

Pre-Kindergarten Module 2

Numerals 1-3

Teacher Guide

Prerequisite Skills

- Ability to use rote counting number words in order
- Ability to verbally count objects
- Ability to tactually identify a braille cell and the numeric indicator

Symbols and Concepts

- Counting
- Braille cell
- Numeric indicator
- Numerals 1-3

Objectives

The student will be able to:

- Tactually identify the braille cell, numeric indicator, and numerals from 1-3
- Use the braillewriter to write the numerals 1-3
- Represent a number ranging from 1-3 by producing a set of objects with concrete materials and Nemeth numerals

Other ECC Skills Addressed

Note: ECC stands for Expanded Core Curriculum.

- Listening skills
- Following directions
- Tactual discrimination
- Left-to-right tracking
- Hand positioning
- Light touch (as opposed to scrubbing)

Required Materials

- Student braille document
- Braillewriter
- Braille paper
- Two swing cells and pegs
- Index cards
- Brightly colored construction paper
- Glue stick
- Textured paper/material/small objects that remind student of a train
- Bin or bucket
- Sorting tray with dividers
- Timer

Optional Materials

- Two half dozen muffin tins and 12 small balls
- Teddy bear manipulatives or other small objects that can be counted
- Double-sided tape, sticky tack, glue

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.
- This module should be completed 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 full braille cell and the keys on a braillewriter.
- If you do not have two swing cells, use two half dozen muffin tins with tennis balls for an easy way for the child to "build" the Nemeth numerals. For example, two half dozen muffin tins and 6 tennis balls can be used to "build" a numeral 2 in Nemeth code.



- Another variation would be to use two half dozen egg cartons or a dozen egg carton cut in half with plastic eggs or golf balls that include different textures.
- 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.
- If your student is using a refreshable braille display or notetaker, explain about the other buttons, including the buttons on the far right and far left.
- Ensure that your student knows how to use the space bar to space between braille symbols.
- We maintain a list of [commercially available materials](#) that can be used to supplement instruction.

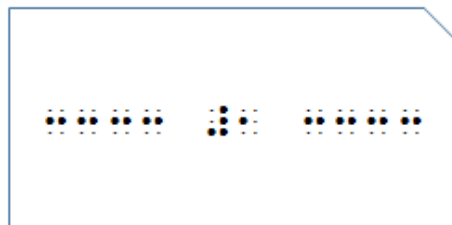
Activities

Activity 1

- Create a tactual numeral page that can be displayed or taken home. The student will need a sheet of braille paper or brightly colored construction paper, a braillewriter, and one object that reminds them of a train.
- The student will write 1 in Nemeth. Then, the student will glue one object onto the paper. The same process will also be completed for the numerals 2 and 3 later in the module and gluing 2 and 3 objects respectively on the paper.

Activity 2

- Create flashcards with the index cards. Cut out the upper right corner for easy identification of orientation. Make five flashcards for each numeral 1-3. Use lines of dots 2-5 before and after the numeral. For example, for numeral 1, type dots 2-5, dots 2-5, dots 2-5, dots 2-5, space, dots 3-4-5-6, dot 2, space, dots 2-5, dots 2-5, dots 2-5, dots 2-5.



- The flashcards will be used for practice of reading numerals at first. They will also be used to put the numerals in order beginning with 1-5 in the next module.
- Give the student one number card at a time. Make sure that it is oriented with the cut-out corner at the upper right. For this activity, the student will only use the numerals 1-2.

Activity 3

Activity 3 is the same as Activity 1, but the student will write the numeral 2 and glue 2 objects.

Activity 4

Activity 4 is the same as Activity 1, but the student will write the numeral 3 and glue 3 objects.

Activity 5

- Place 3 objects in a bin. Then have students select some of the items. Afterwards, have the students count the items and then braille the Nemeth numeral.
- Now you select some of the objects. Have the student count the items and then braille the Nemeth numeral.

Activity 6

Activity 6 is the same as Activity 2. However, the numerals will range from 1-3.

Fun Facts

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

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

Maranzani, B. (2018, August 22). *8 things you may not know about trains.*

History. Retrieved June 4, 2020, <https://www.history.com/news/8-things-you-may-not-know-about-trains>

Train facts for kids. (n.d.). Science kids. Retrieved June 4, 2020, from
<http://www.sciencekids.co.nz/sciencefacts/vehicles/trains.html>