**INTRODUCTION**

Due to the implementation of the Unified English Braille (UEB) code, the Building on Patterns (BOP) Second Grade Unit 7 Student Textbooks and The Binder have been updated as needed to reflect the new code. Here are the new catalog numbers for these items:

6-78573-U7 BOP Second Grade Unit 7 Student Textbooks, UEB (In this unit, the student textbooks are three chapter books.)

6-78574-U7 BOP Second Grade Unit 7 The Binder, UEB

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

**General Guidelines**

Following this introductory information, there is a table for each lesson in BOP Second Grade Unit 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.
   * 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 The Binder page 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. 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.
7. Lettered answer choices other than “a.” are now preceded by the grade 1 symbol indicator. See UEB Rule 5.2.1.
8. When a large amount of text needs to be replaced in the teacher’s edition, a page with the replacement text is provided at the end of that lesson’s table.

**Table Description**

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

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

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

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

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

COLUMN 6: The old terminology that has changed

COLUMN 7: The new terminology that replaces the old terminology

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

**How to Use the Tables**

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

| **Steps** | **Example** |
| --- | --- |
| 1. Turn to the page in the Teacher’s Edition listed in column 1. | TE Page – 111 |
| 1. Use column 2 to find the general location of where a change was made or needs to be made. | Location – B 38-1  (The Binder page 38-1) |
| 1. Use column 3 to find the item, sentence, line, or other location detail for the change. | Location Detail – #2  (Item numbered 2) |
| 1. Use column 4 to determine what is changed in the Student Textbooks or The Binder, the type of change, or what needs to be changed or noted in the Teacher’s Edition. A number in parentheses indicates multiple instances of the same change. | Change –  Symbol: dot in computer material (2)  Omit: to, ation  Use: tion  Delete “begin and end Computer Braille Code, ”  (There are two instances where the symbol for the dot in computer material has been changed. The contraction for “to” is no longer being used. The contraction for “ation” is no longer being used and the contraction for “tion” is now used in that word.) |
| 1. Use column 5 to note what has been changed in the Student Textbooks or The Binder or specific word changes for the Teacher’s Edition. | Modification –  www.kids.gov  to find  information |
| 1. Use column 6 to identify the old terminology that is changed. | Old Term – Termination sign |
| 1. Use column 7 to note the new terminology that is used in UEB. | New Term – Capitals and italic terminators  (In UEB, the terminators are different for the capitalized passage indicator and the italic passage indicator.) |

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

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| **GRADE 2: UNIT 7: FRONT MATTER** | | | | | | |
| --- | --- | --- | --- | --- | --- | --- |
| **TE**  **Page** | **Location**  **TE/WS/ST** | **Location Detail** | **Change** | **Modification** | **Old Term** | **New**  **Term** |
| ii | TE Scope and Sequence Chart: New Reading Words | row 2 | UEB does not have contractions for “ble,” “com,” or “ally,” therefore they are omitted in this unit.  Use: ed in mumbled | mumbled  company  especially |  |  |
| iii | TE Scope and Sequence Chart: Spelling Words | row 2 | Omit: com, ally  Use: ea in really | company  finally  really |  |  |
|  | TE Scope and Sequence Chart: Braille Knowledge | row 1 | Note: In UEB, the ellipsis is made up of cells of the same dots as the period (dots 2-5-6). Follow print for the number of cells. Rule 7.3  Replace “single and double italics” with “italic symbol, word, and passage indicators, and italic terminator” Rule Section 9: Typeforms | Review ellipsis | single and double italics | italic symbol, word, and passage indicators, and italic terminator |
| iii (cont.) | TE Scope and Sequence Chart: Braille Knowledge (cont.) | row 2 | Symbols and Terms: Replace “Termination sign” with “Capitals and italic terminators” Rules 8.6 and 9.4  Note: In UEB, the closing single quote is dot 6, dots 3-5-6. Rule 7.6 | single quotation marks | Termination sign | Capitals and italic terminators |
|  |  | row 3 | Term: The double capital indicator (dot 6, dot 6) is now the capitalized word indicator. Rule 8.4  Remove: “review termination indicator,”  Symbol: The opening and closing transcriber’s note indicators in UEB are dots 4, 4-6, 1-2-6 before the note and dots 4, 4-6, 3-4-5 at the end of the note. Rule 3.27  Replace “Computer Braille Code symbols” with “dot in website addresses.” | transcriber’s note indicators | double capital indicator | capitalized word indicator |
| iv | TE Scope and Sequence Chart: Language | row 2 | Note: The symbol for the ellipsis has changed. |  |  |  |
|  | TE Scope and Sequence Chart: New Reading Words | row 2 | Omit: com, ally, ble  Use: ed in mumbled | company  especially  mumbled |  |  |
| v | TE Scope and Sequence Chart: Spelling Words | row 2 | Omit: com, ally  Use: ea in really | company  finally  really |  |  |
|  | TE Scope and Sequence Chart: Braille Knowledge | row 2 | See previous entries for changes to the following: ellipsis, single and double italics, double capital indicator, transcriber’s note symbol/indicator, Computer Braille Code symbols, termination sign/indicator, single quotation marks |  |  |  |

| **GRADE 2: UNIT 7: LESSON 36** | | | | | | |
| --- | --- | --- | --- | --- | --- | --- |
| **TE**  **Page** | **Location**  **TE/WS/ST** | **Location Detail** | **Change** | **Modification** | **Old Term** | **New Term** |
| 1 | TE Language |  | Note: The symbol for the ellipsis has changed. |  |  |  |
|  | TE Braille Knowledge | Punctuation | Note: The symbol for the ellipsis has changed. |  |  |  |
|  |  | Composition Signs | Replace “single and double italics” with “italic symbol, word, and passage indicators, and italic terminator” |  |  |  |
| 2 | TE Day 1: Language |  | Note: The symbol for the ellipsis has changed. |  |  |  |
| 4 | TE Day 1: Braille Knowledge | Punctuation | Note: The symbol for the ellipsis has changed. |  |  |  |
| 5 | TE Day 4: Braille Knowledge |  | Replace “single and double italics” with “italic symbol, word, and passage indicators, and italic terminator” |  |  |  |
| 6 | TE left side bar: Language |  | Note: The symbol for the ellipsis has changed. |  |  |  |
| 7 | TE right side bar: Braille Knowledge | Punctuation | Note: The symbol for the ellipsis has changed. |  |  |  |
| 11 | B 36-2 | line 2 | Symbol: ellipsis | (fc) … |  |  |
|  |  | #1 | Symbol: ellipsis | here … |  |  |
|  |  | #2 | Symbol: ellipsis | the … |  |  |
|  |  | #3 | Symbol: ellipsis (2) | star …  sky … |  |  |
|  |  | #4 | Symbol: ellipsis | pencil … |  |  |
|  |  | #5 | Symbol: ellipsis (3)  Omit: com  UEB does not have a contraction for “to” therefore it is omitted in this unit. | Steve …  coming  to visit …  … Yours |  |  |
|  |  | line 17 | Omit: com | comma |  |  |
| 13 | B 36-3 | line 3 | Omit: to | to volunteer |  |  |
|  |  | line 4 | Spacing rule | for the |  |  |
|  |  | line 9 | Omit: to | to heat |  |  |
|  |  | line 11 | Omit: to | to get |  |  |
| 13 (cont.) | B 36-3 (cont.) | line 13 | Omit: to | to get |  |  |
|  | line 23 | Omit: ally  Use: ea | really |  |  |
| 16 | TE | fifth bullet | Replace “Seedlings Braille Books for Children” with “American Printing House for the Blind” |  |  |  |
| 17 | TE right side bar | New Symbol … Page | Delete this side bar. |  |  |  |
|  |  | second bulleted paragraph | Delete the last sentence of bulleted paragraph beginning “Special Symbols page:”. |  |  |  |
|  | ST iii | lines 1-2 | Symbols: capitalized passage indicator, capitals terminator | SPECIAL SYMBOLS USED IN THIS VOLUME |  |  |
|  |  | rest of page | Replace the rest of this ST page with the Special Symbols List on page **21** of this supplement. | Material changed |  |  |
| 19 | TE main text: table | row 1 | Delete this row.  Note: In the UEB transcription of this book, words are not divided between lines per current formatting rules. |  |  |  |
|  |  | row 2, Feature and Notes | Note: The symbol for the ellipsis has changed.  Change “22” to “23” |  |  |  |
|  |  | row 3 | Delete this row. |  |  |  |
| 21 | TE table | Feature and Notes | Term (2)  Change “11” to “12”  Note: On braille page 8, line 6; print page 9 the syllabified word “Oc-to-ber” uses the contraction for “er.” Rule 10.12.17 |  | double capitalization | capitalized word indicator |
| 23 | B 36-4 | #1c | Omit: to | to play |  |  |
|  |  | #3 | UEB does not have a contraction for “dd” therefore it is omitted in this unit. | middle |  |  |
| 24 | B a36-4 | #4 | Omit: to | to her |  |  |
|  |  | line 8 | Omit: to | to write |  |  |
|  |  | #5 | Omit: ble | trouble |  |  |
|  |  | #7 | Omit: to | to Emily's |  |  |
| 27 | B 36-5 | line 5 | Spacing rule | and the |  |  |
| 28 | B 36-6 | line 10 | Omit: to | to look |  |  |
|  |  | line 11 | Symbol: In UEB, the dash is dot 6, dots 3-6. Rule 7.2 | she’d— |  |  |
|  |  | line 19 | Omit: ally  Use: ea | really |  |  |
|  |  | line 20 | Omit: ally  Use: ea | really |  |  |
|  |  | line 23 | Symbol: ellipsis (2) | … as a … |  |  |
| 31 | TE table | Feature | Note: The symbol for the ellipsis has changed. |  |  |  |
| 32 | ST 18 | line 2 | Omit: to | to run |  |  |
|  |  | line 5 | “unicorn” is no longer divided between lines | Material changed |  |  |
| 32 (cont.) | ST 18 (cont.) | line 8 | Omit: dd  Spacing rule | Suddenly  of the |  |  |
|  |  | line 14 | Omit: to | to her |  |  |
|  |  | line 15 | Omit: com | Come |  |  |
| 35 | B 36-7 | #1a | Omit: to | to promise |  |  |
|  |  | #1b | Omit: to | to scare |  |  |
|  |  | #1c | Omit: to (2) | to promise  to be |  |  |
|  |  | #1d | Omit: to | to promise |  |  |
| 36 | B a36-7 | line 2 | Omit: to | to write |  |  |
|  |  | #4 | Omit: to (3) | to run  to learn  to do |  |  |
|  |  | #5 | Omit: to (2) | to sit  to Dawn |  |  |
| 37 | B 36-8 | line 5 | Spacing rule | and the |  |  |
| 38 | B 36-9 | line 5 | Symbol: italic word indicator (2) | *Moving On* |  |  |
|  |  | line 8 | Omit: to | to Dawn |  |  |
| 38 (cont.) | B 36-9 (cont.) | line 11 | Omit: to (2) | to think  to cry |  |  |
|  |  | line 15 | Spacing rule | of the |  |  |
|  |  | line 18 | Omit: to | to Dawn’s |  |  |
|  |  | line 24 | Omit: com, to | coming  to the |  |  |
| 40-41 | TE main text | Braille Knowledge | Replace this activity with the “Braille Knowledge: Indicators” activity on page **23** of this supplement. |  |  |  |
| 41 | B 36-10 | line 2 through #1 | The changes to these lines of the binder page are shown on page **25** of this supplement. | Material changed |  |  |
|  |  | #2 | Symbol: italic word indicator (3) | *Sunday*  *Monday*  *Tuesday* |  |  |
|  |  | #3 | Symbols: italic passage indicator, italic terminator | *The Wizard of Oz* |  |  |
| 41 (cont.) | B 36-10 (cont.) | #4 | Symbol: italic word indicator (3)  This item has been moved to the top of B a36-10. | *solid*  *liquid*  *gas*  Material moved |  |  |
| 42 | B a36-10 |  | Item #4 from B 36-10 has been moved to the top of this page. | Material moved |  |  |
|  |  | #5 | Symbols: italic passage indicator, italic terminator | *Closed for Spring Break* |  |  |
|  |  | #7 | Omit: to | to read |  |  |
| 43 | TE table | row 1 Feature and Notes | Replace “single italic signs” and “italic signs” with “italic word indicators” |  |  |  |
|  |  | row 2 Feature and Notes | Note: The symbols for the ellipsis has changed.  Replace “21” with “22” and “22” with “23” | Dawn… |  |  |
| 44 | B 36-11 | #1 | Omit: to | to do |  |  |
|  |  | #3a | Omit: to  UEB does not have a contraction for “into” therefore it is omitted in this unit. | to scare  into giving |  |  |
|  |  | #3b | Omit: to | to ride |  |  |
|  |  | #3c | Omit: to | to make |  |  |
| 45 | B a36-11 | line 2 | Omit: to | to your |  |  |
|  |  | line 3 | Omit: to | to write |  |  |
|  |  | #4 | Omit: to | to the |  |  |
|  |  | #6 | Omit: to | to a |  |  |
| 46 | B 36-12 | line 4 | Omit: to | to prepare |  |  |
| 47 | B 36-13 | line 3 | Omit: to | to think |  |  |
|  |  | line 4 | Omit: to | to get |  |  |
|  |  | line 5 | Omit: to | to sleep |  |  |
|  |  | line 7 | Omit: dd | pudding |  |  |
|  |  | line 15 | Spacing rule | with the  and the |  |  |
| 47 (cont.) | B 36-13 (cont.) | line 19 | Omit: into | into the |  |  |
| line 20 | Omit: to | to Beast |  |  |
|  |  | line 23 | Omit: into | into her |  |  |
|  |  | line 24 | This line has been removed from this page. | Material removed |  |  |
| 50 | TE table | row 1 Feature | Replace “7 and 8” with “8 and 9”  Replace “double capitalization” with “capitalized passage indicator, capitals terminator, and capitalized word indicator” |  |  |  |
|  |  | row 2 Feature and Notes | Replace “1–3” with “2–4”  Replace “double italics” and “double italic signs” with “italic passage indicator and italic terminator” |  |  |  |
| 51 | B 36-14 | line 2 | Omit: to  Numeric mode rule: The numeric indicator must be repeated after the hyphen. Rule 6.3 | to question  1-3 |  |  |
|  |  | #1b | Omit: dd | pudding |  |  |
|  |  | #3b | Omit: ble | trouble |  |  |
|  |  | #3c | Spacing rule | of the |  |  |
|  |  | #4 | Omit: to  Spacing rule | to Emily  and a |  |  |
| 53 | B 36-15 | line 6 | Omit: to | to count |  |  |
|  |  | line 9 | Omit: into | into four |  |  |
|  |  | line 11 | Symbol: italic symbol indicator  The c in “*c*’s” is now in italics as in the print book. (the *'*s is not in italics)  Note: The letter sign (dots 5-6) is now the grade 1 symbol indicator. Rule 5.0 | *c*’s |  |  |
| 53 (cont.) | B 36-15 (cont.) | line 12 | Omit: to  Symbol: italic symbol indicator  The h in “*h*’s” is now in italics as in the print book. (the *'*s is not in italics) | to it  *h*’s |  |  |
|  |  | line 13 | Symbols: italic word indicator, italic terminator  (the *'*s is not in italics) | *in'*s |  |  |
|  |  | line 14 | Omit: ble, to  Use: ed | mumbled  to herself |  |  |
|  |  | line 17 | Omit: to | to her |  |  |
|  |  | line 19 | Omit: to, com | to have  company |  |  |
|  |  | line 20 | Omit: to | to take |  |  |
|  |  | line 21 | Omit: to | to school |  |  |
|  |  | line 22 | Omit: to | to feel |  |  |
|  |  | line 23 | Omit: com | coming |  |  |

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**Special Symbols List**

.= Dot locator

.=,- Dash

.=.1 Italic word indicator

.=,,, Capitalized passage indicator

.=,' Capitals terminator

.=.7 Italic passage indicator

.=.' Italics terminator

.=,0 Single closing quotation mark

.=.2 Italic symbol indicator

.=; Grade 1 symbol indicator

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**Braille Knowledge: Indicators**

**Review italic symbol, word, and passage indicators, and italic terminator** Using pages 36-10 and a36-10 from *The Binder*, ask the student to locate the indicators below the page title. Ask what the three lines show (the italic symbol indicator, italic word indicator, italic passage indicator, and italic terminator). Then have the student read the sample sentences that follow and identify the words that are italicized. (the book titles *Fish Face* and *Emily Arrow Promises to Do Better This Year*)

Review the use of the italic indicators, including the following:

* The italic indicators are used to represent letters and words that are emphasized with a print style called italics (print in which the letters all slant to the right).
* Titles of books, magazines, newspapers, movies, and television shows are italicized.
* Letters and words that receive emphasis when spoken may be italicized.
* For a group of three or more words, use the italic passage indicator before the first word and the italic terminator after the last word in the group.
* When a word requires both an italic indicator and a capital indicator, the italic indicator comes first.

Explain that, in addition to italics, there are other ways to emphasize words in print. These include underlining words or passages, and using bold print (print that uses thicker lines for the letters than the surrounding print). In braille, there are other indicators to indicate those forms of emphasis.

Now have the student complete the numbered worksheet items.

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Italics Review 36-10

(dots 4-6)(dots 2-3)(fc)

(dots 4-6)(dot 2)(fc)

(dots 4-6)(dots 2-3-5-6)(fc) (fc)(dots 4-6)(dot 3)

I’m reading *Fish Face*. Maybe later

I’ll read *Emily Arrow Promises to Do*

*Better This Year*.

Directions: Mark the letters and words that are in

italics.

1. The words *rake* and *hike* have a silent *e* at the end. (italic word indicator [2], italic symbol indicator)

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| **GRADE 2: UNIT 7: LESSON 37** | | | | |
| --- | --- | --- | --- | --- |
| **TE**  **Page** | **Location**  **TE/WS/ST** | **Location Detail** | **Change** | **Modification** |
| 55 | TE Word Work |  | Omit: com, ally  Use: ea in really | company  finally  really |
|  | TE Reading | New Reading Words | Omit: ble, com, ally  Use: ed | mumbled  company  especially |
|  | TE Braille Knowledge |  | Replace “Termination sign” with “Capitals and italic terminators” |  |
| 56 | TE Day 1: Word Work |  | Omit: com, ally  Use: ea in really | company  finally  really |
|  | TE Day 1: Reading | New Reading Words | Omit: ble, com, ally  Use: ed | mumbled  company  especially |
| 58 | TE Day 1: Braille Knowledge |  | Replace “Termination sign” with “Capitals and italic terminators” |  |
| 60 | TE left side bar: Word Work |  | Omit: com, ally  Use: ea in really | company  finally  really |
|  | TE left side bar: Reading | New Reading Words | Omit: ble, com, ally  Use: ed | mumbled  company  especially |
| 60 (cont.) | TE main text: Word Work | #3 | Omit: com | company |
| 61 | TE main text | #13 | Omit: ally | finally |
|  |  | #14 | Omit: ally  Use: ea | really |
|  | TE right side bar: Braille Knowledge |  | Replace “Termination sign” with “Capitals and italic terminators” |  |
| 62 | B 37-1 | #3 | company (contr.) has been removed | Material removed |
|  |  | #13 | Omit: ally | finally |
|  |  | #14 | Omit: ally  Use: ea | really |
|  | TE Braille Knowledge |  | Replace this activity with the “Braille Knowledge: Indicators” activity on page **37** of this supplement. |  |
| 63 | B 37-2 | entire worksheet | The updated worksheet is shown on page **39** of this supplement. | Worksheet replaced |
| 64 | B a37-2 | #3 | Note that the dot 6, dot 3 symbol is now called the capitals terminator. | YELOW..s |
|  |  | line 4 | Omit: to | to be |
| 64 (cont.) | TE |  | Replace the instructions on this page with the text on page **41** of this supplement. |  |
| 65 | B 37-3 | line 3 | Omit: ble (2), ally, to  Use: ed (2) | mumbled  Sally  to her |
|  |  | line 5 | Omit: com (2)  Spacing rule | company  for a |
|  |  | line 6 | Omit: ally (2) | especially |
|  |  | line 8 | Omit: to | to turn |
|  |  | line 9 | Omit: to | to start |
|  |  | line 11 | Omit: ble | vegetable |
|  |  | line 18 | Omit: to | to music |
| 66 | B a37-3 | line 2 | Omit: to | to decorate |
|  |  | line 3 | Spacing rule | for the |
|  | TE instructions for mumbled | sentence 2 | Delete this sentence. |  |
|  | TE instructions for company | sentence 2 | Delete this sentence. |  |
|  | TE instructions for especially | sentence 2 | Delete this sentence. |  |
| 67 | TE table | row 1 Feature | Replace “letter indicators” with “grade 1 symbol indicators”  Add “italic symbol indicator”  Replace “italic sign” with “italic word indicator” and “termination sign” with “italic terminator” |  |
|  |  | row 1 Notes | Replace “letter indicator” with “grade 1 symbol indicator.”  Replace “These letters … braille rules” with “The italic symbol indicator precedes the grade 1 symbol indicator.”  Replace “termination sign” with “italic terminator” |  |
|  |  | row 2 Feature and Notes | Replace “italic sign” with “italic word indicator” and “termination sign” with “italic terminator” |  |
| 68 | B 37-4 | #2a | Omit: to | to stay |
|  |  | #3d | Omit: ble | trouble |
| 69 | B a37-4 | line 2 | Omit: to | to write |
|  |  | #4 | Omit: to, ble (2) | to Beast  problems |
|  |  | #5 | Omit: ble, com | terrible  coming |
| 69 (cont.) | B a37-4 (cont.) | #6 | Omit: to  Spacing rule | to look  for the |
| 72 | B 37-5 | line 5 | Spacing rule | and the |
|  |  | #3 | Omit: com | company |
|  |  | #5 | Omit: ally  Use: ea | really |
| 73 | B 37-6 | line 5 | Omit: dd | pudding |
|  |  | line 11 | Omit: to | to be |
|  |  | line 21 | Spacing rule | and a |
|  |  | line 23 | Omit: to | to beat |
| 74 | TE main text: Language | paragraph 1 | Replace the text in parentheses at the end of this paragraph with “dot 6, dots 3-5-6” |  |
| 75 | B 37-7 | line 1 | Omit: ation  Use: tion | Quotation |
|  |  | line 6 | Omit: ation  Use: tion | quotation |
|  |  | line 2 | Symbol: closing single quotation mark | (fc)’ |
|  |  | line 4 | Symbol: closing single quotation mark | not.’ |
|  |  | line 5 | Omit: to | to my |
| 75 (cont.) | B 37-7 (cont.) | line 7 | Spacing rule | of the |
| #1 | Symbol: closing single quotation mark | yuck!’ |
|  |  | #2 | Symbol: closing single quotation mark | Hood.’ |
|  |  | #3 | Symbol: closing single quotation mark | cracker.’ |
| 76 | B a37-7 | #4 | Symbol: closing single quotation mark | you.’ |
|  |  | #5 | Symbol: closing single quotation mark | Only,’ |
|  |  | line 7 | Omit: ation  Use: tion | quotation |
|  |  | #7 | UEB does not have a contraction for “by” therefore it is omitted in this unit.  Omit: to | by the  to Downtown |
| 77 | TE table | row 1 Notes | Replace “9” with “12” |  |
| 78 | B 37-8 | #2b | Omit: to | to impress |
|  |  | #2d | Omit: to | to borrow |
|  |  | #3 | Omit: to | to Dawn |
|  |  | #3b | Spacing rule | with the |
| 79 | B a37-8 | #4 | Omit: to  Spacing rule | to Karen  of the |
|  |  | line 10 | Omit: to | to write |
|  |  | #6 | Omit: to | to a |
| 80 | B 37-9 | line 5 | Spacing rule | and the |
|  |  | #1 | Omit: ally | finally |
| 81 | B 37-10 | line 6 | Omit: ble | horrible |
|  |  | line 7 | Omit: com | come |
|  |  | line 13 | Spacing rule  Omit: to | of the  to spot |
|  |  | line 19 | Spacing rule | of the |
|  |  | line 22 | Omit: to | to get |
|  |  | line 24 | The last sentence on this line has been removed. | Material removed |
| 82 | TE table | row 1 Braille Page | Replace “49-50” with “50” |  |
| 83 | B 37-11 | #2a | Omit: ally  Use: ea | really |
|  |  | #3a | Omit: to | to tell |
| 83 (cont.) | B 37-11 (cont.) | #3b | Omit: to  Spacing rule | to help  with the |
|  |  | #3d | Omit: to | to tell |
| 84 | B a37-11 | line 2 | Omit: to | to write |
|  |  | #4 | Omit: ble (2) | horrible |
|  |  | #6 | Omit: to | to find |
| 85 | B 37-12 | #1 | Omit: com | complete |
|  |  | #3 | Omit: ation  Use: tion | punctuation |
|  |  | #7 | Omit: com | commas |
|  |  | #8 | Omit: to | to show |
| 86 | B 37-13 | line 5 | Spacing rule | and the |
| 87 | B 37-14 | line 2 | Omit: to | to Beast |
|  |  | line 3 | Omit: to | to get |
|  |  | line 4 | Omit: com | comes |
|  |  | line 15 | Spacing rule | of the |
|  |  | line 16 | Omit: to | to steady |
| 87 (cont.) | B 37-14 (cont.) | lines 20-21 | The word “worry” is no longer hyphenated. | Material changed |
|  |  | line 22 | Omit: com | comes |
| 89 | TE table | Feature | Add “italic symbol indicator” |  |
|  |  | Notes | Add: “On braille line 11, the italic symbol indicator precedes “*o*’s.” |  |
| 90 | ST 58 | line 3 | Symbol: dash | don’t— |
|  |  | line 9 | Omit: to, ble | to do  double |
|  |  | line 14 | Omit: to | to laugh |
|  |  | line 20 | Omit: to | to be |
|  |  | line 22 | Omit: to | to show |
|  |  | line 23 | Omit: to | to tell |
|  |  | line 24 | Omit: to, dd | to tell  middle |
| 92 | B 37-15 | #2a | Omit: to | to impress |
|  |  | #3 | Omit: dd | middle |
|  |  | #3d | Omit: ally  Use: ea | really |
| 92 (cont.) | B 37-15 (cont.) | #3c | UEB rules require a grade 1 symbol indicator before single letters alone or followed by a period; except a, i, and o because they do not have a contraction meaning when they stand alone. Rules 2.6.3 and 5.2.1 | M |
| 93 | B a37-15 | line 2 | Omit: to | to write |
|  |  | #4 | Omit: ally  Use: ea  Spacing rule | really  of the |
|  |  | #5 | Symbol: italic word indicator (2) | *Fish Face* |
| 94 | B 37-16 | line 4 | Omit: to | to prepare |
|  |  | #7 | Omit: ally  Use: ea | really |
|  |  | #10 | Omit: ally | finally |
|  |  | #14 | company (contr.) has been removed | Material removed |
| 97 | TE | #5 | Omit: ally | finally |
|  |  | #9 | Omit: com | company |
|  |  | #10 | Omit: ally  Use: ea | really |

**BRAILLE KNOWLEDGE: Indicators**

**Capitals and Italic Terminators** Tell the student to turn to the Special Symbols page in *Fish Face* (page iii), and to look at the line below the title. Tell him that the first two-cell symbol is called the dot locator and that it is used before a braille symbol which is being named or explained. Ask the student to read the words following the symbol. (Dot locator) Note that all the rest of the lines on the Special Symbols page start with this symbol.

Then tell the child to look down the page for the familiar capitalized passage indicator (dot 6, dot 6, dot 6). Ask the student if he remembers the two-cell symbol listed below it and what it means. (Capitals terminator) Tell him that after the symbol is its name. Tell him that terminate means "to bring to an end." Explain that sometimes only part of a word is presented in a special way, such as in all capitals or italics. In addition to showing when a special passage has ended, a terminator shows where that special part of a word ends.

Ask the student to read the name of the symbol. (Capitals terminator) Answer any questions the child has. Then ask the student to get pages 37-2 and a37-2 from *The Binder*.

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|  |
| --- |
| Capitals and Italic Terminators 37-2  (fc)(dot 6, dot 3)  (fc)(dots 4-6, dot 3)  1. OUTSTANDING *outstanding*  2. *Take Me Out to the Ball Game* is  always fun to sing.  3. BasketBALL? Foot*ball*?  4. No, BASE,'ball! Let other *ball*.'s  get their own songs!  5. Directions: Find the termination sign in these  words if there is one, and read the words aloud.  NET,'work ru*nn*.'ing  *Wall*.'paper ho*pp*.'ing  GO-ing *We*.''re  *Can*.'’t WORK-ing  Directions: Read items 6-7 and mark the  termination signs.  6. Jess had three OUTSTANDING,'s and one  VERY GOOD rating at the gymnastics meet. |

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Direct the student to read the words in item 1. Remind him that he already knows how to braille a word with all capital letters or all italicized letters. We use the capital word indicator or the italic word indicator before the word, and it means that only the next word is capitalized or italicized.

Ask the student how to italicize three or more words. (Use the italic passage indicator before the first word and the italic terminator after the last word.) Direct him to read line two, and to tell which portion is italicized. (*Take Me Out to the Ball Game*)

Explain that sometimes we only want to capitalize or italicize a few letters in a word or show an ordinary letter connected to a capitalized or italicized word. To do this, begin the word as you usually would. When you want to change from ordinary letters to capital or italicized letters, put in the capital word indicator or the italic word indicator without spacing and continue on with the special letters. Ask the student to describe how the words on line 3 are written. (basketBALL has BALL in capitals, foot*ball* has *ball* in italics)

If you want to change from capital or italicized letters to ordinary letters, you must put in a termination sign without spacing to end the special letters and then continue on with the ordinary letters. Direct the student to read line 4 and tell how the termination sign is used. (to show that in BASEball, BASE is capitalized and ball is not; in *ball*s, *ball* is italicized and the s is not) For your convenience, the capitals and italic terminators are shown in SimBraille on pages 37-2 and a37-2 in the print edition.

Instruct the student to read the directions and complete item 5. The words GO-ing and WORK-ing do not have terminators in them. Explain that the capitals are stopped by the hyphen in these words because the capitals word indicator only works on letters. Then instruct the student to complete items 6–7 independently.

**Additional information**

The words in item 5 are shown in SimBraille below to show what contractions are and are not used in these words. Please use your best judgment to determine what to discuss with the student. (The non-use of the ing contraction after the hyphen is due to Rule 10.4.3.)

,,net,'"w ru.1nn.'+

.1,wall.'pap] ho.1pp.'+

,,g-9g .1,we.''re

.1,can.''t ,,"w-9g

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| **GRADE 2: UNIT 7: LESSON 38** | | | | |
| --- | --- | --- | --- | --- |
| **TE**  **Page** | **Location**  **TE/WS/ST** | **Location Detail** | **Change** | **Modification** |
| 99 | TE Braille Knowledge | Composition Indicators | Replace “double capital indicator” with “capitalized word indicator” |  |
|  |  | Special Symbols | Remove: “termination indicator,”  Add an “s” at the end of “transcriber’s note indicator”  Replace “Computer Braille Code symbols” with “dot in website addresses” |  |
| 102 | TE Day 1: Braille Knowledge | Composition Indicators | Replace “double capital indicator” with “capitalized word indicator” |  |
|  |  | Special Symbols | Remove: “termination indicator,”  Add an “s” at the end of “transcriber’s note indicator”  Replace “Computer Braille Code symbols” with “dot in website addresses” |  |
| 104 | TE left side bar: Braille Knowledge | Composition Indicators | Replace “double capital indicator” with “capitalized word indicator” |  |
|  |  | Special Symbols | Remove: “termination indicator,” |  |
| 105 | TE right side bar: Braille Knowledge (cont.) |  | Add an “s” at the end of “indicator”  Replace “Computer Braille Code symbols” with “dot in website addresses” |  |
| 106 | TE table | row 2 Notes | Replace “11” with “10” |  |
| 107 | TE paragraph 1 | sentence 2 | Replace “11” with “10” |  |
| 108 | ST t3 |  | Replace this page with the Special Symbols List on page **53** of this supplement. | Material changed |
| 109 | ST t4 | paragraph 3 | The paragraph beginning “Internet addresses…” has been replaced with: “This volume is transcribed according to *The Rules of Unified English Braille*, Second Edition 2013.” | Material changed |
|  |  | line 3 | Omit: to  Symbol: italic passage indicator | to the  *Braille* |
|  |  | line 5 | Symbol: italic terminator | *2011*. |
| 110 | TE Braille Knowledge |  | Replace this activity with the “Braille Knowledge: Special Symbols” activity on page **55** of this supplement. |  |
| 111 | B 38-1 | #1 | Omit: to  Symbol: capitalized word indicator  Note: The word “PIG-ment” is no longer split between lines.  Replace “double capital indicator” with “capitalized word indicator”  Delete “termination indicator” | to say  PIG-ment |
|  |  | #2 | Symbol: dot in computer material (2)  Omit: to, ation  Use: tion  Delete “begin and end Computer Braille Code, ” | www.kids.gov  to find  information |
|  |  | #3 | Symbol: capitalized word indicator  Replace “(double capital indicator)” with “(capitalized word indicator)” | BODY WORKS |
|  |  | #4 | Symbols: transcriber’s note indicators  Omit: to  Replace “(transcriber’s note indicators)” with “(opening and closing transcriber’s note indicators)” | (dots 4, 4-6, 1-2-6)Picture:  to throw  football.(dots 4, 4-6, 3-4-5) |
| 112 | B 38-2 | line 3 | Spacing rule | of the |
|  |  | line 7 | Omit: dd  Spacing rule | middle  of the |
|  |  | TE only | Note: In UEB the asterisk is dot 5, dots 3-5. Rule 3.3 |  |
| 113 | B a38-2 | line 7 | Omit: to | to protect |
| 114 | B b38-2 | line 4 | Omit: ble | Troubles! |
|  |  | line 7 | Omit: by | by the |
|  |  | line 12 | Omit: to | to grow |
| 116 | TE  paragraph 4 |  | Replace this paragraph with the “Page 116 paragraph 4” paragraph on page **57** of this supplement. |  |
| 117 | B 38-2 | TE only | Note: The boldface is not shown on the student’s page. |  |
|  |  | line 3 | Spacing rule | of the |
|  |  | line 7 | Omit: dd  Spacing rule | middle  of the |
| 118 | TE second table | row 1 Print Page and Feature | Replace “1-4” with “4” and “single bold indicator” with “boldface word indicator” |  |
| 118 (cont.) | TE second table (cont.) | row 2 Print Page and Feature | Replace “1-4” with “4” and “double capital sign” with “capitalized word indicator” |  |
|  |  | row 3 | Delete this row. (The hyphen terminates the capitalized word indicator.) |  |
| 120 | B 38-3 | line 2 | Symbol: italic word indicator | *Skin* |
|  |  | Question 2 | Spacing rule | of the |
|  |  | Question 4 | Omit: to | to perceive |
| 124 | B 38-5 | line 2 | Symbol: italic word indicator | *Skin* |
|  |  | line 3 | Numeric mode rule | 1-5 |
|  |  | line 4 | Omit: to | to number |
| 126 | TE table | Feature | Symbols: transcriber’s note indicators |  |
| 127 | ST 5 | line 1 | Symbol: opening transcriber’s note indicator | (tn)Key: |
|  |  | line 5 | Symbol: closing transcriber’s note indicator | gland(tn) |
| 130 | B 38-2 | TE only | Note: The boldface is not shown on the student’s page. |  |
|  |  | line 3 | Spacing rule | of the |
|  |  | line 7 | Omit: dd  Spacing rule | middle  of the |
| 131 | TE second table | Feature and Notes | Note: The symbols for the transcriber’s note indicators have changed. |  |
| 133 | B 38-2 | line 3 | Spacing rule | of the |
|  |  | line 7 | Omit: dd  Spacing rule | middle  of the |
| 134 | B a38-2 | line 7 | Omit: to | to protect |
| 136 | B a38-2 | line 7 | Omit: to | to protect |
| 140 | B 38-7 | line 2 | Symbol: italic word indicator  Spacing rule | *Skin*  of the |
|  |  | line 4 | Omit: to | to each |
|  |  | line 6 | Grade 1 symbol indicator added  Omit: ble, to | b.  able  to move |
|  |  | lines 7-9 | Grade 1 symbol indicator added (3) | c.  d.  e. |
| 143 | ST 5 | line 1 | Symbol: opening transcriber’s note indicator | (tn)Key: |
|  |  | line 5 | Symbol: closing transcriber’s note indicator | gland(tn) |
| 145 | B a38-2 | line 7 | Omit: to | to protect |
| 149 | B 38-9 | line 5 of Step 1 | Omit: ally | Finally |
|  |  | line 9 of Step 1 | Omit: to | to mix |
|  |  | line 3 of Step 2 | Spacing rule | of the |
|  | B a38-9 | line 3 | Omit: into, com | into your  Compare |
| 150 | B 38-10 | line 3 | Numeric mode rule  Omit: to  Spacing rule | 38-4  to fill  of the |
|  |  | line 5 | Spacing rule | of the |
|  |  | line 6 | Omit: to, by | to take  by eating |
|  |  | line 12 | Omit: ation, to  Use: tion | perspiration  to pump |
|  |  | line 13 | Omit: to | to the |
|  |  | line 15 | Omit: to | to get |
|  |  | line 16 | Spacing rule | of a |
| 151 | B 38-11 | line 2 | Symbol: italic word indictor  Spacing rule | *Skin*  of the |
|  |  | line 4 | Omit: to, com  Numeric mode rule | to complete  1-4 |
|  |  | line 5 | Omit: to | to number |
| 155 | B a38-2 | line 7 | Omit: to | to protect |
| 156 | B b38-2 | line 4 | Omit: ble | Troubles! |
|  |  | line 7 | Omit: by | by the |
|  |  | line 12 | Omit: to | to grow |
| 160 | B 38-13 | line 2 | Symbol: italic word indicator | *Skin* |
|  |  | line 3 | Numeric mode rule | 1-5 |
|  |  | line 4 | Omit: to | to number |
|  |  | #4a | Omit: com, ble | common  problems |
| 161 | B a38-13 | #5 | Omit: to | to wear |
|  | B 38-14 | line 4 | Omit: to | to prepare |
| 163 | B 38-15 | line 2 | Omit: by | by LeAnn |
|  |  | line 3 | Omit: to | to the |
| 163 (cont.) | B 38-15 (cont.) | line 4 | Spacing rule | of the |
| line 8 | Omit: to (2) | to put  to protect |
|  |  | line 9 | Omit: to (2) | to get  to the |
|  |  | line 10 | Spacing rule | of the |
| 167 | TE table | Feature | Replace this text with “dot and slash in website addresses” |  |
|  |  | Notes | Delete the word “three” |  |
| 169 | B 38-16 | #1 | Omit: com | complete |
|  |  | #3 | Omit: ation  Use: tion | punctuation |
|  |  | #7 | Omit: com | commas |
|  |  | #8 | Omit: to | to show |
| 171 | B 38-17 | line 2 | Omit: to, com | to compare |

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SPECIAL SYMBOLS USED

IN THIS VOLUME

.= Dot locator

.=^t Trademark sign

.=^c Copyright sign

.=,,, Capitalized passage indicator

.=,' Capitals terminator

.=.7 Italic passage indicator

.=.' Italics terminator

.=^1 Boldface word indicator

.=@.< Opening transcriber's note indicator

.=@.> Closing transcriber's note indicator

.=^7 Boldface passage indicator

.=^' Boldface terminator

.=,- Dash

.=; Grade 1 symbol indicator

.=4 Period, dot

.=\_/ Slash

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**Braille Knowledge: Special Symbols**

**Review capitalized word indicator, transcriber’s note indicators, and website addresses** Tell the student that today she will review some special symbols in braille, which she will see in the book *Skin*. Remind the student that special symbols include some symbols that do not appear in the print book and are unique to the braille code, also called indicators, as well as symbols that you don't read very often. Review the following with the student:

* Capitalized word indicator: A two-cell indicator (dot 6, dot 6) that, when placed at the beginning of a group of letters, indicates that all of the letters are capitalized. This effect of this indicator is terminated by any symbol that is not a letter.
* Transcriber’s note indicators: Two three-cell indicators (dot 4, dots 4-6, dots 1-2-6 with no space before the first word of the note and dot 4, dots 4-6, dots 3-4-5 with no space at the end of the note) that are used to indicate the beginning and the end of a transcriber’s note. These symbols are used to point out any wording not shown in the print text that is inserted by the transcriber in braille. These symbols were first used in BOP Kindergarten with “Ask.” They were used again in BOP-2 Unit 1 with “Ask your teacher for help.”
* Website address symbol “dot”: When this symbol (dots 2-5-6), the same dots as the period and decimal point, is part of an e-mail or website address it is read as a dot. This symbol was first used in BOP-2 Unit 2 Lesson 9.

Now, ask the student to turn to page 38-1 in The Binder, “Special Symbols.” Ask her to read the directions and respond aloud.

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**Page 116, replacement for paragraph 4**

Next, tell the student that she will see these Glossary Words in bold in her reading today. Remind her that in print, bold words have letters with thicker lines than the surrounding print to call special attention to the word. Tell her that in braille, there are boldface symbol, word, and passage indicators and a boldface terminator just like there are for italics. Ask the student to turn to the Special Symbols page in *Skin*, t4, and find the eighth symbol on the page (after the italics terminator). Explain that this line shows the boldface word indicator. Ask her to tell you what dots it is made with. (dots 4-5, dot 2) Then ask her to read the name of the symbol. (Boldface word indicator) Help the student as needed. Note that the dot 2 means the boldface applies to a word, just like it does in the italic word indicator.

Ask the student to find the symbol three lines down from the boldface word indicator. Tell her that this is the boldface passage indicator. Ask her to tell you what dots it is made with. (dots 4-5, dots 2-3-5-6) Then ask her to read the name of the symbol. (Boldface passage indicator) Compare this symbol to the italic passage indicator. Follow the same procedure with the boldface terminator (on the line after the boldface passage indicator).

If needed, explain that the boldface symbol indicator is not used in the book, so it is not on the Special Symbols page. It is made with dots 4-5, dots 2-3.

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| **GRADE 2: UNIT 7: LESSON 39** | | | | |
| --- | --- | --- | --- | --- |
| **TE**  **Page** | **Location**  **TE/WS/ST** | **Location Detail** | **Change** | **Modification** |
| 183 | ST t3 |  | Replace this page with the Special Symbols List on page **71** of this supplement. | Material changed |
| 184 | ST t4 | paragraph 3 | The paragraph beginning “Internet addresses…” has been replaced with: “This volume is transcribed according to *The Rules of Unified English Braille*, Second Edition 2013.” | Material changed |
| 188 | B 39-1 | line 5 | Omit: to | to make |
|  |  | line 13 | Spacing rule | of a |
|  |  | line 22 | Omit: to  This line has been moved to the top of B a39-1 | to keep  Material moved |
|  |  | TE only | Note: In UEB the asterisk is dot 5, dots 3-5. Rule 3.3 |  |
| 189 | B a39-1 |  | The last line of B 39-1 has been moved to the top of this page. | Material moved |
|  |  | line 9 | Spacing rule | of the |
|  |  | line 11 | Omit: to | to your |
|  |  | line 12 | Omit: to | to your |
|  |  | line 17 | Omit: to (3) | to the  to tell  to move |
| 189 (cont.) | B a39-1 (cont.) | line 19 | Spacing rule | for the |
| 190 | B b39-1 | line 3 | Omit: to | to the |
|  |  | line 7 | Omit: to | to the |
|  |  | line 15 | Omit: to | to your |
|  |  | line 17 | Omit: ble | Problems |
|  | B c39-1 | line 4 | Omit: to | to break |
| 191 | B 39-1 | line 5 | Omit: to | to make |
|  |  | line 13 | Spacing rule | of a |
|  |  | line 22 | Omit: to  This line has been moved to the top of B a39-1 | to keep  Material moved |
| 192 | TE second table | row 1 Feature and Notes | Replace “single bold indicator” with “boldface word indicator” |  |
|  |  | row 2 | Note: The symbols for the transcriber’s note indicators have changed. |  |
| 195 | B 39-1 | line 5 | Omit: to | to make |
|  |  | line 13 | Spacing rule | of a |
| 195 (cont.) | B 39-1 (cont.) | line 22 | Omit: to  This line has been moved to the top of B a39-1 | to keep  Material moved |
| 197 | B 38-3 | line 2 | Symbol: italic word indicator | *Bones* |
| 204 | B 39-4 | line 2 | Symbols: italic passage indicator, italic terminator | *Bones: The Skeletal System* |
|  |  | line 3 | Numeric mode rule | 1-5 |
|  |  | line 4 | Omit: to | to number |
|  |  | #2 | Spacing rule | of the |
|  |  | #3 | Omit: to | to bones |
| 207 | B 39-1 | line 5 | Omit: to | to make |
|  |  | line 13 | Spacing rule | of a |
|  |  | line 22 | Omit: to  This line has been moved to the top of B a39-1 | to keep  Material moved |
| 208 | B a39-1 |  | The last line of B 39-1 has been moved to the top of this page. | Material moved |
|  |  | line 9 | Spacing rule | of the |
|  |  | line 11 | Omit: to | to your |
|  |  | line 12 | Omit: to | to your |
| 208 (cont.) | B a39-1 (cont.) | line 17 | Omit: to (3) | to the  to tell  to move |
|  |  | line 19 | Spacing rule | for the |
| 212 | B a39-1 |  | The last line of B 39-1 has been moved to the top of this page. | Material moved |
|  |  | line 9 | Spacing rule | of the |
|  |  | line 11 | Omit: to | to your |
|  |  | line 12 | Omit: to | to your |
|  |  | line 17 | Omit: to (3) | to the  to tell  to move |
|  |  | line 19 | Spacing rule | for the |
| 216 | B 39-6 | line 2 | Symbol: italic word indictor | *Bones* |
|  |  | line 3 | Numeric mode rule | 1-5 |
|  |  | line 4 | Omit: to | to number |
|  |  | #3c | Omit: ble | movable |
|  |  | #4 | Spacing rule | of a |
|  |  | #5 | Omit: to | to have |
| 219 | B a39-1 |  | The last line of B 39-1 has been moved to the top of this page. | Material moved |
|  |  | line 9 | Spacing rule | of the |
|  |  | line 11 | Omit: to | to your |
|  |  | line 12 | Omit: to | to your |
|  |  | line 17 | Omit: to (3) | to the  to tell  to move |
|  |  | line 19 | Spacing rule | for the |
| 221 | B a39-1 |  | See changes for TE page 219 above |  |
| 223 | B b39-1 | line 3 | Omit: to | to the |
|  |  | line 7 | Omit: to | to the |
|  |  | line 15 | Omit: to | to your |
|  |  | line 17 | Omit: ble | Problems |
| 228 | B 39-8 | #2 | Omit: to | to the |
|  |  | #4 | Omit: ble | movable |
|  |  | #5 | Spacing rule | of the |
|  |  | #7 | Omit: to | to the |
| 228 (cont.) | B 39-8 (cont.) | #8 | Spacing rule | of the |
|  | #10 | Omit: to | to hold |
|  |  | #12 | Omit: to | to the |
|  |  | #13 | Omit: to | to wipe |
| 229 | B 39-9 | line 2 | Symbol: italic word indictor | *Bones* |
|  |  | line 3 | Omit: to | to answer |
|  |  | line 4 | Omit: to  Numeric mode rule | to number  1-4 |
|  |  | #4 | Omit: to | to your |
|  |  | #5 | Omit: to | to do |
| 233 | B b39-1 | line 3 | Omit: to | to the |
|  |  | line 7 | Omit: to | to the |
|  |  | line 15 | Omit: to | to your |
|  |  | line 17 | Omit: ble | Problems |
| 234 | TE table | Feature and Notes | Note: The symbols for the transcriber’s note indicators have changed. |  |
| 235 | B b39-1 | line 3 | Omit: to | to the |
|  |  | line 7 | Omit: to | to the |
| 235 (cont.) | B b39-1 (cont.) | line 15 | Omit: to | to your |
| line 17 | Omit: ble | Problems |
| 237 | B b39-1 |  | See changes to TE page 235 above |  |
|  | B c39-1 | line 4 | Omit: to | to break |
| 241 | B 39-11 | line 2 | Symbol: italic word indicator | *Bones* |
|  |  | line 4 | Omit: to | to each |
|  |  | lines 6-9 | Grade 1 symbol indicator added | b.  c.  d.  e. |
|  |  | #6 | Omit: ble, to | able  to heal |
| 242 | B 39-12 | line 4 | Omit: to | to prepare |
| 245 | B 39-13 | line 4 | Omit: to | to help |
|  |  | line 5 | Omit: to | to help |
|  |  | line 8 | Omit: dd | madder |
|  |  | line 11 | Spacing rule | with a |
| 248 | TE table | Feature | Replace this text with “dot and slash in website addresses” |  |
| 248 (cont.) | TE table (cont.) | Notes | Delete “four” and “(continuation indicator)”  Note: This website fits on one line in UEB. |  |
| 249 | B 39-14 | #1 | Omit: com | complete |
|  |  | #3 | Omit: ation | punctuation |
|  |  | #7 | Omit: com | commas |
|  |  | #8 | Omit: to | to show |
| 252 | B 39-15 | line 9, Unit 1 | Symbols: dash, italic passage indicator, italic terminator | *—That's So Silly!* |
|  |  | line 12, Lesson 3 | Spacing rule | of the |
|  |  | line 13, Lesson 4 | Omit: to | to Maggie |
|  |  | line 17, Unit 2 | Symbols: dash, italic passage indicator, italic terminator | *—At Your Service* |
|  |  | line 19, Lesson 8 | Spacing rule | of the |
| 253 | B a39-15 | line 1, Unit 3 | Symbols: dash, italic passage indicator, italic terminator | *—Family and Friends* |
| 253 (cont.) | B a39-15 (cont.) | line 9, Unit 4 | Symbols: dash, italic passage indicator, italic terminator  Spacing rule | *—Just for the Fun of It* |
|  |  | line 15, Unit 5 | Symbols: dash, italic passage indicator, italic terminator | *—It's a Natural Thing* |
|  |  | line 16, Lesson 24 | Spacing rule | with the |
| 254 | B b39-15 | line 1, Unit 6 | Symbols: dash, italic passage indicator, italic terminator | *—A Walk on the Wild Side* |
|  |  | line 8, Lesson 35 | Omit: com | Commotion |
|  |  | line 9, Unit 7 | Symbol: italic word indicator (2) | *—Celebrate Books* |
|  |  | line 10, Lessons 36 and 37 | Symbol: italic word indicator (2) | *Fish Face* |
|  |  | line 11, Lesson 38 | Symbol: italic word indicator | *Skin* |
|  |  | line 12, Lesson 39 | Symbols: italic passage indicator, italic terminator | *Bones: The Skeletal System* |
| 261 | B 39-16 | line 1 | Spacing rule | of the |
|  |  | line 3 | Omit: to | to hear |
|  |  | line 5 | Symbol: italic word indicator (2) | *Reader's Digest* |
|  |  | line 8 | Omit: to | to me |
|  |  | line 15 | Spacing rule | of a |
|  |  | line 16 | Omit: to | to tigers |
|  |  | line 19 | Omit: to (2) | To find  to move |
|  |  | line 21 | Spacing rule | for the |
|  |  | line 23 | Omit: by | by six |
| 262 | B a39-16 | line 1 | Omit: by | by myself |
|  |  | line 9 | Omit: to | to become |
|  |  | line 10 | Omit: to | to read |
|  |  | line 13 | Omit: to | to read |
|  |  | line 14 | Omit: to | to read |
|  |  | line 15 | Omit: to | to Kentucky |
|  |  | line 17 | Omit: to | to read |
| 262 (cont.) | B a39-16 (cont.) | line 20 | Omit: to | to sit |
| line 21 | Omit: to | to read |
| 263 | B b39-16 | line 2 | Omit: to (2) | to help  to be |
|  |  | line 4 | Omit: to (2) | to teach  to my |
|  |  | line 7 | Omit: ally | Visually |
|  |  | line 13 | Omit: to | to meet |
|  |  | line 14 | Omit: to  Spacing rule | to read  of the |
|  |  | line 19 | Omit: com | common |
|  |  | line 21 | Omit: to | to explore |
|  |  | line 24 | Omit: ble, to | able  to give |
|  |  | line 25 | Spacing rule (2)  Omit: com  The word “completed” has been moved to the beginning of B c39-16 | with the  of the  completed  Material moved |
| 264 | c39-16 |  | The word “completed” has been moved from B b39-16 to the beginning of this page. | Material moved |
|  |  | line 1 | Omit: to | to read |
|  |  | line 4 | Omit: to | to reading |
|  |  | line 13 | Spacing rule | and the |
|  |  | line 15 | Omit: to | to be |
|  |  | line 19 | Spacing rule | for the |
|  |  | line 21 | Omit: com | computers |
|  |  | line 22 | Omit: com, to | computers  to help |
|  |  | line 24 | Omit: ation (2)  Use: tion (2)  The word “National” has been moved to the beginning of B d39-16 | Certifications National  Material moved |
|  | d39-16 |  | The word “National” has been moved from B c39-16 to the beginning of this page. | Material moved |
|  |  | line 3 | Omit: to (2) | to read  to music |
|  |  | line 4 | Omit: to | to eat |

SPECIAL SYMBOLS USED

IN THIS VOLUME

.= Dot locator

.=^t Trademark sign

.=^c Copyright sign

.=.7 Italic passage indicator

.=.' Italics terminator

.=^1 Boldface word indicator

.=@.< Opening transcriber's note indicator

.=@.> Closing transcriber's note indicator

.=^7 Boldface passage indicator

.=^' Boldface terminator

.=,- Dash

.=; Grade 1 symbol indicator

.=4 Period, dot

This page intentionally left blank.

| **GRADE 2: UNIT 7: LESSON 36 LESSON MONITORING SHEETS** | | | |
| --- | --- | --- | --- |
| **Page** | **Location** | **Change** | **Modification** |
| 1 | Grammar | Note: The symbol for the ellipsis has changed |  |
| 2 | Braille Knowledge | Note: The symbol for the ellipsis has changed  Replace “single and double italics” with “italic symbol, word, and passage indicators, and italic terminator” |  |

| **GRADE 2: UNIT 7: LESSON 37 LESSON MONITORING SHEETS** | | | |
| --- | --- | --- | --- |
| **Page** | **Location** | **Change** | **Modification** |
| 1 | Spelling | Omit: com, ally  Use: ea in really | company  finally  really |
|  | New Reading Words | Omit: ble, com, ally  Use: ed | mumbled  company  especially |
|  | Grammar | Note: The symbol for the closing single quotation mark has changed |  |
| 2 | Braille Knowledge | Replace “Termination sign” with “Capitals and italic terminators”  Note: The symbol for the closing single quotation mark has changed |  |
| **GRADE 2: UNIT 7: LESSON 38 LESSON MONITORING SHEETS** | | | |
| **Page** | **Location** | **Change** | **Modification** |
| 2 | Braille Knowledge | Replace “double capital indicator” with “capitalized word indicator”  Remove: “termination indicator,”  Add an “s” at the end of “transcriber’s note indicator”  Replace “Computer Braille Code symbols” with “dot in website addresses” |  |

***THERE ARE NO CHANGES FOR THE BOP SECOND GRADE UNIT 7 LESSON 39 LESSON MONITORING SHEET.***

Note: The page numbers in the Teacher’s Consumable Packet—for the Passage Miscue Analysis sheets—start after the Lesson Monitoring Sheets.

| **GRADE 2: UNIT 7: PASSAGE MISCUE ANALYSIS** | | | | |
| --- | --- | --- | --- | --- |
| **Page** | **Location** | **Location**  **Detail** | **Change** | **Modification** |
| 1-2 | ST 18 | line 2 | Omit: to | to run |
|  |  | line 5 | “unicorn” is no longer divided between lines | Material changed |
|  |  | line 8 | Omit: dd  Spacing rule | Suddenly  of the |
|  |  | line 14 | Omit: to | to her |
|  |  | line 15 | Omit: com | Come |
| 4-5 | ST 58 | line 3 | Symbol: dash | don’t— |
|  |  | line 9 | Omit: to, ble | to do  double |
|  |  | line 14 | Omit: to | to laugh |
|  |  | line 20 | Omit: to | to be |
|  |  | line 22 | Omit: to | to show |
|  |  | line 23 | Omit: to | to tell |
|  |  | line 24 | Omit: to, dd | to tell  middle |
| 7 | B 38-15 | line 2 | Omit: by | by LeAnn |
|  |  | line 3 | Omit: to | to the |
|  |  | line 4 | Spacing rule | of the |
| line 8 | Omit: to (2) | to put  to protect |
|  |  | line 9 | Omit: to (2) | to get  to the |
|  |  | line 10 | Spacing rule | of the |
| 9 | B 39-13 | line 4 | Omit: to | to help |
|  |  | line 5 | Omit: to | to help |
|  |  | line 8 | Omit: dd | Madder |
|  |  | line 11 | Spacing rule | with a |