

Pre-Kindergarten Module 4

Numerals 6-7

Teacher Guide

Prerequisite Skills

- Ability to use rote counting number words in order
- Ability to verbally count objects
- Ability to tactually identify the numeric indicator and the numerals 1-5
- Ability to write the numerals 1-5
- Ability to put the numbers 1-5 in order

Symbols and Concepts

- Counting
- Numeric indicator
- Numerals 1-7
- Concepts of "before" and "after"

Objectives

The student will be able to:

- Tactually identify the numerals from 1-7
- Use the brailewriter to write the numerals 1-7
- Represent a number ranging from 1-7 by producing a set of objects with concrete materials and Nemeth numerals
- Use concrete materials (for "before" relating to one less and "after" relating to one more) and/or number cards in order and then determine what number comes before or after a specific number from 1-7

Other ECC Skills Addressed

Note: ECC stands for Expanded Core Curriculum.

- Listening skills
- Following directions
- Tactual discrimination
- Left-to-right tracking
- Taking turns

- Hand positioning
- Light touch (as opposed to scrubbing)

Required Materials

- Braillewriter
- Braille paper
- Student braille document
- Two swing cells and pegs
- Index cards
- Timer
- Sorting tray with dividers
- Brightly colored construction paper
- Plastic cup
- Glue stick or glue
- Craft sticks
- Assortment of foam stickers
- Two or more shoeboxes
- String
- Scissors
- Textured paper/material/small objects
- Book entitled *Locomotive* by Brian Floca
- At least 7 stuffed animals and/or small toys
- Outline/pattern of train cars available within the curriculum

Optional Materials

- Scented stickers, Wikki Stix®, buttons, or textured paper
- Two half dozen muffin tins and 12 small balls
- Nonslip surface such as rubber shelf liner
- Material, buttons, foam stickers in the shape of circles, shoelaces, and rope
- Writing answers braille document

Teaching Tips

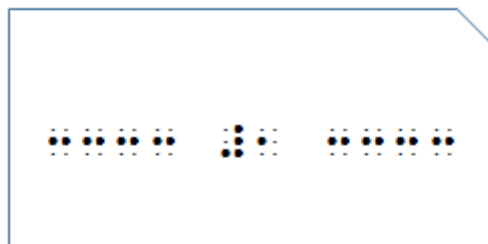
- Before opening any BRF files in Duxbury,
 - Go into the Global menu.
 - Select "**Formatted Braille Importer.**"
 - Select the box for "**Read formatted braille without interpretation**" at the top of the window. This will ensure that nothing is changed when opening the BRF files.

- All braille files in the curriculum are formatted with a 32-cell width by default.
- This module should be completed across multiple sessions.
- Note that the beginning tracking activities are emphasizing the shape of the numeral.
- Pay attention to the child's hand movements. Give help and model tracking if the student does not use both hands or if the student does not move both hands smoothly from left to right.
- As previously mentioned, the swing cell from the American Printing House for the Blind provides a concrete model of the relationship between the dots in a braille cell and the keys on a braillewriter.
- If you do not have two swing cells, use two half dozen muffin tins with tennis balls for an easy way for the child to "build" the Nemeth numerals. Another variation would be to use two half dozen egg cartons or a dozen egg carton cut in half with plastic eggs or golf balls.
- It is very important to use the correct finger on each key when learning new Nemeth symbols. This will help the student become accurate in their writing.
- We maintain a list of [commercially available materials](#) that can be used to supplement instruction.

Activities

Activity 1

- Create flashcards with the index cards. Cut out the upper right corner for easy identification of orientation. Make five flashcards for each numeral from 1-7. Use lines of dots 2-5 before and after the numeral. For example, for numeral 1, type dots 2-5, dots 2-5, dots 2-5, dots 2-5, space, dots 3-4-5-6, dot 2, space, dots 2-5, dots 2-5, dots 2-5, dots 2-5.



- The flashcards will be used to practice reading numerals at first. They will also be used to put the numbers in order in this and later modules. Give the student one number card at a time. Make sure that it is

oriented with the cut-out corner at the upper right. For this activity, the student will use the numerals 1-6.

Activity 2

- The student will create 6 lines of full braille cells and numeral 6s for reading and writing practice. The student will need a sheet of braille paper and braillewriter. Remind the student to make some of the lines long and some of the lines short.
- This activity will also provide an opportunity for the student to check their work as they braille. This is an important work habit to build when a student is first learning to read and write. After the student checks their work, have the student find the shortest line of braille and then the longest line of braille.

Activity 3

All information is provided in the teacher script.

Activity 4

- The student will create trains using foam stickers and craft sticks in this activity. The student will need a set of flashcards labeled with numerals 1-7, craft sticks and an assortment of foam stickers. Make sure that the foam stickers are small enough that they will fit on the craft sticks.
- The student will begin by shuffling the flashcards and then drawing a card. Afterwards, they will read the numeral on the card and then build a "train" on a craft stick using that number of foam stickers placed on the craft stick. If you would like, the student and a friend (or you) can take turns drawing a card and creating a craft stick train. Include print numbers on the flashcards if needed for the friend. Once the student is finished, keep the craft stick trains for a future activity. For example, seven foam stickers can be placed in a line on a craft stick to create a train.



Activity 5

Activity 5 is the same as Activity 1. However, the student will use the numerals 1-6.

Activity 6

- The student will use the craft stick trains again to practice counting and writing the numerals 1-7. They will need a sheet of braille paper, braillewriter, a plastic cup, and craft stick trains.
- Begin by putting all of the craft stick trains in a plastic cup. Then have the student take one of the craft stick trains out of the cup and count the number of stickers on it. Then have the student write the numeral on the braillewriter. Have the student repeat the process until all of the craft stick trains are gone.

Activity 7

All information is provided in the teacher script.

Activity 8

- Continue to make a number train. The student will need: railroad cars with numerals 1-5 from the last module, brightly colored construction paper or braille paper cut into train car shapes, glue stick, and braille numerals 6-7 on small cards. First, have the student find the numeral 6 and glue it onto a railroad car. Then, have the student find the numeral 7 and glue it onto another railroad car. Then have the student put the railroad cars into order from 1 to 7.
- If you would like, the student can “decorate” the railroad cars with scented stickers, Wikki Stix®, buttons, or textured paper. Feel 'n Peel Sheets: Carousel of Textures (catalog number 1-08863-00) from American Printing House for the Blind has a variety of adhesive backed and non-adhesive backed textured paper.
- It may help to place the railroad cars on a nonslip surface such as rubber shelf liner so they will not move as much. You may also use a strip of sticky back Velcro on the back side of each railroad car and then arrange the railroad cars on a long strip of Velcro on the student’s desk. You can also paste the railroad cars in place on a large piece of construction paper when they are correctly laid out.
- Encourage verbalization of the names of the ordinal positions such as first and second while the children work. Use this activity to reinforce counting as well.
- Keep the railroad cars and in a later module the student will have the opportunity to build the number train to 10.

Activity 9

- In order to build a “shoebox” train, the student will need at least 2 shoeboxes, brightly colored construction paper, string, scissors and

glue. They will also need a set of flashcards with numerals 1-7. Before building a "shoebox" train, read aloud the book entitled *Locomotive* by Brian Floca and learn how a transcontinental railroad was built in the 1800s. A braille copy of the book is available from the American Printing House for the Blind (T-N2061-10).

- Afterwards have the student tell you what they learned about train travel in the 1800s. Then you will be ready to make a "shoebox" train to pull around the school. First, have the student take the lids off the shoeboxes as they will not be used as part of the train. Second, have the student cover the sides of the shoeboxes with construction paper. The student can also use textured paper or material if you would prefer. Feel 'n Peel Sheets: Carousel of Textures (catalog number 1-08863-00) from American Printing House for the Blind has a variety of adhesive backed and non-adhesive backed textured paper.
- Third, have the student make pretend wheels for the railroad cars. Help the student cut circles out of textured paper and glue them on as the train wheels. The student can also use large buttons or foam stickers in the shape of circles for the train wheels if you would prefer.
- Poke small holes in the sides of the boxes and help your student thread some pieces of string (or shoelaces) through the holes. Then help the student tie knots in the string so the string or shoelaces will not slip back through the holes. Don't forget to include a string or rope on the front too.
- The student may also enjoy "decorating" the railroad cars with scented stickers, Wikki Stix®, buttons, or textured paper/material. Once the student is finished, allow them to pull the train around the room. Pretend that the train is traveling from station to station.
- Now, have the student count how many railroad cars and write the numeral on the braillewriter. Next have the student count how many wheels are on the first railroad car and write the numeral. Next have the student count how many wheels are on the second railroad car and write the numeral.
- Afterwards, have the student draw a flashcard. Have the student place that many stuffed animals or toys in the railroad cars and pull them to a different train station. When the student arrives at the train station, announce the name of the train station and take the stuffed animals or toys out of the railroad cars. Repeat the process until the student has used all of the flashcards. If you would prefer, the student and a friend (or you) can take turns drawing flashcards and playing with the train.

Fun Facts

First underground railways. (n.d.). DK findout. Retrieved June 13, 2021,
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Guinness world record holder - 4.5 mile long train. (n.d.). Train fanatics.
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Macmillan. (n.d.). Boxcar. In *MacmillanDictionary.com dictionary*. Retrieved
June 12, 2021, from
<https://www.macmillandictionary.com/dictionary/american/boxcar>

Train facts for kids. (n.d.). Science kids. Retrieved June 13, 2021, from
<http://www.sciencekids.co.nz/sciencefacts/vehicles/trains.html>