

Kindergarten Posttest

Introduction

- All bracketed text should not be read aloud and is for reference only.
- The questions have been numbered in this document to aid teachers and parents. However, the questions are not numbered the same way, if numbered at all, in the student documents.
- It is highly recommended that this posttest be completed across two or more sessions.

Part 1

Part 1 Materials

- Student Braille Document: GK-Posttest-Student.brf
- Braillewriter
- Braille paper
- Small objects in a basket, bowl, or bin
- GK-Posttest-Data-Table.docx

Part 1 Teacher Notes

- As the student completes Questions 1.2-1.14, carefully observe the student's hand movements and record this information on the data table.
- As the student completes Questions 1.15-1.25, carefully observe if the student moves to the next line in braille by pushing the line spacing key twice and record this information on the data table.

Part 1 Teacher Script

Question 1.1

Count aloud to 10, beginning with 1.

The next several questions will help us find out how well you have learned to locate the braille numbers 0 to 10 in a line of braille.

Question 1.2

Let's move to the braille document now. There is just one symbol on the second line of braille. It is on the left side of the page.

[dots 4-5-6, dots 1-4-6]

⠠

You should remember from the module that 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.

Find the number 10 in the third line of braille.

⠠ ⠠ ⠠ ⠠ ⠠ ⠠ ⠠

Question 1.3

Find the number 4 in the fourth line of braille.

⠠ ⠠ ⠠ ⠠ ⠠ ⠠ ⠠ ⠠

Question 1.4

Find the number 2 in the fifth line of braille.

⠠ ⠠ ⠠ ⠠ ⠠ ⠠ ⠠ ⠠

Question 1.5

Find the number 0 in the sixth line of braille.

⠠ ⠠ ⠠ ⠠ ⠠ ⠠ ⠠ ⠠

Question 1.6

Find the number 5 in the seventh line of braille.

⠠ ⠠ ⠠ ⠠ ⠠ ⠠ ⠠ ⠠

Question 1.7

Find the number 7 in the last line of braille.

⠠⠠⠠ ⠠⠠⠠ ⠠⠠⠠ ⠠⠠⠠ ⠠⠠⠠ ⠠⠠⠠ ⠠⠠⠠ ⠠⠠⠠

Let's try some more on page 2.

Question 1.8

Find the number 6 in the first line of braille.

⠠⠠⠠ ⠠⠠⠠⠠ ⠠⠠⠠ ⠠⠠⠠ ⠠⠠⠠ ⠠⠠⠠ ⠠⠠⠠⠠ ⠠⠠⠠

Question 1.9

Find the number 10 in the second line of braille.

⠠⠠⠠ ⠠⠠⠠⠠ ⠠⠠⠠ ⠠⠠⠠⠠ ⠠⠠⠠ ⠠⠠⠠ ⠠⠠⠠ ⠠⠠⠠⠠

Question 1.10

Find the number 9 in the third line of braille.

⠠⠠⠠ ⠠⠠⠠ ⠠⠠⠠⠠ ⠠⠠⠠ ⠠⠠⠠⠠ ⠠⠠⠠ ⠠⠠⠠ ⠠⠠⠠

Question 1.11

Find the number 8 in the fourth line of braille.

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Question 1.12

Find the number 1 in the fifth line of braille.

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Question 1.13

Find the number 3 in the sixth line of braille.

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Question 1.14

Move your hands down to the next line of braille. Now read the numbers.

[Make sure the student is viewing the last two lines of braille on page 2.]

The next several questions will help us find out how well you have learned to write the numbers 0-10 and create sets of objects that match the numbers.

Now write the numbers that you hear and use the line spacing key twice to move to the next line. Then give me that many objects from the bin or basket.

Question 1.15

1

Question 1.16

6

Question 1.17

3

Question 1.18

4

Question 1.19

10

Question 1.20

7

Question 1.21

8

Question 1.22

5

Question 1.23

2

Question 1.24

9

Question 1.25

0

Question 1.26

Let's go back to your braille document. Begin by turning to page 3. 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 five lines of braille on page 3.]

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⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

⠠⠠

⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

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Part 2

Part 2 Materials

- Student Braille Document: GK-Posttest-Student.brf
- Braillewriter
- Braille paper
- Base ten blocks: units and rods in different containers, baskets, or bowls (Alternative: Digi-Blocks - a different type of base ten block that nests)

- Place Value Chart available in contracted and uncontracted braille within the curriculum (Alternative: two-compartment sorting tray with the right compartment labeled “ones” and the left compartment labeled “tens” in braille)
- GK-Posttest-Data-Table.docx

Part 2 Teacher Script

Question 2.1

Count aloud to 20, beginning with 1.

The next several questions will help us find out how well you have learned the numbers 11 to 20 as well as Nemeth symbols so far. Follow the directions for each line.

Question 2.2

Turn to page 4 in your braille document. Then find the number 18 in the first line of braille.

Question 2.3

Find the number 16 in the second line of braille.

Question 2.4

Find the number 13 in the third line of braille.

Question 2.5

Find the number 20 in the fourth line of braille.

Question 2.6

Find the number 14 in the fifth line of braille.

⠠⠠⠠⠠ ⠠⠠⠠⠠ ⠠⠠⠠⠠ ⠠⠠⠠⠠ ⠠⠠⠠⠠ ⠠⠠ ⠠⠠

Question 2.7

Find the general omission symbol in the sixth line of braille.

⠠⠠⠠⠠ ⠠⠠⠠⠠ ⠠⠠ ⠠⠠⠠⠠ ⠠⠠⠠⠠ ⠠⠠⠠⠠ ⠠⠠⠠⠠

Question 2.8

Find the number 17 in the seventh line of braille.

⠠⠠ ⠠⠠⠠⠠ ⠠⠠⠠⠠ ⠠⠠⠠⠠ ⠠⠠⠠⠠ ⠠⠠⠠⠠ ⠠⠠⠠⠠

Turn to page 5 and let's try some more.

Question 2.9

Find the number 15 in the first line of braille.

⠠⠠⠠⠠ ⠠⠠⠠ ⠠⠠⠠⠠ ⠠⠠⠠⠠ ⠠⠠⠠⠠ ⠠⠠⠠⠠ ⠠⠠⠠

Question 2.10

Find the number 12 in the second line of braille.

⠠⠠⠠⠠ ⠠⠠⠠⠠ ⠠⠠⠠ ⠠⠠⠠⠠ ⠠⠠⠠⠠ ⠠⠠⠠⠠ ⠠⠠⠠⠠

Question 2.11

Find the number 19 in the third line of braille.

⠠⠠⠠⠠ ⠠⠠⠠ ⠠⠠⠠⠠ ⠠⠠⠠⠠ ⠠⠠⠠⠠ ⠠⠠⠠⠠ ⠠⠠⠠⠠

Question 2.12

Find the number 11 in the fourth line of braille.

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Question 2.13

Find the ellipsis in the fifth line of braille.

Question 2.14

Find the mathematical commas in the sixth line of braille.

Question 2.15

Find the plus sign in the seventh line of braille.

Question 2.16

Find the minus sign in the eighth line of braille.

Question 2.17

Find the equals sign in the ninth line of braille.

Question 2.18

Move your hands down and then read the numbers on the last two lines of braille on page 5.

Now write the numbers that you hear and use the line spacing key twice to move to the next line. Then build it by using base ten blocks (or Digi-Blocks).

Question 2.19

15

Question 2.20

12

Question 2.21

19

Question 2.22

14

Question 2.23

20

Question 2.24

17

Question 2.25

18

Question 2.26

11

Question 2.27

16

Question 2.28

13

Question 2.29

Let's go back to your braille document. Begin by turning to page 6. Then count the number of tally marks on each line. Afterwards write the number using your braillewriter. Space one time between your answers.

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Part 3

Part 3 Materials

- Student Braille Document: GK-Posttest-Student.brf
- Work tray
- 12 different sized, 2-dimensional shapes (3 circles, 3 triangles, 3 rectangles, and 3 squares) for Question 3.12. These shapes can be found in the following American Printing House for the Blind (APH) kits:
 - MathBuilders, Unit 1: Matching, Sorting, and Patterning Kit
 - Focus in Math Kit
 - APH Feel 'n Peel Sheets: Carousel of Textures has a variety of non-adhesive backed textured paper that can be used to create the shapes
- GK-Posttest-Data-Table.docx

Part 3 Teacher Script

Question 3.1

In problems 1-5 at the top of page 7, find the punctuation indicator and period in each line of braille. Afterwards read the math problems about “one more” aloud. Then tell me what number the general omission symbol stands for.

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⠠⠠⠠⠠ ⠠⠠⠠⠠ ⠠⠠

⠠⠠⠠⠠ ⠠⠠⠠ ⠠⠠

Question 3.2

Read the remaining math problems on page 7 about “one less” aloud. Then tell me what number the general omission symbol stands for.

⠠⠠⠠⠠ ⠠⠠⠠⠠ ⠠⠠⠠⠠ ⠠⠠

⠠⠠⠠⠠ ⠠⠠⠠⠠ ⠠⠠⠠⠠ ⠠⠠

⠠⠠⠠⠠ ⠠⠠⠠ ⠠⠠⠠ ⠠⠠

⠠⠠⠠⠠ ⠠⠠⠠⠠ ⠠⠠⠠⠠ ⠠⠠

⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠ ⠠⠠

Listen and then braille what you hear. This includes brailleing the problem number.

Question 3.3

11. general omission symbol

Question 3.4

12. ellipsis

Question 3.5

13. 17 general omission symbol 19 20

Question 3.6

14. 1 2 3 general omission symbol 5

Question 3.7

15. 9 10 general omission symbol

Question 3.8

16. 14, 15, 16, 17

Question 3.9

17. 4, 5, 6

Question 3.10

18. 10, 11, 12, ...

Question 3.11

19. 7, 8, 9, ...

Question 3.12

20. 13, 14, ...

Question 3.13

I have placed 12 shapes into a work tray. Pick up one shape at a time and tell me if it is a square, rectangle, triangle, or circle.

[The orientation of the shapes should vary.]

Tell me about each of the following shapes.

Question 3.14

circle

Question 3.15

triangle

Question 3.16

rectangle

Question 3.17

square

Part 4

Part 4 Materials

- Student Braille Document: GK-Posttest-Student.brf
- Numbers Set and the Grid Board from the APH Hundreds Board and Manipulatives Kit (Alternatives: 1-inch graph paper or graphic art tape and braille paper to create a Grid Board or flashcards, Velcro, and a large piece of construction paper to create the charts.)
- GK-Posttest-Data-Table.docx

Part 4 Teacher Note

Ensure that all numbers have been removed from the Grid Board before having the student create a braille chart each time.

Part 4 Teacher Script

Question 4.1

Count aloud to 50, beginning with 1.

Question 4.2

Use the Grid Board to create a braille chart from 1 to 50. Once you finish building your braille chart, read the numbers from 1 to 50 on the chart.

Question 4.3

Skip count by 10s to 50, using the chart that you just created.

Question 4.4

Find the following numbers on the braille chart that you created:

22 41 38 50 37 29 45 24 33

Question 4.5

Use your braille chart and count to 50 beginning with the following numbers:

18 33 7 21

Question 4.6

Use your braille chart and skip count by 10 through the last row in the chart, beginning with the following numbers:

19 3 14 27

Question 4.7

Turn to page 8 in your braille document and read the numbers 21-50 at the top of the page. Beware they are not in order.

Listen as I read each math problem, and then use your chart to answer the question.

Question 4.8

What number is one less than 39?

Question 4.9

What number is one more than 24?

Question 4.10

What number is one less than 45?

Question 4.11

What number is one more than 27?

Question 4.12

What number is one less than 36?

Question 4.13

What number is one less than 31?

Question 4.14

What number is one more than 47?

Question 4.15

What number is one more than 31?

Question 4.16

What number is one less than 40?

Question 4.17

What number is one more than 48?

Part 5

Part 5 Materials

- Student Braille Document: GK-Posttest-Student.brf
- Five and ten frames available in braille within the curriculum (Alternative: APH Tactile Five and Ten Frames)
- Counting bears placed in a bowl (Alternatives: different objects, Unifix cubes, base ten unit blocks)
- Pennies (Alternatives: APH Tactile Tokens, magnetic counters)
- Work tray (Alternatives: cookie sheet or magnetic board)
- Optional: nonslip surface such as a rubber shelf liner or magnetic board to place the five and ten frames on
- Braillewriter
- Braille paper
- GK-Posttest-Data-Table.docx

Part 5 Teacher Notes

- The Tactile Tokens from APH fit perfectly into the five and ten frames and the two textures can represent the two addends.
- You can also use the shapes and line segments from the Picture Maker Wheatley Tactile Diagramming Kit to create the five and ten frames.

Part 5 Teacher Script

You may use your counting bears to help you add the groups in the first four problems.

Question 5.1

My grandfather loves to garden every year! This year he planted 3 tomato bushes and 2 jalapeño plants. How many plants are in his garden this year?

Question 5.2

Matt is just beginning to collect baseball cards. Last week for his birthday, his friends gave him 4 baseball cards, and his mom bought him a baseball card too. How many baseball cards does he have now?

Question 5.3

Six dogs were walking in the park. One more dog came to the park and began walking in the park. How many dogs are walking in the park now?

Question 5.4

Five brothers went swimming, and two friends joined them. How many people went swimming altogether?

Place the counting bears back in the bowl. You will need your five frame, pennies, and work tray for the next three problems.

Question 5.5

Begin by placing 1 penny on the five frame. How many more pennies are needed to make 5?

Question 5.6

Remove the pennies from the five frame and place them back in the work tray. Now place 3 pennies on the five frame. How many more pennies are needed to make 5?

Question 5.7

Use your five frame and show me 3 different ways to make 4.

Put away the five frame. You will need your ten frame, pennies, and work tray for the next 4 problems.

Question 5.8

Use your ten frame and show me 4 different ways to make 10.

Question 5.9

If there are 5 pennies on the ten frame, how many more are needed to make 10?

Question 5.10

If there are 9 pennies on the ten frame, how many more are needed to make 10?

Question 5.11

If there are 3 pennies on the ten frame, how many more are needed to make 10?

Question 5.12

Turn to page 9 in your braille document and find the equals sign in the first line of braille.

⠠⠠⠠⠠⠠⠠ ⠠⠠⠠ ⠠⠠⠠

Question 5.13

Move your hands down and read the equations in braille.

[Make sure the student is viewing the remaining eight lines of braille on page 9.]

⠠⠠⠠ ⠠⠠⠠ ⠠⠠⠠

⠠⠠⠠ ⠠⠠⠠ ⠠⠠⠠

⠠⠠⠠ ⠠⠠⠠ ⠠⠠⠠

⠠⠠⠠⠠⠠ ⠠⠠⠠ ⠠⠠⠠

⠠⠠⠠⠠⠠ ⠠⠠⠠ ⠠⠠⠠

⠠⠠⠠ ⠠⠠⠠ ⠠⠠⠠⠠⠠

Question 5.14

Turn to page 10. Now read the equations at the top of the page and tell me what number the general omission symbol stands for each time.

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

Let's try some more!

Question 5.15

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

Figure 1 shows five 3x3 dot patterns labeled (a) through (e). Each pattern consists of a 3x3 grid of dots, with some dots missing. The number of dots in each pattern is as follows: (a) 6 dots, (b) 7 dots, (c) 8 dots, (d) 9 dots, and (e) 10 dots.

Listen carefully and then braille what you hear. This time you will not number the problems. Use your line spacing key twice to move to the next line each time.

Let me know if you need for me to repeat what you should braille. I will repeat each equation as many times as you need.

Question 5.16

$$4 = 4$$

Question 5.17

$$2 = 2$$

Question 5.18

$$2+2 = ?$$

Question 5.19

$$3+1 = ?$$

Question 5.20

$$5 = 1+4$$

Question 5.21

$$2 = 1+1$$

Question 5.22

$$3 = 1+2$$

Question 5.23

$$2+3 = 5$$

Question 5.24

$$1+3 = 4$$

Question 5.25

$$4+0 = ?$$

Part 6

Part 6 Materials

- Student Braille Document: GK-Posttest-Student.brf
- Numbers Set and the Grid Board from the APH Hundreds Board and Manipulatives Kit (Alternatives: 1-inch graph paper or graphic art tape and braille paper to create a Grid Board or flashcards, Velcro, and a large piece of construction paper to create the charts.
- GK-Posttest-Data-Table.docx

Part 6 Teacher Script

Question 6.1

Count aloud to 100, beginning with 1.

Question 6.2

Use the Grid Board to create a braille chart from 1 to 100. Once you finish building your braille chart, read the numbers from 1 to 100 on the chart.

Question 6.3

Skip count by 10s to 100, using the chart that you just created.

Question 6.4

Find the following numbers on the braille chart that you created:

57 13 90 65 35 100 5 42

81 79 61 24 73 18 46

86 77 52 97 68 33 29

Question 6.5

Use your braille chart and count to 100 beginning with the following numbers:

28 61 55 93 74 89

Question 6.11

What number is one more than 89?

Question 6.12

What number is one less than 76?

Question 6.13

What number is one less than 100?

Question 6.14

What number is one more than 37?

Question 6.15

What number is one more than 65?

Question 6.16

What number is one less than 29?

Question 6.17

What number is one more than 93?

Part 7

Part 7 Materials

- Student Braille Document: GK-Posttest-Student.brf
- Five and ten frames available in braille within the curriculum (Alternative: APH Tactile Five and Ten Frames)
- Counting bears placed in a bowl (Alternatives: different objects, Unifix cubes, base ten unit blocks)
- Pennies (Alternatives: APH Tactile Tokens, magnetic counters)
- Work tray (Alternatives: cookie sheet or magnetic board)
- Optional: nonslip surface such as a rubber shelf liner or magnetic board to place the five and ten frames on
- Braillewriter
- Braille paper
- GK-Posttest-Data-Table.docx

Part 7 Teacher Notes

- The Tactile Tokens from APH fit perfectly into the five and ten frames and the two textures can represent the two addends.
- You can also use the shapes and line segments from the Picture Maker Wheatley Tactile Diagramming Kit to create the five and ten frames.

Part 7 Teacher Script

You may use your counting bears to help you.

Question 7.1

Ricardo has 3 candy bars. He gave 1 candy bar to his grandparents. How many candy bars does Ricardo have now?

Question 7.2

There were 5 crayons in a box. Sherry is using 3 of the crayons. How many crayons are left for Mike to use?

Place the counting bears back in the bowl. Use your five frame, pennies, and work tray for the next two problems.

Question 7.3

There are 4 ducks swimming in the pond. Two ducks swam away. How many ducks are swimming in the pond now?

Question 7.4

Two boys are sitting in the school cafeteria. One boy went outside to play on the slide. How many boys are in the cafeteria now?

Put away your five frame. Then solve the following two word problems using the ten frame and pennies by yourself. You will tell me the answer.

Question 7.5

Zena found 6 starfish on the beach. She shared 3 of the starfish with her friend. How many starfish does she have now?

Question 7.6

Mary found 8 tomatoes on a plant in her garden. She picked 3 of them. How many tomatoes are left on the plant?

Question 7.7

Turn to page 12 and silently read each line of braille, beginning at the top of the page. Then write the first three missing numbers in the list of missing numbers ranging from 0-20. Then use your line spacing key twice to move to the next line.

14, 15, 16, ...

Question 7.8

11, 12, ...

Figure 1 consists of four 5x5 grids, labeled (a), (b), (c), and (d), each containing black dots. Grid (a) has dots at (1,1), (1,2), (2,1), (2,2), (2,3), (2,4), (3,1), (3,2), (3,5), and (4,5). Grid (b) has dots at (1,1), (1,2), (2,1), (2,2), (2,3), (2,4), (3,1), (3,2), (3,4), and (4,5). Grid (c) has dots at (1,1), (1,2), (1,3), (1,4), (1,5), (2,1), (2,2), (2,3), (2,4), (2,5), (3,1), (3,2), (3,3), (3,4), (3,5), (4,1), (4,2), (4,3), (4,4), (4,5), (5,1), (5,2), (5,3), (5,4), and (5,5). Grid (d) has dots at (1,1), (1,2), (1,3), (1,4), (1,5), (2,1), (2,2), (2,3), (2,4), (2,5), (3,1), (3,2), (3,3), (3,4), (3,5), (4,1), (4,2), (4,3), (4,4), (4,5), (5,1), (5,2), (5,3), (5,4), and (5,5).

Question 7.9

6, 7, 8, ...

Question 7.10

2, 3, 4, ...

Move your hands down and continue reading the lines of braille silently. Then use a braille hundreds chart to verbally identify the first three missing numbers in the pattern of numbers represented by the ellipsis.

Question 7.11

[Make sure the student is viewing the fifth line of braille on page 12.]

41, 42, 43, 44, ...

Question 7.12

[Make sure the student is viewing the sixth line of braille on page 12.]

52, 53, 54, ...

⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠

Question 7.13

[Make sure the student is viewing the seventh line of braille on page 12.]

85, 86, 87, 88, ...

⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠

Question 7.14

[Make sure the student is viewing the last line of braille on page 12.]

94, 95, 96, ...

⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠

Question 7.15

Turn to page 13 and read the equations.

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Listen carefully and then braille what you hear. You will number the problems. Use your line spacing key twice to move to the next line.

Let me know if you need for me to repeat what you should braille. I will repeat each equation as many times as you need.

Question 7.16

1. $2-1 = ?$

Question 7.17

2. $4-3 = ?$

Question 7.18

3. $5-2 = ?$

Question 7.19

4. $2-2 = ?$

Question 7.20

5. $3-0 = ?$

Let's try a few more. This time you will not number your problems. However, continue to use your line spacing key twice to move to the next line.

Question 7.21

$5-3 = ?$

Question 7.22

$3-2 = ?$

Question 7.23

$0-0 = ?$

Question 7.24

$3-1 = ?$

Question 7.25

$4-1 = ?$