

Kindergarten Module 4

Building Toward the Hundreds Chart

Check-Up

Introduction

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

Part 1

Part 1 Materials

- Student Braille Document: GK-M4-Check-Up-Student.brf
- APH Hundreds Board and Manipulatives Set, including the Numbers Set and the Grid Board (Alternatives: 1-inch tactile graph paper, graphic art tape used to arrange a grid on braille paper, Velcro pieces arranged in an array on construction paper with number flashcards)
- GK-M4-Check-Up-Data-Table.docx

Part 1 Teacher Note

Ensure that all numbers have been removed from the Grid Board before having the student create a braille chart each time.

Part 1 Teacher Script

Question 1.1

Count aloud to 10, beginning with 1.

Question 1.2

Use the Grid Board to create a braille chart from 1 to 10. Once you finish building your braille chart, read the numbers from 1 to 10 on the chart.

Question 1.3

Find the following numbers on the braille chart that you just created:

3 10 5 2 8 4

Question 1.4

Count aloud to 20, beginning with 1.

Question 1.5

Use the Grid Board to create a braille chart from 1 to 20. Once you finish building your braille chart, read the numbers from 1 to 20 on the chart.

Question 1.6

Find the following numbers on the braille chart that you just created:

16 11 20 14 17 13

Question 1.7

Let's move to the braille document now. 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 the module 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.

Now move your hands to the fourth line of braille and read the math problems about "one more" aloud. Then use your braille chart and figure out what number the general omission symbol stands for.

[Make sure the student is viewing the remaining eight lines of braille.]

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Question 1.8

Turn to page 2 and read the math problems about “one less” aloud. Then tell me what number the general omission symbol stands for.

[Make sure the student is viewing the first seven lines of braille on page 2.]

Part 2

Part 2 Materials

- Student Braille Document: GK-M4-Check-Up-Student.brf
- APH Hundreds Board and Manipulatives Set, including the Numbers Set and the Grid Board (Alternatives: 1-inch tactile graph paper, graphic art tape used to arrange a grid on braille paper, Velcro pieces arranged in an array on construction paper with number flashcards)
- GK-M4-Check-Up-Data-Table.docx

Part 2 Teacher Note

Ensure that all numbers have been removed from the Grid Board before having the student create a braille chart each time.

Part 2 Teacher Script

Question 2.1

Count aloud to 30, beginning with 1.

Question 2.2

Read the numbers on the last five lines of braille on page 2. There will be 4 numbers on each line of braille.

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Question 2.3

Use the Grid Board to create a braille chart from 1 to 30. Once you finish building your braille chart, read the numbers from 1 to 30 on the chart.

Question 2.4

Find the following numbers on the braille chart that you just created:

28 21 30 25 22 27

Listen as I read each math problem, and then use your chart to answer the question.

Question 2.5

What number is one less than 30?

Question 2.6

What number is one more than 14?

Question 2.7

What number is one less than 19?

Question 2.8

What number is one more than 22?

Question 2.9

What number is one less than 16?

Question 2.10

What number is one less than 23?

Question 2.11

What number is one more than 26?

Question 2.12

What number is one more than 21?

Question 2.13

What number is one less than 11?

Question 2.14

What number is one more than 25?

Part 3

Part 3 Materials

- Student Braille Document: GK-M4-Check-Up-Student.brf
- APH Hundreds Board and Manipulatives Set, including the Numbers Set and the Grid Board (Alternatives: 1-inch tactile graph paper, graphic art tape used to arrange a grid on braille paper, Velcro pieces arranged in an array on construction paper with number flashcards)
- GK-M4-Check-Up-Data-Table.docx

Part 3 Teacher Note

Ensure that all numbers have been removed from the Grid Board before having the student create a braille chart each time.

Part 3 Teacher Script

Question 3.1

Count aloud to 50, beginning with 1.

Question 3.2

Use the Grid Board to create a braille chart from 1 to 50. Once you finish building your braille chart, read the numbers from 1 to 50 on the chart.

Question 3.3

Skip count by 10s to 50, using the chart that you just created.

Question 3.4

Find the following numbers on the braille chart that you created:

31 49 38 50 35 38 42

Question 3.5

Use your braille chart and count to 50 beginning with the following numbers:

8 13 6 29

Question 3.6

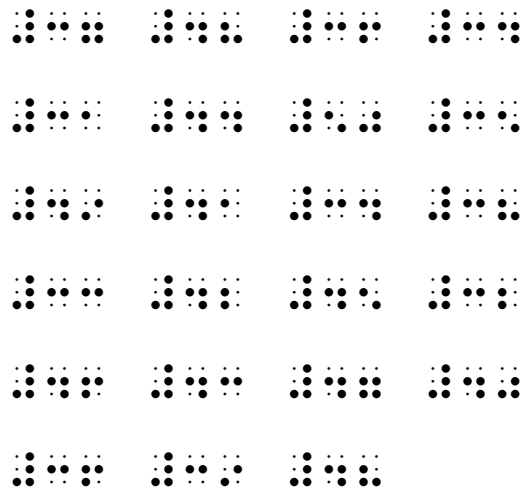
Use your braille chart and skip count by 10 through the last row in the chart, beginning with the following numbers:

3 17 9 12

Question 3.7

Turn to page 3 and read the numbers from 31-50, starting at the top of the page. There will be 4 numbers on each line of braille except the last line where there will be 3 numbers.

[Make sure the student is viewing the first six lines of braille on page 3.]



Listen as I read each math problem, and then use your chart to answer the question.

Question 3.8

What number is one less than 49?

Question 3.9

What number is one more than 34?

Question 3.10

What number is one less than 45?

Question 3.11

What number is one more than 42?

Question 3.12

What number is one less than 36?

Question 3.13

What number is one less than 31?

Question 3.14

What number is one more than 47?

Question 3.15

What number is one more than 41?

Question 3.16

What number is one less than 39?

Question 3.17

What number is one more than 43?