

Suggestions for Using
TOUCH AND TELL
A Readiness Book for Future Braille Readers

By Betty Duncan

American Printing House for the Blind
Louisville, Kentucky
Revised, 1974

8-44660-00

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Introduction

TOUCH AND TELL is a compilation of ideas presented by teachers of Perkins School for the Blind, Oak Hill School for the Blind, New Jersey Commission for the Blind, and the members of the Kindergarten and Primary Workshops of the Forty-Third Biennial Convention of the American Association of Instructors of the Blind, held at the Ohio School for the Blind, Columbus, Ohio, June, 1956. Obviously, all ideas presented could not be incorporated in such a book, but it is hoped that those selected will meet the reading readiness needs, (Those that can be met by a book) of the children who use the book.

The purpose of the book is to stimulate thinking and discussion, and to help the child consciously to realize that a means to this end is his sense of touch. It goes without saying that the use of such a book should constitute only a very small part of a reading readiness program as readiness can be acquired only through a great variety of frequent, meaningful experiences that lead to growth and maturity.

The book is divided into three parts for:

1. Ease in handling.
2. To minimize the time necessary for completion of a whole part, which will give more children the chance for early, happy success.
3. To make possible the replacement of individual volumes when they become soiled or torn.

Volumes I and II contain embossed geometric designs; Volume III introduces the child to Braille dots as such.

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The suggestions that follow are merely suggestions. The activities and discussion terminology should be guided by the imagination, vocabulary, and experiences of the child using the book. The child's needs and interests will determine just what you will stress in using each page.

Perhaps he will want to discuss "how many" each time. Maybe he is more interested in position of each figure on the page. Or maybe he needs extra help in indentifying shapes. The teacher should rely on her experience and knowledge of the child in planning the use of the book.

Whenever possible, discussion of familiar objects at home or in the school room, stories, etc. should be correlated with the book activities.

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SUGGESTIONS FOR DISCUSSION AND ACTIVITIES

Volume I

Pages 1, 2

Description--Left and right hands (child size).

Concepts--Right, left, size.

Discussion--Suggest that the child notice that this book is made especially for him (as opposed to ink-print books that he probably has come into contact with previously) because there are pictures in it that he can learn to recognize; the hands are just the size of his--not as large as his teacher's hands. Help the child to place his hand (palm down) on each picture--first the left on page 1; then the right on page 2. Have him trace around the fingers and hand with his free hand for size comparison. A general discussion of size might follow--compare sizes of mother, father, older brothers and sisters, younger brothers and sisters, his size now, when he was a baby and when he will be grown, etc. Next discuss right and left--hands, feet, right and left sides of the room, right and left sides of the desk, etc.

Page 3

Description--large square.

Concepts--shape.

Discussion--Point out that the square has four sides and four corners. All of the sides are the same length. The teacher may want to cut cardboard squares the same size for matching, make stencils for coloring, or help the child draw one without a pattern.

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Page 4

Description--one large square and one smaller square.

Concepts--shape, size, number.

Activities--Review page 3 discussion. Ask how many pictures are on this page. Point out that they are both squares, but one is smaller than the other. Ask the child which one is large and which one is small. Is the large one on the right or left? Which side is the small one on?

Page 5

Description--three squares, all different sizes and all smaller than the ones previously discussed.

Concepts--shape, size, number.

Activities--"Here are some more figures. How many are on this page? What do we call figures that look like this? Are they all the same size? Find the biggest one. Find the smallest one. Find the middle-sized one." Matching cardboard figures, coloring with stencils, or drawing may follow.

Page 6

Description--three squares, same sizes as those on page 5, scattered on the page.

Concepts--shape, size, number.

Discussion--same as page 5. Tell THE STORY OF THE THREE BEARS. Let the children dramatize the story.

Page 4

Description--one large square and one smaller square.

Concepts--shape, size, number.

Activities--Review page 3 discussion. Ask how many pictures are on this page. Point out that they are both squares, but one is smaller than the other. Ask the child which one is large and which one is small. Is the large one on the right or left? Which side is the small one on?

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Concepts--shape, size, number.

Discussion--same as page 5. Tell THE STORY OF THE THREE BEARS. Let the children dramatize the story.

Page 7

Description--large circle.

Concepts--shape, number.

Discussion--"How many figures are on this page? Does this look like the figures we saw on the other pages in the book? This is called a circle. It is round. Can you name something else that is round? (coins, plates, jar lid, etc.)" Matching, coloring, and drawing may follow.

Page 8

Description--one large circle and one smaller circle.

Concepts--shape, size, number.

Discussion--Same as page 4.

Page 9

Description--three circles, all different sizes and all smaller than the ones previously discussed.

Concepts--shape, size, number.

Discussion--Same as page 5.

Page 10

Description--three circles, same sizes as those on page 9, scattered on the page.

Concepts--shape, size, number.

Discussion--Same as page 6. Tell and dramatize other stories involving size.

Page 7

Description--large circle.

Concepts--shape, number.

Discussion--"How many figures are on this page? Does this look like the figures we saw on the other pages in the book? This is called a circle. It is round. Can you name something else that is round? (coins, plates, jar lid, etc.)" Matching, coloring, and drawing may follow.

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Concepts--shape, size, number.

Discussion--Same as page 4.

Page 9

Description--three circles, all different sizes and all smaller than the ones previously discussed.

Concepts--shape, size, number.

Discussion--Same as page 5.

Page 10

Description--three circles, same sizes as those on page 9, scattered on the page.

Concepts--shape, size, number.

Discussion--Same as page 6. Tell and dramatize other stories involving size.

Page 11

Description--square, circle, square.

Concepts--shape, number.

Discussion--"How many figures are on this page? Are they all alike? Tell me the names of these figures. Show me the two that are alike, Show me the one that is different."

Pages 12, 13, 14, and 15--follow same general procedures as for pages 3, 4, 5, 6, and 7, 8, 9, 10.

Volume II

Page 1

Description--square, circle, triangle.

Concepts--shape, number.

Discussion--"How many figures are on this page? Have you seen any like them before? What are their names?" Matching and coloring may follow.

Page 2

Description--three squares across the top of the page, a dividing line, and three circles across the bottom of the page.

Concepts--shape, number, location (top and bottom, over and under, above and below, up and down, etc.).

Discussion--Locate the squares and the circles, using the terms listed above. Use the same terms in locating things around the schoolroom (Put your hand under your desk. Put your hand over your desk. Throw the ball up in the air. Throw the ball down on the floor, etc.).

Page 11

Description--square, circle, square.

Concepts--shape, number.

Discussion--"How many figures are on this page? Are they all alike? Tell me the names of these figures. Show me the two that are alike, Show me the one that is different."

Pages 12, 13, 14, and 15--follow same general procedures as for pages 3, 4, 5, 6, and 7, 8, 9, 10.

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Discussion--Locate the squares and the circles, using the terms listed above. Use the same terms in locating things around the schoolroom (Put your hand under your desk. Put your hand over your desk. Throw the ball up in the air. Throw the ball down on the floor, etc.).

Page 3

Description--a triangle on the left side of the page, a dividing line, and a square on the right side of the page.

Concepts--shape, location.

Discussion--"Find the line down the middle of the page. What is to the right of the line? What is to the left of the line?"

Page 4

Description--a circle with a hole in the center, a dividing line, and a complete circle with a small circle to the side.

Concepts--shape, location.

Discussion--"What do you find on the left hand side of the page? Look at the right hand side of the page. What do you find? How are the two parts of the page different?"

Page 5

Description--three rows of squares, circles and triangles.

Concepts--shape, likeness, left to right movement.

Discussion--"Look at the first figure on the left hand side on the top row. What is it? Look at the other figures in the top row. Do you find one that is like the first one? Where is it? What are the names of the other two figures in that row? Look at the first figure again. Now name all the figures in the top row." Discuss the other two rows similarly.

Page 6

Description--three rows of squares, three small ones and one large one in each row.

Page 3

Description--a triangle on the left side of the page, a dividing line, and a square on the right side of the page.

Concepts--shape, location.

Discussion--"Find the line down the middle of the page. What is to the right of the line? What is to the left of the line?"

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Page 6

Description--three rows of squares, three small ones and one large one in each row.

Concepts--size, shape, likeness, difference.

Discussion--"What do you see on this page? Look at the top row. Do you see four squares? All of the squares are alike except one. Can you find the one that is different? What makes it different?" Discuss the other two rows similarly. Compare other like items such as teacher's chair and child's chair, books, people, etc.

Page 7

Description--Same as page 6, except that circles are used.

Concepts--same as page 6.

Discussion--same as page 6.

Page 8, Page 9--Same as pages 6 and 7.

Page 10

Description--three rows of squares, three in a row, each one a different size.

Concepts--size, shape, number, likeness, difference.

Discussion--"Tell me what you see on this page. All of the figures have the same name. What are they called? They are all alike because they are all squares. They are different in some way, too. Tell me how the squares in the first row are different. They are different in size. Find the smallest one. Find the middle-sized one. Find the largest one. Does that make you think of a story?" Discuss the other two rows similarly.

Page 11--Same as page 10.

Concepts--size, shape, likeness, difference.

Discussion--"What do you see on this page? Look at the top row. Do you see four squares? All of the squares are alike except one. Can you find the one that is different? What makes it different?" Discuss the other two rows similarly. Compare other like items such as teacher's chair and child's chair, books, people, etc.

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Page 11--Same as page 10.

Page 12

Description--three rows with three squares and a circle in each row.

Concepts--shape, likeness, difference.

Discussion--"Look at the first row. One of the figures is different.

Can you find it?" Have a similar discussion for the other rows.

Page 13, and 14--same as above.

Page 15

Description--three rows with three like figures of different sizes and a different figure in each row.

Concepts--size, shape, belongingness.

Discussion--"Look at the first row. Tell me the name of each figure as you move across the row. One figure has a different name. Which

one is different?" Have similar discussion for other rows. Also

discuss belongingness of other groups, such as animals, foods,

people, etc. "Tell me what does not belong--cow, horse, dog, banana.

Why does banana not belong? Tell me what does not belong--meat, candy,

broom, bread?" etc.

Page 16--same as 15.

Page 12

Description--three rows with three squares and a circle in each row.

Concepts--shape, likeness, difference.

Discussion--"Look at the first row. One of the figures is different.

Can you find it?" Have a similar discussion for the other rows.

Page 13, and 14--same as above.

Page 15

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broom, bread?" etc.

Page 16--same as 15.

Volume III

Page 1

"Look at page 1 in your new book. We know that this is page 1 because the number is in the corner of the page. Look up in the corner at the top of the page on the right hand side. See the page number there. That says "1" so we know this is page 1. On page 1 are three rows of dots. Find the first row of dots--the one nearest the top of the page. Now find the left end of the line. This is the beginning of the line. Follow the line as far as you can to the right. When you have gone as far as you can on the line, you have come to the end of the line. The left end of the line is the beginning of the line; the right end of the line is the end of the line. Come back now to the left side of the page and find the beginning of the second line. Follow it to the end. Now do the same thing with the third line." "Find the line that is closest to the top of the page. Find the line that is closest to the bottom of the page. Find the line that is in the middle."

Page 2

Use a discussion similar to that on page 1.

Page 3

The lines on this page are different lengths as are the lines in the pages of books. Have the children practice following the line and getting back to the next line without getting lost.

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Pages 4, 5, 6, 7
More line following practice.

Page 8
"Follow the line until you find something that looks different." Letter names can be introduced at this point if you desire.

Pages 9, 10--same as page 8.

Pages 11, 12, 13, 14
"Find the letter in each line that is like the first one."

Page 15
"Find the one in each row that is different."

Page 16
"On this page we have put some letters together to make words. Look at the first row. Two of the words are alike. Can you find the word that is different? The first word is 'funny'. The second word is 'something'. What is the third word?" Introduce the words on the other rows similarly. Permanent recognition is not important at this point--just help the child to recognize words that are the same.

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More line following practice.

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