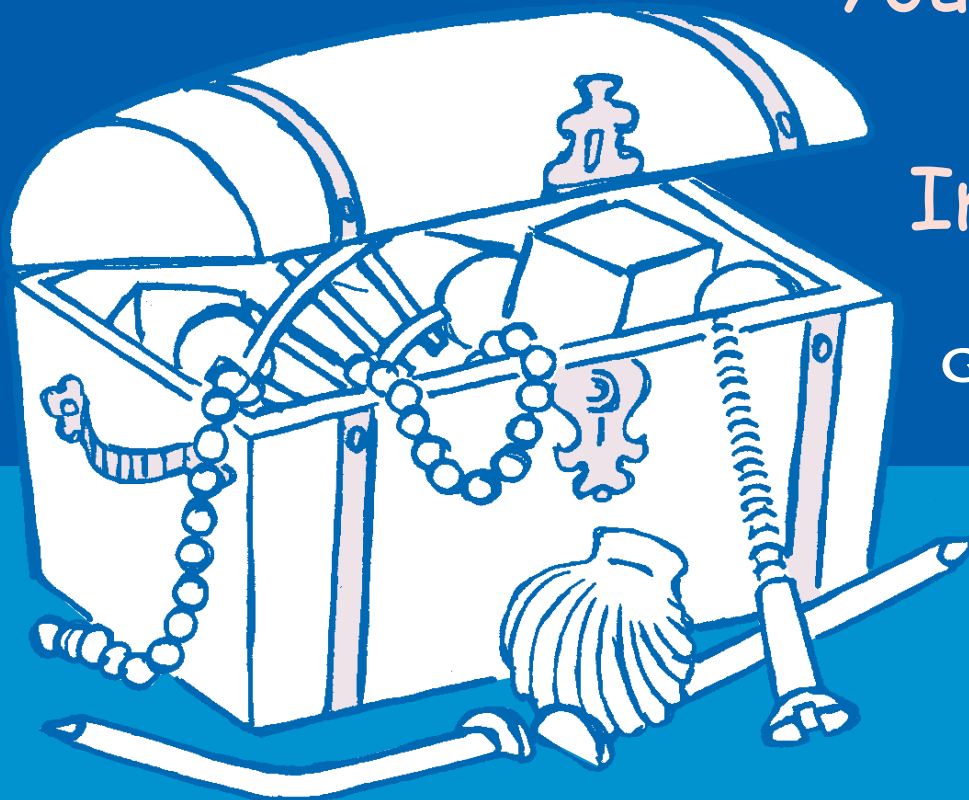


TACTILE TREASURES

Math and Language Concepts for
Young Children
with Visual
Impairments



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GUIDEBOOK



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TACTILE TREASURES

Math and Language Concepts for Young Children with Visual Impairments

GUIDEBOOK

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INTRODUCTION

Overview of Materials

Tactile Treasures: Math and Language Concepts for Young Children with Visual Impairments is an informal assessment and teaching tool for use with children having little or no vision at the preschool, kindergarten, or early elementary level. It includes thermoformed sheets with pictures made from real objects to illustrate concepts related to shape, size, amount, comparison of two or more objects, position, and pre-reading/page-orientation. This guidebook provides, for every concept, two suggested scripts or stories which can be read to the child as the tactile pages are presented. These materials are based on the idea that exposure to abstract concepts and pictorial presentation of real things is an essential starting point for understanding math and language.

Instructions for Use

- ❖ The order of presentation of the tactile pages should be determined by the teacher based upon the child's readiness for a given concept. The number of tactile pages introduced in one sitting should also be determined by the

teacher. Remember that this is a teaching tool and *not* a formal assessment of the child's understanding of math and language concepts.

- ❖ The tactile page should always be removed from the binder and placed on a flat, secure surface within comfortable reach of the child.
- ❖ Each concept is depicted twice using tactile illustrations. In most cases both depictions of the concept are presented on the same tactile page. The raised bar in the center of the tactile page divides it into top and bottom halves. The top half corresponds with Script 1 and the bottom half corresponds with Script 2. Occasionally the pictorial depictions of a concept are found on two separate tactile pages. The page number on the tactile sheet (in both print and braille) corresponds with the page number in the guidebook where the accompanying scripts can be found.
- ❖ Sometimes concepts which are synonymous in meaning (e.g., largest and biggest) are presented via the same scripts and accompanying tactile page(s). Interchanging the use of these concepts is recommended.
- ❖ In some cases, multiple concepts (e.g., first, second, third, and last) or concepts opposite in meaning (e.g., nearest and farthest) are presented on the same tactile page(s). All concepts on these pages need not be presented in one sitting.

- ❖ Before reading the accompanying script allow time for the child to explore and describe the tactile page. Does he/she recognize what the object is before the script is read? Then proceed to read the script which names the displayed object. Let the child respond to the script's prompt (e.g., "Find the longest straw," etc.) by touching the object of his/her choice. Encourage the child to explain the reason for his/her selection.
- ❖ Enhance the use of the tactile pages by incorporating some of the suggestions outlined in the next section, "Extended Activities."

Extended Activities

- ❖ Let the child explore a real object mentioned in the provided script (e.g., a real pretzel, a real button, etc.), pointing out the differences between the actual object and the thermoformed object.
- ❖ Recreate the tactile page layout using real objects.
- ❖ Encourage descriptive language. Before reading the script, ask the child to describe what he/she feels on the tactile page (e.g, bumpy, rough, smooth, curved, pointed, etc.) and discuss similarities and differences between the objects shown.
- ❖ Compose original scripts to accompany the tactile pages.

- ❖ Substitute the proper name in the script with the child's name or a relative's name.
- ❖ Introduce or reinforce other concepts besides the one presented in the script using the same tactile page. For example, the following questions might be posed using the tactile page (i.e., Page 1) that introduces the concept of "circle": What shape is to the *left/right* of the circle? What is the *first/second/third/last* shape in the *row*? What shape is *between* two *other* shapes? Where is the *square*? Where is the *triangle*? What shape is *next to/beside* the square? Are any of the shapes the *same*? Are there *more* or *fewer* shapes *below* the raised bar? Are the number of shapes *above* the raised bar *equal* to the number of shapes *below* the raised bar?, etc.
- ❖ Challenge the child to create a story incorporating both objects shown above and below the raised bar on the tactile page, no matter how silly the resulting tale.
- ❖ Rotate the page to the left or right, or even upside-down, to present the objects on the tactile page from different perspectives.
- ❖ Outline the objects on the tactile page with a permanent black marker for the low vision child and provide adequate lighting.

- ❖ If the child seems distracted by the tactile objects shown below the raised bar, when focus should be on the the tactile objects above the raised bar (or vice-versa), cover the unused portion of the tactile page with a half sheet of paper. [Note: Repeatedly folding the tactile page in half to accomplish this same goal might permanently damage the page.]
- ❖ After introducing the child to the real object and a thermoformed representation of the real object, provide a more abstract depiction of the object by creating your own simple raised-line drawings made with puff ink.

Special attention was given to making the tactile pages very versatile. *Be creative* and use a given tactile page to introduce or reinforce as many concepts as possible and not just the concept presented in the accompanying script.

SHAPE

Circle	Oval	Straight
Square	Star	Curved
Triangle	Heart	Underline
Rectangle	Diamond	X

CATEGORY: SHAPE

CONCEPT: CIRCLE

SCRIPT 1

Many things in our world are shaped like a *circle*, such as coins, plates, cookies, and jar lids. Find a *circle* among these shapes.

SCRIPT 2

Brrr, it is cold outside! I'd better button my coat! My coat has *circle*-shaped buttons. Find the buttons shaped like *circles*.

CATEGORY: SHAPE

CONCEPT: SQUARE

SCRIPT 1

A *square* has four straight sides of equal length and four corners. Find a *square* among these shapes.

SCRIPT 2

The children wanted to have peanut butter on *square* crackers for a snack. Find the *square* crackers.

CATEGORY: SHAPE
CONCEPT: TRIANGLE

SCRIPT 1

A *triangle* has three sides and three corners. Find a *triangle* among these shapes.

SCRIPT 2

Tammy's mother cut the sandwiches into fancy shapes for the party. Some of the sandwiches were even shaped like *triangles*. Find the *triangles* among these shapes.

CATEGORY: SHAPE

CONCEPT: RECTANGLE

SCRIPT 1

A *rectangle* has four straight sides like a square, but they are not all the same length. A *rectangle* has two long sides and two short sides. Find a *rectangle* among these shapes.

SCRIPT 2

Carlos found a box full of game pieces in the toy closet. There were round checkers, square tiles, and *rectangle*-shaped dominos. Find the game pieces shaped like *rectangles*.

CATEGORY: SHAPE

CONCEPT: OVAL

SCRIPT 1

An *oval* has no corners and is kind of like a stretched circle.
Find the *oval* among these shapes.

SCRIPT 2

Carrie's favorite candy is jellybeans, especially the cherry-flavored kind. Jellybeans are shaped like *ovals*. Find the *oval-shaped* candy.

CATEGORY: SHAPE

CONCEPT: STAR

SCRIPT 1

Vanessa liked playing dress-up in her fairy godmother costume with the *star*-shaped magic wand. Find the *star* among these shapes.

SCRIPT 2

Shelby collected *starfish* as she walked down the beach. The fish were actually shaped like 5-pointed *stars*! Find the *stars* among these shapes.

CATEGORY: SHAPE

CONCEPT: HEART

SCRIPT 1

The *heart*-shaped picture frame fell and broke while Wendy was dusting the mantel. Find the *heart*-shaped picture frame.

SCRIPT 2

Franz brought *heart*-shaped candies to school on Valentine's Day to share with his friends. Find the *heart*-shaped pieces of candy.

CATEGORY: SHAPE
CONCEPT: DIAMOND

SCRIPT 1

Maddie's mother has lost one of her *diamond*-shaped earrings. Here it is! Find the earring shaped like a *diamond*.

SCRIPT 2

Dustin couldn't wait to become a Cub Scout like his older brother and earn *diamond*-shaped badges. Find the *diamond*-shaped badges.

CATEGORY: SHAPE

CONCEPT: STRAIGHT

SCRIPT 1

A *straight* piece of spaghetti can quickly become a wiggly wet noodle once it is cooked. Find the *straight* piece of spaghetti.

SCRIPT 2

Marie and her mom were replacing some old nails on the barn. The new nails were *straight*, but the old nails were bent or curved when they pulled them out. Find the *straight* nails.

CATEGORY: SHAPE
CONCEPT: CURVED

SCRIPT 1

Bart and Morgan were using toy blocks to build a road for their cars. They wanted to add some *curved* pieces. Find a *curved* block.

SCRIPT 2

Most of the track pieces in Chris's electric train set were straight, but a few pieces were *curved*. Find the *curved* pieces of train track.

CATEGORY: SHAPE

CONCEPT: UNDERLINE

SCRIPT 1

Lucy put a line under her favorite shape. Was Lucy's favorite shape a square, triangle, or circle? Find the *underlined* shape and you'll know Lucy's favorite shape.

SCRIPT 2

Stephen colored in only the circles with a line under them. Find all the *underlined* circles.

CATEGORY: SHAPE

CONCEPT: X (the shape)

SCRIPT 1

The location of the treasure chest was marked by an *X* on the map. Find an *X* among these shapes.

SCRIPT 2

Oliver placed the *X*-shaped game pieces in a row on the Tic-Tac-Toe board. Find the *X*'s among these shapes.

SIZE

Smaller/est

Shorter/est

Larger/est

Taller/est

Bigger/est

Thinner/est

Medium-sized

Wider/est

Longer/est

Fatter/est

BINDER I

CATEGORY: SIZE

CONCEPT: SMALLER

SCRIPT 1

Christine can easily tell her parents' wedding rings apart from one another. Her mother's ring is *smaller* than her father's ring. Find the *smaller* ring.

SCRIPT 2

Matthew hung the *smaller* of two candy canes on the tree branch as a decoration. Find the *smaller* candy cane.

CATEGORY: SIZE

CONCEPT: SMALLEST

SCRIPT 1

Jessica glued the *smallest* button on her paper man. It made the perfect nose! Find the *smallest* button.

SCRIPT 2

The carpenter used the *smallest* screw to fasten the broken leg back onto the stool. Find the *smallest* screw.

CATEGORY: SIZE

CONCEPT: LARGER/BIGGER

SCRIPT 1

It took more than one bite to eat the *larger/bigger* pretzel.
Find the *larger/bigger* pretzel.

SCRIPT 2

Amy liked to use the *larger/bigger* pair of scissors for her art projects. Find the *larger/bigger* pair of scissors.

CATEGORY: SIZE

CONCEPT: LARGEST/BIGGEST

SCRIPT 1

Michael dumped the coins out of his sister's change purse. The *largest/biggest* coin was a half dollar. Find the *largest/biggest* coin.

SCRIPT 2

Jenna was delighted that her Christmas present was wrapped inside the *largest/biggest* box. Find the *largest/biggest* box.

CATEGORY: SIZE

CONCEPT: MEDIUM-SIZED

SCRIPT 1

Troy placed three different coins next to each other on the table. He noticed that one of the coins wasn't the largest coin and it wasn't the smallest coin. It was the *medium-sized* coin. Find the *medium-sized* coin.

SCRIPT 2

The largest piece of chalk had never been used. The smallest piece of chalk had been used a lot. But the *medium-sized* piece of chalk had been used only a few times. Find the *medium-sized* piece of chalk.

CATEGORY: SIZE

CONCEPT: LONGER

SCRIPT 1

Juan had only two pencils in his desk drawer. The *longer* one he borrowed from his friend. Find the *longer* pencil.

SCRIPT 2

Of the two barrettes, the *longer* barrette held Susan's hair better. Find the *longer* barrette.

CATEGORY: SIZE

CONCEPT: LONGEST

SCRIPT 1

Alyssa hunted for the broken pieces of her pearl necklace.
She found the *longest* strand of pearls under the bed. Find the
longest strand of pearls.

CATEGORY: SIZE

CONCEPT: LONGEST

SCRIPT 2

Antonio needed the *longest* drinking straw to sip the lemonade from the tall glass. Find the *longest* drinking straw.

CATEGORY: SIZE

CONCEPT: SHORTER

SCRIPT 1

Jake's toothbrush is *shorter* than his father's toothbrush. Find the *shorter* toothbrush.

SCRIPT 2

Simone has two keys on her key chain. The *shorter* key opens the front door of her house. Find the *shorter* key.

CATEGORY: SIZE

CONCEPT: SHORTEST

SCRIPT 1

Charlie used his favorite crayon so often that it is now the *shortest* crayon in the box. Find the *shortest* crayon.

SCRIPT 2

Samantha helped her uncle find the *shortest* nail in the toolbox. Find the *shortest* nail.

CATEGORY: SIZE
CONCEPT: TALLER

SCRIPT 1

Mindy's gingerbread man was *taller* than Luke's. Find the *taller* gingerbread man.

SCRIPT 2

Scott pretended the *taller* stack of blocks was an office building. Find the *taller* stack of blocks.

CATEGORY: SIZE

CONCEPT: TALLEST

SCRIPT 1

Stephanie put the *tallest* birthday candle in the center of the cake. Find the *tallest* birthday candle.

SCRIPT 2

The person who can make the *tallest* stack of pennies within a minute will be the winner. Find the *tallest* stack of pennies.

CATEGORY: SIZE

CONCEPT: THINNER

SCRIPT 1

One of the square picture frames was *thinner* than the other.
Find the *thinner* picture frame.

SCRIPT 2

The *thinner* stick of chewing gum is peppermint flavored.
Find the *thinner* stick of gum.

CATEGORY: SIZE

CONCEPT: THINNEST

SCRIPT 1

It was impossible to drink the chocolate milkshake with the *thinnest* straw. Find the *thinnest* straw.

SCRIPT 2

Carl wanted to use the *thinnest* type of noodle in his casserole dish. Find the *thinnest* noodle.

CATEGORY: SIZE

CONCEPT: WIDER

SCRIPT 1

The tongue-depressor that the doctor used to examine Sean's throat was *wider* than a popsicle stick. Find the *wider* stick.

SCRIPT 2

The strap on Kate's backpack is *wider* than the strap on her friend's backpack. Find the *wider* strap.

CATEGORY: SIZE

CONCEPT: WIDEST

SCRIPT 1

Marty wanted the toy train with the *widest* track for his birthday. Find the *widest* train track.

SCRIPT 2

Francine liked the watch with the *widest* wristband. Find the watch with the *widest* wristband.

CATEGORY: SIZE

CONCEPT: FATTER

SCRIPT 1

Brooke's gingerbread man is *fatter* than Todd's. Find the *fatter* gingerbread man.

SCRIPT 2

Both pretzel sticks were salted, but the *fatter* pretzel stick was tastier. Find the *fatter* pretzel stick.

CATEGORY: SIZE

CONCEPT: FATTEST

SCRIPT 1

Larry thought that if he used the *fattest* crayon he could finish coloring his picture faster. Find the *fattest* crayon.

SCRIPT 2

Claire taped the *fattest* candy cane to the top of the present. Find the *fattest* candy cane.

COMPARING

Same Different Alike Match	With Without Other
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BINDER II

CATEGORY: COMPARING
CONCEPT: SAME

SCRIPT 1

Kelsey and Kyle bent their pipe cleaners into the *same* shape.
Find the shapes that are the *same*.

SCRIPT 2

Lindsey bought some nuts from the store. Most of the nuts
she chose were the *same*. Find the nuts that are the *same*.

CATEGORY: COMPARING
CONCEPT: DIFFERENT

SCRIPT 1

One of the crayons in Aaron's crayon box was *different* from the other crayons. Find the crayon that is *different* from the other crayons.

SCRIPT 2

Valerie found some seashells on the beach, but her favorite was the one that was *different* from the others. Find the seashell that is *different* from the others.

CATEGORY: COMPARING
CONCEPT: ALIKE

SCRIPT 1

At the dentist's office the twins chose toothbrushes that were *alike*. Find the toothbrushes that are *alike*.

SCRIPT 2

Before Lydia went swimming she pulled her hair back with barrettes. The barrettes she wore were *alike*. Find the barrettes that are *alike*.

CATEGORY: COMPARING
CONCEPT: MATCH

SCRIPT 1

Josh thinks that both keys must open the same door because they *match*. Find the keys that *match*.

SCRIPT 2

Carmen found at least two earrings in her messy jewelry box that *match*. Find the earrings that *match*.

CATEGORY: COMPARING
CONCEPT: WITH

SCRIPT 1

Ben's mouth watered when he smelled the doughnut *with* chocolate sprinkles. Find the doughnut *with* chocolate sprinkles.

SCRIPT 2

Daddy found a screw *with* some nails on top of his workbench. Find a screw *with* some nails.

CATEGORY: COMPARING
CONCEPT: WITHOUT

SCRIPT 1

Holly still had all the cups to her tea party set, but one of the cups was broken and *without* a handle. Find the cup *without* a handle.

SCRIPT 2

Nathan likes pretzels *without* salt. Find the pretzel *without* salt.

CATEGORY: COMPARING

CONCEPT: OTHER

SCRIPT 1

Whoops! Anthony just dropped one of his gingerbread men on the floor and broke off an arm and a leg. That's okay. . .he can eat the *other* gingerbread man. Find the *other* gingerbread man.

SCRIPT 2

Kara had three cookie cutters she could use to make her cookies. She didn't want to use the heart-shaped cookie cutter and she didn't want to use the star-shaped cookie cutter. She wanted to use the *other* cookie cutter. Find the *other* cookie cutter.

AMOUNT

Many	Some, Not Many	All	Half
Most	As Many	None	Whole
Least	Several	Equal	Pair
More	Few/Fewer	Unequal	
Less	Every	Almost	

BINDER II

CATEGORY: AMOUNT

CONCEPT: MANY

SCRIPT 1

Gayle made a wreath by gluing uncooked macaroni onto a circular piece of cardboard. It took *many* pieces of macaroni to finish her wreath. Find the group that has *many* pieces of macaroni.

SCRIPT 2

Many nails are needed to fix the porch floor. Find the group that has *many* nails.

CATEGORY: AMOUNT
CONCEPT: MOST

SCRIPT 1

At the fall festival, Coco won a prize during the pumpkin carving contest for gathering the *most* pumpkin seeds. Find the group that has the *most* pumpkin seeds.

SCRIPT 2

Shawna was such a slow eater! She had the *most* Cheerios[®] left in her breakfast bowl. Find the group that has the *most* Cheerios.

CATEGORY: AMOUNT

CONCEPT: LEAST

SCRIPT 1

Although Alexander found the *least* number of seashells on his family's trip to the beach, his seashells were by far the prettiest and most interesting to feel. Find the group that has the *least* number of seashells.

SCRIPT 2

Briana is the youngest in her family and has the *least* number of candles on her cake. Find the group with the *least* number of candles.

CATEGORY: AMOUNT

CONCEPT: MORE

SCRIPT 1

One doughnut had *more* sprinkles than the other. Find the doughnut with *more* sprinkles than the other.

SCRIPT 2

There were *more* rings in one box than there were in the other boxes. Find the box that has *more* rings than the other boxes.

CATEGORY: AMOUNT

CONCEPT: LESS/FEWER

SCRIPT 1

One of the hair combs had *less/fewer* teeth than the others.
Find the comb with *less/fewer* teeth than the others.

SCRIPT 2

There were *less/fewer* beads on Jan's bracelet than there were on Lynn's. Find the bracelet with *less/fewer* beads than the other.

CATEGORY: AMOUNT

CONCEPT: SOME, NOT MANY

SCRIPT 1

Trent was disappointed that by the end of the year he had *some, not many* dimes. Find the group that has *some, not many* dimes.

SCRIPT 2

Cassie wore *some, not many* rings on her fingers. Find the group that has *some, not many* rings.

CATEGORY: AMOUNT
CONCEPT: AS MANY

SCRIPT 1

There were *as many* Cheerios in one box as there were in another. Find a box that has *as many* Cheerios in it as another.

SCRIPT 2

There were *as many* sprinkles on one doughnut as there were on another. Find a doughnut with *as many* sprinkles on it as another doughnut.

CATEGORY: AMOUNT
CONCEPT: SEVERAL

SCRIPT 1

When trick-or-treaters came to her door on Halloween night, Johanna gave each goblin *several* pieces of bubble gum. Find a group that has *several* pieces of bubble gum.

SCRIPT 2

There were *several* pushpins on Ted's bulletin board. Find a group that has *several* pushpins.

CATEGORY: AMOUNT
CONCEPT: FEW

SCRIPT 1

Elizabeth needed only a *few* buttons to sew onto a sock to make the eyes and nose of her hand puppet. Find the group with a *few* buttons.

SCRIPT 2

Wesley's grandmother told him he could eat just a *few* M&Ms[®] before dinner. Find the group with a *few* M&Ms.

CATEGORY: AMOUNT
CONCEPT: EVERY

SCRIPT 1

Ashley and Jim helped each other pick up the spilled game pieces off the floor. Ashley picked up *every* game piece shaped like a circle. Find the group in which *every* game piece is shaped like a circle.

SCRIPT 2

Every cup in the cupboard had a handle. Find *every* cup with a handle.

CATEGORY: AMOUNT
CONCEPT: ALL

SCRIPT 1

Casey removed *all* the bent nails from the toolbox. Find the group in which *all* the nails are bent.

SCRIPT 2

Rob hadn't taken a single bite of his gingerbread man. *All* of it was still on his plate. Find the gingerbread man that is *all* there.

CATEGORY: AMOUNT
CONCEPT: NONE

SCRIPT 1

Oliver's baby sister yanked on his mother's necklace so hard that it broke, sending the pearls rolling and bouncing on the floor. *None* of the pearls were left on the necklace. Find the necklace that has *none* of its pearls.

SCRIPT 2

None of the buttons on Kelly's sweater were square. Find the group in which *none* of the buttons are square.

CATEGORY: AMOUNT

CONCEPT: EQUAL

SCRIPT 1

Two of the bracelets had an *equal* number of beads. Find two bracelets with an *equal* number of beads.

SCRIPT 2

Mike and Katie found an *equal* number of seashells on the beach. Find two groups in which there are an *equal* number of seashells.

CATEGORY: AMOUNT
CONCEPT: UNEQUAL

SCRIPT 1

The children separated the M&Ms into three groups, but the number of M&Ms in one group was *unequal* to the number of M&Ms in the other groups. Find the group with an *unequal* number of M&Ms.

SCRIPT 2

The number of bubble gum pieces was *unequal* to the number of lollipops. Find the group in which there is an *unequal* number of bubble gum pieces than there are lollipops.

CATEGORY: AMOUNT
CONCEPT: ALMOST

SCRIPT 1

Lucy decided it was time to buy herself a new comb. The one she has is missing *almost* all of its teeth. Find the comb missing *almost* all of its teeth.

SCRIPT 2

It was taking Chad a long time to eat his candy cane, but it was now *almost* gone. Find the candy cane that is *almost* gone.

CATEGORY: AMOUNT

CONCEPT: HALF

SCRIPT 1

Peter unselfishly broke his oatmeal cookie in *half* and shared it with his best friend. Find *half* of a cookie.

SCRIPT 2

Shannon zipped her jacket *half* way up on the breezy day. Find the zipper that is zipped *half* way up.

CATEGORY: AMOUNT
CONCEPT: WHOLE

SCRIPT 1

To Melissa's delight the *whole* doughnut was covered with chocolate sprinkles. Find the *whole* doughnut covered with chocolate sprinkles.

SCRIPT 2

Max wanted to eat a *whole* gingerbread man . . . not just a part of one. Find a *whole* gingerbread man.

CATEGORY: AMOUNT
CONCEPT: PAIR

SCRIPT 1

After searching through the box of old toys, Stacy finally found a doll with a *pair* of legs. Most of the old dolls were missing a leg and sometimes an arm or two. Find the doll with a *pair* of legs.

SCRIPT 2

Neil carved a *pair* of triangles in the pumpkin to make the jack-o-lantern's eyes. Find a *pair* of triangles.

POSITION

Inside	Through	Bottom	First
Outside	Away From	Upside-Down	Second
Around	Next To	Right	Third
Over	Beside	Left	Last
Above	Nearest	Center	Beginning
Under	Farthest	Middle	End
Below	Separated	Row	
Between	Top	Line	

CATEGORY: POSITION
CONCEPT: INSIDE

SCRIPT 1

The ball bounced a few times and landed *inside* the box. Find a ball *inside* a box.

SCRIPT 2

There were many circles on the page, but only one had an X *inside* of it. Find a circle with an X *inside* of it.

CATEGORY: POSITION

CONCEPT: OUTSIDE

SCRIPT 1

Adam tried many times to roll the marble inside the circle on the floor, but it kept landing *outside* of the circle. Find a marble *outside* of a circle.

SCRIPT 2

The children were asked to glue macaroni inside of the triangle for their art project, but some forgot and glued their macaroni *outside* of the triangle. Find the macaroni *outside* of the triangle.

CATEGORY: POSITION

CONCEPT: AROUND

SCRIPT 1

Nina made the door of her gingerbread house with a rectangle-shaped cookie. She also put M&Ms *around* the cookie. Find M&Ms *around* a rectangle-shaped cookie.

SCRIPT 2

The jeweler carefully placed the bracelet *around* the ring in the gift box before wrapping it. Find a bracelet that is *around* a ring.

CATEGORY: POSITION

CONCEPT: OVER/ABOVE

SCRIPT 1

C.J. held a sugar cube *over/above* his father's hot coffee and counted to three before he let it plop into the cup. Find a sugar cube *over/above* a cup.

SCRIPT 2

Sheila made a house with her cardboard shapes. She placed a triangle *over/above* a square to make the roof. Find a triangle *over/above* a square.

CATEGORY: POSITION

CONCEPT: UNDER/BELOW

SCRIPT 1

Lucia thought the triangle *under/below* the circle looked like an ice cream cone with one scoop of ice cream. Find a triangle *under/below* a circle.

SCRIPT 2

Ben hung the heart-shaped picture frame *under/below* the square picture frame on the wall. Find a heart-shaped picture frame *under/below* a square picture frame.

CATEGORY: POSITION
CONCEPT: BETWEEN

SCRIPT 1

Rusty made a make-believe town with his blocks and toy train track. He put the train track *between* his blocks. Find a train track *between* blocks.

SCRIPT 2

Fran's necklace had a large bead *between* small beads. Find a large bead *between* small beads.

CATEGORY: POSITION
CONCEPT: THROUGH

SCRIPT 1

Keisha made her own necklace by putting a string *through* some beads. Find a string going *through* beads.

SCRIPT 2

Henry was acting silly at the breakfast table and put his juice straw *through* his Cheerios. Find a straw going *through* Cheerios.

CATEGORY: POSITION
CONCEPT: AWAY FROM

SCRIPT 1

Vinny put the seashell he wanted to give his friend *away from* the seashells he wanted to keep for himself. Find the seashell *away from* the other seashells.

CATEGORY: POSITION

CONCEPT: AWAY FROM

SCRIPT 2

Dana shook all the coins out of her piggy bank onto the floor to count them, but one of the coins rolled *away from* the other coins. Find a coin *away from* the other coins.

CATEGORY: POSITION

CONCEPT: NEXT TO/BESIDE

SCRIPT 1

Phillip had only a coin and key in his shirt pocket. He pulled the coin and key out of his pocket and laid them *next to/beside* each other on the counter. Find a coin *next to/beside* a key.

SCRIPT 2

Kaitlyn placed the jigsaw puzzle pieces *next to/beside* each other to find out if they fit together. Find jigsaw puzzle pieces *next to/beside* each other.

CATEGORY: POSITION

CONCEPT: NEAREST/FARTHEST

SCRIPT 1

When Monica's jewelry box fell on the floor, some of her rings fell out. Find the ring that is *nearest* the box. Find the ring *farthest* from the box.

CATEGORY: POSITION

CONCEPT: NEAREST/FARTHEST

SCRIPT 2

The winner of the game tossed the coin *nearest* to the string.
Find the coin that is *nearest* to the string. Find the coin
farthest from the string.

CATEGORY: POSITION
CONCEPT: SEPARATED

SCRIPT 1

The square is *separated* from the circle by a dotted line. Find a square *separated* from a circle by a dotted line.

SCRIPT 2

A dotted line *separated* one group of circles from another group of circles. Find the groups of circles *separated* by a dotted line.

CATEGORY: POSITION

CONCEPT: TOP

SCRIPT 1

Jamaal tried to balance the marble on *top* of the block. Find a marble on *top* of a block.

SCRIPT 2

Francine signed her name on the *top* line. Find the *top* line.

CATEGORY: POSITION
CONCEPT: BOTTOM

SCRIPT 1

Min was worried that the *bottom* of the cup might scratch the tabletop. Find the *bottom* of the cup.

SCRIPT 2

Louisa pushed the *bottom* of the candle into the birthday cake. Find the *bottom* of the candle.

CATEGORY: POSITION

CONCEPT: UPSIDE-DOWN

SCRIPT 1

Bryan placed the clean teacups *upside-down* on the shelf.

Find the cup that is *upside-down*.

SCRIPT 2

Chloe found out that it is impossible to hang an *upside-down* candy cane on a Christmas tree branch. Find an *upside-down* candy cane.

CATEGORY: POSITION
CONCEPT: RIGHT

SCRIPT 1

Trina always turns her teacup so that the handle is on the *right* before she picks it up. Find the teacup with the handle on the *right*.

SCRIPT 2

On the snack counter are a doughnut, a pretzel, and a gingerbread man. Hannah wanted the snack to the *right* of the pretzel. What snack is to the *right* of the pretzel?

CATEGORY: POSITION

CONCEPT: LEFT

SCRIPT 1

Yvonne laid the triangle to the *left* of the circle. Find a triangle to the *left* of a circle.

SCRIPT 2

On the table were a screw, a coin, and a key. Find what is lying to the *left* of the coin.

CATEGORY: POSITION

CONCEPT: CENTER/MIDDLE

SCRIPT 1

The *middle/center* button on Bradley's sweater was loose.
Find the *middle/center* button.

SCRIPT 2

There was a knot in the *middle/center* of the rope. Find the
rope with a knot in the *middle/center*.

CATEGORY: POSITION

CONCEPT: ROW/LINE

SCRIPT 1

Abby removed all the seeds from her slice of watermelon and placed them in a *row/line* on the picnic table. Find a *row/line* of watermelon seeds.

SCRIPT 2

The seamstress sewed a *row/line* of tiny satin buttons down the back of the wedding gown. Find a *row/line* of buttons.

CATEGORY: POSITION

CONCEPT: FIRST/SECOND/THIRD/LAST

SCRIPT 1

Luke laid some seashells in a row on the table. Find the *first* seashell in the row. Find the *second* seashell in the row. Find the *last* seashell in the row. Find the *third* seashell in the row.

SCRIPT 2

Kristi put four cookie cutters on the counter in the order she wanted to use them. Find the *first* cookie cutter Kristi wanted to use. Find the *last* cookie cutter Kristi wanted to use. Find the *third* cookie cutter Kristi wanted to use. Find the *second* cookie cutter Kristi wanted to use.

CATEGORY: POSITION

CONCEPT: BEGINNING/END

SCRIPT 1

Dean placed his cardboard shapes in a row. Find the shape at the *beginning* of the row. Find the shape at the *end* of the row.

SCRIPT 2

Dominique was thrilled that there was a row of star-shaped stickers next to her name on the classroom chart. Find the star at the *beginning* of the row. Find the star at the *end* of the row.

PRE-READING

Top	Right	Front
Bottom	Center	Back
Side	Middle	
Left	Corner	

BINDER III

CATEGORY: PRE-READING

CONCEPT: TOP/BOTTOM/LEFT/RIGHT/MIDDLE/
CENTER/CORNER/SIDE

SCRIPT 1

In art class Bridget made a collage of some of her favorite foods: On a piece of paper she glued a Cheerio in each *corner*. Find a Cheerio in each *corner* of the page. Along the *top* and *bottom* of the paper she glued M&Ms. Find the M&Ms along the *top* of page. Find the M&Ms along the *bottom* of the page. Along the *right* and *left sides* of the paper she glued macaroni. Find the macaroni along the *left side* of the page. Find the macaroni along the *right side* of the page. She finished her collage by gluing a pretzel in the *center/middle* of the page. Find the pretzel in the *center/middle* of the page.

CATEGORY: PRE-READING

CONCEPT: TOP/BOTTOM/LEFT/RIGHT/MIDDLE/
CENTER/CORNER/SIDE

SCRIPT 2

Jeremy made his own gift wrapping paper by decorating it with different shapes: He put a circle in each *corner* of the paper. Find a circle in each *corner* of the page. He then added some triangles along the *top* and *bottom* of the page. Find the triangles along the *top* of the page. Find the triangles along the *bottom* of the page. Next he decorated the *right* and *left sides* of the paper with squares. Find the squares along the *left side* of the paper. Find the squares along the *right side* of the paper. He finished by putting a diamond in the *middle/center* of the page. Find the diamond in the *middle/center* of the page.

**Use Pages
78 and 79**

CATEGORY: PRE-READING
CONCEPT: FRONT/BACK

Using either of the "Pre-reading" tactile pages, introduce or review the concepts of *front* and *back* of a page with the child by pointing out that the *front* of the page is the bumpier side with the raised pictures or the side of the page they are feeling first. Ask the child to turn the page over and explain that this is the *back* of the page.

Note: Any of the other tactile pages can also be used to introduce the concepts of *front* and *back*, especially those with a separation bar in the center of the page. The bar will always feel raised on the *front* of the tactile page and the bar will always be recessed like a groove on the *back* of the tactile page.

