**INTRODUCTION**

Due to the implementation of the Unified English Braille (UEB) code, the Building on Patterns (BOP) Second Grade Unit 2 Student Textbook and Worksheets have been updated as needed to reflect the new code. Here are the new catalog numbers for these items:

6-78573-U2 BOP Second Grade Unit 2 Student Textbook, UEB

6-78574-U2 BOP Second Grade Unit 2 Worksheets Pack, UEB

APH developed this supplement for the Teachers’ Edition to help the Teacher of the Visually Impaired note the changes in the teacher and student materials and changes in terminology for UEB. This supplement does not provide instruction in UEB. *The Rules of Unified English Braille*, Second Edition 2013, is referenced in this teacher supplement. Go to [www.iceb.org/ueb.html](http://www.iceb.org/ueb.html) to view or download the rulebook. For more information about UEB, go to <http://www.brailleauthority.org/ueb.html>.

**General Guidelines**

Following this introductory information, there is a table for each lesson in BOP Second Grade Unit 2 that has changes because of the transition to UEB, tables for changes needed in the Lesson Monitoring Sheets, and a table for changes needed in the Assessment Check-up Forms. The following list contains some general information that may apply to multiple entries in the tables, and changes that are common throughout the entire Building on Patterns series that apply to this unit and are not listed in the tables. Please make note of these:

1. When a Rule is noted in a table it is referring to the *Rules of Unified English Braille,* Second Edition 2013.
2. The first time a change is found in the student materials or Teacher’s Edition, there is a detailed description in the table. A simple word or phrase is listed for subsequent instances of that change in the rest of the unit.
   * UEB does not have some contractions that were included in the English Braille American Edition (EBAE) code. The first time there is a Change about not using an EBAE contraction, it is noted as an omission. Each additional instance is noted with “Omit:” followed by the letters or word that is not contracted.
   * Braille symbols other than contractions that are different in UEB are noted as a Symbol. The first time there is a Change about a symbol, the name and dot numbers are provided. Each additional mention is noted with “Symbol:” followed by name of the symbol.
3. Number Signs—now called Numeric Indicators: In UEB the numeric indicator is repeated after a hyphen. So worksheet numbers or other numbers within the student materials may have changed to reflect this rule. For example: WS14-3 will have a numeric indicator before the 14 and before the 3. See UEB Rules 6.2 and 6.3.
4. A blank line is now represented by the UEB low line (underscore) symbol: Dots 4-6, Dots 3-6. See UEB Rule 7.2.3.
5. There are some line runovers (places where the text goes to the next line) in the student materials that have changed. These are not noted unless text has been moved to another page.
6. Worksheets that were only to teach one or more contractions that are not in UEB are no longer included in the student materials. These are noted. The other worksheet pages have not been renumbered.
7. The words to, into, and by are no longer anchored with a full cell when they are shown by themselves because these words are either not contracted or include an upper-cell dot in UEB.
8. Lettered answer choices other than “a.” are now preceded by the grade 1 symbol indicator. See UEB Rule 5.2.1.
9. When a large amount of text needs to be replaced in the teacher’s edition, a page with the replacement text is provided at the end of that lesson’s table.

**Table Description**

COLUMN 1: The page number in the Teacher’s Edition (TE) that is affected

COLUMN 2: The location of the change: Teacher’s Edition (TE), Student Textbook (ST), or Worksheets (WS).

COLUMN 3: More detail about the location of the change. **Note: Student page line numbers are based on the lines as shown in the Teacher’s Edition even when material has moved (unless otherwise noted); blank lines are not counted.**

COLUMN 4: What has changed or the type of change in the student materials, or what needs to be changed or the type of change in the Teacher’s Edition. Please read through this information carefully so you will be aware of the changes within the student materials. Occasionally, changes to the “teacher script” used during instruction are given in this column.

COLUMN 5: The modification that has been made to the student materials or should be noted for the Teacher’s Edition.

COLUMN 6: The old terminology that has changed

COLUMN 7: The new terminology that replaces the old terminology

**Note:** Teachers should use their best judgment to decide what terms to use with a student.

**How to Use the Tables**

It is recommended that you use the teacher supplement tables to make changes in the Teacher’s Edition prior to starting each unit. **Mark the changes in the Teacher’s Edition so you are fully aware of each change embedded within the Student Textbook and Worksheets, and additional changes to mark in the Teacher’s Edition.** When making these UEB changes, it will be helpful to follow these suggested steps:

| **Steps** | **Example** |
| --- | --- |
| 1. Turn to the page in the Teacher’s Edition listed in column 1. | TE Page – 139 |
| 1. Use column 2 to find the general location of where a change was made or needs to be made. | Location – WS9-4 |
| 1. Use column 3 to find the item, sentence, line, or other location detail for the change. | Location Detail – line 6 |
| 1. Use column 4 to determine what is changed in the Student Textbook or Worksheet, the type of change, or what needs to be changed in the Teacher’s Edition. A number in parentheses indicates multiple instances of the same change. | Change –  Some contractions can be used in computer material. Therefore the contraction for “ou” is used in “louis.”  Rules 10.12.3 and 11.10.2.  Symbol: dot in computer material (2) |
| 1. Use column 5 to note what has been changed in the Student Textbook or Worksheets or specific word changes for the Teacher’s Edition. | Modification – louis.aph.org  (Note the contractions that can be used in this web site address and that the symbol for the dot is the same as the period.) |
| 1. Use column 6 to identify the old terminology that is changed. | Old Term – Composition Signs |
| 1. Use column 7 to note the new terminology that is used in UEB. | New Term – Indicators  (This is the UEB term for a braille sign that does not directly represent a print symbol but that indicates how subsequent braille sign(s) are to be interpreted. Teachers should use their best judgment to decide what terms to use with a student.) |

**Note:** Columns 6 and 7 are not included in every table in this unit.

This page intentionally left blank.

| **GRADE 2: UNIT 2: FRONT MATTER** | | | | |
| --- | --- | --- | --- | --- |
| **TE**  **Page** | **Location**  **TE/WS/ST** | **Location Detail** | **Change** | **Modification** |
| ii | TE Scope and Sequence Chart: New Reading Words | row 1 | UEB does not have a contraction for “dd” therefore it is omitted in this unit.  UEB rules require a grade 1 symbol indicator before single letters alone or followed by a period; except a, i, and o because they do not have a contraction meaning when they stand alone. Rules 2.6.3 and 5.2.1 (Note: This symbol was introduced in BOP First Grade Unit 7.) | Middle  B. E. |
| iii | TE Scope and Sequence Chart: Spelling Words | row 3 | Omit: dd | muddy |
|  |  |  | UEB does not have a contraction for “by” therefore it is omitted in this unit. | by |
|  | TE Scope and Sequence Chart: Braille Knowledge | row 1 | Symbol: In UEB, the dollar sign is now dot 4, dots 2-3-4. Rule 3.10  Symbol: In UEB the decimal point is dots 2-5-6. Rule Section 6: Numeric Mode and Section 7: Punctuation: full stop |  |
|  |  | row 3 | Symbol: In UEB the @ sign is now dot 4, dot 1. Rule 3.7 |  |
|  |  | row 4 | UEB does not have a contraction for “ally” therefore it is omitted in this unit. | ally |
| v | TE Scope and Sequence Chart: Spelling Words | row 1 | UEB does not have a contraction for “into” therefore it is omitted in this unit. | into |
|  |  | row 2 | Omit: by, into, dd | by  into  muddy |

| **GRADE 2: UNIT 2: LESSON 7** | | | | |
| --- | --- | --- | --- | --- |
| **TE**  **Page** | **Location**  **TE/WS/ST** | **Location Detail** | **Change** | **Modification** |
| 1 | TE Reading | New Reading Words | Omit: dd  Grade 1 symbol indicators added | Middle  B. E. |
|  | TE Braille Knowledge |  | Symbols: dollar sign, decimal point |  |
| 2 | TE Day 1: Reading | New Reading Words | Omit: dd  Grade 1 symbol indicators added | Middle  B. E. |
|  | TE Day 1: Braille Knowledge |  | Symbols: dollar sign, decimal point |  |
| 3 | TE Day 5: Reading |  | UEB does not have a contraction for “to,” therefore it is omitted in this unit. | to School  to Work |
| 6 | TE left side bar: Reading | New Reading Words | Omit: dd  Grade 1 symbol indicators added | Middle  B. E. |
| 7 | WS7-1 | line 1 | Note: The letter sign (dots 5-6) is now the grade 1 symbol indicator. Rule 5.0 | e |
|  |  | line 2 | Spacing rule: In UEB, a, and, for, of, the, with are no longer “snuggled” to each other. Rule 10.3 (2)  Omit: to | of the  to use  with the |
| 7 (cont.) | WS7-2 | line 2 | Omit: to | to fill |
|  | #2 line 4 | Omit: to | to the |
|  |  | #9 line 11 | Omit: to | to take |
| 9 | TE | sentence 4 | Change “(dots 2-5-6)” to “(dot 4, dots 2-3-4)”. |  |
|  | WS7-4 | line 2 | Symbol: dollar sign | $9 |
|  |  | line 5 | Symbol: dollar sign (6) | $5 $17 $21 $43 $68 $100 |
|  |  | line 7 | Symbols: dollar sign, decimal point | $.39 |
|  |  | line 9 | Symbols: dollar sign (6), decimal point (6) | $.42 $.76 $.50 $.08 $.10 $.06 |
|  |  | line 11 | Symbols: dollar sign, decimal point | $9.45 |
|  |  | line 14 | Symbols: dollar sign (4), decimal point (4) | $5.32 $7.08 $60.57 $9.00 |
| 10 | TE paragraph 2 | sentence 5 | Change “(dots 4-6)” to “(dots 2-5-6)”.  After this sentence, add: “In a number, dots 2-5-6 are called a decimal point. We use dots 2-5-6 because the print symbol is a dot, the same as the period.” |  |
| 10  (cont.) | TE paragraph 3 | sentence 4 | Change “(dots 2-5-6)” to “(dot 4, dots 2-3-4)” and “(dots 4-6)” to “(dots 2-5-6)”. |  |
|  |  | Note at end of paragraph | Change “9” to “3”. (Note: This is not a UEB change; it needs to change to match WS7-5.) |  |
| 11 | WS7-5 | #1 line 4 | Symbol: dollar sign (3) | $9 $12 $5 |
|  |  | #2 line 6 | Symbols: dollar sign (3), decimal point (3) | $7.00 $5.00 $15.00 |
|  |  | #3 line 8 | Symbols: dollar sign (3), decimal point (3) | $10.50 $10.00 $10.25 |
|  |  | #4 line 11 | Symbols: dollar sign (3), decimal point (3) | $5.25 $7.25 $2.25 |
|  |  | #5 line 13 | Symbols: dollar sign (3), decimal point (3) | $7.10 $7.30 $7.80 |
|  |  | #6 line 15 | Symbol: dollar sign (3), decimal point (3) | $6.90 $6.09 $9.60 |
|  |  | #7 line 18 | Symbol: dollar sign (3), decimal point (3) | $3.17 $3.07 $3.00 |
| 13 | ST 3 | line 5 | Omit: by | by Rodrigo |
|  |  | line 9 | Spacing rule  Omit: by | of the  by Bo |
|  |  | line 13 | Omit: by | by Elaine |
|  |  | line 17 | Omit: by | by Jordanne |
|  |  | line 22 | Omit: by | by Bo |
|  |  | line 23 | This line has been moved to the top of ST 4 | Material moved |
| 13 | ST 4 |  | The last line of ST 3 has been moved to the top of this page | Material moved |
|  |  | line 2 | Omit: by | by Elaine |
| 14 | ST 5 | #3 line 5 | Omit: by | by(fc) |
|  |  | #6 line 8 | Omit: to | to(fc) |
| 15 | ST 6 | #20 line 2 | Omit: com  The word “in” has been moved to the end of #27 line 9. | come  Material moved |
|  |  | #22 line 4 | Omit: into | into(fc) |
|  |  | #27 line 9 | The word “in” has been moved to the end of this line. | Material moved |
| 16 | ST 7 | line 12 | Omit: to | to my |
|  |  | line 18 | Omit: to | to get |
|  |  | line 21 | Omit: to | to spend |
|  | ST 8 | line 2 | Omit: dd  Grade 1 symbol indicators added | Middle  B. E. |
| 18 | TE instructions for proper nouns |  | If appropriate, note that the initials “B. E.” are each preceded by the grade 1 symbol indicator to show that these are just letters and not the word the letters stands for. |  |
| 25 | WS7-6 | line 3 | Omit: to | to fill |
|  |  | line 10 | Omit: to | to school |
| 26 | ST 9 | line 2 | Omit: by | by Rodrigo |
|  |  | line 3 | Omit: to | to the |
|  |  | line 4 | Omit: to | to be |
|  |  | line 6 | Omit: to | to deliver |
|  |  | line 7 | Omit: to | to deliver |
|  |  | line 8 | Omit: to | to fall |
| 26  (cont.) | ST 9  (cont.) | line 9 | Omit: to | to wake |
| line 11 | Omit: to | to go |
|  |  | line 11 | Spacing rule | with a |
|  |  | line 14 | Omit: to (2) | to get  to the |
| 27 | ST 10 | line 2 | Spacing rule | with the |
|  |  | line 6 | Omit: to | to play |
|  |  | line 13 | Omit: to | to Mandy’s |
| 28 | ST 11 | line 2 | Omit: to | to the |
|  |  | line 2 | Omit: dd | Middle |
|  |  | line 4 | Omit: to | to shop |
|  |  | line 5 | Omit: to | to find |
|  |  | line 6 | Omit: to | to buy |
|  |  | line 6 | Omit: to  Grade 1 symbol indicator added | to B. |
|  |  | line 7 | Grade 1 symbol indicator added  Omit: to | E.  to browse |
| 29 | ST 12 | line 3 | Omit: to | to reach |
|  |  | line 8 | Omit: to | to buy |
|  |  | line 18 | Symbols: dollar sign, decimal point | $35.40 |
| 30 | ST 13 | line 2 | Symbols: dollar sign, decimal point | $9.00 |
|  |  | line 4 | Symbols: dollar sign, decimal point | $9.00 |
|  |  | line 5 | Symbols: dollar sign, decimal point | $26.40 |
|  |  | line 6 | Omit: to | to the |
|  |  | line 7 | Symbols: dollar sign, decimal point | $9.00 |
|  |  | line 10 | Symbols: dollar sign, decimal point | $37.11 |
|  |  | line 12 | Symbols: dollar sign, decimal point | $35.40 |
|  |  | line 13 | Symbols: dollar sign (2), decimal point (2) | $1.71  $37.11 |
|  |  | line 14 | Omit: dd  Symbols: dollar sign, decimal point | added  $27.91 |
|  |  | line 15 | Symbols: dollar sign (2), decimal point (2) | $9.00  $36.91 |
| 31 | ST 14 | line 4 | Omit: to | to do |
|  |  | line 5 | Omit: to | to Mark |
|  |  | line 10 | Omit: to | to the |
|  |  | line 12 | Omit: to | to me |
| 32 | WS7-7 | line 1 | Numeric mode rule: The numeric indicator must be repeated after the hyphen. Rule 6.3 | 1-5 |
|  |  | #1a | Omit: to | to the |
|  |  | #4 | Omit: to | to buy |
|  |  | #5 | Spacing rule | of the |
| 33 | TE paragraph 2 | last sentence | Note: The dollar sign and decimal point taught in WS7-4 and WS7-5 have been changed for UEB. (See above.) |  |
| 34 | WS7-8 | line 4 | Omit: to | to the |
|  |  | line 5 | Omit: by | by the |
|  | TE copy of WS7-8 | #1-#15 | Note: The dollar signs and decimal points shown in the answers in the TE only are different in UEB. |  |
| 38 | WS7-9 | line 7 | Omit: to | to the |
|  |  | line 8 | Omit: dd | adding |
| 38  (cont.) | WS7-9  (cont.) | #1 | Grade 1 word indicator added: In UEB,  “e-s-t” is preceded by the grade 1 word indicator (dots 5-6, 5-6) because the letters are standing alone. Rules 2.6 and 5.3  Omit: to | e-s-t  to the |
|  |  | #2 | Spacing rule  Grade 1 word indicator added (Note: The grade 1 word indicator is used here and in the following worksheets for the two-letter endings for consistency, rather than two grade 1 letter indicators, because the three-letter endings require the word indicator.)  Omit: to | for the  e-d  to the |
|  |  | #3 | Spacing rule  Grade 1 word indicator added  Omit: to | for the  e-r  to the |
|  |  | #4 | Omit: to | to the |
|  |  | #5 | Omit: to | to the |
|  |  | #6 | Spacing rule  Grade 1 word indicator added  Omit: to | for the  e-r  to the |
|  |  | #7 | Spacing rule  Grade 1 word indicator added  Omit: to | for the  i-n-g  to the |
| 38  (cont.) | WS7-9  (cont.) | #8 | Spacing rule  Grade 1 word indicator added  Omit: to | for the  i-n-g  to the |
|  |  | #9 | Grade 1 word indicator added  Omit: to | e-s-t  to the |
|  |  | #10 | Spacing rule  Grade 1 word indicator added  Omit: to | for the  e-d  to the |
| 43 | ST 10 | line 2 | Spacing rule | with the |
|  |  | line 6 | Omit: to | to play |
|  |  | line 13 | Omit: to | to Mandy’s |
| 47 | WS7-10 | line 1 | Symbols: dollar sign, decimal point | $.39 |
|  |  | #1 answers | Symbols: dollar sign, decimal point | $50 |
|  |  | #2 answers | Symbols: dollar sign, decimal point | $25 |
|  |  | #3 answers | Symbols: dollar sign, decimal point | $75 |
| 47  (cont.) | WS7-10  (cont.) | #4 answers | Symbols: dollar sign, decimal point | $10 |
|  |  | #5 answers | Symbols: dollar sign, decimal point | $17 |
| 52 | TE left side bar: Reading |  | Omit: to (2) | to School  to Work |
| 53 | WS7-12 | line 1 | Omit: to | to School |
|  |  | line 3 | Omit: by | by LeAnn |
|  |  | line 5 | Omit: to (2) | to buy  to school |
|  |  | line 7 | Omit: to | to the |
| 54 | WS7-13 | line 1 | Omit: to | to Work |
|  |  | line 2 | Omit: by | by Rodrigo |
|  |  | line 3 | Omit: to | to work |
|  |  | line 12 | Symbols: dollar sign, decimal point | $1.00 |
|  |  | line 13 | Spacing rule | for the |
|  |  | line 14 | Symbols: dollar sign, decimal point | $2.00 |
| 54  (cont.) | WS7-13  (cont.) | line 15 | Spacing rule | for the |
| line 16 | Symbols: dollar sign, decimal point | $3.00 |
|  | aWS7-13 | line 2 | Symbols: dollar sign, decimal point | $3.99 |

| **GRADE 2: UNIT 2: LESSON 8** | | | | |
| --- | --- | --- | --- | --- |
| **TE**  **Page** | **Location**  **TE/WS/ST** | **Location Detail** | **Change** | **Modification** |
| 61 | TE Writing |  | Spacing rule | of the |
|  | TE Language | Grammar | Symbol: In UEB, the dash is dot 6, dots 3-6. Rule 7.2 |  |
|  | TE Braille Knowledge | Punctuation | Symbol: dash |  |
| 62 | TE Day 2: Grammar |  | Symbol: dash |  |
|  | TE Day 2: Braille Knowledge |  | Symbol: dash |  |
| 63 | TE Day 3: Reading |  | Spacing rule | of the |
|  | TE Day 4: Reading |  | Spacing rule | of the |
| 67 | WS8-1 | line 4 | Omit: to | to fill |
| 69 | WS8-2 | line 4 | Omit: to | to fill |
|  |  | #3 | Omit: to | to give |
| 72 | ST 17 | line 4 | Omit: to (2) | to go  to the |
|  |  | line 5 | Omit: to | to have |
| 76 | TE left side bar: Reading |  | Spacing rule | of the |
|  | TE left side bar: Braille Knowledge | line 1 | Symbol: dash |  |
| 77 | WS8-4 | line 5 | Omit: to | to fill |
| 78 | TE paragraph 1 | sentence 3 | Replace this sentence with: “Point out that it is similar to the hyphen (dots 3-6) but it has a dot 6 in front of it.” |  |
| 79 | WS8-5 | line 1 | Symbol: dash |  |
|  |  | #1 | Symbol: dash (2)  Omit: to (2) | test—it  grade—or  to go  to summer |
|  |  | #2 | Symbol: dash (2) | homework—math  studies—got |
|  |  | #3 | Symbol: dash (2) | week—a  one—but |
| 79  (cont.) | WS8-5  (cont.) | #4 | Symbol: dash | “—Helen |
| #5 | Symbol: dash (2)  Spacing rule | sisters—all  them—standing  of the |
|  |  | #6 | Symbol: dash  Grade 1 symbol indicator added before “?” Rule 7.5.4 | to—? |
|  |  | #7 | Omit: to  Symbol: dash | to be  ”—Ralph |
|  |  | #8 | Symbol: dash (2) | them—Bill  Mary—did |
|  |  | #9 | Symbol: dash (2) | bike—a  one—i |
|  |  | #10 | Symbol: dash | to—,” |
| 81 | ST 19 | line 1 | Spacing rule | of the |
|  |  | line 2 | Omit: by | by Bo |
|  |  | line 8 | Spacing rule | of the |
|  |  | line 14 | Omit: to | to look |
| 82 | ST 20 | line 2 | Omit: to | to need |
|  |  | line 4 | Omit: to, com | to come |
|  |  | line 6 | Spacing rule | and the |
|  |  | line 12 | Omit: to (2) | to the  to eat |
|  |  | line 15 | Omit: to (2) | to listen  to the |
| 83 | ST 21 | line 3 | Spacing rule | and the |
|  |  | line 4 | Omit: to (2) | to go  to leave |
|  |  | line 5 | Omit: to | to be |
|  |  | line 6 | Omit: to | to be |
| 84 | ST 22 | line 2 | Omit: to | to the |
|  |  | line 4 | Omit: to | to someone |
|  |  | line 8 | Spacing rule | for a |
|  |  | line 14 | Omit: to | to flood |
| 84  (cont.) | ST 22  (cont.) | line 18 | Omit: to (2) | to take  to a |
| 85 | ST 23 | line 3 | Omit: into | into the |
|  |  | line 6 | Omit: to | to her |
|  |  | line 9 | Spacing rule | of the |
|  |  | line 16 | Omit: to | to set |
| 86 | ST 24 | line 4 | Spacing rule | and the |
|  |  | line 6 | Spacing rule | of the |
|  |  | line 7 | Spacing rule | and the |
| 87 | WS8-6 | line 10 | Omit: to | to the |
|  |  | line 22 | Omit: to | to safety |
| 90 | TE left side bar: Reading |  | Spacing rule | of the |
| 91 | WS8-8 | line 1 | Numeric mode rule | 1-10 |
|  |  | line 2 | Omit: to  Spacing rule  Grade 1 word indicator added | to add  for the  i-n-g |
| 91  (cont.) | WS8-8  (cont.) | line 3 | Omit: to (2) | to each  to make |
| 92 | aWS8-8 | line 1 | Numeric mode rule | 1-5 |
|  |  | line 2 | Omit: to (2)  Spacing rule  Grade 1 word indicator added | to add  for the  e-d  to each |
|  |  | line 3 | Omit: to | to make |
|  |  | line 10 | Numeric mode rule  Omit: to | 6-10  to add |
|  |  | line 11 | Spacing rule  Grade 1 word indicator added  Omit: to (2) | for the  e-r  to each  to make |
| 95 | WS8-9 | line 4 | Numeric mode rule  Omit: to | 1-5  to find |
| 98 | TE left side bar: Reading | Comprehension | Spacing rule | of the |
| 99 | ST 21 | line 3 | Spacing rule | and the |
|  |  | line 4 | Omit: to (2) | to go  to leave |
|  |  | line 5 | Omit: to | to be |
|  |  | line 6 | Omit: to | to be |
| 102 | WS8-10 | line 3 | Omit: to, com | to complete |
|  |  | #3 | Omit: to | to say |
|  |  | #6 | Spacing rule  Omit: to | for the  to start |
| 105 | WS8-11 |  | Omit: dd  Grade 1 symbol indicator not needed | Ladder Street  A Street |
| 109 | WS8-12 | line 2 | Omit: by | by Rodrigo |
|  |  | line 7 | Spacing rule | of a |
|  |  | line 9 | Spacing rule | of a |
| 110 | aWS8-12 | line 3 | Omit: to | To the |
|  |  | line 5 | Omit: to  Spacing rule | to the  of the |
| 110  (cont.) | aWS8-12  (cont.) | line 8 | Spacing rule | for the |
| line 15 | Omit: to | to sea |
|  |  | line 20 | Omit: to | to sing |
| 111 | bWS8-12 | line 8 | Omit: com | come |
|  |  | line 10 | Omit: com  Omit: to | coming  to the |
|  |  | line 12 | Spacing rule | of the |
|  |  | line 13 | Omit: to | to me |
|  |  | line 14 | Omit: to (2) | to her  to your |

| **GRADE 2: UNIT 2: LESSON 9** | | | | |
| --- | --- | --- | --- | --- |
| **TE**  **Page** | **Location**  **TE/WS/ST** | **Location Detail** | **Change** | **Modification** |
| 121 | TE Word Work | Spelling | Omit: dd, by | muddy  by |
|  | TE Braille Knowledge | Special Symbols | Delete: “Computer Braille Code for” and “begin and end Computer Braille Code indicators,” |  |
| 122 | TE Day 1: Word Work | Spelling | Omit: dd, by | muddy  by |
|  | TE Day 2: Braille Knowledge |  | Delete: “Computer Braille Code symbols for” |  |
| 123 | TE Day 4: Word Work | Spelling | Omit: to | to Pick |
| 126 | TE left side bar: Word Work | Spelling | Omit: dd, by | muddy  by |
| 127 | WS9-1 | #1 | Omit: to | to cry |
|  |  | #3 | Omit: into | into the |
| 128 | ST 27 | line 7 | Omit: to | to hear |
|  |  | line 10 | Omit: to | to guide |
|  |  | line 12 | Omit: to | to behave |
| 128  (cont.) | ST 27  (cont.) | line 14 | Omit: to | to go |
| line 15 | Omit: to | to college |
|  |  | line 18 | Omit: to | to the |
| 131 | TE right side bar | Spelling by | Delete this sidebar |  |
| 132 | ST 37 | #2 | muddy (contr.) has been removed | Material removed |
|  |  | #13 | by(fc) (contr.) has been removed | Material removed |
| 134 | TE Language | last sentence | Numeric mode rule: The numeric indicator must be repeated after the colon. Rule 6.3  Add “number for” before “minutes,” and the following sentence: “Note that the numeric indicator has to be repeated after the colon.”  Note: Teachers should use their best judgment to decide what terms to use with a student. |  |
| 135 | WS9-2 | #2 | Omit: to  Spacing rule | to camp  and a |
|  |  | #4 | Numeric mode rule | 7:15 |
| 135  (cont.) | WS9-2  (cont.) | #5 | Omit: to  Numeric mode rule | to the  1:30 |
| 136 | TE left side bar: Braille Knowledge |  | Delete: “Computer Braille Code symbols for” |  |
| 137 | WS9-3 | line 3 | Omit: to | to the |
|  | TE Main Text: Braille Knowledge |  | Replace this activity with the “Braille Knowledge: Indicators” activity on page **39** of this supplement. |  |
| 138 | TE left side bar: Using the Decimal |  | In UEB the decimal is the same symbol as the period and the dot.  Delete this sidebar. |  |
|  | TE left side bar: Displayed Computer Braille Code |  | In UEB there is no separate code for computer material. Delete this sidebar. |  |
|  | TE main text |  | Replace this activity with the “Braille Knowledge: Indicators” activity on page **39** of this supplement. |  |
| 139 | WS9-4 | line 1 | This line has been deleted from the worksheet. | Material deleted |
|  |  | line 2 | Symbol: dot in computer material (2) | www.aph.org |
| 139  (cont.) | WS9-4  (cont.) | line 3 | Symbol: dot in computer material (2) | www.google.com |
| line 4 | Symbol: dot in computer material (2) | www.yahoo.com |
|  |  | line 5 | Symbol: dot in computer material (2) | www.kids.gov |
|  |  | line 6 | Some contractions can be used in computer material. Therefore the contraction for “ou” is used in “louis.”  Rules 10.12.3 and 11.10.2.  Symbol: dot in computer material (2) | louis.aph.org |
|  |  | line 8 | Symbol: @ sign | (fc)(dot 4, dot 1)(fc) |
|  |  | line 9 | Symbol: @ sign, dot in computer material  Use: name | myname@apph.org |
|  |  | line 10 | Symbol: @ sign, dot in computer material  Use: st, ea, ch, er | bestteacher@gbmail.com |
|  |  | line 11 | Symbol: @ sign, dot in computer material  Use: st, en | goodstudent @aat.net |
|  |  | line 12 | Symbol: @ sign, dot in computer material  Use: er | computers@eol.com |
|  |  | line 13 | Omit: dd | address |
|  |  | line 14 | Symbol: @ sign, dot in computer material  Use: mother | mother@yahuu.com |
| 140 | TE left side bar | sentence 3 | Replace this sentence with: “Because these addresses are usually read in a different way than narrative text, it is recommended that you do not use passages containing these items to assess the student's reading rate.” |  |
|  | ST 29 | line 2 | Omit: by | by Elaine |
|  |  | line 4 | Symbols: dot in computer material (2), @ sign  Use: bb, ar, er | debby.parker@yahuu.com |
|  |  | line 6 | Symbols: dot in computer material, @ sign | toddnboon@gmail.  com |
|  |  | line 9 | Omit: to | to you |
|  |  | line 10 | Omit: to, com | to get  computer |
|  |  | line 11 | Spacing rule | of the |
|  |  | line 12 | Omit: to (2) | to audio  to my |
| 141 | TE | Page Word Count | Change 142 to 143 (no moved text, this count was incorrect) |  |
| 141  (cont.) | ST 30 | line 1 | Omit: to | to happen |
|  | line 2 | Omit: to | to become |
|  |  | line 4 | Spacing rule | of a |
|  |  | line 6 | Omit: to (2) | to get  to go |
|  |  | line 7 | Omit: to (2) | to the  to behave |
|  |  | line 9 | Omit: to | to work |
|  |  | line 10 | Omit: to | to be |
|  |  | line 11 | Omit: to | to dog |
|  |  | line 12 | Omit: to  Spacing rule | to be  for a |
|  |  | line 14 | Symbol: dot in computer material  Use: ed, ea, in  Omit: to | www.fredshead.info  to learn |
| 142 | ST 31 | line 1 | Omit: to | to have |
|  |  | line 2 | Omit: to (2) | to go  to college |
| 142  (cont.) | ST 31  (cont.) | line 4 | Omit: to | to think |
| line 7 | Omit: to (2) | to go  to Fun |
| 143 | TE | Page Word Count | Change 160 to 159 (no moved text, this count was incorrect) |  |
|  | ST 32 | line 2 | Symbol: @ sign, dot in computer material | toddnboon@gbmail.  com |
|  |  | line 4 | Symbol: @ sign, dot in computer material (2) | debby.parker@yahuu.com |
|  |  | line 7 | Omit: to | to hear |
|  |  | line 8 | Omit: to (2) | to raise  to be |
|  |  | line 11 | Omit: to  Spacing rule | to work  with the |
|  |  | line 13 | Omit: to | to hear |
|  |  | line 14 | Spacing rule | with the |
|  |  | line 15 | Omit: to | to be |
|  |  | line 17 | Omit: to | to dig |
| 144 | ST 33 | line 4 | Spacing rule | and a |
|  |  | line 7 | Omit: to | to Fun |
|  |  | line 8 | Omit: to | to go |
|  |  | line 10 | Omit: to | to go |
|  |  | line 13 | Omit: to | to call |
| 145 | ST 34 | line 2 | Symbol: @ sign, dot in computer material | debby.parker@yahuu.com |
|  |  | line 4 | Symbol: @ sign, dot in computer material | toddnboon@gbmail.  com |
|  |  | line 7 | Omit: to | to Fun |
|  |  | line 8 | Omit: to | to be |
|  |  | line 10 | Omit: to | to go |
|  |  | line 11 | Omit: to | to work |
|  |  | line 14 | Omit: to | to pet |
| 146 | ST 35 | line 1 | Omit: to | to learn |
|  |  | line 2 | Omit: to | to do |
| 146  (cont.) | ST 35  (cont.) | line 3 | Omit: to (2) | to go  to dog |
|  |  | line 4 | Omit: to | to go |
|  |  | line 5 | Omit: to | to train |
|  |  | line 6 | Omit: to | to think |
|  |  | line 8 | Omit: to | to lick |
|  |  | line 10 | Omit: to | to ride |
|  |  | line 11 | Omit: to | to eat |
| 147 | WS9-5 | line 1 | Numeric mode rule | 1-5 |
|  |  | #1 | Omit: to | to each |
|  |  | #3 | Spacing rule | of the |
|  |  | #4b | Omit: to | to talk |
|  |  | #4c | Omit: to | to Fun |
| 148 | WS9-6 | line 3 | Added to end of directions: “if there is one” | Material added |
|  |  | #1 | Omit: dd | middle  muddy |
| 148  (cont.) | WS9-6  (cont.) | #2 | Spacing rule | with a |
| #3 | Omit: by | by |
| 152 | WS9-7 | line 3 | Omit: to  Spacing rule | to describe  of the |
|  |  | #4 | Omit: to (2) | to the  to buy |
|  |  | #5 | Omit: to | to church |
| 153 | WS9-8 | #2 | Omit: to | to do |
|  |  | #4 | Omit: to | to have |
| 158 | ST 33 | line 4 | Spacing rule | and a |
|  |  | line 7 | Omit: to | to Fun |
|  |  | line 8 | Omit: to | to go |
|  |  | line 10 | Omit: to | to go |
|  |  | line 13 | Omit: to | to call |
| 161 | WS9-10 | line 1 | Omit: to | to Pick |
|  |  | line 6 | Omit: to | to fit |
| 161  (cont.) | WS9-10  (cont.) | line 8 | Omit: to | to mark |
| line 10 | Omit: to | to spell |
|  |  | line 11 | Omit: to | to pay |
|  |  | #1-#2 | Note: The items on this worksheet are in uncontracted braille. |  |
|  | aWS9-10 | #3-#4 | Note: The items on this worksheet are in uncontracted braille. |  |
| 165 | WS9-12 | line 1 | Numeric mode rule  Omit: to | WS9-11  to answer |
| 167 | WS9-13 | line 3 | Omit: by | by Jordanne |
|  |  | line 6 | Spacing rule | of the |
|  |  | line 10 | Numeric mode rule | 5:00 |
| 168 | aWS9-13 | line 2 | Omit: to | to get |
|  |  | line 4 | Omit: to | to the |
|  |  | line 5 | Omit: to (2) | to go  to our |
|  |  | line 9 | Omit: to | to the |
| 168  (cont.) | aWS9-13  (cont.) | line 13 | Omit: to (2) | to them  to dig |
|  |  | line 14 | Omit: to | to help |
|  |  | line 15 | Omit: to | to save |
|  |  | line 16 | Spacing rule (2) | of the |
|  |  | line 17 | Numeric mode rule  Omit: by | 2:00  by then |
| 169 | bWS9-13 | line 2 | Omit: to | to get |
|  |  | line 3 | Omit: to | to find |
|  |  | line 12 | Omit: to | to buy |
| 172 | TE Word Work | #2 | Omit: dd | muddy |
|  |  | #14 | Omit: by | by |

**Braille Knowledge: Indicators**

**Page 137**

**Introduction to e-mail and website addresses** Tell the student that today’s lesson will contain e-mail and website addresses in braille.

**Page 138 left side bars**

Delete both of these side bars.

**Page 138**

Give the student WS9-4. Ask him to look at the first line on the worksheet and tell him that this is a website address. Note the two instances of dots 2-5-6 in the address. Tell the student that in website addresses and emails this symbol is usually called a “dot” even though it looks the same as the period and the decimal point. Ask the student to read the four website addresses and sentence that follows them aloud. Inform the student that when writing e-mail and website addresses, contractions can usually be used—as the o-u contraction is in louis.aph.org—except for those that must “stand alone.” (UEB Rule 2.6) Contractions that are used as whole words and that must stand alone, are listed here. Use whatever term is familiar to the student for these contractions.

* letter words/alphabet contractions/alphabetic wordsigns
* child, shall, this, which, out, still (strong wordsigns)
* be, was, were, his, enough (lower wordsigns)
* short-form words/shortforms

Ask the student to look at the next part of WS9-4 and examine the braille unit on the left hand side of the page. Explain that this braille character (dot 4, dot 1) is the @ (at) symbol. The @ sign is used when writing e-mail addresses. It is presented here with a full cell before and after because this symbol is always used without spacing.

Examples of e-mail addresses are provided to demonstrate the appropriate use of the @ sign. Ask the student to read the e-mail addresses and final sentence aloud.

This page intentionally left blank.

| **GRADE 2: UNIT 2: LESSON 10** | | | | |
| --- | --- | --- | --- | --- |
| **TE**  **Page** | **Location**  **TE/WS/ST** | **Location Detail** | **Change** | **Modification** |
| 177 | TE Braille Knowledge |  | Delete: “and ally” |  |
| 178 | TE Day 1: Braille Knowledge |  | Delete: “and ally”  Note: Although there is no contraction for “ally,” WS10-4 is retained in a modified form because the student needs to be exposed to words with this combination of letters. |  |
| 183 | WS10-1 | line 4 | Omit: to | to fill |
|  |  | #3 | Omit: to | to swim |
|  |  | #5 | Omit: to | to find |
|  |  | #6 | Omit: to | to stay |
| 184 | WS10-2 | line 4 | Omit: to | to fill |
|  |  | #7 | Omit: to | to wash |
|  |  | #8 | Omit: to | to the |
|  |  | #10 | Omit: to | to get |
| 185 | ST 39 | line 3 | Omit: to | to be |
|  |  | line 8 | Omit: to | to buy |
| 190 | TE Braille Knowledge | paragraph heading | Delete: “and ally” |  |
|  | TE Braille Knowledge: paragraph 1 | sentence 1 | Replace this sentence with: “Tell the student that today she will learn a new final-letter contraction.” |  |
| 191 | WS10-3 | line 4 | Omit: to | to fill |
|  |  | #3 | Omit: to (2) | to give  to her |
| 192 | TE paragraphs 1-2 |  | Delete these paragraphs. |  |
|  | TE paragraph 3 | sentence 1 | Replace this sentence with: “Give the student WS10-4 and ask her to read the first word.” |  |
|  | TE paragraph 3 | sentence 2 | After this sentence, add: “Note the sound made by the letters a-l-l-y. Next, tell the student to look at the second word and ask her to read it. As needed, provide assistance and point out that this word ends in the same letters as the first word even though the ‘a’ is part of the contraction for ‘ea.’” |  |
| 193 | WS10-4 | line 1 | This line has been deleted from the worksheet. | Material deleted |
|  |  | line 2 | This line has been deleted from the worksheet. | Material deleted |
| 193  (cont.) | WS10-4  (cont.) | line 3 | Omit: ally (2)  Use: ea | usually  really |
|  |  | line 4 | Omit: to | to fill |
|  |  | line 5 | Omit: ally (5) | Sally totally tally equally finally |
|  |  | #4 | Spacing rule | of the |
|  | TE copy of WS10-4 | #1-#5 | Note: The only contraction in the answers for these items is the contraction for “in” in “finally.” |  |
| 195 | WS10-5 | line 3 | In UEB, the contraction for “st” cannot be use in the abbreviation “St.” because it would be standing alone. Rules 2.6.3 and 10.4.2 | Street–St. |
|  |  | #2 | Omit: dd | address |
| 196 | ST 41 | line 2 | Omit: by | by Jordanne |
|  |  | line 5 | Omit: to (2) | to go  to the |
|  |  | line 16 | Omit: into | into a |
|  |  | line 17 | Omit: to | to go |
| 197 | ST 42 | line 2 | Omit: to | to go |
|  |  | line 5 | Omit: to, into | to go  into the |
|  |  | line 6 | Omit: to, into | to see |
|  |  | line 8 | Omit: to (2) | to go  to the |
|  |  | line 10 | Omit: com | Come |
|  |  | line 11 | Omit: to | to be |
| 198 | ST 43 | line 1 | Omit: into | into Dr. |
|  |  | line 8 | Omit: to, com | to come |
|  |  | line 11 | Omit: com | come |
|  |  | line 13 | Omit: to | to the |
| 199 | ST 44 | line 1 | Omit: to | to the |
|  |  | line 5 | Spacing rule | with a |
| 200 | ST 45 | line 3 | Omit: dd | buddy |
|  |  | line 9 | Spacing rule | for a |
| 200  (cont.) | ST 45  (cont.) | line 12 | Omit: ally  Use: ea | really |
|  |  | line 13 | Omit: to | to the |
|  |  | line 14 | Omit: ally  Use: ea | really |
|  |  | line 16 | Omit: to | to say |
|  |  | line 19 | Omit: ally | finally |
|  |  | line 23 | Spacing rule  Omit: dd | of a  sudden |
| 201 | ST 46 | line 1 | Omit: dd | Suddenly |
|  |  | line 5 | Omit: to | to fall |
|  |  | line 12 | Spacing rule | of the |
|  |  | line 14 | Omit: to | to stay |
|  |  | line 16 | Spacing rule | and a |
|  |  | line 20 | Omit: to | to visit |
| 203 | WS10-6 | line 1 | Numeric mode rule | 1-5 |
|  |  | #1a | Omit: to | to the |
| 203  (cont.) | WS10-6  (cont.) | #2 | Spacing rule  Omit: to | of the  to the |
|  |  | #3b | Omit: to | to the |
|  |  | #4 | Omit: to | to make |
|  |  | #4c | Grade 1 symbol indicator not needed | a |
| 205 | WS10-7 | line 2 | Spacing rule | with a |
|  |  |  | Note: The story on this worksheet is in uncontracted braille. |  |
| 207 | WS10-8 | line 3 | Omit: to | to thank  to us |
|  |  | line 4 | Omit: ally  Use: ea | really |
|  |  | line 5 | Omit: to | to take |
|  |  | line 6 | Omit: to | to show |
|  |  | line 7 | Omit: to | to the |
|  |  | line 8 | Omit: com, to | come  to our |
| 209 | WS10-9 | line 1 | Numeric mode rule | 1-10 |
|  |  | line 2 | Spacing rule | for the |
|  |  | line 3 | Spacing rule | with a |
| 215 | ST 45 | line 3 | Omit: dd | buddy |
|  |  | line 9 | Spacing rule | for a |
|  |  | line 12 | Omit: ally  Use: ea | really |
|  |  | line 13 | Omit: to | to the |
|  |  | line 14 | Omit: ally  Use: ea | really |
|  |  | line 16 | Omit: to | to say |
|  |  | line 19 | Omit: ally | finally |
| line 23 | Spacing rule  Omit: dd | of a  sudden |
| 218 | WS10-11 | #1 | Omit: to | to play |
|  |  | #3 | Omit: to | To speak |
|  |  | #5 | Omit: to | to a |
| 218  (cont.) | WS10-11  (cont.) | #6 | Spacing rule | of the |
| #7 | Omit: to | To trace |
|  |  | #10 | Omit: to (2) | to this  to see |
| 221 | WS10-12 | line 2 | Omit: by | by Elaine |
|  |  | line 4 | Omit: into | into bed |
|  |  | line 7 | Omit: dd | Suddenly |
|  |  | line 9 | Omit: to | to his |
|  |  | line 11 | Omit: to | to say |
|  |  | line 12 | Omit: to | to get |
|  |  | line 17 | Spacing rule | with a |
| 222 | aWS10-12 | line 9 | Spacing rule | of the |
|  |  | line 10 | Spacing rule | with a |
|  |  | line 20 | Omit: to | to say |

| **GRADE 2: UNIT 2: LESSON 11** | | | | | | |
| --- | --- | --- | --- | --- | --- | --- |
| **TE**  **Page** | **Location**  **TE/WS/ST** | **Location**  **Detail** | **Change** | **Modification** | **Old**  **Term** | **New**  **Term** |
| 229 | TE Reading | New Reading Words | Omit: ally | Sally's |  |  |
|  | TE Braille Knowledge | Punctuation | Symbol: In UEB the regular (round) opening parenthesis is dot 5, dots 1-2-6 and the closing parenthesis is dot 5, dots 3-4-5. Rule Section 7: Punctuation |  |  |  |
|  | TE Braille Knowledge | Composition Signs | Term, Rule 2.1  Replace “Single and double italics” with “Italic symbol, word, and passage indicators, and italic terminator” Rule Section 9: Typeforms |  | Composition Signs | Indicators |
| 230 | TE Day 1: Reading |  | Omit: ally | Sally's |  |  |
| 233 | TE Day 4: Braille Knowledge | Punctuation | Symbols: parentheses |  |  |  |
|  |  | Composition Signs | Term  Replace “Introduction of single italics and double italics” with “Introduction of italic symbol, word, and passage indicators, and italic terminator” |  | Composition Signs | Indicators |
| 234 | TE left side bar: Word Work | Spelling | Omit: into | into |  |  |
|  | TE left side bar: Reading |  | Omit: ally | Sally's |  |  |
| 236 | WS11-2 | line 4 | Omit: to | to fill |  |  |
|  |  | #1 | Omit: to (2) | to her  to make |  |  |
|  |  | #2 | Spacing rule  Omit: to | for the  to get |  |  |
| 238 | ST 49 | line 18 | Spacing rule | and the |  |  |
|  |  | line 20 | Omit: dd | pudding |  |  |
| 239 | ST 50 | line 5 | Omit: ally | Sally's |  |  |
| 241 | TE right side bar |  | In UEB, the form of “into” where “in” is contracted and “to” is not contracted is the only contracted form of this word.  Delete this sidebar. |  |  |  |
| 242 | ST 59 | #4 | Omit: into  (Note: There are still two forms of this word.) | into |  |  |
| 246 | ST 51 | line 2 | Omit: by | by Bo |  |  |
|  |  | line 7 | Spacing rule | for the |  |  |
|  |  | line 10 | Numeric mode rule | 3-7 |  |  |
| 247 | ST 52 | line 9 | Omit: dd | pudding |  |  |
| 248 | ST 53 | line 3 | Spacing rule | with the |  |  |
|  |  | line 6 | Spacing rule | and a  with the |  |  |
|  |  | line 8 | Omit: to | to eat |  |  |
| 249 | ST 54 | line 2 | Omit: to | to see |  |  |
|  |  | line 3 | Spacing rule | with a |  |  |
|  |  | line 4 | Spacing rule | and the |  |  |
|  |  | line 5 | Omit: to | to get |  |  |
|  |  | line 7 | Omit: to | to go |  |  |
|  |  | line 8 | Omit: by, to | by to say |  |  |
|  |  | line 14 | Omit: to  Spacing rule | to the  of the |  |  |
| 249  (cont.) | ST 54  (cont.) | line 15 | Omit: dd | pudding |  |  |
| line 16 | Omit: dd | pudding |  |  |
| 250 | ST 55 | line 2 |  | to be |  |  |
|  |  | line 5 | Spacing rule | of the |  |  |
|  |  | line 8 | Omit: ally | finally |  |  |
|  |  | line 10 | Omit: to | to the |  |  |
|  |  | line 13 | Omit: to | to be |  |  |
|  |  | line 15 | Omit: to | to Miss |  |  |
| 252 | ST 56 | line 1 | Spacing rule | with the |  |  |
|  |  | line 2 | Omit: dd  Spacing rule | pudding  and a |  |  |
|  |  | line 3 | Omit: to | to eat |  |  |
|  |  | line 4 | Omit: to | to eat |  |  |
|  |  | line 5 | Omit: to | to put |  |  |
|  |  | line 11 | Omit: ally  Use: ea | really |  |  |
|  |  | line 15 | Omit: to | to be |  |  |
| 253 | ST 57 | line 5 | Omit: to | to make |  |  |
|  |  | line 7 | Spacing rule | of the |  |  |
|  |  | line 8 | Spacing rule | and the |  |  |
|  |  | line 11 | Spacing rule | of the |  |  |
|  |  | line 12 | Omit: by | by the |  |  |
|  |  | line 13 | Spacing rule | for a |  |  |
|  |  | line 20 | Omit: to | to join |  |  |
| 255 | WS11-3 | line 1 | Numeric mode rule | 1-5 |  |  |
|  |  | #1a | Omit: dd | Middle |  |  |
|  |  | #4b | Omit: to | to eat |  |  |
|  |  | #4c | Grade 1 symbol indicator not needed | a |  |  |
| 256 | WS11-4 | line 3 | Omit: to | to answer |  |  |
|  |  | #1 | Spacing rule  Grade 1 word indicator added | for the  e-r |  |  |
|  |  | #3 | Omit: to | to school |  |  |
| 256  (cont.) | WS11-4  (cont.) | #5 | Spacing rule  Grade 1 word indicator added | for the  e-n-c-e |  |  |
|  |  | #6 | Omit: into | into this |  |  |
| 259 | WS11-5 | line 3 | Omit: to | to fill |  |  |
|  |  | line 5 | Omit: into | into(fc) |  |  |
|  |  | #2 | Spacing rule | for the |  |  |
|  |  | #7 | In UEB, the contraction for “st” can be used in the word “mistakes.” Rule 10.4.1 | mistakes |  |  |
|  |  | #8 | Spacing rule | of the |  |  |
| 264 | TE left side bar: Braille Knowledge | Punctuation | Symbols: parentheses |  |  |  |
|  | TE left side bar: Braille Knowledge | Composition Signs | Term  Replace “Introduction of single italics and double italics” with “Introduction of italic symbol, word, and passage indicators, and italic terminator” |  | Composition Signs | Indicators |
| 265 | ST 57 | line 5 | Omit: to | to make |  |  |
|  |  | line 7 | Spacing rule | of the |  |  |
| 265  (cont.) | ST 57  (cont.) | line 8 | Spacing rule | and the |  |  |
| line 11 | Spacing rule | of the |  |  |
|  |  | line 12 | Omit: by | by the |  |  |
|  |  | line 13 | Spacing rule | for a |  |  |
|  |  | line 20 | Omit: to | to join |  |  |
| 267 | TE Braille Knowledge |  | Replace this activity with the “Braille Knowledge: Punctuation” activity on pages **63** of this supplement. |  |  |  |
|  | TE right side bar |  | Delete this sidebar |  |  |  |
| 268 | WS11-6 | line 1 | Symbols: parentheses | (dots 5, 1-2-6)(fc)(dots 5, 3-4-5) |  |  |
|  |  | #1, #3 | Numeric mode rule | (1809-1852)  (pages 38-51) |  |  |
|  |  | #1-#6 | Symbols: parentheses | (1809-1852)  (taco, pizza)  (pages 38-51)  (1) (2) (3)  (Mary, Tom, and Susie)  (dots 2, 5, and 6). |  |  |
| 268  (cont.) | TE left side bar |  | Replace this text with “The italic indicators are part of a set of braille signs that do not directly represent a print symbol.” |  |  |  |
|  | TE main text |  | Replace this activity with the “Braille Knowledge: Indicators” activity on pages **65-66** of this supplement.  Note: UEB contains other typeform indicators to indicate a letter, word or passage is emphasized by script, bold, or underline. These additional typeforms are not taught in Building on Patterns. See Rule Section 9.0 for more information. |  |  |  |
| 269 | TE main text |  | Replace this activity with the “Braille Knowledge: Indicators” activity on pages **65-66** of this supplement. |  |  |  |
| 270 | WS11-7 | entire worksheet | The updated worksheet is shown on page **66** of this supplement. | Worksheet replaced |  |  |
| 271 | WS11-8 | #2 | Spacing rule | of the |  |  |
|  |  | #5 | Omit: to | to the |  |  |
|  |  | #6 | Omit: to | to dinner |  |  |
| 272 | WS11-9 | line 2 | Omit: to | to fill |  |  |
|  |  | line 3 | Omit: into | into(fc) |  |  |
|  |  | line 5 | Symbols: parentheses | (1) |  |  |
|  |  | line 6 | Omit: to | to howl |  |  |
|  |  | line 7 | Spacing rule  Symbols: parentheses | of the  (2) |  |  |
|  |  | line 8 | Symbols: parentheses | (3) |  |  |
|  |  | line 9 | Symbols: parentheses | (4) |  |  |
|  |  | line 10 | Omit: to, into  Spacing rule | to go  into the  of the |  |  |
|  |  | line 11 | Omit: to  Symbols: parentheses | to stay  (5) |  |  |
|  |  | line 12 | Omit: to | to say |  |  |
|  |  | line 13 | Symbols: parentheses | (6) |  |  |
|  |  | line 15 | Symbols: parentheses | (7) |  |  |
| 274 | WS11-10 | line 1 | Symbols: In UEB, the capitalized passage indicator (dot 6, dot 6, dot 6) and capitals terminator (dot 6, dot 3) are used when three or more words are capitalized. Rules 8.5 and 8.6 | THE SPAGHETTI BASKET |  |  |
| 274  (cont.) | WS11-10  (cont.) | line 2 | Symbol: The capitalized word indicator must be repeated after the hyphen. Rule 8.4.2  Note: The passage indicator is not used here because this is not three symbols-sequences. Rule 8.5.2. | OPEN TUESDAY-SATURDAY |  |  |
|  |  | line 3 | Numeric mode rule  Periods added after letters in “AM” and “PM”  Note: The periods are not a UEB change; this was changed to show correct punctuation. | 11:00 A.M.  8:00 P.M. |  |  |
|  |  | line 4 | Symbols: capitalized passage indicator, capitals terminator | SIDES AND SALADS |  |  |
| 275 | aWS11-10 | line 1 | Symbols: capitalized passage indicator, capitals terminator | THE SPAGHETTI BASKET |  |  |
|  |  | line 13 | Symbols: italics passage indicator, capitalized passage indicator, italic terminator, capitals terminator  Note: The terminators come before the ! because it is not emphasized in print. | *ASK ABOUT OUR DAILY SPECIALS* |  |  |
|  |  | line 5 | Omit: ble  Use: bb, er | Cobbler |  |  |
| 279 | WS11-11 | line 2 | Omit: by | by Jordanne |  |  |
|  |  | line 4 | Omit: to | to eat |  |  |
|  |  | line 5 | Omit: to | to the |  |  |
|  |  | line 12 | Spacing rule | of the |  |  |
|  |  | line 13 | Spacing rule | with a |  |  |
|  |  | line 14 | Symbols: italics passage indicator, italic terminator  Note: The terminator comes before the period because it is not part of the name and not emphasized in print.  Omit: ally | *Sally’s Dining Hall* |  |  |
|  |  | line 16 | Omit: into | into the |  |  |
|  |  | line 18 | Omit: to | to the |  |  |
|  |  | line 19 | Omit: to | to Hop |  |  |
|  |  | line 21 | Omit: to, ally | to see  Sally |  |  |
| 280 | aWS11-11 | line 4 | Omit: ally | Sally |  |  |
|  |  | line 5 | Omit: to | to help |  |  |
| 280  (cont.) | aWS11-11  (cont.) | line 10 | Omit: ally | Sally |  |  |
| line 13 | Omit: ally | Sally |  |  |
|  |  | line 17 | Omit: ally | Sally |  |  |
|  |  | line 18 | Omit: to  Omit: com | to eat  come |  |  |
|  |  | line 20 | Omit: ally  Spacing rule | Sally  and with |  |  |
|  |  | line 21 | Omit: to | to their |  |  |
|  |  | line 22 | Omit: to | to be |  |  |
| 281 | TE Language |  | Replace this activity with the “Language: Grammar” activity on pages **67** of this supplement. |  |  |  |
| 282 | WS11-12 | line 1 | In UEB, syllabified words follow the basic contraction rules of Sections 10.1 to 10.11. Rule 10.12.17  Contractions used are indicated by parentheses. | d(in)-n(er) |  |  |
|  |  |  | The directions on this worksheet have been changed as shown on page **67** of this supplement. |  |  |  |
| 282  (cont.) | WS11-12  (cont.) | line 4 | Omit: into, ble | into word  syllables |  |  |
|  |  | line 5 | Omit: to | to show |  |  |
|  |  | #2 | Answer will use contractions | spl(in)-t(er) |  |  |
|  |  | #5 | Answer will use contractions | af-t(er) |  |  |
|  |  | #6 | Answer will use contractions | t(en)-d(er) |  |  |
|  |  | #7 | Answer will use contractions | p(er)-(for)m |  |  |
|  |  | #8 | Answer will use contractions | (in)-v(en)t |  |  |
|  |  | #11 | Answer will use contractions | ex-p(er)t |  |  |
|  |  | #13 | Answer will use contractions | (en)d-less |  |  |
|  |  | #14 | Answer will use contractions | du(st)-pan |  |  |
|  |  | #15 | Answer will use contractions | lun(ch)-box |  |  |
|  |  | #16 | Answer will use contractions | fi(sh)-hook |  |  |
| 283 | TE Word Work: Spelling | #9 | Note: There are still two forms of “into.” |  |  |  |

This page intentionally left blank.

**Braille Knowledge: Punctuation**

**Introduction of opening and closing parentheses** Explain to the student that parentheses are a pair of signs helpful to set off text. Parentheses are generally used to separate a word or group of words within a sentence that makes a comment or gives extra information.

Give the student WS11-6 and ask him to look at the braille unit at the top of the page. Tell the student that the first two cells are the sign for the opening parenthesis (dots 5, 1-2-6), and then there is a full cell to represent text that is set off by the parentheses. The full cell is followed by the two-cell sign for the closing parenthesis (dots 5, 3-4-5). They are shown with a full braille cell in the middle to represent text that is set off by the parentheses. Note that the opening parenthesis has a space before but not following, and that the ending parenthesis has a space following but not before. Ask the student to read each sentence and identify the opening and closing parenthesis signs. Note that in sentences 1 and 3 the hyphen is read as to. Then ask him to select three of the sentences to copy onto a separate sheet of paper for writing practice.

Note: The “Braille Units and Spacing” sidebar no longer applies.

This page intentionally left blank.

**Braille Knowledge: Indicators**

**Introduction of italic symbol, word, and passage indicators, and italics terminator** Explain to the student that the italic indicators are placed before a letter, word, or group of words that need “special attention.” This may be a letter, a word, or several words within a sentence. Titles of books, magazines, newspapers, movies, and television shows are italicized.

Give the student WS11-7 and ask him to look at the braille unit at the top of the page. Tell him that this braille unit, dots 4-6, 2, is the italic word indicator and it means that the next word is in italics. It is shown with a full braille cell following to represent text that is emphasized by the italic indicator. The italic indicator is placed directly before the word to be italicized without any space, as with the capital indicators. If the word is also capitalized, the italics sign is first, followed by the capital sign. Ask the student to read the first two sentences and identify the italic word indicators. Discuss why each of the italicized words needs “special attention.”

Ask the student to find the next line with braille on it. Tell him that the braille unit before the full cell is the italic symbol indicator. This indicator is used when just one letter is italicized. Ask the student to look at the following sentence to find the italic symbol indicator. Then ask him to read the rest of the sentence. Discuss why the italic symbol indicator is used before I, but the italic word indicator is used before you and why these two words need “special attention.”

Tell the student to look at the next braille line below the sentence. Tell him that this two-cell braille unit, dots 4-6, 2-3-5-6, is the italic passage indicator. Ask him to look at the next braille unit on the line and tell him that the full cell is followed by the italic terminator. Explain that when a group of three or more words are italicized, the italic passage indicator is placed before the first word and the italic terminator is placed after the last word. Ask the student to read the next three sentences and identify both the italic passage indicators and italic terminators. Discuss the need for these words to have “special attention,” as well as the placement of the italic indicators within the group of words.

For practice using the italic indicators and terminator, ask the student to write the following sentences:

1. Choose the *best* answer to the question.

2. My little sister loves to watch *Sesame Street*.

3. Add the letter *e* to the word *slim* to get *slime*.

4. Please *do not* *talk* in the media center.

5. The book *Green Eggs and Ham* is fun to read.

6. The sign at the zoo said: *Please don’t feed the animals*.

|  |
| --- |
| (dots 4-6)(dot 2)(fc) WS11-7  1. How do you spell *basket*?  2. The dog *may not* go outside in the rain!  (dots 4-6)(dots 2-3)(fc)  1. *I* like cats, but *you* like dogs.  (dots 4-6)(dots 2-3-5-6)(fc) (fc)(dots 4-6)(dot 3)  1. I just read one of the *Frog and Toad*  books.  2. My sister and I went to see the movie  *Magic in the Water*.  3. The sign on the bathroom door read:  *Wet Paint. Please do not enter*. |

Note: UEB contains other typeform indicators to indicate a letter, word or passage is emphasized by script, bold, or underline. These additional typeforms are not taught in Building on Patterns. See Rule 9.0 for more information.

**Language: Grammar**

**Syllabication** Use WS11-12 for practice dividing words into syllables. Remind the student that every word part, or syllable, contains a vowel. Instruct him that, when dividing a word into syllables, the contractions can be used in the syllabified word according to the general rules for using contractions. (Rule 10.12.17) However, letter words/alphabet contractions/alphabetic wordsigns cannot be used for a word shown in syllables. (Rule 10.1.4. Please refer to the UEB Rulebook for more detailed information about syllabication rules.) Explain that a hyphen (dots 3-6) can be used to divide the words into syllables.

Give the student WS11-12 and review the first line together to see how the hyphen is used to show the syllabication in the word dinner. Tell the student to read the directions, and help him with the word syllables if needed. Then ask the student to complete the worksheet independently.

|  |
| --- |
| dinner (contr.) dinner (uncontr.) din-ner (contr.) WS11-12  On a separate sheet of paper write each  word in uncontracted form. Then write the word  again breaking it into word parts, or syllables,  using contractions as needed. Use the hyphen  (dots 3 and 6) to show the break.  1. raccoon (contr.) (rac-coon)  2. splinter (contr.) (splin-ter)  3. hippo (hip-po)  4. doorway (door-way)  5. after (contr.) (af-ter)  6. tender (contr.) (ten-der)  7. perform (contr.) (per-form)  8. invent (contr.) (in-vent)  9. puppet (pup-pet)  10. object (ob-ject)  11. expert (contr.) (ex-pert)  12. lucky (luck-y)  13. endless (contr.) (end-less)  14. dustpan (contr.) (dust-pan)  15. lunchbox (contr.) (lunch-box)  16. fishhook (contr.) (fish-hook) |

This page intentionally left blank.

| **GRADE 2: UNIT 2: MEET THE AUTHORS** | | | | |
| --- | --- | --- | --- | --- |
| **TE**  **Page** | **Location**  **TE/WS/ST** | **Location**  **Detail** | **Change** | **Modification** |
| 287 | ST 65 | line 5 | Omit: ation  Use: tion | educational |
|  |  | line 6 | Spacing rule | of the |
|  |  | line 8 | Spacing rule  Omit: ally | of the  visually |
|  |  | line 10 | Omit: by | by the |
|  |  | line 12 | Omit: dd, to (2) | addition  to teaching  to her |
|  |  | line 14 | Spacing rule | of a |
|  |  | line 16 | Omit: to | to both |
|  |  | line 19 | Spacing rule | of the |
|  |  | line 22 | Omit: dd  Grade 1 symbol indicator added | Caddy  B. |
| 288 | ST 66 | line 4 | Omit: ally | visually |
|  |  | line 7 | Omit: to | to braille |
|  |  | line 8 | Omit: to (2) | to me  to collaborate |
| 288  (cont.) | ST 66  (cont.) | line 13 | Omit: to | to read |
| line 15 | Spacing rule | for the |
|  |  | line 17 | Omit: ally | visually |
|  |  | line 18 | Spacing rule | of the |
|  |  | line 19 | Omit: ally | visually |
|  |  | line 22 | Omit: to | to be |
| 289 | ST 67 | line 5 | Omit: ation  Use: tion | orientation |
|  |  | line 6 | Omit: to  Spacing rule | to teacher  of the |
|  |  | line 7 | Omit: ally | visually |
|  |  | line 10 | Omit: into | into my |
|  |  | line 12 | Spacing rule | of the |
|  |  | line 13 | Symbols: parentheses | (BOP) |
|  |  | line 14 | Omit: com  Spacing rule | components  of the |
|  |  | line 19 | Omit: ally | Sally |
|  |  | line 20 | Spacing rule | of the |

| **GRADE 2: UNIT 2: LESSON 12** | | | | |
| --- | --- | --- | --- | --- |
| **TE**  **Page** | **Location**  **TE/WS/ST** | **Location**  **Detail** | **Change** | **Modification** |
| 291 | TE Word Work | Dolch Word Recognition | Omit: by, com, into, to | by(fc)  come  into(fc)  to(fc) |
|  |  | Spelling | Omit: by, into, dd | *by*  into  muddy |
| 292 | TE Language | Grammar | Symbol: dash |  |
|  | TE Braille Knowledge | Braille Contractions, Composition Signs, Punctuation, and Special Symbols | Delete: ally, begin and end CBC indicators  Symbols: italic indicators, parentheses, dollar sign, decimal point, dash, dot in computer material, @ sign |  |
| 296 | ST 61 | line 3 | Omit: by | by Elaine |
|  |  | line 6 | Omit: to | to New |
|  |  | line 8 | Omit: ally  Use: ea  Omit: to  Spacing rule | really  to think  of a |
| 296  (cont.) | ST 61  (cont.) | line 9 | Omit: to | to someone |
| line 10 | Omit: to | to do |
|  |  | line 11 | Omit: to | to greet |
|  |  | line 12 | Omit: to | to think |
|  |  | line 14 | Spacing rule | of the |
|  |  | line 15 | Omit: to | to browse |
| 297 | ST 62 | line 3 | Spacing rule  Omit: to (2) | for a  to be  to others |
|  |  | line 4 | Spacing rule | of a |
|  |  | line 5 | Omit: to | to help |
|  |  | line 7 | Omit: to | to do |
| 298 | WS12-1 | line 2 | Numeric mode rule | 1-5 |
|  |  | line 3 | Omit: to | to number |
|  |  | #2 | Omit: to | to help |
|  |  | #3 | Spacing rule | of the |
|  |  | #3c | Omit: to | to help |
| 301 | ST 63 | line 5 | Omit: to | to cook |
|  |  | line 6 | Omit: to | to make |
|  |  | line 9 | Omit: to | to help |
|  |  | line 10 | Omit: to | to those |
|  |  | line 14 | Omit: to | to tell |
|  |  | line 15 | Omit: to | to set |
|  |  | line 18 | Omit: to | to the |
|  |  | line 21 | Omit: to | to smiled |
|  |  | line 23 | Omit: ally  Use: ea | really |
| 302 | aWS12-1 | line 2 | Numeric mode rule | 1-5 |
|  |  | line 3 | Omit: to | to number |
|  |  | #2 | Omit: to | to work |
|  |  | #2b | Omit: to | to the |
|  |  | #3 | Spacing rule | of the |
|  |  | #4c | Grade 1 symbol indicator not needed | a |
| 304 | WS12-2 | #7 | Omit: to | to(fc) |
|  |  | #16 | Omit: by | by(fc) |
| 305 | aWS12-2 | #19 | The word “us” has been moved to the end of line #29. | Material moved |
|  |  | #23 | Omit: into | into(fc) |
|  |  | #27 | Omit: com | come |
|  |  | #29 | The word “us” is now the last word on this line. | Material moved |
| 307 | WS12-3 | line 11 | Omit: by | by the |
|  |  | line 14 | Omit: to | to watch |
|  |  | line 15 | Omit: into | into beautiful |
| 308 | aWS12-3 | line 4 | Omit: into | into the |
|  |  | line 6 | Omit: into | into plants |
|  |  | line 7 | Omit: to | to eat |
|  | TE ow, ou, and oa vowel sounds | paragraph 2, line 1 | Omit: by | by the |
| 308 (cont.) | TE ow, ou, and oa vowel sounds (cont.) | paragraph 2, line 4 | Omit: to | to watch |
|  | paragraph 2, line 5 | Omit: into | into beautiful |
|  | TE ea vowel sounds | paragraph 2, line 4 | Omit: into | into the |
|  |  | paragraph 2, line 6 | Omit: into | into plants |
|  |  | paragraph 2, line 7 | Omit: to | to eat |
| 309 | TE Word Work | #13 | Replace “(in)(to)(fc)” with “(in)to” |  |
| 311 | TE | Target | Change 22/32 to 17/25 |  |
|  | WS12-4 Part 1 | #1 | “(fc)ally” has been removed from the worksheet. | Material deleted |
|  |  | #4 | This sentence has been removed from the worksheet and the next two sentences are renumbered #4 and #5. | Material deleted and changed |
| 311  (cont.) | WS12-4 Part 2 | #1 | Omit: to  Symbols: parentheses  The word “*with*” has been removed from the worksheet.  TE only, Term: Change “single italic signs-3” to “italic word indicators-2”. | to Chapter  (page 45)  Material deleted  *Fun Science* |
|  |  | #2 | Symbols: dollar sign, decimal point | $5.25 |
|  |  | #3 | Symbols and Terms: italic passage indicator, italics terminator | *Please do not feed the animals* |
|  |  | #4 | Symbol: dollar sign | $1 |
|  |  | #5 | Omit: to  Numeric mode rule (Note: This does not change the scoring because the numeric indicator is not a new symbol.)  Symbols: parentheses | to leave  7:30  (except on Friday) |
|  |  | #6 | Symbol: dot in computer material (2)  Use: er, ar  TE only: Delete “begin and end CBC indicators.” | www.americaslibrary.  org |
| 311  (cont.) | WS12-4 Part 2  (cont.) | #7 | Omit: dd  Symbols: @ sign, dot in computer material  TE only: Delete “begin and end CBC indicators, CBC.” | address  sillykid@eol.com |
| 312 | TE Contractions in isolation and in context | total possible score | Change \_\_\_/10 to \_\_\_/8 |  |
|  |  | #1 | Delete “(fc)ally” |  |
|  |  | #4 | Delete sentence #4 and renumber the next two items. |  |
|  | TE Punctuation and composition signs | total possible score | Change \_\_\_/22 to \_\_\_/17 |  |
|  |  | paragraph 2, sentence 5 | Change this sentence to: “Look for the dollar sign, cent sign, decimal point, colon, parentheses, italic word indicator, italic passage indicator, italics terminator, dot, and the @ (at) sign. |  |
| 312  (cont.) | TE Punctuation and composition signs (cont.) | #1 | Omit: to  Symbols: parentheses  Delete “*with*” and change “single italic signs-3” to “italic word indicators-2”. | to Chapter  (page 45)  *Fun Science* |
|  |  | #2 | Symbols: dollar sign, decimal point | $5.25 |
|  |  | #3 | Symbols and Terms: italic passage indicator, italics terminator | *Please do not feed the animals* |
|  |  | #4 | Symbol: dollar sign | $1 |
|  |  | #5 | Omit: to  Numeric mode rule (Note: This does not change the scoring because the numeric indicator is not a new symbol.)  Symbols: parentheses | to leave  7:30  (except on Friday) |
|  |  | #6 | Symbol: dot in computer material (2)  Use: er, ar  Delete “begin and end CBC indicators.” | www.americaslibrary.  org |
|  |  | #7 | Symbols: @ sign, dot in computer material  Delete “begin and end CBC indicators, CBC.” | sillykid@eol.com |
| 312  (cont.) | TE Braille Knowledge reading subtotal | total possible score  and target | Change \_\_\_/32 to \_\_\_/25 and 22/32 to 17/25 |  |
| 313 | TE | Target | Change 11/15 to 10/14 |  |
|  | aWS12-4 | #1 | Symbols: italic passage indicator, italics terminator  Omit: ally  Use: ea (Note: This takes away one point because contraction for “ea” is not new.)  TE only: Delete “ally” | *The Little Red Hen*  really |
|  |  | #4 | Numeric mode rule (Note: This does not change the scoring because the numeric indicator is not a new symbol.) | 4:00 |
|  |  | #5 | Symbols: parentheses  Numeric mode rule | (pages 20-28) |
|  |  | #6 | Symbols: dollar sign, decimal point | $1.00 |
|  | TE Braille Knowledge writing subtotal | total possible score  and target | Change \_\_\_/15 to \_\_\_/14 and 11/15 to 10/14 |  |
| 313  (cont.) | TE Braille Knowledge reading subtotal | total possible score | Change \_\_\_/32 to \_\_\_/25 |  |
|  | TE Braille Knowledge total | total possible score  and target | Change \_\_\_/47 to \_\_\_/39 and 33/47 to 27/39 |  |
| 314 | TE Answering in complete sentences | #1 | Spacing rule | of the |
|  | TE Adding endings | #1 | Spacing rule  Grade 1 word indicator added  Omit: to | for the  e-d  to the |
|  |  | #2 | Omit: to | to the |
|  |  | #3 | Spacing rule  Grade 1 word indicator added  Omit: to | for the  e-r  to the |
|  |  | #4 | Grade 1 word indicator added  Omit: to | e-s-t  to the |
| 314 (cont.) | TE Adding endings (cont.) | #5 | Spacing rule  Grade 1 word indicator added  Omit: to | for the  i-n-g  to the |
|  |  | #6 | Spacing rule  Grade 1 word indicator added  Omit: to | for the  i-n-g  to the |
|  |  | #7 | Spacing rule  Grade 1 word indicator added  Omit: to | for the  e-d  to the |
|  |  | #8 | Spacing rule  Grade 1 word indicator added  Omit: to | for the  e-r  to the |
| 315 | WS12-5 Part 1 | #1 | Spacing rule | of the |
|  | WS12-5 Part 3 | #1 | Spacing rule  Grade 1 word indicator added  Omit: to | for the  e-d  to the |
|  |  | #2 | Omit: to | to the |
|  |  | #3 | Spacing rule  Grade 1 word indicator added  Omit: to | for the  e-r  to the |
| 315  (cont.) | WS12-5 Part 3  (cont.) | #4 | Grade 1 word indicator added  Omit: to | e-s-t  to the |
|  |  | #5 | Spacing rule  Grade 1 word indicator added  Omit: to | for the  i-n-g  to the |
|  |  | #6 | Spacing rule  Grade 1 word indicator added  Omit: to | for the  i-n-g  to the |
|  |  | #7 | Spacing rule  Grade 1 word indicator added  Omit: to | for the  e-d  to the |
|  |  | #8 | Spacing rule  Grade 1 word indicator added  Omit: to | for the  e-r  to the |

| **GRADE 2: UNIT 2: LESSON 7 LESSON MONITORING SHEETS** | | | |
| --- | --- | --- | --- |
| **Page** | **Location** | **Change** | **Modification** |
| 1 | New Reading Words | Omit: dd  Grade 1 symbol indicators added | Middle  B. E. |
| 2 | Braille Knowledge | Symbols: Dollar sign, decimal point |  |

| **GRADE 2: UNIT 2: LESSON 8 LESSON MONITORING SHEETS** | | | | |
| --- | --- | --- | --- | --- |
| **Page** | **Location** | **Change** | **Modification** |
| 1 | Grammar: Introduction of the dash | Symbol: dash |  |

| **GRADE 2: UNIT 2: LESSON 9 LESSON MONITORING SHEETS** | | | |
| --- | --- | --- | --- |
| **Page** | **Location** | **Change** | **Modification** |
| 1 | Spelling | Omit: dd, by | muddy  by(fc) |
| 2 | Braille Knowledge | Delete: “Begin and End Computer Braille Code Indicators,”  Symbols: dot in computer material, @ sign |  |

| **GRADE 2: UNIT 2: LESSON 10 LESSON MONITORING SHEETS** | | | |
| --- | --- | --- | --- |
| **Page** | **Location** | **Change** | **Modification** |
| 1 | Grammar | Omit: st | St. |
| 2 | Braille Knowledge | Delete: “Introduction of final-letter contraction: ally;”  Note: Although there is no contraction for “ally,” WS10-4 is retained in a modified form because the student needs to be exposed to words with this combination of letters. |  |

| **GRADE 2: UNIT 2: LESSON 11 LESSON MONITORING SHEETS** | | | |
| --- | --- | --- | --- |
| **Page** | **Location** | **Change** | **Modification** |
| 1 | Spelling | Omit: into | into(fc) |
|  | Grammar | Note: In UEB, syllabified words follow the basic contraction rules of Sections 10.1 to 10.11. |  |
|  | New Reading Words | Omit: ally | Sally’s |
| 2 | Braille Knowledge | Symbols: parentheses; italic symbol, word, and passage indicators, and italic terminator  Replace “Single and double italics” with “Italic symbol, word, and passage indicators, and italic terminator” |  |

Note: The page numbers in the Consumable Unit Assessment Packet start after the Reading Rate Forms, the Cumulative Assessment Record Sheet, and the Unit Assessment Summary.

| **GRADE 2: UNIT 2: ASSESSMENT ADMINISTRATION RECORD** | | | | |
| --- | --- | --- | --- | --- |
| **Page** | **Location** | **Location**  **Detail** | **Change** | **Modification** |
| 2 | ST 61 | line 3 | Omit: by | by Elaine |
|  |  | line 6 | Omit: to | to New |
|  |  | line 8 | Omit: ally  Use: ea  Omit: to  Spacing rule | really  to think  of a |
|  |  | line 9 | Omit: to | to someone |
| line 10 | Omit: to | to do |
|  |  | line 11 | Omit: to | to greet |
|  |  | line 12 | Omit: to | to think |
|  |  | line 14 | Spacing rule | of the |
|  |  | line 15 | Omit: to | to browse |
| 3 | ST 62 | line 3 | Spacing rule  Omit: to (2) | for a  to be  to others |
|  |  | line 4 | Spacing rule | of a |
| 3  (cont.) | ST 62 (cont.) | line 5 | Omit: to | to help |
|  | line 7 | Omit: to | to do |
| 4 | WS12-1 | line 2 | Numeric mode rule | 1-5 |
|  |  | line 3 | Omit: to | to number |
|  |  | #2 | Omit: to | to help |
|  |  | #3 | Spacing rule | of the |
|  |  | #3c | Omit: to | to help |
| 6 | ST 63 | line 5 | Omit: to | to cook |
|  |  | line 6 | Omit: to | to make |
|  |  | line 9 | Omit: to | to help |
|  |  | line 10 | Omit: to | to those |
|  |  | line 14 | Omit: to | to tell |
|  |  | line 15 | Omit: to | to set |
|  |  | line 18 | Omit: to | to the |
|  |  | line 21 | Omit: to | to smiled |
| 6 (cont.) | ST 63 (cont.) | line 23 | Omit: ally  Use: ea | really |
| 7 | aWS12-1 | line 2 | Numeric mode rule | 1-5 |
|  |  | line 3 | Omit: to | to number |
|  |  | #2 | Omit: to | to work |
|  |  | #2b | Omit: to | to the |
|  |  | #3 | Spacing rule | of the |
|  |  | #4c | Grade 1 symbol indicator not needed | a |
| 10 | WS12-2 | #7 | Omit: to | to(fc) |
|  |  | #16 | Omit: by | by(fc) |
| 11 | aWS12-2 | #19 | The word “us” has been moved to the end of line #29. | Material moved |
|  |  | #23 | Omit: into | into(fc) |
|  |  | #27 | Omit: com | come |
|  |  | #29 | The word “us” is now the last word on this line. | Material moved |
| 14 | WS12-3 | line 11 | Omit: by | by the |
| 14  (cont.) | WS12-3  (cont.) | line 14 | Omit: to | to watch |
| line 15 | Omit: into | into beautiful |
|  | aWS12-3 | line 4 | Omit: into | into the |
|  |  | line 6 | Omit: into | into plants |
|  |  | line 7 | Omit: to | to eat |
| 15 | ow, ou, and oa vowel sounds | paragraph 2, line 1 | Omit: by | by the |
|  |  | paragraph 2, line 4 | Omit: to | to watch |
|  |  | paragraph 2, line 5 | Omit: into | into beautiful |
|  | ea vowel sounds | paragraph 2, line 4 | Omit: into | into the |
|  |  | paragraph 2, line 6 | Omit: into | into plants |
|  |  | paragraph 2, line 7 | Omit: to | to eat |
| 16 | Word Work | #13 | Replace “(in)(to)(fc)” with “(in)to” |  |
| 17 | Target |  | Change 22/32 to 17/25 |  |
|  | WS12-4 Part 1 | #1 | “(fc)ally” has been removed from the worksheet. | Material deleted |
|  |  | #4 | This sentence has been removed from the worksheet and the next two sentences are renumbered #4 and #5. | Material deleted and changed |
|  | WS12-4 Part 2 | #2 | Symbols: dollar sign, decimal point | $5.25 |
| #3 | Symbols and Terms: italic passage indicator, italics terminator | *Please do not feed the animals* |
|  |  | #4 | Symbol: dollar sign | $1 |
|  |  | #5 | Omit: to  Numeric mode rule (Note: This does not change the scoring because the numeric indicator is not a new symbol.)  Symbols: parentheses | to leave  7:30  (except on Friday) |
|  |  | #6 | Symbol: dot in computer material (2)  Use: er, ar  Teacher’s text only: Delete “begin and end CBC indicators.” | www.americaslibrary.  org |
| 17 (cont.) | WS12-4 Part 2 (cont.) | #7 | Omit: dd  Symbols: @ sign, dot in computer material  TE only: Delete “begin and end CBC indicators, CBC.” | address  sillykid@eol.com |
| 18 | Contractions in isolation and in context | total possible score | Change \_\_\_/10 to \_\_\_/8 |  |
|  |  | #1 | Delete “(fc)ally” |  |
| #4 | Delete sentence #4 and renumber the next two items. |  |
|  | Punctuation and composition signs | total possible score | Change \_\_\_/22 to \_\_\_/17 |  |
|  |  | paragraph 2, sentence 5 | Change this sentence to: “Look for the dollar sign, cent sign, decimal point, colon, parentheses, italic word indicator, italic passage indicator, italics terminator, dot, and the @ (at) sign. |  |
| 18 (cont.) | Punctuation and composition signs (cont.) | #1 | Omit: to  Symbols: parentheses  Delete “*with*” and change “single italic signs-3” to “italic word indicators-2”. | to Chapter  (page 45)  *Fun Science* |
|  |  | #2 | Symbols: dollar sign, decimal point | $5.25 |
|  |  | #3 | Symbols and Terms: italic passage indicator, italics terminator | *Please do not feed the animals* |
|  |  | #4 | Symbol: dollar sign | $1 |
|  |  | #5 | Omit: to  Numeric mode rule (Note: This does not change the scoring because the numeric indicator is not a new symbol.)  Symbols: parentheses | to leave  7:30  (except on Friday) |
|  |  | #6 | Symbol: dot in computer material (2)  Use: er, ar  Delete “begin and end CBC indicators.” | www.americaslibrary.  org |
|  |  | #7 | Symbols: @ sign, dot in computer material  Delete “begin and end CBC indicators, CBC.” | sillykid@eol.com |
| 18 (cont.) | TE Braille Knowledge reading subtotal | total possible score  and target | Change \_\_\_/32 to \_\_\_/25 and 22/32 to 17/25 |  |
| 19 | TE | Target | Change 11/15 to 10/14 |  |
|  | aWS12-4 | #1 | Symbols: italic passage indicator, italics terminator  Omit: ally  Use: ea (Note: This takes away one point because contraction for “ea” is not new.)  TE only: Delete “ally” | *The Little Red Hen*  really |
|  |  | #4 | Numeric mode rule (Note: This does not change the scoring because the numeric indicator is not a new symbol.) | 4:00 |
|  |  | #5 | Symbols: parentheses  Numeric mode rule | (pages 20-28) |
|  |  | #6 | Symbols: dollar sign, decimal point | $1.00 |
|  | TE Braille Knowledge writing subtotal | total possible score  and target | Change \_\_\_/15 to \_\_\_/14 and 11/15 to 10/14 |  |
| 19  (cont.) | TE Braille Knowledge reading subtotal | total possible score | Change \_\_\_/32 to \_\_\_/25 |  |
|  | TE Braille Knowledge total | total possible score  and target | Change \_\_\_/47 to \_\_\_/39 and 33/47 to 27/39 |  |
| 20 | WS12-5 Part 1 | #1 | Spacing rule | of the |
|  | WS12-5 Part 3 | #1 | Spacing rule  Grade 1 word indicator added  Omit: to | for the  e-d  to the |
|  |  | #2 | Omit: to | to the |
|  |  | #3 | Spacing rule  Grade 1 word indicator added  Omit: to | for the  e-r  to the |
|  |  | #4 | Grade 1 word indicator added  Omit: to | e-s-t  to the |
|  |  | #5 | Spacing rule  Grade 1 word indicator added  Omit: to | for the  i-n-g  to the |
| 20  (cont.) | WS12-5 Part 3  (cont.) | #6 | Spacing rule  Grade 1 word indicator added  Omit: to | for the  i-n-g  to the |
|  |  | #7 | Spacing rule  Grade 1 word indicator added  Omit: to | for the  e-d  to the |
|  |  | #8 | Spacing rule  Grade 1 word indicator added  Omit: to | for the  e-r  to the |
| 21 | TE Answering in complete sentences | #1 | Spacing rule | of the |
|  | TE Adding endings | #1 | Spacing rule  Grade 1 word indicator added  Omit: to | for the  e-d  to the |
|  |  | #2 | Omit: to | to the |
|  |  | #3 | Spacing rule  Grade 1 word indicator added  Omit: to | for the  e-r  to the |
|  |  | #4 | Grade 1 word indicator added  Omit: to | e-s-t  to the |
| 21 (cont.) | TE Adding endings (cont.) | #5 | Spacing rule  Grade 1 word indicator added  Omit: to | for the  i-n-g  to the |
|  |  | #6 | Spacing rule  Grade 1 word indicator added  Omit: to | for the  i-n-g  to the |
|  |  | #7 | Spacing rule  Grade 1 word indicator added  Omit: to | for the  e-d  to the |
|  |  | #8 | Spacing rule  Grade 1 word indicator added  Omit: to | for the  e-r  to the |