**INTRODUCTION**

Due to the implementation of the Unified English Braille (UEB) code, the Building on Patterns (BOP) Second Grade Unit 1 Student Textbook and Worksheets have been updated as needed to reflect the new code. Here are the new catalog numbers for these items:

6-78573-U1 BOP Second Grade Unit 1 Student Textbook, UEB

6-78574-U1 BOP Second Grade Unit 1 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 Second Grade Unit 1 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 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 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. **Only the first instance of each of these words is noted in this abbreviated supplement.**
8. In UEB, a, and, for, of, the, and with are spaced apart. See Rule 10.3. **Only the first instance of this change is noted in this abbreviated supplement.**
9. Lettered answer choices other than “a.” are now preceded by the grade 1 symbol indicator. See UEB Rule 5.2.1.
10. 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 Worksheets (WS).

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 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. Turn to the page in the Teacher’s Edition listed in column 1.
 | TE Page – 57 |
| 1. Use column 2 to find the general location of where a change was made or needs to be made.
 | Location – Reading |
| 1. Use column 3 to find the item, sentence, line, or other location detail for the change.
 | Location Detail – New Reading Words |
| 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: allyUse: ea, er (3) |
| 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 – reallyeraseeraser(Note that really does not have a contraction for “ally,” and now uses the “ea” contraction; erase uses the “er” contraction; and eraser uses the “er” contraction twice. |
| 1. Use column 6 to identify the old terminology that is changed.
 | Old Term – letter sign |
| 1. Use column 7 to note the new terminology that is now used in UEB.
 | New Term – grade 1 symbol indicator(This is the UEB term for this symbol. Teachers should use their best judgment to decide what terms to use with a student.)  |

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

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| **GRADE 2: UNIT 1: 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 1 | UEB does not have a contraction for “ble,” therefore it is omitted in this unit.  | problems |  |  |
|  |  | row 2 | UEB does not have a contraction for “ally,” therefore it is omitted in this unit.UEB permits the use of the contraction for “er” at the beginning of the words erase and eraser, as well as at the end of eraser. Rule 10.4.1 (3) | really(Note: the contractionfor “ea” is now used inthis word.)eraseeraser |  |  |
|  |  | row 3 | UEB does not have a contraction for “dd,” therefore it is omitted in this unit.  | middle |  |  |
|  |  | row 4 | Omit: ble, dd | troubleDaddy |  |  |
| iii | TE Scope and Sequence Chart: Braille Knowledge | row 1 | Term: The letter sign (dots 5-6) is now the grade 1 symbol indicator. Rule 5.0Term: The double capital sign (dot 6, dot 6) is now the capitalized word indicator. Rule 8.4Add: “capitalized passage indicator, capitals terminator” |  | letter signdouble capital sign | grade 1 symbol indicatorcapitalized word indicator |
|  | TE Scope and Sequence Chart: Spelling Words | row 4 | Omit: dd (2) | daddyladder  |  |  |
|  | TE Scope and Sequence Chart: Braille Knowledge | row 4 | Omit: dd | dd |  |  |
| iv | TE Scope and Sequence Chart: New Reading Words | row 1 | Omit: bleUse: ed | resembled |  |  |
|  |  | row 2 | Omit: dd, ble (3)Use: ed, er (3) | middleproblemsresembledtrouble resemblederaseeraser |  |  |
| v | TE Scope and Sequence Chart: Braille Knowledge:  | row 1 | Symbol and Term: 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 |  | transcriber’s note symbol | transcriber’s note indicators |
|  | TE Scope and Sequence Chart: Spelling Words | row 2 | Omit: dd (2) | daddyladder |  |  |

| **GRADE 2: UNIT 1: LESSON 1** |
| --- |
| **TE****Page** | **Location****TE/WS/ST** | **Location Detail** | **Change** | **Modification** | **Old Term** | **New Term** |
| 1 | TE Reading | New Reading Words | Omit: ble | problems |  |  |
| TE Braille Knowledge | Composition Signs | Term, Rule 2.1 |  | Composition Signs | Indicators |
|  |  | TermsAdd: “capitalized passage indicator, capitals terminator” |  | letter signdouble capital sign | grade 1 word indicatorcapitalized word indicator |
| 2 | TE Day 1: Reading  | New Reading Words | Omit: ble | problems |  |  |
| 3 | TE Day 3: Braille Knowledge |  | Terms |  | Composition Signsletter sign | Indicatorgrade 1 symbol indicator |
| 3 (cont.) | TE Day 4: Braille Knowledge |  | TermsAdd: “capitalized passage indicator, capitals terminator”  |  | Composition Signsdouble capital sign | Indicatorscapitalized word indicator |
| 4 | TE left side bar: Reading | New Reading Words | Omit: ble | problems |  |  |
| 9 | WS1-4 | line 4 | UEB does not have a contraction for “to,” therefore it is omitted in this unit. **Other instances of “to” are NOT noted in this abbreviated supplement.** | to see |  |  |
| 11 | ST 3 | line 5 | UEB does not have a contraction for “by,” therefore it is omitted in this unit.**Other instances of “by” are NOT noted in this abbreviated supplement.** | by Kate |  |  |
| 11(cont.) | ST 3 (cont.) | line 13 | Spacing rule: In UEB, a, and, for, of, the, with are no longer “snuggled” to each other. Rule 10.3**Other instances of this change are NOT noted in this abbreviated supplement.** | of the |  |  |
| 13 | ST 5 | #9 line 11 | UEB does not have a contraction for “into,” therefore it is omitted in this unit.**Other instances of “into” are NOT noted in this abbreviated supplement.** | into(fc) |  |  |
|  |  | #13 line 15 | UEB does not have a contraction for “com,” therefore it is omitted in this unit.The word “from” has been moved to the end of #25 line 10 of ST 6. | comeMaterial moved |  |  |
| 14 | ST 6 | #25 line 10 | The word “from” has been moved to the end of this line | Material moved |  |  |
| 15 | ST 7 | line 8 | Omit: ble (2) | problems |  |  |
|  | TE instructions for problems | sentence 2 | Delete sentence 2: “The ble contraction …” |  |  |  |
| 19 | WS1-5 | line 8 | The grade 1 symbol indicator not used for a. Rule 5.2.1 | a |  |  |
| 29 | ST 13 | line 6 | Omit: ble | problems  |  |  |
| 31 | WS1-8 | line 2 | Numeric mode rule: The numeric indicator must be repeated after the hyphen. Rule 6.3 | 1-5 |  |  |
| 34 | TE left side bar: Braille Knowledge | Composition Signs | Terms |  | Composition Signsletter sign | Indicatorsgrade 1 symbol indicator |
| 35 | TE Braille Knowledge | Composition Signs | Term |  | Composition Signs | Indicators |
|  |  | Sentences 7-11 | Term (5)Note: Teachers should use their best judgment to decide what terms to use with a student. |  | letter sign | grade 1 symbol indicator |
|  | Print TE copy of WS1-9 | lines 1, 2, 3, 5, 6, 7, 8 | Print TE only: (ls) is where the grade 1 symbol indicator is now used. (9) |  | letter sign | grade 1 symbol indicator |
| 38 | TE left side bar: Braille Knowledge | Composition Signs | TermsAdd: “capitalized passage indicator, capitals terminator” |  | Composition Signsdouble capital sign | Indicatorscapitalized word indicator |
| 39 | ST 13 | line 6 | Omit: ble | problems |  |  |
| 43 | TE Braille Knowledge | whole activity | Replace this activity with the “Braille Knowledge: Indicators” activity on pages **15-16** of this supplement. |  |  |  |
|  | WS1-11 |  | See page **15** of this supplement for the changes to the worksheet. |  |  |  |
| 44 | TE paragraph 1 |  | See page **16** of this supplement for replacement text. |  |  |  |

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**Braille Knowledge: Indicators**

**Introduce capitalized word indicator, capitalized passage indicator, and capitals terminator** Give the student WS1-11. Explain to the student that sometimes names of stories and poems are written with all capital letters. In braille, it would take too much space to write a capital sign for every single letter. Instead, two capital dots (dot 6, dot 6), called the capitalized word indicator, are used to show that all of the letters in a word are capital letters. Tell the student that the first line is a title of a story and ask the student to read it. Explain that in print, there is no capital sign; instead there is a whole set of capital letters, more than half of which have different shapes than the letters that are not capitalized (or lowercase letters). (The letters a, b, d, e, and f are good examples of this.)

Ask the student to show you the capitalized word indicators on the first line. Now have the student read the three titles under number 1. Ask the student to mark the title that uses the capitalized word indicator. Discuss why he did not mark the other two. Now ask him to read and mark the title with all capital letters in the next set.

Next ask the student to look at the title on the next line. Tell the student that if there are three or more words in a row in all capital letters, those words are called a passage and the capitalized passage indicator is used. Explain that the capitalized passage indicator is dot 6, dot 6, dot 6, and it means everything after the indicator is capitalized until you get to the capitals terminator, dot 6, dot 3. Ask the child to show you the capitalized passage indicator and the capitals terminator. Then have the student read the three titles under number 3. Ask the student to mark the title that uses the capitalized passage indicator. Discuss why he did not mark the other two.

|  |
| --- |
| LITTLE MOUSE WS1-111. MY CAT My CAT MY Cat2. Happy days Happy DAYS HAPPY DAYSA LONG TRIP3. The MAGIC drum THE MAGIC DRUM The Magic DRUM |

Now have the student think of a title for a book about himself and use the double capitalized word indicator (dot 6, dot 6) or capitalized passage indicator (dot 6, dot 6, dot 6) and capitals terminator (dot 6, dot 3) to braille it on the bottom of WS1-11 or on a separate sheet of paper. Check the student’s writing.

| **GRADE 2: UNIT 1: LESSON 2** |
| --- |
| **TE****Page** | **Location****TE/WS/ST** | **Location Detail** | **Change** | **Modification** |
| 57 | TE Reading | New Reading words | Omit: allyUse: ea, er (3) | reallyeraseeraser |
| 58 | TE Day 1: Reading |  | Omit: allyUse: ea, er (3) | reallyeraseeraser |
| 62 | TE left side bar: Reading |  | Omit: allyUse: ea, er (3) | reallyeraseeraser |
| 63 | WS2-1 | line 4 | Numeric mode rule | 1-4 |
|  |  | line 6 | In UEB, the letters g and h in “g-h” are preceded by the grade 1 symbol indicator (dots 5-6) because they are standing alone. Rules 2.6 and 5.2 (Note: This symbol was first taught in BOP First Grade Unit 7.) | g-h |
|  |  | line 12 | Grade 1 symbol indicators added | g-h |
| 65 | ST 17 | line 16 | Omit: ally (2)Use: ea (2) | really |
|  |  | line 19 | Use: er (5) | eraseeraser |
| 65(cont.) | ST 17(cont.) | line 23 | This line for “recess” has been moved to the top of ST 18. | Material moved |
| 66 | ST 18 | new line 1 | Line 23 (recess) from ST 17 has been moved to the top of this page. | Material moved |
| 75 | TE | Story Word Count | Change 650 to 649 (no text changed, this count was incorrect) |  |
|  | ST 19 | line 4 | Period added after a in “am.”Note: This is not a UEB change; this was changed to show correct punctuation. | a.m. |
| 76 | TE | Page Word Count | Change 122 to 123 for ST 20 (no moved text, this count was incorrect) |  |
|  | ST 20 | line 6 | Period added after a in “am.” | a.m. |
|  |  | line 8 | Periods added after a and m in “am?” | a.m.? |
|  |  | line 13 | Omit: allyUse: ea | really |
| 77 | ST 21 | line 8 | Omit: allyUse: ea | to bedreally |
|  |  | line 9 | Period added after a in “am.” | a.m. |
| 77 (cont.) | ST 21 (cont.) | Page Word Count | Change 75 to 73 for ST 22 (no moved text, this count was incorrect) |  |
| 78 | ST 23 | line 3 | Use: er (2) | erasers |
|  |  | line 6 | Use: er | to erase |
| 80 | WS2-6 | line 2 | Numeric mode rule | 1-3 |
|  |  | line 8 | Use: er (2) | erasers |
| 89 | ST 21 | line 8 | Omit: allyUse: ea | Really |
| 95 | WS2-8 | line 7 | Period added after p and m in “pm” | p.m. |
| 97 | TE | End of lastparagraph | Add: “If needed, remind the student to repeat the numeric indicator after the hyphens in the date.” |  |
|  | WS2-9 | #3 line 6 | Numeric mode rule | 1-25-2008 |

| **GRADE 2: UNIT 1: LESSON 3** |
| --- |
| **TE****Page** | **Location****TE/WS/ST** | **Location Detail** | **Change** | **Modification** |
| 105 | TE Reading | New Reading Words | Omit: dd | middle |
| 106 | TE Day 1: Reading |  | Omit: dd | middle |
| 110 | TE left side bar: Reading |  | Omit: dd | middle |
| 114 | WS3-4 | #10 line 13 | Omit: com | come |
| 115 | ST 27 | line 11 | Omit: dd (2) | middle |
| 125 | ST 30 | line 18 | Omit: dd | Middle |
| 129 | ST 34 | line 11 | Omit: dd | Middle |
|  |  | line 18 | Omit: dd | middle |
| 131 | WS3-7 | line 2 | Numeric mode rule | 1-5 |
| 141 | ST 34 | line 11 | Omit: dd | middle |
|  |  | line 18 | Omit: dd | middle |
| 145 | WS3-9 | line 4 | Numeric mode rule | 555-1234 |
|  |  | line 8 | Numeric mode rule | 555-1312 |
|  |  | line 14 | Numeric mode rule | 555-6928 |
| 145(cont.) | WS3-9 (cont.) | line 16 | Numeric mode rule | 555-1234 |
| aWS3-9 | line 3 | Periods added after a and m in “am” and after p in “pm.” | a.m.p.m. |
|  |  | line 9 | Numeric mode rule | 555-6254 |
|  |  | line 12 | Numeric mode rule | 555-9112 |

| **GRADE 2: UNIT 1: LESSON 4** |
| --- |
| **TE****Page** | **Location****TE/WS/ST** | **Location Detail** | **Change** | **Modification** |
| 153 | TE Word Work | Phonemic Awareness/Phonics | Delete: dd |  |
|  |  | Spelling | Omit: dd | daddyladder  |
|  | TE Reading | New Reading Words | Omit: ble, dd | troubleDaddy |
|  | TE Braille Knowledge |  | Delete: dd |  |
| 154 | TE Day 1: Word Work | Phonemic Awareness | Delete: dd |  |
|  |  | Spelling | Omit: dd | daddyladder |
|  | TE Day 1: Reading |  | Omit: ble, dd | troubleDaddy |
|  | TE Day 1: Braille Contractions | line 2 | Omit: dd | dd |
| 158  | TE left side bar: Word Work | Phonemic Awareness/Phonics | Delete: dd |  |
|  |  | Spelling | Omit: dd | daddyladder  |
| 158(cont.) | TE left side bar: Reading |  | Omit: ble, dd | troubleDaddy |
|  | TE main text | paragraph heading | Delete dd from the list of contractions in this heading. |  |
|  | TE main text: paragraph 2 | sentence 6 | Delete sentence: “The braille shape for dd is a low d or dots 2-5-6.” |  |
| 159 | WS4-1 | line 1 | “(fc)dd(fc)” has been removed from the worksheet. | Material deleted |
|  |  | line 2 | “middle” has been removed from the worksheet. | Material deleted |
|  |  | line 3 | “ladder” has been removed from the worksheet. | Material deleted |
|  |  | #3 line 8#6 lines 11-12  | These items have been removed from the worksheet. The remaining items have been renumbered. | Material deletedItems renumbered |
| 161 | WS4-2 | line 3 | Omit: com | comma |
| 163 | ST 39 | line 4 | Omit: com | to come |
|  |  | line 21 | Omit: ble (2) | trouble |
|  |  | line 23 | Omit: dd | Daddy |
| 163(cont.) | ST 39 (cont.) | lines 22-23 | The text for “promise” and the proper nouns have been moved to the previously blank ST 40. | Material moved |
|  | ST 40 (not pictured) | lines 1-3 | The moved text from ST 39 is at the top of this page. | Material moved |
| 164 | TE instructions for trouble | sentence 2 | Delete the sentence in parentheses. |  |
|  | TE instructions for “Maggie, …” | sentence 2 | Change this sentence to: “Point out the double-consonant sign in Maggie.” |  |
| 165 | TE Word Work | sentence 3 | Delete: “add,” |  |
|  |  | sentence 5 | Delete this sentence: “For the word add, …” |  |
|  |  | #5 | Note that daddy does not have any contractions. |  |
|  |  | #10 | Note that ladder only uses the contraction for “er.” |  |
| 166 | ST 53 | #5 line 6 | Omit: dd | daddy |
|  |  | #10 line 11 | Omit: dd | ladder |
| 169 | WS4-3 | line 3 | Omit: com | comma |
| 170 | aWS4-3 | #7 line 1 | Spacing rule | for the |
| 171 | ST 41 | line 4 | Omit: dd (2) | Daddy |
|  |  | line 9 | Omit: dd | Daddy |
|  |  | line 16 | Omit: com | come |
| 172 | ST 42 | line 5 | Omit: com | come |
| 173 | ST 43 | line 1 | Omit: dd | Daddy |
| 174 | ST 44 | line 8 | Omit: com | Come |
| 175 | ST 45 | line 2 | Omit: dd | Daddy |
|  |  | line 5 | Omit: dd | ladder |
|  |  | line 6 | Omit: dd | ladder  |
|  |  | line 12 | Omit: dd | ladder |
|  |  | line 13 | Omit: dd | Daddy |
| 176 | ST 46 | line 2 | Omit: dd | Daddy |
| 177 | ST 47 | line 3 | Omit: ble | trouble |
|  |  | line 10 | Omit: dd | Daddy |
| 177(cont.) | ST 47 (cont.) | line 12 | Omit: dd | Daddy |
| 179 | WS4-4 | line 2 | Numeric mode rule | 1-5 |
|  |  | #3 line 14 | Omit: dd | ladder |
| 182 | WS4-5 | #10 line 11#11 line 12 | Note that the correct contracted spelling of daddy and ladder will have no contraction for “dd.”  |  |
| 185 | WS4-6 | line 4 | Omit: com | comma |
|  |  | #5 line 13  | Use: er (2)  | eraser |
| 189 | WS4-7 | #1a line 3 | Omit: dd | ladder |
|  |  | #2a line 5 | Omit: dd | daddy |
|  |  | #3 line 6 | Omit: dd | puddle |
|  |  | #4b line 11 | Omit: dd | Daddy |
|  |  | #6b line 16 | Omit: dd | ladder |
| 190 | aWS4-7 | #10 line 8 | Omit: dd | Daddy |
|  |  | #10 line 10 | Omit: dd | ladder |
| 193 | ST 42 | line 5 | Omit: com | come |
| 196 | WS4-8 | #5 line 5 | Omit: dd (2) | daddy |
|  |  | #7 line 7  | Omit: dd | studded |
|  |  | #9 line 9 | Omit: dd | suddess |
|  |  | #10 line 10 | Omit: dd (2) | ladder |
| 199 | WS4-9 | #3 line 5 | Omit: dd | kidding |
| 202 | TE Word Work | #3#5 | Note that the correct contracted spelling of Daddy and ladder will have no contraction for “dd.”  |  |

| **GRADE 2: UNIT 1: LESSON 5** |
| --- |
| **TE****Page** | **Location****TE/WS/ST** | **Location****Detail** | **Change** | **Modification** | **Old Term** | **New Term** |
| 207 | TE Reading | New Reading Words | Omit: bleUse: ed | resembled |  |  |
|  | TE Braille Knowledge | Composition Signs | Terms |  | Composition SignsTranscriber’s note symbol | IndicatorsTranscriber’s note indicators |
| 208 | TE Day 1: Reading |  | Omit: bleUse: ed | resembled |  |  |
|  | TE Day 2: Reading |  | Term |  | Transcriber's note symbol | Transcriber’s note indicators |
| 210 | TE Day 2: Braille Knowledge |  | Term |  | Transcriber's note symbol | Transcriber’s note indicators |
| 212 | TE left side bar: Reading |  | Omit: bleUse: ed | resembled |  |  |
| 214 | ST 55 | line 10 | Omit: ble (2)Use: ed (2) | resembled |  |  |
| 215 | TE: instructions for resembled | sentence 4 | Delete the sentence in parentheses. (Note that this word now uses the contraction for “ed.”) |  |  |  |
| 220 | WS5-2 | line 2 | Symbol: In UEB the ellipsis is made with periods: dots 2-5-6, dots 2-5-6, dots 2-5-6. Rule 7.3  | … |  |  |
| 224 | TE left side bar: Reading |  | Term |  | Transcriber’s note symbol | Transcriber’s note indicators |
|  | TE left side bar: Braille Knowledge |  | Terms |  | Composition SignsTranscriber’s note symbol | IndicatorsTranscriber’s note indicators |
| 226 | WS5-5 | #3 line 6 | Omit: o’clock | o’clock |  |  |
| 228 | ST 57 | line 14 | Omit: bleUse: ed | resembled |  |  |
|  |  | line 18 | Symbol: transcriber’s note indicators | (dots 4, 4-6, 1-2-6)Askyour teacher forhelp(dots 4, 4-6, 3-4-5) |  |  |
| 228 (cont.) | TE | paragraph heading | Term |  | Transcriber’s note symbol | Transcriber’s note indicators |
|  |  | sentence 2 | Replace this sentence with: "Explain that the opening transcriber’s note indicator comes before the note and is dot 4, dots 4-6, dots 1-2-6 and the closing transcriber’s note indicator comes at the end of the note and is dot 4, dots 4-6, dots 3-4-5.” |  |  |  |
| 234 | ST 63 | line 12 | Omit: ally, comUse: ea | reallycoming |  |  |
|  |  | line 16 | Omit: allyUse: ea | really |  |  |
| 243 | ST 45 | line 2 | Omit: dd | Daddy |  |  |
|  |  | line 5 | Omit: dd | ladder |  |  |
|  |  | line 6 | Omit: dd | ladder  |  |  |
|  |  | line 12 | Omit: dd | ladder |  |  |
| line 13 | Omit: dd | Daddy |  |  |
| 245 | WS5-9 | #2 line 9 | Omit: dd | Daddy |  |  |
| 249 | WS5-10 | line 8 | Omit: ble | Invisible |  |  |

| **GRADE 2: UNIT 1: MEET THE AUTHORS** |
| --- |
| **TE****Page** | **Location****TE/WS/ST** | **Location Detail** | **Change** | **Modification** |
| 257 | ST 71 | line 11 | Omit: ble | trouble |
|  |  | line 13 | Symbol: In UEB, the dash is dot 6, dots 3-6.Rule7.2.1 (Note: this symbol is not taughtuntil Unit 2.) | practice— |

| **GRADE 2: UNIT 1: LESSON 6** |
| --- |
| **TE****Page** | **Location****TE/WS/ST** | **Location Detail** | **Change** | **Modification** | **Old Term** | **New Term** |
| 261 | TE Word Work  | Dolch Word Recognition | Omit: com | come |  |  |
|  |  | Phonics | Delete: dd |  |  |  |
|  |  | Spelling | Omit: dd | daddyladder |  |  |
| 262 | TE Reading | New Reading Words | Omit: dd, ble (3), allyUse: ea, ed, er (3) | middleproblemsreallyresembledtroublereallyresembled eraseeraser |  |  |
| 263 | TE Braille Knowledge |  | Delete: dd |  |  |  |
|  |  |  | Terms |  | double capital signtranscriber’s note symbol | capitalized word indicatortranscriber’s note indicators |
| 275 | ST 67 | line 15 | Omit: ble | table |  |  |
| 276 | ST 68 | line 8 | Grade 1 symbol indicator not needed | A |  |  |
| 277 | WS6-1 | line 2 | Numeric mode rule | 1-5 |  |  |
| 280 | ST 70 | line 7 | Grade 1 symbol indicator not needed | A |  |  |
| 281 | aWS6-1 | line 2 | Numeric mode rule | 1-5 |  |  |
| 283 | aWS6-2 | #19 line 4 | Omit: comThe word “am” has been moved to the end of line #29. | comeMaterial moved |  |  |
|  |  | #29 line 14 | The word “am” is now the last word on this line. | Material moved |  |  |
| 286 | aWS6-3 | #15 line 6 | Omit: dd | rudder |  |  |
|  |  | #17 line 10 | Omit: dd | daddy |  |  |
|  |  | #19 line 14 | Omit: dd | studded |  |  |
| #20 line 16 | Omit: dd | ladder |  |  |
| 288 | TE | #15 | Omit: dd | rudder |  |  |
|  |  | #17 | Omit: dd | daddy |  |  |
|  |  | #19 | Omit: dd | studded |  |  |
|  |  | #20 | Omit: dd | ladder |  |  |
| 290 | TE Braille Knowledge | Target | Change 43/62 to 42/60 |  |  |  |
| 291 | WS6-4 | #4 line 5 | “(fc)dd(fc)” has been removed from the worksheet. | Material deleted |  |  |
|  |  | #12 line 16 | Omit: dd | ladder |  |  |
| 292 | aWS6-4 | #19 line 1 | Grade 1 symbol indicator not needed | a |  |  |
|  |  | #19 line 2 | TE copy only: Term |  | letter sign | grade 1 symbol indicator |
|  |  | #20 line 4 | TE cppy only: Term |  | double caps | capitalized word indicator |
|  |  | #21 line 5 | Numeric mode rule | 1-25-08 |  |  |
| 292(cont.) | aWS6-4 (cont.) | #22 line 6 | TE copy only: Terms |  | letter signdouble caps | grade 1 symbol indicatorcapitalized word indicator |
|  | TE Contractions in isolation | total possible score | Change \_\_\_/28 to \_\_\_/27 |  |  |  |
|  | #4  | Delete: (fc)dd(fc)  |  |  |  |
|  | TE Contractions in context | total possible score | Change \_\_\_/28 to \_\_\_/27 |  |  |  |
|  | #12 | Omit: dd, by(Note: ladder is no longer counted in total possible score.) | ladderby herself |  |  |
| 293 | TE Punctuation and composition signs  | paragraph heading | Term |   | Composition Signs | Indicators |
| 293(cont.) | TE Punctuation and composition signs | paragraph 2 | TermsNote: Teachers should use their best judgment to decide what terms to use with a student. |  | composition sign (2)letter signdouble caps | indicatorgrade 1 symbol indicatorcapitalized word indicator |
|  |  | #19 | Grade 1 symbol indicator not neededTerm | a | letter sign | grade 1 symbol indicator |
|  |  | #20 | Term |   | double caps | capitalized word indicator |
|  |  | #21 | Numeric mode rule | 1-25-08 |  |  |
|  |  | #22 | Terms |  | letter signdouble caps | grade 1 symbol indicatorcapitalized word indicator |
| 293 (cont.) | TE Braille Knowledge reading subtotal | total possible scoreand target | Change \_\_\_/62 to \_\_\_/60 and 43/62 to 42/60 |  |  |  |
|  | TE Writing Contractions and Composition Signs | heading | Term |  | Composition Signs | Indicators |
|  | Target | Change 18/26 to 17/25 |  |  |  |
| 294 | TE | #20 | Delete this item (it no longer contains a contraction). |  |  |  |
|  | TE Braille Knowledge writing subtotal | total possible scoreand target | Change \_\_\_/26 to \_\_\_/25 and 18/26 to 17/25 |  |  |  |
|  | TE Braille Knowledge reading subtotal | total possible score | Change \_\_\_/62 to \_\_\_/60 |  |  |  |
|  | TE Braille Knowledge total | total possible scoreand target | Change \_\_\_/88 to \_\_\_/85 and 61/88 to 59/85 |  |  |  |
| 295 | WS6-5 | #9 line 14 | “I want to” has been changed to “Can I”. (Note: This change is not due to UEB.) | Material modified |  |  |
| 297 | TE | #9 sentence and answer | Change “I want to” to “Can I”. |  |  |  |
| 298 | WS6-6 | #1 line 2 | Use: er (2) | eraser |  |  |
|  |  | #3 line 4 | Omit: bleUse: ed | resembled |  |  |
|  |  | #4 line 5 | Omit: dd | middle |  |  |
|  |  | #6 line 7 | Omit: ble | trouble |  |  |
|  |  | #8 line 9 | Omit: allyUse: ea | really |  |  |
|  |  | #10 line 11 | Omit: ble | problems |  |  |

| **GRADE 2: UNIT 1: LESSON 1 LESSON MONITORING SHEETS** |
| --- |
| **Page** | **Location** | **Change** | **Modification** | **Old****Term** | **New****Term** |
| 1 | New Reading Words | Omit: ble | problems |  |  |
| 2 | Braille Knowledge |  | TermsAdd: capitalized passage indicator,capitals terminator | Letter signDouble capital sign | Grade 1 symbol indicatorCapitalized word indicator |

| **GRADE 2: UNIT 1: LESSON 2 LESSON MONITORING SHEETS** |
| --- |
| **Page** | **Location** | **Change** | **Modification** | **Old****Term** | **New****Term** |
| 1 | Grammar | Symbol: Hyphen |  |  |  |
|  | New Reading Words | Omit: allyUse: ea, er (3) | reallyerase, eraser |  |  |
| 2 | Braille Knowledge | Symbol: HyphenNote: Teachers may also wish to include notes related to the need to repeat the numeric indicator after a hyphen in a hyphenated number. |  |  |  |

| **GRADE 2: UNIT 1: LESSON 3 LESSON MONITORING SHEETS** |
| --- |
| **Page** | **Location** | **Change** | **Modification** | **Old****Term** | **New****Term** |
| 1 | New Reading Words | Omit: dd | middle |  |  |

| **GRADE 2: UNIT 1: LESSON 4 LESSON MONITORING SHEETS** |
| --- |
| **Page** | **Location** | **Change** | **Modification** | **Old****Term** | **New****Term** |
| 1 | Phonemic Awareness/Phonics | Note: Words with “dd” are still included in the lesson, but not in the Phonemic Awareness/ Phonics activity. See Lesson 4, TE page 158. |  |  |  |
|  | Spelling | Omit: dd | daddyladder |  |  |
|  | New Reading Words | Omit: ble, dd | troubleDaddy |  |  |
| 2 | Braille Knowledge | Delete “, dd” |  |  |  |

| **GRADE 2: UNIT 1: LESSON 5 LESSON MONITORING SHEETS** |
| --- |
| **Page** | **Location** | **Change** | **Modification** | **Old****Term** | **New****Term** |
| 1 | New Reading Words | Omit: bleUse: ed | resembled |  |  |
| 2 | Braille Knowledge | TermSymbols: Opening and closing transcriber’s note indicators |  | Transcriber’s notes symbol | Transcriber’s note indicators |

Note: The page numbers in the Consumable Unit Assessment Packet start after the Reading Rate Forms, the Cumulative Assessment Record Sheet, and the Unit Assessment Summary.

| **GRADE 2: UNIT 1: ASSESSMENT ADMINISTRATION RECORD** |
| --- |
| **Page** | **Location** | **Location****Detail** | **Change** | **Modification** | **Old****Term** | **New****Term** |
| 3 | ST 67 | line 15 | Omit: ble | table |  |  |
| 4 | ST 68 | line 8 | Grade 1 symbol indicator not needed | A |  |  |
| 5 | WS6-1 | line 2 | Numeric mode rule | 1-5 |  |  |
| 8 | ST 70 | line 7 | Grade 1 symbol indicator not needed | A |  |  |
| 9 | aWS6-1 | line 2 | Numeric mode rule | 1-5 |  |  |
| 13 | aWS6-2 | #19 line 4 | Omit: comThe word “am” has been moved to the end of line #29. | comeMaterial moved |  |  |
|  |  | #29 line 14 | The word “am” is now the last word on this line. | Material moved |  |  |
| 17 | aWS6-3 | #15 line 6 | Omit: dd | rudder |  |  |
|  |  | #17 line 10 | Omit: dd | daddy |  |  |
|  |  | #19 line 14 | Omit: dd | studded |  |  |
| 17 (cont.) | aWS6-3 (cont.) | #20 line 16 | Omit: dd | ladder |  |  |
| 18 | Teacher’s text | #15 | Omit: dd | rudder |  |  |
|  |  | #17 | Omit: dd | daddy |  |  |
| 19 | Teacher’s text | #19 | Omit: dd | studded |  |  |
|  |  | #20 | Omit: dd | ladder |  |  |
| 21 | WS6-4 | #4 line 5 | “(fc)dd(fc)” has been removed from the worksheet. | Material deleted |  |  |
|  |  | #12 line 16 | Omit: dd | ladder |  |  |
| 22 | aWS6-4 | #19 line 1 | Grade 1 symbol indicator not needed | a |  |  |
|  |  | #19 line 2 | TE copy only: Term |  | letter sign | grade 1 symbol indicator |
|  |  | #20 line 4 | TE copy only: Term |  | double caps | capitalized word indicator |
| 22(cont.) | aWS6-4(cont.) | #21 line 5 | Numeric mode rule | 1-25-08 |  |  |
| #22 line 6 | TE copy only: Terms |  | letter signdouble caps | grade 1 symbol indicatorcapitalized word indicator |
|  | Contractions in isolation | total possible score | Change \_\_\_/28 to \_\_\_/27 |  |  |  |
|  |  | #4  | Delete: (fc)dd(fc)  |  |  |  |
|  | Contractions in context  | total possible score | Change \_\_\_/28 to \_\_\_/27 |  |  |  |
|  |  | #12 | Omit: dd, by(Note: ladder is no longer counted in total possible score.) | ladderby herself |  |  |
| 23 | Punctuation and composition signs  | paragraph heading | Term |   | composition signs | indicators |
| 23 (cont.) | Punctuation and composition signs (cont.) | paragraph 2 | TermsNote: Teachers should use their best judgment to decide what terms to use with a student. |  | composition sign (2)letter signdouble caps | indicatorgrade 1 symbol indicatorcapitalized word indicator |
|  |  | #19 | Grade 1 symbol indicator not neededTerm | a | letter sign | grade 1 symbol indicator |
|  |  | #20 | Term |   | double caps | capitalized word indicator |
|  |  | #21 | Numeric mode rule | 1-25-08 |  |  |
|  |  | #22 | Terms |  | letter signdouble caps | grade 1 symbol indicatorcapitalized word indicator |
| 23 (cont.) | Braille Knowledge reading subtotal | total possible scoreand target | Change \_\_\_/62 to \_\_\_/60 and 43/62 to 42/60 |  |  |  |
|  | Writing Contractions and Composition Signs | heading | Term |  | Composition Signs | Indicators |
|  | Target | Change 18/26 to 17/25 |  |  |  |
| 24 | Teacher’s text | #20 | Delete this item (it no longer contains a contraction). |  |  |  |
|  | Braille Knowledge writing subtotal | total possible scoreand target | Change \_\_\_/26 to \_\_\_/25 and 18/26 to 17/25 |  |  |  |
|  | Braille Knowledge reading subtotal | total possible score | Change \_\_\_/62 to \_\_\_/60 |  |  |  |
|  | Braille Knowledge total | total possible scoreand target | Change \_\_\_/88 to \_\_\_/85 and 61/88 to 59/85 |  |  |  |
| 25 | WS6-5 | #9 line 14 | “I want to” has been changed to “Can I”. (Note: This change is not due to UEB.) | Material modified |  |  |
| 27 | Teacher’s text | #9 sentence and answer | Change “I want to” to “Can I”. |  |  |  |
| 29 | WS6-6 | #1 line 2 | Use: er (2) | eraser |  |  |
|  |  | #3 line 4 | Omit: bleUse: ed | resembled |  |  |
|  |  | #4 line 5 | Omit: dd | middle |  |  |
|  |  | #6 line 7 | Omit: ble | trouble |  |  |
|  |  | #8 line 9 | Omit: allyUse: ea | really |  |  |
|  |  | #10 line 11 | Omit: ble | problems |  |  |