A dog did that.
7. That lad did that.
8. I like that log.
9. I like that cod.
10. Dad can dig.
11. That dog can dig.
12. I do like that cat.

Word bingo

Instructions

Place the pre-made word cards face down in a small container between the two players. Each player takes it in turns to select a card from the top of the pile. Each player must then mark the matching square on their card. If a word appears twice on a card, it may only be marked once per turn. The winner is the first to mark 4 words in a straight line. They should call 'bingo!' when this occurs.

Student text

Card 1:

I	a	did	dog
cat	dad	to	at
at	to	cat	dog
dad	did	a	I

Card 2:

I	did	cat	to
at	dad	dog	a
did	dog	to	at
cat	dad	a	I

Card 3:

a	at	cat	dad
to	I	dog	did
at	at	did	dad
cat	to	a	I

Silly song

Instructions

Read the words to this silly song. Make up a tune or rap to match the words. Record your performance if you wish. (The teacher should carefully watch the student's fingers to ensure they are touching each word as it is said or sung.)

Student text

I like to I like to go go go.

I like to I like to dig dig dig.

I like to I like to go to a gig.

I like to I like to dig at a gig.

Writing activities

Read and copy

Instructions

Copy each sentence.

Student text

I can go.

A dog can dig.

I do like it.

It is a lid.

Dad got that cat.

Writing races

Instructions

Write a line of the word. Remember to put a space between each. Race against your teacher or the clock.

Personalised book

Sample text

Title: I do like to

P1: I do like to sleep.

P2: I do like to run.

P3: I do like to play with blocks.

P4: I do like to read.

Text outline

Title: I do like to

Subsequent pages: I do like to (activity).

Instructions

1. Discuss activities the student likes to do.
2. Choose some to include in the book.

3. Create the text and matching tactile illustrations. Have the student braille the text and contribute to the tactile pictures, such as by deciding on the materials to be used and attaching objects to the pages.
4. Read and reread the book.

Unit 2: Letters and words 2

Objectives

- Revise letters: p, s, n, m, h, b, e, w, u
- Read decodable VC and CVC words.
- Write decodable VC and CVC words.
- Read sentences containing alphabetic wordsigns and decodable words.
- Learn the touch words: he, we, all and see

Resources to prepare

- two flashcards for each of the following words: am, is, has, he, we, all, see, on, bus, mum
- two six-sided dice
- small real objects, models or tactile picture cards of the following: bus, man, peg
- items for discovery box.

Discovery box

- Create a braille name card for each object within the box (cut off the top right corner).
- Include all items in bold plus additional items (according to student need, experience and interest).
- Include objects with a variety of tactile and sensory qualities (texture, size, shape, weight, scent, colour - for students with colour perception).
- Wherever possible, use real objects.

bus, cup, hat, man, peg, bud, bug, bun, cap, ham, map, mop, mug, net, nut, pug, pup, sun, wax, web

Follow-up activities

- Sort words according to beginning sound.
- Order objects according to length.
- Find pairs of rhyming words.

Reading activities

The lost hat

Instructions

Zoe keeps losing her hat. Find her hat on each line.

Student text

bus bus hat bus

cat dog hat cat

man man hat man

cup ham hat ham cup

mug cup hat mug cup

Rhyming words

Instructions

Draw a line to connect the rhyming words.

Student text

up	man
at	cat
ox	ham
an	ball
all	cup
am	box

Odd one out

Instructions

Cross out the word which does not belong in each line.

Student text

cap map sun lap gap

net get set pet man

wag tag gig sag bag

hot ham pot lot cot

bum sum mum pup gum

Order the objects

Instructions

Move the objects to make each pattern. (Alternatively: Find the words to match the order of the objects.)

Student text

1. man peg bus
2. bus man peg
3. peg bus man
4. peg man bus
5. man bus peg
6. bus peg man

Four in a row

Instructions

Roll the dice. Find the matching number. If you can read the word, move a marker along the row to the second word. The winner is the first to complete a full row.

Student text

1. is pup hum web
2. on wet sum hop
3. at sun ham tub
4. am bus pan box
5. up wig hub top
6. an cup bug nod

Is it true

Instructions

Mark the sentences which are true.

Student text

1. I am a man.
2. I like ham.
3. I do not like to jog.
4. I have a hat.
5. I like to sit.
6. I have a dog.
7. I have a cat.
8. I am big.
9. I like to go on a bus.
10. It is not hot.

Word bingo

Instructions

Place the pre-made word cards face down in a small container between the two players. Each player takes it in turns to select a card from the top of the pile. Each player must then mark the matching square on their card. If a word appears twice on a card, it may only be marked once per turn. The winner is the first to mark 4 words in a straight line. They should call 'bingo!' when this occurs.

Student text

Card 1:

am	is	has	he
on	see	all	we
bus	am	is	mum
see	on	all	we

Card 2:

all	am	has	he
is	mum	on	bus
has	all	we	see
bus	he	see	on

Card 3:

am	he	see	mum
on	we	is	bus
all	has	mum	on
all	he	is	we

Card 4:

am	is	all	on
is	all	bus	has
we	mum	has	wee
bus	he	see	am

First to finish

Instructions

Take turns to roll the dice. Move the marker down as many lines as rolled. If the player can read the sentence correctly, they may stay there. If they cannot read it, they must move back up three places. The student should also check the teacher's or other opponent's answers by reading the appropriate sentences.

Student text

1. I am not a man.
2. We can go on a bus.
3. We can all do it.
4. We all like to nap.
5. He can see a pig.
6. We can all go.
7. He has a cap.
8. I do not like to sit.
9. It is hot.
10. That man has a map.
11. People like to nap.
12. I like to sit but I like to nap more.

Writing activities

Copy and complete

Instructions

Copy the sentence beginning and choose the rhyming word from the box to complete it.

Student text

peg ham wax web pan

Max has ---

Sam has ---

Deb has a ---

Dan has a ---

Meg has a ---

Write me a rhyme

Instructions

Copy each word and write as many words as you can think of which rhyme with it.

Student text

1. at
2. beg
3. up
4. tan
5. gum

Writing races

Instructions

Write a line of the chosen letter or word. Remember to put a space between each. Race against your teacher or the clock. The teacher and student can take it in turns to choose the letter or word to be written.

Rhythmic writing

Instructions

Choose a letter and a rhythm e.g., letter h ta, ta, ti-ti ta (slow, slow, quick, quick, slow). Practice writing the letter in the assigned rhythm, press space after each group. The teacher may clap along while the student brailles or if two braille machines are available, teacher and student may practice together.

Personalised book

Sample text

Title: We all have

P1: We all have feathers.

P2: We all have a beak.

P3: We all have two wings.

P4: We all have two legs.

P5: We are birds.

Text outline

Title: We all have

Middle pages: We all have ...

Final page: We are ...

Instructions

1. Have the student choose an animal or object.
2. Discuss features that all such animals or objects have in common and decide on some to include within the book.
3. Create the text and pictures for the book. Have the student write the text and contribute to the creation of the tactile illustrations such as by choosing materials to use and gluing items into the book.
4. Read and reread the book.

Unit 3: Letters and words 3

Objectives

- Revise the letters: f, y, r, j, k, v, z, q
- Read decodable VC and CVC words.
- Write decodable VC and CVC words.
- Read sentences containing alphabetic wordsigns and decodable words.
- Learn the touch words: my, make, love, family

Resources to prepare

- two flashcards for each of the following words: yes, no, love, family, make, my, run, jump, kid, quiz
- two six-sided dice
- blank business cards (or braille paper cut into cards of this size)
- items for discovery box.

Discovery box

- Create a braille name card for each object within the box (cut off the top right corner).
- Include all items in bold plus additional items (according to student need, experience and interest).
- Include objects with a variety of tactile and sensory qualities (texture, size, shape, weight, scent, colour - for students with colour perception).
- Wherever possible, use real objects.

rock, key, fan, fig, fox, yak, yam, yoyo, rat, rug, jam, jet, jug, jelly, kiss, quilt, van, zigzag, zip

Follow-up activities

- Match each object to its name card.
- Sort objects in different ways (objects you have in your bedroom and objects you do not have in your bedroom, living and non-living things, edible and inedible things).
- Order objects according to length or weight.
- Pick a name card from the top of a pile and try to find the matching object in a bag or pillowcase. This could be a race between two or against the clock if desired.

Reading activities

Rhyming words

Instructions

Draw a line to connect the rhyming words.

Student text

sick	tack
lock	kick
pack	bill
hill	miss
kiss	sock
tell	yell

Odd one out

Instructions

Cross out the word which does not belong in each line.

Student text

yell tell mess

buzz fuzz lock

rock lick sock

bell kiss miss

help muck yelp

spot plot maps

crab grab pump

well pill sell

Read and do

Instructions

Read each line and perform the sequence of actions.

Student text

clap clap clap clap
clap nod clap clap
clap nod jump clap
clap click clap click
click clap clap jump

Four in a row

Instructions

Roll the dice. Find the matching number. If you can read the word, move a marker along the row to the second word. The winner is the first to complete a full row.

Student text

1. jam yes vet rib
2. fan kid zip quit
3. Rug fun yap job
4. kit van zap mud
5. jog run hop sit
6. jet wet rut cuz

A small quiz

Instructions

Have the student read each question and indicate yes with a tick or no with a cross. It is important that the student can feel their answers so use a glitter crayon or place the page on a tactile drawing board or rough surface in order that the writing implement will create a tactile line (this will only work with writing tools which have hard points such as pens, pencils or crayons. Felt-tipped markers are not suitable for this activity).

Student text

A small quiz

Draw a tick for yes or a cross for no.

1. I like to run.
2. I like to jump.

3. I like to hug my mum.
4. I like to kiss a rat.
5. I like to sit on an ant.
6. I like to swim.
7. I like to hop.
8. I like to sleep.

Find the animals

Instructions

One animal is hiding on each line. Can you find it before it runs away?

Student text

mat hat cat

jet dog log cot

ham jam bun rat

cup pig lid cab

box box fox box

Word bingo

Instructions

Place the pre-made word cards face down in a small container between the two players. Each player takes it in turns to select a card from the top of the pile. They then read the card and both players mark the matching square on their bingo card. If a word appears twice on a bingo card, it may only be marked once per turn. The winner is the first to mark 4 words in a straight line. They should call 'bingo!' when this occurs.

Student text

Card 1

yes	no	family	make
my	love	run	kid
jump	quiz	family	my
make	love	no	yes

Card 2

my	make	love	kid
family	quiz	jump	run
no	yes	yes	no
family	my	make	love

Card 3

run	yes	jump	family
no	make	my	kid
quiz	love	my	jump
yes	make	run	family

First to finish

Instructions

Take turns to roll the dice. Move the marker down as many lines as rolled. If the player can read the sentence correctly, they may stay there. If they cannot read it, they must move back up three places. The student should also check the teacher's or other opponent's answers by reading the appropriate sentences.

Student text

1. I like cats.
2. I have a pet.
3. A fox can run.
4. Tim got sick.
5. I love my cat.
6. I can make a mess.
7. He has a big family.
8. My dog bit a cat.
9. I love my family.
10. That is not my hat.
11. I love that.
12. My family have a pet cat.

Writing activities

Silly noises

Instructions

Select some key words (start with three or four only) and decide on a noise to represent each e.g., cat may equal 'meow' and happy may equal 'yay!'. Write each word on a blank business card and cut off the top righthand corner to show correct orientation.

Put the words in a pile on the table. The players take it in turns to select a card. Once each card is selected, they should read the card, make the assigned sound, and write the word in braille.

Complete the sentences

Instructions

Copy the sentence beginning and complete.

Student text

I love ---

My family like to ---

Write me a rhyme

Instructions

Copy each word and write as many words as you can think of which rhyme with it.

Student text

kid

jug

yell

zip

quit

Writing races

Instructions

Write a line of the chosen letter or word. Remember to put a space between each. Race against your teacher or the clock. The teacher and student can take it in turns to choose the letter or word to be written.

Rhythmic writing

Instructions

Choose a letter and a rhythm e.g., letter y ta, ta, ti-ti ta (slow, slow, quick, quick, slow). Practice writing the letter in the assigned rhythm, press space after each group. The teacher may clap along while the student brailles or if two braille machines are available, teacher and student may practice together.

Brailercise

Instructions

Write a word or sentence as dictated by the teacher, before performing an exercise. For example, after writing each word or sentence, stand up and turn around or run around the table. The student and teacher or a friend can compete to finish each word and exercise first. (Be mindful of safety).

Yuck or Yum

Instructions

Write the name of a food or object e.g., pizza, rocks, mango. The teacher or student can choose the food to be written and beside it, write either yuck or yum, depending on the child's feeling toward the food or object. Depending on the student's ability, the teacher may dictate the list of foods/objects and let the student write these using invented spelling, or the teacher may provide the student with the spelling for each word.

Personalised book

Sample text

Title: Do you like

P1: Do you like cats?

P2: Do you like spiders?

P3: Do you like snails?

P4: Do you like horses?

Text outline

Title: Do you like

Subsequent pages: Do you like (object/activity)?

Instructions

1. Help the student choose some objects or activities to include in the book. (These may fit a current classroom theme such as minibeasts or Olympic sports or a topic of high interest to the student.)
2. Write the text for each page. The student should be able to do most of the writing independently when provided with assistance to spell unfamiliar words or type unknown contractions.
3. On a blank business card, or similarly sized piece of braille paper, braille 'yes, I do.' On one side of the card and 'no, I do not.' On the other. Make one card per page and attach them to the pages of the book in such a way that the card may be flipped or turned over to show the relevant answer (cards may be attached using tape along the left or right edge to form a flap which can be folded left or right, or cards may be placed in a pocket so that they may be taken out and turned to show the correct yes or no message). Always ensure that the braille is oriented correctly.
4. Let the student read the book and position the yes/no cards to match their opinions.
5. Have the student read the book to others and change the position of the response cards to reflect the listener's views on the subjects mentioned.

Unit 4: in and the

Important note:

- The contractions for the and in are introduced in this unit. When referring to these contractions, spell out the letters, rather than saying the word or the sound. Students need to know that both 'in' and 'the' can function as whole word standalone contractions, but these contractions are also used to represent the same letter combinations within words and these will not always match with the sound of the whole words the or in. For example, 'in' is used in the words pin, but also in mine and rain. Similarly, the 'the' contraction appears in words such as they, them and clothes.

Objectives

- Learn the contractions for the, in and your.
- Read decodable CVC words containing the 'in' contraction.
- Write decodable CVC words containing the 'in' contraction.
- Read sentences containing alphabetic wordsigns and decodable words.
- Learn the touch word: put

Resources to prepare

- two six-sided dice
- items for discovery box
- materials required for other games.

Discovery box

- Create a braille name card for each object within the box (cut off the top right corner).
- Include all items in bold plus additional items (according to student need, experience and interest).
- Include objects with a variety of tactile and sensory qualities (texture, size, shape, weight, scent, colour - for students with colour perception).
- Wherever possible, use real objects.

bin, pin, tin, basin, brain, cinnamon, coin, curtain, dinosaur, dolphin, domino, drain, drink bottle, fin, goblin, grain, grin, ink, insect, link, lint, mince, mint, minty, napkin, nine, paint, pine, pineapple, pink, pinkie, point, pumpkin, rain, raisin, ramekin, robin, sink, skin, skink, slinky, splint, tinsel, twine, villain, windmill

Teacher notes

Each of the above words include the 'in' contraction. This may be described to the student as 'lower i'.

Follow-up activities

- Match each name card to its object.
- Compare a variety of tins.

Reading activities

The and in

Instructions

Introduce each contraction to the student. Model the reading of the first 3 lines. If the student is confident, allow them to complete the page independently, or take turns.

Variations for practice:

- The student may like to sing the exercise, choosing one pitch for 'the' and another on which to sing 'in'.
- The student may like to say 'the' in one voice and 'in' in another such as whispering and shouting, or old lady and baby.
- One reader may say all of the 'the's and another all of the 'in's

Student text

the the the the the the the the

in in in in in in in in

the in the in the the in in in the

in in in the the the in in the the

in the in the in the the in the in in

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Silly voices

Instructions

Use a funny voice to read these sentences.

Student text

1. I like the dog.
2. The dog can sit.
3. I like the cat.
4. The cat is on the mat.

5. I like the sun.
6. The sun is hot.
7. I do not like the mud.
8. The mud is wet.

Put it in

Materials required

- 2 dice
- 1 cup
- 1 tin
- 1 hat
- 1 bag
- a set of 10 counters (buttons, stones, etc) per player.

Instructions

Take it in turns to roll the two dice. Count the total number and read the corresponding instruction. Place one counter into the container as directed. The first player to have 3 counters in one container wins.

Student text

1. Put it in the bag.
2. Put it in the cup.
3. Put it in the hat.
4. Put it in the tin.
5. Put it in the hat.
6. Put it in the bag.
7. Put it in the tin.
8. Put it in the cup.
9. Put it in the tin.
10. Put it in the cup.
11. Put it in the bag.
12. Put it in the hat.

Editing challenge

Instructions

Mark the correct sentence in each row.

(Note for transcriber, the underlined word should be written in uncontracted braille)

Student text

I like the dog.	I like <u>the</u> dog.
He is <u>in</u> a van.	He is in a van.
<u>The</u> man is sad.	The man is sad.
It is in my bag.	It is <u>in</u> my bag.
It is a tin.	It is a <u>tin</u> .
I like to win.	I like to <u>win</u> .
The pig is <u>in the</u> mud.	The pig is in the mud.
That is a bin.	That is a <u>bin</u> .

Yours and mine

Instructions

Tell the student that in braille, 'yr' is the (shortcut way to write/braille contraction for) the word your. Have them practice verbally spelling the word letter by letter as well as telling the braille contraction. Once confident, have them read the below text. They can mark all of the objects which belong to them (preceded by my), or to the other person (preceded by your).

Student text

your bag your bag my bag

my fan your fan my fan your fan

your pin your pin my pin your pin

your hat your hat your hat my hat your hat

my cup my cup your cup my cup my cup your cup

my pet your pet my pet your pet your pet your pet

Contractions memory

Materials required

- Two cards for each word. One should be in contracted form and the other in uncontracted form.
- A non-slip mat, 12-cup muffin pan, or other device to keep cards organised.

Instructions

Choose a selection of words which the student knows or is learning in contracted braille, including the, in and your. (Other words may include, like, you, have, or any other word such as the student's name.) Braille the contracted form on one card, and the uncontracted (spelled out) form on another. Place all cards face-down. Take it in turns to turn over and read two cards. If the two cards turned on a single turn are a pair, the player keeps them. If they do not match, they are turned face down again. Ensure that cards remain in the same places on the playing surface. The winner is the player with the most pairs.

Contraction counters

Instructions

Mark each braille contraction.

Student text

1. Sam did it.
2. The kid is in the bus.
3. Is it in the bin?
4. I am mad at you.
5. He has your hat.
6. We did not win.
7. I can win.
8. It can spin.
9. Is that your mum?
10. Is that your pet?

Read and do

Materials required

- 1 tin
- 1 pin (safety pin or bobby pin may be suitable options)
- 1 bag
- 1 box
- 1 cup.

Instructions

Read each line and do as it says.

Student text

Put the pin in the tin.

Put the bag on your lap.

Put the cup in the bag.

Put the pin in the cup.

Put the pin in the box.

Put the cup in the box on your lap.

Put the tin in the bag on your lap.

Put the pin in the cup in the bag on your lap.

Does it fit?

Materials required

- 1 tin
- 1 pin (safety pin or bobby pin may be suitable options)
- 1 bag
- 1 box
- 1 cup
- 1 hat.

Instructions

Have the student read the sentence and guess the answer. Then allow them to confirm their theory.

Student text

Does it fit?

1. Does the pin fit in the cup?
2. Does the box fit in the cup?
3. Does the tin fit in the box?
4. Does the bag fit in the cup?
5. Does the cup fit in the tin?
6. Does the box fit in the bag?
7. Does the hat fit in the tin?
8. Does the cup fit in the hat?
9. Does the box fit in the hat?
10. Does the pin fit in the tin?

Writing activities

Put the in in

Instructions

Rewrite the words in contracted braille.

Student text

Put the in in

bin tin pin

win din fin

spin skin twin

hint tint lint

ink pink link

sink wink drink

insect infect inspect

Use the shortcuts

Instructions

Rewrite the words and sentences (in contracted braille/using braille shortcuts).

Student text

Use the shortcuts

1. I like to win.
2. I like the cat.
3. Is it your pet?
4. Put it in your bag.
5. Put it in the bin.
6. Do not sit on the pin.

Write me a rhyme

Instructions

Copy each word and write as many words as you can think of which rhyme with it.
If a challenge is required, use the words to create a short rhyming poem.

Student text

Write me a rhyme

fin

ink

lint

Writing races

Instructions

Write a line of the chosen contraction or word. Remember to put a space between each. Race against a friend, your teacher or the clock. The teacher and student can take it in turns to choose the letter or word to be written.

Rhythmic writing

Instructions

Choose a letter or contraction and a rhythm e.g., letter y ta, ta, ti-ti ta (slow, slow, quick, quick, slow). Practice writing the letter in the assigned rhythm, press space after each group. The teacher may clap along while the student brailles or if two braille machines are available, teacher and student may practice together.

Brailercise

Instructions

Write a word or sentence as dictated by the teacher, before performing an exercise. For example, after writing each word or sentence, stand up and turn around or run around the table. The student and teacher or a friend can compete to finish each word and exercise first. (Be mindful of safety.)

Personalised book

Sample text

Title: Pack your bag

P1: Put your lunch box in your bag.

P2: Put your drink bottle in your bag.

P3: Put your jumper in your bag.

P4: Put your hat in your bag.

P5: Put the book in your bag.

P6: Put the note in your bag.

P7: Do up the zip on your bag.

Text outline

Title: Pack your bag

Subsequent pages: Put your/the (object) in your bag.

Optional final page: Do up the zip on your bag.

Instructions

1. Discuss all the things the student needs to carry in their bag when coming to or leaving school. (This may be a good opportunity to encourage independence and responsibility.)
2. Support the student to create the text and tactile pictures, reflecting all the things the student needs in their bag when coming to school or going home (choose only one set if these are different).
3. Read and follow the steps listed in the book to practice getting ready for school/home.
4. Share the book with the family and school team and use as a tool to develop independence in this area if support is required.

Unit 5: en and for

Important notes:

- The contractions for en and for are introduced in this unit. When referring to these contractions, spell out the letters, rather than saying the word or the sound of the letter combination.
- When the 'e-n' contraction stands alone, it represents the word 'enough'. This contraction may not be used if it is followed by most punctuation signs, including full stops, question marks, commas, exclamation marks or quotation marks. In such a case, it should be spelled out using the 'e-n' 'o-u' and 'g-h' contractions.

Objectives

- Learn the contractions for en, for, little and enough.
- Read decodable CVC words containing the 'en' contraction.
- Write decodable CVC words containing the 'en' contraction.
- Read and write high-frequency words which include the 'the' contraction.
- Read short sentences containing high-frequency and decodable words.
- Learn the touch words: them, then, they, went and weekend.

Resources to prepare

- two flashcards for each of the following words: for, in, enough, the, them, then, they, went, weekend, little, your
- two six-sided dice
- items for discovery box
- materials required for other games.

Discovery box

- Create a braille name card for each object within the box (cut off the top right corner).
- Include all items in bold plus additional items (according to student need, experience and interest).
- Include objects with a variety of tactile and sensory qualities (texture, size, shape, weight, scent, colour - for students with colour perception).
- Wherever possible, use real objects.

pen, ten, pencil, envelope, alien, cent, endoscope, enemy, entry, green, hen, kitten, lentil, men, mitten, oven, present, queen, screen, sunscreen, ten, tent, vent, wren

Follow-up activities

- Compare the length and shape of a variety of pens and pencils.
- Discuss the similarities and differences between pens and pencils.
- Insert and remove items from envelopes.
- Sort pens, pencils or other objects into groups of ten (these groups may be bundled together using a rubber band, or placed in envelopes or muffin trays).

Reading activities

Read a rhyme

Instructions

Tell the student that dots 2 and 6 are the braille contraction/shortcut for the letters en. This sign may also be described as 'lower e'. Then read the first line of the text while the student follows along. Then have the student read the line. Depending on the student's level of confidence, this process may be repeated or the student may read the remaining lines independently.

Student text

pen hen men

den ten yen

Ben Jen Ken Len

went sent

tent vent

bend mend

lend tend

present

Odd one out

Instructions

Mark the word which does not contain the en contraction. **Note:** It is extremely important that students read with most fingers of both hands on the line. This will help them to distinguish between regular and lower e shapes. Some students may find this quite challenging. If this is the case, provide them with extra practice as this is an essential skill. Students should not be expected to distinguish between e and en when standing alone, but they do need to be able to distinguish between e and en when they are touching other letters within words.

Student text

men me

hen he hen

pe pen pen

yen yen ye yen

went went wet went

set sent sent sent

pent pet pent pent

vent vet vent vent

Big and little

Instructions

Tell the student that 'll' is the braille contraction/shortcut for the word little. Also tell them the spelling for the word and have them practice it. (It is important that students know how to spell words which are contracted in braille letter-by-letter as this is a necessary skill for touch-typing and also assists them to develop concepts related to English spelling.) Once they can remember the contraction, have them read each of the columns in the table (first read down the left and then down the right). They should then find the matching pairs.

Student text

The little hen		The big pen
The big tin		The big men
The little men		The big hen
The little pen		The little tin
The big bin		The little bin

Let us go

Instructions

Tell the student that dots 1-2-3-4-5-6 (also called a full cell) is the braille contraction/shortcut for the letters 'f-o-r'. When this stands by itself, it makes the word for as in 'let's go for a walk'. This is not the same as the number four, which sounds the same but is spelled differently. Then, read each sentence and do as it says.

Variations to promote practice or engagement

- Roll 2 dice or pick a number out of a hat or similar to determine which sentence should be read.
- Perform the action for a set amount of time such as 1 minute.
- Choose a song, then read the sentence and perform the action while singing it (for longer songs, just use the chorus).
- Perform the action to music.

Student text

Let us go

1. Let us go for a little run.
2. Let us go for a little jump.
3. Let us go for a little jog.
4. Let us go for a little nap.
5. Let us go for a little hop.
6. Let us go for a little jig.
7. Let us go for a little skip.
8. Let us go for a little swim.
9. Let us go for a little sit.
10. Let us go for a little walk.
11. Let us go for a little gallop.
12. Let us go for a little slide.

Is that for them

Instructions

Check that the student knows/remembers the braille contraction for 'f-o-r) and teach or revise it if needed. Also review the letter combination represented by the 2-3-4-6 contraction 't-h-e' and let the student know that, like the 'i-n' contraction the 't-h-e' contraction spells a word when standing alone but can also be joined to other letters to make longer words. For this activity, the words they and them will be used. Have the student read the sentences and decide which kind of animal or person would like the object mentioned.

Variations to promote practice or engagement

- After the student reads the sentence, have them make sounds or act out the animal or person.
- After the student reads the sentence, they can choose a suitable person or animal and pretend to give the object to that person or animal as a gift. The teacher may wish to pretend to be the animal/person.

Student text

Is that for them?

1. The mud is for them. They will like it.
2. The hat is for them. They will like it.
3. The mat is for them. They will like it.
4. The doll is for them. They will like it.
5. The ham is for them. They will like it.
6. The pen is for them. They will like it.
7. The bin is for them. They will like it.

8. The tent is for them. They will like it.
9. The jam is for them. They will like it.
10. The pin is for them. They will like it.

Silly song: A silly little weekend

Instructions

The below song may be roughly sung to the tune of *Waltzing Matilda*. Sing or chant it together. You may start by only reading one or two paragraphs and then adding a little more each day. The purpose of the activity is to encourage the student to build reading fluency and stamina and to build familiarity with words by reading them multiple times.

Student text

A silly little weekend

They did a little jig
Then they did a little jog
Then they did a little jump
Then they met a little dog

They did a little hop.
Then they did a little run
Then they went on a bus
They did have fun

The weekend the weekend
They did it on the weekend
The weekend the weekend
They did it on the weekend
A silly little weekend
They did it on the weekend
The weekend the weekend
They did it on the weekend

They ate a little nut
Then they ate a little jam
Then they ate a little cake
Then they ate a little ham

They just ate ate ate
Then they ate a little more
Then They got so big
They did not fit in the door

The weekend the weekend
They did it on the weekend
The weekend the weekend
They did it on the weekend
A silly little weekend
They did it on the weekend
The weekend the weekend
They did it on the weekend

Then they felt a little sick
Then they felt a little sad
Then they felt quite ill
They felt very bad

So they took a little nap
Then they felt okay
They felt rather well
So they went to play

The weekend the weekend
They did it on the weekend
The weekend the weekend
They did it on the weekend
A silly little weekend
They did it on the weekend
The weekend the weekend
They did it on the weekend

Six in a row

Instructions

Roll the dice. Find the matching number. If you can read the word, move a marker along the row to the next word. The winner is the first to complete a full row. **Note:** If the student does not read a word correctly, tell them the word so if they encounter it again, they may remember.

Student text

Six in a row

1. for then in they little your
2. went them for the little weekend
3. little weekend they them then for
4. your them little for in they
5. weekend, went, then, for, the, your
6. they them then in for little

Bingo

Instructions

Designate each player a different bingo card (these are numbered and included in the student booklet) Place the pre-made word cards face down in a small container between the two players. Each player takes it in turns to select a card from the top of the pile. They then read the card and both players mark the matching square on their bingo card. If a word appears twice on a bingo card, it may only be marked once per turn. The winner is the first to mark 4 words in a straight line. They should call 'bingo!' when this occurs.

Student text

Card 1

for	went	weekend	they
them	then	in	your
little	the	went	in
weekend	they	then	for

Card 2

for	in	little	the
them	then	they	weekend
went	your	your	they
for	little	them	in

Card 3

for	your	in	they
them	little	then	went
the	weekend	they	for
went	little	then	in

First to finish

Instructions

Take turns to roll the dice. Move the marker down as many lines as rolled. If the player can read the sentence correctly, they may stay there. If they cannot read it, they must move back up three places. The student should also check the teacher's or other opponent's answers by reading the appropriate sentences.

Student text

1. Do you like them?
2. They can go.
3. We went to a gig on the weekend.
4. They have a little cat
5. Then we went for a run.
6. Do they have your hat?
7. They went in a jet.
8. I have a pen in a tin.
9. I have a map for them.
10. Your hen is very little.
11. Is that for them?
12. Then we went for a little nap.

Contractions memory

Materials required

- Two cards for each word. One should be in contracted form and the other in uncontracted form.
- A non-slip mat, 12-cup muffin pan, or other device to keep cards organised.

Instructions

Choose a selection of words which the student knows or is learning in contracted braille. Braille the contracted form on one card, and the uncontracted (spelled out) form on another. Place all cards face-down. Take it in turns to turn over and read two cards. If the two cards turned on a single turn are a pair, the player keeps them. If they do not match, they are turned face down again. Ensure that cards remain in the same places on the playing surface. The winner is the player with the most pairs.

Writing activities

Copy the cards

Instructions

Place the premade cards in a pile. Draw one and copy the word. Set a goal such as 4 cards correctly copied in 1 minute, and try to achieve it.

Silly sentences

Instructions

Copy the sentence starters and complete with your own words. If completing with a friend or teacher, see who can make the silliest sentence. **Note:** Encourage the student to complete the sentence independently and allow them to use invented spelling. The important aspects of the task are copying the first portion of the sentence correctly and independently completing the sentence, with words which the student can read back.

Student text

1. ten men in a ----
2. they like to eat ----
3. My little hen can ----
4. Do not tell them that ----
5. Do not put your ----

Take the shortcuts

Instructions

Rewrite the words and sentences (in contracted braille/using braille shortcuts).

Student text

Take the shortcuts

1. It is little.
2. Is that for them?
3. Is that your pen?
4. The pen is not in the bin.
5. Then they ran.

Write me a rhyme

Instructions

Copy each word and write as many words as you can think of which rhyme with it.

Student text

Write me a rhyme

men

end

went

win

mint

ink

Complete the sentences

Instructions

Rewrite the sentences, filling the blank with your own words. Encourage students to attempt words independently (invented spelling is appropriate). **Note:** If students are reluctant to attempt words, assure them that the ideas rather than correct spelling are most important. It is crucial that students are willing to take risks and do not become reliant on others to complete written tasks.

Student text

1. I went to ---- on the weekend.
2. I like to ---- on the weekend.
3. Next weekend I want to ----

Writing races

Instructions

Write a line of the chosen contraction or word. Remember to put a space between each. Race against a friend, your teacher or the clock. The teacher and student can take it in turns to choose the letter or word to be written.

Rhythmic writing

Instructions

Choose a letter or contraction and a rhythm e.g., letter y ta, ta, ti-ti ta (slow, slow, quick, quick, slow). Practice writing the letter in the assigned rhythm, press space after each group. The teacher may clap along while the student brailles or if two braille machines are available, teacher and student may practice together.

Brailercise

Instructions

Write a word or sentence as dictated by the teacher, before performing an exercise. For example, after writing each word or sentence, stand up and turn around or run around the table. The student and teacher or a friend can compete to finish each word and exercise first. (Be mindful of safety).

Personalised book

Sample text

Title: A little walk

P1: We went for a little walk.

P2: We went to the giant tree.

P3: Then we went to the buzzing gate.

P4: Then we went to the smelly bins.

P5: Then we went to the grassy hill.

P6: Then we went back to the classroom.

Text outline

Title: A little walk

P1: We went for a little walk.

P2: We went to the (place name).

Middle pages: Then we went to the (place name).

Final page: Then we came back to the (name of place from which the walk began).

Instructions

1. Take the student for a walk or allow the student to take another person for a walk. If possible, items may be collected along the way which can then be used to illustrate the text. Return to the place of origin after visiting 3-5 places. **Note:** This may be a good opportunity to practice orientation and mobility skills or to explore some new areas within the school.
2. Talk about the places visited and use these to create the text.
3. Assist the student to write the text for the story (they should be able to do most of it with little to no assistance).
4. Add tactile illustrations.
5. Read and reread the book.

Unit 6: ed, was and with

Important notes:

- The contractions for ed and with are introduced in this unit. When referring to these contractions, spell out the letters, rather than saying the word or the sound of the letter combination.
- The contraction for was is introduced in this unit. This sign contains dots 3,5 and 6, and may be described as 'lower j'. It is best practice to refer to this symbol as the 'was' contraction or short cut. Although students need to be able to spell this word out letter-by-letter, it is not appropriate to refer to the contraction in this way as the contraction for was, unlike contractions such as 'for' or 'in' can only be used as a stand-alone symbol and not as part of any other word.
- Do not expect students to identify the contraction for was in isolation. At this stage of learning, students can use context cues to determine whether the symbol within a sentence represents the word just (written as regular letter j) or was (represented by the lower j). i.e., They should ask themselves, 'Which makes most sense? "It just hot." or "It was hot."?'

Objectives

- Learn the contractions for ed, with and was.
- Read decodable CVC words containing the 'ed' contraction.
- Write decodable CVC words containing the 'ed' contraction.
- Read short sentences containing high-frequency and decodable words.
- Learn the touchword: saw
- Read sentences containing the braille contraction for was and correctly distinguish it from the letter j/contraction for just, by using context clues.

Resources to prepare

- two six-sided dice
- items for discovery box
- materials as required for other activities.

Discovery box

- Create a braille name card for each object within the box (cut off the top right corner).
- Include several objects (according to student need, experience and interest).
- Include objects with a variety of tactile and sensory qualities (texture, size, shape, weight, scent, colour - for students with colour perception).
- Wherever possible, use real objects.

bed, bedpan, bedroom, edict, edge, edifice, editor, hedge, hedgehog, medal, medic, moped, needle, peddle, red, seed, sled, teddy, wedge, wedges

Follow-up activities

- Match name cards to objects.
- Find the 'e-d-' contraction in each name card.
- Describe an object's physical qualities and have the student identify the object described.
- Discuss the shape of a wedge and where they may be found in everyday life.

Reading activities

Read a rhyme

Instructions

Introduce the student to the 'e-d-' contraction and read these rhyming words.

Student text

bed red

fed led

zed med

Ted Ned

Jed Ed

sped fled

sled cred

Eddy Freddy

Odd one out

Instructions

Mark the odd one out.

Student text

ten pen bed

fed tin red

Ben Ted Ned

zed hen den

twin sped grin

men bin kin

Ken Ted Jed

win den ten

Rhyming friends

Instructions

Introduce/revise the contraction for with (dots 2-3-4-5-6). Read the sentences and mark the rhyming name to complete each sentence.

Student text

Ted went with	Jed.	Ben.
Ken went with	Zed	Jen
Sam went with	Pam	Fred
Ned went with	Jim	Fred
Lin went with	Trin	Len
Len went with	Ned	Ben

Do silly things with me

Instructions

Roll a dice to determine how many times to perform each action, then read the sentence and do as it says.

Student text

1. Can you cluck like a little red hen with me?
2. Can you click a pen with me?
3. Can you do ten jumps with me?
4. Can you pretend to go on a sled with me?
5. Can you tap on a bin with me?
6. Can you yell Fred with me?
7. Can you spin with me?
8. Can you say rededed with me?

True or false

Instructions

Introduce the contraction for was (dots 3 5 and 6, also described as lower j). Tell the student how to spell the word in full and have them practice spelling it verbally. Then Read each sentence and mark as true or false.

Student text

True or false

1. It was hot on the weekend.	true	false
2. It was cold on the weekend.	true	false
3. It was wet on the weekend.	true	false
4. It was a bad weekend for me.	true	false
5. It was a fun weekend for me.	true	false
6. It was a fun weekend for my family.	true	false

Was or just

Instructions

Read the sentences, using position and context cues to determine whether the j-shaped word is 'just' or 'was'. **Note:** Encourage students to use context cues (this may be difficult for students with limited English language proficiency). Reading to the end and checking whether the sentence makes sense is an appropriate strategy to use at this stage of learning as it can be difficult to distinguish between upper and lower signs when they have a space on each side. It is, however, also very important that the student is using two hands with good hand position when reading as this will give them the best chance to correctly identify the position of upper and lower signs.

Student text

1. He was sad.
2. I was mad.
3. The mud was wet.
4. I am just a kid.
5. Can I have just a little bit.
6. It was hot.
7. I just like to run.
8. It is just a dog.
9. I just do not like it.
10. Ted was on the bus.

Little rhymes

Instructions

Read these rhymes.

Student text

I saw a bed

I saw a bed.
It was red.
I lay on it.
And slept a bit.

A cat was with a pig

A cat was with a pig.
They did a little jig.
Then they sat in the sun.
Then they went for a run.

At the zoo

I saw a monkey at the zoo.
It was very silly just like you.
It sat in a tall tall tree.
Then did a big pee on me.

Dan was a man

Dan was a man.
He did not have a van.
So with not a fuss,
he got on the bus.

Seven in a line

Instructions

Roll the dice. Find the matching number. If you can read the word, move a marker along the row to the next word. The winner is the first to complete a full line. **Note:**

If the student does not read a word correctly, tell them the word so if they encounter it again, they may remember.

Student text

Seven in a line

1. with for little your saw went bed
2. my family then with red men the
3. saw they in with them ten win
4. zed put saw for with the your
5. ten weekend with little for the have
6. red them bed went in on my

Flip a coin

Instructions

Take turns to flip a coin (heads equals 1 and tails equals 2). Move the marker 1 or 2 positions down the page according to the result of the coin flip. If the player can read the sentence correctly, they may stay there. If they cannot read it, they must move back up three places. The student should also check the teacher's or other opponent's answers by reading the appropriate sentences.

Student text

Flip a coin

1. I saw ten men.
2. It was a hot weekend.
3. I saw your family on the weekend.
4. Will you do a jig with us?
5. Make your bed.
6. Do not jump on your bed.
7. The little kid was a bit sad.
8. We saw a big red bus.
9. Ted was mad at Ben.
10. Put your pen in the red bag.
11. I saw that.
12. They saw that he was sad.

Writing activities

Fill in the gaps

Instructions

Rewrite each sentence, filling the gap with a word from the box.

Student text

Fill in the gaps.

was	with	Ned	bed
pen	fed	saw	them

1. I ---- the cat.
2. Go to ----.
3. I ---- sad.
4. I have a ---- pen.
5. Come ---- us.
6. ---- has a hat.
7. I ---- a bus.
8. I will go with ----.

Write with speed

Instructions

Set a timer for one minute or another time period and have two players compete to write the word or sentence as many times as they can before the timer rings. Players receive one point per correct answer. The winner is the player with the highest score. **Note:** the student must use any contractions given in the text. opposing players may write using print or braille. Ensure that students place a space or new line after each word/sentence.

Student text

Write with speed

1. red
2. fed
3. with
4. It was hot.
5. They went with us.
6. It was a fun weekend.
7. Is that red hat for me?

8. Come with me.
9. I saw it.
10. They saw ten men.
11. He was sad.
12. 12. I can do it.

Take the shortcuts

Instructions

Rewrite the sentences in contracted braille.

Student text

Take the shortcuts

1. It was red.
2. I sat on my bed.
3. Come with us.
4. Jen was sad.
5. Make your bed.
6. The cat was not fed.
7. It was cold.
8. Ted was with them.
9. Will you play with me?
10. They did not play with us.

Race the clock

Instructions

Roll a dice, spin a wheel or pick a random number using some other method. Then, attempt to write the word or sentence the allotted number of times within ten seconds (or some other pre-determined period of time). A point is earned if the challenge is completed successfully.

Student text

Race the clock

1. with
2. Come with me.
3. then
4. It was them.
5. They went to bed.
6. Ted was mad.
7. little
8. Is that your pen?

9. It was me.
10. He was with them.

My weekend

Instructions

Complete the sentences.

Variations to promote practice or engagement

- Make up the silliest answers possible.
- Complete the sentences on behalf of an animal or favourite character.
- Interview friends and use their answers to complete the sentences.

Student text

My weekend

I spent my weekend with ----

On the weekend I went to ----

On the weekend I saw ----

It was a ---- weekend.

Personalised book

Sample text

Title: At the aquarium

P1: We saw a shark. It was big.

P2: We saw a dolphin. It was pretty.

P3: We saw an octopus. It was ugly.

P4: We saw a penguin. It was cute.

Text outline

Title: in/at/on the (place name)

Subsequent pages: We saw a/an (object). It was (description).

Instructions

1. Discuss a place which the student has recently visited or take the student to explore a place within the school such as the music room, art cupboard or carpark. Talk about what the student saw there and how they would describe

those things. **Note:** Even if the student is totally blind and therefore unable to 'see' in the conventional manner, it is still generally appropriate to use the term 'saw' to describe the action of encountering something.

2. Determine the objects and descriptions to include in the text and work together to create the text and tactile pictures.
3. Read and reread the book.
4. Challenge the student to create a similar text about a different place.

Unit 7: and, day, here, name, there, one, some, time, good and friend

Important notes:

- The 'a-n-d' contraction is introduced in this unit. It is very important to describe it to the student using the appropriate dot numbers 1-2-3-4-6) or in any way that is not 'back-to-front y'. If the student makes the connection for themselves, acknowledge it and move on.
- If the student struggles to distinguish between 'y' and 'a-n-d' talk about the differences between the way the signs are read left-to-right. Y has the gap at the front and 'a-n-d' has a wall or straight tall line at the front.
- One trick to help students struggling to distinguish between y and 'a-n-d' is y is a big yawning mouth that your fingers can get stuck in. 'a-n-d' is a greedy mouth that is open toward the next word, wanting to gobble it up. it's always hungry and looking for more words to eat.
- Remember that when you see the symbols for 'y' and 'a-n-d' they look very similar but when they are read by touch, left-to-right, there is an obvious difference between the left-hand side so it is especially important that students are encouraged to move their hands in a smooth left-to-right pattern and discouraged from scrubbing.
- It is acceptable to refer to the contractions for day, here, name, one, some, time and there as dot 5 contractions. For example, 'dot 5, d'.
- Dot 5 contractions and shortforms such as friend and good can be used within words such as Sunday, named, friendly and goodbye (with occasional exceptions).

Objectives

- Learn the groupsign contraction for 'a-n-d'.
- Learn the dot 5 word contractions for day, here, name, one, some, time and there.
- Learn the shortforms for friend and good.

Resources to prepare

- two flashcards for each of the following words (remember to use braille contractions and cut off top right-hand corner): and, day, friend, good, here, name, one, some, there and time
- one flashcard in uncontracted braille for each of the following: and, day, friend, good, here, name, one, some, there and time
- flashcards for the days of the week

- two six-sided dice
- items for discovery box.

Discovery box

- Create a braille name card for each object within the box (cut off the top right corner).
- Include all items in bold plus additional items (according to student need, experience and interest).
- Include objects with a variety of tactile and sensory qualities (texture, size, shape, weight, scent, colour - for students with colour perception).
- Wherever possible, use real objects.

hand, handbag, sand, android, band, bandage, bandana, bandicoot, bandit, brandy, candle, candy, dandelion, dandruff, eland, gland, grand, grandma, grandpa, handball, handle, handsaw, husband, island, land, panda, pandora, rand, sandal, sandbag, sandpit, spandex, tandem bike, tandoor, vandal, wand

Follow-up activities

- Match name cards to objects.
- Find the 'and' contraction in each name card.
- Compare the qualities of sand to other substances such as soil and gravel.

Reading activities

Similarities and differences

Instructions

Introduce the contraction for 'a-n-d' (dots 1 2 3 4 and 6) and tell the student that the three letters spell the word and. Then read the pairs and have the student identify one similarity between the two words and one difference. **Note:** There are no correct or incorrect answers but you may wish to ask the student to explain their answer in order to have insight into their reasoning.

Student text

cup and dog

bus and van

cup and mug

bag and sack

pen and hen

big and little

jam and bun

hop and run

cap and hat

yes and no

Silly voices

Instructions

Roll the dice to find out which voice to use, then read the sentence.

Student text

(Transcribers note: facing pages)

Voices

1. Yell it.
2. Say it like a robot.
3. Say it like a dragon.
4. Say it like a secret.
5. Say it in a very silly voice.
6. Say it like the queen.

(Transcribers note: opposite page)

Sentences

1. Pam and Sam like jam.
2. Ben and Jen have a hen.
3. Tim and Kim like to swim.
4. The cat and the rat sat in a hat.
5. Ted and Ned will not go to bed.
6. Zee and Lee can see me.
7. Pip and Dip do not skip.
8. Russ and Guss went on a bus.
9. Jan and Dan went in a van.
10. Bill and Jill went up a hill.

Read me a rhyme

Instructions

Read the rhyming words.

Student text

band hand

sand land

grand bland

gland brand

sandy candy

dandy handy

panda Amanda

One day I want

Instructions

Introduce the students to the contractions for one day and name. Read the sentences on the left and then mark the opposite statements as true or false.

Note: You may need to draw the student's attention to the comma, (represented by dot 2), which they may not have previously encountered.

Student text

(Transcribers note: facing page)

One day

1. My name is Tom. One day I want to drive a bus.
2. My name is Jess. One day I want to go in a jet.
3. My name is Ria. One day I want to get a pet rat.
4. My name is Lee. One day I want to have one hundred cats.
5. My name is Mack. One day I want to go to Scotland.

(Transcribers note: opposite page)

One day: True or false

1. One day, Tom wants to drive a bus.
2. One day, Jess wants to go in a jet.
3. One day, Ria wants to get a pet dog.
4. One day, Lee wants to go in a jet.
5. One day, Mack wants to go to Scotland.

Empty hands

Instructions

Select the contracted flashcards for the dot 5 words in this unit (day, here, name, one, some, there, time). There should be two for each word.

1. Give the student a flashcard and tell them what it says before asking them to read it back to you.
2. Give them the matching card and ask them to read that also. If they are correct, they can give both cards back to you. If not, they can only give back the incorrectly read card.
3. If the cards were all returned to you, skip this step and move to step 4. Otherwise, read the card to the student, hand it back to them and have them read it to you. If they are correct, they can give you all of their cards.
4. The student earns one point whenever they can return all of their cards to the card giver.
5. Choose another pair of matching cards from the pile and add them to the two already in your hand.
6. Introduce a new word, tell the student what it says and have them read it back.
7. Give the student another card, containing either the new word or one of the others already in your hand from previous rounds. If they read it correctly, they keep it, if they are incorrect, they must return it for you to read. You then add it to the cards in your hand and use it at a later point in the same round.

8. Repeat step 7 until your hands are once again empty and the student is able to earn a point by returning all cards.
9. Repeat from step 5, introducing a new word every round. Previous cards must remain in the game.

Variations to promote practice or engagement

- Play for points until three cards have been misread, at which point the game ends. Then replay to attempt to beat previous highest scores. (Bonus chances/lives may be awarded at certain intervals or rounds, such as in rounds 3 and 5.)
- Aim for a certain number of points within a certain time period.
- Use multiple sets of cards and adapt rules to make a multi-player game.
- Add more and different cards.
- Set a time limit in which a round must be completed and restart the round and clock if the time elapses before the student scores a point.

Good friends

Instructions

Read and discuss the sentences about good friends. Does the student have some good friends? Is the student a good friend to others?

Student text

Good friends

1. A good friend helps you.
2. A good friend is kind to you.
3. A good friend does not hit you.
4. A good friend plays with you.
5. A good friend does not kick you.
6. A good friend makes you feel good.

Singing braille

Instructions

Sing the text to the tune of *Twinkle Twinkle Little Star* or any other desired tune that fits the lyrics per line. Encourage smooth tracking. Give a musical interlude or count to accommodate for line-changing time.

Student text

one day name day one one day
name one here day some time day
time and some and good good friend
some time good friend here one day
here and there there here and there
good some time friend here and there

Time for some little poems

Instructions

Read the poems. **Note:** some additional contractions are introduced incidentally. Tell the student what the contraction is before reading the poem so they will have some familiarity before they encounter it. List below:

- Jess in a mess: 'e-r' contraction in 'her' (line 4)
- Pat's pet rat: apostrophe in 'Pat's' (title) and 'had' (4-5-6, h) (line 2).

Student text

Time for some little poems.

A Kid Named Lott

There was a kid named Lott,
one day they felt quite hot,
and so they swam,
in a dam,
with a little dog named Spot.

Jess In A Mess

One day my good friend Jess,
got into quite a big mess.
with mud here and there,
and sand in her hair,
Jess was not impressed.

Pat's Pet Rat

There was a man named Pat.

He had a little pet rat.

Until one day,

it ran away,

and was eaten by a cat.

Complete ten

Instructions

Each with their own copy of the playing text, players take it in turns to roll the dice and find the matching number. If the player who rolled can read the first word on the appropriate line, they must place a tactile marker above it. When that same number is next rolled by the same player, the player reads the first unmarked word on the line. If words are read incorrectly, the teacher should provide the correct answer so the student can read it correctly the next time. The winner is the first to have ten words on the same line marked as correctly read.

Note: If the student does not read a word correctly, tell them the word so if they encounter it again, they may remember.

Student text

(Transcriber's note: please leave an extra blank line (2 instead of one) between each braille line on this page)

Can you get ten in a line?

1. name some time day here good little friend your there
2. one friend name there day time some good here and
3. sand hand land band ted bed fed led win tin
4. there they them then little little little your friend friend
5. he we me I they them your my go for
6. one day good friend here to there name some time

Order the days

Instructions

Give the student the days of the week flashcards. Have them put them in order of the week. **Note:** The 't-h' contraction (dots 1-4-5-6) which occurs at the beginning of Thursday may be new so preview it with the student before asking them to order the cards.

On which day?

Instructions

Give the student the days of the week flashcards. Ask them a question such as 'On which day do you go to the library?' or 'Which days make up the weekend?' and have them pass you the correct flashcard(s).

Toss the coin

Instructions

Take turns to toss a coin (heads equals 1 and tails equals 2). Move the marker one or two positions down the page according to the result of the coin toss. If the player can read the sentence correctly, they may stay there. If they cannot read it, the teacher must provide the correct answer and the student must move back up three places. The student should also check the teacher's or other opponent's answers by reading the appropriate sentences.

Student text

Toss the coin

1. There is a pig in that pen.
2. The dog ran here and there.
3. My name is not Meg.
4. One day I will go in a jet.
5. It was a very good time.
6. Can I have some jam and ham?
7. I do not like to get sand on me.
8. They will not go with us.
9. Here is my friend.
10. We will have a good time there with them.

Contractions memory

Materials required

- Two cards for each word. One should be in contracted form and the other in uncontracted form.
- A non-slip mat, 12-cup muffin pan, or other device to keep cards organised.

Instructions

Choose a selection of words which the student knows or is learning in contracted braille. Braille the contracted form on one card, and the uncontracted (spelled out) form on another. Place all cards face-down. Take it in turns to turn over and read two cards. If the two cards turned on a single turn are a pair, the player keeps them. If they do not match, they are turned face down again. Ensure that cards remain in the same places on the playing surface. The winner is the player with the most pairs.

Writing activities

Word associations

Instructions

Copy the words and replace the line with the first word that comes to mind. **Note:** There are no right or wrong answers.

Student text

1. sand and ----
2. good and ----
3. land and ----
4. big and ----
5. day and ----
6. friend and ----
7. one and ----
8. some and ----
9. time and ----
10. here and ----

Fill in the blanks

Instructions

Rewrite the sentences, filling in the blanks.

Student text

Fill in the blanks.

My name is ----

My good friend's name is ----

In my free time I like to ----

Someday I want to ----

Rhyming dot five words

Instructions

Write the dot five word which rhymes with the given word.

Student text

Write the dot 5 word which rhymes with the given word.

play

lime

mum

hair

sun

game

Writing races

Instructions

Write a line of the chosen contraction or word. Remember to put a space between each. Race against a friend, your teacher or the clock. The teacher and student can take it in turns to choose the letter or word to be written.

Use the shortcuts

Instructions

Rewrite in contracted braille.

Student text

Use the shortcuts

(Transcribers note: uncontracted braille)

1. day
2. friend
3. and
4. some
5. name
6. good
7. here
8. there
9. time
10. one

Complete my sentence

Instructions

The speaker says an incomplete sentence, replacing a word with 'mmm' clap, or some other appropriate sound. The writer then has 5 seconds (or some other predetermined time period) to write a word which makes sense. For example: 'Sammie is my ----' (answer could be friend/dog/etc). or 'What's the ---- Mr Wolf?' If students are struggling to come up with their own words, they may be given several options from which to choose an appropriate answer.

Personalised book

Sample text

Title: A good time with friends

P1: On Monday, I can play with my friend Jessy. We will have a good time.

P2: On Tuesday, I can go to music with my friend Amy. We will have a good time.

P3: On Wednesday, I can do maths with my friend Kyle. We will have a good time.

P4: On Thursday, I can dig in the sandpit with my friend Wai. We will have a good time.

P5: On Friday, I can eat my snack with my friend Bella. We will have a good time.

P6: I am glad to have some very good friends.

Text outline

Title: A good time with my friends

Subsequent pages: On Monday I can (activity) with my friend (name). We will have a good time.

Final page: I am glad to have some very good friends.

Instructions

1. Discuss the student's friends and the activities which they enjoy doing with their friends. If the student does not have friends, look for opportunities to assist the student to build social connections with their peers.
2. Choose some activities and friends to include in the text and work together to create the text and accompanying tactile pictures.
3. Read and reread the book.
4. Share the book with a friend.

Unit 8: of, had and CVC-e words

Important notes:

- The 'o-f' contraction is introduced in this unit. It is very important to describe it to the student using the appropriate dot numbers (1-2-3-5-6) or in any way that is not 'back-to-front with'. If the student makes the connection for themselves, acknowledge it and move on.
- If the student struggles to distinguish between 'o-f' and 'w-i-t-h' it may be helpful to point out that the top part of the cell in 'o-f' contraction is the same as the top part of the letter 'o' whereas the top part of the cell in the 'w-i-t-h' contraction, is the same shape as the top of the letter 'w'.
- Remember that when you see the symbols for 'o-f' and 'w-i-t-h' they look very similar but when they are read by touch, left-to-right, there is an obvious difference between the left-hand side so it is especially important that students are encouraged to move their hands in a smooth left-to-right pattern and discouraged from scrubbing.
- It is acceptable to refer to the contraction for 'had' as '4-5-6 h'.
- The student may initially read the had contraction as 'lh'. If this happens, compare '4-5-6 h' and 'lh' to determine that they can be distinguished by noticing the larger gap between l and h.
- Students may find it helpful to think of the right-hand dots (4, 5 and 6) as scaredy-dots or friendly dots, who always want to be up close to the sign in the cell beside them.

Objectives

- Learn the groupsign contraction for 'o-f'.
- Learn the contraction for had.
- Read and write CVC-e words.
- Read and write CVC-e words which include the in contraction.

Resources to prepare

- two flashcards for each of the following words: of, had, home, came, make, made, take, mine
- two six-sided dice
- items for discovery box.

Discovery box

- Create a braille name card for each object within the box (cut off the top right corner).
- Include all items in bold plus additional items (according to student need, experience and interest).
- Include objects with a variety of tactile and sensory qualities (texture, size, shape, weight, scent, colour - for students with colour perception).
- Wherever possible, use real objects.

tape, cube, rope, cake, cane, cape, dime, file, game, kite, lime, pipe, plate, rake, rope, smile, tile

Follow-up activities

- Determine the common feature in the spelling of each word (they all end with e).

Reading activities

Add a silent e

Instructions

Review/teach the naming of the five vowels (a, e, i, o and u). Then review the short and long vowel sounds. If the student has not learned short and long vowel sounds, you may describe long vowel sounds as the letters name. Explain the silent/magic/lazy/bossy e rule to the student. An example may be: 'e can be very bossy. When it joins the end of a word, it likes to sit there silently but it makes the vowel in the middle say its name/say it's long sound.' Then read each pair of words as the student follows along. The student should then reread them independently, or with support as required.

Student text

Add a silent e

mad made

hat hate

pal pale

din dine

fin fine

hop hope

rod rode

cub cube

tub tube

tun tune

Time to rhyme: Rhyming words with silent e

Instructions

Read each line of rhyming words. **Note:** The student may initially require some support/prompting to read the line of words which include the 'i-n' contraction.

Student text

Time to rhyme

make take cake bake

kale bale sale tale

gate mate late hate
came same game dame
wide tide ride side
tile file mile pile
five hive dive drive
fine line mine nine
rope hope cope pope
cube tube

Sentence reading practice: Names with silent e

Instructions

Tell the student a number, or have them select one at random. Then read the corresponding sentence. You may also have the student find and mark each word in the sentence which ends with a silent e.

Student text

Names with silent e

1. Kate is my mate.
2. Hope has some rope.
3. June sang a tune.
4. Dave gave me a wave.
5. Mike does like to hike.
6. Jake will bake a cake.
7. Dane and Jane went up the lane.
8. Kate and Nate went on a date.

Find the one with no silent e

Instructions

Read the words and mark the one in each line, which does not have a silent e.

Student text

Find the one with no silent e.

late gate mat
hid tide ride
hope pop cope

same tame ram

rub cube tube

line mine din

pipe pip ripe

vine pin pine

tape cape tap

Tim time lime

Do you agree or not?

Instructions

Introduce the contraction for 'o-f' (dots 1 2 3 5 and 6) and tell the student that the two letters spell the word of. Then read the statements and have the student choose whether they agree or disagree. They may indicate their answer by nodding/shaking their head, or using a gesture such as thumbs up/down, providing an opportunity to discuss/practise non-verbal language. Alternatively, they provide their answer in any other appropriate way.

Student text

Do you agree or not?

1. I have lots of friends.
2. I have lots of cats.
3. I have lots of dogs.
4. I have lots of pets.
5. I have a lot of hats.
6. A lot of people like dogs.
7. A lot of people do not like to run.
8. I have lots of kids in my class.
9. Lots of kids in my class like to swim.
10. Lots of kids in my class like cake.

The of rhyme

Instructions

Read the rhyme. **Note:** You may need to support the student to identify the capital signs, comas and exclamation mark as punctuation rather than letters. Depending on the student's level, it may be an appropriate time to discuss commas and exclamation marks. **Hint:** Punctuation marks are generally formed using dots in the middle or bottom row of the braille cells.

Student text

Title: The of Rhyme

A sip of milk,
a lick of jam,
a bit of cake,
a slab of ham,
a cup of tea,
a bite of bun,
a little fig,
a lot for one!

Hurry to a hundred

Instructions

- Give the student 3 pairs of flashcards.
- Read the words contained on each, teaching any new contractions as needed (had may need to be taught at this point).
- Shuffle the cards and place them face down on the table.
- Roll a dice.
- Pick cards off the pile, one at a time, turn them over and read the word, until the number of words read matches the number rolled on the dice.
- Award one point for each word read correctly.
- Add all read cards back into the pile and reshuffle before the dice is rolled for the next turn.
- When words in the pile are read with consistent accuracy, introduce a pair of cards containing a new word and continue.
- Add a second dice once there are 12 cards in the pile.
- Continue adding cards until all are in play.
- The game ends when the player reaches one hundred points (or another predetermined total).

Variations to promote practice or engagement

- Aim to complete each reading task within a given time limit.
- Play with multiple players and award one point per word read correctly in each round.
- Only include one card for each word.
- Play with different vocabulary.

A day at the pool: reading comprehension activity

Instructions

Read the text and then answer true or false to the questions on the page which follows.

Student text

A day at the pool

My name is Max. One day I went to the pool. I had a lot of fun. I had a good time there with my friends.

There was a big slide for big kids and a little slide for little kids. My friends and I went on the big slide. I went on it lots of times. It was a lot of fun.

My friends and I had a very good time at the pool that day.

(Next page) A day at the pool: True or false

1. Max went to the pool.
2. Max had a bad day at the pool.
3. Max went on the big slide lots of times.
4. There was just one slide at the pool.
5. Max had a good day with friends at the pool.

The silly had song

Instructions

Sing or chant this silly song.

Student text

The silly had song

I had to had to had to go

I had to had to had to to

I had to go I just had to go

I had to go to the loo

Writing activities

Dictation

Instructions

Write the words as the teacher reads them. Remember to use any contractions.

Note: Use any appropriate words or sentences. The below is only an example.

Sample dictation

My name is Ted. My good friend is Kim. One day we went to a gig. There was a lot of people there. It was fun. We had a very good time there. We had a lot of fun at the gig that day.

Flip and write

Instructions

Place a selection of flashcards face-down in a pile. Flip over the top card. Roll a dice. Then write the word on the face-up card as many times as indicated by the dice. Remove the completed card from the pile of cards and repeat the process.

Write with speed

Instructions

Set a timer for one minute or another time period and have two players compete to write the word or sentence as many times as they can before the timer rings. Players receive one point per correct answer. The winner is the player with the highest score. **Note:** the student must use any contractions given in the text. opposing players may write using print or braille. Ensure that students place a space or new line after each word/sentence.

Student text

Write with speed

1. of
2. had
3. make
4. home
5. We had to go home.
6. Can I have a bit of that?
7. We made it.
8. I had a good time.

9. He had a good day.
10. I just had a little bit of it.

Brailercise

Instructions

Write a word or sentence as dictated by the teacher, before performing an exercise. For example, after writing each word or sentence, stand up and turn around or stretch arms above head and clap three times. The student and teacher or a friend can compete to finish each word and exercise first. (Be mindful of safety).

Fill in the gaps

Instructions

Rewrite the text, replacing the dashes with words. Then read the complete text aloud.

Student text

Fill in the gaps.

My name is ----. On the weekend I ----. It was very ----. I had a ---- time.

Personalised book

Sample text

Title: Pictures of my family

P1: I made a picture of my mum.

P2: I made a picture of my dad.

P3: I made a picture of Natalie.

P4: I made a picture of scratch.

Text Outline

Title: Pictures of (chosen topic)

Subsequent pages: I made a picture of (object/person).

Instructions

1. Work with the student to choose a subject for the book.
2. Assist the student to create the text and tactile illustrations. Be sure to have the student do as much of the writing as they can on their own.
3. Read and reread the book.

Cluster 2: ch, child, children, much, such

Important notes:

- The 'c-h' contraction is introduced in this unit.
- As the 'c-h' contraction feels like the letter k on an angle, it is important that students use good hand and finger position when reading.
- The 'c-h' contraction when standing alone without any other adjoining letters, represents the word 'child'. Although the 'child' contraction may not be joined to any other letters, it can co-exist with any punctuation.
- The shortform for 'children' is 'c-h, n', the shortform for much is 'm, c-h' and the shortform for such is 's, c-h'.

Objectives

- Learn the 'c-h' contraction.
- Learn the contraction for 'child'.
- Learn the shortforms for children, much and such.
- Read and write words containing the 'c-h' contraction.
- Read and write sentences which include braille contractions for child, children, much and such.
- Read and write the touch words child, children, much, such, school, watch, watched, lunch, each and chocolate.

Resources to prepare

- two flashcards (contracted braille) for each of the following words: child, children, much, such, school, watch, watched, lunch, each, chocolate
- one flashcard in uncontracted braille for each of the following words: child, children, much, such, school, watch, watched, lunch, each, chocolate
- two six-sided dice
- items for discovery box.

Discovery box

- Create a braille name card for each object within the box (cut off the top right corner).
- Include 3 or more items (according to student need, experience and interest).
- Include objects with a variety of tactile and sensory qualities (texture, size, shape, weight, scent, colour - for students with colour perception).
- Wherever possible, use real objects.

anchovies, branch, broach, brochure, chai, chair, chalice, chalk, champion, channel, check, cheese, chef, chemical, chevron, chick, chief, chilly, chimney, chimpanzee, chips, chives, choco, chocolate, choir, chook, chops, chorus, church, chute, clutch, coach, cockroach, echidna, echo, itchy bite, kimchi, ketchup, latch, lunchbox, lychee, machete, match, mechanic, mocha, nacho, patch, pitch, poncho, porch, ratchet, roach, scrunchy, switch, watch, witch, witchetty grub, yacht

Follow-up activities

- Match name cards to objects.
- Search the room or school for other objects which include the 'ch' sound.
- Brainstorm objects which include the 'ch' sound.

Reading activities

ch words

Instructions

Read the words. **Note:** The teacher may wish to read each line aloud before the student attempts it. The typical pronunciation for some new letter combinations may also need to be introduced.

Student text

Ch words

chip chop chap

chat chum chin

chick check chuck chock

chimp champ chump chomp

inch pinch finch winch

lunch bunch munch hunch punch

catch latch patch match hatch

pitch ditch witch switch

roach coach poach broach

chicken kitchen lunchbox chipmunk

Say it like that

Instructions

Roll one dice to determine the voice to use and the second to determine the sentence to read using the voice.

Student text

Say it like that

Roll one dice to choose the voice and another dice to choose the sentence.

Voices

1. Chant it.
2. Say it like a chicken.
3. Say it like you just ate a very hot chilli.
4. Chuckle as you say it.

5. Say it like a coach.
6. Say it like you have to check with someone.

Sentences

1. Is it good to punch people?
2. Is it time for lunch?
3. Do you want some chips?
4. Do not pinch me.
5. I will go and check it for you.
6. I like to chat with my friends.

For lunch

Instructions

Answer yes or no for the questions.

Student text

For Lunch

1. Did you have chips for lunch?
2. Did you have cheese for lunch?
3. Did you have chocolate for lunch?
4. Did you have nachos for lunch?
5. Did you have chicken for lunch?
6. Did you have chilli for lunch?
7. Did you have a sandwich for lunch?
8. Did you have spinach for lunch?
9. Did you have lunch?
10. Did you sit on a bench at lunch?

Mark the word containing ch

Instructions

Mark the word on each line which contains a ch. **Note:** Some students may find this task challenging. Ensure a good hand position is used for reading and stop the activity if the student is becoming frustrated. It may be revisited at a later time.

Student text

Mark the one with ch in it on each line.

chat kid

rich rock

kiss chess

pack pitch
chin kin
pink pinch
chip kip
hunk lunch
chick kick
roach croak

Rating school

Instructions

After reading each sentence, hold up 1-10 fingers to show how much you agree with it. **Note:** The touch word for school, will need to be introduced prior to this activity.

Student text

If 1 is not at all true and 10 is very true, hold up your hands to rate each sentence.

1. I like to come to school.
2. School is fun.
3. School is bad.
4. I have friends at school.
5. I like the people at school.
6. I like lunchtime at school.
7. I feel sad at school.
8. Some days I do not want to go to school.
9. I do not like the kids at my school.
10. I feel good at school.

Hurry to a hundred

Instructions

- Give the student 3 pairs of flashcards.
- Read the words contained on each, teaching any new contractions as needed.
- Shuffle the cards and place the pile face down on the table or in a small container.
- Roll a dice.
- Pick cards off the pile, one at a time, turn them over and read the word, until the number of words read matches the number rolled on the dice.
- Award one point for each word read correctly.

- Add all read cards back into the pile and reshuffle before the dice is rolled for the next turn.
- When words in the pile are read with consistent accuracy, introduce a pair of cards containing a new word and continue.
- Add a second dice once there are 12 cards in the pile.
- Continue adding cards until all are in play.
- The game ends when the player reaches one hundred points (or another predetermined total).

Variations to promote practice or engagement

- Aim to complete each reading task within a given time limit.
- Play with multiple players and award one point per word read correctly in each round.
- Only include one card for each word.
- Play with different vocabulary.

Do you have it?

Instructions

Note: This is a two-player game.

- Choose at least five pairs of flashcards.
- Read through the pile to check that the student can read all cards with some consistency.
- Shuffle the cards and give each player three.
- Players should read their cards and set aside any pairs.
- Player 1, then chooses one of their cards (there will only be one to choose from if their original 3 contained a pair) and asks player 2 if they have a match. I.e., 'Do you have where?'
- If player 2 has the requested card, they hand it over and player 1 sets aside the pair before taking the top card from the pile.
- Player 1 may then request another card to match one in their hand.
- Play passes to the next player when the opponent does not hold a requested card.
- The winner is the player with the most pairs at the end of the game

Toss the coin

Instructions

Take turns to toss a coin (heads equals 1 and tails equals 2). Move the marker one or two positions down the page according to the result of the coin toss. If the player can read the sentence correctly, they may stay there. If they cannot read it, the teacher must provide the correct answer and the student must move back up

three places. The student should also check the teacher's or other opponent's answers by reading the appropriate sentences.

Student text

Toss a coin

1. The children chat too much.
2. He is such a good child.
3. They had such a good time.
4. There are five children in my family.
5. The child was a little sad.
6. The children yell too much.
7. Each child can have some chocolate.
8. The children went to school.
9. Children like chips very much.
10. Each child had such a good time that day.

Contractions match-ups

Materials required

- Two cards for each word. One should be in contracted form and the other in uncontracted form.
- Two small boxes or containers for holding piles of cards.
- A non-slip mat.

Instructions

- Sort the cards into two piles, one containing the words in contracted braille and the other containing the same words in uncontracted braille.
- Shuffle both piles and place each pile in a container.
- Choose 1 card from the uncontracted pile and read it.
- Take and read cards from the contracted pile until the matching card is found.
- Set aside the matching cards and place other contracted cards back in the contracted card pile.
- Repeat.

Variations to promote practice or engagement

- Play as a multi-player game and set a time limit to find the matching card.
- Only allow 3 cards to be removed from the contracted pile in a turn, if the matching word is not included in the three, the uncontracted word is placed on the bottom of the appropriate pile and the next card is chosen, or play passes to the next player.
- Keep cards removed from the contracted pile face-up on the non-slip mat and allow the student to read through these to check for a match before selecting a new card from the pile.

Race to the end

Instructions

The aim of the game is to move a marker along each line (left to right) and down the page (one a line is finished; the marker progresses to the beginning of the next line) to reach the end. Players take turns to roll the dice and then move their marker along the number of words rolled. They must read each word as they move along the line. If they cannot read a word correctly, the correct answer is provided and they must stop on the word prior to the incorrectly read word. The winner is the first to make it to, and correctly read, the final word.

Student text

(Note that words are separated by tracking dots)

Race to the end

watch watched watch watched

school watched watch chocolate

lunch school children much such

watched lunch each watch

watch watch watched chocolate

much children child such

Writing activities

One two

Instructions

Write the plural to match each singular noun.

Student text

One two

Copy and complete.

1. one child two ----
2. one chip two ----
3. one chick two ----
4. one chum two ----
5. one school two ----
6. one chicken two ----
7. one chimp two ----
8. one chocolate two ----

Add es to complete each sentence.

Instructions

Copy the incomplete sentence and add es to the incomplete word to form the correct verb.

Student text

Complete each sentence. The first two have been done for you.

1. I switch. He switches.
2. They watch. He watches.
3. I pitch. He ----
4. We coach. The coach ----
5. They pinch. Tess ----
6. I crunch. He ----
7. They hatch. One egg ----
8. Bad men poach. One bad man ----
9. I punch Tim. Tim ---- me.
10. I snatch it. He ---- it back.

Use the shortcuts

Instructions

Rewrite in contracted braille.

Student text

Use the shortcuts.

(Transcriber's note: in uncontracted braille)

1. watched
2. Did you watch it?
3. chocolate
4. It was such fun.
5. He is a child.
6. Children go to school.
7. I had lunch.
8. I like that very much.

Loui says

Instructions

The student starts with their hands on their head, knees or another predetermined place. The teacher then gives the prompt 'Loui says' followed by a targeted word or contraction. E.g., 'Loui says, write the ch contraction.' The student needs to begin braille the contraction or word within a certain time period (for most students, this should be about 1 second to take their hands off head and place on braille writer keys). The teacher tries to trick the student by sometimes omitting the 'Loui says' part of the direction. When this happens, the student should keep their hands in the starting position and not move them to the braille writer keys. If they do this, they win a point.

Variations to promote practice or engagement

- Play with a group of students and take turns to give the directions.
- Award one point per correctly written word or contraction and three for correctly refusing an instruction not preceded by 'Loui says'.

Copy the cards

Instructions

Place the premade cards in a pile. Draw one and copy the word. Set a goal such as 4 cards correctly copied in 1 minute, and try to achieve it.

Cluster 2: gh, wh, which and where

Important notes:

- The 'w-h' and 'g-h' contractions are introduced in this unit.
- If the student struggles to distinguish between these, consolidate 'w-h' and then add 'g-h'. Otherwise, encourage the student to notice where the contraction occurs in the word as in this unit 'w-h' is only found at the beginning of words and 'g-h' within or at the end of words.
- The 'w-h' contraction when standing alone without any other adjoining letters, represents the word 'which'. Although the 'which' contraction may not be joined to any other letters, it can co-exist with any punctuation.
- The shortform for 'where' is formed by preceding the 'w-h' contraction with a dot 5 and may be described as 'dot 5, w-h' or 'dot 5, w-h contraction'
- The contraction for 'right' 'dot 5, r' is also introduced. This contraction, like other dot 5 contractions, may be used as part of a word.

Objectives

- Learn the 'g-h' and 'w-h' contractions.
- Learn the contractions for which, where and right.
- Learn the touch words which, who, what, when, where, why, night, might, right and eight.
- Read and write words containing the 'w-h' and 'g-h' contractions.
- Read and write sentences which include braille contractions for which, where and right.

Resources to prepare

- two flashcards for each of the following words: which, who, what, when, where, why, night, might, right, eight
- one flashcard for each of the following words in uncontracted braille: which, who, what, when, where, why, night, might, right, eight
- two six-sided dice
- items for discovery box.

Discovery box

- Create a braille name card for each object within the box (cut off the top right corner).
- Include all items in bold plus additional items (according to student need, experience and interest).
- Include objects with a variety of tactile and sensory qualities (texture, size, shape, weight, scent, colour - for students with colour perception).
- Wherever possible, use real objects.

light, wheel, bight, eight, light, naught, night, sleigh, spaghetti, tights, yoghurt, whale, whelp, white, whip, whisk

Follow-up activities

- Find the unfamiliar braille sign in each word.
- Match name cards to objects.
- Compare the shape, weight, length, size and texture of objects.

Reading activities

Keep a straight face

Instructions

Roll a dice to determine the answer for the round. Then read each question under the line with the answering player answering according to the pre-selected word. The one answering the questions must try not to smile or laugh while the one reading the questions tries to get them to laugh but cannot say anything aside from the questions. **Note:** The 'w-h' contraction and spelling of the word 'what' may need to be introduced before this activity.

Student text

Keep a straight face

1. sand
2. muddy puddle
3. smelly jelly
4. dirty old socks
5. worms
6. rotten bananas

1. What is your name?
2. What is the name of your friend?
3. What do you like to play with in your free time?
4. What do you like to eat?

Find the words with wh in them

Instructions

Mark the word on each line which contains the 'w-h' contraction.

Student text

Find the word with wh in it.

when den

my why

who no

sat what

tile while

sale whale
whip lip
seel wheel
whole sole
some where

Touch words: who what when where why

Instructions

Read and reread the text. **Note:** The teacher should read the first word on each line of new words for the student in order that they do not need to guess unfamiliar words. It may be necessary to explain the formation of 'where'. This can be described as 'dot 5, w-h contraction'.

Student text

what what what what what
who who who who who
what who who what what who what who
when when when when when when when
when who when what when when who what when
why why why why why why why why why
why when why when why what why why who
which what which which when why which who which what
where where where where where where where where
where which where where which who why what which where

Which does not rhyme?

Instructions

Mark the word on each line which does not rhyme. **Note:** Introduce/review the 'g-h' contraction and teach the student the sound made by 'i, g-h' as in 'night' or 'fight'.

Student text

Find the one which does not rhyme.
frog sigh high

night fight dog
sight light cat
might hope tight
light day night
good fight might
sight tight friend
little high sigh

Find the sentence

Instructions

Ask the student to find and read the sentence according to the clues given.

Sample cues:

- Read the sentence at number 3.
- Find the sentence that starts with did.
- Find the sentence ending with night.
- Find the sentence about going in a jet.
- Read the last sentence.

Student text

Find it

1. I go to bed at night.
2. I can see the light from the sun.
3. People like to sleep at night time.
4. Do not fight.
5. We might go there.
6. He gave a big sigh.
7. The lid was on very tight.
8. Did you see that sight?
9. I want to go up high in a jet.
10. I had a fight with my friends.

Words with right

Instructions

Read each sentence aloud and find the contraction for 'right'. **Note:** Introduce the contraction for 'right' before doing this exercise. Prewarn the student that the 'right' contraction may be hidden in other words.

Student text

Find the right.

1. I got it right.
2. It is not right to fight all the time.
3. You might not get it right.
4. He got a fright at night.
5. The light from the sun is bright.
6. That sight gave me a fright.
7. The sight is on your right.
8. The night is not bright.

Pick the odd one out

Instructions

Mark the odd word out on each line.

Student text

Which word does not have a wh or gh in it?

night light duck

sight pen might

why when cap

eight tight make

black sigh what

white red whale

fight fit when

sigh high my

Do you have it?

Instructions

Note: This is a two-player game.

- Choose at least five pairs of flashcards.
- Read through the pile to check that the student can read all cards with some consistency.
- Shuffle the cards and give each player three.
- Players should read their cards and set aside any pairs.

- Player 1 then chooses one of their cards (there will only be one to choose from if their original 3 contained a pair) and asks player 2 if they have a match. i.e., 'Do you have where?'
- If player 2 has the requested card, they hand it over and player 1 sets aside the pair before taking the top card from the pile.
- Player 1 may then request another card to match one in their hand.
- Play passes to the next player when the opponent does not hold a requested card.
- The winner is the player with the most pairs at the end of the game.

Contractions match-ups

Materials required

- Two cards for each word. One should be in contracted form and the other in uncontracted form.
- Two small boxes or containers for holding piles of cards.
- A non-slip mat.

Instructions

- Sort the cards into two piles, one containing the words in contracted braille and the other containing the same words in uncontracted braille.
- Shuffle both piles and place each pile in a container.
- Choose 1 card from the uncontracted pile and read it.
- Take and read cards from the contracted pile until the matching card is found.
- Set aside the matching cards and place other contracted cards back in the contracted card pile.
- Repeat.

Variations to promote practice or engagement

- Play as a multi-player game and set a time limit to find the matching card.
- Only allow 3 cards to be removed from the contracted pile in a turn, if the matching word is not included in the three, the uncontracted word is placed on the bottom of the appropriate pile and the next card is chosen, or play passes to the next player.
- Keep cards removed from the contracted pile face-up on the non-slip mat and allow the student to read through these to check for a match before selecting a new card from the pile.

Six on a line

Instructions

Roll the dice. Find the matching number. If you can read the word, move a marker along the row to the next word. The winner is the first to complete a full row. **Note:** If the student does not read a word correctly, tell them the word so if they encounter it again, they may remember.

Student text

Can you get six in a line?

1. who what when where why which
2. might right eight night where who
3. what night where right why when
4. might eight might eight might eight
5. where right which where why which
6. who what when where why night

Writing activities

Chop and change

Instructions

The student begins by writing the 'w-h' contraction without spaces. When the teacher calls out 'change to g-h' they must change to writing this contraction until told to change back to 'w-h'. When the student is confident performing this activity using 'w-h' and 'g-h', add other contractions or letters to the mix.

Write and clap

Instructions

Write a word in contracted braille, followed by a space, then clap as many times as key presses required for the word and stamp feet in place of space. Repeat until a predetermined number of repetitions have been completed or until the end of the line.

Pattern examples

- For the word which, write 'w-h' contraction then space, then clap one time and stamp feet one time before repeating.
- For the word 'night' write n, i, 'g-h', t, then space, then clap hands four times, then stamp feet once. Repeat.

Use the shortcuts

Instructions

Rewrite the words using the contractions.

Student text

(Note: Words are written in uncontracted braille.)

Use the shortcuts.

1. what
2. when
3. night
4. eight
5. where
6. might
7. right
8. why

9. who
10. which

Brailercise

Instructions

Write a word or sentence as dictated by the teacher, before performing an exercise. For example, after writing each word or sentence, stand up and turn around or stretch arms above head and clap three times. The student and teacher or a friend can compete to finish each word and exercise first. (Be mindful of safety).

Copy the cards

Instructions

Place the flashcards containing the touch words for this unit in a pile. Draw one and copy the word. Set a goal such as 4 cards correctly copied in 1 minute, and try to achieve it.

Cluster 2: ing and ong

Important notes:

- The 'i-n-g' and 'o-n-g' contractions are introduced in this unit.
- The 'i-n-g' contraction is formed using dots 3-4-6 and feels similar to the letter u so it is important that students read using good hand and finger position in order to be able to detect the difference between these two signs.
- The 'o-n-g' contraction is a two-cell contraction. It is formed by dots 5-6, followed by g. It is appropriate to describe this contraction as '5-6, g'.
- The 'o-n-g' contraction can never be used at the start of a word.

Objectives

- Learn the 'i-n-g' and 'o-n-g' contractions.
- Read and write words containing the 'i-n-g' and 'o-n-g' contractions.
- Read and write the touch words: song, long, going, morning, playing, swimming, dancing, amazing, flying, king, having, looking, coming, doing and running.

Resources to prepare

- two flashcards for each of the following words: song, long, going, morning, playing, swimming, dancing, amazing, flying, king, having, looking, coming, doing and running
- two six-sided dice
- items for discovery box.

Discovery box

- Create a braille name card for each object within the box (cut off the top right corner).
- Include all items in bold plus additional items (according to student need, experience and interest).
- Include objects with a variety of tactile and sensory qualities (texture, size, shape, weight, scent, colour - for students with colour perception).
- Wherever possible, use real objects.

ring, tongs, bingo, dingo, drawing, duckling, dumpling, flamingo, fringe, Fruit Tingles, king, lamington, lemming, masking tape, packing tape, Pringles, singlet, spring, swing, wing, billabong, bongos, dugong, mongoose, prongs, songbook, sponge, tongs, tongue

Note: Be careful to select objects according to the student's understanding of phonics. For a beginning reader, choose objects in which the 'ing' or 'ong' makes the standard sound rather than a variation.

Follow-up activities

- Identify something unknown or unusual in the brailled name for each object.
- Discuss and listen for the 'ng' sound in words.
- Match name cards to objects.
- Discuss the different meanings of the word 'ring' as well as different types of rings and where/why they are worn (engagement ring, wedding ring, earring, toe ring).

Reading activities

Read a rhyme

Instructions

Teach or revise the sound made by 'ng' and read the pairs of rhyming words.

Student text

Some that rhyme

sang hang

bang fang

pang rang

tang gang

rung dung

sung lung

mung hung

Words with different endings

Instructions

Read the words. **Note:** The student may need to be taught that when ed is used to create a past tense verb, it generally makes a 'd' or 't' sound.

Student text

Different endings

yell yelled yelling

smell smelled smelling

pick picked picking

lick licked licking

toss tossed tossing

fuss fussed fussing

rock rocked rocking

lock locked locking

jump jumped jumping

skip skipped skipping

Find the ing

Instructions

Read each sentence and mark the word which contains the 'i-n-g' contraction.

Student text

Find the ing sign.

1. I like to sing.
2. I went on a swing.
3. I do not have wings.
4. You can ring me at home.
5. He is the king.
6. It is spring.
7. The bell went ding.
8. I will bring one for you.

Action words

Instructions

Make sounds and/or actions to demonstrate one of the listed verbs and have the student find the matching word.

Student text

Action Words

1. clapping
2. yelling
3. drinking
4. humming
5. running
6. jumping
7. clicking
8. yawning
9. tapping
10. snoring

Find the ong words

Instructions

Read each sentence and mark the words which contain the 'o-n-g' contraction.

Student text

Find all of the words with ong in them.

1. I will sing a song.
2. I had a long nap.
3. The song was long.
4. Do you have some tongs?
5. I got it wrong.
6. Ding dong ding dong went the bell.
7. Grab the long tongs.
8. We sang the song for a long time.
9. Did you make that pong?
10. I do not like the long song.

Mark the odd one out

Instructions

Mark the word which does not contain an ng.

Student text

Which one on the line does not have an ng in it?

sang bang hug

lung mud hung

sing up king

long lag song

ding dong dell

sing song Sam

lag long tong

wing wig wrong

sings rings bus

jumped jumping hopping

The look at me song

Instructions

Read each verse, then sing and perform the appropriate action. **Note:** Single-spaced paragraphs are introduced in this text. Although the lines may visually look very close together, the student should not have difficulty reading these lines if they are using good hand and finger position, although it may take them a while to get used to the different layout.

Student text

The look at me song

1. I am dancing. I am dancing. I am dancing. Look at me.
2. I am playing. I am playing. I am playing. Look at me.
3. I am running. I am running. I am running. Look at me.
4. I am swimming. I am swimming. I am swimming. Look at me.
5. I am flying. I am flying. I am flying. Look at me.
6. I am amazing. I am amazing. I am amazing. Look at me.

Empty hands

Instructions

Select several pairs of matching flashcards.

1. Give the student a flashcard and tell them what it says before asking them to read it back to you.
2. Give them the matching card and ask them to read that also. If they are correct, they can give both cards back to you. If not, they can only give back the incorrectly read card.
3. If the cards were all returned to you, skip this step and move to step 4. Otherwise, read the card to the student, hand it back to them and have them read it to you. If they are correct, they can give you all of their cards.
4. The student earns one point whenever they can return all of their cards to the card giver
5. Choose another pair of matching cards from the pile and add them to the two already in your hand.
6. Introduce a new word, tell the student what it says and have them read it back.
7. Give the student another card, containing either the new word or one of the others already in your hand from previous rounds. If they read it correctly, they keep it, if they are incorrect, they must return it for you to read. You then add it to the cards in your hand and use it at a later point in the same round.
8. Repeat step 7 until your hands are once again empty and the student is able to earn a point by returning all cards.
9. Repeat from step 5, introducing a new word every round. Previous cards must remain in the game.

Variations to promote practice or engagement

- Play for points until three cards have been misread, at which point the game ends. Then replay to attempt to beat previous highest scores. (Bonus chances/lives may be awarded at certain intervals or rounds, such as in rounds 3 and 5.)
- Aim for a certain number of points within a certain time period.

- Use multiple sets of cards and adapt rules to make a multi-player game.
- Add more and different cards.
- Set a time limit in which a round must be completed and restart the round and clock if the time elapses before the student scores a point.

Power towers

Materials required

- a selection of at least 12 flashcards containing words to be practiced (preferably 2 cards for each word)
- a small container to contain cards
- 1 dice
- interlink cubes or other blocks of uniform size.

Instructions

Shuffle the cards and place them face down in the container, between the two players. The first player rolls the dice and takes cards from the top of the pile to match the number rolled (if 3 is rolled, they take the top 3 cards). The player then reads each of the cards taken. If they can read all cards accurately, they may keep them and receive 1 building block per card. If they are not able to accurately read all cards, then all cards are added to the bottom of the pile in the container. The next player takes a turn, following the same process. Play continues until the container is empty the winner is the player with the tallest tower (most cards in their possession).

Five in a line

Instructions

Roll the dice. Find the matching number. If you can read the word, move a marker along the row to the next word. The winner is the first to complete a full line. **Note:** If the student does not read a word correctly, tell them the word so if they encounter it again, they may remember.

Student text

Five in a line

1. going flying running morning swimming
2. doing coming looking morning dancing
3. king having amazing playing doing
4. song doing dancing playing swimming
5. long having looking dancing amazing
6. going coming amazing morning playing

Writing activities

Add ing

Instructions

Rewrite the word and add ing.

Student text

Rewrite and add ing.

1. tell yell sell
2. help yelp
3. find bind remind
4. jump pump bump
5. kick pick trick
6. look cook
7. sleep keep peep
8. ring bring sing
9. hold fold
10. bend lend defend

Adding ing to verbs with short vowel sounds

Instructions

Double the consonant and add ing. **Note:** Teach the student that if a word ends with a single vowel (making the short vowel sound) followed by a single consonant, you need to double the final consonant before adding ing.

Student text

Double the final letter then add ing.

1. get
2. sit
3. run
4. hop
5. skip
6. clap
7. drum
8. pat
9. win
10. spin

Adding ing to words ending in e.

Instructions

Drop the e and add ing.

Student text

Drop the e, add ing.

1. come
2. make
3. ride
4. write
5. save
6. hope
7. take
8. give
9. poke
10. smile

Read write do

Instructions

Choose and read a flashcard from the pile. Then write the word before performing a related action or sound.

Write and clap

Instructions

Write a word in contracted braille, followed by a space, then clap as many times as key presses required for the word and stamp feet in place of space. Repeat until a predetermined number of repetitions have been completed or until the end of the line.

Cluster 2: sh, shall, should, could and would

Important notes:

- The 's-h' contraction is introduced in this unit. It is very important to describe it to the student using the appropriate dot numbers (1-4-6) rather than as backwards 'm'. If the student makes the connection for themselves, acknowledge it and move on.
- If the student struggles to distinguish between 's-h' and 'm' investigate the difference (different placement of the lower dot) and work together to develop a strategy to remember which is which.
- The difference between 's-h' and 'm' is very minor and it is therefore essential that students are encouraged to move their hands smoothly across the lines as they read.
- One trick that a student has shared for remembering the difference between 's-h' and 'm' is to tap the right side of the mouth and say 'shshshsh' and the left to say 'mmmmm' in order to reflect the placement of their distinguishing bottom-most dots.
- The 's-h' contraction when standing alone without any other adjoining letters, represents the word 'shall'. Although the 'shall' contraction may not be joined to any other letters, it can co-exist with any punctuation.
- The shortform for 'should' is 's-h, d'. It is acceptable to refer to this sign as 's-h, d' or 's-h contraction, d'.
- 'cd' and 'wd' are shortforms for the words 'could' and 'would' respectively and are also covered within this unit.

Objectives

- Learn the 's-h' contraction.
- Learn the contraction for 'shall'.
- Learn the shortforms for could, should and would.
- Read and write words containing the 's-h' contraction.
- Read and write sentences which include braille contractions for shall, could, should or would.

Resources to prepare

- two flashcards for each of the following words: she, shall, should, could, would, fish, wish, shop, finished, sheep
- one uncontracted flashcard for each of the following: she, shall, should, could, would, fish, wish, shop, finished, sheep
- two six-sided dice
- items for discovery box.

Discovery box

- Create a braille name card for each object within the box (cut off the top right corner).
- Include all items in bold plus additional items (according to student need, experience and interest).
- Include objects with a variety of tactile and sensory qualities (texture, size, shape, weight, scent, colour - for students with colour perception).
- Wherever possible, use real objects.

brush, dish, sheet, shell, ash, ashes, bush, cash, cashew, eyelashes, fish, fishpond, flash, horseshoe, mesh, mushroom, nail polish, nashi, rash, sash, shale, shampoo, shamrock, shawl, sheep, shelf, shellfish, shield, ship, shirt, shoe, shop, shovel, shrew, shrimp, shrub, sushi, slushy, trash, washtub

Follow-up activities

- Match name cards to items.
- Compare the tactile and other properties of objects.
- Search for other items in the school or classroom which contain the 'sh' sound.
- Brainstorm words in which the 'sh' sound occurs at the beginning, middle, or end.

Reading activities

Rhyme time

Instructions

Note: Introduce/review the 's-h' contraction and it's sound. Then read the pairs of rhyming words

Student text

Rhyme time

fish wish

cash dash

lush rush

shop hop

lip ship

posh dosh

bell shell

elf shelf

shed bed

win shin

tale shale

Tongue twisters

Instructions

Read each line slowly, then reread faster and faster. See who can say each tongue twister line the most times correctly before giggling.

Student text

A little tricky to say

1. ship shop shape
2. dish fish wish
3. shell sash
4. rash rush
5. my sheep got a shock
6. mash mesh mosh mush
7. gash lash gush lush

8. dish dash
9. elf shelf
10. shale for sale

Find the sh

Instructions

Mark the word in each line which contains a sh contraction.

Student text

Find the sh

1. shop mop
2. dim dish
3. gum gush
4. bam bash
5. mush mum
6. shin min
7. med shed
8. shale male
9. mock shock
10. gash ram

Silly voices

Instructions

Roll the dice to find out which voice to use, then read the sentence.

Student text

(Transcribers note: facing pages)

Voices

1. Say it like a sheep.
2. Say it like a wish.
3. Say it like you just got a shock.
4. Say it like the captain of a ship.
5. Say it like a fish.
6. Say it in a posh voice.

(Transcribers note: Opposite page)

Sentences

1. She has some sheep.
2. She is in the shed.

3. She went to the shop.
4. She had a swim with some fish.
5. She made a wish.
6. She was rather posh.
7. she was in a bit of a rush.
8. She did not take your cash.
9. She saw a little dish.
10. She had a red and gold sash.

Shall I

Instructions

After reading each sentence, the student can say 'I shall.' and perform the action described or 'I shall not.' and decline to perform the action.

Student text

I shall or I shall not

1. Shall you jump ten times?
2. Shall you lick your shin?
3. Shall you run on the spot?
4. Shall you go from here to there and back?
5. Shall you draw one shape?
6. Shall you shake one of your legs?
7. Shall you shake hands with someone?
8. Shall you make a little wish
9. Shall you shrug?
10. Shall you tap on a shelf?

Rules for the bike shed

Instructions

Read the text and answer the questions on the following page. **Note:** The student will need to know the contractions for shall (s-h contraction on its own) and should (s-h, d).

Student text

Rules for the bike shed

1. You shall not ride your bike in the shed.
2. You shall not play in the bike shed.
3. You shall not run in the bike shed.
4. You shall keep the shed tidy.
5. You shall not use the bike shed on the weekend.

6. You shall only take your bike from the shed.
7. If you have finished with your bike, you shall put it back in the shed.
8. If you have finished in the shed, you shall lock it.

(Next page)

Questions about the bike shed rules

1. Should you run in the bike shed?
2. Should you lock the bike shed?
3. Should you ride your bike in the bike shed?
4. Should you take every bike from the bike shed?
5. Should you make a mess in the bike shed?

Should could and would

Instructions

Read and discuss each statement in the text.

Student text

Could you, would you, should you?

1. Could you do good?
Should you do good?
2. Would you yell at your friends?
Should you yell at your friends?
3. Could you save some cash?
Should you save some cash?
4. Could you shave a sheep?
Should you shave a sheep?
5. Would you smash the shelf?
Should you smash the shelf?

Toss the coin

Instructions

Take turns to toss a coin (heads equals 1 and tails equals 2). Move the marker one or two positions down the page according to the result of the coin toss. If the player can read the sentence correctly, they may stay there. If they cannot read it, the teacher must provide the correct answer and the student must move back up three places. The student should also check the teacher's or other opponent's answers by reading the appropriate sentences.

Student text

Toss the coin

1. She should go.
2. She could hit that kid but she should not.
3. She has a shell.
4. You should help your family.
5. She got a big shock.
6. She made a wish.
7. I wish I was finished.
8. My bike is in the shed.
9. You could do it, but would you?
10. She shall go to the shop.

Contractions memory

Materials required

- two cards for each of the following words: she, shall, should, could, would, fish, wish, shop, finished, sheep. (One should be in contracted form and the other in uncontracted form.)
- a non-slip mat, 12-cup muffin pan, or other device to keep cards organised.

Instructions

Choose a selection of words which the student knows or is learning in contracted braille. Braille the contracted form on one card, and the uncontracted (spelled out) form on another. Place all cards face-down. Take it in turns to turn over and read two cards. If the two cards turned on a single turn are a pair, the player keeps them. If they do not match, they are turned face down again. Ensure that cards remain in the same places on the playing surface. The winner is the player with the most pairs.

Power towers

Materials required

- two cards containing each of the following words in contracted braille: she, shall, should, could, would, fish, wish, shop, finished, sheep
- a small container to contain cards
- 1 dice
- interlink cubes or other blocks of uniform size

Instructions

Shuffle the cards and place them face down in the container, between the two players. The first player rolls the dice and takes cards from the top of the pile to

match the number rolled (if 3 is rolled, they take the top 3 cards). The player then reads each of the cards taken. If they can read all cards accurately, they may keep them and receive 1 building block per card. If they are not able to accurately read all cards, then all cards are added to the bottom of the pile in the container. The next player takes a turn, following the same process. Play continues until the container is empty the winner is the player with the tallest tower (most cards in their possession).

Race to the end

Instructions

The aim of the game is to move a marker along each line (left to right) and down the page (one a line is finished; the marker progresses to the beginning of the next line) to reach the end. Players take turns to roll the dice and then move their marker along the number of words rolled. They must read each word as they move along the line. If they cannot read a word correctly, the correct answer is provided and they must stop on the word prior to the incorrectly read word. The winner is the first to make it to, and correctly read, the final word.

Student text

(Note that words are separated by tracking dots)

Race to the end

she should shall finished

would friend your wish

could good the sheep

of for with fish

day she time shake

and win little made

my is have shop

shall should would finished

Writing activities

Write some that rhyme

Instructions

Write as many words as you can think of which rhyme with the given word.

Student text

Write some that rhyme.

1. fish
2. lash
3. tosh
4. lush
5. shop
6. shed

Fill the gap

Instructions

Rewrite the sentences, filling the gap with one of the (s-h) words from the list.

Student text

Fill the gap with one of these words.

shop finished shed fish should she wish rush

1. ---- can swim.
2. My bike is in the ----.
3. ---- is a good girl.
4. I made a ----.
5. I am not ---- yet.
6. Mum went to the ---- to get some milk.
7. You ---- not hit people.
8. There is no need to ----.

Write what you hear

Instructions

Write the words I say. If you're not sure how to spell them, just do your best to write the sounds you hear. **Note:** It is extremely important that students develop the skill to use invented spelling rather than relying on adults to provide correct spelling of words. If a student is reluctant to write words when they are not completely certain of the accurate spelling, award them 1 point for each word

attempted and an additional point for a correct s-h sign. Do not award any points or make an issue of correct/incorrect spelling for this activity.

Sample list of words for teacher to say

shed shop ship fish wish dish cash rush posh shake shell shade shin mush brush
dash crash shape shelf flash flush shock shine finish polish selfish tuckshop

Sh word brainstorm

Instructions

Think of as many words as begin with s-h as you can and write them. Perhaps set a goal, such as 20 words.

Flip and write

Instructions

Place a selection of flashcards face-down in a pile. Flip over the top card. Roll a dice. Then write the word on the face-up card as many times as indicated by the dice. Remove the completed card from the pile of cards and repeat the process.

Cluster 2: st, still, must, first and against

Important notes:

- The 's-t' contraction is introduced in this unit.
- The difference between 's-t' and 'k' is very minor and it is therefore essential that students are encouraged to move their hands smoothly across the lines as they read.
- The 's-t' contraction when standing alone without any other adjoining letters, represents the word 'still'. Although the 'still' contraction may not be joined to any other letters, it can co-exist with any punctuation.
- The following shortforms, all containing the 's-t' contraction are also taught in this unit: first (f, s-t), must (m, s-t) and against (a, g, s-t).

Objectives

- Learn the 's-t' contraction.
- Learn the contraction for 'still'.
- Learn the shortforms for must, first and against.
- Read and write words containing the 's-t' contraction.
- Read and write sentences which include braille contractions for still, first, must and against.
- Read the touch words last, forest, castle, stayed, story, fast, stay and most.

Resources to prepare

- two flashcards for each of the following words: still, must, first, against, last, forest, castle, stayed, story, fast, stay, most
- two six-sided dice
- items for discovery box.

Discovery box

- Create a braille name card for each object within the box (cut off the top right corner).
- Include 3 or more items according to student need, experience and interest.
- Include objects with a variety of tactile and sensory qualities (texture, size, shape, weight, scent, colour - for students with colour perception).
- Wherever possible, use real objects.

Australia, broomstick, castle, costume, crust, dust, east, elastic, fist, haystack, lipstick, nest, pasta, pastels, pasture, pistol, plastic, post, postman, Stable, stag, staircase, stamp, staple, stem, steeple, stegosaurus, stem, steps, stew, stick, stilts,

stoat, stock, stool, stop sign, storeroom, storm, stove, straw, street, stump, vest, waist, waistcoat, wrist

Follow-up activities

- Find the common contraction in all words.
- Match name cards to items.
- Brainstorm adjectives to describe the tactile features of each item.
- Compare the weight, length and size of objects.

Reading activities

Rhyme time

Instructions

Read the rhyming words. **Note:** It may be necessary to support the student to read the first word on each line to assist them to understand the patterns as some may be unfamiliar. This activity may also present a good opportunity to talk about the way that in the 'ast' pattern, the sound of the a is different from the short or long sound with which students may be most familiar. Students may also require support to understand that in some words ending with 'ost' the o is pronounced using its long sound ('o' as in 'most').

Student text

Rhyme time

lost cost

mist fist list

best rest test vest

fast last past mast cast

boost roost

toast coast boast

most post host

taste paste waste

Find the words containing st

Instructions

Mark the words which contain the st contraction.

Student text

Find the ones with st in them.

stop step stem hop

stag dog stun red

stick cluck stuck muck

stack back rock stock

cave stove five stave

hand band stand land

play day way stay

pink link stink wink

moan coast toast road

mist list kick fist

Make a dance

Instructions

Roll a dice and then read and perform the corresponding action. Roll again and add the next action to the sequence. Repeat until the desired number of steps are chosen and then repeat the pattern in time with music. Alternatively, provide the student with a 2 or 4 number sequence, have them read it and then perform the pattern. The student may also develop their own dance pattern or create one to be performed by a friend or the teacher.

Student text

Move and groove

1. step to the side
2. stamp stamp stamp
3. step in front
4. twist twist twist
5. step back
6. stick your hands in the air

Read and do

Instructions

Read each task before performing it.

Student text

Do the tasks in the list.

1. Stand on one leg.
2. Make a fist with your left hand.
3. Stamp your feet seven times.
4. Stand very still for ten seconds.
5. Rest your hands in your lap.
6. Pretend to look for a lost cat.
7. Jump five times then stop.
8. Say the days of the week as fast as you can.

Hurry to a hundred

Instructions

- Give the student 2-3 pairs of flashcards. (Begin with the contractions for still, must and first.)
- Read the words contained on each, teaching any new contractions as needed (had may need to be taught at this point).
- Shuffle the cards and place them face down on the table.
- Roll a dice.
- Pick cards off the pile, one at a time, turn them over and read the word, until the number of words read matches the number rolled on the dice.
- Award one point for each word read correctly.
- Add all read cards back into the pile and reshuffle before the dice is rolled for the next turn.
- When words in the pile are read with consistent accuracy, introduce a pair of cards containing a new word and continue.
- Add a second dice once there are 12 cards in the pile.
- Continue adding cards until all are in play.
- The game ends when the player reaches one hundred points (or another predetermined total).

Variations to promote practice or engagement

- Aim to complete each reading task within a given time limit.
- Play with multiple players and award one point per word read correctly in each round.
- Only include one card for each word.
- Play with different vocabulary.

St contraction shortform song/chant

Instructions

Read and rap the words or sing to the tune of *Mary Had a Little Lamb*.

Student text

still must first against against

against against

against against

still must first against against

first still must first against

must first still first must against

first against
still against
first must still against against
against still still first must

St touch words song/chant

Instructions

Sing the words to the tune of *Twinkle Twinkle*. For students who don't enjoy singing, rap or chant the words to a background beat or read and then reread, challenging the student to improve their time.

Student text

To the tune of *Twinkle Twinkle*
still first still first still still first
first must must must first still must
last first last first last must still
last fast first fast fast last must
most fast most last most most must
stay last most stay stay still first

Repeated reading of longer touch words

Instructions

Introduce the student to the new vocabulary. Examine each word to determine whether it contains an 's-t' contraction (three of the four new words do). Read and reread the words until the student is confident. **Note:** These words appear in the story *The Princess Makes A Friend*.

Student text

Some new words
story story story story
castle castle castle castle
forest forest forest forest
princess princess princess princess
castle forest story princess

forest story princess castle
princess story forest castle
castle forest princess story

Reading comprehension: The princess makes a friend

Instructions

Read the story and answer the questions on the following page.

Student text

The princess makes a friend

In the forest there was a castle and in the castle in the forest there was a princess. The princess was sad as the princess had no friends.

One day, a stray cat got lost in the forest. The stray cat came to the castle.

First, the princess gave the stray cat some milk. Then the princess gave the stray cat a pat.

The stray cat liked the princess. So from that day, the stray cat stayed in the castle in the forest with the princess.

From that time, the princess had a best friend and was happy.

The end

True or False

1. In the story there was a castle in a forest.
2. The princess in the story gave the cat some milk.
3. The stray cat in the story did not like the princess.

Empty hands

Instructions

1. Give the student a flashcard and tell them what it says before asking them to read it back to you.
2. Give them the matching card and ask them to read that also. If they are correct, they can give both cards back to you. If not, they can only give back the incorrectly read card.
3. If the cards were all returned to you, skip this step and move to step 4. Otherwise, read the card to the student, hand it back to them and have them read it to you. If they are correct, they can give you all of their cards.
4. The student earns one point whenever they can return all of their cards to the card giver.

5. Choose another pair of matching cards from the pile and add them to the two already in your hand.
6. Introduce a new word, tell the student what it says and have them read it back.
7. Give the student another card, containing either the new word or one of the others already in your hand from previous rounds. If they read it correctly, they keep it, if they are incorrect, they must return it for you to read. You then add it to the cards in your hand and use it at a later point in the same round.
8. Repeat step 7 until your hands are once again empty and the student is able to earn a point by returning all cards.
9. Repeat from step 5, introducing a new word every round. Previous cards must remain in the game.

Variations to promote practice or engagement

- Play for points until three cards have been misread, at which point the game ends. Then replay to attempt to beat previous highest scores (bonus chances/lives may be awarded at certain intervals or rounds, such as in rounds 3 and 5).
- Aim for a certain number of points within a certain time period.
- Use multiple sets of cards and adapt rules to make a multi-player game.
- Add more and different cards.
- Set a time limit in which a round must be completed and restart the round and clock if the time elapses before the student scores a point.

Toss the coin

Instructions

Take turns to toss a coin (heads equals 1 and tails equals 2). Move the marker one or two positions down the page according to the result of the coin toss. If the player can read the sentence correctly, they may stay there. If they cannot read it, the teacher must provide the correct answer and the student must move back up three places. The student should also check the teacher's or other opponent's answers by reading the appropriate sentences.

Student text

Toss the coin

1. I can run very fast.
2. He came first.
3. It is the first day in June.
4. I was last to cross the line.
5. He had the last bit of cake.
6. The ref had to stop the first game.

7. Stop and stand still.
8. Is he still mad with you?
9. You must not rest your leg against that.
10. I am against that plan.

Writing activities

Write a st word that rhymes

Instructions

Write a word containing the st contraction to rhyme with each word in the list.

Student text

Write a st word that rhymes.

1. mop
2. hand
3. ramp
4. keep
5. good
6. day
7. hill
8. luck
9. rain
10. pale

Brainstorm st endings

Instructions

Write words which end as listed. The teacher may give the student clues if they are struggling to think of words.

Student text

Brainstorm and write as many words as you can that end in:

1. -est
2. -ost
3. -ist
4. -ast
5. -ust
6. -oast

Flip and write

Instructions

Place a selection of flashcards face-down in a pile. Flip over the top card. Roll a dice. Then write the word on the face-up card as many times as indicated by the dice. Remove the completed card from the pile of cards and repeat the process.

Write what you hear

Instructions

Write the words I say. If you're not sure how to spell them, just do your best to write the sounds you hear. **Note:** It is extremely important that students develop the skill to use invented spelling rather than relying on adults to provide correct spelling of words. If a student is reluctant to write words when they are not completely certain of the accurate spelling, award them 1 point for each word attempted and an additional point for a correct s-t sign. Do not award any points or make an issue of correct/incorrect spelling for this activity.

Sample list of words for teacher to say

1. best
2. lost
3. stop
4. list
5. rust
6. rest
7. stem
8. nest
9. bust
10. cost

Guess the word

Instructions

Pick the word to best match each clue. **Note:** The student should write down the number, then the word. They do not need to rewrite the clue itself. A piece of Blu Tack may be placed on each word once chosen to help the student keep track of choices remaining.

Student text

Pick the word that best fits the clue.

stuck last nest must stay stand

1. a home for a bird
2. at the end
3. a trick some dogs can do
4. you can get this way in mud
5. same as have to
6. opposite of sit

Cluster 2: th, this, through, although

Important notes:

- The 't-h' contraction is introduced in this unit. It is very important to describe it to the student using the appropriate dot numbers (1-4-5-6) rather than as backwards 'p'. If the student makes the connection for themselves, acknowledge it and move on.
- The 't-h' contraction when standing alone without any other adjoining letters, represents the word 'this'. Although the 'this' contraction may not be joined to any other letters, it can co-exist with any punctuation.
- The shortform for 'through' is formed by preceding the 't-h' contraction with a dot 5 and may be described as 'dot 5, t-h' or 'dot 5, t-h contraction'.
- The shortform for 'although' is 'a, l, t-h'.

Objectives

- Learn the 't-h' contraction.
- Learn the contraction for 'this'.
- learn the contraction for through.
- Learn the shortform for although.
- Read and write words containing the 't-h' contraction.
- Read and write sentences which include braille contractions for this, through and although.
- Read and write the touch words this, through, although, three, think, than, teeth and birthday.

Resources to prepare

- two flashcards for each of the following words: this, through, although, three, think, than, teeth and birthday
- two six-sided dice
- items for discovery box.

Discovery box

- Create a braille name card for each object within the box (cut off the top right corner).
- Include three or more items according to student need, experience and interest.
- Include objects with a variety of tactile and sensory qualities (texture, size, shape, weight, scent, colour - for students with colour perception).
- Wherever possible, use real objects.

bath, bathmat, bathroom, bathtub, cloth, footpath, froth, goth, mammoth, maths, maths book, moth, path, sloth, teeth, tooth, thicket, thief, thimble, thorn, three, throat, thug, thumb

Follow-up activities

- Find the unfamiliar sign on each name card.
- Order objects according to size, length or weight.
- Match name cards to objects.
- Think of five different words to describe each object.

Reading activities

Words that rhyme

Instructions

Read the pairs of words, the second of which begins with the 't-h' contraction.

Note: Introduce the 't-h' contraction prior to this activity.

Student text

Words that rhyme

din thin

pink think

man than

sank thank

tree three

mud thud

bump thump

pick thick

Find the word with th in it

Instructions

Mark the word which has a th in it. **Note:** It doesn't matter if the student cannot read all words.

Student text

Find the word with th in it.

cloth rag rug

ant moth bug

sink bath pool

koala possum sloth

thin slim little

one two three

first second third

track path road

Odd one out

Instructions

Mark the word on each line which does not rhyme. **Note:** This may be a good opportunity to discuss the sound made by double e.

Student text

Find the one that does not rhyme.

bin thin tank

pick luck thick

cup drank thank

tick sink think

bath path tap

see three net

keep deep teeth

than feel seel

beef thud reef

need seed maths

More than three

Instructions

Read the sentences and answer yes or no.

Student text

Yes or no

1. Do you have more than three legs?
2. Do you have more than three hats?
3. Do you have more than three lips?
4. Do you have more than three friends?
5. Have you had more than three birthdays?
6. Do you have more than three teeth?
7. Do you have more than three beds?
8. Do you have more than three pets?

9. Do you have more than three hips?
10. Do you have more than three pens?

This is

Materials required

- a non-slip mat or long tray to hold items
- something made of cloth
- something not made of cloth which relates to a bath (soap, plug, bath toy)
- an object related to maths (abacus, calculator, ruler, multilink cubes, etc)
- three other items.

Instructions

Arrange the six items in a line as follows: bath-related, math-related, any object, any object, object made of cloth, any object. Have the student roll a dice, read the sentence which corresponds to the number rolled, and find the item matching the description.

Student text

Roll a dice then find the item.

1. This one is made of cloth.
2. This one is the fifth.
3. This one has to do with maths.
4. This one is the third.
5. This one is for the bath.
6. This one is the sixth.

Make it

Instructions

Create a visual or tactile picture, attach a texture or real object, or make a model from playdough to match each description.

Student text

Make it

1. I got this one for my birthday.
2. This one is thick.
3. This one is thin.
4. This one has three sides.

A big hike

Instructions

Make a sound effect to match each sentence. Then decide in which order to complete the hike. The student may decide to follow the original track, or they may choose a different track to take. It may help to write the numbers in the order in which the student wants to complete them so they can check the number of each step before reading it. Then read the story, with sound effects. **Note:** This is a good opportunity to discuss the differences between various environments. Ask questions to determine how well the student understands concepts such as scrub, swamp and creek.

New contractions

The shortforms for yourself (y, r, f) and again (a, g) are used in this activity.

Student text

Pick a way to go. You do not have to go from 1 to 2. You may go 1 then 6 then 3. You can pick for yourself.

We went through the gate.

1. Then we went through the scrub.
2. Then we went through the cave.
3. Then we went through the grass.
4. Then we went through the mud.
5. Then we went through the swamp.
6. Then we went through the creek.
7. Then we went through the sand.
8. Then we went back through it all again.

Hurry to a hundred

Instructions

- Give the student 3 pairs of flashcards.
 - Read the words contained on each, teaching any new contractions as needed
- Note:** Include although as one of the cards.
- Shuffle the cards and place the pile face down on the table or in a small container.
 - Roll a dice.
 - Pick cards off the pile, one at a time, turn them over and read the word, until the number of words read matches the number rolled on the dice.
 - Award one point for each word read correctly.
 - Add all read cards back into the pile and reshuffle before the dice is rolled for the next turn.

- When words in the pile are read with consistent accuracy, introduce a pair of cards containing a new word and continue.
- Add a second dice once there are 12 cards in the pile.
- Continue adding cards until all are in play.
- The game ends when the player reaches one hundred points (or another predetermined total).

Variations to promote practice or engagement

- Aim to complete each reading task within a given time limit.
- Play with multiple players and award one point per word read correctly in each round.
- Only include one card for each word.
- Play with different vocabulary.

Race to the end

Instructions

The aim of the game is to move a marker along each line (left to right) and down the page (one a line is finished; the marker progresses to the beginning of the next line) to reach the end. Players take turns to roll the dice and then move their marker along the number of words rolled. They must read each word as they move along the line. If they cannot read a word correctly, the correct answer is provided and they must stop on the word prior to the incorrectly read word. The winner is the first to make it to, and correctly read, the final word.

Student text

(Note that words are separated by tracking dots)

Race to the end.

this through three teeth birthday

than although this think birthday

think through teeth although three

than teeth think this birthday

although three three teeth birthday

than think three this through

Silly voices

Instructions

Roll the dice to find out which voice to use, then read the sentence.

Student text

Silly voices

Voices

1. Say it like a kid of less than three.
2. Say it like you have no teeth.
3. Say it like you think it is a question.
4. Say it in a way you think is silly.
5. Say it more than one time.
6. Say it like you just trod on a thorn.

(Opposite page)

Sentences

1. I got this for my birthday.
2. He is just three.
3. It has big teeth.
4. I like maths.
5. This is mine.
6. Do not go through there.
7. I like you although you do not like me.
8. I like my cat although it bit me.
9. This is a moth.
10. This is made of cloth.

Writing activities

Write a th word which rhymes

Instructions

Write a word beginning with th to rhyme with the word provided.

Student text

Write a th word that rhymes.

1. tree
2. pink
3. jump
4. kiss
5. sank
6. man
7. to
8. kick
9. hug
10. tin

Brailercise

Instructions

Write a word or sentence as dictated by the teacher, before performing an exercise. For example, after writing each word or sentence, stand up and turn around or stretch arms above head and clap three times. The student and teacher or a friend can compete to finish each word and exercise first. (Be mindful of safety).

Write with speed.

Instructions

Set a timer for one minute or another time period and have two players compete to write the word or sentence as many times as they can before the timer rings. Players receive one point per correct answer. The winner is the player with the highest score. **Note:** the student must use any contractions given in the text. opposing players may write using print or braille. Ensure that students place a space or new line after each word/sentence.

Student text

Write with speed

1. this
2. thank you
3. Do not go through there.
4. I love maths.
5. Is it your birthday?
6. teeth
7. I think a lot.
8. although
9. I have more than he does.
10. one two three

Silly sentences

Instructions

Copy the sentence starters and complete with your own words. If completing with a friend or teacher, see who can make the silliest sentence. **Note:** Encourage the student to complete the sentence independently and allow them to use invented spelling. The important aspects of the task are copying the first portion of the sentence correctly and independently completing the sentence, with words which the student can read back.

Student text

Add a silly end.

1. For my birthday I want a ----
2. I like maths more than ----
3. I have three ---
4. I ran through the ----
5. This is my ----

Loui says

Instructions

The student starts with their hands on their head, knees, or another predetermined place. The teacher then gives the prompt 'Loui says' followed by a targeted word or contraction. E.g., 'Loui says, write the th contraction.' The student needs to begin braille the contraction or word within a certain time period (for most students, this should be 1-2 second to take their hands off head and place on braille writer keys). The teacher tries to trick the student by sometimes omitting the 'Loui says' part of the direction. When this happens, the student should keep their hands in

the starting position and not move them to the braille writer keys. If they do this, they win a point.

Variations to promote practice or engagement

- Play with a group of students and take turns to give the directions.
- Award one point per correctly written word or contraction and two for correctly refusing an instruction not preceded by 'Loui says'. Two or three points may also be deducted for initially neglecting to follow a 'Loui says' direction.

Cluster 3: ar, today, tomorrow, tonight

Important notes:

- The 'a-r' contraction is formed using dots 3, 4 and 5.
- Although in some teaching schemes students are taught to decode 'ear' as 'ea-r', braille readers will typically decode this as a single trigraph.

Objectives

- Learn the 'a-r' contraction.
- Learn the shortforms for today, tomorrow and tonight.
- Read and write words containing the 'a-r' contraction.
- Read and write sentences which include braille contractions for today, tomorrow or tonight.
- Read the touch words: are, park, car, started, farm, year, dear and hear.

Resources to prepare

- two flashcards in contracted braille for each of the following words: are, park, car, started, farm, year, dear, hear, today, tomorrow and tonight
- two six-sided dice
- items for discovery box.

Discovery box

- Create a braille name card for each object within the box (cut off the top right corner).
- Include all items in bold plus additional items (according to student need, experience and interest).
- Include objects with a variety of tactile and sensory qualities (texture, size, shape, weight, scent, colour - for students with colour perception).
- Wherever possible, use real objects.

card, jar, scarf, aardvark, alarm, aquarium, ark, arm, armpit, army, art, asparagus, bar, barb, barbecue, bark, barley, barn, barnyard, bear, board, car, caramel, carburettor, cardboard, cargo, carp, carpark, carpet, cart, carton, cartoon, carrot, cellar, cigar, collar, cupboard, dart, dollar, dwarf, ear, earmuffs, earwig, farm, farmyard, garage, garbage, garlic, guitar, hare, harmonica, harp, harpoon, heart, jaguar, kangaroo, keyboard, lark, leopard, library, lizard, macaroni, marigold, mark, market, marmalade, mascara, parasol, park, parrot, parsley, parsnip, pear, pillar, sugar, tar, target, tarmac, tarp, tartan, tear, tiara, yard, yarn

Follow-up activities

- Find the new sign on the name cards and match cards to objects.
- Compare the materials from which different objects are made and describe their characteristics (smooth, rough, heavy, flexible, rigid, soft, hard).
- Discuss jars, the materials used to make them and the various things they may contain.
- Practice opening and closing jars.
- Investigate different ways to wear a scarf.
- Talk about cards and various types (place card, postcard, birthday card, thank you card, etc).

Reading activities

Rhyming words

Instructions

Read the words. Those under the line are more challenging and may be attempted as a challenge if desired.

Student text

Rhyming words

bar car far

jar tar star

park dark shark

harp tarp sharp

dart chart start

arch march

darling starling

charming harming

Find the words with ar in them

Instructions

Use stickers, Blu Tack, drawing pins (if the paper is placed on top of a cork board, crayon or similar to mark all of the words which contain the ar contraction).

Student text

Mark all the ones which have ar in them. Some lines will have more than one.

bus car truck

jar box bag

tree stem bark

rope tarp tent

shark carp fish

card yarn string

park garden farm

moon star sun

Mark Jack Tom

Tash Tara Tran

Guess the word

Instructions

Read the clues to guess the mystery objects. The answers can be found under the line.

Student text

What are they?

1. What are they? They are sharp. Sharks have a lot of them. You should brush them every day.
2. What are they? They are very far away. They are bright. They are seen at night. They are in a song for children.
3. What are they? They are in a car. They are on a bus. They are in a train. They are in a jet. They are in your school. They are for sitting on.

Answers

1. teeth
2. stars
3. seats

Sing along songs

Instructions

Introduce the contraction for tonight (t, n). Then read the lyrics to the song *Star Light Star Bright*. Then look online for recordings of this song and sing along, trying to ensure that fingers keep pace with the singing. Some versions use slightly different words, so the student may also enjoy the challenge of listening to different versions and checking to see if there are any differences in the lyrics. Then repeat the same activities with *Are You sleeping*. **Note:** The purpose of this activity is rereading to increase speed and automatic recognition of words so while the student is likely to quickly memorise the text, it is essential that their fingers are on the correct words. You may like to randomly pause the song to check that the student's fingers find the correct word quickly.

Student text

Star light, star bright
Star light, star bright,
The first star I see tonight,
I wish I may, I wish I might,
Have the wish I wish tonight.

Are you sleeping
Are you sleeping, are you sleeping,
Brother John, brother John,
Morning bells are ringing, morning bells are ringing,
Ding ding dong, ding ding dong.

Today tomorrow tonight reading rap

Instructions

Introduce or revise the braille contractions for today (t, d), tomorrow (t, m) and tonight (t, n). then read the text to a background beat. The beat may be produced by the student stamping their feet, the teacher tapping or playing an instrument or by playing a recorded drum beat or other repetitive backing track. Focus on having the student move their hands smoothly across the lines.

Student text

Rap it

today today today today today today today today today
today tomorrow today tomorrow today tomorrow today tomorrow
today tomorrow tonight tomorrow today tomorrow tonight tomorrow
tonight tomorrow tonight today today tomorrow tonight tomorrow
tomorrow tonight today tonight tomorrow tonight today tonight
tomorrow tomorrow tomorrow tomorrow today tonight today tomorrow
tonight tomorrow tonight tonight tomorrow today today today
today tonight tomorrow tomorrow today tonight tomorrow today

No more than four

Instructions

Roll a dice and read the sentence. Each time a sentence is read, the student should place a mark against that number on their page. One point is gained for each sentence read correctly. The game finishes when a person lands on a sentence which already has four marks against it on their sheet. At that point, all points earned for correctly read sentences are tallied and the player with the most points win. **Note:** Any sentences misread by the student should be read correctly by the teacher or another player. Incorrectly read sentences still receive a mark but the student does not receive a point toward their score. Variation: each player may continue until they reach four marks on a sentence, their score is then tallied and compared to the scores achieved by other players when they finished.

Student text

No more than 4

1. It is very dark tonight.
2. We will not go far in the car today.
3. I can see the stars tonight.
4. He will go to a farm tomorrow.
5. March will start tomorrow.
6. She went running in the park today.

Words with ear in them

Instructions

Introduce the 'ear' sound and draw the student's attention to the special shape that e followed by the 'a-r' contractions makes in braille. They may wish to relate this shape to a hook, a dip in the road or something else meaningful to them. Then read the text.

Student text

Words which have ear hiding in them.

ear hear

dear near

year fear

1. I can hear with my ears.
2. We are near the park.
3. Do not fear the dark.
4. We are in the same year at school.
5. She is my dear friend.

Braille bowling

Instructions

This is a two-player game in which a line of words represents a bowling lane and each word in the line a bowling pin. Each player should choose a bowling lane (line of words) but they must not tell their opponent which lane they have chosen. It does not matter if players choose the same lane as each other. Players then take it in turns to attempt to 'knock down' pins by asking 'do you have ... in your lane?', choosing words from the list of 'pins'. If the opponent does have the word, they tell how many pins have been knocked down i.e., how many times the word appears on their chosen line and they place a marker on the appropriate pins. The winner is the first to knock over all of the pins in their opponent's lane.

Student text

Braille bowling

pins:

are, park, car, started,

farm, year, dear, hear

dear year started year farm car park are are started

hear farm hear park hear dark are hear year started

car are car are started started hear hear dear year

Hurry to a hundred

Instructions

- Give the student 3 pairs of flashcards.
- Read the words contained on each, teaching any new contractions as needed.

- Shuffle the cards and place the pile face down on the table or in a small container.
- Roll a dice.
- Pick cards off the pile, one at a time, turn them over and read the word, until the number of words read matches the number rolled on the dice.
- Award one point for each word read correctly.
- Add all read cards back into the pile and reshuffle before the dice is rolled for the next turn.
- When words in the pile are read with consistent accuracy, introduce a pair of cards containing a new word and continue.
- Add a second dice once there are 12 cards in the pile.
- Continue adding cards until all are in play.
- The game ends when the player reaches one hundred points (or another predetermined total).

Variations to promote practice or engagement

- Aim to complete each reading task within a given time limit.
- Play with multiple players and award one point per word read correctly in each round.
- Only include one card for each word.
- Play with different vocabulary.

Memory

Materials required

- 5-12 pairs of flashcards containing focus touch words. It is essential that there are two cards for each word
- a non-slip mat, 12-cup muffin pan, or other device to keep cards organised.

Instructions

Place all cards face-down in an organised way. Take it in turns to turn over and read two cards. If the two cards turned on a single turn are a pair, the player keeps them. If they do not match, they are turned face down again. Allow the braille reader to check the position of any cards turned by an opponent before they are turned back over so that they can learn their positions. Ensure that cards remain in the same positions on the playing surface. The winner is the player with the most pairs.

Writing activities

Make a card

Instructions

Read the directions and example phrases. Then follow the below directions to make a card which incorporates words containing the 'a-r' contraction. The student should generally be able to complete these steps with verbal instructions only.

1. Fold a piece of braille paper or coloured card (approximately 160-180gsm) in half, pinching the crease firmly before opening the card out again.
2. With the folded paper open so that the crease runs vertically down the centre, insert it into the brailler.
3. (If using a Perkins) Set the margins by completing the following steps
 - a. Pinch and slide the right-hand margin adjuster at the back of the machine until the indicator can be felt/seen just to the right of the paper **Note:** that the adjuster and indicator do not align so when the indicator is positioned correctly, the adjuster will be to the left of the edge of the paper.
 - b. Press the space bar until the embossing head/carriage/cursor is approximately one space to the right of the crease. Then set the left-hand margin to the same position by pinching and sliding the adjuster at the back of the machine to the right until it can go no further (it cannot move past the position of the embossing head).
 - c. Check that the left-hand margin is correctly set by pressing the backspace key, if the embossing head does not move, then the margin is set to that point.
4. Write the text of the card to the right of the crease. This will happen by default if the margins have been set correctly.
5. Remove the paper from the brailler and return the left-hand margin to its default position. Depending on the paper size, the right-hand margin may also require readjustment so that the next text produced does not run off the right-hand edge of the page.
6. Fold the left-hand side of the page over the brailled text on the right.
7. Decorate the front of the card using stickers or in any other way as desired and time permits.
8. (Optional) The teacher may wish to overwrite the brailled text in print for the benefit of the card recipient.

Note: Bullet points and the shortform for 'ever' (dot 5, e) are introduced in the text for this activity.

Student text

Make a card

Make a card for someone. You can start like this:

Dear ----

I made this card just for you.

Here are some more things you might like to say:

- I am glad that you are my ----.
- I hope that you are having a good day.
- You are a very kind friend.
- You are the best ---- ever.

Write some that rhyme

Instructions

Write as many words as you can think of which rhyme with the given word.

Student text

Write some that rhyme

Write as many words as you can think of which rhyme with the following:

1. gar
2. ark
3. art
4. arm
5. carp
6. lard

Write what you hear

Instructions

Write the words I say. If you're not sure how to spell them, just do your best to write the sounds you hear. **Note:** It is extremely important that students develop the skill to use invented spelling rather than relying on adults to provide correct spelling of words. If a student is reluctant to write words when they are not completely certain of the accurate spelling, award them 1 point for each word attempted and an additional point for a correct 'a-r' sign. Bonus points may be awarded for including other known contractions such as 's-h', 's-t' or 'c-h'. Do not award any points or make an issue of correct/incorrect spelling for this activity.

Sample list of words for teacher to say

car, far, star, park, dark, mark, bark, ark, shark, farm, harm, charm, harp, sharp, tarp, arm, art, start, chart, arch, march, ear, fear, near, year

Flip and write

Instructions

Place a selection of flashcards face-down in a pile. Flip over the top card. Roll a dice. Then write the word on the face-up card as many times as indicated by the dice. Remove the completed card from the pile of cards and repeat the process.

Write a nonsense rap

Instructions

Use some of the words found within this unit to create a nonsense braille reading practice rap. Then record yourself reading it or give it to a teacher or friend to read.

Example rap

farm park farm farm park

are are are are are are are

today tomorrow today farm tomorrow

started tomorrow started today

Cluster 3: ea, be, his, were, because, before, said

Important notes:

- The 'e-a' contraction is formed using dot 2 but may only be used within words. For words beginning or ending in ea, the two letters must be spelled out.
- The 'a-r' contraction is a stronger contraction than 'e-a' and therefore, in words containing 'ear' the 'a-r' contraction is used rather than the 'e-a'.
- Although in some teaching schemes students are taught to decode 'ear' as 'ea-r', braille readers will typically decode this as a single trigraph.
- The contractions for the words 'be' (dots 2-3, – lower b), 'his' (dots 2-3-6, – lower h), and 'were' (dots 2-3-5-6, – lower g), are known as lower wordsigns and, in general, may not be followed by punctuation. In cases where a comma, full stop, or question mark follows a word typically represented by a lower wordsign, the wordsign cannot be used and the word must instead be spelled out, although other contractions (such as the 'e-r' contraction in 'were') may be used.
- The shortform for 'because' is formed using dots 2-3 followed by the letter c. It may also be described as 'lower b, c'. Similarly, the shortform for 'before' is formed using dots 2-3 followed by the letter f and may also be described as 'lower b, f'.
- The shortform for 'said' is 's, d'.

Objectives

- Learn the 'e-a' contraction and the rules pertaining to its use.
- Learn the lower wordsigns for be, his and were.
- Read and write words containing the 'e-a' contraction.
- Read and write sentences which include braille contractions for: be, his, were, because, before and said.
- Read and write the touch words: really, beach, ice-cream, read, team, head, dead, because, before, and said.

Resources to prepare

- two flashcards for each of the following words: really, beach, ice-cream, read, team, head, dead, because, before and said
- two six-sided dice
- items for discovery box.

Discovery box

- Create a braille name card for each object within the box (cut off the top right corner).
- Include all items in bold plus additional items (according to student need, experience and interest).
- Include objects with a variety of tactile and sensory qualities (texture, size, shape, weight, scent, colour - for students with colour perception).
- Wherever possible, use real objects.

bead, jeans, leaf, beak, beam, bean, beanbag, beat, bread, cream, creature, dream, head, heap, ice-cream, jellybean, lead, meat, meatball, ocean, peacock, peanut, seat, teapot, teaspoon, weasel

Follow-up activities

- Find the unknown symbol in each word and match name cards to objects.
- Brainstorm 5 or more words to describe each object.
- Explore different types of leaves (size, shape, scents, fresh, dried, nibbled by insects, etc).
- Compare jeans to other types of pants. What makes them unique?
- Thread beads of different sizes and shapes to make patterns.

Reading activities

Rhyming words in which ea makes the long e sound.

Instructions

Read these ea words in which the ea makes the long e sound.

Student text

Rhyming words

Read the rhyming words on each line.

team beam dream

seat meat neat

bean lean clean

leap heap cheap

beach reach teach

beast yeast feast

bead read lead

beak weak leak

Distinguishing the 'e-a' contraction from a

Instructions

Find and mark the word on each line which contains the 'e-a' contraction. **Note:** If students struggle with this activity, encourage them to notice whether the single dot is at the top of the cell or in the middle row.

Student text

Find the word with ea in it.

sat seat sat

hat hat heat

bat bat beat

bead bad bad

leap lap lap

fast feast fast

chap chap cheap

ban bean ban

New contraction: were

Instructions

Introduce the contraction for 'were' (dots 2-3-5-6, also described as 'lower g'). Let the student know that this contraction cannot have punctuation following it. You may wish to make up a story such as, 'were doesn't like anyone to touch it's back so if a full stop or comma comes after it, it refuses to play and you have to write the word out instead (when written out, were includes the 'e-r' contraction).

Student text

A new contraction

1. We were the best team there.
2. You were in my dream.
3. The chips were cheap.
4. They were sitting on the seat.
5. They were green beans.
6. There were bright beams of light.
7. There were heaps of them.
8. The dogs were mean.
9. My socks were clean.
10. The peas were in the pod.

Find and read it

Instructions

Introduce the contraction for his (dots 2-3-6, also described as 'lower h'). Find the sentences according to the following clues.

1. Read the last sentence.
2. Read the sentence which starts with the word 'we'.
3. Read the sentence about his cats.
4. Read the two sentences which mention his friends.
5. Read the sentence which ends with the word 'seat'.
6. Read the sentence about his feet.
7. Read sentence number 7.

Student text

Find and read it.

1. His friends were mean.
2. We were on his team.
3. His cats were in his dream.
4. His feet were not clean.
5. His friends were at the beach.
6. The pens were on his seat.
7. His plans were mean.
8. His beads were on a string.

Some sounds ea makes

Instructions

Read down each column.

Student text

Read down each list of words to find some sounds ea makes.

seat	head
mean	bread
read	dead
heat	read
beach	lead
feast	spread
team	dread
beak	tread

Reading comprehension: Dean's special day

Instructions

Introduce the braille contraction for 'be' (dots 2-3, also described as 'lower b'). Assist the student to read the title, especially if 'special' is an unfamiliar word. Then allow the student to read the text. If they have progressed well through previous units in this program, they should be able to read it independently. After they have read the story several times, have them read the comprehension questions, and locate the part of the text which provides the answer.

Student text

Dean's special day

This is Dean. It will be his birthday on Sunday. He will be six.

It will be a fun day. His friends from his cricket team will be there. There will be cake and chips. There will be ice-cream too.

When his friends go home, there will be a special family lunch. There will be heaps of good things to eat. His mum will be there and his dad will be there. His gran will be there and his pop will be there. They will be giving Dean gifts.

Dean thinks that this Sunday will be his best birthday yet.

Questions

1. How old will Dean be on Sunday?
2. What food will Dean be eating with his friends?
3. Name two people who will be at the lunch.
4. What will people be giving dean on his birthday?
5. Does Dean think that he will have a good birthday?

Some new contractions

Instructions

Introduce the contractions for because, before and said and have the student read them and the sentences below the line.

Student text

Some new contractions

because because because because because because

before before before before before before before

said said said said said said said said said

because before said because before said said before because before said because

1. I said it before.
2. Because I said so.
3. Because you said it before.
4. He said that he was sad before because you were mean.

Make the voices

Instructions

Read each sentence. **Note:** The opening and closing quotation marks are introduced in this activity and may require explanation if the student has not yet encountered them.

Student Text

Change your voice to match the speaker.

1. 'I really like the beach,' said the little kid.
2. 'I really like to read,' said the old man.
3. 'I will be really good,' said the dog.
4. 'I really like ice-cream,' said the vet.
5. 'Ice-cream is really yuck,' said the kid.
6. 'I will be really mean,' said the mean kid.
7. 'The beach is really wet and I do not like it,' said the princess.
8. 'I really want to steal your meal,' said the cat.

Find the uncontracted words

Instructions

Mark the words which are not shortforms or do not contain contractions.

Student text

Find the word in each sentence which is spelled letter by letter.

1. He said that you could go before us.
2. Mum said she should stop eating before she popped.
3. They were glad because she said good things.
4. She said they could not swim before eating.
5. Beth said she would not go because she was sick.
6. Jean was mad because she had said it before.
7. Just do it because I said so.
8. He said that it will be spring before long.

Power towers

Materials required

- a selection of at least 12 flashcards containing words to be practiced (preferably 2 cards for each word)
- a small container to contain cards
- 1 dice
- interlink cubes or other blocks of uniform size

Instructions

Shuffle the cards and place them face down in the container, between the two players. The first player rolls the dice and takes cards from the top of the pile to match the number rolled (if 3 is rolled, they take the top 3 cards). The player then reads each of the cards taken. If they can read all cards accurately, they may keep them and receive 1 building block per card. If they are not able to accurately read all cards, then all cards are added to the bottom of the pile in the container. The next player takes a turn, following the same process. Play continues until the container is empty. The winner is the player with the tallest tower (most cards in their possession).

Writing activities

Write some that rhyme

Instructions

Write as many words as you can think of which rhyme with the given word.

Student text

Write as many words as you can think of which rhyme with the given word.

1. beam
2. Jean
3. least
4. each
5. eat

Copy the cards

Instructions

Place the premade cards in a pile. Draw one and copy the word. Set a goal such as 4 cards correctly copied in 1 minute, and try to achieve it.

Unjumble the sentence

Instructions

Write the words in order to create a sentence.

Student text

Unjumble the words to make a sentence.

1. I read. can
2. said He it.
3. It a seat. is
4. a head. have I
5. want I ice-cream. some
6. They like really it.
7. I bread. like to eat
8. We the to went beach.
9. was That mean. Really
10. your am I on team.

Loui says

Instructions

The student starts with their hands on their head, knees or another predetermined place. The teacher then gives the prompt 'Loui says' followed by a targeted word or contraction. E.g., 'Loui says, write the contraction for because.' The student needs to begin braille the contraction or word within a certain time period (for most students, this should be about 1 second to take their hands off head and place on braille writer keys). The teacher tries to trick the student by sometimes omitting the 'Loui says' part of the direction. When this happens, the student should keep their hands in the starting position and not move them to the braille writer keys. If they do this, they win a point.

Variations to promote practice or engagement

- Play with a group of students and take turns to give the directions.
- Award one point per correctly written word or contraction and three for correctly refusing an instruction not preceded by 'Loui says'.

Rewrite with punctuation

Instructions

Rewrite the sentences with correct punctuation.

Student text

Rewrite using capital letters and full stops.

1. they were hot because they were in the sun
2. the team will be here before long
3. she said that she would clean it
4. i really like to eat ice-cream at the beach
5. his name is dean

Cluster 3: er, him, ever, father, know, mother, part, under, work

Important notes:

- The 'e-r' contraction is formed using dots 1-2-4-5-6 and may be used in conjunction with any punctuation.
- The groupsign for 't-h-e' is considered to be a stronger contraction, and therefore this sign is used rather than the 'e-r' sign in words such as brother, other, and slither.

Objectives

- Learn the braille contraction for 'e-r'.
- Learn the braille contractions for him, ever, father, know, mother, part, under and work.
- Read and write words containing the 'e-r' contraction.
- Read and write the touch words her, sister, water, over, dinner, brother, him, ever, father, know, mother, part, under, work.

Resources to prepare

- two flashcards for each of the following words: her, sister, water, over, dinner, brother, him, ever, father, know, mother, part, under, work
- two six-sided dice
- items for discovery box.

Discovery box

- Create a braille name card for each object within the box (cut off the top right corner).
- Include all items in bold plus additional items (according to student need, experience and interest).
- Include objects with a variety of tactile and sensory qualities (texture, size, shape, weight, scent, colour - for students with colour perception).
- Wherever possible, use real objects.

folder, hammer, jumper, berry, boomerang, bulldozer, burger, butter, butterfly, camera, clover, computer, cucumber, deer, didgeridoo, eyedropper, ferry, fritter, glitter, helicopter, herb, jersey, knickers, ladder, lantern, lectern, mackerel, mermaid, mulberry, numbers, paper, pepper, popper, perfume, person, plunger, river, ruler, sanitizer, screwdriver, serviette, sifter, silver, snickers, spanner, spider, superhero, tiger, tweezers, water

Follow-up activities

- Match name cards to objects.
- Compare the weight of objects.
- Discuss similarities and differences between objects.
- Explore and practice using the objects (taking off/putting on the jumper, hitting nails with the hammer, putting work in the folder).

Reading activities

Him and her, read across, read down

Instructions

Introduce the 'e-r' contraction as seen in 'her' and the shortform for him (h, m). Then read along each line. Next, read down each column. Ask the student to find, the first row, second column, etc. **Note:** it is important for students to practice reading in columns.

Student text

Reading lines and columns

her her her her

him him him him

him her him her

her him her him

him him her him

her her him him

her him him her

him him her her

him her her her

her her her him

High frequency er words

Instructions

Introduce each new word as the student reads it. Read and reread the words above the line until the student is correctly reading both lines (even if there is still some guess work involved). Then read the sentences below the line.

Student text

Some new words

her sister water over dinner

dinner water sister over her

1. Her sister fell over.
2. Her sister can drink water.
3. Her sister came over for dinner.
4. Can her sister jump over the water?
5. Will her sister tip the water over at dinner?

Find the er contractions

Instructions

Mark all of the er contractions using Blu Tack, a sticker or similar.

Student text

Find the er word in each sentence.

1. She is my sister.
2. My sister is friends with him.
3. We fed him dinner.
4. Do not tip water on him.
5. I fell over him.
6. I sing better than him.
7. I like the number one.
8. Her cat bit him.
9. They fell into the water.
10. We fed him some dinner.

About my family

Instructions

Read the text and answer yes or no.

Student text

About my family

Answer yes or no.

1. I have a brother and a sister.
2. I have no brothers or sisters.
3. I have more than one brother.
4. I have more than one sister.
5. I have a mother.
6. I have a father.

Discovering new dot 5 words and rereading practice: Beth's family

Instructions

Let the student know that they are likely to find some new words in the text but that their first job is to simply do their best to follow along as you read. There will be time to investigate the new words later. Then read the text aloud to the student, while they follow along. Be sure to read at an appropriate pace to enable this to happen. The second time you read, have the student follow along again but ask them to tell you when they find any dot five words or dot five words hiding inside longer words. After the first two readings, reread the text in different ways.

- Have the student follow along and provide the next word when the teacher stops.
- The teacher reads everything except the dot five words, which the student reads aloud.
- The teacher and student read alternating words.
- Read in silly voices.
- Set a reading speed goal and use a stopwatch to see if the reading time can be improved.
- The first person begins reading, when they say 'pass' the other person must immediately take over. That person then reads until they call 'pass' at which time the first reader takes over again.
- Record the student reading and have them listen back to it.
- Read silently.

Student text

Beth's family

This is Beth's family. She has a mother, a father, a big brother and a little sister.

Her mother is a good runner. She could run forever and never ever stop.

Her father works at a bank. He works a lot.

Her brother can swim under water. He is good at swimming under water.

Her sister knows over a hundred songs. She sings them over and over and over and over. Sometimes Beth thinks that her sister will never ever stop singing. Sometimes Beth sings with her sister.

Beth is happy that she is part of such an interesting family.

Complete ten

Instructions

Each with their own copy of the playing text, players take it in turns to roll the dice and find the matching number. If the player who rolled can read the first word on the appropriate line, they must place a tactile marker above it. When that same number is next rolled by the same player, the player reads the first unmarked word on the line. If words are read incorrectly, the teacher should provide the correct answer so the student can read it correctly the next time. The winner is the first to have ten words on the same line marked as correctly read.

Student text

Complete ten

1. her him ever father know mother part under work her
2. him him her her work work know know ever ever
3. mother father mother father under under under under work work
4. part part work under mother know father ever him her
5. know work under know work under part ever part ever
6. ever work know mother father part under him her work

Toss the coin

Instructions

Take turns to toss a coin (heads equals 1 and tails equals 2). Move the marker one or two positions down the page according to the result of the coin toss. If the player can read the sentence correctly, they may stay there. If they cannot read it, the teacher must provide the correct answer and the student must move back up three places. The student should also check the teacher's or other opponent's answers by reading the appropriate sentences.

Student text

Toss the coin

1. Do you know him?
2. Her brother was late for work.
3. Fish can swim under water.
4. I have never met her sister.
5. My little brother fell over.
6. Do you know what we will have for dinner?
7. The river has water in it.
8. She sang her part.
9. My brother jumped over a log.
10. My sister can sing.

11. My father made dinner.
12. Her mother is a fast runner.

Do you have it?

Instructions

Note: This is a two-player game.

- Choose at least five pairs of flashcards.
- Read through the pile to check that the student can read all cards with some consistency.
- Shuffle the cards and give each player three.
- Players should read their cards and set aside any pairs.
- Player 1 then chooses one of their cards (there will only be one to choose from if their original 3 contained a pair) and asks player 2 if they have a match. I.e., 'Do you have where?'
- If player 2 has the requested card, they hand it over and player 1 sets aside the pair before taking the top card from the pile.
- Player 1 may then request another card to match one in their hand.
- Play passes to the next player when the opponent does not hold a requested card.
- The winner is the player with the most pairs at the end of the game.

More and more

Instructions

Read the words and circle those with the 'e-r' contraction in them.

Student text

More and more

Circle the words with er in them.

fat fatter fattest

thin thinner thinnest

tall taller tallest

small smaller smallest

late later latest

safest safe safer

brave bravest braver

higher high highest

tightest tighter tight

bright brighter brightest

Find all the cards

Instructions

Using the flashcards for this unit, find all cards which match a given description, or sort them into different categories.

Examples:

- Find all the family members.
- Find all of the words which use the 'e-r' contraction.
- Find all the words with er in them if you spell them out (father, mother and under would fit this category).
- Find all the dot 5 contractions.
- Find all the pronouns.
- Find all the words with n in them.
- Find all the single-syllable words.

Writing activities

Copy and complete

Instructions

Copy the sentences, replacing the dashes with appropriate words.

Student text

Copy and complete these sentences.

1. I ---- a sister.
2. I ---- a brother.
3. When I am big I want to work at ----.
4. I know ----.
5. I have never ----.
6. The best part of school is ----.
7. There is ---- under my bed.
8. I like to eat ---- for dinner.

Add er to these words

Instructions

Add the 'e-r' contraction to these words.

Student text

Add the er contraction to these words.

1. old
2. cold
3. fast
4. rich
5. tall
6. small
7. high
8. light
9. tight
10. soft

Add r to these words

Instructions

Add r to these words. You will need the 'e-r' contraction.

Student text

Add r to these words by dropping the e and using the er contraction.

1. safe
2. bake
3. ripe
4. late
5. drive
6. rude
7. write
8. glide
9. brave
10. slide

Loui says

Instructions

The student starts with their hands on their head, knees or another predetermined place. The teacher then gives the prompt 'Loui says' followed by a targeted word or contraction. E.g., 'Loui says, write the e-r contraction.' The student needs to begin braille the contraction or word within a certain time period (for most students, this should be about 1 second to take their hands off their head and place them on the braille writer keys). The teacher tries to trick the student by sometimes omitting the 'Loui says' part of the direction. When this happens, the student should keep their hands in the starting position and not move them to the braille writer keys. If they do this, they win a point.

Variations to promote practice or engagement

- Play with a group of students and take turns to give the directions.
- Award one point per correctly written word or contraction and three for correctly refusing an instruction not preceded by 'Loui says'.

Copy the cards

Instructions

Place the premade cards in a pile. Draw one and copy the word. Set a goal such as 4 cards correctly copied in 1 minute, and try to achieve it.

Cluster 3: ou, out, ought, ound and ount

Important notes:

- The 'o-u' contraction (dots 1-2-5-6) is introduced in this unit.
- When standing alone, the 'o-u' contraction represents the word 'out'.
- The 'o-u' contraction, when preceded by a dot 5, represents the letter grouping 'o-u-g-h-t'. This contraction may be used alone (to make the word 'ought') or as part of a longer word (such as thought or bought).
- The contractions for 'o-u-n-d' (dots 4 and 6, followed by d) and 'o-u-n-t' (dots 4 and 6, followed by t) are introduced in this unit and may be described as '4-6, d' and '4-6, t' respectively.
- The 'o-u-n-d' and 'o-u-n-t' contractions may not be used at the beginning of a word.
- Most students, will read the 'o-u-n-d' and 'o-u-n-t' groups as single units, and it is important that teachers accept this as correct pronunciation rather than requiring them to sound the parts out separately (as in 'ou, n, d' because this does not make sense in braille).

Objectives

- Learn the 'o-u' contraction.
- Learn the 'o-u-g-h-t' contraction as a standalone word and within high frequency words.
- Learn the braille contractions for 'o-u-n-d' and 'o-u-n-t'.
- Learn the shortform for out.
- Read and write words containing the 'o-u', 'o-u-g-h-t', 'o-u-n-d' and 'o-u-n-t' contractions.
- Read the touch words: house, out, favourite, our, outside, cousin, four, colour, thought, bought, found, round, playground, count and mountain.

Resources to prepare

- two flashcards for each of the following words: house, out, favourite, our, outside, cousin, four, colour, thought, bought, found, round, playground, count and mountain.
- two six-sided dice
- items for discovery box.

Discovery box

- Create a braille name card for each object within the box (cut off the top right corner).

- Include two or more items (according to student need, experience and interest).
- Include objects with a variety of tactile and sensory qualities (texture, size, shape, weight, scent, colour - for students with colour perception).
- Wherever possible, use real objects.

blouse, cloud, colour, couch, crouton, flour, grout, hourglass, house, lounge, mouse, mouth, pouch, scout, snout, soup, spout, sprout, trout, outlet

Follow-up activities

- Identify the unfamiliar braille sign on each name card.
- Order objects according to size, weight, height or length.
- Demonstrate the use of objects.
- List 5 or more words to describe each object.

Reading activities

Words containing ou

Instructions

Read the words and sentences.

Student text

Read it

loud proud

shout pout

couch pouch

mouth south

house mouse

1. Shout it out loud and proud.
2. There is a mouse on the couch in my house.

Silly voices

Instructions

Roll the dice to find out which voice to use, then read the sentence.

Student text

Silly voices

Voices

1. Shout it.
2. Say it like a mouse.
3. Say it with your mouth wide open.
4. Say it with a pout.
5. Say it without opening your lips.
6. Poke your tongue out as you say it.

Sentences

1. Get out of my house.
2. You should not jump out of that tree.
3. The mouse is very little.
4. Come out here and sit on the couch.

5. Get out of the mud.
6. Do not shout.
7. Let that mouse out of the trap.
8. Can you make your mouth pout?

Count them

Instructions

Introduce the braille contraction for 'o-u-n-t' (4-6, t). Then read the sentence, estimate the answer and then count to achieve the correct answer and compare it to your estimation.

Student text

Count them

Estimate then count.

1. Count the rooms in your house.
2. Count the legs on your chair.
3. Count the gates in your school.
4. Count the kids in your class.
5. Count the keys on your braille machine.
6. Count the teeth in your mouth.
7. Count the couches in a room at your school.
8. Count the tails on a mouse.

Braille shortcuts for ou, ound and ount

Instructions

Introduce the new braille shortcuts and read the words and sentences.

Student text

Some new braille signs

noun foul south cloud mouth

bound found ground hound mound pound round sound

count fount mount

foul found fount

mouth mound mount

rouse round recount

1. Count the round clouds.
2. I found a fount to the south.

Find it

Instructions

Find, name, draw or create from playdough an object to match each description.

Student text

Find, make or name it

1. something round
2. something for counting
3. something the size of a mouse
4. something that can make a loud sound
5. something that has a spout
6. something outside
7. something with a mouth
8. something found in a playground.

She'll be coming round the mountain: reading fluency and rereading

Instructions

Listen to the song and read the lyrics. Challenge the student to follow along with the words, even though they will likely find the song too fast to read each word carefully. It is still good practice for them to quickly glide their hands across the lines. If desired, the lyrics can then be used to perform other activities such as the following:

- mark all of the mountains
- find particular words
- count the occurrences of particular words, contractions or characters.

Note: the below link contains a version of the song with the lyrics as they appear in the student booklet. Use the repeated chorus as a chance to find the beginning of the next paragraph or give the fingers a wiggle break if needed.

<https://www.youtube.com/watch?v=KUdVCp8HcIs>

Student text

She'll Be Coming Round the Mountain

She'll be coming round the mountain when she comes,

She'll be coming round the mountain when she comes,

She'll be coming round the mountain,
Coming round the mountain,
Coming round the mountain when she comes.

She'll be driving six white horses when she comes,
She'll be driving six white horses when she comes,
She'll be driving six white horses,
Driving six white horses,
Driving six white horses when she comes.

Oh we'll all go out to meet her when she comes,
Oh we'll all go out to meet her when she comes,
Oh we'll all go out to meet her,
All go out to meet her,
All go out to meet her when she comes.

Hurry to a hundred

Instructions

- Give the student 3 pairs of flashcards.
- Read the words contained on each, teaching any new contractions as needed.
- Shuffle the cards and place the pile face down on the table or in a small container.
- Roll a dice.
- Pick cards off the pile, one at a time, turn them over and read the word, until the number of words read matches the number rolled on the dice.
- Award one point for each word read correctly.
- Add all read cards back into the pile and reshuffle before the dice is rolled for the next turn.
- When words in the pile are read with consistent accuracy, introduce a pair of cards containing a new word and continue.
- Add a second dice once there are 12 cards in the pile.
- Continue adding cards until all are in play.
- The game ends when the player reaches one hundred points (or another predetermined total).

Variations to promote practice or engagement

- Aim to complete each reading task within a given time limit.
- Play with multiple players and award one point per word read correctly in each round.
- Only include one card for each word.
- Play with different vocabulary.

Cross it out

Instructions

Read the instructions and cross out the appropriate word in each list.

Student text

Cross it out

1. Cross out the one which is not round.
leg ball apple
2. Cross out the one which you would not find in a house.
bed table mountain
3. Cross out the one which does not describe a mountain.
high big pet
4. Cross out the one which does not make a loud sound.
truck jet mouse
5. Cross out the one which is not in your mouth.
spit teeth hen
6. Cross out the one which is not found in a kitchen.
cup van plate

Some tricky ou words

Instructions

Tell the student the word at the start of line 1 and then have them repeat it, and read the line of repeated words. Follow this process for the remaining lines of repeated words. Then have the student read the tricky words that appear on the lines in which they are presented in different order. Finally, read the challenge sentence at the bottom of the page.

Student text

Some tricky ou words

four four four four four four four four

our our our our our our our our our our our our

cousin cousin cousin cousin cousin cousin

favourite favourite favourite favourite

colour colour colour colour colour colour

our four favourite cousin colour

favourite colour our cousin four

four cousin favourite our colour

colour our cousin four favourite

Our cousin has four favourite colours.

Ought, bought and thought

Instructions

Introduce the 'o-u-g-h-t' (dot 5, o-u contraction) contraction and then read the sentences, marking all of the 'o-u-g-h-t' occurrences.

Student text

Find the oughts.

1. You ought not to do that.
2. I bought a pet rat.
3. The kids fought a lot.
4. I had a good thought.
5. I ought to have bought it.
6. They ought not to have fought.
7. I thought you bought it.
8. I thought that you ought to have bought it.

Do you have it?

Instructions

Note: This is a two-player game.

- Choose at least five pairs of flashcards.
- Read through the pile to check that the student can read all cards with some consistency.
- Shuffle the cards and give each player three.
- Players should read their cards and set aside any pairs.
- Player 1 then chooses one of their cards (there will only be one to choose from if their original 3 contained a pair) and asks player 2 if they have a match. I.e., 'Do you have cousin?'
- If player 2 has the requested card, they hand it over and player 1 sets aside the pair before taking the top card from the pile.
- Player 1 may then request another card to match one in their hand.
- Play passes to the next player when the opponent does not hold a requested card.
- The winner is the player with the most pairs at the end of the game.

Writing activities

Use the shortcuts

Instructions

Rewrite the words using the appropriate braille contractions.

Student text

Rewrite using the braille shortcuts.

(**Note:** words are provided in uncontracted braille)

1. noun
2. loud
3. mouse
4. colour
5. round
6. found
7. count
8. mountain
9. mouth
10. counting

Race the clock

Instructions

Roll a dice, spin a wheel or pick a random number using some other method. Then, attempt to write the word or sentence the allotted number of times within ten seconds (or some other pre-determined period of time). A point is earned if the challenge is completed successfully.

Student text

Race the clock

1. colour
2. cousin
3. I bought it.
4. four
5. This is our house.
6. I went to the playground.

Silly sentences

Instructions

Copy the sentence starters and complete with your own words. If completing with a friend or teacher, see who can make the silliest sentence. **Note:** Encourage the student to complete the sentence independently and allow them to use invented spelling. The important aspects of the task are copying the first portion of the sentence correctly and independently completing the sentence, with words which the student can read back.

Student text

Add a silly ending to each sentence. Try to make a friend or your teacher laugh.

1. I have four ----
2. I like to shout at ----
3. My favourite colour is ----
4. My house is made from ----
5. I found a ---- in my sock.
6. I have a ---- mouth.
7. I like to ---- on the couch.
8. I ---- a mouse.

Flip and write

Instructions

Place a selection of flashcards face-down in a pile. Flip over the top card. Roll a dice. Then write the word on the face-up card as many times as indicated by the dice. Remove the completed card from the pile of cards and repeat the process.

Use the clues

Instructions

Read the clue and then write down the appropriate answer from the list provided.

Student text

Use the clues to guess the word.

four cousin favourite ground count

1. one more than three
2. one two three four five
3. your uncle's child
4. the thing you like the most
5. you stand on it

Cluster 3: ow, after, afternoon, again, almost, also, always, great and upon

Important notes

- The 'o-w' contraction is introduced in this unit and is formed using dots 2-4-6.
- If students confuse the 'o-w' contraction with the letter o, they will need to develop a trick to remember which is which.

Objectives

- Learn the braille contraction for 'o-w'.
- Learn the braille contractions for: after, afternoon, again, almost, also, always, great and upon.
- Read and write words containing the 'o-w' contraction.
- Read and write the touch words: down, how, now, show, rainbow, yellow, after, afternoon, again, almost, also, always, great and upon.

Resources to prepare

- two flashcards for each of the following words: down, how, now, show, rainbow, yellow, after, afternoon, again, almost, also, always, great and upon
- two six-sided dice
- small real objects, models or tactile picture cards of the following:
- items for discovery box.

Discovery box

- Create a braille name card for each object within the box (cut off the top right corner).
- Include at least three items (according to student need, experience and interest).
- Include objects with a variety of tactile and sensory qualities (texture, size, shape, weight, scent, colour - for students with colour perception).
- Wherever possible, use real objects.

bow, bowl, brown, brownie, burrow, cow, cowboy, clown, crow, crown, dowel, elbow, eyebrow, frown, gown, owl, pillow, rowboat, snow, sow, towel, town, trowel, willow

Follow-up activities

- Find the unfamiliar braille symbol on each name card.
- Match name cards to objects.
- Ask the student to find two objects which have something in common (the common feature could be provided, or students may determine it for themselves).
- Ask the student to choose their favourite object from the box and explain why it is their favourite.
- Give clues related to an item in the discovery box and have the student find it. E.g., this object is round and has bumpy skin – an orange.

Reading activities

The sounds ow can make

Instructions

Read down each column to discover the sounds 'o-w' can make. Then ask the student to find given words. Encourage them to use a systematic approach by listening to the vowel sound and then searching for the word in the appropriate column.

Student text

The two ounds ow makes

bow	cow
low	how
mow	now
row	wow
show	down
grow	town
snow	brown
blow	clown
flow	crown
throw	frown

Tongue twisters

Instructions

Read and reread the tongue twisters.

Student text

Tongue twisters

How fast can you say these tongue twisters?

1. How now brown cow.
2. Clowns frown down town.
3. Crows grow so slow.
4. The wind did blow and throw snow on the show.
5. That fellow did follow a yellow pillow.

Find the ow

Instructions

Mark the words which contain the 'o-w' contraction.

Student text

Find the words which have ow in them.

1. It is a cow.
2. He is a clown.
3. They went down to the shop.
4. I saw you in town.
5. The poo is brown.
6. I want a crown.
7. Snow is cold.
8. The duck was yellow.
9. That tree will grow very tall.
10. I went to a show.

Show me how

Instructions

Introduce the contractions for upon and great before reading and acting out the sentences.

Student text

Show me how

1. Show me how to stand upon one leg.
2. Show me how to rest your chin upon your hand.
3. Show me how to sit upon a chair.
4. Show me how to hop upon one foot.
5. Show me how to do a great big jump.
6. Show me how to do a great big yawn.
7. Show me how to do a great big stretch.
8. Show me how to do a great big grin.
9. Show me how to moo like a great big cow.
10. Show me how to walk like a great big clown.

Silly voices: Again and afternoon

Instructions

Introduce the shortforms for again (a, g) and afternoon (a, f). Then roll the dice to find out which voice to use, then read the sentence.

Student text

Silly voices

Voices

1. Say it like a cow.
2. Say it very slow.
3. Say it like a crow.
4. Say it like a clown.
5. Say it with your chin pointing down.
6. Say it like a queen with a crown.

Sentences

1. I will show you again this afternoon.
2. The cow ran away again this afternoon.
3. We can go to town again in the afternoon.
4. It is great if we can go to town again this afternoon.
5. We will see the clown again in the afternoon.
6. I like to nap now and then in the afternoon.
7. We saw the rainbow again in the afternoon.
8. We can ride upon the bus again in the afternoon.
9. We will feed the cow again in the afternoon.
10. We will put on the show again in the afternoon.

What do you think?

Instructions

Read each sentence and discuss whether you agree or disagree. This may be a good opportunity to discuss the fact that people sometimes have different opinions and experiences.

Student text

What do you think?

1. I almost always nap after I lie down.
2. You almost always see a rainbow after big rain.
3. You should almost always get chips after you see a show.
4. I almost always jump back up after I fall down.
5. I almost always play after school now.
6. Seeds almost always grow after you put them in soil.
7. People almost always ask you how you did it after you show them a trick.
8. I almost always like to sit down after I go for a big run.

A short quiz

Instructions

Introduce the shortform for also (a, I). Then read the questions and choose the best answer from the options provided.

Student text

A short quiz

Choose the correct answer from a, b and c.

1. Pumpkins grow from seeds. What also grows from a seed?
 - a. Milk also grows from seeds.
 - b. Jets also grow from seeds.
 - c. Lemons also grow from seeds.
2. Snow is cold. What is snow also like?
 - a. Snow is also hot.
 - b. Snow is also white.
 - c. Snow is also made from rocks.
3. Cows make milk. What also makes milk?
 - a. Fish also make milk.
 - b. Sheep also make milk.
 - c. Ducks also make milk.
4. The queen has a crown. Who else also has a crown?
 - a. A king also has a crown.
 - b. A pet also has a crown.
 - c. A lamp also has a crown.

Answers

1. c.
2. b.
3. b.
4. a.

Complete ten

Instructions

Each with their own copy of the playing text, players take it in turns to roll the dice and find the matching number. If the player who rolled can read the first word on the appropriate line, they must place a tactile marker above it. When that same number is next rolled by the same player, the player reads the first unmarked word on the line. If words are read incorrectly, the teacher should provide the correct

answer so the student can read it correctly the next time. The winner is the first to have ten words on the same line marked as correctly read.

Student text

Complete ten

1. also almost always upon great now after show afternoon how
2. again upon how also afternoon now show great always after
3. now how show again also almost always after afternoon upon
4. great always after almost now again how also show afternoon
5. almost now great show afternoon how again upon also after
6. after afternoon again also almost always great upon how now

Find all the cards

Instructions

Using the flashcards for this unit, find all cards which match a given description, or sort them into different categories.

Examples:

- Find all the words in which the 'o-w' contraction makes the 'ou' sound (as in cow).
- Find all the cards with shortforms beginning with a.
- Find the cards which say 'upon' on them.
- Find all the words which have the 'n' sound in them when you say them (down, now, rainbow, afternoon, again, upon).
- Find all the words which have an l in them.
- Find all the words with two contractions in them (rainbow and show).
- Find the cards which say a word that means 'very good' (great).

Race to the end

Instructions

The aim of the game is to move a marker along each line (left to right) and down the page (once a line has been completed, the marker progresses to the beginning of the next line) to reach the end. Players take turns to roll the dice and then move their marker along the number of words rolled. They must read each word as they move along the line. If they cannot read a word correctly, the correct answer is provided and they must stop on the word prior to the incorrectly read word. The winner is the first to make it to, and correctly read, the final word.

Student text

(**Note** that words are separated by tracking dots)

Race to the end.

how after afternoon also now down

always almost again upon show rainbow

great now again almost how yellow

great always how upon almost rainbow

how now again now afternoon down

upon after also show how yellow

now now now again always rainbow

also after almost great afternoon down

Writing activities

Write what I say

Instructions

Write the words as dictated by the teacher. If you can't remember how to write them, you may check the flashcards.

Sample list:

1. after
2. upon
3. again
4. now
5. almost
6. down
7. yellow
8. great
9. always
10. show
11. afternoon
12. how
13. rainbow
14. also

Writing relays

Instructions

Note: This activity requires two or more players.

Choose one of the target words then take it in turns to write the word until a line, or predetermined number of repetitions, have been completed. This is a good opportunity for teachers to practise their braille skills.

Use the shortcuts

Instructions

Rewrite the words using the appropriate braille contractions.

Student text

Rewrite using the braille shortcuts.

(**Note:** the text is provided in uncontracted braille)

1. How now brown cow.
2. The clown fell down again and again.
3. I almost always go for a run in the afternoon.
4. Show me how to stand upon one leg.
5. They also had a great time.
6. I will show you how to do it after I finish this trick.

Create your own sentences

Instructions

Use each of the words in a sentence.

Student text

Use each word in a sentence.

1. always
2. how
3. down
4. show
5. great
6. afternoon
7. almost
8. now
9. again
10. rainbow

Brailercise

Instructions

Write a word or sentence as dictated by the teacher, before performing an exercise. For example, after writing each word or sentence, stand up and turn around or stretch arms above head and clap three times. The student and teacher or a friend can compete to finish each word and exercise first. (Be mindful of safety).

Unit 20: bb, cc, ff, gg, cannot, many, spirit, world, their, about, again, afterward, its and together

Important notes:

- The double letter contractions are introduced in this unit. They may be described as 'lower' letters. For example, double g is 'lower g'.

Objectives

- Learn the braille contractions for double b, double c, double f and double g along with the rules for their use.
- Learn the shortforms for cannot, many, spirit, world, their, about, again, afterward, its and together.
- Read and write words containing double letters.
- Read and write sentences containing the shortforms for cannot, many, spirit, world, their, about, again, afterward, its and together.
- Learn the touch words: soccer, rabbit, bubbles, different and eggs.

Resources to prepare

- two flashcards for each of the following words: cannot, many, spirit, world, their, about, again, afterward, its, together, soccer, rabbit, bubbles, different and eggs
- two six-sided dice
- items for discovery box.

Discovery box

- Create a braille name card for each object within the box (cut off the top right corner).
- Include several items, (according to student need, experience and interest) ensuring that at least two different double letters are included.
- Include objects with a variety of tactile and sensory qualities (texture, size, shape, weight, scent, colour - for students with colour perception).
- Wherever possible, use real objects.

accordion, broccoli, bubble, buffalo, cabbage, cobbles, daffodil, duffle bag, eggplant, eggs, gibbon, giraffe, goggles, hobbit, kibble, maggot, nugget, pebble, piccolo, piggy bank, puggle, rabbit, raffia, raffle ticket, ribbon, squiggle, tabby cat, taffeta, toboggan, toggle, traffic, truffle, waffle, yabby, yucca

Follow-up activities

- Find the unfamiliar sign in each word. **Note:** This may require prompting as, while the position of the doubled letter changes in the braille cell, the shape remains the same.
- Brainstorm words to describe each object.
- Find three similarities and three differences between a pair of objects.
- Write or record a sentence to describe an object.

Reading activities

Double letter braille shortcuts

Instructions

Explain to the student that, in braille, double b, c, f and g, can be shown by lowering the letter. This means keeping the same shape but moving the sign down one row in the braille cell. Then have them read the list of words, paying attention to the feel of the double letter contractions.

Student text

Double letter shortcuts

giggle wiggle jiggle squiggle

buggy gluggy

yabby tabby shabby crabby flabby

hobble wobble cobble bobble

puffy fluffy stuffy scruffy

muffle duffle ruffle shuffle

soccer

Mark the word with a double letter

Instructions

Mark the word containing a double letter.

Student text

Mark the word which has a double letter.

eggs bugs

triangle giggle

piglet puggle

muffin stuff

puffy safe

label babble

table dribble

broccoli bacon

racer soccer

Ask a voice assistant

Instructions

Ask a voice assistant (Siri, Google, etc) the questions contained within the text.

Student text

Ask a voice assistant the following questions.

1. How many people are on a soccer team?
2. How many legs are on a rabbit?
3. How many eggs are in a carton?
4. How many people are there in the world?
5. How many rabbits are there in the world?
6. How many teams are in the soccer world cup?
7. How many people in the world play soccer?
8. How many people in the world watch soccer?

Reading fluency exercises: My friend Abbie

Instructions

Explore and read this text by completing the following steps:

- Quickly and smoothly track along all of the lines without trying to 'read' the passage. After doing this, ask the student to mention any words they noticed (if any).
- Track along the text and listen while the teacher reads it. Make note of any new or unfamiliar words and contractions.
- Read the text independently, taking assistance when encountering a new word or contraction.
- Read the passage out loud with full independence.

Student text

My friend Abbie

Abbie is just about my best friend in the world. We do just about everything together. We were even almost born together. Abbie was born about a day before me.

Abbie's house is near mine. It takes just about ten seconds to walk to her house. We visit each other just about every day. We chat together and play together.

Abbie knows just about everything about me and I know just about everything about her.

We play soccer together just about every weekend. Abbie is just about the best soccer player on our team.

We also go to school together. Our classrooms are about twenty steps away from each other. We sit together just about every lunchtime but sometimes we sit together with other friends.

I hope that Abbie and I can be friends together for just about forever.

Naming races

Instructions

After reading each question, take 30 seconds to complete the challenge.

Student text

Name them fast

1. How many different towns can you name?
2. How many different foods can you name?
3. How many different drinks can you name?
4. How many different people can you name?
5. How many different songs can you name?
6. How many different books can you name?
7. How many different famous rabbits can you name?
8. How many different animals can you name which lay eggs?
9. How many different soccer teams can you name?
10. How many different words which sound like bubble can you name?

Their and its

Instructions

Introduce the braille contractions for their and its and read the sentences.

Student text

Their and its

1. Their rabbit ate its food.
2. They love their rabbit and its long ears.
3. Their soccer team won its match.
4. I saw their soccer team win its match.
5. I watched their bird lay its eggs.
6. Their chicken lost its eggs.

7. Their tabby cat slept in its bed.
8. Their doll giggles when you press its hand.
9. Their fish made bubbles come out of its mouth.
10. Their dog wiggles when you pat its back.

Their or there

Instructions

Cross out, rub out, or cover the incorrect word in each sentence to leave the correct version of the word. **Note:** Revise the difference between their (4-5-6, t-h-e contraction) and there (dot 5, t-h-e contraction).

Student text

Cross out, rub out, or cover the incorrect word in each sentence to leave the right one.

1. This is their there house.
2. The cat is over their. there.
3. I like their there hats.
4. The children ate their there snacks.
5. Their There are some eggs in that nest.
6. Is this their there rabbit?
7. The soccer team is standing over their. there.
8. Put it their. there.
9. How many children are in their there family?
10. How many are their? there?

True or false

Instructions

Read each sentence. Then use an agreed mark to indicate whether it is true or false.

Student text

Mark as true or false.

1. Rabbits cannot fly.
2. People cannot lick their ears.
3. Children cannot lick their lips.
4. Girls cannot play soccer.
5. Eggs cannot be different colours.
6. Kids cannot blow bubbles under water.
7. Reading books cannot teach us about interesting things.
8. Fish cannot live for long out of water.

A persistent spirit

Instructions

Introduce the braille contractions for afterward (a, f, w), again (a, g) and spirit (dots 4-5-6, s). Then read the text. As far as possible, the student should attempt to do this independently.

Student text

A persistent spirit

Persistent means to try again and again. People who have a persistent spirit will always try again. If they cannot do something the first time, the person with a persistent spirit will always try again.

If someone with a persistent spirit falls down, they will get up again afterward. If someone with a persistent spirit makes a mistake, they will try again afterward. If someone with a persistent spirit finds something hard, they will not give up. They will try again and again and again until they reach their goal.

If you have a persistent spirit, you will go far.

Questions:

1. Do people with a persistent spirit try again?
2. If someone with a persistent spirit falls down do they get up afterward?
3. Do people with a persistent spirit give up when something is hard?

Hurry to a hundred

Instructions

- Give the student 3 pairs of flashcards.
- Read the words contained on each, teaching any new contractions as needed.
- Shuffle the cards and place the pile face down on the table or in a small container.
- Roll a dice.
- Pick cards off the pile, one at a time, turn them over and read the word, until the number of words read matches the number rolled on the dice.
- Award one point for each word read correctly.
- Add all read cards back into the pile and reshuffle before the dice is rolled for the next turn.
- When words in the pile are read with consistent accuracy, introduce a pair of cards containing a new word and continue.
- Add a second dice once there are 12 cards in the pile.
- Continue adding cards until all are in play.

- The game ends when the player reaches one hundred points (or another predetermined total).

Variations to promote practice or engagement

- Aim to complete each reading task within a given time limit.
- Play with multiple players and award one point per word read correctly in each round.
- Only include one card for each word.
- Play with different vocabulary.

Writing activities

Silly or sensible sentences

Instructions

Copy the sentence starters and complete with your own words. If choosing to make a silly sentence and completing with a friend or teacher, see who can make the silliest sentence. **Note:** Encourage the student to complete the sentence independently and allow them to use invented spelling. The important aspects of the task are copying the provided portion of the sentence correctly and independently completing the sentence, with words which the student can read back.

Student text

Fill in the blanks to make a silly or sensible sentence.

1. I am the best ---- in the world.
2. I have many ---
3. Grownups cannot ---- as well as kids.
4. I know a lot about ----
5. The hen laid its eggs ----
6. I have seven different ----
7. My friends and I like to ---- together.
8. I wish that all the people in the world ----

Dictation exercise

Instructions

Write what I say. **Note:** Read punctuation out loud as well as words but do not spell words. Vocabulary has been chosen according to that used in this and previous units.

Text to be read by teacher

1. She is my best friend in the world.
2. This is their school.
3. I cannot help you today.
4. That dog has many spots on its legs.
5. He said it again and again.
6. We will go there afterward.
7. His sister told me about it.
8. They like to play soccer together.
9. She has good team spirit.
10. There are many people on the bus.

Use the braille shortcuts

Instructions

Rewrite the words and sentences, using the appropriate braille contractions.

Student text

Use the braille shortcuts.

(**Note:** text provided in uncontracted braille)

1. They cannot find their rabbit.
2. I will show you again.
3. Her brother is playing soccer.
4. Tell me about it.
5. We will go together.

Brailercise

Instructions

Write a word or sentence as dictated by the teacher, before performing an exercise. For example, after writing each word or sentence, stand up and turn around or stretch arms above head and clap three times. The student and teacher or a friend can compete to finish each word and exercise first. (Be mindful of safety).

Loui says

Instructions

The student starts with their hands on their head, knees or another predetermined place. The teacher then gives the prompt 'Loui says' followed by a targeted word or contraction. E.g., 'Loui says, write the th contraction.' The student needs to begin braille the contraction or word within a certain time period (for most students, this should be about 1 second to take their hands off head and place on braille

writer keys). The teacher tries to trick the student by sometimes omitting the 'Loui says' part of the direction. When this happens, the student should keep their hands in the starting position and not move them to the braille writer keys. If they do this, they win a point.

Variations to promote practice or engagement

- Play with a group of students and take turns to give the directions.
- Award one point per correctly written word or contraction and three for correctly refusing an instruction not preceded by 'Loui says'.