







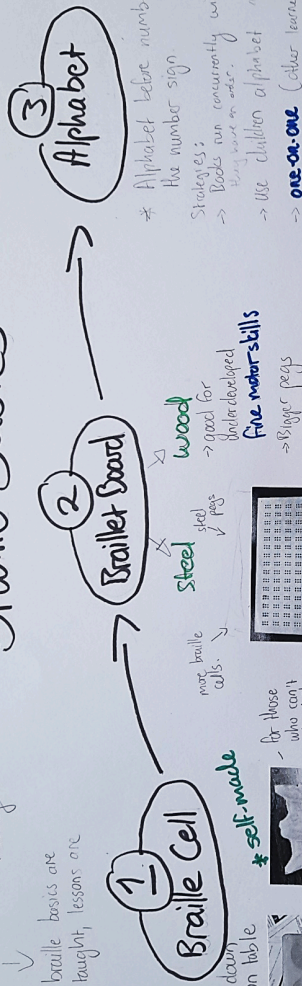


## FOUNDATIONAL

- Before they can go onto numeracy, and literacy

While braille basics are being taught, lessons are

# Braille Basics



- \* Alphabet before numbers because of the number sign.

Strategies:

- Books run concurrently with letters  
*(there have on order)*

→ use children alphabet "a for apple"

→ **one-on-one** (other learners do hand strengthening activities while they wait)  
puzzles, clay, stringing

Example:

Teacher: "a" for apple

learner: "a" for apple

Teacher: "a" for apple is a dot one

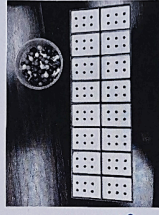
learner: "a" for apple is a dot one

→ Teacher shows example first.

→ also explain directionality: left to right, never backwards

4 This is how all letters and numbers and symbols in Grade One is produced like this in a braille cell (not used for Grade 2 & 3 unless the learner does not know braille)

→ good for underdeveloped fine motor skills  
→ bigger pegs



more braille calls. →



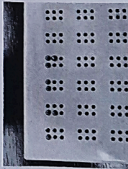
## Teaching Strategies

directionality  
- left to right

1 - top to bottom

→ Pick rows in the bracket box

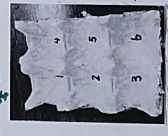
THE DURING



Cell

for those who can't afford the braille cell resource.

Painted and  
banded out



8809 X

one-one

 $\frac{1}{2}$ 

one-one

 $\frac{1}{2}$ 

1

11

e

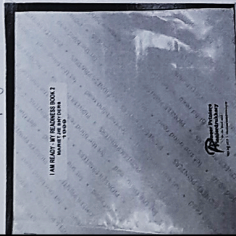


## concurrently

### Readiness Book

Skills:

- Book handling and care
- **directionality**
- finding their place on page



did a reading book  
just simple patterns  
fingers get used to  
braille on paper

x See if a learner  
is able to recognise  
the changes in patterns

It also prepares learners  
for reading, navigating  
worksheets.

(by the end of grade 1,  
they must be able to  
read their own  
assessments)

(OTs help)

## ④ writing

"Woody"



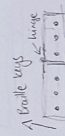
Strategy:

→ **song** about woody

Woody knots at the door of  
the Braille machine. (Place  
handing sound on the table)  
Open the door (like 'Woody')  
And sit like Mrs. Put  
fingers in place

→ Finger exercises  
Only the designated finger  
can touch its key  
One finger for one key

finger strength &  
positive activities (art)



laptop represents braille  
machine (camera angle  
represents learner's  
perspective)

preparing for  
braille bags

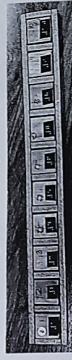
Q → when does  
this fit in  
the process?

## Reading numbers

Number signs:

- number sign means  
before a letter to make  
it a number
- Q how do they work?

Grade one number line



→ where they start

## Best Practices

- Trained and competent teachers
- FP braille teachers must **know unarmacked and contracted braille** (Ceg & Aeg)
- Must know the order for introducing braille
- **Know Cegs Thoroughly**

## Challenges

- Generalised teaching degree is **not sufficient training**
- **student teachers do not get enough exposure** to specialised schools
- teachers whose **hearts are not "in it"**