

First Grade Nemeth Braille Code Curriculum  
Review Activities for Posttest

**Review activity 1:** Try a secret message game. Begin by using your math skills to complete the addition and subtraction problems.

Each problem is labeled with a different letter. For example, the first problem is labeled with the letter H, and the second problem is labeled with the letter F.

Begin by finding the answer to each of the problems in Secret Message Game 1. Then reveal the secret message by replacing each number in the secret message with the letter for that problem.

Each number in the message matches one of your answers. Once you find the problem with that answer, then find the letter associated with that particular problem.

**Note:** *Secret Message Game 1 is available on pages 1-2 in the student braille document entitled "H Review Activities for Posttest\_1\_Students". If desired, there is a second secret message game on pages 3-4.*

*For this game, have the student solve the addition and subtraction problems on page 1 to figure out the letter associated with each answer number used in the secret message. Base ten blocks can be used if needed.*

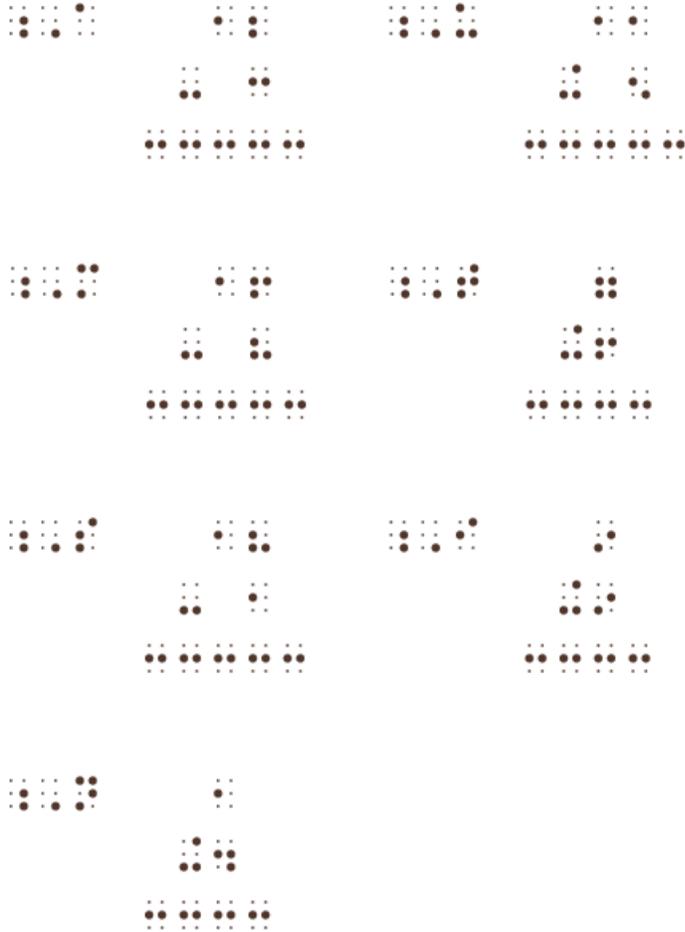
*As needed, you can assist the student in decoding the message.*

*The first game includes only the letters used in the secret message. The second game is more challenging as it includes more problems and not all of them are used in the secret message.*

*Students can also be challenged to create their own secret message game.*

Problem Set That Accompanies Secret Message 1





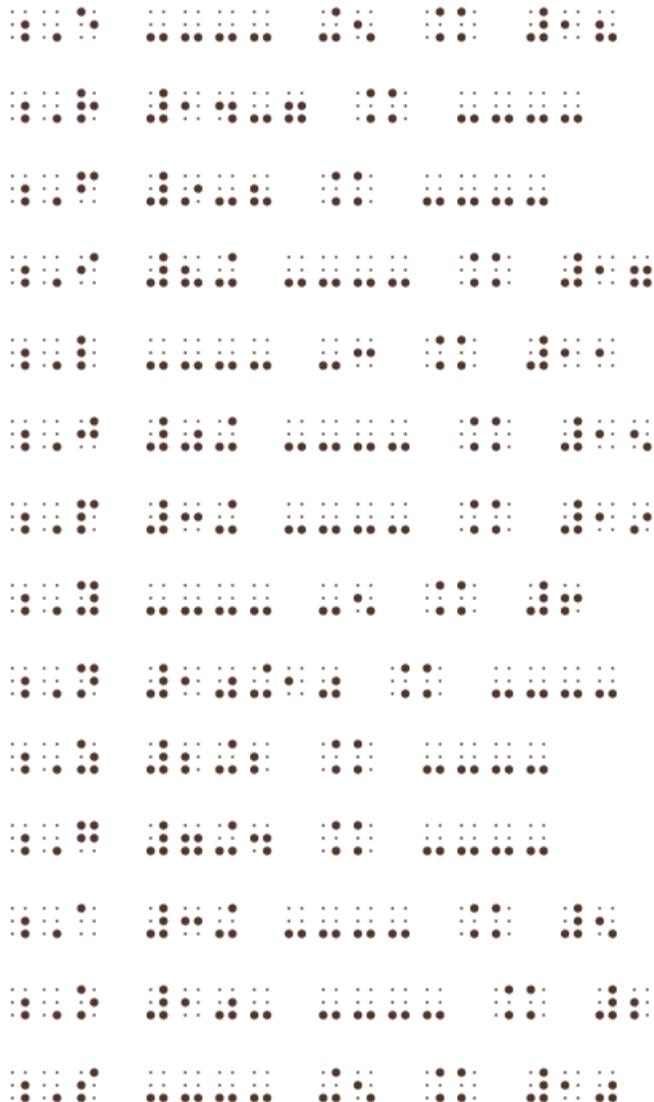
### Secret Message 1

8 9 13 11 space 18 17 space 2 16 5

**Note:** *Nemeth Code within UEB Contexts is used in Secret Message 1 since students will be referring back to their math problems in order to reveal the secret message. In addition, Nemeth Code is ended after each set of numbers since there is some flexibility in the BANA Guidance document to do so. One-word switch indicators will be introduced to students in the Second Grade Nemeth Code Curriculum.*

Secret Message Game 2 is a little different. Begin by finding the missing number in each of the problems. Then reveal the secret message just like you did in Game 1 by replacing each number in the secret message with a letter.

## Problem Set That Accompanies Secret Message 2



### Secret Message 2

This secret message is the answer to a joke.

Joke: What has a nose and flies but cannot smell?

2 20 space 2 9 7 16 14 2 20 13

**Review activity 2:** You will need two or more players for this activity. It can easily be completed with the student and one of his/her friends (or you if no other students are present). Begin by making dice out of two small boxes shaped like a cube. Label one of the dice with the Nemeth numbers 1, 2, 3, 4, 5, 6 on the 6 faces. Label the other die with the Nemeth numbers 7, 8, 9, 10, 11, 12. An easy way to label the dice is with the Feel 'n Peel

Stickers: Nemeth Braille-Print Numbers 0-100 from the American Printing House for the Blind.

Players who read and write using braille will need a braillewriter and braille paper. The other players will also need a way to record their answers.

Have each player roll one of the dice. The player with the highest number will go first.

The players will take turns rolling the dice and reading the two numbers. Then the player who rolled the dice will have 1 minute to write as many as possible spatially aligned addition or subtraction problems with answers that incorporate the two numbers. For example, if you roll 3 and 8, then you could write one or more of the following problems.

$$\begin{array}{r} 3 \\ +8 \\ \hline 11 \end{array}$$

$$\begin{array}{r} 8 \\ +3 \\ \hline 11 \end{array}$$

$$\begin{array}{r} 8 \\ -3 \\ \hline 5 \end{array}$$

$$\begin{array}{r} 8 \\ -5 \\ \hline 3 \end{array}$$

$$\begin{array}{r} 11 \\ -3 \\ \hline 8 \end{array}$$

$$\begin{array}{r} 11 \\ -8 \\ \hline 3 \end{array}$$

At the end of the game, whoever has correctly written and answered the most problems is the winner!

**Note:** *This game can easily be played with students who read print or braille. The length of time you play and the length of time to write the problems is up to you. You can also consider individualizing the time if the*

*student is playing with sighted peers. If preferred, students can write the problems in linear format. Students can also write inequalities that incorporate the two numbers instead of addition and subtraction problems.*

*You can set the timer or one of the students can set the timer each time. This would provide an opportunity to show a student how to use a variety of timers, including timer apps, braille timers, etc.*

**Review activity 3:** The goal of this activity is to figure out the missing numbers on pieces of the Counting to 120 Chart. You will need the braille activity pages, braille paper, Counting to 120 Chart, and your braillewriter for this activity.

**Note:** *Emboss pages 5-8 before beginning this activity. The level of difficulty progresses across the four pages. Offer additional assistance as needed. If desired, you or the student may cut around the boxes and puzzle pieces on pages 6-8.*

Once you figure out the missing numbers in each line on page 5, write them on your braille paper. Then press your line spacing key twice to move to the next line.

On the second page of the activity, you will find braille boxes, and on the third and fourth pages, you will find puzzle pieces of different sizes and shapes! Use the same process to record the missing numbers for each box and puzzle piece. Have fun, puzzle master!

**Review activity 4:** Let's play "Mystery Numbers". The only thing you will need is your Counting to 120 chart. Listen carefully to the clues so that you can guess the mystery number each time.

Do you know what a clue is? It is information that gives you a hint about each mystery number.

Here we go. The first mystery number is less than 80, but greater than 75. Just in case you need another clue, the mystery number is 3 more than 74. What is the mystery number?

That's right! The mystery number is 77. Let's try another. The second mystery number is ten more than 93. What is the mystery number?

You got it! The mystery number is 103.

The third mystery number is more than 100 and less than 120. It is 12 more than 103.

Way to go! The mystery number is 115. Let's try three more. The fourth mystery number is 11 less than 97.

Excellent work, detective! The fourth mystery number is 86.

The fifth mystery number is 20 more than 32. Yes, it is 52!

The last mystery number is less than 40, greater than 25, and exactly 10 less than 37.

You are correct! The last mystery number is 27.

Now it is your turn to give me clues so that I can figure out your mystery number.

**Note:** *Offer assistance if the student has difficulty developing clues about his/her mystery number. If desired, the student can develop clues for additional numbers.*