

# **Pre-Kindergarten Module 1**

## **Full Braille Cell and Numeric Indicator**

### **Teacher Guide**

#### **Prerequisite Skills**

- Ability to verbally count objects
- Finger isolation

#### **Symbols and Concepts**

- Counting
- Braille dot numbers
- Braille cell
- Numeric indicator

#### **Objectives**

The student will be able to:

- Move finger pads lightly across the braille line from left to right
- Use both hands with index fingers touching when reading a line of braille
- Curve fingers when reading braille
- Tactually detect beginning of a braille line
- Tactually detect end of braille lines
- Tactually identify the braille cell and numeric indicator
- Write the braille cell and numeric indicator

#### **Other ECC Skills Addressed**

**Note:** ECC stands for Expanded Core Curriculum.

- Listening skills
- Following directions
- Tactual discrimination
- Concept development

## Required Materials

- Braillewriter
- Braille paper
- Swing cell
- Index cards
- Sorting tray with a 2-section divider
- Student braille document

## Optional Materials

- Half dozen muffin tin and 6 small balls

## 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.
- Encourage a light touch. This will help in tactile identification and increase reading speed.
- Provide frequent breaks and complete the module across multiple sessions.
- 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.
- Ensure that your student knows how to push the line spacing key twice to move to the next line of braille. It is recommended that young students double space their lines so they can easily read their work.
- Use half sheets of braille paper when using the braillewriter with young students. These sheets will be easier for the student to handle.
- 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

- If you do not have a swing cell, use a half dozen muffin tin with tennis balls for an easy way for the child to “build” the braille cell and numeric indicator. Another variation would be to use a half dozen egg carton or a dozen egg carton cut in half with plastic eggs or golf balls. For example, a half dozen muffin tin and 4 tennis balls can be used to “build” a numeric indicator.



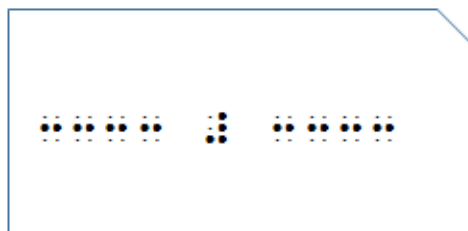
- Have the student take the pegs out of the holes on the swing cell. Then have them place a peg in each hole and tell you the dot number. Another variation would be to have the student find the dot as you call the dot numbers in random order.

### Activity 2

All information is provided in the teacher script.

### Activity 3

- Create flashcards with the index cards. Cut out the upper right corner for easy identification of orientation. Make five flashcards for the full braille cell and five flashcards for the numeric indicator. Use lines of dots 2-5 before and after the symbol. For example, for the numeric indicator, type dots 2-5, dots 2-5, dots 2-5, dots 2-5, space, dots 3-4-5-6, space, dots 2-5, dots 2-5, dots 2-5, dots 2-5.



- Give the student one symbol card at a time. Make sure that it is oriented with the cut-out corner at the upper right.

## **Activity 4**

All information is provided in the teacher script.

## **Fun Facts**

*History of trains.* (n.d.). DK findout. Retrieved June 4, 2020, from

<http://www.dkfindout.com/uk/transport/history-trains/>

*Train facts for kids.* (n.d.). Science kids. Retrieved June 4, 2020, from

<http://www.sciencekids.co.nz/sciencefacts/vehicles/trains.html>