**INTRODUCTION**

Due to the implementation of the Unified English Braille (UEB) code, the Building on Patterns (BOP) First Grade Unit 6 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-U6 BOP First Grade Unit 6 Student Textbook, UEB

6-78564-U6 BOP First Grade Unit 6 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 6 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 word to is no longer anchored with a full cell when it is shown by itself because it is not contracted 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.

**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 – 78 |
| 1. Use column 2 to find the general location of where a change was made or needs to be made. | Location – WS31-6  (The student’s worksheet 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 2  (The second line of braille on the worksheet) |
| 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 go  (The word to is spelled out and spaced from go.) |

| **GRADE 1: UNIT 6: FRONT MATTER** | | | | |
| --- | --- | --- | --- | --- |
| **TE**  **Page** | **Location**  **TE/WS/SE** | **Location Detail** | **Change** | **Modification** |
| ii | Scope and Sequence Chart: Spelling Words | row 3 | UEB does not have a contraction for “to,” therefore it is omitted in this Unit. | to |
| iii | Scope and Sequence Chart: New Reading Words | row 1 | UEB does not have a contraction for “ble”, “dd” or “to,” therefore they are omitted in this Unit. | fable  sudden  to |
|  |  | row 3 | Omit: dd | suddenly |
|  | Scope and Sequence Chart: Braille Knowledge | row 1 | Delete: “to and when to use it” |  |
|  |  | row 4 | Delete: to |  |
| iv | Scope and Sequence Chart: Spelling Words | row 1 | Omit: to | to |
| v | Scope and Sequence Chart: New Reading Words | row 1 | Omit: ble, dd, to | fable  sudden  suddenly  to |

| **GRADE 1: UNIT 6: LESSON 30** | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **TE**  **Page** | | **Location**  **TE/WS/ST** | | **Location Detail** | | **Change** | | **Modification** | |
| 1 | | TE Materials Needed | |  | | Delete: “and to” | |  | |
|  | | TE Reading | | New Reading Words | | Omit: ble, dd, to | | fable  sudden  to | |
|  | | TE Writing | | Writing Grammar | | Delete: “and to” | |  | |
|  | | TE Braille Knowledge | | Braille Contractions | | Delete: to | |  | |
|  | |  | | Braille Rule | | Delete: “Using the word to, contracted and uncontracted.”  Skip this activity. | |  | |
| 2 | | TE Day 1: Braille Knowledge | | Braille Contractions | | Delete  Skip this activity. | |  | |
|  | | TE Day 2: Reading | | New Reading Words | | Omit: ble, dd, to | | fable  sudden  to | |
| 3 | | TE Day 5: Writing | | Writing Grammar | | Delete: “and to” | |  | |
|  | | TE Day 5: Braille Knowledge | |  | | Delete: “and to” | |  | |
| 4 | | TE left side bar: Braille Knowledge | |  | | Delete  Skip this activity. | |  | |
| 7 | | TE Braille Knowledge | | entire page | | Delete  Skip this activity. | |  | |
| 8 | | WS30-2 | | entire worksheet | | This worksheet is removed in the new UEB Student Materials. Worksheets are NOT renumbered. | | Deleted | |
| 12 | | TE left side bar: Reading | | New Reading Words | | Omit: ble, dd, to | | fable  sudden  to | |
|  | | TE left side bar: Braille Knowledge | |  | | Delete  Skip this activity. | |  | |
| 13 | | ST 3 | | line 3 | | Spacing rule: In UEB, a, and, for, of, the, with are no longer “snuggled” to each other. Rule 10.3 | | and the | |
|  | |  | | line 4 | | Spacing rule | | and the | |
|  | |  | | line 6 | | Spacing rule | | and the | |
| 14 | | ST 5 | | line 2 | | Omit: ble (2) | | fable | |
|  | |  | | line 4 | | Omit: ble | | fables | |
| 14 (cont.) | | ST 5 (cont.) | | line 7 | | Omit: dd (2) | | sudden | |
|  | | line 11 | | Omit: to (3)  Full cell (fc) also removed | | to(fc)  to walk  to the | |
| 15 | | ST 6 | | line 9 | | Omit: to | | to school | |
|  | | TE instructions for fable | |  | | Omit: ble (2) | | fable | |
|  | | TE instructions for sudden | |  | | Omit: dd (3) | | sudden | |
| 16 | | TE instructions for to | | sentences 1-2 | | Delete (fc)  Replace these sentences with: “Have the child read the word to and then read the sentence. Provide assistance as needed.” | |  | |
| 17 | | TE Braille Knowledge | | entire paragraph | | Delete  Skip this activity. | |  | |
|  | | WS30-3 | | entire worksheet | | This worksheet is removed in the new UEB Student Materials. | | Deleted | |
| 21 | | ST 7 | | line 3 | | Omit: ble (2) | | fables  Fables | |
|  | |  | | line 5 | | Omit: ble | | fables | |
|  | |  | | line 7 | | Omit: ble | | fables | |
| 22 | | ST 8 | | line 1 | | Spacing rule | | and the | |
|  | |  | | line 3 | | Omit: to, dd | | to a  sudden | |
|  | |  | | line 8 | | Omit: to (2) | | to the  to drink | |
|  | |  | | line 9 | | Omit: dd | | sudden | |
| 23 | | ST 9 | | line 3 | | Omit: to | | to save | |
|  | |  | | line 6 | | Spacing rule | | of the | |
|  | |  | | line 7 | | Omit: to | | to shore | |
|  | |  | | line 9 | | Omit: to | | to catch | |
|  | |  | | line 10 | | Spacing rule | | for the | |
| 24 | | ST 10 | | line 1 | | Omit: to | | to save | |
| 25 | | ST 11 | | line 1 | | Spacing rule | | of the | |
|  | |  | | line 3 | | Omit: to | | to say | |
|  | |  | | line 4 | | Omit: to | | to do | |
|  | |  | | line 6 | | Omit: to | | to help | |
|  | |  | | line 10 | | Omit: to  Spacing rule | | to see  of the | |
| 26 | | ST 12 | | line 1 | | Spacing rule | | and the | |
|  | |  | | line 4 | | Omit: to | | to the | |
|  | |  | | line 9 | | Omit: to | | to drink | |
|  | |  | | line 11 | | Spacing rule | | of the | |
| 27 | | ST 13 | | line 1 | | Omit: to | | to do | |
|  | |  | | line 5 | | Spacing rule | | of the | |
|  | |  | | line 7 | | UEB does not have a contraction for “com,” therefore it is omitted in this unit. (2) | | Come | |
|  | |  | | line 11 | | Omit: to | | to look | |
| 28 | | ST 14 | | line 1 | | Spacing rule | | of the | |
|  | |  | | line 3 | | Omit: to | | to check | |
|  | |  | | line 6 | | Spacing rule  Omit: to | | of a  to you? | |
| 29 | | WS30-4 | | #8 Line 10 | | Omit: to | | to fill | |
| 37 | | WS30-7 | | line 2 | | Omit: to | | to stay | |
| 40 | | TE left side bar: Writing | | Writing Grammar | | Delete: “and to” | |  | |
|  | | TE main text: Writing | | paragraph  heading | | Delete: “and to” | |  | |
| 41 | | TE first full paragraph, starting with: “Give the child a card …” | |  | | Delete: This activity starting with the first full paragraph and ending with “… not a word after to.” | |  | |

| **GRADE 1: UNIT 6: LESSON 31** | | | | |
| --- | --- | --- | --- | --- |
| **TE**  **Page** | **Location**  **TE/WS/SE** | **Location Detail** | **Change** | **Modification** |
| 49 | WS31-1 | #5 line 10 | Spacing rule | of the |
| 55 | ST 17 | line 9 | Spacing rule | for the |
| 56 | ST 18 | line 5 | Omit: to | to get |
| 63 | WS31-4 | #4 line 9 | Spacing rule | of the |
| 64 | ST 19 | line 3 | Spacing rule | and a |
|  |  | line 6 | Spacing rule | and the |
| 65 | ST 20 | line 5 | Spacing rule | and the |
|  |  | line 7 | Omit: to | to eat |
|  |  | line 9 | Spacing rule | with the |
|  |  | line 10 | Spacing rule | for the |
| 66 | ST 21 | line 7 | Omit: com | computer |
|  |  | line 12 | Spacing rule | for the |
| 67 | ST 22 | line 2 | Omit: to | to plant |
|  |  | line 5 | Omit: com | computer |
|  |  | line 6 | Omit: to | to play |
| 68 | ST 23 | line 2 | Omit: to | to cut |
|  |  | line 8 | Omit: com | computer |
| 69 | ST 24 | line 1 | Omit: to | to grind |
|  |  | line 6 | Omit: com | computer |
|  |  | line 9 | Omit: to | to grind |
| 70 | ST 25 | line 1 | Omit: to | to bake |
|  |  | line 7 | Omit: com | computer |
|  |  | line 10 | Omit: to | to bake |
| 71 | ST 26 | line 1 | Omit: to | to eat |
| 72 | ST 27 | line 2 | Spacing rule | for the |
|  |  | line 3 | Spacing rule | for the |
|  |  | line 8 | Omit: com | computer |
|  |  | line 8 | Omit: to | to help |
| 74 | WS31-5 | #2 line 3 | Spacing rule | with the |
|  |  | #5 line 8 | Spacing rule | and a |
|  |  | #6 line 9 | Omit: to | to wait |
| 75 | TE Writing Grammar | sentence 1 | Numeric mode rule: The numeric indicator must be repeated after the hyphen. Rule 6.3  If needed, remind the student that the numeric indicator needs to go after the hyphen in 777-8888. |  |
|  |  | #5 | Spacing rule | with a |
| 78 | WS31-6 | line 2 | Omit: to | to go |
|  |  | #3 line 9 | Spacing rule | and a |
| 79 | WS31-7 | #10 line 11 | Spacing rule | of a |

| **GRADE 1: UNIT 6: LESSON 32** | | | | |
| --- | --- | --- | --- | --- |
| **TE**  **Page** | **Location**  **TE/WS/SE** | **Location Detail** | **Change** | **Modification** |
| 91 | TE Word Work | Spelling | Omit: to | to |
|  | TE Reading | New Reading Words | Omit: dd | suddenly |
| 92 | TE Day 2: Word Work | Spelling | Omit: to | to |
|  | TE Day 2: Reading |  | Omit: dd | suddenly |
| 93 | TE Day 3: Reading |  | Spacing rule | and the |
|  | TE Day 4: Reading |  | Spacing rule | and the |
| 96 | WS32-1 | #6 lines 12-13 | Item #6 and answer choices have been moved the back of the worksheet, aWS32-1. | Moved material |
|  |  | #6 line 12 | Omit: to (2) | to sit  to eat |
| 99 | WS 32-3 | #2 line 4 | Spacing rule | for a |
|  |  | #4 line 6 | Omit: to | to play |
| 104 | TE left side bar: Reading |  | Omit: dd | suddenly |
| 105 | ST 31 | line 4 | Omit: ble | table |
|  |  | line 7 | Omit: to | to eat |
| 105 (cont.) | ST 31 (cont.) | line 13 | Omit: to | to the |
| 106 | ST 32 | line 2 | Omit: to | to lift |
|  |  | line 8 | Omit: dd | suddenly |
| 108 | TE instructions for suddenly quickly softly |  | Omit: dd | suddenly |
| 111 | WS 32-5 | #4 line 7 | Spacing rule | for the |
| 112 | TE Oral Spelling #9 | #9 line 6 | Delete: to(fc) (contr.) |  |
| 113 | ST 43 | #9 line 10 | to(fc) (contr.) has been removed | Text removed |
| 116 | TE left side bar: Reading |  | Spacing rule | and the |
|  | TE main text: Reading | title | Spacing rule | and the |
|  |  | answer after sentence 1 | Spacing rule | and the |
| 117 | ST 33 | line 1 | Spacing rule | and the |
|  |  | line 2 | Spacing rule | and a |
|  |  | line 6 | Omit: to | to eat |
|  | line 9 | Omit: to | to go |
| 118 | ST 34 | line 3 | Omit: to | to get |
|  |  | line 4 | Omit: to | to bed |
|  |  | line 8 | Omit: to | to eat |
| 119 | ST 35 | line 1 | Omit: to | to sleep |
|  |  | line 4 | Omit: to  Spacing rule  Omit: to | to think  of a  to get |
|  |  | line 9 | Omit: dd, to | Suddenly  to Mother |
|  |  | line 10 | Omit: to | to do |
|  |  | line 12 | Omit: to | to heat |
| 121 | ST 36 | line 2 | Omit: to | to bed |
|  |  | line 9 | Omit: dd | Suddenly |
|  |  | line 11 | Spacing rule | of the |
|  |  | line 12 | Omit: to | to the |
| 122 | ST 37 | line 3 | Spacing rule | and the |
|  |  | line 5 | Spacing rule | with the |
| 122 (cont.) | ST 37 (cont.) | line 7 | Spacing rule | for the |
| 123 | ST 38 | line 4 | Omit: to (2) | to it  to rest |
|  |  | line 7 | Spacing rule | and the |
|  |  | line 8 | Spacing rule  Omit: to | with a  to the |
|  |  | line 9 | Spacing rule | and the |
|  |  | line 10 | Omit: to | to eat |
|  |  | line 11 | Omit: to | to do |
| 124 | ST 39 | line 7 | Omit: to (2) | to use  to help |
|  |  | line 9 | Spacing rule | and the |
|  |  | line 10 | Omit: to | to do |
|  |  | line 12 | Omit: to | to get |
| 125 | ST 40 | line 2 | Omit: to  Spacing rule | to the  and the |
|  |  | line 8 | Spacing rule | and the |
| 126 | ST 41 | line 3 | Omit: to | to his |
|  |  | line 4 | Omit: to (2) | to get  to show |
|  |  | line 5 | Omit: to | to taste |
|  |  | line 7 | Omit: to | to the |
|  |  | line 11 | Spacing rule | of the |
| 129 | TE | #7 | Delete #7 clue. |  |
|  |  | #8 | Delete #8 clue. |  |
| 130 | TE main text: Writing | #1 | Omit: to  Spacing rule | to eat  with a |
| 131 | TE | #5 | Omit: to | to reach |

| **GRADE 1: UNIT 6: LESSON 33** | | | | |
| --- | --- | --- | --- | --- |
| **TE**  **Page** | **Location**  **TE/WS/SE** | **Location Detail** | **Change** | **Modification** |
| 143 | TE Braille Knowledge |  | Delete to |  |
| 145 | TE Day 4: Writing | Writing Grammar | Delete to |  |
|  | TE Day 4: Braille Knowledge |  | Delete to |  |
| 150 | WS 33-3 | #6 line 10 | Omit: to (2) | to go  to the |
|  |  | #7 line 11 | Omit: to | to go |
| 151 | TE Creative Writing | sentence 7 | Note: A row of dots 3-6 is still used for the blank to allow the student to “use a braillewriter to fill in the blank on the worksheet.” |  |
| 152 | WS33-4 | line 3 | Note: A row of dots 3-6 is still used for the blank. |  |
| 156 | WS33-6 | #1 line 3 | Omit: to | to find |
| 157 | WS33-7 | #7 line 7 | Omit: to | to fix |
|  |  | #8 line 8 | Omit: to | to her |
| 158 | ST 45 | line 3 | Omit: to | to school |
|  |  | line 8 | Omit: to | to school |
| 158 (cont.) | ST 45 (cont.) | line 9 | Spacing rule | of the |
| 159 | ST 46 | line 7 | Spacing rule | and a |
| 164 | WS33-8 | line 3 | Note: A row of dots 3-6 is still used for the blank. |  |
| 167 | ST 47 | line 4 | Omit: to | to people |
|  |  | line 7 | Omit: to | to eat |
|  |  | line 9 | Omit: to | to make |
|  |  | line 10 | Spacing rule | and a |
| 168 | ST 48 | line 8 | Omit: to | to make |
|  |  | line 9 | Omit: to | to get |
|  |  | line 11 | Omit: to | to have |
| 170 | ST 50 | line 2 | Spacing rule | of the |
|  |  | line 4 | Omit: to | to choose |
|  |  | line 11 | Omit: to  Spacing rule | to tell  of the |
|  |  | line 12 | Spacing rule | of the |
| 173 | ST 53 | line 1 | Spacing rule | for the |
|  |  | line 3 | Omit: to | to people |
|  |  | line 5 | Spacing rule  Omit: to | for a  to ride |
|  |  | line 8 | Spacing rule | to people |
|  |  | line 9 | Omit: to | to stores |
| 174 | ST 54 | line 4 | Spacing rule | with a |
|  |  | line 5 | Spacing rule | for a |
|  |  | line 6 | Omit: to | to put |
| 177 | ST 56 | line 5 | Spacing rule | with the |
|  |  | line 8 | Omit: to | to eat |
|  |  | line 9 | Omit: to | to go |
|  |  | line 11 | Omit: to | to the |
| 178 | ST 57 | line 2 | Omit: to | to go |
|  |  | line 3 | Omit: to | to read |
|  |  | line 7 | Omit: to (2) | to be  to go |
| 178 (cont.) | ST 57 (cont.) | line 9 | Omit: to | to go |
|  | line 10 | Spacing rule | for a |
|  |  | line 11 | Omit: to  Spacing rule | to wait  for the |
| 179 | ST 58 | line 2 | Omit: to | to save |
|  |  | line 7 | Omit: to | to eat |
|  |  | line 8 | Omit: to | to mush |
|  |  | line 10 | Omit: to | to clean |
| 180 | ST 59 | line 1 | Omit: to (2) | to go  to the |
|  |  | line 4 | Omit: to  Spacing rule | to carry  of the |
|  |  | line 5 | Spacing rule | and the |
|  |  | line 6 | Omit: to | to keep |
|  |  | line 7 | Omit: to | to go |
| 181 | ST 60 | line 3 | Omit: to | to the |
|  |  | line 4 | Omit: to | to sit |
| 181 (cont.) | ST 60 (cont.) | line 5 | Omit: to | to check |
|  | line 10 | Spacing rule  Omit: to | of the  to bring |
|  |  | line 12 | Omit: to | to go |
| 182 | ST 61 | line 2 | Spacing rule | with a |
| 183 | ST 62 | line 4 | Omit: to | to tell |
| 185 | WS33-10 | line 3 | Note: A row of dots 3-6 is still used for the blank. |  |
| 186 | TE left side bar: Writing | Writing Grammar | Delete to |  |
|  | TE left side bar: Braille Knowledge |  | Delete to |  |
| 187 | TE Braille Knowledge | subheading: “Review …” | Delete to |  |
| 188 | WS33-11 | line 1 | to(fc) has been removed | Text removed |
|  |  | #5 line 6 | item #5 has been removed | Text removed |
| 189 | WS33-12 | #5 line 11 | item #5 has been removed | Text removed |
| 190 | TE Writing | subheading: “Writing …” | Delete to |  |
|  |  | sentence 3 | Change this sentence to: “Be sure that the child writes these braille contraction in the lower part of the cell.”  DELETE the rest of the sentence. |  |
|  | WS33-13 | line 1 | to(fc) has been removed | Text removed |
|  |  | #5 line 7 | item #5 has been removed | Text removed |
| 191 | WS33-14 | line 10 | Omit: to (2) | to see  to know |
|  |  | line 11 | Omit: to | to the |
| 192 | WS33-15 | line 3 | Note: A row of dots 3-6 is still used for the blank. |  |

| **GRADE 1: UNIT 6: LESSON 34** | | | | |
| --- | --- | --- | --- | --- |
| **TE**  **Page** | **Location**  **TE/WS/SE** | **Location Detail** | **Change** | **Modification** |
| 201 | TE Word Work | Dolch Word Recognition | Omit: com, to | come  to(fc) |
|  | TE Word Work cont. | Spelling | Omit: to | to |
|  | TE Reading | New Reading Words | Omit: ble, dd, to | fable  sudden  to |
| 202 | TE Reading cont. |  | Omit: dd | suddenly |
|  | TE Braille Knowledge |  | Delete to |  |
| 208 | ST 58 (also described in the Lesson 33 chart, TE Page 179) | line 2 | Omit: to | to save |
|  | line 7 | Omit: to | to eat |
|  | line 8 | Omit: to | to mush |
|  |  | line 10 | Omit: to | to clean |
| 212 | WS34-2 | line 10 | Omit: dd | suddenly |
| 213 | ST 65 | line 9 | Spacing rule | for a |
| 215 | ST 66 | line 4 | Spacing rule | for a |
|  |  | line 7 | Spacing rule | of the |
| 216 | WS34-4 | #5 line 5 | Spacing rule | for the |
|  |  | #5 line 6 | Omit: to | to have |
|  |  | #5 line 7 | Omit: to | to shop |
|  |  | #5 line 8 | Omit: to | to look |
| 218 | WS34-5 | #9 line 7 | Omit: to | to her |
| 219 | ST 68 | line 4 | Omit: to | to swim |
|  |  | line 12 | Omit: to | to swim |
| 220 | WS34-6 | #12 line 7 | Spacing rule | for a |
| 221 | ST 69 | line 2 | Omit: com | come |
|  |  | line 7 | Omit: com  Spacing rule | come  with the |
|  |  | line 9 | Spacing rule | of the |
| 222 | WS34-7 | #14 line 1 | Omit: to | to do |
|  |  | #15 line 5 | Omit: to | to bring |
|  |  | #16 line 9 | Omit: to | to try |
|  |  | #16 line 10 | Omit: to | to swim |
| 222 (cont.) | WS34-7 (cont.) | #16 line 11 | Omit: to | to swim |
|  | #16 line 12 | Omit: to | to swim |
| 223 | ST 70 | line 6 | Spacing rule | for the |
|  |  | line 8 | Spacing rule | for the |
|  |  | lines 12-13 | These lines have been moved to ST 71: “You can have a short try,” said Mom. “I will sit near the pool and watch you.” | Material moved |
| 224 | WS34-8 | #17 line 1 | Omit: to | to swim |
|  |  | #17 line 3 | Omit: com | come |
|  |  | #17 line 4 | Omit: to | to swim |
|  |  | #19 line 11 | Omit: to | to cry |
| 225 | ST 71 | first two lines | These lines have been moved to ST 71: “You can have a short try,” said Mom. “I will sit near the pool and watch you.” | Material moved |
|  |  | old line 1 | Spacing rule | of the |
| 226 | WS34-9 | #20 line 2 | Spacing rule | of the |
|  |  | #21 line 6 | Spacing rule | of the |
|  | #22 line 10 | Omit: to | to go |
| 228 | WS34-10 | #23 line 3 | Omit: to | to be |
|  |  | #24 line 7 | Omit: to | to have |
|  |  | #24 Line 8 | Spacing rule | for the |
|  |  | #25 line 11 | Omit: to | to a |
|  |  | #25 line 12 | Omit: to | to Grandma’s |
|  |  | #25 line 13 | Omit: to | to another |
| 229 | TE |  | Change possible points from (9 of 12) to (8 of 11) |  |
|  |  | sentence 3 | Change 1-9 to 1-8 |  |
|  |  | sentence 4 | Change 5-9 to 5-8 |  |
|  |  | sentence 5 | Delete this sentence: “Item 9 ...” |  |
|  |  | sentence 6 | Change 10 to 9 |  |
| 230 | WS34-11 | #9 line 9 | “to(fc)” has been removed from student's worksheet and “out” is now item #9 (there is no #10) | Text removed and changed |
| 232 | WS34-12 | line 1 | The word “will” has been moved to the last line of aWS34-12. | Material moved |
| 232 (cont.) | WS34-12 (cont.) | line 10 | Omit: com | come |
|  |  | The word “hold” has been moved to the last line of aWS34-12. | Material moved |
| 233 | aWS34-12 | line 1 | The word “funny” has been moved to the last line of aWS34-12. | Material moved |
|  |  | line 2 | Omit: to | to(fc) |
|  |  | line 13 | The words: “will”, “hold,” and “funny” are now on this line. | Material moved |
| 236 | WS34-13 | #2 line 3 | Spacing rule | with the |
| 237 | WS34-14 | #2 line 2 | Omit: com | computer |
| 239 | TE | subheading | Change (29 of 42) to (28 of 40) |  |
|  | WS34-17 | #1 line 1 | Omit: to | to get |
|  |  | #4 line 5 | Omit: to | to the |
|  | TE Scoring | sentence 2 | Delete: “and one point for correctly writing and spacing the two to's (2).” |  |
|  |  | sentence 3 | Change total points possible to 40. |  |

| **GRADE 1: UNIT 6: LESSON 30 LESSON MONITORING SHEETS** | |
| --- | --- |
| **Page** | **Change** |
| 1 of 20 | Skip BRAILLE KNOWLEDGE |
| 2 of 20 | Skip BRAILLE KNOWLEDGE |
| 4 of 20 | Skip evaluation of “to” |

| **GRADE 1: UNIT 6: LESSON 32 LESSON MONITORING SHEETS** | |
| --- | --- |
| **Page** | **Change** |
| 10 of 20 | In WORD WORK Phonics, add “aWS32-1” |
| 11 of 20 | In WORD WORK Spelling: Written Spelling, change “/5 contract” to “/4 contracted” |
| 13 of 20 | In WORD WORK Spelling: Using the Words, change “/9” to “/7” |
| 14 of 20 | In WORD WORK Spelling: Lesson 32 Spelling Test, change “/5 contract” to “/4 contracted” |

| **GRADE 1: UNIT 6: LESSON 33 LESSON MONITORING SHEETS** | |
| --- | --- |
| **Page** | **Change** |
| 19 of 20 | In BRAILLE KNOWLEDGE and WRITING Writing Grammar, skip “to” and change “/5” to “/4” |

| **GRADE 1: UNIT 6: ASSESSMENT RECORD SHEETS** | | | | |
| --- | --- | --- | --- | --- |
| **ARS**  **Page** | **Location**  **ARS/WS/SE** | **Location Detail** | **Change** | **Modification** |
| 2 | ST 58 | line 2 | Omit: to | to save |
|  | line 7 | Omit: to | to eat |
|  | line 8 | Omit: to | to mush |
|  |  | line 10 | Omit: to | to clean |
| 6 | WS34-2 | line 10 | Omit: dd | suddenly |
| 7 | WS34-4 | #5 line 5 | Spacing rule | for the |
|  |  | #5 line 6 | Omit: to | to have |
|  |  | #5 line 7 | Omit: to | to shop |
|  |  | #5 line 8 | Omit: to | to look |
| 8 | WS34-5 | #9 line 7 | Omit: to | to her |
| 9 | WS34-6 | #12 line 7 | Spacing rule | for a |
| 10 | WS34-7 | #14 line 1 | Omit: to | to do |
|  |  | #15 line 5 | Omit: to | to bring |
|  |  | #16 line 9 | Omit: to | to try |
|  |  | #16 line 10 | Omit: to | to swim |
| 10 (cont.) | WS34-7 (cont.) | #16 line 11 | Omit: to | to swim |
|  | #16 line 12 | Omit: to | to swim |
| 11 | WS34-8 | #17 line 1 | Omit: to | to swim |
|  |  | #17 line 3 | Omit: com | come |
|  |  | #17 line 4 | Omit: to | to swim |
|  |  | #19 line 11 | Omit: to | to cry |
| 12 | WS34-9 | #20 line 2 | Spacing rule | of the |
|  |  | #21 line 6 | Spacing rule | of the |
|  |  | #22 line 10 | Omit: to | to go |
| 13 | WS34-10 | #23 line 3 | Omit: to | to be |
|  |  | #24 line 7 | Omit: to | to have |
|  |  | #24 Line 8 | Spacing rule | for the |
|  |  | #25 line 11 | Omit: to | to a |
|  |  | #25 line 12 | Omit: to | to Grandma’s |
|  |  | #25 line 13 | Omit: to | to another |
| 14 | ARS |  | Change possible points from (9 of 12) to (8 of 11) |  |
|  | WS34-11 | #9 line 9 | “to(fc)” has been removed from student's worksheet and “out” is now item #9 (there is no #10) | Text removed and changed |
| 15 | WS34-12 | line 1 | The word “will” has been moved to the last line of aWS34-12. | Material moved |
|  |  | line 10 | Omit: com | come |
|  |  |  | The word “hold” has been moved to the last line of aWS34-12. | Material moved |
| 16 | aWS34-12 | line 1 | The word “funny” has been moved to the last line of aWS34-12. | Material moved |
|  |  | line 2 | Omit: to | to(fc) |
|  |  | line 13 | The words: “will”, “hold,” and “funny” are now on this line. | Material moved |