**INTRODUCTION**

Due to the implementation of the Unified English Braille (UEB) code, the Building on Patterns (BOP) First Grade Unit 5 Student Textbook and Worksheets have been updated as needed to reflect the new code. Here are the new catalog numbers for these items:

6-78563-U5 BOP First Grade Unit 5 Student Textbook, UEB

6-78564-U5 BOP First Grade Unit 5 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 First Grade Unit 5 that has changes because of the transition to UEB, a table 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.

**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 of braille; 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

**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. Open the Teacher’s Edition to the page number listed in column 1.
 | TE Page – iii |
| 1. Use column 2 to find the general location of where a change was made or needs to be made.
 | Location – TE Scope and Sequence Chart: Braille Knowledge |
| 1. Use column 3 to find the item, sentence, line, or other location detail for the change.
 | Location Detail – row 1 |
| 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 – Spacing rule: In UEB, a, and, for, of, the, with are no longer “snuggled” to each other. Rule 10.3 |
| 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 – of the(The words of and the are spaced apart.) |
| 1. Use column 6 to identify the old terminology that is changed.
 | Old Term – sticky (or snuggle) words |
| 1. Use column 7 to note the new terminology that is now used in UEB.
 | New Term – strong contractions(This is the UEB term for these contractions. 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.

| **GRADE 1: UNIT 5: FRONT MATTER** |
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| **TE****Page** | **Location****TE/WS/ST** | **Location Detail** | **Change** | **Modification** | **Old Term** | **New Term** |
| iii | TE Scope and Sequence Chart: Braille Knowledge  | row 1 | Spacing rule: In UEB, a, and, for, of, the, with are no longer “snuggled” to each other. Rule 10.3 |  | sticky words | strong contractions |

| **GRADE 1: UNIT 5: LESSON 24** |
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| **TE****Page** | **Location****TE/WS/ST** | **Location Detail** | **Change** | **Modification** | **Old Term** | **New Term** |
| 1 | TE Writing | Braillewriting | Term |  | Snuggle or Sticky Words | Strong Contractions |
|  | TE Braille Knowledge | Rule | Delete.Skip this activity |  |  |  |
| 2 | TE Day 2: Writing |  | Term |  | Snuggle or Sticky Words | Strong Contractions |
|  | TE Day 2: Braille Knowledge | Rule | Skip “Rule” activity |  |  |  |
| 14 | TE left side bar: Writing |  | Term |  | Snuggle or Sticky Words | Strong Contractions |
|  | TE main text: Braille Knowledge | entire paragraph | The worksheet assigned to these instructions has been removed. SKIP these instructions. |  |  |  |
| 15 | TE right side bar: Braille Knowledge:  |  | Skip the “Rule” activity |  |  |  |
| 15 (cont.) | WS24-12 | entire worksheet | This worksheet is removed in the new UEB Student Materials. Worksheets are NOT renumbered. | Worksheet removed |  |  |
|  | TE main text: Writing | title | Term |  | Snuggle or Sticky Words | Strong Contractions |
|  |  | sentences 2 and 3 | Replace these sentences with: “Dictate the following sentences for the child to write. Ask the child to write the sentences using the strong contractions and, for, of, the, and with.”Note: Teachers should use their best judgment to decide what terms to use with a student. |  |  |  |
|  |  | #1–#4 | Spacing rule, ignore underlines for adjacent a, and, for, of, the, with |  |  |  |
| 18 | WS24-4 | #3 line 5 | Spacing rule | of the |  |  |
| 27 | ST 7 | line 8 | Spacing rule | with a |  |  |
| 32 | ST 12 | line 2 | Spacing rule | of the |  |  |
| 34 | ST 14 | line 1 | Spacing rule | of the |  |  |
|  |  | line 5 | Spacing rule | of the |  |  |
|  |  | line 7 | Spacing rule | of the |  |  |
|  | ST 15 | line 3  | Spacing rule | of the |  |  |
| 37 | WS24-10 | line 3 | Spacing rule | of the |  |  |

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| **GRADE 1: UNIT 5: LESSON 25** |
| **TE****Page** | **Location****TE/WS/ST** | **Location Detail** | **Change** | **Modification** |
| 61 | ST 19 | line 13 | Spacing rule | with a |
| 62 | ST 20 | line 5 | Spacing rule | for a |
| 66 | WS25-3 | #4 line 6 | Spacing rule (2) | of thewith the |
| 72 | ST 24  | line 9 | Spacing rule | and a |
| 73 | ST 25 | line 1 | Spacing rule | of the |
|  |  | line 2 | Spacing rule | of the |
| 77 | ST 29 | line 5 | Spacing rule | and a |
| 78 | ST 30 | line 2 | UEB does not have a contraction for “com,” therefore it is omitted in this unit. | come |
|  |  |  | Spacing rule | for a |
| 85 | WS25-7 | #1-#5, #8-#10lines 1-5, 8-10 | **Note: Because the UEB grade 1 symbol indicator is not taught until BOP First Grade Unit 7, that symbol is not used before the single letters on this worksheet.** The EBAE letter indicator was also not used on this worksheet in the original transcription. |  |

| **GRADE 1 UNIT 5: LESSON 26** |
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| **TE****Page** | **Location****TE/WS/ST** | **Location Detail** | **Change** | **Modification** |
| 95 | TE Writing | Braillewriting | Numeric mode rule: The numeric indicator must be repeated after the hyphen. Rule 6.3 |  |
| 97 | TE Day 5: Writing | Braillewriting | Numeric mode rule |  |
| 107 | ST 33 | line 8 | Spacing rule | for a |
| 108 | ST 34 | line 7 | Spacing rule | of the |
| 115 | ST 35 | line 2 | Spacing rule | of the |
|  |  | line 9 | Spacing rule | with a |
| 116 | ST 36 | line 2 | Spacing rule | and a |
|  |  | line 7 | Spacing rule | of the |
|  |  | line 9 | Spacing rule | of a |
| 117 | ST 37 | line 1 | Spacing rule | of the |
|  |  | line 4 | Spacing rule | of a |
|  |  | line 6 | Spacing rule | of the  |
| 119 | ST 39 | last row of keys | Symbol: In UEB, the asterisk is dot 5, dot 3-5. Rule 3.3 | asterisk symbol |
| 120 | ST 41 | line 4 | Spacing rule | of the |
|  |  | line 8 | Spacing rule | of the |
| 123 | WS26-3 | line 4 | Spacing rule | for a |
|  |  | line 8 | Omit: com | come |
|  |  | line 9 | Spacing rule | of the |
| 126 | TE Language | instructionssentence 14 (last full sentence on page) | Add after sentence 14 ending with “… the last group”: “Tell the child that a numeric indicator must be placed in front of a number after a hyphen so you know it is a number and not a letter.” |  |
| 127 | TE top of page | first full sentence | Add after first full sentence: “Remind the child to use the numeric indicator after the hyphen and before the next set of numbers.” |  |
|  | WS26-2 | Line 2Line 4Line 5Line 6Line 7 | Numeric mode rule (5) | 555-612-3284816-2242916-936-6172702-386-0068702-417-0524  |
| 133 | WS26-6 | #2-#9, #10lines 2-8, 10 | **Note: Because the grade 1 symbol indicator is not taught until BOP First Grade Unit 7, that symbol is not used before the letters followed by a period on this worksheet.** Normally, UEB rules require a grade 1 symbol indicator before single letters 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 |  |
| 137 | TE WS26-5 | line 4 | Symbol: asterisk | asterisksymbol |

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| **GRADE 1 UNIT 5: LESSON 27** |
| **TE****Page** | **Location****TE/WS/ST** | **Location Detail** | **Change** | **Modification** |
| 154 | ST 48 | line 8 | Spacing rule | for the |
| 162 | ST 50 | line 4 | Spacing rule | and the |
| 165 | ST 51 | line 4 | Spacing rule | for a |
| 166 | ST 52 | line 1 | Spacing rule | with a |
|  |  | line 2 | Spacing rule | and the |
| 167 | ST 53 | line 3 | Spacing rule | for the |
|  |  | line 7 | Spacing rule | for a |
| 170 | WS27-6 | #8 line 3 | Spacing rule | for the |
|  |  | #8 line 4 | Spacing rule | for a |
|  |  | #8 line 5 | Spacing rule | for the |
|  |  | #9 line 6 | Spacing rule | for the |
| 180 | WS 27-11 | column 3 | UEB does not have a contraction for “ble,” therefore it is omitted in this unit. | vegetable  |

| **GRADE 1 UNIT 5: LESSON 28** |
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| **TE****Page** | **Location****TE/WS/ST** | **Location Detail** | **Change** | **Modification** |
| 198 | WS28-1 | #2 line 3 | Spacing rule | for a |
| 200 | WS28-2 | #4 line 8 | Spacing rule | and a |
| 205 | ST 59 | line 5 | Spacing rule | of the |
| 206 | ST 60 | line 6 | Spacing rule | of the |
| 219 | ST 69 | line 1 | Spacing rule | with the |
|  |  | line 2 | Spacing rule | with a |
|  |  | line 3 | Spacing rule (2) | and theof the  |
|  |  | line 4 | Spacing rule | with the |
| 222 | ST 73 | line 6 | Spacing rule | of the |
| 230 | WS28-4 | line 6 | Omit: com | Come |
| 236 | TE Braille Knowledge: paragraph 2 | sentence 2 | Replace this sentence with: “Remind the child to use correct capitals and punctuation marks and use the strong contractions and, for, of, the, and with.” |  |
|  |  | sentence 3 | Delete: (“…, and words that should not have spaces between them are shown with arc over the words …”) |  |
| 237 | TE picture of SE 71 | line 2line 10 | Delete: the arcs over the words |  |

| **GRADE 1 UNIT 5: LESSON 29** |
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| **TE****Page** | **Location****TE/WS/ST** | **Location Detail** | **Change** | **Modification** |
| 243 | TE Word Work | Dolch Word Recognition | Omit: com | come |
| 244 | TE Braille Knowledge | Braille Code | Spacing rule | and, a, for, of, the, with |
| 255 | ST 79 | line 9 | Spacing rule | for a |
| 256 | WS29-3 | #1 Line 1 | Spacing rule | of a |
|  |  | #3 Line 8 | Spacing rule | with the |
| 257 | ST 80 | line 4 | Spacing rule | and the |
| 258 | WS29-4 | #1 line 3 | Spacing rule | for a |
| 259 | ST 81 | line 1 | Spacing rule | for a |
|  |  | line 6 | Spacing rule | and the |
| 266 | aWS29-7 | #3 line 5 | Spacing rule | for a |
| 268 | WS29-8 | #3 line 10 | Spacing rule | of the |
| 272 | WS29-10 | line 7 | Omit: com | come |
| 276 | WS29-11  | #3 line 10 | Spacing rule | of a |
| 279 | TE 279 Writing: paragraph 1 | sentence 3 | Delete the word “spacing.” |  |
|  |  | sentence 5 | Replace this sentence with: “Underlined words and hyphens were new in this unit.” |  |
|  | WS29-14 | #3 line 3 | Spacing rule | with the |
|  |  | #5 line 5 | Numeric mode rule | 708-912-3456 |
|  |  | #6 line 6 | Spacing rule | for a  |
| 280 | TE Corrected sentences | #3 | Spacing rule | with the |
|  |  | #5 | Numeric mode rule | 708-912-3456 |
|  |  | #6 | Spacing rule | for a |
|  | TE Scoring | sentence 2 | Replace this sentence with: “Award one point for each word regardless of the number of letters; one point for each capital; one point for each punctuation mark, including the two hyphens; one point for each numeric indicator (3); and another for the correct digits in the number.”(Note: There are still 55 points possible.) |  |

| **GRADE 1: UNIT 5: LESSON MONITORING SHEETS FOR LESSON 24** |
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| **Page** | **Change** |
| 2 of 27 | Skip BRAILLE KNOWLEDGE and WRITING  |

***NO CHANGES TO LESSON MONITORING SHEETS FOR LESSONS 25–28***

| **GRADE 1 UNIT 5: ASSESSMENT RECORD SHEETS** |
| --- |
| **TE****Page** | **Location****ARS/WS/ST** | **Location Detail** | **Change** | **Modification** |
| 9 | WS29-10 | line 7 | Omit: com | come |