

Kindergarten Module 2

Numbers 11-15 and General Omission Symbol

Check-Up Answer Key

Introduction

- All bracketed text should not be read aloud and is for reference only.
- The questions are not numbered in the student document. However, the questions and answers have been numbered in this document to aid teachers and parents.
- It is highly recommended that this check-up be completed across two or more sessions.

Part 1

Part 1 Materials

- Student Braille Document: GK-M2-Check-Up-Student.brf
- GK-M2-Check-Up-Data-Table.docx

Part 1 Teacher Script

This activity will help us find out how well you have learned the numbers 11 to 15 as well as the general omission symbol so far. Follow the directions for each line.

Question 1.1

There is just one symbol on the third line of braille. It is on the left side of the page.

[dots 4-5-6, dots 1-4-6]

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You should remember from Module 2 that this is called an opening Nemeth Code indicator. It tells us that we are going to read math or science. Dots 4-5-6 are in the first cell, and dots 1-4-6 are in the second cell.

Find the number 15 in the line of braille.

[Make sure the student is viewing the fourth line of braille on page 1.]

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Answer 1.1

⠠⠠⠠⠠

The student should point to the fourth item in the line.

Question 1.2

Find the number 11 in the next line of braille.

[Make sure the student is viewing the fifth line of braille on page 1.]

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Answer 1.2

⠠⠠⠠⠠

The student should point to the third item in the line.

Question 1.3

Find the number 13 in the next line of braille.

[Make sure the student is viewing the sixth line of braille on page 1.]

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Answer 1.3

⠠⠠⠠⠠

The student should point to the last item in the line.

Question 1.4

Find the number 14 in the next line of braille.

[Make sure the student is viewing the seventh line of braille on page 1.]

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Answer 1.4



The student should point to the second item in the line.

Question 1.5

Find the number 12 in the next line of braille.

[Make sure the student is viewing the eighth line of braille on page 1.]



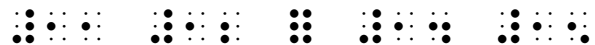
Answer 1.5



The student should point to the first item in the line.

Question 1.6

Find the general omission symbol in the last line of braille.



Answer 1.6



The student should point to the third item in the line.

Turn to page 2 and let's try some more!

Question 1.7

Find the number 13 in the first line of braille.



Answer 1.7



The student should point to the last item in the line.

Question 1.8

Find the number 15 in the second line of braille.

Answer 1.8

The student should point to the third item in the line.

Question 1.9

Find the number 12 in the third line of braille.

Answer 1.9

The student should point to the first item in the line.

Question 1.10

Find the number 11 in the fourth line of braille.

Answer 1.10

The student should point to the fourth item in the line.

Question 1.11

Find the number 14 in the fifth line of braille.

Answer 1.11

⠠⠠⠠⠠

The student should point to the second item in the line.

Question 1.12

Find the general omission symbol in the sixth line of braille.

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Answer 1.12

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The student should point to the last item in the line.

Question 1.13

Move your hands down the page to the next line of braille and then read the numbers.

[Make sure the student is viewing the six lines of braille at the bottom of page 2.]

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Answer 1.13

12 10 5 8

3 14 6 15

10 7 11 9

13 15 14 11

12 13 15 10

11 14 12 13

Part 2

Part 2 Materials

- Braillewriter
- Braille paper
- Base ten blocks: units and rods in different containers, baskets, or bowls (Alternative: Digi-Blocks - a different type of base ten block that nests)
- Place Value Chart available in contracted and uncontracted braille within the curriculum (Alternative: two-compartment sorting tray with the right compartment labeled "ones" and the left compartment labeled "tens" in braille)
- GK-M2-Check-Up-Data-Table.docx

Part 2 Teacher Script

Write the number and then build it by using base ten blocks (or Digi-Blocks).

Question 2.1

11

Answer 2.1

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The student should:

- write number 11
- build 11 with 1 rod (tens block) and 1 unit block

Question 2.2

15

Answer 2.2

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The student should:

- write number 15
- build 15 with 1 rod (tens block) and 5 unit blocks

Question 2.3

12

Answer 2.3

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The student should:

- write number 12
- build 12 with 1 rod (tens block) and 2 unit blocks

Question 2.4

14

Answer 2.4

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The student should:

- write number 14
- build 14 with 1 rod (tens block) and 4 unit blocks

Question 2.5

13

Answer 2.5

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The student should:

- write number 13
- build 13 with 1 rod (tens block) and 3 unit blocks

Part 3

Part 3 Materials

- Braillewriter
- Braille paper
- GK-M2-Check-Up-Data-Table.docx

Part 3 Teacher Script

Listen and then braille what you hear. Space one time between the braille symbols.

Question 3.1

11 12 general omission symbol 14 15

Answer 3.1

The student should write: 11 12 general omission symbol 14 15

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Question 3.2

6 general omission symbol 8 9 10

Answer 3.2

The student should write: 6 general omission symbol 8 9 10

⠠⠨⠠⠨ ⠠⠨⠠⠨ ⠠⠨⠠⠨ ⠠⠨⠠⠨ ⠠⠨⠠⠨

Question 3.3

10 11 12 general omission symbol

Answer 3.3

The student should write: 10 11 12 general omission symbol

Question 3.4

3 4 5 general omission symbol

Answer 3.4

The student should write: 3 4 5 general omission symbol

Part 4

Part 4 Materials

- Student Braille Document: GK-M2-Check-Up-Student.brf
- Braillewriter
- Braille paper
- GK-M2-Check-Up-Data-Table.docx

Part 4 Teacher Script

Question 4.1

Count the number of tally marks on each line, beginning at the top of page 3. Then write the number using your braillewriter. Space one time between your answers.

Answer 4.1

The student should have written: 12 15 10 14 11 13