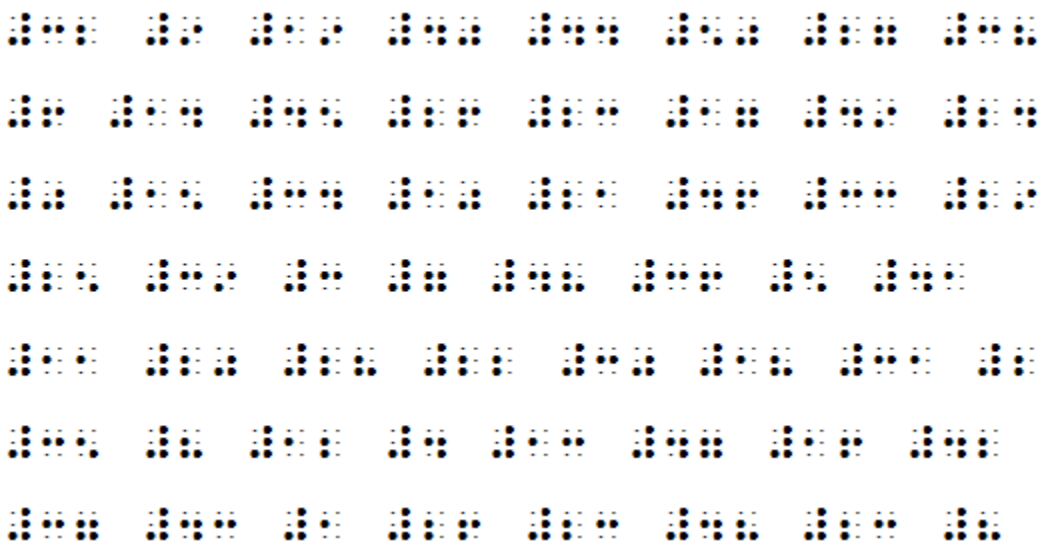
Kindergarten Nemeth Braille Code Curriculum
Review Activities for Posttest

Review activity 1: Try a number search game. Whenever you find the number that I call, you can make your favorite bicycle sound, stomp your foot, or place a small sticker on top of the number each time.

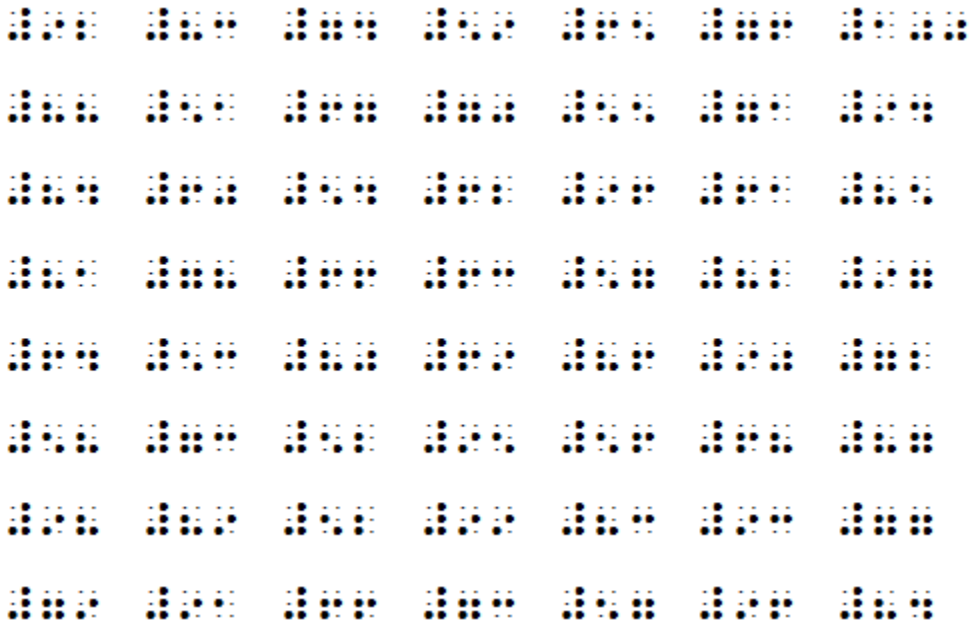
Note: T*he first number search game focuses on numbers 0-50, and the second number search game emphasizes the numbers 51-100. These games are available on pages 1-2 in the student braille document entitled "H Review Activities for Posttest_K_Students".*

For these games, choose different numbers to locate, beginning with numbers that the student knows well, and then moving to numbers that your student needs to continue practicing. If desired, multiple copies of the number searches can be embossed in order to practice all of the numbers.

Number Search 1



Number Search 2

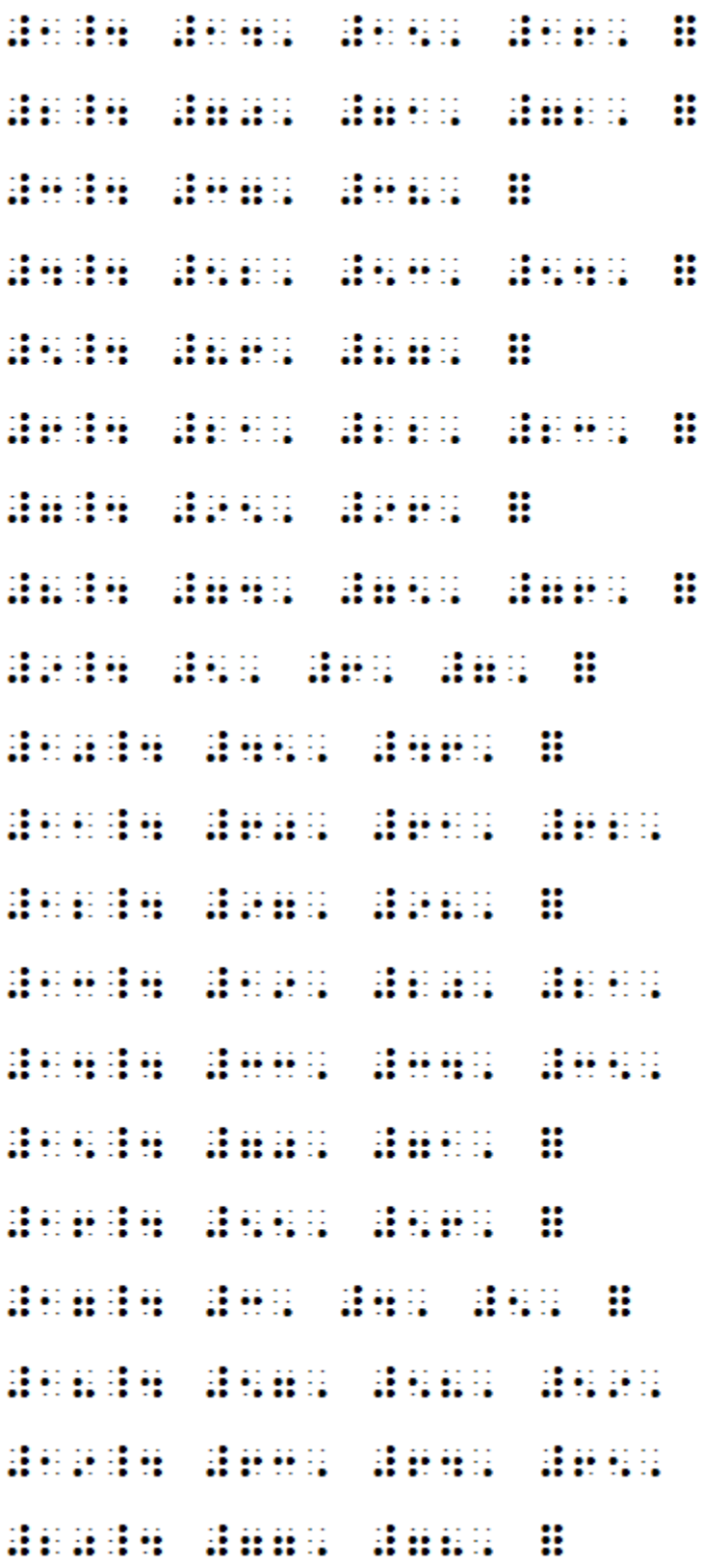


Review activity 2: Try a number search game. This time you must find the missing number that the general omission symbol is representing in each list of numbers. Then find that same number on the number search game board and place a sticker on top of it. Afterwards, we will connect the stickers with Wikki sticks to form a special shape! I am hoping that you will be able to tell me what shape it is!

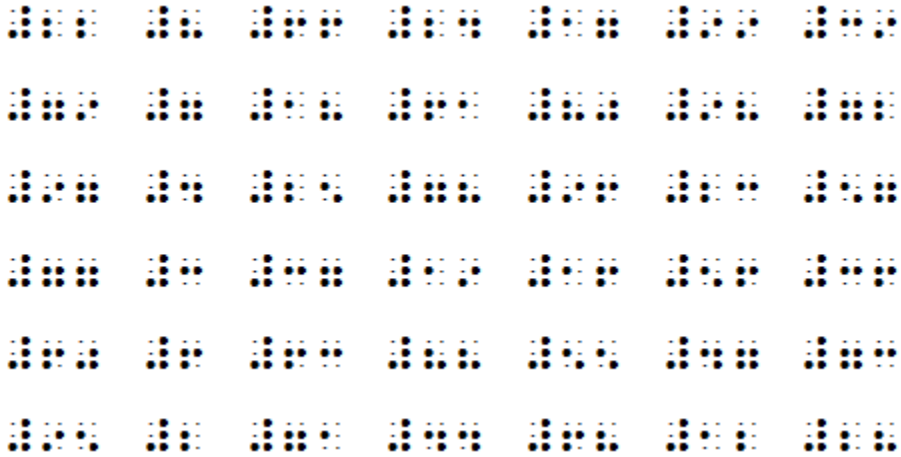
Note: *This number search game includes the numbers from 0-100. This game is available on pages 3-5 in the student braille document entitled "H Review Activities for Posttest_K_Students".*

For this game, have the student identify and then find the missing number that the general omission symbol is representing in each list of numbers on pages 3 and 4. Then find the missing numbers on page 5.

Problem Set That Accompanies Number Search Game



Number Search Game



Review activity 3: We will use our shapes in this activity to help us create equations.

Note: *Materials for the activity include: a work tray; the Accessible Equation Editor and/or a braillewriter and braille paper; and several 2-dimensional circles, triangles, rectangles, and squares. Many of these manipulatives are available in the MathBuilders, Unit 1: Matching, Sorting, and Patterning Kit; MathBuilders, Unit 6: Geometry Kit; and the Focus in Math Kit available from the American Printing House for the Blind. If preferred, you can use textured paper to create the shapes. Feel 'n Peel Sheets: Carousel of Textures from American Printing House for the Blind has a variety of non-adhesive backed textured paper.*

Begin the activity with an example. Give the student a triangle and a circle. Then ask him/her if each is a square, rectangle, triangle, or circle. Then ask the student how many sides each shape has. Remind the student that circles do not have sides. Provide other assistance as needed.

Explore these two shapes and tell me what they are. Yes, you are exploring a triangle and a circle. How many sides does the triangle have? That's right! The triangle has 3 sides. How many sides does the circle have? You got it! The circle does not have any sides. That means that a circle has 0 sides.

We can write an equation for how many sides both shapes contain. Since there are 3 sides in a triangle and no sides in a circle, what would the equation be? That's right! It would be 3+0 = 3. Now write the equation using your Accessible Equation Editor and/or your braillewriter and braille paper.

Note: *Place all of the shapes into a work tray.*

Move the shapes all around the work tray. Then select two shapes and tell me if each is a square, rectangle, triangle, or circle.

How many sides does one of the shapes have? How many sides does the other shape have?

Then write an equation about how many sides both shapes contain.

Note: *The activity can also be completed with snack items that are circles, triangles, rectangles, or squares, such as crackers, graham crackers, banana slices, candies, and cereal.*

Review activity 4: In this activity, we are going to rebuild a hundreds chart that has been cut into 10 puzzle pieces.

Note: *You will need a large piece of construction paper, a glue stick, and a Consumable Hundred Charts from the American Printing House for the Blind.*

If you do not have any Consumable Hundreds Charts, you can use 1-inch graph paper to create a Grid Board. You can use a braillewriter and 1-inch pieces of index cards to create the number cards. Another option is to use the Feel 'n Peel Stickers: Nemeth Braille-Print Numbers from the American Printing House for the Blind to create the number cards.

Cut the Consumable Hundreds Chart into 10 different pieces. The first piece should include the numbers 1-10, and the second piece should include the numbers 11-20. The third piece should include the numbers 21-30, and the fourth piece should include the numbers 31-40. The fifth piece should include the numbers 41-50, and the sixth piece should include the numbers 51-60. The seventh piece should include the numbers 61-70, and the eighth piece should include the numbers 71-80. The ninth piece should include the numbers 81-90, and the tenth piece should include the numbers 91-100. Place all of the pieces into a work tray or large zippered plastic bag.

Before we begin, tell me what you know about a hundreds chart.

Note: *Responses will vary. If needed, briefly provide the hundreds chart as a refresher and motivator for beginning the activity.*

Yes, the hundreds chart begins with 1 and ends with 100. There are 10 rows and 10 columns. All of the numbers on the right side of the chart end with 0. We can also skip count by using our hundreds chart. Smaller numbers are at the top of the chart, and the largest numbers are at the bottom of the chart.

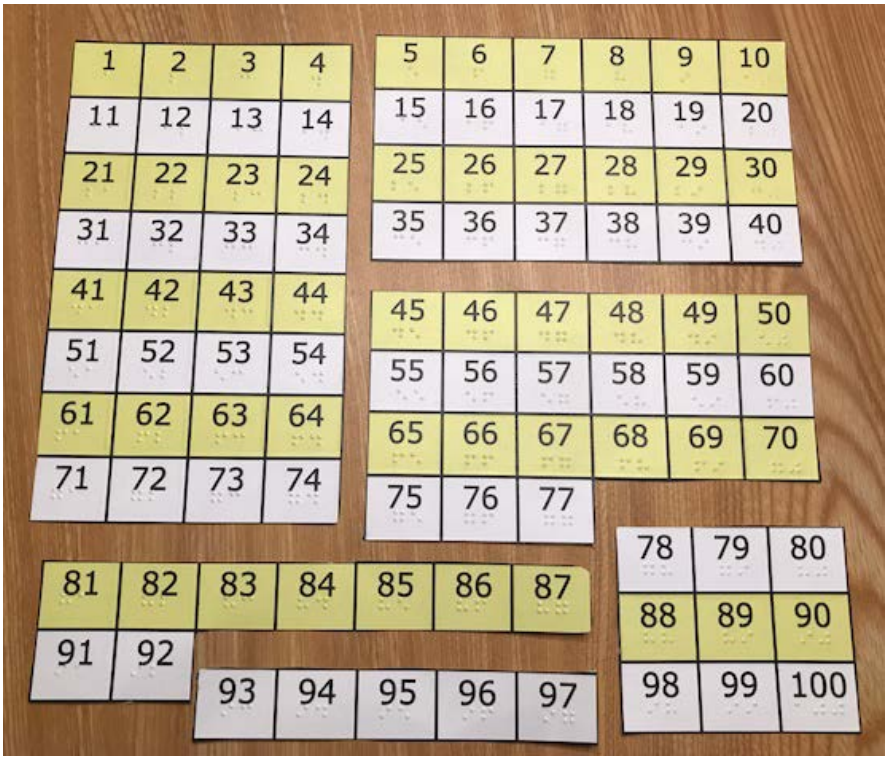
I think you are ready to rebuild the hundreds chart! Good luck, Nemeth superstar!

Note: *Offer assistance as needed.*

Now that you can easily re-build the hundreds chart, glue the pieces in order on a large piece of construction paper!

Review activity 5: In this activity, we are going to rebuild a hundreds chart that has been cut into 6 puzzle pieces. Notice this time that the puzzle pieces are different sizes! Have fun, puzzle master!

Note: *Cut a second Consumable Hundreds Chart into 6 pieces. This time the pieces will be different sizes. The first piece should contain the following numbers: 1-4, 11-14, 21-24, 31-34, 41-44, 51-54, 61-64, and 71-74. The second piece should contain the following numbers: 5-10, 15-20, 25-30, and 35-40. The third piece should contain the following numbers: 45-50, 55-60, 65-70, and 75-77. The fourth piece should contain the following numbers: 78-80, 88-90, and 98-100. The fifth piece should contain the following numbers: 81-87 and 91-92. The sixth piece should contain the following numbers: 93-97. Place all of the pieces into a work tray or large zippered plastic bag.*



This activity can easily be completed with the student and one of his/her friends. Another option is to have the student cut one of the Consumable Chart into pieces and assist a friend in rebuilding the chart.

If desired, cut a third Consumable Hundreds Chart into 8-12 pieces that are of different sizes. Depending on your student's understanding of numeric order and patterns, you will cut the pieces to include numbers spanning across more than one row and/or column. For example, one of the pieces might include the numbers 11-13, 21-23, 31-33, 41-43, and 51-53. Once you are finished cutting, place all of the pieces into a work tray or large zippered plastic bag.

Then have the student re-build the hundreds chart. Once again, offer assistance as needed. Once the student is able to easily re-build each hundreds chart, have the student glue the pieces in order on a large piece of construction paper.