

Kindergarten Module 1

Review of Numbers 0-10 and Tally Marks

Teacher Script Answer Key

Introduction

- All bracketed text should not be read aloud and is for reference only.
- The questions are not numbered in the student document. However, the questions and answers have been numbered in this document to aid teachers and parents.
- Throughout the script, it is assumed that the student is correct. The teacher may need to go off script if the student does not answer a question correctly.

Section 1: Reading Numbers 0-5

Section 1 Materials

- Student Braille Document: GK-M1-Student-Materials.brf
- Optional: grease marker or crayon
- Activity 1
 - Timer
 - Three flashcards for each number from 0-5 shuffled

Section 1 Teacher Notes

- If the student has not been exposed to the Nemeth numbers 0-10 yet, use the Pre-Kindergarten curriculum in order to teach the numbers 0-10 before beginning the Kindergarten unit.
- Make sure your student knows which finger is the index finger.
- Assist students in reading the braille numbers as needed. If the student would benefit from additional practice on specific numbers from 0-5, practice activities from Modules 2, 3, and 6 of the Pre-Kindergarten curriculum may be used to supplement instruction.
- If you are using hard copy braille, the student can place a small sticker and/or underline or circle the number with a grease marker or crayon. If preferred, the student can stomp their foot.
- Activity 1: If you have the number cards from the Pre-Kindergarten curriculum, they can be used instead of creating new flashcards.

Section 1 Teacher Script

It's time for a cross-country bicycle ride! Before we begin our journey, find the first line of braille on page 1. It is at the top of the page. Softly glide your fingers across the line.

It says Module 1. Now move your hands down to the second line of braille. There is just one symbol on the second line. It is on the left side of the page.

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This is called an opening Nemeth Code indicator. It tells us that we are going to read math or science. Dots 4-5-6 are in the first cell, and dots 1-4-6 are in the second cell.

Now we are ready to begin our bicycle ride! For the first leg of the trip, let's review the Nemeth numbers 0-5.

Here are some helpful hints for reading braille. First, use both of your hands. Put your hands together so that your index fingers are touching. Second, slightly curve your fingers. Third, glide your fingertips lightly from left to right across the braille. Do you know what "lightly" means? It means softly like a butterfly lands on a flower or a snowflake lands on the ground.

Place your hands together and curve your fingers. Then find the beginning of the third line of braille and follow along as I read the numbers 0 to 5 aloud.

0 1 2 3 4 5

⠠⠠ ⠠⠠ ⠠⠠ ⠠⠠ ⠠⠠ ⠠⠠

Practice 1.1

Now it is your turn. Move your hands to the next line of braille and read the numbers 0-5.

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Answer 1.1

0 1 2 3 4 5

Practice 1.2

Move your hands to the next line of braille and read the numbers 0-5 one more time.

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Answer 1.2

0 1 2 3 4 5

Practice 1.3

Read the number at the beginning of each line and then find its match on the line of braille. Say "pedal faster" when you find the match!

[Make sure the student is viewing the last six lines of braille on page 1.]

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Answer 1.3

The student will read the number at the beginning of each line, find its match, and say "pedal faster" when they find the match.

Line 1: 2 (last item on answer choices)

Line 2: 0 (second item on answer choices)

Line 3: 5 (third item on answer choices)

Line 4: 1 (last item on answer choices)

Line 5: 4 (first item on answer choices)

Line 6: 3 (second item on answer choices)

That was super reading, Nemeth all-star!

Fun Fact 1

Bicycles are human-powered vehicles. They typically have a seat, pedals, handlebars, two wheels and a frame.

Practice 1.4

Turn to page 2 and then read just the numbers.

[Make sure the student is viewing the five lines of braille at the top of page 2.]

Answer 1.4

Line 1: 0 1

Line 2: 3 5

Line 3: 4 2 0

Line 4: 5 3

Line 5: 2 1 4

Reading braille numbers is lots of fun.

Practice 1.5

On the last four lines of braille on page 2, there are even more numbers to read! Softly move your curved fingers across each line of braille and read only the numbers aloud. Ready, set, go!

Answer 1.5

Line 1: 4 5 3 1

Line 2: 2 0 5 1

Line 3: 3 4 2 0

Line 4: 0 3 2 1 5

Fun Fact 2

There are more than 1 billion bicycles throughout the world. Bicycles are sometimes called bikes. They are used to travel from one place to another.

Practice 1.6

Let's practice reading numbers 0 to 5 at the top of page 3.

Answer 1.6

0 5 3 2

4 1 0 3

4 2 5 1

3 5 2 4

Activity 1

Use your flashcards to practice reading the numbers 0-5. Once you can read all of the numbers correctly, go back and time how quickly you can read the numbers! Do you think you can read the numbers even quicker? If so, try one more time! You can do it! You are a Nemeth super star!

Section 2: Writing Numbers 0-5

Section 2 Materials

- Braillewriter
- Braille paper
- Optional: GK-M1-Writing-Answers.brf
- Activities 2, 3, and 4: same materials used in Section 2
- Activity 5
 - Braillewriter
 - Six bowls
 - Assortment of small objects
 - Index cards cut in half

Section 2 Teacher Notes

- Activity 2
 - An answer key for this activity is available in the file named GK-M1-Writing-Answers.brf so that the student can check their own work or you can check their braille answers.
 - If your student is using a refreshable braille display for this activity, explain about the additional keys on the far right and far left.
- Activity 5
 - Before beginning the activity, explain that in this activity 0 means no objects.
 - If needed, also remind the student to place the number card 0 in front of the bowl that is empty.

Section 2 Teacher Script

Now let's have fun with writing on the braillewriter! Dots 1, 2, and 3 are on the left side of the braillewriter. In the middle, there is a space bar. We will be using this soon.

Use your left hand for dots 1, 2, and 3. You will place the index finger on the dot 1 key. It is the key closest to the space bar. Your middle finger will be on the dot 2 key, and your ring finger will be on the dot 3 key.

Dots 4, 5, and 6 are on the right side of the braillewriter. Now, use your right hand. You will place the index finger on the dot 4 key. It is the key closest to the space bar on the right side. Your middle finger will be on the dot 5 key, and your ring finger will be on the dot 6 key.

Place your fingers from both hands on the keys. Check that your index, middle, and ring fingers are on the correct keys! Now we are ready to go!

Numbers begin with a numeric indicator. Tell me which dots make the numeric indicator. That's right! Dots 3-4-5-6 make the numeric indicator.

Practice 2.1

Use your ring finger on your left hand and all three fingers on your right hand to write the numeric indicator.

Answer 2.1

⠠

The student should have written a numeric indicator. The student can check their answers for Section 2 using pages 1-2 of the writing answers document.

Practice 2.2

Write the numeric indicator 5 times. Space one time between your numeric indicators. On your mark, get set, go! When you finish writing the numeric indicator 5 times, check your work.

Answer 2.2

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The student should have written a numeric indicator 5 times.

Practice 2.3

Now press your line spacing key twice and write the numeric indicator 5 more times. Space one time between your braille cells. When you finish writing a full braille cell 5 times, check your work.

Answer 2.3

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The student should have written a numeric indicator 5 times.

Practice 2.4

Now let's review the number 0. Do you remember how to braille the number 0? That's right. The number 0 begins with a numeric indicator in the first braille cell. It ends with dot 3-5-6 in the second braille cell.

Use the ring finger on your left hand as well as the middle and ring fingers on your right hand. You try it now in the air and then on your braillewriter.

Answer 2.4

⠠⠠

The student should have written the number 0 which is dots 3-4-5-6, followed by dots 3-5-6.

Practice 2.5

Practice writing the number 0 several times. Space one time between your numbers. When you finish writing the number 0 several times, move your fingers across the braille and check your work!

Answer 2.5

⠠⠠⠠⠠⠠⠠

The directions are to write the number 0 several times, so there may be variation in how many times 0 is written. Any length of line is considered correct.

Practice 2.6

It is time to review the number 1. Tell me which dots make the number 1. That's right. The number 1 begins with a numeric indicator in the first braille cell. It ends with a dot 2 in the second braille cell.

Use the middle finger on your left hand and none of the fingers on your right hand. You try it now in the air and then on your braillewriter.

Answer 2.6

⠠⠠

The student should have written the number 1 which is dots 3-4-5-6, followed by dot 2.

Practice 2.7

Practice writing the number 1 several times. Space one time between your numbers. When you finish writing the number 1 several times, move your fingers across the braille and check your work!

Answer 2.7

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The directions are to write the number 1 several times, so there may be variation in how many times 1 is written. Any length of line is considered correct.

Fun Fact 3

Some people ride a bicycle for fun and exercise. Did you know that the energy required to ride a bicycle at a medium speed is almost the same as the energy required to walk?

Practice 2.8

Now let's review the number 2. Do you remember how to braille the number 2? That's right. The number 2 begins with a numeric indicator in the first braille cell. It ends with dots 2-3 in the second braille cell.

Use the middle and ring fingers on your left hand and none of the fingers on your right hand. You try it now in the air and then on your braillewriter.

Answer 2.8

⠠⠠

The student should have written the number 2 which is dots 3-4-5-6, followed by dots 2-3.

Practice 2.9

Practice writing the number 2 several times. Space one time between your numbers. When you finish writing the number 2 several times, move your fingers across the braille and check your work!

Answer 2.9

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The directions are to write the number 2 several times, so there may be variation in how many times 2 is written. Any length of line is considered correct.

Activity 2

You will need your braillewriter and braille paper for this activity. Listen as I read a number. Then write the number in braille. Space one time between the numbers.

Practice 2.10

0 1 0 2

Answer 2.10

The student should have written: 0 1 0 2

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Now move your fingers across the braille and check your work as I say the numbers again.

0 1 0 2

Press your line spacing key twice to move to the next line.

Practice 2.11

2 1 0 2 0 1

Answer 2.11

The student should have written: 2 1 0 2 0 1

⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

Now move your fingers across the braille and check your work as I say the numbers again.

2 1 0 2 0 1

Fun Fact 4

Some people in big cities are hired to ride a bicycle to carry and deliver signed documents, original artwork and other items. They are called bike messengers.

Practice 2.12

Let's review the number 3. Do you remember how to braille the number 3? That's right. The number 3 begins with a numeric indicator in the first braille cell. It ends with dots 2-5 in the second braille cell.

Use your middle finger on both hands. You try it now in the air and then on your braillewriter.

Answer 2.12

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The student should have written the number 3 which is dots 3-4-5-6, followed by dots 2-5.

Practice 2.13

Practice writing the number 3 several times. Space one time between your numbers. When you finish writing the number 3 several times, move your fingers across the braille and check your work!

Answer 2.13

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The directions are to write the number 3 several times, so there may be variation in how many times 3 is written. Any length of line is considered correct.

Practice 2.14

Now let's review the number 4. Do you remember how to braille the number 4? That's right. The number 4 begins with a numeric indicator in the first braille cell. It ends with dots 2-5-6 in the second braille cell.

Use the middle finger on your left hand as well as the middle and ring fingers on your right hand. You try it now in the air and then on your braillewriter.

Answer 2.14

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The student should have written the number 4 which is dots 3-4-5-6, followed by dots 2-5-6.

Practice 2.15

Practice writing the number 4 several times. Space one time between your numbers. When you finish writing the number 4 several times, move your fingers across the braille and check your work!

Answer 2.15

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The directions are to write the number 4 several times, so there may be variation in how many times 4 is written. Any length of line is considered correct.

Activity 3

You will need your braillewriter and braille paper for this activity. Listen as I read a number. Then write the number in braille. Space one time between the numbers.

Practice 2.16

3 4 2 0 1

Answer 2.16

The student should have written: 3 4 2 0 1

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Now move your fingers across the braille and check your work as I say the numbers again.

3 4 2 0 1

Press your line spacing key twice to move to the next line.

Practice 2.17

4 1 0 2 3 4

Answer 2.17

The student should have written: 4 1 0 2 3 4

⠠⠠⠠⠠⠠⠠

Now move your fingers across the braille and check your work as I say the numbers again.

4 1 0 2 3 4

Fun Fact 5

Over the past 30 years, bicycle delivery services have become important, especially in the business district of cities. Bike messengers have earned a reputation for delivering items quickly because they can weave around the traffic.

Practice 2.18

It is time to review the number 5. Do you remember how to braille the number 5? That's right. The number 5 begins with a numeric indicator in the first braille cell. It ends with a dot 2-6 in the second braille cell.

Use your middle finger on your left hand and your ring finger on your right hand. You try it now in the air and then on your braillewriter.

Answer 2.18

⠠⠠

The student should have written the number 5 which is dots 3-4-5-6, followed by dots 2-6.

Practice 2.19

Practice writing the number 5 several times. Space one time between your numbers. When you finish writing the number 5 several times, move your fingers across the braille and check your work!

Answer 2.19

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The directions are to write the number 5 several times, so there may be variation in how many times 5 is written. Any length of line is considered correct.

Activity 4

You will need your braillewriter and braille paper for this activity. Listen as I read a number. Then write the number in braille. Space one time between the numbers.

Practice 2.20

5 3 1 4 2 0

Answer 2.20

The student should have written: 5 3 1 4 2 0

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Now move your fingers across the braille and check your work as I say the numbers again.

5 3 1 4 2 0

Now press your line spacing key twice to move to the next line.

Practice 2.21

1 4 3 5 0 2

Answer 2.21

The student should have written: 1 4 3 5 0 2

⠼⠼⠼ ⠼⠼⠼ ⠼⠼⠼ ⠼⠼⠼ ⠼⠼⠼ ⠼⠼⠼

Now move your fingers across the braille and check your work as I say the numbers again.

1 4 3 5 0 2

Fun Fact 6

Bicycles with a wheeled passenger cart are sometimes used as a taxi.

Activity 5

You will need 6 bowls, index cards cut into halves, an assortment of small objects, and your braillewriter for this activity.

Begin by using the index cards and your braillewriter to create a set of number cards from 0-5. Then shuffle the cards. Draw a number card and place that many objects in the first bowl. Set the card aside. Continue the same with each of the remaining bowls. If you draw the number 0, you will leave the bowl empty.

Afterwards arrange the bowls in a straight line and shuffle the number cards again. Then place each number card in front of the bowl that contains that many objects. Way to go, math superstar!

Section 3: Tally Marks

Section 3 Materials

- Student Braille Document: GK-M1-Student-Materials.brf
- Braillewriter
- Braille paper
- Optional: GK-M1-Writing-Answers.brf
- Activity 6: same materials used in Section 3
- Activity 7
 - Braillewriter
 - Braille paper
 - Three flashcards for each number from 1-5 shuffled

Section 3 Teacher Note

Activity 7: If you have number cards from the Pre-Kindergarten curriculum, they can be used instead of creating new flashcards.

Section 3 Teacher Script

For the third leg of our cross-country bicycle trip, let's explore tally marks in braille. Tally marks are a quick way of counting and keeping track of numbers, usually in groups of five. Sometimes tally marks are called hash marks.

A tally mark is made with dots 4-5-6. Softly guide your fingers across the fifth line of braille on page 3. It is in the middle of the page.

You will find a tally mark in the middle of the line. There is a line of dots 2-5 before and after the tally mark.

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On the next line, you will find two tally marks in the middle of the line. Once again, there is a line of dots 2-5 before and after the tally marks.

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You will find five tally marks on the next line of braille. Try counting them.

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Great work, cyclist! Count the number of tally marks on the next line.

⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠

That's right. There are 3 tally marks.

Let's try one more. How many tally marks are on the last line?

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Great work, bicycle messenger! There are 4 tally marks.

Fun Fact 7

Some people competitively race on their bicycles. The Tour de France is the most famous cycling race in the world.

Activity 6

Practice 3.1

Count the number of tally marks on each line. Then write the number using your braillewriter. Space one time between your answers.

[Make sure the student is viewing the first six lines of braille on page 4.]

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Answer 3.1

The student should have written: 4 2 5 1 3 5

They can check their answers for Section 3 using page 3 of the writing answers document.

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Practice 3.2

Press your line spacing key twice, and try some more.

[Make sure the student is viewing the last six lines of braille on page 4.]

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⠠⠠⠠⠠⠠

Answer 3.2

The student should have written: 5 2 4 3 1 4

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Fun Fact 8

Competitive cycling includes inside track cycling, mountain biking, BMX and longer outside events such as the Tour de France.

Practice 3.3

Let's learn how to write a tally mark in braille.

Place your fingers on the correct keys on your braillewriter. Then use all three fingers on your right hand to write the tally mark. Practice writing the tally mark several times.

Answer 3.3

⠠⠠⠠⠠⠠⠠

The directions are to write the tally mark several times, so there may be variation in how many times the tally mark is written. Any length of line is considered correct.

That was quick work, cyclist!

Activity 7

You will need your braillewriter, braille paper, and flashcards for numbers 1-5. Shuffle your flashcards and then draw a flashcard. Read the number on the flashcard and then braille that many tally marks before pressing the line spacing key twice.

If you would like, you and a friend (or your teacher) can take turns drawing cards and braille that many tally marks.

Section 4: Reading Numbers 6-10

Section 4 Materials

- Student Braille Document: GK-M1-Student-Materials.brf
- Optional: grease marker or crayon

- Activity 8
 - Timer
 - Three flashcards for each number from 0-10 shuffled
- Activity 9
 - Unifix or snap cubes (Optional: MegaBlocks, Legos, or teddy bear manipulatives designed for young students)
 - Three flashcards for each number from 0-10 shuffled
- Activity 10
 - Braillewriter
 - Braille paper
 - Three flashcards for each number from 0-10 shuffled
 - Several flashcards with the word BANG
 - Empty container
 - Optional: scented stickers, foam stickers, Wikki Stix®, buttons, textured paper

Section 4 Teacher Notes

- Assist students in locating a specified number in each line of braille if needed.
- If the student would benefit from additional practice on specific numbers from 6-10, practice activities from Modules 4, 5, and 6 of the Pre-Kindergarten curriculum may be used to supplement instruction.
- If you are using hard copy braille, the student can place a small sticker and/or underline or circle the number with a grease marker or crayon. If preferred, the student can stomp their foot.
- Activity 8: If you have number cards from the Pre-Kindergarten curriculum, they can be used instead of creating new flashcards.
- Activity 10
 - You may elect to use your number flashcards instead of the student creating new number flashcards.
 - The length of time you play the game and the ratio of BANG cards to flashcards is up to you.

Section 4 Teacher Script

Let's continue our cross-country bicycle ride! For the fourth leg of the cross-country bicycle trip, we will review the Nemeth numbers 6-10.

Show me how you read braille with your hands and find the first line of braille at the top of page 5. You are on the right bicycle path!

Now follow along as I read the numbers 6-10 aloud.

6 7 8 9 10

⠠⠠⠠ ⠠⠠⠠ ⠠⠠⠠ ⠠⠠⠠ ⠠⠠⠠⠠

Practice 4.1

Now it is your turn. Read the numbers 6-10 on the second line of braille.

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Answer 4.1

6 7 8 9 10

Practice 4.2

Move your hands to the third line of braille and read the numbers one more time.

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Answer 4.2

6 7 8 9 10

Practice 4.3

Let's practice finding numbers 6-10 in the next three lines of braille.

First, find the number 6.

[Make sure the student is viewing the fourth line of braille.]

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Answer 4.3

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The student should point to the first number in the line.

Practice 4.4

Second, find the number 10 in the fifth line of braille.

The figure shows a 3x3 grid of dot patterns. Each cell contains a 3x3 grid of dots. The first two columns each contain a full 3x3 grid of dots. The third column contains a 3x3 grid of dots with the top-right dot missing.

Answer 4.4

The student should point to the second number in the line.

You are really moving now!

Practice 4.5

Find the number 8 in the sixth line of braille.

Answer 4.5

The student should point to the second number in the line.

Practice 4.6

We have 2 more numbers to find. Move your hands to the next line of braille and find the number 7.

[Make sure the student is viewing the next to last line of braille on page 5.]

Answer 4.6

The student should point to the first number in the line.

Practice 4.7

On the last line of braille, find the number 9.

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Answer 4.7

⠠⠠⠠

The student should point to the second number in the line.

Ding, ding, ding goes the bicycle bell!

Practice 4.8

Turn to page 6. Then read the number at the beginning of each line and find its match on the line of braille. Say “pedal faster” when you find the match!

[Make sure the student is viewing the five lines of braille at the top of page 6.]

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Answer 4.8

Line 1: 6 (second number on answer choices)

Line 2: 7 (third number on answer choices)

Line 3: 10 (first number on answer choices)

Line 4: 8 (last number on answer choices)

Line 5: 9 (first number on answer choices)

Fun Fact 9

Some police officers in large towns and cities ride a bike on their patrol.

Practice 4.9

Continue to the next line of braille and read just the numbers.

[Make sure the student is viewing the five lines of braille at the bottom of page 6.]

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Answer 4.9

Line 1: 8 10

Line 2: 9 7

Line 3: 6 9 10

Line 4: 8

Line 5: 7 10 6

Practice 4.10

Let's practice reading numbers 6 to 10.

[Make sure the student is viewing the four lines of braille at the top of page 7.]

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Answer 4.10

6 10 7 9

8 6 9 10

7 9 8 10

10 7 6 8

Practice 4.11

Now read numbers ranging from 0-10. Good luck, cyclist!

[Make sure the student is viewing the four lines of braille at the bottom of page 7.]

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Answer 4.11

2 5 8 10 3

6 1 0 9 4

7 3 9 6 10

8 2 7 4 1

Activity 8

Use your flashcards to practice reading the numbers 0-10. Once you can read all of the numbers correctly, go back and time how quickly you can read the numbers! Do you think you can read the numbers even quicker? If so, try one more time! You can do it!

Fun Fact 10

Although unicycles have one wheel and tricycles have three wheels, they are sometimes still called bikes.

Activity 9

You will need your flashcards from 1-10 and Unifix cubes or other cubes that can be snapped together.

Draw a card and then read the number. Then build an object using that number of Unifix or snap cubes. If you would like, you and a friend (or your teacher) can take turns drawing cards and building an object!

Activity 10

We are going to play a game called BANG, but first we will need to make number flashcards. You will need your braillewriter, index cards cut into halves, and an empty container. First, braille each number from 0-10 three times on different index cards. Second, I will braille the word BANG on several index cards. Third, feel the word BANG. What did you notice about the word? Yes, it is longer than all of the numbers, and it begins with a capital word indicator.

Now shuffle the cards and place them into the empty container. If you would like, you can “decorate” the BANG container with foam stickers, Wikki Stix®, buttons, or textured paper.

Instructions for Playing BANG

1. You will need 2 or more players for this game. Take turns reaching into the container and pulling out a flashcard. If you read the number correctly, you get to keep the card. If you do not read the number correctly, the card goes back into the container.
2. Continue taking turns. If you pull out a BANG card, you must put your whole pile of cards back into the container!
3. At the end of 10 minutes, whoever has the most cards is the winner!

That was super reading and counting, math all-star!

Section 5: Grouping Tally Marks

Section 5 Materials

- Student Braille Document: GK-M1-Student-Materials.brf
- Activity 11: same document used in Section 5
- Activity 12
 - Braillewriter
 - Braille paper
 - Optional: GK-M1-Writing-Answers.brf
- Activity 13
 - Braillewriter
 - Braille paper
 - Three flashcards for each number from 0-10 shuffled

Section 5 Teacher Script

For the fifth leg of our cross-country journey, we will explore how to group tally marks for easy counting. They are typically grouped into sets of five in both print and braille. The sets of five are separated by a space.

On the first line of braille on page 8, you will find six tally marks. Try counting them. Notice how there is a group of five tally marks followed by a space and then one more tally mark.

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On the second line, you will find ten tally marks. Try counting them. Notice how there is a group of five tally marks followed by a space. Then there is another group of five tally marks.

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Great work, cyclist! Count the number of tally marks on the third line of braille.

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That's right. There are 7 tally marks.

Let's try two more. How many tally marks are on the fourth line?

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That is super work, cyclist! There are 9 tally marks. How many tally marks are on the last line of braille?

You got it! There are 8 tally marks.

Fun Fact 11

Tandem bicycles are designed to be ridden by more than one person.

Activity 11

Practice 5.1

Count the number of tally marks in each line of braille on page 9 and then tell me how many tally marks you counted. The number of tally marks will range from 1 to 10.

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A 3x10 grid of dots, representing a 3x10 array of 1s.

• •

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• ● • ● • ● • ● • ●
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Answer 5.1

Line 1: 7

Line 2: 3

Line 3: 10

Line 4: 2

Line 5: 8

Line 6: 6

Line 7: 4

Line 8: 9

Line 9: 1

Line 10: 5

Line 11: 8

That was super counting!

Activity 12

Now let's practice writing tally marks in groups of 5 for numbers ranging from 6 to 10. You will need your braillewriter and braille paper for this activity. Listen as I read a number from 6 to 10. Then write a set of tally marks for each number in braille.

Practice 5.2

Let's begin with the number 6. Don't forget to braille the tally marks in groups of 5 with a space after each group. After you braille the tally marks, check your work and then press the line spacing key twice.

Answer 5.2

The student should have written five tally marks, space, and then one more tally mark. They can check their answers for Section 5 using page 3 of the writing answers document.

Practice 5.3

Now braille tally marks for the number 7. After you braille the tally marks, check your work and then press the line spacing key twice.

Answer 5.3

The student should have written five tally marks, space, and then two more tally marks.

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Practice 5.4

Now braille tally marks for the number 10.

Answer 5.4

The student should have written five tally marks, space, and then five more tally marks.

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Vroom!

Practice 5.5

Keep up the super work and braille tally marks for the number 8.

Answer 5.5

The student should have written five tally marks, space, and then three more tally marks.

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Practice 5.6

It is time to braille tally marks for one more number. On your mark, get set, and go! The number is 9.

Answer 5.6

The student should have written five tally marks, space, and then four more tally marks.

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Activity 13

You will need your braillewriter, braille paper, and flashcards for numbers 1-10. Shuffle your flashcards and then draw a flashcard. Read the number on the flashcard and then braille that many tally marks before pressing the line spacing key twice.

If you would like, you and a friend (or your teacher) can take turns drawing cards and brailing that many tally marks.

Section 6: Writing Numbers 6-10

Section 6 Materials

- Braillewriter
- Braille paper
- Optional: GK-M1-Writing-Answers.brf
- Activity 14: same materials used in Section 6
- Activity 15: in addition to the other materials used in Section 6, Student Braille Document: GK-M1-Student-Materials.brf

Section 6 Teacher Script

For the sixth leg of our cross-country bicycle journey, let's have fun with writing the numbers 6 to 10 on the braillewriter!

Practice 6.1

Tell me how to braille the number 6. That's right. The number 6 begins with a numeric indicator in the first braille cell. It ends with dots 2-3-5 in the second braille cell.

Use the middle and ring fingers on your left hand as well as the middle finger on your right hand. You try it now in the air and then on your braillewriter.

Answer 6.1

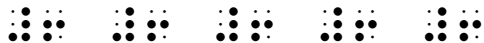


The student should have written the number 6 which is dots 3-4-5-6, followed by dots 2-3-5. They can check their answers for Section 6 using pages 4-5 of the writing answers document.

Practice 6.2

Practice writing the number 6 several times. Space one time between your numbers. When you finish writing the number 6 several times, move your fingers across the braille and check your work!

Answer 6.2



The directions are to write the number 6 several times, so there may be variation in how many times 6 is written. Any length of line is considered correct.

Fun Fact 12

Tandem bicycles were invented more than 100 years ago!

Practice 6.3

Now let's review the number 7. Do you remember which dots are used to braille the number 7? That's right. The number 7 begins with a numeric indicator in the first braille cell. It ends with dots 2-3-5-6 in the second braille cell.

Use the middle and ring fingers on your left hand and the middle and ring fingers on your right hand. You try it now in the air and then on your braillewriter.

Answer 6.3



The student should have written the number 7 which is dots 3-4-5-6, followed by dots 2-3-5-6.

Practice 6.4

Practice writing the number 7 several times. Space one time between your numbers. When you finish writing the number 7 several times, move your fingers across the braille and check your work!

Answer 6.4

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The directions are to write the number 7 several times, so there may be variation in how many times 7 is written. Any length of line is considered correct.

Practice 6.5

It is time to move to the number 8. Tell me which dots are used to braille the number 8. That's right. The number 8 begins with a numeric indicator in the first braille cell. It ends with dots 2-3-6 in the second braille cell.

Use the middle and ring fingers on your left hand as well as the ring finger on your right hand. You try it now in the air and then on your braillewriter.

Answer 6.5

⠼⠼⠼

The student should have written the number 8 which is dots 3-4-5-6, followed by dots 2-3-6.

Practice 6.6

Let's put the two cells together and practice writing the number 8 in Nemeth using your braillewriter. Space one time between your numbers. When you finish writing your numbers several times, move your fingers across the braille and check your work!

Answer 6.6

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The directions are to write the number 8 several times, so there may be variation in how many times 8 is written. Any length of line is considered correct.

Fun Fact 13

A cyclist can let pedestrians and other cyclists know that they are approaching by ringing their bicycle bell!

Activity 14

You will need your braillewriter and braille paper for this activity. Listen as I read a number. Then write the number in braille. Space one time between the numbers.

Practice 6.7

6 7 8 6

Answer 6.7

The student should have written: 6 7 8 6

⠠⠠⠠⠠

Now move your fingers across the braille and check your work as I say the numbers again.

6 7 8 6

Press your line spacing key twice to move to the next line.

Practice 6.8

1 8 2 6 3 7

Answer 6.8

The student should have written: 1 8 2 6 3 7

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Now move your fingers across the braille and check your work as I say the numbers again.

1 8 2 6 3 7

Press your line spacing key twice to move to the next line.

Practice 6.9

5 8 6 0 7 4

Answer 6.9

The student should have written: 5 8 6 0 7 4

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Now move your fingers across the braille and check your work as I say the numbers again.

5 8 6 0 7 4

That was excellent work, cyclist!

Practice 6.10

Just 2 more numbers to review! Do you remember how to braille the number 9? You got it. The number 9 begins with a numeric indicator in the first braille cell. It ends with dots 3-5 in the second braille cell.

Use your ring finger on your left hand and your middle finger on your right hand. You try it now in the air and then on your braillewriter.

Answer 6.10

⠠⠠

The student should have written the number 9 which is dots 3-4-5-6, followed by dots 3-5.

Practice 6.11

Practice writing the number 9 several times. Space one time between your numbers. When you finish writing the number 9 several times, move your fingers across the braille and check your work!

Answer 6.11

⠠⠠⠠⠠⠠⠠

The directions are to write the number 9 several times, so there may be variation in how many times 9 is written. Any length of line is considered correct.

Practice 6.12

One last number to review! Do you remember how to braille the number 10? It begins with a numeric indicator in the first braille cell. Next, in the second braille cell, use your middle finger on your left hand and press the dot 2. To finish the number 10 in the third cell, use your ring finger on your left hand and your middle and ring fingers on your right hand.

Put the three cells together and practice writing the number 10 in Nemeth using your braillewriter. Space one time between your numbers. When you finish writing your numbers several times, move your fingers across the braille and check your work!

Answer 6.12

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The directions are to write the number 10 several times, so there may be variation in how many times 10 is written. Any length of line is considered correct.

Fun Fact 14

About 100 million bicycles are manufactured worldwide each year.

Activity 15

Practice 6.13

Count the number of tally marks on each line of braille on page 10 in your student document. Then write the number using your braillewriter. Space one time between your answers.

[Make sure the student is viewing the first five lines of braille on page 10.]

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Answer 6.13

The student should have written: 9 6 8 10 7

⠠⠨ ⠠⠋ ⠠⠠⠠⠠ ⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠ ⠠⠠⠠

Practice 6.14

Let's try some more.

[Make sure the student is viewing the last five lines of braille on page 10.]

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Answer 6.14

The student should have written: 8 6 10 7 9

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Now move your hands down to the last line of braille on the page. There is just one symbol on this line. It is on the left side of the page.

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This is called a Nemeth Code terminator. It tells us that we are done reading math or science. Dots 4-5-6 are in the first cell, and dots 1-5-6 are in the second cell.

Section 7: Review

Section 7 Materials

Activity 16

- Braillewriter
- Braille paper
- Index cards cut into halves
- Sorting tray with a two-section divider
- Timer
- An empty container to hold the flashcards a student will be drawing
- Foam stickers, Wikki Stix®, buttons, or textured paper to decorate the container

Section 7 Teacher Notes

Activity 16

- Previously made number cards may be used instead of making new cards if preferred.
- Based on the child's preference, you can feed a dog, cat, or other animal instead of a monster.
- This game can easily be played with students who read print or braille. If one of the players reads print, add print to each of the number flashcards.
- The length of time you play and the length of time to locate numbers is up to you.

Section 7 Teacher Script

Activity 16

We are going to play a new game called FEED THE MONSTER. You will need your braillewriter, index cards cut into halves, braille paper, a sorting tray, a timer, and an empty container. First, braille each number from 0-10 three times on different index cards so that there is only one number on each card.

Second, decorate the empty container that will be the "monster". If you would like, you are welcome to name the monster. You can also "decorate" the monster with scented stickers, Wikki Stix®, buttons, or textured paper. Now shuffle the deck of cards and pass out an equal number of cards to each player.

Instructions for playing FEED THE MONSTER:

1. You will need 2 or more players for this game. I will shuffle the deck of cards and pass out an equal number of cards to each player. Then I will call out a number the monster is hungry for, and you will race to feed the number card to the monster before the timer goes off.
2. As you read each number card, use a sorting tray to separate which cards you have read and which cards you have not read. As soon as you find the correct number, try to be the first one to feed the monster. The monster can only eat the first correct number it is given. It is then ready for the next number. All of the players will be reading their own number cards at the same time. You will not be taking turns.
3. Every time you are the first to feed the monster, write a tally mark on a piece of braille paper to help you keep up with how many times you have fed the monster. Remember to write the tally marks in sets of five and leave a space between the sets.
4. At the end of 10 minutes, whoever has fed the monster the most cards is the winner!

Now you are ready for a pit stop: module 1 check-up! Thank you for all of your hard work! You are a Nemeth all-star!