**INTRODUCTION**

Due to the implementation of the Unified English Braille (UEB) code, the Building on Patterns (BOP) First Grade Unit 7 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-U7 BOP First Grade Unit 7 Student Textbook, UEB

6-78564-U7 BOP First Grade Unit 7 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 7 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.
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.

**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 – 21 |
| 1. Use column 2 to find the general location of where a change was made or needs to be made. | Location – ST 7  (The student textbook page pictured on the TE page listed has been changed.) |
| 1. Use column 3 to find the item, sentence, line, or other location detail for the change. | Location Detail – line 3  (The second line of braille on the textbook page) |
| 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 – Omit: to  (There is no contraction in UEB for to.) |
| 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 – to help  (The word to is spelled out and spaced from help.) |
| 1. Use column 6 to identify the old terminology that is changed. | Old Term – letter sign |
| 1. Use column 7 to note the new terminology that is now used in UEB. | New Term – grade 1 symbol indicator  (This is the UEB term for this symbol. 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 7: FRONT MATTER** | | | | | | |
| --- | --- | --- | --- | --- | --- | --- |
| **TE**  **Page** | **Location**  **TE/WS/ST** | **Location Detail** | **Change** | **Modification** | **Old Term** | **New Term** |
| ii | Scope and Sequence Chart: Spelling Words | row 2 | UEB does not have a contraction for “by,” therefore it is omitted in this unit. | by |  |  |
| iii | Scope and Sequence Chart: New Reading Words | row 1 | UEB does not have a contraction for “by” or “into,” therefore they are omitted in this unit. | by, into |  |  |
|  | Scope and Sequence Chart: Braille Knowledge | row 1 | UEB does not have a contraction for “to,” therefore it is omitted in this unit.  Omit: into, by | to, into, by |  |  |
|  | Scope and Sequence Chart: New Reading Words | row 3 | Term: The letter sign (dots 5-6) is now the grade 1 symbol indicator. Rule 5.0 (print TE only)  Add grade 1 word indicator: In UEB,  “r-a-t-h-e-r” is preceded by the grade 1 word indicator (dots 5-6, 5-6). Rule 5.3 | r-a-t-h-e-r | (letter sign) | (grade 1 symbol indicator) |
|  | Scope and Sequence Chart: Braille Knowledge | row 3 | Term |  | the letter sign | the grade 1 symbol indicator |
| iv | Scope and Sequence Chart: Spelling Words | row 1 | Omit: by | by |  |  |
| v | Scope and Sequence Chart: New Reading Words | row 1 | Term (print TE only) |  | (letter sign) | (grade 1 symbol indicator) |
|  |  |  | Omit: by, into  UEB does not have a contraction for “dd,” therefore it is omitted in this unit. | by, into  puddle |  |  |
|  |  |  | Add grade 1 word indicator | r-a-t-h-e-r |  |  |

| **GRADE 1: UNIT 7: LESSON 35** | | | | |
| --- | --- | --- | --- | --- |
| **TE**  **Page** | **Location**  **TE/WS/ST** | **Location Detail** | **Change** | **Modification** |
| 1 | TE Materials Needed |  | Delete: “Word cards: to(fc), into(fc), by(fc)” |  |
|  | TE Reading | New Reading Words | Omit: by, into | by, into |
|  | TE Writing | Writing Grammar | Delete: “to, into, by” |  |
|  | TE Braille Knowledge | Braille Contractions | Delete: “to, into, by” |  |
| 2 | TE Day 1: Braille Knowledge |  | Delete  Skip this activity. |  |
|  | TE Day 2: Reading | New Reading Words | Omit: into, by | by, into |
| 3 | TE Day 5: Writing | Writing Grammar | Delete  Skip this activity. |  |
| 4 | TE left side bar: Braille Knowledge |  | Delete  Skip this activity. |  |
| 6 | TE Braille Knowledge |  | Delete  Skip this activity. |  |
| 7 | TE continued instructions at top of page |  | Delete  Skip this activity. |  |
| 7 (cont.) | WS35-3 |  | This worksheet is removed in the new UEB Student Materials. Worksheets are NOT renumbered. | Deleted |
| 8 | TE instruction at top of page |  | Delete  Skip this activity. |  |
|  | WS35-4 |  | This worksheet is removed in the new UEB Student Materials. | Deleted |
| 12 | TE left side bar: Reading | New Reading Words | Omit: by, into | by, into |
| 13 | ST 3 | line 6 | Omit: to | to Hide |
|  |  | line 7 | Omit: to | to Do |
| 14 | ST 5 | line 7 | Omit: to | to the |
|  |  | line 10 | Omit: by (2) | by(fc)  by you |
|  |  |  | Omit: to | to sit |
|  |  | line 11 | Omit: into (2) | into(fc)  into the |
|  |  | line 12 | Omit: to | to eat |
| 15 | ST 6 | line 1 | Omit: to | to try |
| 15 (cont.) | TE instructions for by | sentence 3 | Delete: “and that it is written up against the next word without a space between them.” |  |
| 16 | TE instructions for into | sentence 2 | Replace the last part of this sentence with: “is a compound word made of the i-n contraction and the word to.” |  |
| 21 | ST 7 | line 3 | Omit: to | to help |
|  |  | line 5 | Omit: to | to be |
|  |  | line 10 | Omit: to | to school |
| 22 | ST 9 | line 6 | Omit: to | to work |
|  |  | line 8 | UEB does not have a contraction for “com,” therefore it is omitted in this unit. | come |
|  |  |  | Omit: to | to my |
|  |  | line 10 | Omit: to, by | to go  by home |
|  |  | line 11 | Omit: com | come |
| 23 | ST 10 | line 4 | Omit: com | come |
|  |  | line 7 | Omit: into | into the |
|  |  | line 9 | Omit: into | into the |
| 23 (cont.) | ST 11 | line 1 | Omit: by  Spacing rule: In UEB, a, and, for, of, the, with are no longer “snuggled” to each other. Rule 10.3 | by the  for a |
|  |  | line 3 | Spacing rule | with a |
|  |  | line 7 | Spacing rule  Omit: to, com | with a  to come |
|  |  | line 9 | Omit: to | to read |
|  |  | line 10 | Omit: to | to ask |
|  |  | line 11 | Omit: to | to be |
| 24 | ST 12 | line 1 | Omit: dd | Suddenly |
| 25 | ST 13 | line 5 | Omit: to | to start |
|  |  | line 6 | Omit: by | by Deb |
|  |  | line 12 | Omit: to | to do |
| 26 | ST 14 | line 1 | Spacing rule | of the |
|  |  | line 3 | Spacing rule | for a |
|  |  | line 4 | Omit: to | to get |
|  |  | line 5 | Spacing rule | of the |
| 26 (cont.) | ST 14 (cont.) | line 6 | Omit: into | into the |
|  | line 7 | Omit: to | to go |
|  |  | line 9 | Spacing rule | of the |
|  |  | line 10 | Spacing rule | of the |
|  | ST 15 | line 1 | Spacing rule | of the |
|  |  | line 2 | Omit: into | into going |
|  |  | line 3 | Omit: dd | Suddenly |
| 33 | WS35-6 | #9 Line 11 | Spacing rule | of the |
| 34 | TE left side bar: Writing | Writing Grammar | Delete  Skip this activity. |  |
| 35 | WS35-7 | #3 Line 3 | Spacing rule | with the |
|  |  | #8 Line 8 | Spacing rule | with the |
| 37 | TE Writing Grammar |  | Delete  Skip this activity. |  |
| 38 | TE continued instructions at top of page |  | Delete  Skip this activity. |  |

| **GRADE 1: UNIT 7: LESSON 36** | | | | |
| --- | --- | --- | --- | --- |
| **TE**  **Page** | **Location**  **TE/WS/ST** | **Location Detail** | **Change** | **Modification** |
| 41 | TE Word Work | Spelling | Omit: by | by |
| 42 | TE Day 2: Spelling |  | Omit: by | by |
| 50 | TE left side bar: Word Work | Spelling | Omit: by | by |
| 51 | ST 19 | line 8 | Omit: to | to the |
| 53 | TE Spelling | #1 | Delete: by(fc) (contr.) |  |
| 54 | ST 31 | #1 line 2 | by(fc) (contr.) has been removed | Text removed |
| 57 | ST 21 | line 2 | Spacing rule | of the |
|  |  | line 5 | Spacing rule | of the |
|  |  | line 8 | Omit: to | to find |
|  |  | line 9 | Omit: to | to sit |
|  |  | line 10 | Omit: to | to make |
|  |  | line 11 | Omit: to (2) | to sleep  to find |
|  | ST 22 | line 2 | Omit: to | to help |
|  |  | line 5 | Omit: come | come |
|  |  | line 6 | Omit: to | to help |
| 57 (cont.) | ST 22 (cont.) | line 7 | Omit: to (2), com | to come  to his |
|  |  | line 10 | Spacing rule | with the |
|  |  | line 11 | Omit: to | to hear |
| 59 | ST 23 | line 1 | Omit: to | to Fred’s |
|  |  | line 3 | Omit: to | to start |
|  | ST 24 | line 2 | Omit: to | to feel |
| 60 | ST 25 | line 4 | Omit: to | to do |
|  |  | line 7 | Omit: to | to help |
|  |  | line 10 | Omit: to | to keep |
|  | ST 26 | line 6 | Omit: by | by it |
|  |  | line 8 | Omit: to | to do |
| 62 | ST 27 | line 2 | Omit: to | to do |
|  |  | line 4 | Omit: to | to help |
|  |  | line 8 | Omit: to | to me |
|  |  | line 11 | Omit: to | to throw |
| 63 | ST 29 | line 3 | Omit: to | to help |
|  |  | line 5 | Omit: to | to sleep |
| 64 | TE Word Work | #5 line 7 | Delete this item |  |
| 65 | TE Writing | sentence 2 | Delete: “and that the  word by is written next to the word the without skipping a space in the last sentence.” | by |
|  |  | #5 | Omit: by | by the |
| 67 | WS36-4 | #6 line 6 | Spacing rule | and a |
|  |  | #7 line 8 | Spacing rule | with a |
|  | WS36-5 | #9 line 2 | Spacing rule | with a |
|  |  | #10 line 3 | Spacing rule | of the |
|  |  | #10 line 11 | Omit: to | to the |
| 68 | WS36-6 | line 4 | Spacing rule | of the |
|  |  | line 6 | Omit: to | to make |
|  |  | line 9 | Omit: by | (by) the |
| 72 | TE Word Work | #1 | Omit: by (3) | by(fc)  by the  by. |

| **GRADE 1: UNIT 7: LESSON 37** | | | | | | |
| --- | --- | --- | --- | --- | --- | --- |
| **TE**  **Page** | **Location**  **TE/WS/ST** | **Location Detail** | **Change** | **Modification** | **Old Term** | **New Term** |
| 75 | TE Reading | New Reading Words | Term (print TE only) |  | (letter sign) | (grade 1 symbol indicator) |
|  |  |  | Add grade 1 word indicator | r-a-t-h-e-r |  |  |
|  | TE Braille Knowledge |  | Term |  | letter sign | grade 1 symbol indicator |
| 76 | TE Day 1: Braille Knowledge |  | Term, Rule 2.1 |  | Composition sign | Indicator |
|  |  |  | Term |  | letter sign | grade 1 symbol indicator |
|  | TE Day 2: Reading |  | Term (print TE only) |  | letter sign | grade 1 symbol indicator |
|  |  |  | Add grade 1 word indicator | r-a-t-h-e-r |  |  |
| 78 | TE left side bar: Braille Knowledge: |  | Term |  | letter sign | grade 1 symbol indicator |
| 80 | TE Braille Knowledge | paragraph heading | Term |  | letter sign | grade 1 symbol indicator |
|  | TE Braille Knowledge: paragraph 1 | sentence 2 | Term  Note: Teachers should use their best judgment to decide what terms to use with a student. |  | letter sign | grade 1 symbol indicator |
|  |  | sentence 4 | Term |  | letter sign | grade 1 symbol indicator |
|  | TE Braille Knowledge: paragraph 2 | sentence 1 | Term, Rule 10.1  Note: Teachers should use their best judgment to decide what terms to use with a student. |  | letter word | alphabetic wordsign |
|  | TE Braille Knowledge: paragraph 3 | sentence 1 | Term |  | letter sign | grade 1 symbol indicator |
| 81 | WS37-2 | line 1 | Term (print TE only) |  | letter sign | grade 1 symbol indicator |
| 81 (cont.) | WS37-2 (cont.) | line 3 | Omit: to  Spacing rule | to school  with a |  |  |
|  |  | #2 line 7 | Omit: to | to the |  |  |
| 82 | WS37-3 | #4 Line 8 | Omit: by | by for |  |  |
| 83 | WS37-4 | #2 Line 3 | Omit: to | to go |  |  |
|  |  | #5 Line 9 | Omit: to | to eat |  |  |
| 86 | TE left side bar: Reading |  | Term (print TE only) |  | letter sign | grade 1 symbol indicator |
|  |  |  | Add grade 1 word indicator | r-a-t-h-e-r |  |  |
| 87 | ST 33 | line 4 | Spacing rule | for the |  |  |
|  |  | line 10 | Term (print TE only) |  | letter sign | grade 1 symbol indicator |
| 88 | ST 34 | line 1 | Grade 1 word indicator added | r-a-t-h-e-r |  |  |
|  |  | line 2 | Omit: com | computer |  |  |
|  |  | line 3 | Grade 1 word indicator added | r-a-t-h-e-r |  |  |
| 88 (cont.) | ST 34 (cont.) | line 5 | Omit: to | to the |  |  |
|  |  | line 6 | Omit: to | to the |  |  |
| 89 | TE instructions for (letter sign)r | sentence 4 | Term |  | letter sign | grade 1 symbol indicator |
|  |  |  | Term |  | letter word contraction | alphabetic wordsign |
|  |  | sentence 6 | Change: “Have the child read the letter r and then read the sentence with the grade 1 symbol indicator in it.” | letter sign | letter sign | grade 1 symbol indicator |
| 89 | TE instructions for  r-a-t-h-e-r | Add a sentence after sentence 1 | Add this sentence: “Have the child identify the first two shapes. Tell the child this is the grade 1 word indicator (dot 5-6, 5-6) and it is used in front of series of hyphenated letters.”  Note: Teachers should use their best judgment to decide what terms to use with a student. |  |  |  |
| 92 | TE Writing | sentence list #1 | Spacing rule | of the |  |  |
|  |  | sentence list #2 | Omit: to | to cook |  |  |
| 95 | ST 35 | line 2 | Spacing rule | with a |  |  |
|  | ST 36 | line 2 | Omit: to | to read |  |  |
| 97 | ST 37 | line 5 | Omit: to (2) | to take  to learn |  |  |
|  |  | line 7 | Omit: to | to try |  |  |
|  |  | line 12 | Grade 1 word indicator added | r-a-t-h-e-r!” |  |  |
| 98 | ST 38 | line 5 | Spacing rule | and a |  |  |
|  |  | line 8 | Grade 1 word indicator added | l-o-r-d. |  |  |
|  |  | line 9 | Spacing rule | and the |  |  |
|  |  | line 12 | Omit: to | to be |  |  |
|  | ST 39 | line 2 | Omit: to | to be |  |  |
|  |  | line 3 | Omit: to | to finish |  |  |
| 100 | ST 40 | line 2 | Omit: to | to do |  |  |
|  |  | line 6 | Grade 1 word indicator added | T-o-m-o-r-r-o-w |  |  |
|  |  | line 8 | Omit: to | to use |  |  |
|  |  | line 11 | Omit: to | to do |  |  |
|  | ST 41 | line 1 | Omit: to | to himself |  |  |
|  |  | line 4 | Omit: to | to himself |  |  |
|  |  | line 5 | Omit: to | to lunch |  |  |
| 101 | WS37-6 | #2 line 2 | Omit: to | to Grandma |  |  |
|  |  | #3 line 3 | Spacing rule | of the |  |  |
|  |  | #9 line 9 | Omit: to | to see |  |  |
| 104 | TE left side bar: Writing | Writing Grammar | Term |  | letter sign | grade 1 symbol indicator |
| 105 | TE Writing | paragraph heading | Term |  | letter sign | grade 1 symbol indicator |
|  |  | sentence 1 | Term |  | letter sign | grade 1 symbol indicator |
|  |  | sentence 3 | Term |  | letter sign | grade 1 symbol indicator |
| 106 | TE numbered items | #1 | Term |  | lr. sign | grade 1 symbol indicator |
|  |  | #2 | Term |  | lr. sign | grade 1 symbol indicator |
| 106 (cont.) | TE numbered items (cont.) | #3 | Term |  | lr. sign | grade 1 symbol indicator |
|  |  | #4 | Term |  | lr. sign | grade 1 symbol indicator |

| **GRADE 1: UNIT 7: LESSON 38** | | | | |
| --- | --- | --- | --- | --- |
| **TE**  **Page** | **Location**  **TE/WS/ST** | **Location Detail** | **Change** | **Modification** |
| 113 | TE Reading | New Reading Words | Omit: dd | puddle |
| 114 | TE Day 2: Reading |  | Omit: dd | puddle |
| 122 | TE left side bar: Reading |  | Omit: dd | puddle |
| 123 | ST 45 | line 6 | Omit: dd (2) | puddle |
| 124 | ST 46 | line 4 | Omit: to | to change |
| 131 | ST 47 | line 4 | Omit: to | to wash |
|  |  | line 5 | Omit: to | to take |
|  |  | line 6 | Omit: to | to swim |
|  |  | line 10 | Spacing rule | of the |
|  | ST 48 | line 3 | Omit: dd | puddle |
|  |  | line 4 | Omit: dd | puddle |
|  |  | line 6 | Omit: to | to some |
|  |  | line 7 | Omit: to | to grow |
|  |  | line 9 | Spacing rule | of the |
| 133 | ST 49 | line 7 | Omit: com | come |
|  |  | line 10 | Omit: to | to keep |
| 133 (cont.) | ST 49 (cont.) | line 12 | Omit: to | to use |
| 134 | ST 50 | line 7 | Omit: com | coming |
|  |  | line 11 | Omit: com | comes |
|  |  | line 12 | Spacing rule | and a |
| 135 | ST 51 | line 1 | Omit: to | to another |
|  |  | line 4 | Omit: to | to ice |
|  |  | line 5 | Omit: to  Spacing rule | to solid  of a |
|  |  | line 6 | Omit: to | to ice |
|  |  | line 8 | Omit: to | to see |
|  |  | line 9 | Omit: into | into ice |
| 136 | ST 52 | line 1 | Omit: to | to liquid |
|  |  | line 4 | Spacing rule | for a |
|  |  | line 5 | Omit: into | into a |
|  |  | line 8 | Omit: into | into a |
|  |  | line 9 | Omit: to | to throw |
| 137 | ST 53 | line 1 | Omit: into | into its |
|  |  | line 3 (2) | Omit: to | to water |
|  |  | line 5 | Omit: to | to water  to ice |
| 138 | ST 55 | line 2 | Omit: into | into a |
|  |  | line 4 | Omit: into | into water |
|  |  | line 6 | Omit: into | into gas |
|  | ST 56 | line 1 | Omit: into | into water |
|  |  | line 5 | Omit: into | into a |
|  |  | line 9 | Omit: into | into a |
| 139 | ST 57 | line 9 | Omit: to | to liquid |
|  |  | line 10 | Omit: to | to water |
|  |  | line 11 (2) | Omit: to | to liquid  to ice |
| 144 | WS38-3 | #1 line 6 | Omit: to | to work |
| 149 | TE Writing: Writing Grammar | sentence list #1 | omit: to | to a |

| **GRADE 1: UNIT 7: LESSON 39** | | | | |
| --- | --- | --- | --- | --- |
| **TE**  **Page** | **Location**  **TE/WS/ST** | **Location Detail** | **Change** | **Modification** |
| 155 | TE Day 3 Reading |  | Omit: to | to Hide |
|  | TE Day 4 Reading |  | Omit: to | to Hide |
|  | TE Day 5 Reading |  | Omit: to | to Hide |
| 164 | ST 61 | line 10 | Omit: by | by the |
| 165 | ST 62 | line 5 | Omit: to | to a |
|  |  | line 7 | Omit: into | into church |
| 170 | TE left side bar: Reading |  | Omit: to | to Hide |
|  | TE main text: Reading | paragraph heading | Omit: to | to Hide |
| 171 | ST 63 | line 1 | Omit: to | to Hide |
|  | ST 64 | line 1 | Omit: to | to the |
|  |  | line 5 | Omit: com | comes |
| 172 | ST 65 | line 13 | Omit: by | by the |
| 173 | ST 66 | line 2 | Omit: to | to the |
|  |  | line 3 | Spacing rule | for a |
|  |  | line 4 | Spacing rule | for the |
| 173  (cont.) | ST 66 (cont.) | line 7 | Spacing rule | for the |
|  |  | line 11 | Spacing rule | of the |
| 174 | ST 67 | line 1 | Omit: to | to the |
|  |  | line 2 | Omit: to | to her |
|  |  | line 3 | spacing rule | with the |
|  |  | line 7 | Omit: to | to hide |
|  |  | line 10 | Omit: to | to bed |
|  | ST 68 | line 4 | Omit: into | into the |
|  |  | line 9 | Omit: to (2) | to get  to hide |
|  |  | line 12 | Omit: to | to the |
| 175 | ST 69 | line 4 | Omit: com | come |
|  |  | line 5 | Omit: to | to hide |
|  |  | line 12 | Spacing rule | for a |
| 176 | ST 70 | line 3 | Omit: com | comes |
|  |  | line 5 | Omit: to | to help |
|  |  | line 8 | Omit: to | to the |
|  |  | line 11 | Omit: com | come |
|  | ST 71 | line 7 | Omit: to | to the |
|  |  | line 9 | Omit: to | to hide |
| 178 | WS39-4 | #1 line 4 | Spacing rule | with the |
|  |  | #2 line 6 | Spacing rule | with the |
| 186 | WS39-6 | #1 line 4 | Omit: to | to ask |
|  |  | #8 line 11 | Spacing rule | with a |

| **GRADE 1: UNIT 7: LESSON 40** | | | | | | |
| --- | --- | --- | --- | --- | --- | --- |
| **TE**  **Page** | **Location**  **TE/WS/ST** | **Location Detail** | **Change** | **Modification** | **Old Term** | **New Term** |
| 193 | TE Word Work | Dolch Word Recognition | Omit: by, com, into, to | by  com  into  to |  |  |
|  | TE Word Work | Spelling | Omit: by | by |  |  |
|  | TE Reading | New Reading Words | Omit: by, into  Add grade 1 word indicator | by(fc)  into(fc)  r-a-t-h-e-r |  |  |
| 194 | TE Writing |  | Omit: by, into | by(fc)  into(fc) |  |  |
|  | Braille Knowledge | Braille Code | Omit: by, into | by(fc)  into(fc) |  |  |
|  |  | Braille Composition Sign | Terms |  | Composition Sign  letter sign | Indicator  grade 1 symbol indicator |
| 200 | Second part of ST 65 (also described in the Lesson 39 chart, TE Page 172) | line 3 | Omit: by | by the |  |  |
| 203 | WS40-2 | line 9 | Omit: dd | puddle |  |  |
| 204 | ST 75 | line 1 | Omit: to | to Do |  |  |
|  |  | line 4 | Omit: to | to do |  |  |
|  |  | line 7 | Grade 1 word indicator added | f-u-n |  |  |
|  |  | line 8 | Omit: to | to play |  |  |
|  |  | line 9 | Spacing rule  Omit: to | for a  to the |  |  |
| 205 | ST 76 | line 1 | Omit: to | to do |  |  |
|  |  | line 3 | Omit: to | to do |  |  |
|  |  | line 7 | Omit: to | to think |  |  |
|  |  | line 8 | Omit: to | to do |  |  |
|  |  | line 12 | Omit: to (2) | to find  to do |  |  |
|  | ST 77 | line 1 | Omit: to | to do |  |  |
|  |  | line 4 | Omit: to | to start |  |  |
|  |  | line 5 | Omit: to | to do |  |  |
|  |  | line 7 | Omit: to | to make |  |  |
| 206 | WS40-3 | #1 line 2 | Spacing rule | of the |  |  |
|  |  | #2 line 7 | Omit: to (2) | to find  to do |  |  |
|  |  | #2 line 8 | Omit: to (2) | to talk  to another |  |  |
|  |  | #2 line 9 | Omit: to (2) | to listen  to music |  |  |
| 207 | WS40-4 | #3 line 5 | Spacing rule | with a |  |  |
|  |  | #4 line 7 | Spacing rule | with the |  |  |
|  |  | #5 line 10 | Omit: to | to be |  |  |
| 208 | WS40-5 | #6 line 1 | Omit: to | to do |  |  |
|  |  | #8 line 7 | Omit: to | to do |  |  |
| 209 | WS40-6 | #9 line 2 | Omit: to | to do |  |  |
| 210 | ST 78 | line 1 | Omit: to | to do |  |  |
|  |  | line 3 | Omit: to | to help |  |  |
|  |  | line 4 | Omit: to | to swim |  |  |
|  |  | line 5 | Omit: to | to work |  |  |
| 210  (cont.) | ST 78 (cont.) | line 6 | Omit: to | to make |  |  |
|  | ST 79 | line 2 | Omit: to | to do |  |  |
|  |  | line 6 | Spacing rule | with a |  |  |
| 211 | ST 80 | line 8 | Omit: to | to do |  |  |
| 212 | WS40-7 | #11 line 2 | Omit: to | to do |  |  |
|  |  | #12 line 6 | Omit: to | to think |  |  |
|  |  | #12 line 7 | Omit: to | to do |  |  |
|  |  | #12 line 8 | Omit: to | to work |  |  |
|  |  | #12 line 9 | Omit: to | to do |  |  |
|  |  | #12 line 10 | Omit: to | to do |  |  |
| 213 | WS40-8 | #13 line 3 | Omit: to | to drink |  |  |
|  |  | #13 line 4 | Omit: to | to hang |  |  |
|  |  | #13 line 5 | Omit: to | to eat |  |  |
|  |  | #15 line 8 | Spacing rule | of a |  |  |
|  |  | #15 line 9 | Omit: to | to make |  |  |
| 213 (cont.) | WS40-8 (cont.) | #15 line 10 | Spacing rule | for a |  |  |
| 214 | WS40-9 | #16 line 1 | Omit: to | to make |  |  |
|  |  | #17 line 6 | Omit: to | to tell |  |  |
|  |  | #17 line 10 | Omit: to | to tell |  |  |
| 215 | WS40-10 | #18 line 2 | Spacing rule | of the |  |  |
|  |  | #18 line 3 | Omit: to | to school |  |  |
|  |  | #18 line 4 | Omit: to | to do |  |  |
|  |  | #18 line 6 | Omit: to | to visit |  |  |
|  | WS40-11 | #19 line 2 | Omit: to (2) | to help  to do |  |  |
|  |  | #19 line 3 | Omit: to | to do |  |  |
| 216 | WS40-12 | #20 line 3 | Omit: to | to do |  |  |
|  |  | #20 line 7 | Omit: to | to do |  |  |
|  | TE Braille Knowledge | answer to question in last sentence | Term |  | letter sign | grade 1 symbol indicator |
| 218 | aWS40-13 | #13 line 1 | “by(fc)” has been removed from student's worksheet | by(fc) |  |  |
|  |  | #14 line 2 | “into(fc)” has been removed from student's worksheet | into(fc) |  |  |
|  |  | #15 line 3 | #15 is now #13  Term (print TE only) |  | letter sign | grade 1 symbol indicator |
|  | TE Scoring | sentence 2 | Change “1-14” to “1-12” and “item 15” to “item 13.” |  |  |  |
| 220 | WS40-14 | line 1 | Omit: com  The word “why” has been moved to the last line of aWS40-14. | come  Material moved |  |  |
| 221 | aWS40-14 | line 2 | Omit: to | to(fc) |  |  |
|  |  | line 6 | Omit: into | into(fc) |  |  |
|  |  | line 9 | Omit: by | by(fc) |  |  |
|  |  | line 13 | The word “why” is now the last word on this worksheet. | Material moved |  |  |
| 225 | WS40-16 | #2 line 3 | Omit: to | to fix |  |  |
| 227 | WS40-18 | #5 line 9 | Omit: to | to play |  |  |
| 228 | TE Writing | sentence 2 | Delete “spacing of contractions” |  |  |  |
|  | WS40-19 | #2 line 2 | Omit: to | to buy |  |  |
|  |  | #3 line 3 | Omit: by | by tonight |  |  |
|  |  | #4 line 4 | Omit: into | into this |  |  |
|  |  | #6 line 8 | Omit: by | by himself |  |  |
|  | TE Corrected paragraph | sentence 2 | Omit: to | to buy |  |  |
|  |  | sentence 3 | Omit: by, into | by tonight |  |  |
|  |  | sentence 4 | Omit: into | into this |  |  |
|  |  | sentence 6 | Omit: by | by himself |  |  |
| 229 | TE Scoring | sentence 2 | Delete this section: “1 point for correctly spacing the words to (sentence 2), by (sentence 3 and sentence 6) and into (sentence 4).” |  |  |  |
|  |  | sentence 3 | Change possible points to 74 |  |  |  |

| **GRADE 1: UNIT 7: LESSON 35 LESSON MONITORING SHEETS** | |
| --- | --- |
| **Page** | **Change** |
| 1 of 23 | Skip BRAILLE KNOWLEDGE |
| 4 of 23 | Skip WRITING Writing Grammar |

| **GRADE 1: UNIT 7: LESSON 36 LESSON MONITORING SHEETS** | |
| --- | --- |
| **Page** | **Change** |
| 6 of 23 | In WORD WORK Written Spelling, change “/7” to “/6” |
| 8 of 23 | In WORD WORK Spelling, change “/7” to “/6” |

| **GRADE 1: UNIT 7: LESSON 37 LESSON MONITORING SHEETS** | |
| --- | --- |
| **Page** | **Change** |
| 9 of 23 | In BRAILLE KNOWLEDGE, replace “letter sign” with “grade 1 symbol indicator” |
| 11 of 23 | In WRITING, replace “letter sign” with “grade 1 symbol indicator” |

| **GRADE 1: UNIT 7: ASSESSMENT RECORD SHEETS** | | | | | | |
| --- | --- | --- | --- | --- | --- | --- |
| **ARS**  **Page** | **Location**  **ARS/WS/SE** | **Location Detail** | **Change** | **Modification** | **Old Term** | **New Term** |
| 2 | ST 65 | line 13 | Omit: by | by the |  |  |
| 5 | WS40-2 | line 9 | Omit: dd | puddle |  |  |
| 6 | WS40-3 | #1 line 2 | Spacing rule | of the |  |  |
|  |  | #2 line 7 | Omit: to (2) | to find  to do |  |  |
|  |  | #2 line 8 | Omit: to (2) | to talk  to another |  |  |
|  |  | #2 line 9 | Omit: to (2) | to listen  to music |  |  |
|  | WS40-4 | #3 line 5 | Spacing rule | with a |  |  |
| 7 | Second part of WS40-4 | #4 line 2 | Spacing rule | with the |  |  |
|  | #5 line 5 | Omit: to | to be |  |  |
|  | WS40-5 | #6 line 1 | Omit: to | to do |  |  |
|  |  | #8 line 7 | Omit: to | to do |  |  |
| 8 | WS40-6 | #9 line 2 | Omit: to | to do |  |  |
|  | WS40-7 | #11 line 2 | Omit: to | to do |  |  |
| 8  (cont.) | WS40-7 (cont.) | #12 line 6 | Omit: to | to think |  |  |
|  | #12 line 7 | Omit: to | to do |  |  |
|  |  | #12 line 8 | Omit: to | to work |  |  |
|  |  | #12 line 9 | Omit: to | to do |  |  |
|  |  | #12 line 10 | Omit: to | to do |  |  |
| 9 | WS40-8 | #13 line 3 | Omit: to | to drink |  |  |
|  |  | #13 line 4 | Omit: to | to hang |  |  |
|  |  | #13 line 5 | Omit: to | to eat |  |  |
|  |  | #15 line 8 | Spacing rule | of a |  |  |
|  |  | #15 line 9 | Omit: to | to make |  |  |
|  |  | #15 line 10 | Spacing rule | for a |  |  |
|  | WS40-9 | #16 line 1 | Omit: to | to make |  |  |
|  |  | #17 line 6 | Omit: to | to tell |  |  |
|  |  | #17 line 10 | Omit: to | to tell |  |  |
| 10 | WS40-10 | #18 line 2 | Spacing rule | of the |  |  |
|  |  | #18 line 3 | Omit: to | to school |  |  |
|  |  | #18 line 4 | Omit: to | to do |  |  |
|  |  | #18 line 6 | Omit: to | to visit |  |  |
|  | WS40-11 | #19 line 2 | Omit: to (2) | to help  to do |  |  |
|  |  | #19 line 3 | Omit: to | to do |  |  |
| 11 | WS40-12 | #20 line 3 | Omit: to | to do |  |  |
|  |  | #20 line 7 | Omit: to | to do |  |  |
| 12 | score |  | Change “12 of 16” to “10 of 14” |  |  |  |
|  | aWS40-13 | #13 line 1 | “by(fc)” has been removed from student's worksheet | by(fc) |  |  |
|  |  | #14 line 2 | “into(fc)” has been removed from student's worksheet | into(fc) |  |  |
|  |  | #15 line 3 | #15 is now #13  Term (print TE only) |  | letter sign | grade 1 symbol indicator |
| 13 | WS40-14 | line 1 | Omit: com  The word “why” has been moved to the last line of aWS40-14. | come  Material moved |  |  |
| 14 | aWS40-14 | line 2 | Omit: to | to(fc) |  |  |
|  |  | line 6 | Omit: into | into(fc) |  |  |
|  |  | line 9 | Omit: by | by(fc) |  |  |
|  |  | line 13 | The word “why” is now the last word on this worksheet. | Material moved |  |  |