

I Can Do Braille



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Introduction

Written and produced by the Queensland Department of Education, the I Can Do Braille program provides resources, activities and practical strategies to support the teaching and learning of braille for students beginning with braille. Targeting students in pre-prep to year 2, this program uses songs, games and stories to introduce letters of the alphabet and early contractions to young learners, while also facilitating concept development and learning across other areas of 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 and reinforcement of braille skills through curriculum-based activities in the general classroom environment. It is expected that most full-time students will complete the program in a maximum of 26 weeks or 3 school terms. For students who are mastering content rapidly, there is no minimum time limit, provided that they can both tactually read and write letters and words as presented in the worksheets and other activities.

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Initial set-up and resources required

To set up for the I Can Do Braille program, the following will need to be available

A consistent, separate, quiet room containing the following

- 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
- access to power points.

General materials

- non-slip mat for under books, objects or braille pages
- tray with slightly raised sides to help contain and organise materials (a baking tray is often suitable)
- braille writing machine: Perkins, tatrapoint or Mountbatten
- box, file or similar for keeping completed worksheets (label in braille)
- library shelf (in the classroom for completed books).

Consumables for student use

- copies of student worksheet booklets
- braille paper
- crayons (sometimes thick crayons containing glitter can be more easily felt by touch)
- small stickers
- blu tack (may need to be kept by member of staff)
- glue stick
- tape
- scissors (may consider adapted scissors if needed)
- other materials as required or appropriate to student need (colouring pencils or markers for students with sufficient vision or interest).

Resources primarily for staff use

- copy of this book containing all teacher materials
- laptop or comparable device for playing braille songs
- scissors
- sticky braille label
- card or thick (160gsm or thicker) paper
- braille paper.

Resources to create

Discovery box

- This will be used to store objects related to the weekly focus.
- Needs to be large enough to contain several items of different sizes but preferably small enough to be carried for short distances by the student (a large shoebox as a minimum size).
- Place the 'discovery box' braille label followed by a unique tactile marker (you may like to let the student choose) on one side of the box, being sure to choose a side that can face outward when the box is stored.

Activity box

- This will store paper and craft supplies related to an activity.
- Place the 'activity box' braille label followed by a unique tactile marker (you may like to let the student choose) on one side of the box, being sure to choose a side that can face outward when the box is stored.

Tactile supplies kit (primarily for staff use)

- containing materials for creating texture pictures on sound page and in experience books
- quick adhesives: double-sided tape, hot glue gun, adhesive Velcro
- sheets of different textures: card, corrugated cardboard, glitter paper, felt, foam, sandpaper, non-slip rubber (available from hardware stores), cellophane, contact
- fabric samples and scraps: leather, fabric, fur, towelling, vinyl, lace, ribbon
- small objects: buttons, beads, paddle pop sticks, matchsticks, pompoms, jewels, eyes, straws, artificial flowers or leaves, stickers, bottle tops
- many household items can be repurposed for tactile pictures (certain food packaging, old placemats, clothing)
- aim to have a wide range of textures.

Sound folder

- will contain one page per sound with tactile objects and braille labels
- ring binder or similar folder
- 26 heavy card or similar pages
- label front and side in braille.

Pictures of example pages of sound folder pages:



Photo of a sound page with a row of the letter p's brailled on the top. There is a peg with the word 'peg' brailled underneath, some popcorn with the word 'popcorn' brailled underneath and an empty packet of chips with the word 'packet' brailled underneath.

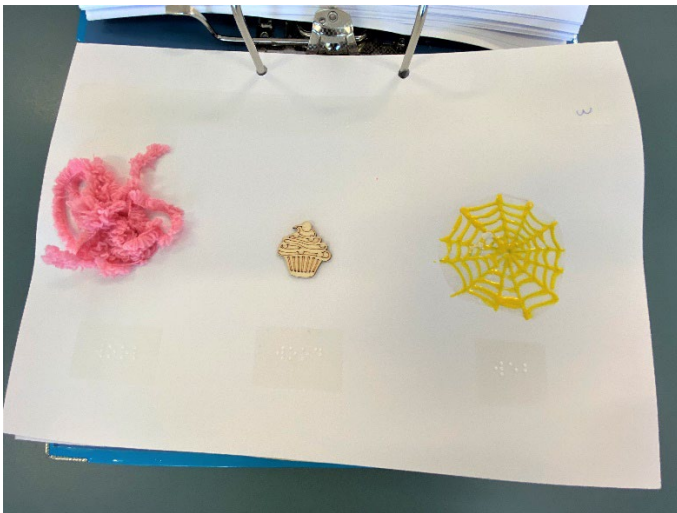


Photo of a sound page with a row of the letter w's brailled on the top. There is some wool with the word 'wool' brailled underneath, a wooden figure with the word 'wood' brailled underneath and a tactile spider web with the word 'web' brailled underneath.

General Activity guide and resources required

Discovery box

Resources required

- discovery box containing objects as prescribed in lesson outline
- tray on which to place explored objects
- flashcard with tracking line of target letter/sound.

Suggested activity structure

1. Listen to the discovery box sample recording (if available).
2. Give the student the flashcard and have them track it.
3. Have the student bring the discovery box to their work surface (table or floor).
4. Allow the student to explore objects within the discovery box, placing each on the tray when finished.
 - a. Encourage the student to use both hands to tactually explore the objects (use the WESSST tool - adapted from Brannock and Golding) to draw their attention to weight, ends and edges, size, shape, sound, smell (when appropriate), texture and temperature (if appropriate, e.g., coldness of metal surfaces).
 - b. Ask them questions about the items to encourage rich language, detailed tactual exploration and to check that they understand what the object is and how to use it.
 - c. Ask the student to find the objects which were the same as those in the recording (if used) and compare their object to the one described.
5. Track the flashcard again while saying the target sound.

Follow-up activities

- Call out an item in the activity box and have the student use their sense of touch to locate it as quickly as possible.
- 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.
- Have the student locate objects which fit a given category, e.g., objects that are smaller than my hand, objects which are round, objects with metal parts.
- Take turns to think of words or short sentences to describe an object from the discovery box, e.g., (talking about a hammer) heavy, hard, it has a wooden handle, the metal end feels cold, etc.
- 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).

- Compare objects to the size of the student's body parts, e.g., is this object longer than your foot? Is this object thicker than your wrist?
- Compare the weight of objects to other objects, e.g., is this object heavier than your braille machine?
- Ask the student to choose their favourite object from the box and explain why it is their favourite.
- Have the student describe an object while a friend or teacher tries to locate it based upon the description.
- Compare and contrast objects.
- Teach the student how to use objects in real-life or role-play situations (use a spade to dig a hole, pretend to fry an egg in a pan).
- Add a new item to the box per day and have the student locate and explore it.
- Invite the student to find other appropriate objects to add to the weekly discovery box collection.
- Add objects to the box which do not belong and have the student sort and remove them.
- Create multiple tracking cards and mix them with non-examples, asking the student to locate all of the cards with the target sound.
- Encourage the student to locate items or places within the school which begin with the target sound and place tracking cards on them.
- Place tracking cards on objects within the school or classroom which begin with the target sound and have the student locate them.
- Brainstorm names of familiar people which begin with the target sound.
- Brainstorm words which end with the target sound.
- Brainstorm words which contain the target sound in the middle.
- Provide the student with words containing the target sound in different positions (beginning, middle or end) and have the student identify the position of the sound within the word.

Sound Page

Resources required

- ring-binder or similar folder containing previous sound pages
- a thick page of cardstock or similar with holes on the left side to match the folder
- a strip of sticky braille label containing a line of the target letter (separated by spaces and without capital or any other indicator)
- small objects, tactile representations or pictures (if students are highly visually motivated) corresponding to objects found within the matching discovery box
- ziploc bags, Velcro dots or glue for attaching items to pages.

Suggested activity

1. Teacher to prepare the sound page in advance as follows.
 - a. Place strip of target letter along the top or bottom of the page.
 - b. Attach 3 objects (or simple tactile replicas) matching objects from the discovery box to the page.
 - c. Place a corresponding braille label in a consistent place near each object (below, beside or on the plastic bag containing the object).
2. Allow the student to explore the sound page.
 - a. Encourage them to use both hands.
3. After the student has had time to explore in their own way, complete these tasks.
 - a. Locate the letter strip.
 - b. Identify the objects and their labels on the page and match to the corresponding objects in the discovery box.

Suggested activity (advanced)

1. Place the strip of letters left-to-right along the top or bottom edge of the page.
2. Provide the student with three small objects (or tactile representations) corresponding to objects in the discovery box and allow the student to determine how to arrange these on the page. (Ziploc bags or Velcro dots may already be attached to the page to aid in organisation).
3. Support the student to attach the items to the page in their preferred arrangement.
4. Place corresponding braille words (on sticky braille label) below each object on the page (student may assist in creating labels by writing known letters under teacher instruction).

Suggested activity (for students requiring extension)

1. Work with the student to select suitable objects from the discovery box or personal vocabulary which contain the target letter (depending on student ability, sounds may appear only at the beginning of words or may also occur at the end or in the middle).
2. Work together with the student to determine the layout of the page, including left-to-right placement of the letter strip.
3. Place corresponding sticky braille labels (in contracted braille) under each item (draw contractions to the student's attention, especially if the target letter is included within the contraction (s in *st*, or *n* in *in*)).

Follow-up activities

- Review sound pages on a regular basis.
- Allow the student to 'read' their sound page to people within the school community (classmates, teachers, office staff, groundskeepers).

- Remove items from the page and have the student match them to their appropriate label before replacing them.
- Create flashcards (on braille paper) and have student match these to labels on the sound page.

Worksheets

Resources required

- student copies of worksheets (may be kept in the booklet or separated)
- stickers, crayons, and/or other materials for marking answers.

Suggested activity

1. Ensure that the student has the necessary materials to complete the specific worksheet task (non-slip mat, crayon, etc.).
2. Provide the student with the worksheet and read the instructions to the student.
3. Provide adequate time and support for the student to complete the worksheet. If the student becomes frustrated or is unsuccessful, change activities and revisit the task at a later time.
4. Create similar worksheets for the student to complete to reinforce or practise skills.

Follow-up activities

- Create individualised worksheets for the student (based upon those from previous sessions).
- Complete additional worksheets for homework.
- Give the student a choice between two worksheets to complete.
- Provide the student with a completed worksheet and have them check the answers.
- Allow the student to choose a worksheet type from a lucky-dip box.
- Provide time limits for completing worksheets.
- Have the student coach a classmate to complete the worksheet.
- Allow the student to create their own worksheets.

Braille Letter and Contraction Song

Resources required

- mp3 file of song or equivalent found on the [Department of Education Sound Cloud](#)
- device on which song can be played
- hand-held musical instruments (may be homemade).

Suggested activity

1. Listen to the song.
2. Listen again while playing a percussion instrument or performing a repetitive action (clapping, tapping knees, marching, jogging on the spot).
3. Repeat as needed until the student is able to sing along.

Follow-up activities

- Practise targeted gross or fine motor skills while listening to and singing the song.
- Compose actions for the song.
- Record the student singing the song.
- Perform the song for members of the school community.
- Teach the song to classmates.

Writing Practice

Resources required

- manual braille writing device (Perkins, tatrapoint or similar)
- braille paper
- activity box with listed materials.

Suggested activity

1. Use the braille writer to write the letter.
2. Complete the suggested lesson-specific craft activity.

Follow-up activities

- Time the student writing lines of the target letter.
- Call out letters and have the student braille them.
- Braille the target letter to the beat of the braille letter song.
- Braille a row of the target letter separated by spaces and place along the edge of the student's desk.
- Engage in shared writing activities, allowing the student to braille known letters and sounds.
- When the student knows enough sounds, encourage them to write stories and journal entries using invented spelling.

Individualized/experience book

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. Listen as the teacher reads 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 or words 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.

Pictures of example pages of experience book:

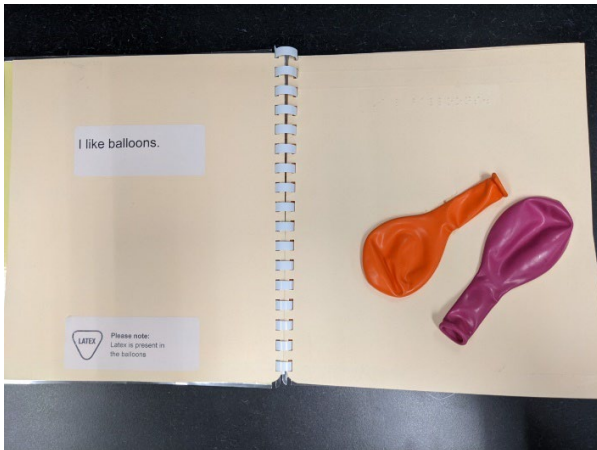


Photo of page with text 'I like balloons' on left page and two balloons glued to the right-hand page.

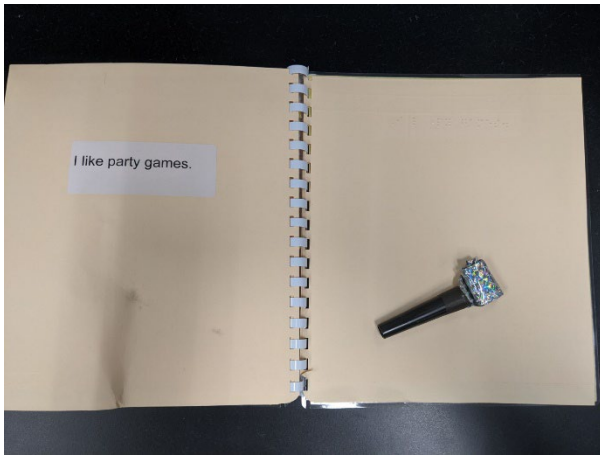


Photo of page with text 'I like party games' on left page and a party blower glued to the right-hand page.

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, braille, 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.

Sample weekly schedule

Monday	Tuesday	Wednesday	Thursday	Friday
Letter Discovery Box and sound page 20 mins	Letter Discovery Box and sound page 15 mins	Letter Discovery Box 15 mins	Letter Discovery Box 10 mins	Individualised book 10 mins
Braille letter song 10 mins	Braille letter song & hand skills 5 mins	Braille letter song, writing & hand skills 10 mins	Braille letter song, writing & hand skills 15 mins	Worksheets 10 mins
Writing 10 mins	Writing and craft activity 20 mins	Individualised book 30 mins	Individualised book 15 mins	Revision of focus letter and all previous learned letters 40 mins
Worksheets 15 mins	Worksheets 20 mins	Worksheets 5 mins	Worksheets 20 mins	
Hand skills 5 mins				

Sample weekly schedule (accelerated program, two letters per week)

Monday	Tuesday	Wednesday	Thursday	Friday
Letter 1 Discovery Box and sound page 20 mins	Letter 1 Discovery Box and sound page 10 mins	Letter 2 Discovery Box and sound page 20 mins	Letters 1 & 2 Discovery Boxes & sound page 15 mins	Individualised book 20 mins
Braille letter song & hand skills 5 mins	Braille letter song & hand skills 5 mins	Braille letter song & hand skills 5 mins	Braille letter songs, writing & hand skills 10 mins	Worksheets 20 mins
Worksheets 25 mins	Writing/writing craft activity 20 mins	Worksheets 25 mins	Worksheets 20 mins	Revision 20 mins
Writing 10 mins	Worksheets 25 mins	Individualised book drafting 10 mins	Individualised book 15 mins	

Unit 1: I is like

Resources and activities

Song lyrics

I is tall like the trunk of a tree

you make it using dots 1-2-3

I is like, 1-2-3

I is like, 1-2-3

1, 2, 3, I is like

Discovery box for I

- Include 'I' tracking card (a line of 8 letter I with no additional braille signs, each separated by a space) with the top right corner cut off.
- Include all items in bold plus 3 or more 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.

Note: items on the list have been carefully chosen to include only objects which do not require braille contractions.

lid, lollipop, ladle, Lego, leg, lock, locket, lemon, lace, lady, ladybug, ladybird, lake, lamb, lamp, lantana, laptop, lasagne, lassi, laundry, lava, leek, lemonade, lemur, lettuce, lift, lily, lime, lion, lip, llama, log, lollies, loom, lorikeet, lotus

Specific suggested follow-up activities

- Explore lids of different shapes, sizes and textures.
- Practice matching lids to containers.
- Explore the school or classroom to find objects or places which begin with the letter I.

Student Booklet

Worksheets for the letter I

Worksheet 1: Find the letter I

Instructions

Find the lawnmower (represented by the letter I) on each footpath.

Student text

-----	-----
--- | -----
----- | -----
----- |
--- | -----

Worksheet 2: Count them

Instructions

How many lights (represented by the letter I) are on each ceiling?

Student text

| --- | --- |
----- | ----- | -----
-----	---

----- | --- | --- |

Worksheet 3: Find the letter which is not I

Instructions

Some grubs have gotten into the lettuce patches. Find them before they destroy the plants. **Hint:** the grub is the letter which is not I and there is only one on each line.

Student text

l l l l l g l
l l l l w l l l
l l l l l l l l l l s
l l f l l l l l l l l
l l l l l m l l l l l l
l l l l l t l l l l l l l l l

Worksheet 4: Find the l among the other letters where all non-examples are the same letter

Instructions

the lizard (represented by the letter l) is hiding in the grass. Gently track along until you find it. Be careful to move your fingers smoothly along the line of grass so you don't frighten it away. If you miss it the first time, don't worry, just go back to the start of the line and try again.

Student text

g g g g l g g
g g g g g g g g g l
g g l g g
g g g g g g g l g g
g l g g g g g g g g g g g g
g g g g g l g g g g g g

Worksheet 5: Identify whether a letter is l or not

Instructions

Creep along the jungle tracks. If you find a lion (represented by the letter l) at the end of the track, quickly lift your hands off the page and hide them behind your back before they get eaten. Be sure to put a sticker or other marker at the start of each track which has a lion at the end as a warning for other explorers.

Student text

xxxxxxxxxxxxxxxxx l
xxxxxxxxx m
xxxxxxxxxxxxxxxxx l

xxxxxxxxx l

xxxxxxxxxxxxxxxxxxxxxxx h

xxxxxxxxxxxxxxxxxxxxx l

Worksheet 6: Identify the letter l among a mix of other letters

Instructions

Find the lollypop (represented by the letter l) hiding in each bag of groceries.

Student text

c h l m a g

s t j w l k e

l n m v d

p v e l y

b h f l

o u k j r g l z w q

Worksheet 7: Identify the word beginning with l where other words begin with a consistent letter

Instructions

find the lock on each door.

Student text

lock door door

door door lock

door lock door

door door lock door

door door door lock

door lock door door door

Worksheet 8: Identify the word starting with l in a group of words which begin with various letters

Instructions

Laura has played a trick and hidden a piece of lemon in each bowl of fruit salad. Find and cover or cross out the lemons so no one gets a nasty surprise.

Student text

apple grapes melon lemon
orange mango fig lemon apricot
mango lemon pawpaw orange
fig rock melon lemon guava
banana lemon pawpaw grapes
plum apple banana lemon orange

Worksheet 9: Find the word which ends in l from a limited selection

Instructions

One bike in each row has a bell. Bell ends with double l. Go along each line until you find the bell. When you do, pretend to ring it by making your best bell noise.

Student text

bell bike bike
bike bell bike
bike bike bell
bike bike bell bike
bike bell bike bike
bike bell bike bike

Worksheet 10: Find the word which ends in l from a selection of words

Instructions

Yell ends with double l. go along each line and call out 'yippee!' or something else when you find the 'yell'.

Student text

yell jog sit
run yell walk
hop skip yell jump
play yell smile eat
fly sit say talk yell
groan lie yell trip clap

Writing craft for I

Activity: Make a wrist band decorated with the letter I for wearing on the left wrist.

Activity box

- coloured card (120-160gsm)
- scissors
- stapler
- sticky tape.

Instructions

1. Place the coloured paper in the braille machine and have the student write rows of the letter I (may be separated by spaces or use spaces to create patterns, e.g., III III III).
2. Cut along the lines to create strips.
3. Bring together the ends of a strip and staple to form a loop with the braille letters on the outside.
4. Wind tape around the stapled join to cover the potentially sharp edge.
5. Place on left wrist and give to friends to do same.

Note: two strips may be required to form a large enough band depending on paper and wrist sizes.

Experience book for like

Sample text

Cover: I like parties

P1: I like balloons.

P2: I like cake.

P3: I like presents.

P4: I like party hats.

P5: I like lollies.

P6: I like party games.

Book text outline

Title: I like (subject)

Each subsequent page: I like (object).

Instructions

1. Decide on a theme, e.g., toys, food, family, jewellery, objects starting with the 'I' sound.
2. Brainstorm appropriate ways to complete the 'I like' sentences.
3. Decide on the final text.
4. Create each page, allowing the student to write the contracted word 'like' and contribute ideas (such as choosing between two textures) to create illustrations.
5. Read the book.
6. Reread the book and transfer to the library shelf in the student's main classroom for free reading time.

Follow-up activities

- Create a similar book for home.

Unit 2: c is can

Resources and activities

Song lyrics

c has two dots going across

1 4, 1 4, c is can

c is can

Discovery box for c

- Include c tracking card (a line of 5-8 letter c with no additional braille signs, each separated by a space) with the top right corner cut off.
- Include all items in bold plus 3 or more 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.

Note: items on the list have been carefully chosen to include only objects which do not require braille contractions.

cup, cap (of the hat variety), cab, cactus, cage, cake, calf, camel, cane, canoe, canvas, cape, capsicum, cassava, cat, catalogue, cattle, cave, clam, clamp, claw, clay, clip, cloak, clock, clog, clove, coat, cob, cobra, cockatoo, cocoa, coconut, cod, cog, coil, collie, comb, compass, cookie, coral, corn, cot, cotton, coyote, crab, cradle, crane, crayon, crepe, cress, cricket, crocodile, cross, crumpet, cub, cube, cuckoo, cupcake, curry, cutlass

Specific suggested follow-up activities

- Discuss the multiple meanings of the word 'cap' including hats and lids. Be sure to provide real objects as examples.
- Compare different cups (plastic, paper, steel, and ceramic, with and without handles). What is the same? What is different? What makes it a cup?
- Stack and unstack cups.
- Pour rice, water or other substances into cups (the student may use an index finger over the side of the cup into which substance is being poured to identify when the vessel is almost full).
- Investigate different types of clips (hair, paper).
- Attach clips to the edge of a container and remove them (hand skills).
- Compare coats, capes and cloaks.
- Push fingers (one by one) into clay (hand skills).

Worksheets for the letter c

Worksheet 1: Find the letter c

Instructions

Track along the sandy beach to find the crabs (represented by the letter c). Sometimes they will have cleared a space around themselves and sometimes they will be a little harder to find.

Student text

Note: for the ease of those reading the print copy, dashes have been used to represent the sand, however, in the braille copy, the dashes are replaced with full braille cells.

----- c ----- c -----

----- c ----- c -----c ---

----- c -----

---c-----c-----

---c---c---c---c-----

-----c-----

Worksheet 2: Distinguish between the letters l and c

Instructions

Follow along the train tracks and tell me whether you find a locomotive (represented by the letter l) or a carriage (represented by the letter c) at the end.

Student text

XXXXXXXXXXXXXXXXXXXXXXXXXX c

XXXXXXXXXXXXXXXXXXXXXXXXXX c

XXXXXXXXXXXXXXXXXXXXXXXXXX l

XXXXXXXXXXXXXXXXXX c

XXXXXXXXXXXXXXXXXXXXX l

XXXXXXXXXXXXXXXXXXXXX c

Worksheet 3: Find the c among the other letters where all non-examples are the same letter

Instructions

Find the cactus (represented by the letter c) amongst all the sand dunes.

Student text

S S S C S S S S S

S S S S S S S S S S C S

S S S C S S S S S S S S S

C S S S S S S S

S S S S S S S C S S S

S S S S S S S S S S S S S C

Worksheet 4: Distinguish between l and c, with and without spaces

Instructions

Some clover (represented by the letter c) is growing in the lawn (represented by the letter l). Find and mark it so you can poison or pull it out later. **Alternative:** students may pull out the clover by squashing the dots in each c.

Student text

l l c l l l l c l l c l l

l c l l l c l c l l l c

l l l c c c c c c l l c c l

l l l c c c c c c c l l c c c l l l

c c c c c c c c c l l l l l c c c

l l l c l l l c l l l c

Worksheet 5: Identify whether a letter is the letter c

Instructions

Walk down to the creek bank. If you find a c for crocodile at the end, rush back to the start of the track before it wakes up and sees you. If there is no c for crocodile at the end of the track, you can take your fingers off the righthand of the page for a quick swim in the creek.

Student text

XXXXXXXXXXXXXXXXXX g

XXXXXXXXXXXXXXXXXX c

XXXXXXXXXXXXXXXXXX c

XXXXXXXXXXXXXXXXXX b

XXXXXXXXXXXXXXXXXXXXXX w

XXXXXXXXXXXXXXXXXXXXXX c

Worksheet 6: Identify the letter c among a mix of other letters

Instructions

Find the cat (represented by the letter c) in each pet shop window.

Student text

p p c p p

g g g c g

b b b b c

p c r g r

f b g c r

d f c g p b

Worksheet 7: Identify the word beginning with c on each line

Instructions

Cup begins with the letter c. Find the cup in each sink of dirty dishes.

Student text

plate cup plate

cup spoon spoon

spoon plate cup

spoon knife plate cup

spoon cup spoon plate

plate knife cup spoon

Worksheet 8: Find the word beginning with cl

Instructions

The word click begins with cl and is the only word beginning with c in this exercise. Click your tongue each time you find the word 'click'.

Student text

click click click click

quiet click click click

quiet click quiet click

click quiet quiet quiet

click track quietly click

click click click click click

Worksheet 9: Find the word which ends with the letter c

Instructions

Music ends with the letter c and is the only word ending with that letter in this activity. Stop and hum or use your mouth to make some other musical sounds when you find the word music on each line.

Student text

quiet music

quiet quiet quiet music

quiet music quiet quiet

quiet quiet music quiet

track quietly music

quietly track music track

Worksheet 10: reading contractions like and can

Instructions

Read and sing this worksheet. Choose a pitch for 'like' and another for 'can' and alternate between these according to the text.

Alternative instructions: Use a silly voice to read these words. (Choose a different voice to use for each word e.g., whisper can and say like with a granny voice and maintain constant pace to encourage fluency. End each line with a chant such as: 'tracking back and moving down'.)

Student text

like can like can like can like can
can like can like can like can like
can can like can can like can like
like can like like can can like can
can can like like can like can like
like like like can like like like can

Writing craft for c

Activity: Make a crocodile, using the letter c to represent its scales.

Activity box

- A4 braille paper or green coloured card (120-160gsm) containing the crocodile outline
- scissors (for teacher use)
- a few sets of plastic eyes or similar small round objects such as buttons
- glue, double-sided tape or blu tack.

Instructions

1. Place the sheet containing the crocodile outline into the braille writer.
2. Use the letter c separated by spaces to cover the crocodile outline, using a single line space after each line. (The student may aim to cover the entire page or the teacher may instruct the student to space along lines and finish before the end of lines to practice this skill.)
3. After the teacher has cut out the crocodile, allow the student to choose a pair of eyes.
4. Have the student attach the eyes to the crocodile (it will generally be easier for the student to place the glue, blu tack or double-sided tape on the back of the eye first, and then attach it to the crocodile).

Note: if using glue, have a damp cloth or similar available within reach of the student, for wiping hands and fingers as many students will not enjoy the texture of glue.

Follow-up activities:

- Compare the crocodile craft to a toy or model crocodile and name the body parts such as legs, tail, and jaws.

Experience book for can

Sample text

Cover: I Can

P1: I can sing. I like to sing

P2: I can draw. I like to draw.

P3: I can swim. I like to swim.

P4: I can eat. I like to eat.

P5: I can sleep. I like to sleep.

Book text outline

Title: I Can

Each subsequent page: I can (action). I like to (action).

Instructions

1. Allow the student to brainstorm a variety of things they can do which they enjoy.
2. Narrow this list to 4-6 actions.
3. Decide on the final text.
4. Create each page, allowing the student to write the contracted words 'can' and 'like' and contribute ideas (such as choosing between two textures) to create illustrations.
5. Read the book.
6. Reread the book and transfer to the library shelf in the student's main classroom for free reading time.

Follow-up activities

- Discuss things which the student cannot yet do but might like to learn or try in the future.
- Discuss actions and games which are common among the student's peers and teach some of these to the student if they do not already know how to do or play them. Examples may include: giving a high five, waving goodbye, swinging on the swings or digging in the sandpit. (If you have not seen the student doing these activities, ask them to demonstrate how to do them rather than just asking if they know how to do them as their ideas may not be accurate.)
- Have the student find the words 'can' and 'like' in the text of their book.
- Record the student 'reading' their book and share this with their parents/carers.

Unit 3: d is do

Resources and activities

Song lyrics

d is do and it loves to jive

you write it using dots 1-4-5

d is do. (do-n-do-do)

1-4-5

d is do. (do-n-do-do)

1-4-5

d is do. (do-n-do-do)

1-4-5

d is do, do-do-do

Discovery box for d

- Included tracking card (a line of 5-8 letter d with no additional braille signs, each separated by a space) with the top right corner cut off.
- Include all items in bold plus 3 or more 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.

Note: items on the list have been carefully chosen to include only objects, which do not require braille contractions.

dice (choose one with tactile dots or indentations), dress, daisy, dates, decagon, desk, diamond, dill, diplodocus, dirt, disk, dog, doily, doll, donkey, doona, door, dove, dragon, dragonfly, dragon fruit, drake, driftwood, drill, drum, duck, dung beetle, durian, duvet

Specific suggested follow-up activities

- Play games with dice and practice counting the tactile dots.
- Compare the weight of different objects.
- Learn the names of some key parts of the dress (sleeve, collar, skirt).
- Identify body parts on a doll and match to own body.
- Use own body to reflect body positions made by a jointed doll (arms out to the side, lying on stomach, standing tall with arms by sides).

- Explore different doors in the school to find features to help tell them apart (different shaped handles, different surfaces, features of their adjoining walls, mats or ledges in front of them).
- Sort objects according to size or length (shorter/longer than a pencil, able to be held in one hand).
- Order objects by size or weight.
- Sort diamonds and decagons into piles.

Worksheets for the letter d

Worksheet 1: Find the letter d

Instructions

Find the dinosaur (represented by the letter d) on each line. You may like to raw like a dinosaur when you do.

Student text

----- d -----

---- d -----

-----d

-----d---

d-----

-----d-----

Worksheet 2: Say sounds in time with a beat

Instructions

Read the letters on this worksheet as sounds (i.e., 'c' as in cat, 'd' as in dog and 'l' as in lime). Say each sound you read in time with a steady beat. **Note:** count the student in to set an appropriate pace and increase the speed each time you repeat this activity.

Student text

d c d c d c d c

d l d c d l d c

d c l c d d l c

d d d d c c c c

l c d c l l c d

c c d d l l d d

Worksheet 3: Find the symbol which is not d

Instructions

Remove the fly from each box of doughnuts by squashing the letter which is not d on each line.

Student text

d d d d d f
d d d d f d d d
d f d d d d d d d d
f d d d d d d d d d
d d d d d d d f d
d d d d d d d f d d d

Worksheet 4: Distinguish d from other letters

Instructions

Find the dingo (represented by the letter d) hiding in each patch of bush.

Student text

t t t d t t t
g g g g g g g g d g g
k k k k k k k k d
k g d t k t g
h h h k h d
c h b j d g

Worksheet 5: Sing the contractions

Instructions

Sing the contractions/words on this worksheet to the tune of *Twinkle Twinkle Little Star* or a melody of your own. **Note:** Maintain a constant pace and be sure to hum or use another filler to provide time for the student to track back along the line they have read and move down to the new one.

Student text

do do do do do do do do
like do like do like do do
do like can do like do can
can can do can do like can
like do can do like do can
do do like do do can can

Worksheet 6: Identify whether words begin with a d or c

Instructions

There is a cat and a dog on each line. Track along to see who is chasing whom. The first animal you find is the one chasing and the second one you find on the line is the one running away. **Hint:** cat starts with the 'c' and dog starts with 'd'.

Student text

dog ----- cat

dog ----- cat

cat ----- dog

dog ----- cat

dog ----- cat

cat ---- dog

Worksheet 7: Identify the word beginning with d

Instructions

The thieves have hidden some stolen diamonds in their luggage. How many can you find in each suitcase? **Hint:** Diamond is the only word beginning with d in this activity.

Student text

diamond belt diamond

pants soap diamond

bracelet diamond blanket

diamond comb diamond jacket

diamond diamond diamond

soap comb undies diamond

Worksheet 8: Identify words beginning with the letters d, c and l

Instructions

This worksheet contains the words drum, cat and lion. When you find the word beginning with d, make a drum sound. Make a cat sound for the word beginning with c, and a lion for the word beginning with l. It doesn't matter that you can't read any of the other letters in the words for this activity as the first letter is enough to tell you the word.

Student text

drum cat drum cat
drum lion lion cat
drum cat lion drum
cat drum cat lion
lion lion cat drum
drum lion drum cat

Worksheet 9: Identify the word ending with d

Instructions

Gold ends in d/'d' (sound). Find the hidden gold in each cave.

Student text

bat gold bat bat
rocks gold rocks
moss bats rocks gold
gold grubs grime rocks
moss bats gold slime
snail gold rocks dirt

Worksheet 10: Identify whether the d is at the beginning, in the middle or at the end of a word

Instructions

Tell whether the d is at the beginning, in the middle, or at the end of each word.

Student text

dip dry
dog mad
lid mud
ode old
got sad
duck pond

Writing craft for d

Activity: Make small door hangings and place on doors around the school.

Activity box

- A4 braille paper or coloured card (120-160gsm) cut into squares or rectangles (business card size or larger)
- scissors (for teacher use)
- pipe cleaners
- hole punch.

Instructions

1. Place the small card into the braille machine, (while the teacher may need to assist with this, have the student do what they can (opening/closing the gates, using the rollers).
2. Press the line space key until the embossing head is on the bottom line of the page.
3. Write a row of d (with or without spaces).
4. Remove the card from the braille machine.
5. Put a hole punch in each of the top corners.
6. Thread a pipe cleaner through the hole in the top left corner leaving approximately 2-4cm unthreaded. Bend the unthreaded part and twist to secure the pipe cleaner).
7. Locate a door in the classroom or school and use the pipe cleaner to secure the card to the handle, threading the loose end through the hole in the top right-hand side of the card and twisting back on itself to secure.

Note: Two pipe cleaners may need to be joined.

Variation: a single hole can be placed in the middle of the top edge of the card and the pipe cleaner threaded through this and twisted around the door handle.

Follow-up activities

- Create cards with rows of the letter d on them to attach to desks or other items beginning with the d sound.
- Create and decorate desk cards for classmates.
- Replace the words of a favourite song with the word 'do' and braille this while singing.
- Pretend to be a noisy machine and make the 'd' sound while brailleing the letter.
- Race to see who (student or teacher/peer) can complete a line of the letter d first.

Experience book for do

Sample text

Cover: Things I Can Do at School

P1: I can do maths at school. I do like it.

P2: I can do playdough at school. I do like it.

P3: I can do braille at school. I do like it.

P4: I can do music at school. I do like it.

P5: I can do technology at school. I do like it.

Book text outline

Title: Things I Can Do at School

Each subsequent page: I can do (activity) at school. I do like it.

Instructions

1. Allow the student to brainstorm a variety of things they enjoy being able to do at school.
2. Narrow this list to 4-6 items
3. Decide on the final text.
4. Create each page, allowing the student to write the contracted words 'do' 'can' and 'like' and contribute ideas (such as choosing between two textures) to create illustrations.
5. Read the book.
6. Reread the book and transfer to the library shelf in the student's main classroom for free reading time.

Follow-up activities

- Create similar books such as 'things I can do in the playground' or 'things I can do at home'.

Unit 4: letter i and the capital sign

Resources and activities

Teacher Notes

- The capital letter indicator (dot 6) is to be introduced in this unit.
- This should be written using the ring finger of the right hand.
- Even if students cannot yet write their name, they can press the dot 6 key on the braille machine before their name is written.
- It is a good habit for students to write their name at the top of every new braille page (unless it will be made into a book).
- Bring to student's attention (as appropriate) to capital signs at the beginning of names and the word I in classroom readers and other books.

Song lyrics

i has dots 2-4

i has dots 2-4

i has dots 2-4

2-4 make i

Discovery box for i

- Include 'i' tracking card (a line of 5-8 letter i with no additional braille signs, each separated by a space) with the top right corner cut off.
- Include all items in bold plus 1 or more 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.

Note: items on the list have been carefully chosen to include only objects which do not require braille contractions.

'i' is very tricky and may be difficult for which to find objects. It may be necessary to discuss both the short ('i' as in insect) and long ('i' as in ibis which is the same as the letter name) sound.

image, ice cube tray, ibis, ice, ice block, ice cube, icon, icy pole, idle, idli, igloo, iguana, imp, impala, iris, iron, ivory, ivy

Specific suggested follow-up activities

- Explore and discuss how ice is made and the result of leaving ice out of a freezer.
- Explore the classroom or school to find objects which feel cold to touch like ice (metal surfaces and tiles often feel cold to touch).
- Use pincer grip to remove small items from inside ice cube trays.
- Use ice cube trays to sort groups of small items.
- Use a teaspoon to remove objects from ice cube trays (this is likely to be quite challenging).
- Place objects in the compartments of ice cube trays to create and copy patterns (bead, empty, rock, bead, rock, bead).

Worksheets for the letter i and capital letters

Worksheet 1: Find and count the letter i

Instructions

How many itchy bites (represented by the letter i) can you find on each child's arm?

Student text

----- i -----

----i-----i---

xxxxxx i xxxxxx i xx i

ixxxxixxxxixxxi

ccccccicccccccccccicc

ggigggggigggi

Worksheet 2: Find the letter i among other letters

Instructions

An insect (represented by the letter i) has flown into each open lunchbox. Get them out before they land on the food.

Student text

g g i g g

a g m t i

c i s b l

m c l d p i a

e t i l s p

i n k s e f c b j

Worksheet 3: Find the word beginning with i

Instructions

Find the ice in each drink. **Hint:** While some other words may have i inside them, the word ice is the only word in this activity which begins with i.

Student text

lemonade lemonade ice

tea tea ice tea

ice cola cola cola

milk ice milk milk

ale ale ale ice ale

juice juice ice juice

Worksheet 4: Find the capital letters

Instructions

Capital letters have a dot six in front of them. Mark all of the capital letters.

Student text

L I I L I L I L I I

c C C c c c C c C C

d D d d d D D D D d

i i I I I i I i I I

I I L d c D I i C d

I I I c d I I D C c

Worksheet 5: Reading words I, can, do, and like

Instructions

This activity contains the braille contractions for can, do and like. It also has the word I, as in 'I like quiet music'. When writing I as a word, it needs a capital. Read or rap the words on this sheet in time with a beat. **Note:** The teacher may tap the pace on a desk or play a recorded drum rhythm in the background. Begin with a slow pace and increase the speed with each reading to encourage fluency.

Student text

I do I do I do do do

I like I like I like like like

I can I can I can can can

I do I like I I do like

I can I do I I I do

do I like can I do like can

Worksheet 6: Identify the proper nouns

Instructions

Names are important, so when you write a person's name you have to start with a dot six to make the first letter a capital. Jack has made nametags for his friends but his braille machine has had some trouble with its dot six key so sometimes it hasn't worked and Jack has needed to write their names again. Find the name tags which start with a capital letter so Jack can give them to his friends.

Student text

dave Dut Luke luke

Campbell Laura lisa isabel

Isabel dan Dan Deb Isiah

izzie Ivy Luca Claudia

Danijela lee Lola isaac

Grace Max petra anil

Worksheet 7: Reading nonsense CV and VC words using known letters

Instructions

Planet brailto is an imaginary place where braille-reading aliens live. Braillian is the language these creatures speak. They use the same sounds as in English but their words are very strange and some are very very short with only one or two letters. pretend to be a braille-reading alien and read these Braillian words. Remember, the sounds are the same as in English.

Student text

i i i c c c c

l l l d d d d

i c i d i l i d

i l i d i l i c i c i d i l

l i l i d i d i l i d i l i d i

i l i d i c i d l i l i d i l i

Worksheet 8: Read and blend sounds together to make words

Instructions

Say each sound then follow along the line and read the same sounds without any gaps to say a word.

Student text

l i d ---- lid

d i d ---- did

L i l ---- Lil

i l l ---- ill

d i l l ---- dill

Worksheet 9: Find the word lid

Instructions

Jesse has dropped the lid to his drink bottle. Can you find it on each line? After you complete this activity, you may like to attach some braille labels saying 'lid' to lids in your classroom.

Student text

table floor lid

mat lid mat

lid book map

box bag lid

lap lid mud

leg lid bag

Worksheet 10: Identify which words contain the letter i

Instructions

Mark all of the words which have an i in them. Remember, it could be at the beginning, in the middle or at the end.

Student text

is if me

log lid lap

big bad bit

mad pup sip

ill all old

gig rib hot

Writing craft for i

Activity: Use the letter i and other tactile materials to create a tactile picture of an ice cream cone.

Activity box

- A4 size piece of plane braille paper or 140-160gsm card
- puff paint, glitter glue, glue gun stick or similar for creating a tactile outline
- textured materials or card and stickers.

Instructions

1. Insert an A4 sheet of braille paper or 140-160gsm card into the braille machine.
2. Press line space 10 times.
3. Type 5 spaces, 7 'i' separated by spaces (i i i i i i).
4. Line space twice, then bring the carriage all the way to the left.
5. 6 spaces, 6 'i' separated by spaces (i i i i i i), line space twice, then bring the carriage all the way to the left.
6. 7 spaces, 5 i separated by spaces, line space twice, then bring the carriage all the way to the left.
7. 8 spaces, 4 i separated by spaces, line space twice, then bring the carriage all the way to the left.
8. 9 spaces, 3 i separated by spaces, line space twice, then bring the carriage all the way to the left.
9. 10 spaces, 2 i separated by spaces, line space twice, then bring the carriage all the way to the left.
10. 11 spaces, 1 i.
11. Remove the paper from the braille machine.
12. Allow the student to choose a texture for the ice cream to go on top of the cone (alternatively cut an appropriate shape out of cardboard and have the student glue it above the cone and colour or place stickers - they might represent chocolate chips - on it).
13. Use puff paint, glitter glue, a hot glue gun, or similar to create an outline around the cone shape formed by the letter 'i's.

Experience book for i

Sample text

Cover: I Can

P1: I am Tyla. I can sing. I like to do it.

P2: I am Zoe. I can dance. I like to do it.

P3: I am Michael. I can play soccer. I like to do it.

P4: I am Nam. I can build Lego. I like to do it.

Book text outline

Title: I can

Each subsequent page: I am (name). I can (activity). I like to do it.

Instructions

1. Have the student choose an activity, which they enjoy and feel they do well, and support them to create a page about this. Explain that when the letter i is used as a word (referring to a person) it needs to have a capital sign in front of it. Allow them to write the capital sign (dot 6) and letter i, along with other known letters and words.
2. Let the student choose some classmates to ask about activities, which they like to do and feel they are good at doing. After the student has interviewed selected classmates, create pages about them. Be sure to allow the student to write the capital sign and known letters/words. (This may be an appropriate time to point out that names begin with the capital sign).
3. Encourage the student to read and show each classmates' page with him/her.
4. Put the completed book on the library shelf in the classroom for free reading time.

Follow-up activities

- Allow classmates to create their own page based on the text and make a class book, onto which braille may also be added so everyone can read.
- Encourage the student to ask willing peers to show them how to play games or do activities with which they may not be familiar.
- Create a similar book for home.

Unit 5: letter a and the full stop

Resources and activities

Teacher notes

- The full stop is to be introduced in this unit.
- Students may notice that the full stop is a 'lower d' that is, the same shape as the letter d but presented in the lower half of the braille cell.
- If appropriate, draw the student's attention to full stops in classroom readers and other books.
- Full stop should be written using the middle fingers on both hands plus the ring finger of the right hand. This can be very tricky for beginners so provide practice when ready (prioritize letters at this time).

Song lyrics

a is a letter

a very special one

a single little dot

a is just dot 1

dot 1, dot 1, dot 1

a is just dot 1

dot 1, dot 1, dot 1

a is dot 1

Discovery box for a

- Include a tracking card (a line of 5-8 letter a with no additional braille signs, each separated by a space) with the top right corner cut off.
- Include all items in bold plus 1 or more 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.

Note: items on the list have been carefully chosen to include only objects, which do not require braille contractions.

apple, abacus, albatross, album, alfalfa, algae, alligator, aloe, alpaca, alphabet, anaconda, angle, ankle, anklet, anorak, ant, antelope, antiseptic, anvil, asp, atlas,

avocado, axolotl, axe, axil (acorn, ace, ape, apricot and apron, may also be appropriate but the a is creating the long sound)

Specific suggested follow-up activities

- Compare an apple and avocado (or other fruit) and discuss their similarities and differences.
- Practice sliding and counting beads on the abacus (if you are able to obtain one).
- Practice copying patterns on the abacus (x beads on the left and x beads on the right).
- Practice identifying body parts such as ankle.
- Talk about ants and other very small creatures which can be found outside.

Worksheets for the letter a

Worksheet 1: Find the letter a

Instructions

Find the apple (represented by the letter a) hiding in the leaves on each branch.

Student text

l l l l a l l l l l

l a l l l l l l l

l l l l l l l l l a

l l l l l l l a l l l l l l l l l

l l a l l l l l l l l l l l l l l l

l a l l

Worksheet 2: Identify the letter a among a mix of other letters

Instructions

find the ant (represented by the letter a) in each stale sandwich.

Student text

c h c a

l p j a l

r m l h a t r

b a h b

b b c h l t b o a b b

m h e a s b m

Worksheet 3: Identify the word which begins with the letter a

Instructions

Find the word which starts with the letter a on each line.

Student text

tree trunk axe

banana apple grapes

lettuce alfalfa cress

bacon lettuce avocado tomato

fly grub wasp ant

atlas book maps directory

Worksheet 4: Read upper and lowercase letters

Instructions

Say the name of each letter. If it is a capital letter, say it loudly or using a higher pitched voice.

Student text

a A a A a A a A a A

A I a i I i a A A I

l a L A I i L I A a

C L I A l c a i c C

a d D A I d d I d D

C D L I A l d c a i

Worksheet 5: Read nonsense CV and VC words using known letters

Instructions

Planet brailto is an imaginary place where braille-reading aliens live. Braillian is the language these creatures speak. They use the same sounds as in English but their words are very strange and some are very short. pretend to be a braille-reading alien and read these Braillian words.

- a says 'a' as in apple.
- c says 'c' as in cat.
- d says 'd' as in dog.
- i says 'i' as in "itchy."
- l says 'l' as in lion.

Student text

ac ac ac al al al ad ad ad

la la la ca ca ca da da da

al al il il al il al il

ic ic ic ac ac ac ic ac

ad id ad id id id ad ad id id

il li ic ac ad di da di da

Worksheet 6: Read and blend sounds together to make words

Instructions

Say each sound then follow along the line and read the same sounds without any gaps to say a word. **Hint:** Double d and double l, make the same sound as one l or one d.

Student text

l a d ---- lad

d a d ---- dad

l i d ---- lid

d i d ---- did

a d d ---- add

i l l ---- ill

Worksheet 7: Find a given word

Instructions

A naughty lad has been shoplifting. As the security guard, it is your job to find where he is hiding in each isle.

Student text

games lad games games

jam jam jam lad

lollies lollies lad lollies

food food food lad food

lid lid lid lid lad

lid lollies lad lid games

Worksheet 8: Read decodable CVC words using known letters

Instructions

There are two words on each line. Find and read them.

Student text

lad ----- dad

---- lid ----did ----

----- dad did -----

lid ----- lad

----- did ----- lad

----- dad ----- lid ----

Worksheet 9: Read words including learned contractions

Instructions

This page includes a mix of words which are spelled letter by letter and words which are braille contractions/shortcuts. Follow along as your teacher reads and then read each line out loud for yourself.

Student text

I like like like I like

Dad can Dad can can Dad

a lad can do a lad can do

I like a lad like a lad

I like a lid I like a lid

Dad did a lad did I like can do

Worksheet 10: Read the sentences

Instructions

A sentence is made up of a group of words. The first word starts with a capital letter and the last letter is followed by a punctuation mark. The sentences in this page all end with a full stop. The full stop is made using dots 2-5-6. It is the same shape as the letter d but is lower. Some of these sentences are a little silly.

Student text

I did.

I like a lad.

I like Dad.

I like a lid.

A lid can like a lad.

Writing craft for a

Activity: Make an apple decorated with the letter a (the letter a may represent ants if desired).

Activity box

- A4 braille paper or green/red coloured card (120-160gsm)
- scissors (for teacher use)
- glue, double-sided tape or blu tack
- crayons, wikki stix or small twigs (this will be used to create the apple's stem).

Instructions

1. Insert the paper into the braille machine with the student completing as much of the task as possible (you may wish to cut the page in half first).
2. Have the student write lines of the letter a. These may or may not be separated by spaces or patterns may be created (aaa aaa aaa). Remember to depress the line space key prior to returning the embossing head (carriage) when transitioning to a new line so this becomes a habit and prevents students from accidentally writing over already completed text.
3. Remove the paper from the braille machine and cut out an apple shape.
4. Have the student glue the apple shape onto a page and add a stem.

Follow-up activities

- Write CVC words using known letters (dad, lad, did, lid).
- Play 'race the clock' by calling out known letters/sounds/words one by one and see how many the student can complete before a given time has elapsed (only count correct answers produced with correct fingers).
- Call out words and have the student write the starting sound.
- Say a sentence including a known word or alphabetic word sign (can, do, like, a, I) and challenge the student to type the appropriate word before you complete the sentence or count to three.
- Play a favourite song and braille letters in time with the beat (you might like to change letters with each verse or chorus).

Experience book for a

Sample text

Cover: It is

P1: It is a cat. I can pat it. I do like it.

P2: It is a hat. I can wear it. I do like it.

P3: It is a tap. I can turn it. I do like it.

P4: It is a rat. I can scream at it. I do not like it.

P5: It is a van. I can go for a ride in it. I do like it.

Book text outline

Title: It is

Each subsequent page: It is a (object including the short a sound). I can (action related to the object) it. I (do/do not) like it.

Instructions

1. Support the student to make a list of words which include the short a sound in the middle (examples include: bat, cat, hat, mat, rat, man, pan, van, cap, tap, back, pack, sack, tack, bag, rag, tag).
2. Discuss the kinds of things the student could do with each object and whether or not they like it.
3. Work with the student to select some suitable examples and create the text and pictures for the book, allowing the student to write known letters/sounds/words and contribute to the creation of illustrations such as by choosing between two textures.
4. Support the student to read the book until they can do so independently.
5. Transfer to the library shelf in the student's main classroom for free reading time.

Follow-up activities

- Explore and practice rhyming words.
- Have the student pretend to be a robot which can be programmed to change sounds within words (begin all words with the 'b' sound and repeat hill as bill, sit as bit, etc.).

Unit 6: g is go

Resources and activities

Song lyrics

1-2-4-5, g is go

1-2-4-5, g is go

Let's go, let's go

g is go

Let's go, let's go!

g is go!

1-2-4-5, g is go

1-2-4-5, g is go!

Discovery box for g

- Include g tracking card (a line of 5-8 letter g with no additional braille signs, each separated by a space) with the top right corner cut off.
- Include all items in bold plus 3 or more 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.

Note: items on the list have been carefully chosen to include only objects, which do not require braille contractions.

glove, glue, gate, gazelle, gecko, gift, girl, glass, glasses, globe, glove, glue, goal, goalie, goanna, goat, gold, golf ball, goose, gorilla, grapes, graph, grass, gravel, gravy, grill, grub, guacamole, guava, gull, gum, gumboot, gumnut, gumtree, gun, guppy

Specific suggested follow-up activities

- Compare the features and uses of different types of gloves (boxing gloves, gardening gloves, woollen gloves).
- Explore places within the school where grass or gravel can be found underfoot and compare the sound and feel of walking on different surfaces.

- Explore different methods for sorting and categorising objects within the discovery box (longer/shorter than a finger, living/nonliving, things that can be worn on the body, edible and non-edible).
- Describe an object according to its properties and have the student determine which it is (it is hard, you can hold it in one hand, it has a dimply texture, it is round, it feels heavy for its size, may describe a golf ball).

Worksheets for the letter g

Worksheet 1: Find the letter g

Instructions

Find the go-cart (represented by the letter g) on each racetrack.

Student text

XXXXXXXXXXXXXXXXXXXXXXXXXXXX g

XXXXXXXXXXX g XXXXXXXXXXXXXXX

g XXXXXXXXXXXXXXX

gXXXXXXXXXXXXXXXXXXXX

XXXXXXgXXXXXXXXXXXXXXXX

xxgXXXXXXXXXXXX

Worksheet 2: Identify the letter g amongst a mix of other letters

Instructions

Mr. and Mrs. Bigswing have been playing golf. Help them to find their missing golf balls (represented by the letter g). There are two to find on each line.

Student text

l l l g l l l l g l l

c c c c c c c c g c c g

d d d g g d d d d d d d d

a c l g a c c l l g

g i g l i a c d l

m x k c d e f g j w r g u

Worksheet 3: Identify the word which begins with the letter g

Instructions

Mrs. Wheredidiputtem has lost her glasses. Can you find them for her? **Hint:** Glasses is the only word on each line which begins with the letter g.

Student text

table glasses table
clock dress book glasses
sock sock undies glasses sock
glasses fridge plate placemat
toilet soap glasses comb
truck glasses tram bus

Worksheet 4: Identify the word which ends with the letter g

Instructions

Toby is running late for school. Help him find his school bag, on the floor of his messy room. **Hint:** Bag is the only word on each line which ends with the letter g.

Student text

sock sock sock bag
bag ball cat sock
undies bag undies undies
book toys doll bag truck
blanket bag books bucket
basketball calculator bag

Worksheet 5: Say the sounds of upper- and lower-case letters

Instructions

Read these sounds. Use a louder or higher pitched voice to say those which are capital letters.

Student text

g G g G l g L c I A
I g I G D C G c d L
a c d g i l I G d C
c C l L g G I i A a
D G d g D G g d L l
A a A C D G I L g A

Worksheet 6: Read and blend sounds together to make words

Instructions

Say each sound then follow along the line and read the same sounds without any gaps to say a word.

Student text

l a g ---- lag
d i g ---- dig
g i g ---- gig
g a l ---- gal
d a g ---- dag
g l a d ---- glad

Worksheet 7: Read braille contractions

Instructions

Sing these contractions to the tune of *I'm a Little Teapot*, or a tune you make up yourself. Otherwise, read them to a beat.

Student text

go go go go go go like like go
I can go I can go can do go
like like go like do can I can do
go like do can do like go

Worksheet 8: Read words including learned contractions

Instructions

This page includes a mix of words which are spelled letter by letter and words which are braille contractions/shortcuts. Read the page twice in a row. Try to get a little faster the second time you read.

Student text

like go like
dig can do

lad go lid

lag Dad did

go can go

I can go

Worksheet 9: Read short sentences

Instructions

Read these sentences.

Student text

I can go.

I do go.

Dad can go.

Dad did go.

I can dig.

Dad can dig.

Worksheet 10: Read longer sentences

Instructions

Read these sentences.

Student text

A lad can go.

A lad did go.

Dad did lag.

A gal can dig.

A gal can go.

Dad can go dig.

Writing craft for g

Activity: Make a gift tag decorated with the letter g.

Activity box

- braille paper or 120-160gsm coloured card
- curly ribbon, string or similar
- hole punch
- scissors
- stickers (optional)
- pen (optional).

Instructions

1. Insert the paper into the braille machine.
2. Type nine (9) letter g separated by spaces.
3. Move down one line, return the carriage, type a single g, space fifteen (15) times and type another g (the second g should be in line with the final g on the line above).
4. Repeat step 3 as many times as desired.
5. Type nine (9) letter g separated by spaces.
6. Remove the paper from the braille machine.
7. Cut around the gift tag (the teacher may need to complete this step).
8. Write a name on the gift tag (this can be done on adhesive braille label and placed over the print or the tag may be reloaded into the braille machine).
9. Decorate with stickers.
10. Place a hole punch in one corner.
11. Thread through some ribbon or string.
12. Make a knot in the ribbon/string and attach the gift tag to a small gift for someone (perhaps a flower, bookmark or picture).

Experience book for go

Sample text

Cover: I Can Go

P1: I can go to school. I like to go to school.

P2: I can go to the oval. I like to go to the oval.

P3: I can go to the tuckshop. I like to go to the tuckshop.

P4: I can go to the playground. I like to go to the playground.

P5: I can go to the library. I like to go to the library.

Book text outline

Title: I can go

Each subsequent page: I can go to (place name). I like to go to (same place name).

Instructions

1. Discuss and explore different places the student can go in the school. This may provide a good opportunity to explore some new places in the school.
2. Allow the student to select some places to include in the book.
3. Write the book, having the student write the parts that they know (may include: go, like, can, capital letter, full stop).
4. Create tactile illustrations, allowing the student to make choices and suggestions.
5. Read the book.
6. Place the book on the library shelf in the classroom for free reading time.

Follow-up activities

- Practice going to different areas within the school.
- Explore some new places or rooms within the school (playgrounds for other grades, other classrooms while the classes are not present (with permission of course), offices, the staff room.
- Make a video of the student reading each page of their book in the place mentioned on the page ('I can go to the tuckshop' at the tuckshop).
- Create a similar book for home.

Unit 7: x is it

Resources and activities

Song lyrics

1-3-4-6 x is it

1-3-4-6 x is it

Everybody knows that x is it

1-3-4-6 x is it

Discovery box for x

- Include 'x' tracking card (a line of 5-8 letter x with no additional braille signs, each separated by a space) with the top right corner cut off.
- Include 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.

Note: items on the list have been carefully chosen to include only objects, which do not require braille contractions.

box, hexagon, exit, fox, mixture, sax, six, taxi, Vicks VapoRub, wax, x-ray

Specific suggested follow-up activities

- Explore a variety of boxes. Compare their size, shape and the material from which they are made. Can some fit inside others?
- Search for boxes within the classroom. What do each contain. If they are not already labelled and it is appropriate to do so, add a braille label along with a sample of the contents on the outside of each box of common classroom materials, e.g., attach a braille label saying Lego alongside a Lego block to the outside of the box containing Lego.
- Discuss exit signs and their purpose. Locate some within the school. Talk about other common signs within the school or community.
- Discuss and locate the best emergency exits in rooms commonly used by the student and review emergency procedures such as fire drills.
- Count the number of sides on a hexagon. Have the student practice placing one finger on a side and using it as a place marker while their other hand traces the shape, counting sides until it returns to the starting point. Practice the same activity with other shapes.

Worksheets for the letter x

Worksheet 1: Find the letter x

Instructions

Mark the letter x on each line.

Student text

----- x -----

----- x -----

---x-----

-----x-----

-----x-----

---x-----

Worksheet 2: Identify the letter x

Instructions

On the pirate's map, x marks the spot where buried treasure can be found. Find the x on each map to locate the buried treasure.

Student text

l l l l l x l l l l l

g g x g g g g g g g g g g

c c c c c c c c c c c c x

q w e r t y x i o p a s d f

k k k k k x k k

m m m m m m x m m

Worksheet 3: Identify the word which ends with x

Instructions

A fox has broken into the hen house. Catch him before he hurts any of the chickens. **Hint:** Fox is the only word in this activity which ends in the letter x.

Student text

Note: Some words in this activity include contractions.

hen hen hen fox hen hen

hen fox hen hen hen hen
egg egg hen fox hen egg
egg rooster egg hen fox
hen hen chick chick fox
chick fox chicken chick hen rooster

Worksheet 4: Read nonsense VC and CVC words

Instructions

Planet brailto is an imaginary place where braille-reading aliens live. Braillian is the language these creatures speak. They use the same sounds as in English but their words are very strange and some are very short. pretend to be a braille-reading alien and read these Braillian words.

Student text

ix ix ix ix
ax ax ax ax
ix ax ix ax
ax ax ix ix
dax gax

Worksheet 5: Read braille contractions

Instructions

Sing these words to the tune of *Twinkle Twinkle Little Star*. **Teacher's note:** all words are alphabetic word signs, if needed, hum between lines to give the student time to move down the page.

Student text

it it it it like like it
it can go it like can it
go it like it it can go
it can do it go like go
go go it it like like it
do do can like do can it

Worksheet 6: Read braille contractions

Instructions

Sing to the tune of *Hot Cross Buns*.

Student text

I like it

I like it

I I I I

like like like like

I like it

Worksheet 7: Read short sentences

Instructions

Read these sentences.

Student text

I like it.

I do it.

I can do it.

It can go.

It can do it.

I do like it.

Worksheet 8: Read longer sentences

Instructions

Read these sentences. Reread them until you can read them quickly and confidently.

Student text

Dad can do it.

A lad can do it.

A gal can do it.

I can dig it.

A lad can dig it.

A gal can dig it.

Worksheet 9: Make a picture to match the description

Instructions

Make a picture to match the sentence.

Student text

I like it.

Worksheet 10: Make a picture to match the description

Instructions

Make a picture to match the sentence.

Student text

It can dig.

Writing craft for x

Activity: Decorate a box with the letter x.

Activity box

- A4 size 140-160gsm coloured card
- a box or selection of small boxes (recycled boxes previously holding school or grocery supplies will suffice. Larger boxes may be cut down to size if desired)
- stickers and/or small objects for gluing such as buttons or plastic jewels
- crayons or similar (glitter crayons generally produce a tactile line)
- glue stick or double-sided tape
- scissors (for teacher use).

Instructions (students should complete tasks as independently as possible)

1. Insert the card into the braille machine.
2. Create lines, with or without spaces, of the letter x.
3. Remove the paper from the braille machine and have the teacher cut along each line of the letter x to create strips.
4. Use glue or double-sided tape to attach the strips to the sides of the chosen box.
5. Use stickers, small objects and/or crayons to decorate blank areas as desired
6. Determine a suitable use for the box or gift it to a friend.

Experience book for it

Sample text

Cover: I like it

P1: It is a wheel. I like it.

P2: It is a window. I like it.

P3: It is a roof. I like it.

P4: It is a seat. I like it.

P5: It is a steering wheel. I like it.

P6: It is a car. I like it.

Book text outline

Title: I like it

Each subsequent page: It is a (object). I like it.

Instructions

1. Choose a theme for the book such as school, toys, jewellery, football or a current classroom topic.
2. Work with the student to brainstorm objects, which they like, as related to the theme and choose a selection of these to feature in the book.
3. Write the book, having the student write the letters and words they know (may include: it, i (at the start of is), a, full stop, I, like).
4. Create tactile illustrations, allowing the student to make choices and suggestions.
5. Read the book.
6. Place the book on the library shelf in the classroom for free reading time.

Follow-up activities

- Create a similar book based on a different theme.
- Create a class book or display with each student completing a page using the same text structure.

Unit 8: t is that

Resources and activities

Song lyrics

t is that, 2-3-4-5

t is that, 2-3-4-5

t is that, 2-3-4-5

t is that, and that's that!

Discovery box for t

- Include 't' tracking card (a line of 5-8 letter t with no additional braille signs, each separated by a space) with the top right corner cut off.
- Include all items in bold plus 3 or more 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.

Note: items on the list have been carefully chosen to include only objects, which do not require braille contractions.

tissue, twig, tab, table, tablet, tack, taco, tadpole, tag, tank, tap, tape, tattoo, tea, telescope, tick, ticket, tie, tile, timpani, toad, toe, toilet, tomato, toolbox, tools, topaz, tortoise, toy, track, tractor, tram, trap, tray, tree, triangle, tricycle, trophy, truck, trumpet, tub, tuba, tube, tugboat, tulip, tuna, tunnel, turnip, turkey, turtle

Specific suggested follow-up activities

- Explore different trees in the schoolyard and name their various parts (trunk, bark, leaves, branches, twigs). If available, bonsai trees can help give students tactile access to all parts of a mature tree.
- Explore the size, shape and sounds of various musical instruments including triangles, trumpets, tubas and timpani.
- Conduct an investigation of tables in the classroom or school. How many different types can be found? What do they all have in common?
- Sort objects in the discovery box according to the material from which they are made (a triangle (instrument) and tray may both be made from metal).
- Order objects within the discovery box by length.
- Locate objects within the classroom which begin with the 't' sound.
- Search the discovery box to find the object matching the given description (flat, feels cold, made of metal, rectangular—may describe a tray).

Worksheets for the letter t

Worksheet 1: Find the letter t

Instructions

Track along the train tracks to find the train (represented by the letter t).

Student text

xxxxxxxxxx t xxxxxxxxxxxxx

xxxxxxxxxxxxxxxxxxxxxxxxxxxx t

xxxx t xxxxxxxxxxxxx

xxxxxxxxxxxxxxxxxxxx t xxxxxxxx

xxxxxxxxxxxxxxxxxxxxxt

xxxxxxxxxxxxtxxxxxxxxxx

Worksheet 2: Identify the letter t

Instructions

Leo's sister has hidden his tennis balls (represented by the letter t) in the gardens. Help him find the lost tennis ball in each garden bed.

Student text

a a a a t a a a a a a a

l l l l l l l t l l l l l

r r r r r r r r r r t r

j j j j t j

f f f t f f f f f f f

w t w w w w w w w w w w w

Worksheet 3: Identify the letter t from among other letters

Instructions

Two little turtles (each represented by the letter t) are hiding in each rockpool. Can you find them?

Student text

c c t c c c c t c c

r t r r t r r r r r

w w w w w w t t w w w w w w

t s s s s s s s t s s

s w r t r w s s t r w

t s r s r s w s s w s r w t

Worksheet 4: Identify the word which begins with the letter t

Instructions

The baby has dropped her toy on the floor. Can you pick it up for her? **Hint:** Toy is the only word beginning with t in this activity.

Student text

floor toy floor floor

grass grass toy grass

mat mat mat toy

floor dog cat toy floor

rug rug blanket rug toy

toy grass dirt pond

Worksheet 5: Say the sound of upper and lowercase letters

Instructions

Say each of these sounds. Use a louder, higher-pitched or otherwise different voice for capital letters.

Student text

t T t t T t t t T T

T I G t i g t A g t

I L I t T C d x X T

a c d g I l t x G t

T x t G I D c I I A

T a C I L I T X I D

Worksheet 6: Read and blend sounds together to make words

Instructions

Say each sound then follow along the line and read the same sounds without any gaps to say a word.

Student text

a t ----- at

t a g ---- tag

t a d ---- tad

l i t ---- lit

t a x ---- tax

c a t ---- cat

Worksheet 7: Read braille contractions

Instructions

Read, rap or sing this page of braille contractions.

Student text

that that that that like that like that

that can go do that can do that

that can it can do that that can

it can do that it can like that

it can do like that go like that

go go like that it can do that

Worksheet 8: Reading rhyming words

Instructions

Follow along the line to find and read the rhyming words.

Student text:

xxxx at xxxxx cat xxxx that

xxxx lag xxxx tag xxxx gag

xxxx dad xxxx tad xxxx lad

xxxx lid xxxx did

xxxx dig xxxx gig

Worksheet 9: Read sentences

Instructions

Read these sentences.

Student text

I like that.

I can do that.

I do like that.

It can do that.

That cat can go.

That cat can do that.

Worksheet 10: Read more sentences

Instructions

Read these sentences. Reread them many times, until you can read them quickly and confidently. Always make sure your fingers are on the words as you say them.

Student text

I can do it like that.

That cat can dig.

Dad can go like that.

That gal lit it.

I can tag that lad.

That cat did it.

Writing craft for t

Activity: Make a picture of a truck, the body of which is decorated by the letter t.

Activity box

- a sheet of A4 140-160gsm coloured card or braille paper
- pre-cut card or other textured circles of several sizes (at least two of each as these will become the wheels)
- a piece of card onto which the truck may be glued
- glue or double-sided tape
- scissors (for teacher use)
- a toy truck (if available)

Instructions (as far as possible, tasks are to be completed by the student)

1. Insert the card or braille paper into the braille machine.
2. Write lines of the letter t, separated by spaces (t t t t). The teacher may predetermine the number or length of lines according to the size of the circles available for truck wheels.
3. Remove the paper from the braille machine and have the teacher cut out the shape of the body of a truck.
4. Ask the student what is missing from the truck and have them choose some wheels from the selection of textured circles provided (this may be a good opportunity to talk about wheels generally being a similar size).
5. Arrange the truck body and circles on the backing card to create a truck (if the student does not place wheels on the backing card appropriately, encourage them to feel a model truck and discuss the usual location of wheels on such vehicles).
6. Use glue or double-sided tape to attach the truck body and wheels to the backing card to create the completed picture.

Experience book for that

Sample text

Cover: My family can do that

P1: That is Mum. Mum can drive. Mum can do that.

P2: That is Dad. Dad can cook. Dad can do that.

P3: That is Petra. Petra can play. Petra can do that.

P4: That is Max. Max can shout. Max can do that.

P5: That is Fluffy. Fluffy can scratch. Fluffy can do that.

Book text outline

Title: (my family/my friends/pets) can do that

Each subsequent page: That is (name). (Name) can (verb). (Name) can do that.

Instructions

1. Work with the student to decide the group of characters on whom the book will be based (family, friends, pets or characters from a favourite TV program or movie may be appropriate).
2. Decide on the specific characters to be included and the activity they can do.
3. Write the book, having the student write the letters and words they know.
4. Create tactile illustrations, allowing the student to make choices and suggestions. (Remember to make illustrations simple e.g., a page reading 'Mum can garden.' May be illustrated by flower or some dirt, or a page reading 'Mia can eat' may be illustrated by a plastic spoon.)
5. Read the book.
6. Place the book on the library shelf in the classroom for free reading time.

Follow-up activities

- Create a similar book based upon a different group of characters.
- Share the book with classmates and/or family members.

Unit 9: o, to and question mark

Resources and activities

Teacher notes

- The question mark is to be introduced in this unit.
- If appropriate, draw the student's attention to question marks in classroom readers and other books.
- Question mark should be written using the middle and ring fingers of the left hand and ring finger of the right. This can be very tricky for beginners so provide practice when ready (prioritize letters at this time).

Song lyrics

1-3-5- o

1-3-5 o

1-3-5 o

That's the way o goes

Discovery box for o

- Include 'o' tracking card (a line of 5-8 letter o with no additional braille signs, each separated by a space) with the top right corner cut off.
- 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.

Note: items on the list have been carefully chosen to include only objects, which do not require braille contractions.

orange, octagon, ocelot, octopus, okapi, olive, omelette, onion, orangutan, oregano, Oreo, oriole, osprey, ox (oak oasis oats okra, oval, oil, orca and organ are also uncontracted but the 'o' does not make the regular short sound)

Specific suggested follow-up activities

- Explore the various parts of the orange (seeds, skin, and flesh).
- Find objects within the classroom which have a similar shape to the orange.
- Talk about the smell of the orange and explore the school, looking for areas or objects with distinctive scents.
- Talk about or look for things which are the colour orange.
- Compare the octagon with other shapes.

- Play shape sorting games.
- Compare the weight of objects.
- Brainstorm words with the 'o' sound in the middle of them.

Worksheets for the letter o

Worksheet 1: Find the letter o

Instructions

Find the letter o on each line.

Student text

----- o
xxxxxxxxxxxxxxxxxxx o xxxxxxxx
ggggggg o gggggggggggggggggg
kkkkk o kkkkkkkkkkkkkkkkkkkkk
lllolllll
kkkkkkkkkkkkkkkokkkkk

Worksheet 2: Identify the letter o

Instructions

Sammy doesn't like olives. Help him pick them out of his salad by covering or squashing every o on each line.

Student text

g g o g g g g g o g g g
l o l l l l o l l l o l l o
o c c c o c o c o c c o c c c
r g t o l o o o f m g o
o o o o o l l l l o o o t t
l t s g a p m d c o c w r

Worksheet 3: Identify the word beginning with capital o

Instructions

Olivia is playing hide and go seek. Can you find her hiding place on each line? **Hint:** Olivia starts with a capital o.

Student text

tree tree tree Olivia
fridge Olivia wall door

blanket table Olivia mat
Dad Mum baby Olivia cat
basket Olivia basket
wall door wall Olivia

Worksheet 4: Say the sound of upper and lower-case letters

Instructions

Say these sounds. Use a different voice for capital letters.

Student text

O o O o O O o o O o
d l o I o O a g x l
a c d g I T o x L
t o T O G I L o G d
a o I o I O I O I t
x C a L o T t G d I

Worksheet 5: Read the words ox cat and dog

Instructions

Ox is another word for bull. Read each word and make the appropriate animal noise.

Student text

ox ox ox
cat cat cat
dog dog dog
cat dog ox
ox cat dog
dog ox cat

Worksheet 6: Read and blend sounds together to make words

Instructions

Say each sound then follow along the line and read the same sounds without any gaps to say a word.

Student text

c o t ---- cot

g o t ---- got

l o g ---- log

d o g ---- dog

d o t ---- dot

l o t ---- lot

Worksheet 7: Read rhyming words

Instructions

Read these rhyming words.

Student text

dog cog log

lot got dot cot tot

tag gag lag

ill gill dill

doll toll

old cold gold told

Worksheet 8: Identify the word which does not rhyme

Instructions

Cross out, cover, or squash the word which does not rhyme with the others on the line.

Student text

dog log ox

cot cat lot

tax dot got

dad tad old

did dig lid

tot gig dig

Worksheet 9: Read sentences including the word to

Instructions

The letters t o, spell the word to. Read these sentences which include this new word.

Student text

I do like to do that.

I like to do it.

I like to dig.

I like to go.

I like to go to it.

I like to go to a gig.

Worksheet 10: Read question sentences

Instructions

Question sentences end with a special sign called a question mark. In braille, this is written using dots 2 3 and 6. Read each question and then say your answer.

Student text

Can a dog dig?

Can a cat dig?

Can a lid dig?

Can a tag dig?

Do I like to dig?

Writing craft for o

Activity: Create a textured paper orange, decorated with the letter o.

Activity box

- a sheet of A4 orange-coloured 120-160gsm card
- a metal spoon
- scissors for teacher use.

Instructions

1. Place the piece of orange card on a rough concrete surface and use the spoon to rub the paper to create texture (somewhat similar to the skin of an orange). **Note:** this can be a good exercise for arm, hand and finger strength.
2. Place the paper into the braille machine and use the letter o to decorate some or all of the textured area.
3. Have the teacher cut a round shape out of the textured page with braille to create an orange.

Experience book for o

Sample text

Cover: At Playtime

P1: I like to go on the swing.

P2: I like to go on the oval.

P3: I like to go on the monkey bars.

P4: I like to go on the fort.

P5: I like to go on the grass.

Book text outline

Title: At playtime/recess/lunchtime (choose the appropriate terminology for your setting).

Each subsequent page: I like to go on the (object).

Note: If the student wants to talk about something, which involves going in, such as the sandpit or library, be sure to use the 'in' contraction (dots 3-5).

Instructions

1. Discuss the activities the student enjoys doing at break time and the equipment or locations these involve. If they only use one or two pieces of

- equipment or areas within the school, discuss and demonstrate other equipment and places frequented by their peers.
2. Help the student decide on the text of the book and have them write as much of it as possible (they should be able to write I like to go and you may consider telling them which dots to press for unfamiliar letters or signs if appropriate).
 3. Work together to add tactile illustrations.
 4. Read the book.
 5. Place on the library shelf in the classroom for free reading time.

Follow-up activities

- Explore play areas and the equipment available.
- Talk about the difference between the activities typically engaged in by different year levels (Preps may enjoy playing in the sandpit but year six students may sit under the trees and chat or play netball).
- Interview another student about what they like to do at lunchtime and write a book about them and their preferred activities.

Unit 10: p is people

Resources and activities

Song lyrics

With three down the left and the top on the right

p is people both day and night

1, 2, 3, 4, p people

1, 2, 3, 4, p people

sing it

1, 2, 3, 4, p people

write people this way and you will always be right

Discovery box for p

- Include 'p' tracking card (a line of 5-8 letter p with no additional braille signs, each separated by a space) with the top right corner cut off.
- Include all items in bold plus 3 or more 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.

Note: items on the list have been carefully chosen to include only objects, which do not require braille contractions.

pants (preferably with a pocket), peg, package, packet, pad, paddle, palm, pan, pancake, pansy, pavlova, papaya, paprika, paw, pawpaw, pea (must be pea not peas as peas has a contraction), pecan, pelican, peel, pelican, petal, petrel, petunia, piano, pickle, picket, picnic basket/blanket, picture, pig, pigeon, piglet, pie, pill, pilot, pimple, pipe, pirate, pizza, plane, planet, plank, plant, plate, platypus, plug, plumb, pocket, pod, pomegranate, pompom, pony, poodle, pooh, pool, popcorn, poppy, porridge, port, possum, pot, potato, pram, prawn, price-tag, prickle, primrose, prison, prize, prune, pub, pug, pulpit, pump, pup, puppet, puppy, purse, puzzle, pyjamas, pyramid

Specific suggested follow-up activities

- On a strip of paper, write a row of letters, each separated by two or three spaces. Have the student attach a peg above each letter p on the strip.
- Explore the shape of different flowers and petals.

- Have the student locate objects which fit a given category e.g., objects that are smaller than my hand, objects which are round, objects with metal parts.
- 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).
- Create multiple tracking cards for completed letters and have the student sort them.
- Brainstorm names of familiar people or characters which begin with p.
- Add familiar objects to the discovery box which do not start with the 'p' sound and have the student find and remove them.

Worksheets for the letter p

Worksheet 1: Find the letter p

Instructions

Find the plane (represented by the letter p) on the runway.

Student text

xxxxxxxxxxxxxxxxxxxxxxxxxxxx p

xxxxxx p xxxxxxxxxxxxxx

p xxxxxxxxxxxxxxxxxxxxxx

xxxxxxxxxxxxxxxxxxx p xxxxxx

xxx p xxxxxxxxxxxxxxxx

xxxxxxxxxxxxxxpxx

Worksheet 2: Identify the letter p

Instructions

Find the pizza shop (represented by the letter p) on each street.

Student text

l l l g l p l l

c g c c w p h m

d w h m k p o e r f

p l m h

f f p f f f f

s t r g c d f r l p

Worksheet 3: Identify the word which begins and ends with the letter p

Instructions

The Chen family are housetraining their new puppy but he's still learning to go outside when it needs to poop. Find the puppy poop in each room before it stinks out the whole house. **Hint:** Poop is the only word in this activity, which begins and ends with the letter p.

Student text

mat mat poop
floor poop floor mat
blanket toys baby poop
poop rug table rug
plate floor poop
puppy poop

Worksheet 4: Read and blend sounds together to make words

Instructions

Say each sound then follow along the line and read the same sounds without any gaps to say a word.

Student text

p o p ---- pop
p i p ---- pip
p i g ---- pig
t o p ---- top
g a p ---- gap
p o x ---- pox

Worksheet 5: Read the rhyming words

Instructions

Read these rhyming words.

Student text

lap gap tap cap
dad pad tad lad
top lop cop pop
pip lip tip dip
cot pot dot lot
dig pig gig

Worksheet 6: Mark the rhyming word

Instructions

Mark the word which rhymes with the one at the beginning of the line.

Student text

pig ---- gap pod gig

cat ---- pat dog ox

dip ---- dad lap lip

gap ---- did cap pop

dog ---- lap log lot

lot ---- pat pit pot

Worksheet 7: Read and identify words

Instructions

Some animals have escaped from the farm. Find the animal hiding on each line.

Student text

lid pig cap

dot pip cat

ox dip gig

pop dot dog

pat cat lad

pig log pod

Worksheet 8: Read the braille contractions

Instructions

Read these words or sing to the tune of *Old MacDonald*.

Student text

people people people people do do can can like

go people people do like people do go do do like

do can can can go it it it

that it can it do go that it
people people people people do do can can like

Worksheet 9: Read sentences

Instructions

Read these question and answer sentences.

Student text

Can people go? People can go.

Can people do that? People can do that.

Do people like it? People do like it.

Can people dig? People can dig.

Do people like it a lot? People do like it a lot.

Worksheet 10: Mark true or false

Instructions

Mark the sentences which you think are true. **Teacher's note:** This activity may provide opportunity to refine or expand some concepts.

Student text

I can dig.

I like to dig.

A pig can dig.

A pot can dig.

A dog can dig.

A cot can dig.

Writing craft for p

Activity: Create a paper plane.

Activity box

- a piece of braille paper or 120-160gsm coloured card
- stickers, crayons or similar to decorate the plane (choose according to the hand skills requiring practice, e.g., if working on pincer grip, small stickers may promote practice of this skill).

Instructions

1. Insert the paper into the braille machine in portrait orientation.
2. Press the line space key approximately 10 times to position the embossing head $\frac{1}{3}$ to $\frac{1}{2}$ way down the page.
3. Write lines of the letter p, with or without spaces, to cover the bottom half to two thirds of the page.
4. Remove the paper from the braille machine.
5. Fold into a paper plane, keeping the braille to the outside surfaces toward the back section (the braille should be mostly on the wings of the folded plane).
Note: encourage and support the student to do as much of the folding as possible. If they are unable to fold, they can press down along the creases.

Experience book for people

Sample text

Cover: People can

P1: Can people eat? People can eat. People can do that.

P2: Can people smile? People can smile. People can do that.

P3: Can people sleep? People can sleep. People can do that.

Can people sing? People can sing. People can do that.

Book text outline

Title: People can

Each subsequent page: Can people (action)? People can (action). People can do that.

Instructions

1. Brainstorm things people can do and choose some to include in the book.
2. Create the text and tactile illustrations, having the student do as much of the writing as possible and assisting with the illustrations (making choices, gluing things).
3. Read the book.
4. Place the book on the library shelf in the classroom for free reading time.

Follow-up activities

- Discuss some things which animals can do but people cannot naturally do (fly, breathe under water).
- Discuss some of the inventions that help people to do things they cannot do naturally (cars allow people to move faster than they can run).
- Brainstorm some of the different ways people get things done (some people speak with their voices and others use their hands and bodies through sign language).

Unit 11: s is so

Resources and activities

Song lyrics

s is so, 2-3-4

s is so, 2-3-4

s is so, 2-3-4

s is so

Discovery box for s

- Include 's' tracking card (a line of 5-8 letter s with no additional braille signs, each separated by a space) with the top right corner cut off.
- Include all items in bold plus 3 or more 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.

Note: items on the list have been carefully chosen to include only objects which do not require braille contractions.

sock, soap, spoon, sack, saddle, safe, sage, sail, sailboat, salami, salsa, salmon, salt, sap, sapphire, sauce, sausage, saw, sawhorse, scales, scissors, scoop, screw, scrub, sea, seel, seesaw, sign, signature, silk, silo, skates, skeleton, skillet, skirt, skittles, skull, sky, sleeve, slide, slime, slug, smile, smoke, snacks, snail, snake, socket, spatula, spade, spike, spiral, spots, squid, squirrel, suitcase, sultana, sun, sunglasses, swab, swag, swagman, swan, swift

Specific suggested follow-up activities

- Explore the differences and similarities between a variety of spoons (teaspoon, soup spoon, measuring spoons, plastic spoons, bamboo spoons, serving spoons, wooden spoons).
- Order a variety of spoons, socks or similar items according to length.
- Match socks to make pairs (ensure that socks are tactually different such as made of different materials, different sizes or containing different tactile features such as ribbing around the ankle or a flat seam).
- Investigate soap including different varieties and shapes, different scents, and the way it feels when dry and wet.
- Practice washing hands with soap, possibly while singing the s song.
- Use scissors to cut straws.
- Use playdough or clay to make sausages, snails and snakes.

Worksheets for the letter s

Worksheet 1: Find the letter s

Instructions

Find the sailboat (represented by the letter s) on each lake.

Student text

----- s -----

----- s ---

gggg s gggggggggggggggg

kkkkkkkkkkkkkkkkkk s

kkkkkkkkkkkkkkkk s kkkkk

kkkkkkkskkkkkkkkkk

Worksheet 2: Identify the letter s

Instructions

Find the pair of socks (each sock is represented by the letter s) in each washing basket.

Student text

b b s b b b b b b s b b

j j j j s j s j j j

p p p p p s s p p p p p

p b h b h b p s u v d s

t s t t t t t s t t t

o u k d d s k d t g s u t b d

Worksheet 3: Identify the word which begins with the letter s

Instructions

Some thieves have robbed a bank and hidden the money in a big sack. Can you find the sacks of money and catch the thieves? **Hint:** Sack begins with the letter s and there is one sack to find on each line.

Student text

grass grass sack grass
truck sack truck truck
dirt dirt dirt sack
truck bus van sack
table blanket sack table
sack tree tree plant

Worksheet 4: Say the sound of upper and lower-case letters

Instructions

Read and say these sounds. If you wish, you can use a different voice for the capital letters.

Student text

s a s c s l s g s P
s s t t s t S S t T S
S A D O s I S L x C
A C D G I l o p S T x
P S p s S T s O o O
x T s L o P G c D a I

Worksheet 5: Read and blend sounds together to make words

Instructions

Say each sound then follow along the line and read the same sounds without any gaps to say a word.

Student text

s a d ---- sad
s i p ---- sip
g a s ---- gas
s i x ---- six
s o d ---- sod
s i t ---- sit

Worksheet 6: Read rhyming words

Instructions

Read these rhyming words.

Student Text

sad dad lad tad pad

tag lag gag sag dag

dip sip tip lip pip

lap tap gap sap

pop sop top lop

sit lit pit

Worksheet 7: Read sentences

Instructions

Read the sentence and then say a word which fits the description.

Student text

I can sip it.

I can pop it.

It can sit.

I can pat it.

Worksheet 8: Read braille contractions

Instructions

Read, rap or sing these braille contractions.

Student text

so so like like people so

so do so can so go so

that it can go it can that

people so so go it that

can can do like that so so

people do that can it so

Worksheet 9: Read sentences

Instructions

Read these sentences.

Student text

I do so like it.

I can so do that.

Is it a cat?

That lad is so old.

It is a dog.

Is that a log?

Worksheet 10: Read longer words

Instructions

Attempt these longer words.

Student text

gold

sold

moss

toss

glad

gloss

Writing craft for s

Activity: Make tags containing the letter s to attach to scissors.

Activity box

- coloured paper (140-160gsm)
- twist-ties or pipe cleaners
- hole punch.

Instructions

1. Insert the paper into the braille machine.
2. Set the left-hand margin (adjusted by pinching the mechanism on the back of a Perkins braille machine) to about four spaces left of the left edge of the page.
3. Type several letter s (approximately 5-7 without spaces or 3-4 with spaces).
4. Press line space two times and repeat step 3 until you reach the bottom of the page.
5. Remove the paper from the braille machine.
6. (As far as possible, support the student to complete this step) - Cut along each line of s, ensuring to leave several centimetres of blank paper on the left-hand side (the extra paper to the right of the s may be removed).
7. Use the hole punch to create a hole on the left-hand side of each rectangular tag.
8. Thread a piece of pipe cleaner or a twist tie through the hole.
9. Use the pipe cleaner or twist-tie to attach the tag to the handle of a pair of scissors.
10. Extra tags may be given to friends or classmates or attached to other objects beginning with the 's' sound.

Experience book for so

Sample text

Cover: So good (note that good is written with the short form gd)

P1: I like soccer. It is so good.

P2: I like singing. It is so good.

P3: I like swimming. It is so good.

P4: I like sand. It is so good.

P5: I like sauce. It is so good.

Book text outline

Title: So good

Each subsequent page: I like (word beginning with s or a group of words, one of which begins with an s). It is so good.

Instructions

1. Brainstorm activities, sports, places or objects that begin with the 's' sound.
2. Work with the student to choose some suitable activities, places or objects to include in the book.
3. Write the text of the book and create the pictures. The student should do as much of this as possible. Note: If the student has mastered all letters covered in the program thus far, they will be able to write the sentence 'It is so good.' Independently. Remember to use all contractions, including 'gd' for good.
4. Read and reread the text, sharing it with friends, before placing it on the library shelf in the classroom for free reading time.

Follow-up activities

- Discuss why the student likes or dislikes various activities, places and objects.
- Create another book, using a different sound as the linking theme for objects and activities.
- Create a similar book for home.

Unit 12: n is not

Resources and activities

Song lyrics

1-3-4-5 n is for not

1-3-4-5, n is not

1-3-4-5 n is for not

1-3-4-5, n is not

that's the lot

n is not!

Discovery box for n

- Include 'n' tracking card (a line of 5-8 letter n with no additional braille signs, each separated by a space) with the top right corner cut off.
- Include all items in bold plus 3 or more 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.

Note: items on the list have been carefully chosen to include only objects, which do not require braille contractions.

nail, necklace, naan, nailfile, nappy, neck, necktie, net, nib, noodles, nori, nose, notebook, novel, numbat, nurse, Nutella, nut, nutmeg

Specific suggested follow-up activities

- Explore different types of necklaces, ties, scarfs and other items which may be worn around the neck.
- Explore and discuss nails and find examples of nails in furniture or other items.
- Use a hammer to push nails into a block of wood.
- Thread beads on string to create necklaces.
- Investigate different kinds of nuts (check for nut allergies first).
- Use a nut cracker to crack open the shells of nuts.

Worksheets for the letter n

Worksheet 1: Find the letter n

Instructions

Find the nail (represented by the letter n) on each plank of wood.

Student text

ggggggggggg n ggggggggggg

ggg n ggggggggggggggg

gggggggggggggggggggg n ggggg

ggggggggggggg n ggggggggggggggg

g n ggggggggggggggg

gggggggggggggggggg n gggggg

Worksheet 2: Identify the letter n

Instructions

Find the nest (represented by the letter n) in each tree.

Student text

l l l l n l l l

l l l l l l l l l l l l l l n l l l l l l l l

b t l t p n e g s

t k n d w o u v e x

a o o o n o o e k u o

m o m o m o m n o m o m

Worksheet 3: Identify the word which begins with the letter n

Instructions

Pick up the nut before someone slips on it. **Hint:** Nut is the only word in this activity that begins with n.

Student text

nut floor floor floor

toes toes toes nut toes

mat rug nut mat blanket
dog cat nut blanket mat
door floor wall nut
nut grass grass dirt

Worksheet 4: Say the sounds of upper and lower-case letters

Instructions

Read these sounds out loud. If you wish, you may use a different voice for the sound of capital letters.

Student text

n N n N l n g N
p n o O n N o n
a c d g I l n O p s T x
N o n t S I D c l a
O I A o I a n N L p
S T N t O p s I d C A x

Worksheet 5: Read and blend sounds together to make words

Instructions

Say each sound then follow along the line and read the same sounds without any gaps to say a word.

Student text

t a n ---- tan
p a n ---- pan
n i p ---- nip
n a g ---- nag
n i x ---- nix
a n t ---- ant

Worksheet 6: Read contractions

Instructions

Read, rap or sing these contractions.

Student text

do not do not can can not
people do not go do not
do not like it that not it
people do it can not it
do not go like that do not
not so not so not so not

Worksheet 7: Read sentences

Instructions

Read these sentences.

Student text

I do not like it.
I can not do that.
I did not go.
I do not like that.
Do not do that.
Do not go.

Worksheet 8: Read sentences

Instructions

Read these sentences two times each.

Student text

Dan is six.
Dan did not go to a gig.
Dan can dig.
Dan did not nap.
Dan did not sip it.
Dan sat on it.

Worksheet 9: Reading comprehension

Instructions

Read each question and then read the matching sentence in the previous activity to work out the correct answer.

Student text

Is Dan six?

Did Dan go to a gig?

Can Dan dig?

Did Dan nap?

Did Dan sip it?

Did Dan sit on it?

Worksheet 10: Read longer words

Instructions

Attempt these longer words.

Student text

plan

pond

snot

nods

plant

pants

Writing craft for n

Activity: Make a necklace with a pendant decorated with the letter n.

Activity box

- coloured card (140-180gsm)
- string, twine or pipe cleaners
- beads, cut up pieces of drinking straw or other items for threading
- hole punch
- scissors.

Instructions

1. Insert the paper into the braille machine and write lines of the letter n.
2. Remove the paper from the machine and cut into desired pendant shape (the teacher may need to support with cutting).
3. Use the hole punch to punch one or two holes in the top of the braille shape.
4. Thread the shape along with beads, pieces of drinking straw, or other items onto string to create a necklace.
5. Create necklaces for friends if time permits.

Experience book for not

Sample text

Cover: Good or not good

P1: Is it good or not?

P2: It is good. I like it.

P3: Is it good or not?

P4: It is not good. I do not like it.

Book text outline

Title: Good or not good

Subsequent pages:

Odd pages: Is it good or not?

Even pages: It is (good/not good). I (like/do not like) it.

Instructions

1. Work with the student to determine some things they like and some things they do not like.

2. Choose an object. Create a page with the object or a tactile representation of the object along with the text 'Is it good or not?'
3. Depending on the student's opinion of the object, the next page should read either 'It is good. I like it.' Or 'It is not good. I do not like it.' Along with a tactile representation of either a smiling face or a frowning or similar appropriate face. **Note:** If students have mastered the letters already covered in the program, they should be able to write all of the text on this page independently. Remember that the word good is written as the braille short form 'gd'.
4. Repeat steps 2-3 to create subsequent sets of pages.
5. Read and reread the book.
6. Place the book on the library shelf in the classroom for free reading time.

Follow-up activities

- Talk about the way in which one can know if someone likes or dislikes something (the words they say, the tone of their voice, nonverbal language).
- Discuss socially appropriate ways to communicate likes and dislikes.
- Discuss different facial expressions.
- Locate the eyes, nose and mouth on simple tactile faces.
- Compare the characteristics of two tactile faces.
- Explore the way in which facial expressions are drawn.
- Draw faces.
- Make faces using playdough or clay.
- Make collages of simple faces.
- Match tactile representations of simple faces.
- Create a similar book for home.

Unit 13: m is more

Resources and activities

Song lyrics

1-3-4, m is more, m is more

1-3-4 m is more more more more more

Discovery box for m

- Include 'm' tracking card (a line of 5-8 letter m with no additional braille signs, each separated by a space) with the top right corner cut off.
- Include all items in bold plus 2 or more 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.

Note: items on the list have been carefully chosen to include only objects which do not require braille contractions.

mug, magnet, mop, macadamia, macaw, mail, makeup, man, manatee, mango, map, mask, mat, mattress, mayonnaise, melon, metal, microwave, mildew, milk, millet, mirror, miso, mobile, molasses, mole, mongoose, monkey, moon, moose, mosquito, moss, mote, motorbike, movie, mud, mum, musk, mussel

Specific suggested follow-up activities

- Explore different types of mops.
- Mop a floor.
- Play with magnets and search the school or classroom for objects to which they will stick.
- Explore mugs of different shapes and sizes.
- Feel the temperature of the outside of a mug change, as warm or icy water is poured into it.
- Order mugs containing water from least to most full.
- Use a tap or jug to fill mugs of different sizes.
- Categorise objects as metal or not metal.
- Search the school or classroom for things made from metal.

Worksheets for the letter m

Worksheet 1: Find the letter m

Instructions

Find the motorbike (represented by the letter m) on each road.

Student text

XXXXXXXXXXXXXXXXX m XXXXXXXXXXXXXXX

XXXXXXXXXXX m XXXXXXXXXXXXXXXXXXX

XXXXXXXXXXXXXXXXXXXXXXXXXXXX m xxx

XXXXX m XXXXXXXXXXXXXXXXXXX

XXXXXXXXXXXXXXXXXXXXXXXXXXXX m

xxxmXXXXXXXXXXXX

Worksheet 2: Identify the letter m

Instructions

Find the mouse (represented by the letter m) hiding in each shed.

Student text

s s s m s s s s s s

w m w w w w w w w w w w w w

t t t t t t t t m t t

o p g s l a m c x

x t o s p c g d i n a l m

w v q k u m z f

Worksheet 3: Identify the word which begins with the letter m

Instructions

Find the man walking along each path. **Hint:** Man is spelled m, a, n.

Student text

tree tree man tree

rocks cliff tree man

crops man crops crops

duck pond grass man grass
monkey man monkey monkey
mud man mud mud

Worksheet 4: Say the sound of upper and lower-case letters

Instructions

Say these sounds. You may choose to use a different voice for capital letters.

Student text

m m M M m M m M
m o m l m n m D M p A c
A c d G l I m o t n p s i x
s m m M n n N o o O t p
x t s p O n M i g d c a
m o l d m a p M A N

Worksheet 5: Read and blend sounds together to make words

Instructions

Say each sound then follow along the line and read the same sounds without any gaps to say a word.

Student text

m a n ---- man
m o p ---- mop
d i m ---- dim
m a t ---- mat
m i x ---- mix
m a p ---- map

Worksheet 6: Read names which include the letter m

Instructions

Read these names which all include the letter m. Mark any names which match the names of people you know.

Student text

xxxxx Tom xxxxx Sam
xxxxx Pam xxxxx Tim
xxxxx Nam xxxxx Max
xxxxx Lam xxxx Matt

Worksheet 7: Read braille contractions

Instructions

Sing these braille contractions to the tune of *Are You Sleeping (Frere Jacques)*.

Student text

it can do more it can go more
more more more more more more
people can do that more people can like that more
more so more more not more

Worksheet 8: Read sentences containing mostly braille contractions

Instructions

When it stands alone, m is the braille contraction for the word more. Read these sentences which are made very short by using braille contractions. Then write some of your own.

Student text

I like it more.
People can do more.
More people can go do that.
I do so like that more.
I do not like it more.
I can do it more.

Worksheet 9: Read sentences

Instructions

Read these sentences.

Student text

It is a map.

Do not mix that.

I am not a man.

Tim can mop.

A cat sat on a mat.

That dog can not mop.

Worksheet 10: Read longer sentences

Instructions

Read these sentences.

Student text

Tim can mop it more.

More cats can sit on that mat.

Tom did not mix it more.

Lam got a mad dog to sit.

Pam got more dogs to sit.

Nam got more mats so that more people can sit.

Writing craft for m

Activity: Make a tactile picture of a mug, decorated by the letter m.

Activity box

- coloured card (120-180gsm)
- several choices of tactile materials such as corrugated cardboard, felt, glitter paper, leather, etc. (this will be used to create the handle of the mug)
- small stickers and/or stick on jewels or similar
- glue or double-sided tape
- scissors (for teacher use)
- a piece of blank paper, cardboard or similar, onto which the completed project can be attached

Instructions

1. Insert the coloured card into the braille machine.
2. Press the line space key once to lock the paper in place and then press an additional two times (to create some blank space above the writing).
3. Write rows of the letter m (with or without spaces).
4. Remove the paper from the braille machine and have the teacher cut out the shape of a mug (without handle and leaving some empty space at the top of the shape for decorating).
5. Attach the mug shape (ensuring braille letters are correctly orientated) to a blank piece of paper or cardboard.
6. Choose a textured material to make the handle, cut out a handle shape (the teacher may need to complete or assist student to complete this step) and attach it to the side of the mug shape.
7. Use small stickers or similar to decorate the top edge of the mug (the portion of the page which was left blank).

Experience book for more

Sample text

Cover: I can do more

P1: Can I do more running? I can do more running. More, more, more running.

P2: Can I do more reading? I can do more reading. More, more, more reading.

P3: Can I do more counting? I can do more counting. More, more, more counting.

P4: Can I do more dancing? I can do more dancing. More, more, more dancing.

Book text outline

Title: I can do more

Each subsequent page: Can I do more ----? I can do more ---. More, more, more ---.

Instructions

1. Talk about things, which the student would like to do more often.
2. Decide on some activities to include in the book and support the student to write the text and create tactile illustrations. **Note:** If the student has mastered the letters already covered in this program, they will be able to write much of the required text. For letters and contractions which have not yet been learned, the teacher may consider telling the student which dots/keys must be pressed in order to create the required symbols or the teacher and student can take turns writing (with the teacher writing the unfamiliar characters).
3. Read and reread the book.
4. Place the book on the library shelf in the classroom for free reading time.

Follow-up activities

- Make a video or audio recording of the student reading their book.
- Have the student read the book to a friend.
- Create a similar book but replace the word 'I' with the student's name, the name of a friend or family member, or the name of a pet.
- Write the text of the book onto a separate sheet and cut into sentence or word strips and have the student correctly order these to recreate the text.

Unit 14: h is have

Resources and activities

Song lyrics

h is have

having lots of fun

1-2-5

h is have

h is have

come on everyone

1-2-5

h is have

Discovery box for h

- Include 'h' tracking card (a line of 5-8 letter h with no additional braille signs, each separated by a space) with the top right corner cut off.
- Include all items in bold plus 2 or more 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.

Note: items on the list have been carefully chosen to include only objects which do not require braille contractions.

hat, helmet, hook, hackysack, hail, hair, hairclip, hair tie, half, hall, ham, halo, hawk, heel, hexagon, hibiscus, hill, hilt, hip, hippopotamus, hive, hockey puck, hoop, horn, hornet, horse, hose, hospital, hot air balloon, hotel, hotdog, human, hummus, humpty dumpty, husk, husky, hut

Specific suggested follow-up activities

- Explore different types of hats, helmets and other headgear.
- Sort hats according to tactile features or size.
- Work with the student to determine a method for identifying the students own hat from that of others (something may need to be attached to the tag or string to assist in this process).
- Discuss the purpose of helmets and the types of activities during which they may be worn (cycling, motorbike riding, horse riding, skateboarding).

- Investigate the hats associated with certain professions or types of people (Santa's hat as compared with a cowboy hat).
- Practice correctly orientating and wearing hats and helmets.
- Explore different types of hooks.
- Search for hooks in the school and discover their purposes.
- Hang items on hooks.
- Discuss various uses of hooks (hanging things, fishing, keeping doors open).
- Create hook shapes from pipe cleaners, wikki stix and/or wire.
- Explore various hair ties, hairclips and other hair ornaments.
- Sort hair ties, hairclips and ornaments according to tactile features.
- Practice brushing or combing hair.
- Discuss and explore different hair styles and types of hair (long/short, straight/curly, spiky, braided).
- Sort objects according to length, shape or texture.
- Play games with hoops (rolling, spinning them around a body part, jumping in and out of them).

Worksheets for the letter h

Worksheet 1: Find the letter h

Instructions

Find the hippopotamus (represented by the letter h) wallowing in the mud.

Student text

xxxxx h xxxxxxxxxxxxxxx

xxxxxxxxxxxxx h xxxxxxxxxxxxxxx

xxx h xxxxxxxxxxxxxxxxxxx

xxxxxxxxxxxxxxxxxxxxxxxxxxxxx h

xxxxxxx h xxxxxxxxxxx

h xxxxxxxxxxxxxxx

Worksheet 2: Identify the letter h

Instructions

Find the hamburger (represented by the letter h) on every table.

Student text

c c c h c

l p d p d h d p s

c s p p o s h

g l o p n s m t h d c a

q w e r t y h u i o p a s d

z w x e c r v r b g n h o p

Worksheet 3: Identify the word which begins with the letter h

Instructions

Find the hat in every school bag.

Student text

book book hat

toy hat doll bottle book

food bottle hat book toys

hat undies book apple rocks
grass dirt hat mask blanket
coat bottle food hat lollies

Worksheet 4: Say the sound of upper and lower-case letters

Instructions

Say these sounds. You may choose to use a louder voice for capital letters.

Student text

h H h H h h
h m h n h s h l h t
h m h m h s n d h
h o h O h M s t N h p h
h g l c H a I L x m M
a c d g h I I M N o p s t x

Worksheet 5: Read and blend sounds together to make words

Instructions

Say each sound then follow along the line and read the same sounds without any gaps to say a word.

Student text

h a t ---- hat
h o p ---- hop
h i p ---- hip
h a m ---- ham
h i t ---- hit
h o g ---- hog

Worksheet 6: Read sentences, follow instructions

Student instructions

Read the sentences and then demonstrate what they say.

Student text

I can hop.

I can tap.

I can sit.

I can clap.

I can hiss.

I can toss a hat.

Worksheet 7: Read braille contractions

Instructions

Read, rap or sing these contractions.

Student text

have have like it have have like it have

have do have can have do can have have have that

people have that people like that people have have so have people have can do
that have that have it like more have more have more

have so more like have so more go have have more

can do go have like more not people so not

Worksheet 8: Read sentences, text comprehension

Instructions

Read the sentences and mark those which are true.

Student text

I have a cat.

I have a dog.

I have a hog.

I have a hat.

I have hips.

I have an ox.

Worksheet 9: Read words and identify those which begin with the letter h

Instructions

Read these rhyming words. Stamp your feet when you find a word which begins with the letter h.

Student text

at pat cat hat mat

am cam dam ham Pam Sam

lot cot got pot tot hot dot

sit hit pit lit nit

log dog hog cog

hip pip tip sip nip lip

Worksheet 10: Read longer sentences

Instructions

Read these sentences.

Student text

I do not like to have ham.

Tim sat on a hill.

Max hid the hats.

Cam has a hat.

I like to hop a lot.

A man can hold a map.

Writing craft for h

Activity: Create hands, decorated by the letter h.

Activity box

- coloured A4 paper (120-180gsm)
- pen or similar
- puff paint, hot glue gun, glitter glue or similar (for creating raised outline).

Instructions

1. Insert the paper into the braille machine and decorate with the letter h, separated by spaces.
2. Remove the paper from the braille machine.
3. Have the student place their hands on the page, fingers spread out, and use a pen to trace around the outline of each hand.
4. Use a tactile glue, paint or similar to trace over the hand outlines and leave to dry or use a hair dryer to hasten drying time.

Experience book for have

Sample text

Cover: Can I have more?

P1: I have a ball. It is so good. I can kick it. I like to do that a lot. Can I have more balls?

P2: I have Lego. It is so good. I can build it. I like to do that a lot. Can I have more Lego?

P3: I have a doll. It is so good. I can brush her hair. I like to do that a lot. Can I have more dolls?

Book text outline

Title: Can I have more?

Each subsequent page: I have a (object). It is so good. I can (verb) it. I like to do that a lot. Can I have more (object)?

Instructions

1. Brainstorm objects the child has and the activities they enjoy doing with these objects. Select some to include in the book.
2. Work with the child to create the text and tactile pictures for the book. The child should be able to write much of the text independently if they have mastered the letters and contractions already covered. **Note:** One or more of the middle sentences on each page can be omitted if necessary.

3. Read and reread the book and place it on the library shelf in the classroom for free reading time.

Follow-up activities

- Share the book with others.
- Read the book to a favourite person or toy.
- Record the student reading their book.
- Create a similar book for home.

Unit 15: b is but

Resources and activities

Song lyrics

b has two dots, 1-2

b is but, 1-2

b has two dots, 1-2

b is but, 1-2

I can sing it you can too

b is but, 1-2 yeah!

Discovery box for b

- Include 'b' tracking card (a line of 5-8 letter b with no additional braille signs, each separated by a space) with the top right corner cut off.
- Include all items in bold plus 3 or more 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.

Note: items on the list have been carefully chosen to include only objects not requiring braille contractions.

backpack, belt, button, baboon, baby, back, bacon, badge, bag, bagel, baguette, balcony, bale, ball, balloon, bamboo, banana, bangle, banjo, bank, basil, basket, bass, bassoon, bat, baton, bee, beef, beetle, bell, bib, bicycle, bike, bilby, bill, bird, biscuit, bison, bite, blackbird, blanket, block, blood, bluebird, boat, bobcat, bolt, bonbon, bonobo, book, boot, bottle, box, boy, bracelet, bracket, brat, breeze, brick, bride, bridge, bridle, briefcase, broom, bruise, bucket, buckle, bud, budgie, bug, bulb, bull, bulldog, bullet, bum, bun, bus

Specific suggested follow-up activities

- Sort the group of objects in different ways (size, shape, texture, purpose).
- Explore different types of backpacks and compare them to the student's school backpack/bag.
- Practise opening and closing the student's school bag.
- Practice putting things in the student's school bag.

- Find or create a tactile feature to assist the student in independently identifying their own backpack (a keyring or similar may be attached to aid tactile identification).
- Sort buttons according to size, shape or texture.
- Have the student identify the odd button out in a group of buttons.
- Thread buttons onto fishing line or similar to create a bracelet.
- Place buttons on playdough or clay shapes and have the student use individual fingers to push them down until they touch the table beneath.
- Hide buttons in a ball of playdough and have the student find and remove them.
- Hide a small bell in a box of buttons of similar size and have the student locate and remove it.
- Use the belt to measure different body parts and objects to determine whether they are longer or shorter than the belt.
- Practice fastening the belt.
- Guess whether the belt will be long enough to rap around various objects and test hypotheses (will it encircle the trunk of a particular tree, a pillar, the student's lunchbox, the bookshelves, the flagpole).
- Explore balls of different sizes, textures and densities.
- Explore different bells and their sounds.
- Build with blocks.
- Use other follow-up activities as determined by the teacher or suggested in the introductory pack.

Worksheets for the letter b

Worksheet 1: Find the letter b

Instructions

Find the BMX bikes (represented by the letter b) on each track. Some tracks have only one while others have more.

Student text

xxxxxxxxxxxxxxxxx b xxxxxxxxx

xxxxxxxxxxxxxxxxxxxxxxxxx b xxxxx

xxx b xxxxxxxxxxx b xxxxxxx

xxxxx b xxxxx b xxxxx b xxxxx

b xxxxxxxxxxxxxxxxxxxxxxxxxxxx b

xxx b xxx b xxxxx b xxxxxx b

Worksheet 2: Identify the letter b

Instructions

Find the bears (represented by the letter b) hiding in the forest. **Hint:** There are 3 to find on each line.

Student text

t t b t t t b t b

p t v b p t b v t p v b

g b g g g g g b g b g g g g

c d g o b b b x t s n a n d

b g d e b c w f b r

l l b l l l l l l b l l l b l

Worksheet 3: Identify the word which begins with the letter b

Instructions

Jordan is running late for school. You can Help him by finding his bag on the floor of his messy room.

Student text

desk bag pants truck
pants undies socks bag
mat dog toys bag
book book bag book
toys blocks bag belt
sock ball bag sock

Worksheet 4: Say the sound of upper and lower-case letters

Instructions

Read and say these sounds.

Student text

b b b B b b b B b b B
b h b h m b M b N B
b B b l l L B b L b L B
a b c d g h I l m n O p s t
x b h b m N g A b s S
B p B D g c M n L b t

Worksheet 5: Read and blend sounds together to make words

Instructions

Say each sound then follow along the line and read the same sounds without any gaps to say a word.

Student text

b i g ---- big
b a t ---- bat
b i b ---- bib
h o b ---- hob
b a d ---- bad
s o b ---- sob

Worksheet 6: Read sentences

Instructions

Read these sentences.

Student text

It is a big cat.

I have a bib.

Dad did sob.

That cat bit Bob.

Dan has a big bad dog.

I do not like bats.

Worksheet 7: Read and write words

Instructions

Read, write (in braille) and say these rhyming words.

Student text

cab lab dab

big pig gig

bag lag tag

cob mob sob

pan ban man

bid did hid

Worksheet 8: Read braille contractions

Instructions

Read, rap or sing these braille contractions.

Student text

but do go but more so but go but go but go go

but do not but can not but not but not but not not

but like that but like it but that but that but that it

but have have but have have but have more have but have have

but more so but but so but more but so but but so

but have more but have more but have more have but have more

Worksheet 9: Read sentences with predictable elements

Instructions

Read these sentences. Read the page at least three times and see how fast you can read it by the third try. Even if you remember what the sentences are, make sure to have your fingers on the words as you say them.

Student text

I like cats but not big cats.

I like dogs but not big dogs.

I like bats but not big bats.

I like hats but not big hats.

I like pigs but not big pigs.

I like hills but not big hills.

Worksheet 10: Read longer sentences

Instructions

Read these sentences.

Student text

I can do that but Sam can not do it.

I like to hop but not a lot.

I have a hat but not that big hat.

I have a bat but it is not big.

I like to sit but not on that mat.

I like dogs but I like people more.

Writing craft for b

Activity: Create a bag tag decorated with the letter b.

Activity box

- adhesive braille label sheets or coloured 140-180gsm paper
- thick cardboard or other sturdy material, cut into desired shapes (approximately business card sized) with a hole punched in one corner or edge (these shapes will create the tags)
- pipe cleaners, string, fishing line, jewellery wire or similar (according to availability and student's fine motor skills)
- beads or similar for threading
- paper clips or split rings
- scissors.

Instructions

1. Insert the coloured paper or adhesive braille label into the braille machine and fill the required portion (dependent on the size of tags and the number to be made) with the letter b.
2. Remove the page from the braille machine and cut into shapes (smaller than the tags).
3. Orientate the cardboard tag or similar sturdy material so that the hole is toward the top and attach the cut-out portion of braille to its surface, leaving the hole clear and ensuring that the letter b's are correctly orientated.
4. Thread a pipe cleaner, piece of string, or similar, through the hole and twist/tie at one end to secure.
5. Thread a few beads onto the string before twisting or tying the other end to a paper clip or split ring.
6. Attach the paper clip or split ring to the zip, toggle or strap of a bag or backpack. Make extra for friends and family if desired. The quality of materials used will determine the durability of the tag.

Experience book for but

Option 1

Sample text

Cover: But not

P1: I like fruit but not apples.

P2: I like sports but not golf.

P3: I like dogs but not jumpy ones.

P4: I like animals but not snakes.

P5: I like music but not loud music.

P6: I like lollies but not black cats.

Book text outline

Title: But not

Each subsequent page: I like (category of objects/activities) but not (specific object/activity).

Instructions

1. Suggest, or help the student think of categories of objects or activities which they generally like and discuss exceptions.
2. Create the text and tactile illustrations for the book.
3. Read and reread the book.
4. Place the book on the library shelf for free reading time

Option 2 (more challenging)

Sample text

Cover: But not today

P1: I could go to the moon but not today.

P2: I could ride an elephant but not today.

P3: I could swim with dolphins but not today.

Final page: But I can imagine it all today.

Note: Braille contractions used in this book include today (td) and could (cd)

Text outline

Title: But not today

Each subsequent page: I could (activity) but not today.

Final page: But I can imagine it all today.

Instructions

1. Brainstorm things which the student would like to do. They may be realistic or less so.
2. Write the text of the book and create appropriate tactile illustrations for each page.
3. Read and reread the book.
4. Place the book on the library shelf in the general classroom for free reading time.

Follow-up activities:

- Create a similar book for home

Unit 16: e is every

Resources and activities

Teachers note

- The contraction for the, created using dots 2-3-4-6 may be introduced during this unit.
- When describing the contraction, refer to it as the t-h-e contraction (naming all three letters each time) rather than the 'the' contraction.
- Students can learn that this is the very special secret/speedy/magic braille shortcut shape/sign for writing the word 'the' but when typing or writing print, each letter needs to be spelled out.
- Draw the student's attention to this contraction within curriculum materials in braille such as text within readers or worksheets.

Song lyrics

e is every and every e is 1-5, 1-5

e is every and every e is 1-5, 1-5

e is every 1-5

e is every 1-5

e is every

Discovery box for e

- Include 'e' tracking card (a line of 5-8 letter e with no additional braille signs, each separated by a space) with the top right corner cut off.
- 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.

Note: items on the list have been carefully chosen to include only objects which do not require braille contractions.

egg, esky, elephant, elevator, elf, elk, ellipse, elm, escalator, Eskimo, espresso, exfoliant, exit sign (eagle, eel, emu, equals, equator, eucalyptus, euphonium, eves, ewe, eye, and eyedrops also contain no contractions and may be included depending on the preferred phonics approach)

Specific suggested follow-up activities

- Explore and describe the tactile properties of objects.
- Explore the concept of empty, using the esky and other objects.
- Discuss the use of eskies.
- Feel the inside of the egg and name the parts (shell, white, yolk).
- Talk about animals which lay eggs and, if available, compare the eggs of different animals.
- Explore different ways of cooking eggs and the texture of cooked eggs.
- Sort objects into the cups of egg cartons.
- Use small objects to create or copy patterns and numbers in egg cartons.
- Try to balance an egg on a spoon and have an egg and spoon race.
- Discuss the true size of a real elephant in relation to familiar objects (larger than a desk, smaller than a building, perhaps as big as a particular car).

Worksheets for the letter e

Worksheet 1: Find the letter e

Instructions

Find the escalator (represented by the letter e) in each shopping centre.

Student text

xxx e xxxxxxxxxxxxxxxxxxxx

xxxxxxxxxxxxxxxxxxxxxxxx e xxxxxx

xxxxxxxx e xxxxxxxxxxxxxxxxxxxx

xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx e

xxxxxx e xxxxxxxxxx

xxxxxxxxxxxxxxxx e xxxxxx

Worksheet 2: Identify the letter e

Instructions

Find the echidna (represented by the letter e) hiding in each patch of scrub.

Student text

t t t t t t t e t t t t

t b m g e g m t

k k e k k k k k k k k k

a b c d e g h m n p o t x p

i i i i i e i i i

g d c b i p t a e h m n

Worksheet 3: Identify occurrences of a specific word which begins with the letter e

Instructions

How many eggs in each nest?

Student text

bird bird egg egg

snake egg egg snake

egg crocodile egg egg
gecko egg gecko egg
egg emu egg egg emu egg
egg eagle egg eagle

Worksheet 4: Say the sounds of upper and lower-case letters

Instructions

Say these sounds. You may choose to use a different voice for capital letters.

Student text

e e E e e E L e t b M h
I e h E I t b m M e E I
A b c d e G h I l m N
o E O e o I i e I e
x T s S e s E t P e I
e e e i e e I e i E

Worksheet 5: Read and blend sounds together to make words

Instructions

Say each sound then follow along the line and read the same sounds without any gaps to say a word.

Student text

l e g ---- leg
p e t ---- pet
h e x ---- hex
s e t ---- set
b e g ---- beg
m e t ---- met

Worksheet 6: Read nonsense CV and VC words using known letters

Instructions

Planet brailto is an imaginary place where braille-reading aliens live. Braillian is the language these creatures speak. They use the same sounds as in English but their words are very strange and some are very short. pretend to be a braille-reading alien and read these Braillian words. **Note:** in Braillian, e makes the short sound 'e' as in egg'.

Student text

ec em ec em et es et ex

el eg eb ex el ex eg eb

elp elb eln elt

eld elt elp els

ept ept ept epl epl epl

esc esm esp esb

Worksheet 7: Read sentences containing the braille contraction for every

Instructions

e by itself is the braille contraction for every. Read these sentences and mark the 'every' in each one.

Student text

I like every pet.

Every dog can sit.

Every mat has a cat on it.

I do not like every pig.

Tess did not like every hat.

People do not like every pet to do that.

Worksheet 8: Read rhyming words

Instructions

Read these rhyming words. Can you say some more which rhyme?

Student text

get let net set bet met pet

leg peg beg

belt pelt melt

tell bell sell

held meld

Worksheet 9: Read sentences containing the touch word he

Instructions

He, is spelled h e. Read these sentences containing the word he.

Student text

He can not do it.

He has a pet.

He can get that.

He let it go.

He is a man.

He met people.

Worksheet 10: Read words containing double e

Instructions

Double e makes the long e sound 'ee' as in 'tree'. Read these sentences containing double e words.

Student text

He can see a tree.

Do not pee on that tree.

It did seem bad.

I can see a seel.

Do not peep.

I like to meet people.

Writing craft for every

Activity: Decorate an egg with the letter e.

Activity box

- braille paper or coloured A4 paper (120-180gsm) (paper can be cut in half to equal A5 size)
- small stickers and/or coloured pencils, textas or crayons for decorating
- a blank page or piece of card to use as background
- glue stick
- scissors (for teacher use).

Instructions

1. Insert the paper in portrait orientation into the braille machine and follow these directions:
 - a. Line space twice
 - b. 8 spaces, 3×e separated by spaces (e e e)
 - c. Line space once, 7 spaces, 4×e separated by spaces
 - d. Line space once, 6 spaces, 5×e separated by spaces
 - e. Line space once, 5 spaces, 6×e separated by spaces
 - f. Line space once, 4 spaces, 7×e separated by spaces
 - g. Repeat step f
 - h. Repeat step f a second time
 - i. Line space once, 5 spaces, 6×e separated by spaces
 - j. Line space once, 6 spaces, 5×e separated by spaces
2. Remove the paper from the braille machine.
3. Have the teacher cut around the braille in the shape of an egg, leaving 2-3cm space around the braille and the edge of the egg shape.
4. Attach the egg shape, ensuring correct orientation, to the blank page or card (the student may find it easiest to smear glue on the back of the egg shape before positioning it on the backing page).
5. Place stickers around the edge of the egg to decorate and/or use drawing tools to trace the edge of the egg shape to create a boarder.

Experience book for every

Sample text

Cover: Every day

P1: I eat every day.

P2: I have a bath every day.

P3: I play every day.

P4: I go to the toilet every day.

P5: I go to bed every day.

Book text outline

Title: Every Day

Each subsequent page: I (action) every day.

Note: The braille contraction for day is dot 5 followed immediately by the letter d.

Instructions

1. Help the child to brainstorm some activities they do on a daily basis.
2. Allow the child to select some for inclusion within the book and work together to create the braille text and tactile illustrations.
3. Read and reread the book.
4. Place the book on the library shelf in the classroom for free reading time.

Follow-up activities

- Read the book to a peer or younger child.
- Record the student reading the book and add sound effects.
- Create a similar book replacing the word I for the name of a friend, family member or pet.
- Talk about other routine activities such as things done every day at school or every morning.

Unit 17: w is will

Resources and activities

Song lyrics

2-4-5-6 w is will

2-4-5-6 w is will

2-4-5-6 w is will

2-4-5-6 make w

Discovery box for w

- Include 'w' tracking card (a line of 5-8 letter w with no additional braille signs, each separated by a space) with the top right corner cut off.
- 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.

Note: items on the list have been carefully chosen to include only objects which do not require braille contractions.

wallet, wood, wool, wagon, wall, wallaby, walnut, walrus, wasabi, wasp, web, well, weevil, wick, wicket, wig, willie wagtail, wipes, wok, wolf, woman, wombat, worm

Specific suggested follow-up activities

- Take turns to suggest words and phrases to describe an object.
- Search the school or classroom for objects beginning with the 'w' sound.
- Explore different objects made from wood.
- Search the school or classroom for objects made from wood.
- Sort objects according to the material from which they are made (wood, plastic, metal, fabric).
- Track and count the walls within rooms.
- Compare different walls within the school (brick, plaster, corrugated iron).
- Use wool to complete weaving and threading activities.

Worksheets for the letter w

Worksheet 1: Find the letter w

Instructions

Find the willie wagtail (represented by the letter w) in every tree.

Student text

XXXX W XXXXXXXX

XXXXXXXXXXXXXXXXXXXXXXXXX W

XXXXXXXXXXXXX W XXXXXXXXXXXXX

XXXXXXXXXXXXXXXXXXXXXXXXX W XXXXX

W XXXXXXXXXXXXXXXXXXXXXXXXXXX

XXXXXX W XXXXXXXXXX

Worksheet 2: Identify the letter w

Instructions

Find the worm (represented by the letter w) in each garden bed.

Student text

h h h h h h h h h w h h h

g g t p w g g

w d h t p o b l

l o p t s h x b c w e a

a b c d e g h i w l m n o s

r r r w r r r

Worksheet 3: Identify the words which begin with the letter w

Instructions

Mark the animals on each line which begin with the letter w.

Student text

snail worm slug

wombat wallaby koala

flea fly wasp bee

walrus seel ray wrass
fox wolf dog jackal
lion wildcat duck willet

Worksheet 4: Read and blend sounds together to make words

Instructions

Say each sound then follow along the line and read the same sounds without any gaps to say a word.

Student text

w e b ---- web
w a g ---- wag
w e t ---- wet
w a x ---- wax
w i g ---- wig

Worksheet 5: Read rhyming words

Instructions

Read these rhyming words and mark the ones which begin with the letter w.

Student text

big wig pig gig
let net wet met pet
wag bag tag sag hag
max tax wax sax
well tell sell bell

Worksheet 6: Read braille contractions

Instructions

Read, rap or sing these contractions. Remember, w is the contraction for will.

Student text

will do will do will will will do
will go will go will will will go

will not will not will will will not
will like will like will will will like
people will people will people people will
will so do that can so will more

Worksheet 7: Read sentences containing the contraction will

Instructions

Read these sentences.

Student text

I will go.

He will not do that.

I will have it.

He will let every cat go.

I will like it.

He will not do it like that.

Worksheet 8: Read and write sentences containing the touch word we

Instructions

W e spells we. Read and copy (write out in braille) these sentences which contain the word we.

Student text

We will go.

We will not like it.

We will do that.

We will have it.

We can do it.

We can get more.

Worksheet 9: Read sentences containing the touch word want

Instructions

W a n t spells want. Read each sentence and mark with a tick (true) or cross (false).

Student text

I want a pet cat.

I want a pet dog.

I want a pet pig.

I want a pet ox.

I want a pet bat.

I want a pet wombat.

Worksheet 10: Read sentences containing the touch word saw

Instructions

The word saw is spelled s a w. Read these sentences.

Student text

We saw a net.

We saw a man.

We saw an ox.

We saw a pig.

We saw an ant.

We saw a web.

Writing craft for w

Activity: Make a wallet card, decorated with the letter w.

Activity box

- blank business cards
- small stickers.

Instructions

1. Insert the business card into the braille machine.
2. Leave at least one blank line at the top of the card.
3. Decorate the card with the letter w.
4. Remove the card from the braille machine.
5. Place one or more small stickers at the top of the card.
6. Place in a wallet or give to family members or friends.

Experience book for will

Sample text

Cover: We will go

P1: We will go to the brick path.

P2: We will go to the tuckshop.

P3: We will go to the squeaky gate.

P4: We will go to the bark garden.

P5: We will go to the spiky tree.

P6: We will go to the smelly bins.

Book text outline

Title: We will go

Each subsequent page: We will go to the (place name).

Instructions

1. Discuss locations within the school with which the student is familiar or go on an adventure in a new or less familiar area of the school and label places found.
2. Allow the student to choose some favourite places to include in the book.
3. Work together to create the text and tactile illustrations. Ask the student to describe places to you and be sure to use the information which the student finds meaningful to represent each area noted. E.g., the student may find the

rails to separate lines at the tuckshop the most meaningful aspect of this location and therefore the picture may simply consist of a straw or several straws representing the bars. For a spiky tree, the tactile graphic may be some leaves from the tree, or a rectangle of netting or synthetic grass.

4. Read and reread the book.

5. Place the book on the library shelf in the classroom for free reading time.

Follow-up activities

- Create a book detailing the locations along a specific route, e.g., we will go to the playground, we will go along the bag rack wall. We will go over the rubber mat. We will go past the windy walkway, etc.
- Explore areas within the school and label features of the space.
- Place braille labels around the school.

Unit 18: u is us

Resources and activities

Teachers note

- The contraction for with, created using dots 2-3-4-5-6 may be introduced during this unit.
- This contraction occurs within the individual experience book to be created.
- Students can learn that this is the very special secret/speedy/magic braille shortcut shape/sign for writing the word 'with' but when typing or writing print, each letter needs to be spelled out.
- Draw the student's attention to this contraction within curriculum materials in braille such as text within readers or worksheets.

Song lyrics

1-3-6 u is us

1-3-6 u is us

Won't you sing it loud with us?

1-3-6 u is us

Discovery box for u

- Include 'u' tracking card (a line of 5-8 letter u with no additional braille signs, each separated by a space) with the top right corner cut off.
- Include all items in bold plus 1 or more 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.

Note: items on the list have been carefully chosen to include only objects which do not require braille contractions.

umbrella, undies, ukulele, ulna, uncle, unicorn, unicycle, unit, up, ugg boot

Specific suggested follow-up activities

- Explore the umbrella and the way it is held and used.
- Explore different types of umbrellas and their purposes (beach umbrellas, umbrellas shading tables at an outdoor café).
- Compare the length of objects.
- Explore the way in which one object is made from different materials (the umbrella may consist of metal, plastic and fabric components).

- Compare parts of objects (the texture of the strings, frets, tuning knobs and bridge of the ukulele).
- Give the student 6-12 tracking cards, approximately half of which contain lines of the letter u, and have them identify the cards for the letter u.
- Have students sort CVC word flashcards into words with the letter u in the middle and words with a different vowel in the middle.

Worksheets for the letter u

Worksheet 1: Find the letter u

Instructions

Find the ute (represented by the letter u) on each driveway.

Student text

XXXXXXXXX U XXXXXXXXXXXXX

XXXXX U XXXXXXXXXXXXXXXXXXXX

XXXXXXXXXXXXXXXXXXXXXXXXX U

XXXXXXXXXXXXXXXXX U XXXXXXXX

U XXXXXXXXXXXXXXXX

XXXX U XXXXXXXXXXXXXXXXXXXX

Worksheet 2: Identify the letter u

Instructions

Find the umbrella (represented by the letter u) in each house so you can walk in the rain without getting wet.

Student text

l t p a s u g d

g e o t w s c u p

x x x x u x x x x

m u m m m m

a x p o n u m b c p o j

b d e g h l m n o p s t u w x

Worksheet 3: Read and blend sounds together to make words

Instructions

Say each sound then follow along the line and read the same sounds without any gaps to say a word.

Student text

c u p ---- cup

m u m ---- mum

h u g ---- hug

s u n ---- sun

b u d ---- bud

b u s ---- bus

Worksheet 4: Read rhyming words

Instructions

Read these rhyming words. After you finish each line, say any extra rhyming words you know.

Student text

pup cup sup

bun sun pun

hut cut nut

bug hug pug

hum mum gum

bud dud mud

Worksheet 5: Find mum

Instructions

Seli has been playing with friends at a church picnic but now it's time to go home. Help Seli find her mum.

Student text

tree tree Mum tree

slide seesaw picnic table Mum

grass Mum tree blanket

mat Mum pond ducks

Megan Melissa Mum Maddi

Morgan Mum Melody Mick

Worksheet 6: Identify rhyming words

Instructions

Mark the two words on each line which rhyme with each other.

Student text

sun pug bud bun
pup pun cup mug
hug bum bug bun
mud sup hum bud
gum pun mum bus
tub tug mud cub

Worksheet 7: Read sentences

Instructions

Read these sentences. Read them a second time using a silly voice of your choice.

Student text

Mum can hum.
I got on a bus.
I like gum.
I have a bum.
I do not like puns.
Can I have a hug?

Worksheet 8: Read and follow instructions

Instructions

Read each line and do as it says. **Note:** Instructions are separated by commas

Student text

get up, sit, get up, sit
get up, clap, sit, get up
get up, hop, hum, hop

Worksheet 9: Read braille contractions in sentences

Instructions

Standing alone, the letter u is the braille contraction for the word us. Read these sentences which contain the word us.

Student text

Do it like us.

He did not like us.

Help us.

Can he hop like us?

Dad is mad at us.

He will not tell us.

Worksheet 10: Read longer sentences

Instructions

Read these sentences.

Student text

I will not sit on that bug.

That dump did smell bad.

That dog bit us.

A camel has humps.

I like to do sums.

I want a big hug.

Writing craft for u

Activity: Create an umbrella decorated with the letter u.

Activity box

- braille paper or coloured 140-180gsm card
- a blank sheet of card or paper in a contrasting colour to the coloured card
- wikki stix, pipe cleaners or similar
- glue stick or similar
- scissors (for teacher use)

Instructions

1. Insert the braille paper or coloured card into the braille machine and decorate with the letter u.
2. Remove the paper from the braille machine and have the teacher cut out the shape of the top of an umbrella, ensuring that the letter u is correctly orientated to the picture.
3. Place glue on the back of the umbrella cut-out and place at the top of the blank paper.
4. Use a wikki stick or pipe cleaner to create a handle and attach this to the coloured cut-out on the backing page.

Experience book for us

Sample text

Cover: With us

P1: We can run. Will you run with us?

P2: We can watch the cricket. Will you watch with us?

P3: We can build Lego. Will you build with us?

P4: We can dance. Will you dance with us?

P5: We can go to KFC. Will you go with us?

Note: the braille contraction for with (made from dots 2-3-4-5-6) is used within this book)

Book text outline

Title: With us

Each subsequent page:

Option 1: We can (activity). Will you (activity) with us?

Option 2: (friend's name) and I can (activity). Will you (activity) with us?

Instructions

1. Brainstorm activities which the child enjoys doing with others. (If including the name of a friend in the text rather than the word 'we', decide on the chosen friend.) Select some activities to include in the book.
2. Work with the child to create the text and tactile pictures for the book. The child should be able to write much of the text independently if they have mastered the letters and contractions already covered.
3. Read and reread the book and place it on the library shelf in the classroom for free reading time.

Follow-up activities

- Record the student reading their book.
- Write a similar book from the perspective of another group such as dancers or dolphins. Sample sentences may include 'We can stretch. Will you stretch with us?' or 'We can swim. Will you swim with us?'
- Rewrite some sentences from the book onto a sheet of braille paper. Cut them into words or phrases and have the student place them in the correct order.
- Challenge the student to independently copy the text from a page.
- Sing the book to the tune of a known or made-up song.
- Create a similar book for home.

Unit 19: y is you

Resources and activities

Song lyrics

1-3-4-5-6 y is for you

1-3-4-5-6 y is for you

Just remember, y is for you

y is always you

1-3-4-5-6 y is for you

Discovery box for y

- Include 'y' tracking card (a line of 5-8 letter y with no additional braille signs, each separated by a space) with the top right corner cut off.
- Include all items in bold plus one or more 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.

Note: items on the list have been carefully chosen to include only objects which do not require braille contractions.

yoyo, yak, yam, yes, yeti, yawn, yell, yippee, yolk

Specific suggested follow-up activities

- Explore the way a yoyo is used.
- Compare a standard yoyo and a yoyo biscuit and talk about the way in which some objects are named after others.
- Have the student locate objects which fit a given category e.g., objects that are smaller than my hand, objects which are round, objects with metal parts.
- Take turns to think of words or short sentences to describe an object from the discovery box, e.g., (talking about a hammer) heavy, hard, it has a wooden handle, the metal end feels cold, etc.
- 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).
- Compare objects to the size of the student's body parts, e.g., is this object longer than your foot? Is this object thicker than your wrist?
- Compare the weight of objects to other objects, e.g., is this object heavier than your braille machine?

- Ask the student to choose their favourite object from the box and explain why it is their favourite.

Worksheets for the letter y

Worksheet 1: Find the letter y

Instructions

Find the yak (represented by the letter y) on each mountain trail.

Student text

xxxx y xxxxxxxxxxxxxxxxxxxx

xxxxxxxxxxxxxxxxx y xxxxxx

xxxxxxxxxxxxxxxxx y xxxxxxxxxxx

xxxxxxxxx y xxxxxxxxxxxxxxxxxxxx

xxx y xxxxxxxxxxxxxxxxxxxx

xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx y xxx

Worksheet 2: Identify the letter y

Instructions

Find the yoyo (represented by the letter y) in each toybox.

Student text

d y t t p f w

l g w u y t s t p c h

a p h h y e d d g t t

x p t y m c g c g l a o

n n n n y n n n n n

e l o w b l u e n y o n e

Worksheet 3: Find a given word

Instructions

Find the yam in each market.

Student text

potato banana yam coconut

fig guava lemon yam

orange mango cassava yam

yam onion coconut crab
rice spices yam okra
pawpaw yam nuts mango orange

Worksheet 4: Identify the word yell

Instructions

Silently read each word. Whenever you find the word 'yell' shout 'hey' or some other chosen word.

Student text

sit sit yell sit
yell yell yell
yes yam yell
yum yell yap
yes yell yet yon yell
yelp yell yelp yell

Worksheet 5: Read braille contractions

Instructions

When standing alone, y represents the word, you. Sing, rap or read these braille contractions.

Student text

do you like it do you like it
do you do you do you you
can you do that can you do that
can you can you can you you
will you go go will you go go
will you will you will you you

Worksheet 6: Read sentences

Instructions

Read these sentences.

Student text

I can hop. Can you hop?

I can hum. Can you hum?

I can sit. Can you sit?

Can you help me?

Can you hop like us?

Can you tell us?

Worksheet 7: Read and answer questions

Instructions

Read each question and write yes or no on a separate page to indicate your answer.

Student text

Do you like to yell?

Can you yelp like a dog?

Do you like to help people?

Do you yell a lot?

Do you have a pet yak?

Do you like yams?

Worksheet 8: Read sentences containing the touch word my

Instructions

The word my is spelled m y. Read these sentences which contain the word my.

Student text

That is my hat.

That is not my bag.

That is my dog.

That is not my mum.

That is my pet.

That is not my bat.

Worksheet 9: Read sentences containing the touch word my

Instructions

Read these sentences containing the touch word my.

Student text

My dog can sit.

My mum can yell.

I like my pets.

My cap got wet.

Did you see my hat?

Can you see my bag?

Worksheet 10: Read and write

Instructions

Read and copy (by writing) these sentences.

Student text

I like you.

Do you like it?

I do not yell.

Do you like my hat?

Can you see my bag?

My pet can sit.

Writing craft for y

Activity: Create a face with a yawning mouth with the letters y inside of it.

Activity box

- a piece of braille paper or 140-180gsm coloured card
- a paper plate or large cardboard circle with a large round hole cut out in the bottom half to form a yawning mouth
- buttons (these will become the eyes of the face)
- small pieces of felt, foam or other textured material which may be used for a nose
- wool or string (this will be used as hair)
- sticky tape
- glue, glue stick or similar

Instructions

1. Insert the braille paper or coloured card into the braille machine and decorate several lines with the letter y.
2. Remove the paper from the braille machine.
3. Cut the decorated part of the paper to a size which easily covers the hole in the paper plate or cardboard circle.
4. Use tape to attach to the back of the paper plate or cardboard circle so that the braille letter y's can be felt through the hole which represents the mouth, ensuring that the letters are correctly orientated for reading.
5. Attach textured materials to create the eyes, nose and hair of the face.

Experience book for you

Sample text

Cover: My friend

P1: I will draw with you, my friend.

P2: I will eat lunch with you, my friend.

P3: I will play with you, my friend.

P4: I will talk with you, my friend.

P5: I will share my toys with you, my friend.

Note: The braille shortform for friend is fr. Comma is written using dot 2. The contraction for with is also used in this book.

Book text outline

Title: My friend

Each subsequent page: I will (activity) with you, my friend.

Instructions

1. Discuss the importance of being a good friend and the kinds of activities the student does, or would like to do, with their friends.
2. Write the text and create tactile pictures for the book, using the suggested sentence structure. The student should be able to write much of the braille independently or with little prompting/support. As the letters f and r have not been covered in this program, the teacher may wish to write the word 'friend' or may instruct the student as to which dots need be used to create the letters f and r.
3. Place the book on the library shelf in the classroom for free reading time.

Follow-up activities

- Read the book to a friend.
- Read the book to the class.
- Read the book together with a friend and make a recording.
- Have everyone in the class create a text and picture using the same structure as this book to create a friendship display or class book.
- Create a similar book for home.

Unit 20: f is from

Resources and activities

Song lyrics

1-2-4 f, from!

1-2-4 f, from!

1-2-4 f, from!

f is from!

Discovery box for f

- Include 'f' tracking card (a line of 5-8 letter f with no additional braille signs, each separated by a space) with the top right corner cut off.
- Include all items in bold plus 3 or more 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.

Note: items on the list have been carefully chosen to include only objects which do not require braille contractions.

funnel, foil, football, fabric, face, factory, fairy, falcon, family, fan, fawn, felt, field, fifty, fig, file, fire, firefly, five, flag, flame, flask, flea, fleece, flipflop, floor, flute, fly, foal, food, foot, football, fossil, fox, frame, freckle, fridge, frog, frond, fruit, fruit bat, fruitcake, fudge, fungus, fur

Specific suggested follow-up activities

- Explore the use of objects within the discovery box.
- Use hands and fingers to scrunch foil into balls.
- Tear foil into pieces.
- Try to uncrumple foil.
- Wrap objects in foil.
- Unwrap objects, which have been wrapped in foil.
- Throw or kick the football.
- Pour rice, sand or water through the funnel into a bottle or container.
- Speak or sing into the large end of the funnel.
- Compare the texture of different objects.
- Use words to describe the texture of different objects.
- Ask the student to search for an object by texture. (Find me a smooth object. Find me a bumpy object.)

- Order objects by length or weight.
- Categorise objects in different ways.

Worksheets for the letter f

Worksheet 1: Find the letter f

Instructions

Find the football (represented by the letter f) on each oval.

Student text

xxxx f xxxxxxxxxxxxxxxxxxxxxxxxx

xxxxxxxxxxxxxxxxxxx f xxxxxxxxx

xxxxxxxxx f xxxxxxxxx

xxxxxxxxxxxxxxxxxxxxxxxxxxxxxx f xx

xxxxx f xxxxxxxxx

xxxxxxxxxxxxxxxxxxxxxxxxxxxxxx f

Worksheet 2: Identify the letter f

Instructions

Find the fish (represented by the letter f) in each rockpool. **Hint:** some rockpools have more than one fish hiding in them.

Student text

t f s f l

o t c f o c f c f s

s t f l p f s f c c c p

f r f r r f r r f r f

s d s s p t c r f l b w

f p l f s t w c f g a o e f

Worksheet 3: Find the given word

Instructions

It's a hot summer's day. Find the fan so you can turn it on and cool down a bit.

student text

wall wall wall fan wall

tiles door fan exit

table floor wall fan
desk desk mat door fan
frame fan fridge table wall
desk table fan wall door

Worksheet 4: Read and blend sounds together to make words

Instructions

Say each sound then follow along the line and read the same sounds without any gaps to say a word.

Student text

f u n ---- fun
f a t ---- fat
f o g ---- fog
f i b ---- fib
e l f ---- elf

Worksheet 5: Identify the middle vowel in words

Instructions

Read these words aloud. Then go through and mark them as follows

- put a mark at the beginning of the words which contain an a
- put a mark above the words which contain an e
- circle the words which contain a u
- underline the words which contain an i
- put a line above the words which contain an o

Student text

fit fat
fan fun
fig fog
fill fell
fix fox
left lift

Worksheet 6: Read rhyming words

Instructions

Read these rhyming words.

Student text

puff cuff buff huff

diff tiff cliff sniff

elf self

left weft deft

gift sift lift swift

Worksheet 7: Read braille contractions

Instructions

Standing alone, f is the braille contraction for the word from. Sing or rap these contractions. **Note:** It will work to the tune of *Twinkle Twinkle Little Star*.

Student text

from it from more from so more

from go from have from that from

every people from from from

do from can from like from from

but from will from us from from

will us you from us you from

Worksheet 8: Read sentences containing braille contractions

Instructions

Read these sentences. Read the whole page three times, using a stopwatch to see if you can improve your time with each reading.

Student text

I got a fan from my bag.

I got a cap from my bag.

I got a hat from my bag.

I got a bat from my bag.

I got a nip from my dog.

I got a gift from my mum.

Worksheet 9: Reading comprehension

Instructions

After Reading the passage three times. Answer the questions your teacher asks you about what you have read.

Questions:

1. What is Felix?
2. How fat is Felix?
3. Is Felix old?
4. What animal is Felix's pet?

Student text

Felix is a man. He is a bit fat. He is old. He has a pet fox.

Worksheet 10: Read longer words

Instructions

Take up the challenge to read these longer words and find out the meaning of any which are new to you.

Student text

flag

flip

floss

cleft

fund

fossil

Writing craft for f

Activity: Make a paper fan decorated by the letter f.

Activity box

- one piece of A4 braille paper or coloured 140-180gsm card.

Instructions

1. Creating creases along the width of the paper, fold the braille paper or coloured card to create a fan. The student should do as much of the folding as possible as this is excellent for developing fine motor skills and finger strength.
2. Unfold the fan and insert the braille paper or coloured card into the braille machine (A4 paper can be inserted into a braille machine in either landscape or portrait orientation).
3. Write the letter f in the spaces between the now flattened creases.
4. Remove the paper from the braille machine and refold the fan.

Note: when the student is reading the letter f on the fan, ensure that the fan is oriented in such a way as to allow the f's to be read in correct orientation.

Experience book for from

Sample text

Cover: From my bag

P1: I can get my lunch from my bag.

P2: I can get my water bottle from my bag.

P3: I can get my hat from my bag.

P4: I can get my jumper from my bag.

P5: I can get my book from my bag.

Book text outline

Title: From my bag

Each subsequent page: I can get my (object) from my bag.

Instructions

1. Have the student open their bag and explore the objects inside it or talk about the objects which can be found in the student's bag at the beginning of the school day. Choose some of these to include within the text of the book.

2. Work with the student to braille the book and create tactile illustrations. The student should be able to braille much of the text if they have mastered previous letters and contractions.
3. Place the book on the library shelf in the classroom for free reading time.

Follow-up activities

- Have the student read each page of the book before taking the mentioned object from their bag.
- Practice opening the bag, removing the object, and then closing the bag.
- Create a similar book using objects from a different place such as the classroom or playground.

Unit 21: r is rather

Resources and activities

Song lyrics

1-2-3-5 r

1-2-3-5 r

r is rather, r is rather

1-2-3-5 r

Discovery box for r

- Include 'r' tracking card (a line of 5-8 letter r with no additional braille signs, each separated by a space) with the top right corner cut off.
- Include all items in bold plus 2 or more 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.

Note: items on the list have been carefully chosen to include only objects which do not require braille contractions.

rag, rock, remote, rice, racket, radio, rail, rake, ram, ramp, rat, rattle, razor, receipt, recipe, rectangle, reel, rib, rifle, risotto, rissole, rivet, road, robot, rocket, roll, room, rooibos, roots, rope, rose, rosella, roti, ruby, rucksack, rug, rusk

Specific suggested follow-up activities

- Compare the weight of objects.
- Categorise or order objects by weight (objects heavier/lighter than the student's folded cane, lightest to heaviest).
- Compare rocks of different shapes and sizes.
- Go for a walk to find rocks.
- Explore the difference between cooked and uncooked rice.
- Search for small objects hidden in a container of rice.
- Count the buttons on the remote.
- Press buttons on a remote.
- Tear a rag into strips.
- Use a rag to clean a surface.
- Play tug-of-war with a rope.

Worksheets for the letter r

Worksheet 1: Find the letter r

Instructions

Find the race car (represented by the letter r) on each track.

Student text

XXXX r XXXXXXXXXXXXXXXXXXXXXXXX

XXXXXXXXXXXXXXXXXXXX r XXXXX

XXXXXXXXXXXXXXXXXXXX r XXX

XXXXXX r XXXXXXXXXXXXX

XXXXXXXXXXXXXXXXXXXX r XXXXXXXX

XXXXXXXXXXXXXXXXXXXX r

Worksheet 2: Identify the letter r

Instructions

Someone has played a mean trick and put rocks in some of the kid's schoolbags. Find and remove (by squashing out, covering, or marking) all of the rocks (represented by the letter r) in each bag.

Student text

y a o e r d c r t r

b b b r b b b b r b b

h d r p s l r r r r r

b b l r h r p r h s w

a r o e r o s e b b t x y r

u r y r w r r r r r r r r

Worksheet 3: Find a specific word beginning with the letter r

Instructions

Find the rat hiding in each rubbish tip.

Student text

mess rat mess mess

bottle box food rat

rat flipflop coat dirt scraps
smelly scraps rat gumboots
wood desk wire lamp rat
rug rope rat rocks

Worksheet 4: Read and blend sounds together to make words

Instructions

Say each sound then follow along the line and read the same sounds without any gaps to say a word.

Student text

r a t ---- rat
r u n ---- run
r i b ---- rib
r o d ---- rod
r a m p ---- ramp
d r e s s ---- dress

Worksheet 5: Read sentences and mark words beginning with the letter r

Instructions

Read these sentences and mark any words which begin with a letter r.

Student text

I can run.
It is a ram.
I do not want a pet rat.
I like to rap.
That rug is old.
My cat ran.

Worksheet 6: Read words with r blends

Instructions

Read these words. All of the words on each line rhyme, only the first letter changes.

Student text

rum drum

rag brag drag

rot trot grot

ran gran bran

rim trim grim crim

cram tram pram gram

Worksheet 7: Read sentences containing the braille contraction for rather

Instructions

By itself, the letter r in braille is short for the word rather. Read these sentences containing the braille contraction for rather.

Student text

I rather like to run.

I rather like my ribs.

I rather like to sit.

I rather like my pets.

I rather like to jog.

I rather like big hats.

Worksheet 8: Reading comprehension

Instructions

Read each sentence and write or say which option you prefer. **Note:** sentences are preceded by a number immediately followed by a full stop. If students have not learned braille numbers, this should be introduced.

Student text

1. Do you rather dogs or cats?
2. Do you rather hats or caps?
3. Do you rather have pets or no pets?
4. Do you rather go on a bus or tram?
5. Do you rather sit or run?
6. Do you rather hot or cold?

Worksheet 9: Reading fluency exercise

Instructions

Read this rhyme. Make up a rhythm to read to and reread the text at least 4 times, attempting to speed up the pace with each reading.

Student text

do you do you do you like to drum on drums
do you do you do you like to drum on pots
do you do you do you like to drum on pans
do you do you like to drum rather a lot?

Worksheet 10: Read challenging words

Instructions

Attempt to read these long words.

Student text

1. drill
2. trumpet
3. rascal
4. dragon
5. transmit
6. address

Writing craft for r

Activity: Make a collage of rectangles decorated with the letter r.

Activity box

- braille paper or coloured 140-160gsm card, cut into rectangles of different sizes (approximately business card size and larger or it may be difficult to insert them into the braille machine)
- glue or double-sided tape
- a blank backing page (cardboard, a page in a book or any similar)

Instructions

1. Insert one of the rectangles into the braille machine and decorate with the letter r before removing it.
2. Repeat with other rectangles. Encouraging the child to try different orientations (portrait and landscape) and either using fingers to check that the embossing head will not pass over the right-hand edge of the paper, or setting the margins for each new rectangle.
3. Attach the rectangles to the backing page, ensuring that the letter r is correctly orientated.

Note: This activity gives good opportunity for the student to practice inserting and removing paper from the braille machine and for adjusting margins.

Experience book for rather

Sample text

Cover: Would you rather?

P1: Would you rather rough or smooth?

P2: Would you rather noisy or quiet?

P3: Would you rather sun or rain?

P4: Would you rather walk or run?

P5: Would you rather big or little?

Book text outline

Title: Would you rather

Each subsequent page: Would you rather (option 1) or (option 2)?

Instructions

1. Discuss opposites with the child and brainstorm various pairs of opposite words. (Alternatively, talk about different choices.) Decide on pairs of words to include on each page of the book.
2. Write the text and create tactile pictures for the book. Ensure that the student writes as much of the text as possible and provides input into the creation of the tactile illustrations.
3. Read and reread the book.
4. Place the book on the library shelf in the classroom for free reading time.

Follow-up activities

- Let the student read the book to different people and have them give their answers to the questions.
- Create a list of opposites.
- Create a similar book for home.

Unit 22: v is very

Resources and activities

Song lyrics

1-2-3-6 v is very

1-2-3-6 v is very

1-2-3-6 v is very

Discovery box for v

- Include 'v' tracking card (a line of 5-8 letter v with no additional braille signs, each separated by a space) with the top right corner cut off.
- Include all items in bold plus 3 or more 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.

Note: items on the list have been carefully chosen to include only objects which do not require braille contractions.

vanilla, vegemite, volleyball, vacuum, vail, valley, van, vase, vat, vegetables, velvet, vet, vial, vice, Victoria, video, village, viola, violet, virus, visitor, voice, volcano, vole, volt, Volvo, vomit, vulture, vampire, vibraslap

Specific suggested follow-up activities

- Explore the scent of different objects including the vanilla and vegemite.
- Explore the texture of vegemite (have a damp cloth handy for the student to wipe their fingers whenever desired).
- Explore a vacuum cleaner including turning it on and off and the noise it makes.
- Pull apart a vacuum cleaner and feel its different parts.
- Use a vacuum cleaner to vacuum up some dry rice or similar from a mat or patch of floor.
- Order objects by height.
- Compare different fabrics to velvet.
- Sort objects by material (plastic/not plastic).

Worksheets for the letter v

Worksheet 1: Find the letter v

Instructions

Find the violinist (represented by the letter v) on each stage.

Student text

XXXXXXXXXXXXXXXXX V XXXXXXXXXXXXXXXXXXXX

XXXXX V XXXXXXXXXXXXXXXXXXXXXXXXXXXX

XXXXXXXXX V XXXXXXXXXXXXXXXXXXXX

XXXXXXXXXXXXXXXXXXXXXXXXX V XXXXXX

XXXXXXXXXXXXXXXXX V XXXXXXXXXXXXXXX

XXXXXXXXXXXXXXXXXXXXXXXXX V XXXXXXXXXXX

Worksheet 2: Identify the letter v

Instructions

Peggy's cat ate too much and has been sick. Find and clean up the vomit (represented by the letter v) in each room.

Student text

c c c c c c c c c v c c c

b c b s v d y e

l l l l l v l l l l l

l r w o r l u v t s y h

h h h h h h h v h h h h

l r h f p v

Worksheet 3: Find the given word

Instructions

Find the van on each street.

Student text

motorbike van tree

bicycle grass road van

mailbox wall van sign
vehicles van vehicles
Volvo Volkswagen van
ute van boat man woman kids

Worksheet 4: Read and blend sounds together to make words

Instructions

Say each sound then follow along the line and read the same sounds without any gaps to say a word.

Student text

v a n ---- van
v e t ---- vet
v e x ---- vex
v i m ---- vim
v a t ---- vat
r e v ---- rev

Worksheet 5: Read sentences

Instructions

Read these sentences.

Student text

1. He is a vet.
2. That van is big.
3. Vic has a van.
4. Do not vex me.
5. It is a vat.

Worksheet 6: Read braille contractions

Instructions

Standing alone, v is the braille contraction for the word very. Sing these contractions to the tune of *Frere Jacques*.

Student text

very very very very

not more us people us

do you so like very rather you like very

have it us will go us

Worksheet 7: Read and act

Instructions

Read each sentence and demonstrate its meaning through voice and gestures.

Student text

1. I am very sad.
2. I am very glad.
3. I am very mad.
4. I am very wet.
5. I am very cold.
6. I am very hot.

Worksheet 8: Read sentences

Instructions

Read these sentences.

Student text

1. That sun is very hot.
2. I got very wet.
3. My leg is very cold.
4. My hat is very big.
5. My mum got very mad.
6. That kid is very glad.

Worksheet 9: Reading comprehension

Instructions

Read the text several times then answer these questions.

- Who was the main character in the story?
- Where did he sit?
- Why did he go for a swim?

Student text

A Very Big Frog

A very big frog sat on a very flat log. It got very very hot on that log. So that very big frog swam to get very cold.

Worksheet 10: Read challenging words

Instructions

Attempt to read these challenging words.

Student text

1. volt
2. vomit
3. visit
4. velvet
5. travel
6. vanilla

Writing craft for v

Activity: Create a vase decorated with the letter v.

Activity box

- braille paper or coloured 140-180gsm card
- A4 sheet of photocopy paper
- crayons
- flyscreen or similar tactile drawing board
- glue
- scissors (for teacher use)

Instructions

1. Insert the braille paper or coloured card into the braille machine and decorate with the letter v.
2. Remove the paper from the braille machine and cut into the shape of a vase.
3. Glue the base to the plain A4 page.
4. Place the page onto a tactile drawing board and draw flowers at the top of the vase.

Experience book for very

Sample text

Cover: Very good at it

P1: Mum can drive. She is very good at it.

P2: Dad can tell jokes. He is very good at it.

P3: Sammy can sing. She is very good at it.

P4: David can draw. He is very good at it.

P5: Grandma can knit. She is very good at it.

P6: Grandpa can play golf. He is very good at it.

P7: Bubbles can swim. He is very good at it.

Book text outline

Title: Very good at it

Each subsequent page: (Name) can (activity). He/she is very good at it.

Instructions

1. Discuss the student's family members or friends and their special skills. Choose some to include in the book.

2. Create the text and tactile illustrations, having the student do as much of the writing as possible and assisting with the illustrations (making choices, gluing things).
3. Read the book.
4. Place the book on the library shelf in the classroom for free reading time.

Follow-up activities

- Interview people to find out what things they consider themselves to be very good at doing.
- Encourage the student to ask friends or family members to share their special skills and, if appropriate, let the student try them too. (for example, gardening, cooking, playing handball).
- Discuss things which the student is good at doing.
- Talk about something which the student would like to learn to do and perhaps try some of the related skills.
- Create a similar book for home.

Unit 23: k is knowledge

Resources and activities

Song lyrics

k is knowledge and knowledge is the things you know

and I know that k is written just like so

1-3 1-3 (k knowledge k knowledge)

1-3 1-3 (k knowledge k knowledge)

1-3 1-3 (k knowledge)

and now you have k knowledge, just like me

Discovery box for k

- Include 'k' tracking card (a line of 5-8 letter k with no additional braille signs, each separated by a space) with the top right corner cut off.
- Include all items in bold plus 3 or more 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.

Note: items on the list have been carefully chosen to include only objects which do not require braille contractions.

kettle, key, kale, kaleidoscope, kameez, kayak, kazoo, kebab, keg, kelp, kelpie, kennel, kettledrum, keypad, kid, kidney, kiln, kilt, kimono, kiosk, kiss, kit, kitbag, kite, kiwi, kiwifruit, koala, kohlrabi, kookaburra, krill, kumquat

Specific suggested follow-up activities

- Explore different shapes and sizes of keys.
- Discuss the fact that 'key' can refer to a variety of things and tactually explore examples including keys that unlock things, keys on a musical instrument, keys on a computer, etc.
- Use keys to lock and unlock locks.
- Feel the keys on a variety of musical instruments (piano, flute).
- Press keys on a piano or computer keyboard one by one using different fingers.
- Practise filling and emptying the kettle (without boiling the water).
- Discuss boiling water, what it is used for and safety around boiling water.
- Boil an electric kettle and listen to the sound.

- After boiling the kettle, put hands near, to feel the radiating heat (always check first and carefully supervise to ensure the child's safety).
- Talk about kites and explore some if available.
- Fly a kite (if a traditional kite is not available, attach a plastic bag to a length of string to make a kite).

Worksheets for the letter k

Worksheet 1: Find the letter k

Instructions

Find the kayak (represented by the letter k) on each river.

Student text

xxxxxxxxxxxxxxxxxxxx k xxxxxxxx
xxxxxxx k xxxxxxxxxxxxxxxxxxxx
xxxxxxxxxxxxxxxx k xxxxxxxxxxxx
xxx k xxxxxxxxxxxxxxxxxxxxxxxx
xxxxxxxxxxxxxxxxxxxxxxxxxxxx k xxxx
xxxxx k xxxxxxxxxxxxxxxxxxxxxxxx

Worksheet 2: Identify the letter k

Instructions

Find the key (represented by the letter k) in each sunken pirate ship to open the treasure chest and claim the gold.

Student text

s s s k s s s s s
t g w s p k l m
o n m n m n o m m a k o
x m o n k m x o n w g v x p
a k a l m v w u x t s h
u m u m x m o m u n u x u k

Worksheet 3: Find a specific word beginning with the letter k

Instructions

A kid is playing hide and seek. Can you find them in each of their hiding places?

Student text

slide grass tree kid
dog cat ox kid duck

mat umbrella kid mask
mask kid mask mask mask
kite kite kite kid kite
koala koala koala koala kid

Worksheet 4: Read and blend sounds together to make words

Instructions

Say each sound then follow along the line and read the same sounds without any gaps to say a word.

Student text

k i d ---- kid
k e g ---- keg
y a k ---- yak
m i l k ---- milk
s k i p ---- skip
d e s k ---- desk

Worksheet 5: Read sentences and identify words containing the letter k

Instructions

Read these sentences. Circle all of the words which contain the letter k.

Student text

I am a kid.
He is a kid.
I can skip.
I like milk.
I want a pet yak.
Do not kiss that frog.

Worksheet 6: Read words ending in ck

Instructions

c and k are good friends and often stand side-by-side in words. When c and k are together, they only make one sound 'k'. read these groups or rhyming words which all end in ck.

Student text

neck deck peck

back tack sack pack lack rack

duck buck luck muck truck

lock sock dock tock clock

kick sick pick lick trick

Worksheet 7: Copy and complete sentences

Instructions

Copy the beginning of each sentence and then complete it with words of your choice.

Student text

1. I like milk on ----
2. My dog licks ----
3. A pet duck can ----
4. I felt sick so I ----
5. That sock ----
6. I like to pick ----

Worksheet 8: Read longer words

Instructions

Attempt these challenging words.

Student text

1. pocket
2. backpack
3. gecko
4. cricket
5. duckpond
6. pickpocket

Worksheet 9: Read sentences containing the contraction for knowledge

Instructions

On its own, k is the braille contraction for the word knowledge. Read these sentences containing this new contraction. Challenge: learn to orally spell the word knowledge.

Student text

1. I have knowledge.
2. He has knowledge.
3. People have knowledge.
4. You do not have knowledge on that.
5. I will get more knowledge.
6. People do like to have more knowledge.

Worksheet 10: Reading comprehension

Instructions

Read this text and then answer these questions verbally.

1. What kind of animal is Buck's pet?
2. What three things can Buck's duck do?
3. What makes Buck mad?

Student text

Buck has a pet duck. It can swim. It can flap. It can peck. It pecks people but it will not peck buck. Buck gets mad if that duck pecks people. He tells the duck that it is bad to peck people. But that duck can not help it. It is a very bad duck.

Writing craft for k

Activity: Create key tags with the letter k.

Activity box

- sheet of adhesive braille label
- blank key tags (if key tags are unavailable, a split ring can be attached to a small piece of wood or other hard, thin material)

Instructions

1. Insert the adhesive plastic sheet into the braille machine and write a line or two of the letter k.
2. Remove the page from the braille machine and cut the brailled lines to size so that they will fit on the key tags.
3. Peel off the backing plastic and stick the braille k's to the key tags.
4. If desired, the student's name or the names of people to whom the key tags are to be given may also be brailled on adhesive label and attached to the opposite side of the key tag.
5. Attach the key tags to the student's belongings or give to friends.

Experience book for knowledge

Sample text

Cover: I have knowledge

P1: I have knowledge about soccer.

P2: I have knowledge about cats.

P3: I have knowledge about numbers.

P4: I have knowledge about train timetables.

P5: I have knowledge about braille.

Book text outline

Title: I have knowledge.

Each subsequent page: I have knowledge about (topic).

Instructions

1. Review the meaning of knowledge and talk about topics the student has knowledge about.
2. Choose some topics to include in the book and work together to create the text and tactile pictures.

3. Read and reread the book.
4. Place the book on the library shelf in the classroom for free reading time.

Follow-up activities

- Create a book of knowledge on a topic of interest.
- Create a book of knowledge about braille letters.
- Read the book to friends and family.

Unit 24: j is just

Resources and activities

Song lyrics

j is just 2-4-5

j is just 2-4-5

j is just 2-4-5

j is just, just, just

Discovery box for j

- Include 'j' tracking card (a line of 5-8 letter j with no additional braille signs, each separated by a space) with the top right corner cut off.
- Include all items in bold plus 3 or more 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.

Note: items on the list have been carefully chosen to include only objects which do not require braille contractions.

jacket, jelly, jug, jackal, jackfruit, jam, jaw, jeep, jet, jetty, jewel, jigsaw, jockey, joey, joke, juice, jumpsuit, junket, jungle

Specific suggested follow-up activities

- Attach j tracking cards to objects beginning with the 'j' sound.
- Sort objects into groups according to their initial sound (objects beginning with 'j', objects beginning with 'b').
- Practice putting on and taking off jackets.
- Compare jackets of different fabrics, styles and sizes.
- Explore the texture of and play with jelly.
- Using fingers and/or a spoon, explore the different levels of resistance offered by jelly, water and other substances.
- Use a packet of jelly crystals to make jelly.
- Using a tap, fill and empty a jug.
- Compare jugs of different sizes and shapes.
- Use a cup to fill jugs of different sizes and dimensions to see which can hold more.
- Use a jug to pour water into a cup.

- Explore different sizes and styles of juice containers.
- Find similarities and differences between items and groups of items.

Worksheets for the letter j

Worksheet 1: Find the letter j

Instructions

Find the jet (represented by the letter j) on each runway.

Student text

XXXXXXXXXX j XXXXXXXXXXXXX

XXXXXXXXXXXXXXXXXXXXXXXXXXXX j

XXXXXXXXXXXXXXXXXXXX j XXXXXX

j XXXXXXXXXXXXXXXXXXXXXXX

XXXX j XXXXXXXXXXXXXXXXXXXXX

XXXXXXXXXXXXXXXXXXXX j XXX

Worksheet 2: Identify the letter j

Instructions

A little joey (represented by the letter j) has gotten lost in the bush. Can you find him and take him back to his mum?

Student text

t t t j t t t t t t

g g g g g g g g g j g g g

w w w w w w j w w w w w w

h d f g j d g h f e

s t w v h p j l m n

w e r t y l k j h g f d s a

Worksheet 3: Find the given word

Instructions

Find the jam in each refrigerator.

Student text

milk vegemite apples jam

rice lasagne jam cake

pizza jam pie jelly
juice jelly jam junket
ham spam jam flan
jelly jam juice ham

Worksheet 4: Read and blend sounds together to make words

Instructions

Say each sound then follow along the line and read the same sounds without any gaps to say a word.

Student text

j a m ---- jam
j e t ---- jet
j o b ---- job
j u g ---- jug
j u m p ---- jump

Worksheet 5: Read and follow directions

Instructions

Read and do.

Student text

1. jump, jump, jump, jump
2. jump, clap, jump, clap
3. jump, jog, jump, jog
4. jump, sit, get up, jog
5. jog, clap, jump, sit
6. jump, hop, skip, jog

Worksheet 6: Read sentences

Instructions

Read these sentences. Mark any which are, in your opinion, a little bit silly or funny.

Student text

1. Jess can jump on a pump.
2. Jim can jog on a log.

3. Jack can hug a jug.
4. Jet can slam jam.
5. Jag met a jet.
6. Jill got a job to sob.

Worksheet 7: Read sentences containing the contraction for just

Instructions

On its own, the letter j is the braille contraction for the word just. Read these sentences containing the contraction for just.

Student text

1. I just like to jump.
2. I like jam but just a bit.
3. I just like you.
4. I am just a bit sad.
5. He just hit that kid.
6. That dog just did a big poo.

Worksheet 8: Read quickly

Instructions

Read these sentences twice for practice. Then reread them as quickly as you can.

Student text

1. I can jog just like you.
2. Can you jump just like us?
3. Do you like jam like I do?
4. I will go on a jet.
5. That is my job.
6. He has a jug.

Worksheet 9: Reading comprehension

Instructions

Read this text and then answer the following questions orally.

1. What does Jack's dog do to people?
2. Why is Jack's dog a bad dog?

Student text

Jack has a very bad dog. It jumps on people. Jack tells that dog to just sit. But that dog just jumps more. Jack tells that dog to just run. But that dog just jumps more. So Jack tells that dog to just jump. So that dog sits. It is just a very bad dog.

Worksheet 10: Read longer words

Instructions

Read these longer words.

Student text

1. jacket
2. Japan
3. junket
4. jackal
5. Jessica

Writing craft for j

Activity: Create a jacket jigsaw decorated with the letter j.

Activity box

- a piece of braille paper or coloured 140-180gsm card
- a sheet of heavy card or cardboard
- a pen or similar (for teacher use)
- scissors (for teacher use)
- a non-slip mat

Instructions

1. Draw the largest possible outline of a jacket on the sheet of braille paper or coloured card (the teacher may need to complete this step).
2. Insert the braille paper or coloured card into the braille machine and decorate the jacket shape with the letter j separated by spaces. Remember that if needed, the paper can be inserted into the braille machine in landscape orientation to ensure that the letter j will be correctly orientated to the shape of the jacket.
3. Remove the paper from the braille machine and glue it to the piece of cardboard.
4. Cut around the outline of the jacket (the teacher may complete this step).
5. Cut the jacket into pieces to form a jigsaw taking care to avoid cutting any of the braille letters (the teacher may complete this step).
6. Mix the pieces up and complete the jacket jigsaw, using the non-slip mat to prevent pieces from moving when touched.

Experience book for just

Sample text

Cover: Just one

P1: I have just one head.

P2: I have just one nose.

P3: I have just one belly button.

P4: I have just one best friend.

P5: I have just one pet dog.

Book text outline

Title: Just one

Each subsequent page: I have just one (body part/object).

Instructions

1. Discuss body parts (or other things if desired) of which the student only has one.
2. Work together to create the text and tactile pictures for the book.
3. Read and reread the book.
4. Place the book on the library shelf in the classroom for free reading time.

Follow-up activities

- Talk about and count the body parts of which the student has more than one.
- Talk about and explore the bodies of models of various animals.
- Compare the number of legs the student has with the number of legs of various animals.
- Talk about body parts an animal has that the student does not (wings, scales, gills, hoofs).
- Create a similar 'just one' book related to a particular object, animal or place, e.g., Our school has just one principal, just one library, just one piano.

Unit 25: z is as

Resources and activities

Song lyrics

1-3-5-6 z is as

1-3-5-6 z is as

1-3-5-6 z is as

Doesn't matter if you call it zed or zee

Discovery box for z

- Include 'z' tracking card (a line of 5-8 letter z with no additional braille signs, each separated by a space) with the top right corner cut off.
- Include all items in bold plus more additional items (according to availability and 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.

Note: items on the list have been carefully chosen to include only objects which do not require braille contractions.

zigzag, zip, Ziploc bag, zebra, zit, zoo, zircon, zirconium, zodiac, zombie

Specific suggested follow-up activities

- Explore different items containing zips (clothing, pencil cases, boots).
- Practice opening and closing zips.
- Use pipe cleaners to create zigzags.
- Using one finger at a time, draw zigzags in sand.
- Draw zigzags on a tactile drawing board using a crayon or similar.
- Open and close Ziploc bags.
- Attach braille labels to Ziploc bags and place items beginning with the corresponding sound in the bag (items beginning with 's' in the bag labelled 's' and items beginning with 'b' in the Ziploc bag labelled 'b').

Worksheets for the letter z

Worksheet 1: Find the letter z

Instructions

Find the zoo (represented by the letter z) on each map.

Student text

XXXXXXXXXX Z XXXXXXXXXXXXXXX

XXXX Z XXXXXXXXXXXXXXXXXXXXXXX

XXXXXXXXXXXXXXXXXXXX Z XXXXXXXX

XXXXXXXXXXXXXXXXXXXXXXXXXXXX Z XX

XX Z XXXXXXXXXXXXXXXXXXXXXXX

XXXXXXXXXXXX Z XXXXXXXXXXXXXXX

Worksheet 2: Identify the letter z

Instructions

Find the zucchini (represented by the letter z) in each shopping basket.

Student text

c c c p p p z o o

g t p o g z c s

n n m o z n n o

k z k o p n m r w h

z x c v b n m m o u p

s x d v f b h y m o n z

Worksheet 3: Read and blend sounds together to make words

Instructions

Say each sound then follow along the line and read the same sounds without any gaps to say a word.

Student text

z i p ---- zip

z a p ---- zap

c u z ---- cuz

v i z ---- viz

b u z z ---- buzz

f i z z ---- fizz

Worksheet 4: Read and make noises

Instructions

Read the text. Then choose a sound for each of the words (zap, buzz, fizz) and reread the text, making the chosen sounds rather than saying the words.

Student text

zap zap zap zap

buzz zap buzz zap

fizz fizz fizz fizz

fizz buzz fizz buzz

fizz zap buzz zap

zap fizz buzz fizz zap

Worksheet 5: Read sentences containing the contraction for as

Instructions

On its own, the letter z is the braille shortcut for the word as (spelled a s). Read these questions containing the contraction for as. You may wish to discuss them with your teacher if you wish.

Student text

1. Is a cat as big as a man?
2. Is a rat as big as a kid?
3. Is a mug as big as a cup?
4. Is a pig as big as a bus?
5. Is a jet as big as a van?
6. Is a fan as big as a hat?

Worksheet 6: Read and demonstrate understanding

Instructions

Read each sentence then try out the activity and tick those which you can achieve.

Student text

1. Can you clap as you jump?
2. Can you click as you sit?
3. Can you hum as you hop?
4. Can you sit as you jog?
5. Can you nod as you skip?
6. Can you flap as you kick?

Worksheet 7: Read rhyming words with more complex spelling

Instructions

Read these rhyming words. **Note:** Due to the more complex spelling pattern, in most cases, the teacher should assist by reading the first word on each line.

Student text

buzz fuzz

muzzle puzzle

dazzle frazzle

fizzy dizzy

Worksheet 8: Read sentences

Instructions

Read these sentences.

Student text

1. I got a zap on my leg.
2. I have a zit on my lip.
3. It can buzz.
4. He is my cuz.
5. I like jazz.
6. I have a zip on my jacket.

Worksheet 9: Read longer words

Instructions

Read these words.

Student text

1. zigzag
2. zebra
3. Zambia
4. pizzazz

Worksheet 10: Copy and complete sentences

Instructions

Read and complete these sentences using your own words.

Student text

1. I have a zip on my ----
2. A zebra can ----
3. I have a zit on my ----
4. Jazz is ----

Writing craft for z

Activity: Create zigzags made from the letter z.

Activity box

- braille paper or coloured 140-180gsm card

Instructions

1. Insert the paper into the braille machine and braille the following patterns of z and spaces.
2. (z, 5 spaces) repeat bracketed pattern to end of line then single line space.
3. (space, z, 3 spaces, z) repeat bracketed pattern to end of line, single line space.
4. 2 spaces, (z, space, z, 3 spaces) repeat bracketed pattern to end of line, single line space.
5. 3 spaces, (z, 5 spaces) repeat bracketed pattern to end of line.

Experience book for as

Sample text

Cover: Just about as tall as

P1: My cane is just about as tall as my shoulder.

P2: My chair is just about as tall as my belly button.

P3: The baby slide is just about as tall as my head.

P4: The bench is just about as tall as my chest.

P5: The bus step is just about as tall as my knee.

Book text outline

Title: Just about as tall as

Each subsequent page: (object) is just about as tall as my (body part).

Instructions

1. Explore the school, classroom or other environment and measure the height of different objects against the student's body.
2. Choose some of the objects and their corresponding 'just about as tall as' body part measurements to include in the book.
3. Create the book text and tactile pictures, having the student do as much of the braille as possible and also contributing to the picture creation.
4. Read and reread the book.
5. Place the book on the library shelf in the classroom for free reading time.

Follow-up activities

- Make different comparisons (as big as my hand, as long as my finger, as small as my fingernail).
- Make a video of the student reading the book and demonstrating each height comparison mentioned.

Unit 26: q is quite

Resources and activities

Song lyrics

q is quite

1-2-3-4-5

q is quite lovely

1-2-3-4-5

q is quite special

1-2-3-4-5

And you always find q followed by letter u

Discovery box for q

- Include 'q' tracking card (a line of 5-8 letter q with no additional braille signs, each separated by a space) with the top right corner cut off.
- Include all items in bold plus one or more 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.

Note: items on the list have been carefully chosen to include only objects which do not require braille contractions.

quilt, quail, quill, quokka, quoll, quote, quad, quadrant, quiz, (queen, Queensland and quince may also be used but as these words contain contractions it is better to choose from the uncontracted list when designing the sound page)

Specific suggested follow-up activities

- Explore different types of quilts.
- Match pairs of letter tracking cards (begin with three pairs and increase the difficulty).
- Brainstorm other words containing the 'q' sound such as square, squeeze and squash.
- Explain what a quill is and explore other writing implements.

Worksheets for the letter q

Worksheet 1: Find the letter q

Instructions

Find the quail (represented by the letter q) hiding in the grass.

Student text

xxxxxxxxxxxxxxxx q xxxxxxxx
xxxx q xxxxxxxxxxxxxxxxxxxx
xxxxxxxx q xxxxxxxxxxxxxx
xx q xxxxxxxxxxxxxxxxxxxxxxxxxxxx
xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx q xx
xxxxxxxxxxxxxxxxxxxxxxxx q xxxxxx

Worksheet 2: Identify the letter q

Instructions

Find the queen (represented by the letter q) at each official function.

Student text

p k q d d e
s f w p k q p p g
m m m m m q d s p a d
s s q s s c t k p f g g
g g g g g p p p p q
q w e r t y u i o p l k m n

Worksheet 3: Identify the words which begin with the letter q

Instructions

Mark all of the words which begin with the letter q. Bonus points if you can figure out which letter is q's best friend and always sits beside q in English words.

Student text

quack cluck moo
task quiz puzzle

quiet noise quit
quip quill cap
quail quokka quoll
triangle quadrangle rectangle

Worksheet 4: Read rhyming words

Instructions

Read these rhyming words and mark the ones which include the letter q.

Student text

hill pill bill quill
tip lip zip quip
yell fell well quell
did kid mid squid
nod pod rod quad squad
hot cot tot snot squat

Worksheet 5: Read sentences

Instructions

Read these sentences.

Student text

1. We did a quiz.
2. It is a quill.
3. He did not quit.
4. I will not quit.
5. He has a squid as a pet.
6. I can squat.

Worksheet 6: Read braille contractions

Instructions

On its own, q is the braille contraction for the word quite. Read, rap or sing these contractions.

Student text

quite like quite like quite quite like
people quite like it quite do quite
more quite not quite knowledge quite will
have us quite so rather quite as
but quite not quite so very quite
very quite as just quite just quite

Worksheets 7-10: Read short descriptive texts

Instructions

Read each text. can you figure out what it is describing? The answer is under the line.

Student text

It is very flat. It is quite like a rug. You can sit on it.

It is a mat.

People like to have it as a pet. It is not a cat. It can yap quite a lot.

It is a dog.

It has legs. It has quite a flat top. You can sit at it.

It is a desk.

You can have it as a pet. It can flap quite a lot. It can swim quite well. It can quack.

It is a duck.

Writing craft for q

Activity: Make a quilt decorated by the letter q

Activity box

- braille paper or coloured 160-180gsm card
- small stickers and/or colouring supplies such as crayons or textas

Instructions

1. Fold the braille paper or coloured card into 8, 16 or 24 even sections by folding it in half and then half again several times. (Encourage the student to line the corners up before creasing the folds and encourage the student to complete this task as independently as possible.)
2. Unfold the paper and insert it into the braille machine.
3. Place at least 1 letter q in each section (the student can use their fingers to feel the creases marking the borders for each individual section of the page).
4. Remove the paper from the braille machine and use stickers and/or colours to create a boarder or decorate each section of the quilt.

Experience book for quite

Sample text

Cover: It is quite

P1: It is quite cute. It is quite fluffy. It is a cat.

P2: It is quite cold. It is quite yummy. It is ice cream.

P3: It is quite noisy. It is quite big. It is a tractor.

P4: It is quite hot. It is quite bright. It is the sun.

Book text outline

Title: It is quite

Each subsequent page: It is quite (adjective). It is quite (adjective). It is a (noun).

Instructions

1. Determine the objects to be included in the book. You may like to use a theme such as toys, animals, nature or the classroom or have the student select 4-6 objects from a bag. Brainstorm words which describe the objects and choose two words per object to use in the book.
2. Work with the student to create the text and tactile pictures for the book.

3. Read and reread the book.
4. Place the book on the library shelf in the classroom for free reading time.

Follow-up activities

- Record the student reading the book and add sound effects to match the objects described.
- Add flaps to the book to cover the picture and final sentence to allow the student to read the book to others and have them guess the object before it is revealed.
- Have each student in the class create a page using a similar text structure and combine these to make a class display or book.
- Create similar books based on different themes.

Progress monitoring and assessment tools

The following tools may be of use for progress monitoring and reporting.

Sensory and tactile skills observation guide

Student name:	
Date:	
Observed by:	
Which senses were used to explore objects without prompting?	
How many hands and fingers were used for exploring objects?	
For how long did the student remain engaged in the task?	
What behaviours demonstrated that the student was interested or otherwise?	
Examples of vocabulary used by the student to describe the sensory properties of objects.	

Positive writing mechanics checklist

Please note: some items are only applicable to students using manual braille writers such as the perkins or tatrapoint.

Student name:	
Date:	
Observed by:	

behaviour	consistently	mostly	sometimes	never
The student used the correct fingers on keys 1-6.				
The student used their thumb or index finger to press the space bar.				
The braille dots produced were clear and equal in height.				
The student changed lines by pressing the line-space key before returning the embossing head to the beginning of the new line.				
The student independently inserted and removed the paper from the braille writer.				
The student writes each targeted letter within 1 second.				

Positive reading mechanics checklist

Student name:	
Date:	
Observed by:	

behaviour	consistently	mostly	sometimes	never
The student used both hands to read braille and explore tactile pictures.				
The student had a minimum of 4 fingers in constant contact with the braille line while reading.				
The student moved their hands in a smooth left-to-right motion while following or reading braille lines.				
The student used a light touch while reading. (Braille dots were not flattened.)				
The student read braille through touch only. (Not attempting to view the dots visually.)				

Early braille reading mechanics and text navigation assessment

Name:		Date of birth:	
Date assessed:		Assessed by:	

	3 consistently	2 often	1 sometimes	0 almost never
Uses two hands together when reading braille				
Keeps at least 6 fingers in contact with the braille line				
Locates each line in turn without skipping or repeating				
Tracks smoothly left-to-right (without scrubbing) when reading				
Recognises own name in contracted braille				
Locates the beginning of the top line of braille on a page				
Locates the tactile illustration on a page				
Locates the page number in the corner of a page				
Correctly orientates a braille book				
Turns pages of a braille book one at a time				

Total: _____

Braille alphabet, basic phonics and alphabetic wordsigns assessment

Student name:		Year level:	
Date of assessment:		Assessed by:	

Procedure:

1. Give the student a braille copy of the following. Write letters in uncontracted braille without any indicators, use a single space between each letter and double spaces between the lines (one blank line between each line of braille).

l c d i a g x
t o p s n m h
b e w u y f r
v k j z q

2. Ask the student to read the letters, telling you the letter names not the contractions for example saying l rather than like. Note all correctly read letters by placing an x in the appropriate column of the table
3. Ask the student to write, using their regular braille writing device (e.g., perkins brailer) each letter of the alphabet as you say them (you may say letters in any order). Note all correctly written letters by placing an x in the appropriate column of the table
4. Say the name of each letter of the alphabet and ask the student to tell you it's sound (for example, the letter a says the sound "a" as in apple). Note all letters for which the student provides the correct sound by placing an x in the appropriate column of the table.
5. Ask the student to tell you the braille contraction or shortcut for each letter (example: teacher says "t" the student says "that"). Note all letters for which the student provides the correct word by placing an x in the appropriate column of the table.

Letter	Reads	Writes	Says sound	Identified wordsign	Letter	Reads	Writes	Says sound	Identified wordsign
a				NA	n				
b					o				NA
c					p				
d					q				
e					r				
f					s				
g					t				
h					u				
i				NA	v				
j					w				
k					x				
l					y				
m					z				