**INTRODUCTION**

Due to the implementation of the Unified English Braille (UEB) code, the Building on Patterns (BOP) First Grade Unit 3 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-U3 BOP First Grade Unit 3 Student Textbook, UEB

6-78564-U3 BOP First Grade Unit 3 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 3 that has changes because of the transition to UEB and a table for changes needed in the Assessment Check-up Forms. The following list contains some general information that may apply to multiple entries in the tables, and changes that are common throughout the entire Building on Patterns series that apply to this unit and are not listed in the tables. Please make note of these:

1. When a Rule is noted in a table it is referring to the *Rules of Unified English Braille,* Second Edition 2013.
2. The first time a change is found in the student materials or Teacher’s Edition, there is a detailed description in the table. A simple word or phrase is listed for subsequent instances of that change in the rest of the unit.
   * UEB does not have some contractions that were included in the English Braille American Edition (EBAE) code. The first time there is a Change about not using an EBAE contraction, it is noted as an omission. Each additional instance is noted with “Omit:” followed by the letters or word that is not contracted.
   * Braille symbols other than contractions that are different in UEB are noted as a Symbol. The first time there is a Change about a symbol, the name and dot numbers are provided. Each additional mention is noted with “Symbol:” followed by name of the symbol.
3. Number Signs—now called Numeric Indicators: In UEB the numeric indicator is repeated after a hyphen. So worksheet numbers or other numbers within the student materials may have changed to reflect this rule. For example: WS14-3 will have a numeric indicator before the 14 and before the 3. See UEB Rules 6.2 and 6.3.
4. A blank line is now represented by the UEB low line (underscore) symbol: Dots 4-6, Dots 3-6. See UEB Rule 7.2.3.
5. There are some line runovers (places where the text goes to the next line) in the student materials that have changed. These are not noted unless text has been moved to another page.

**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.

**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:

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| **Steps** | **Example** |
| 1. Open the Teacher’s Edition to the page number listed in column 1. | TE Page – iii |
| 1. Use column 2 to find the general location of where a change was made or needs to be made. | Location – TE Scope and Sequence: New Reading Words |
| 1. Use column 3 to find the item, sentence, line, or other location detail for the change. | Location Detail – row 5 |
| 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: com (2)  (The contraction com is omitted twice.) |
| 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 – come coming  (These are the words affected by the Change listed.) |

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| **GRADE 1: UNIT 3: FRONT MATTER** | | | | |
| **TE**  **Page** | **Location**  **TE/WS/ST** | **Location Detail** | **Change** | **Modifications** |
| iii | TE Scope and Sequence Chart: New Reading Words | row 3 | UEB does not have a contraction for “com,” therefore it is omitted in this unit. (2) | come  coming |
|  |  | row 5 | Omit: com (2) | come  coming |

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| **GRADE 1: UNIT 3: LESSON 14** | | | | |
| **TE**  **Page** | **Location**  **TE/WS/ST** | **Location Detail** | **Change** | **Modifications** |
| TE 35 | aWS14-5 | line 1 | UEB does not have a contraction for “ble,” therefore it is omitted in this unit. | nibble  (Note: The bb contraction is now used in this word.) |
|  |  | line 7 | Symbol: The symbol for the dash is dots 6, 3-6 in UEB. | 6, 3-6Rose Fyleman |

***NO CHANGES FOR LESSON 15***

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| **GRADE 1: UNIT 3: LESSON 16** | | | | |
| **TE**  **Page** | **Location**  **TE/WS/ST** | **Location Detail** | **Change** | **Modifications** |
| TE 83 | TE Reading: New Reading Words |  | Omit: com (2) | come  coming |
| TE 84 | TE Day 2: Reading |  | Omit: com (2) | come  coming |
| TE 98 | TE left side bar: Reading |  | Omit: com (2) | come  coming |
| TE 99 | ST 25 | line 5 | Omit: com (2) | come |
|  |  | line 6 | Omit: com | come |
| TE 100 | ST 26 | line 3 | Omit: com (2) | coming |
|  | TE instructions for come | sentence 2 | Delete this sentence. |  |
| TE 110 | ST 28 | line 8 | Omit: com | come |
| TE 111 | ST 29 | line 8 | Omit: com | come |
| TE 114 | ST 32 | line 8 | Omit: com | coming |
| TE 116 | ST 34 | line 5 | Omit: com | come |

***NO CHANGES FOR LESSON 17***

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| **GRADE 1: UNIT 3: LESSON 18** | | | | |
| **TE**  **Page** | **Location**  **TE/WS/ST** | **Location Detail** | **Change** | **Modifications** |
| TE 181 | TE Word Work: Dolch Word Recognition |  | Omit: com | come |
|  | TE Reading: New Reading Words |  | Omit: com (2) | come  coming |
| TE 200 | WS18-4 | line 3 | Omit: com | come |
|  |  | line 13 | The last line of this WS has been moved to the first line of aWS18-4. | Material moved |
| TE 201 | aWS18-4 | N/A | The last line of  WS18-4 has been moved to the first line of aWS18-4. | Material  moved |

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| **GRADE 1: UNIT 3: LESSON 18 ASSESSMENT CHECK-UP FORMS** | | | | |
| **ACF**  **Page** | **Location**  **LMS/WS/ST** | **Location Detail** | **Change** | **Modifications** |
| 10 | WS18-4 | line 3 | Omit: com | come |
|  |  | line 13 | The last line of this WS has been moved to the first line of aWS18-4. | Material moved |
| 11 | aWS18-4 | N/A | The last line of  WS18-4 has been moved to the first line of aWS18-4. | Material  moved |