


“Teaching Braille Through The Arts”

Jan Zollinger

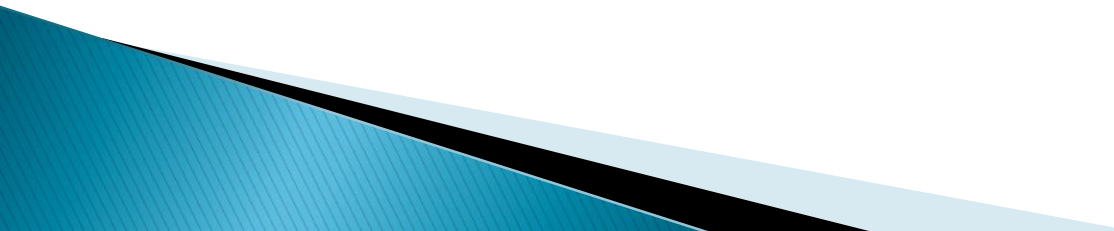
September 23, 2010

New Mexico School for the Blind

Objectives


- ▶ **Develop a plan for providing a Braille rich environment for students using music, movement, and drama to enhance Braille instruction.**
 - ▶ **Write down at least 3 ideas you will try with your students.**
 - ▶ **Have fun learning new ways to teach Braille.**
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**“Braille is the
primary means to
literacy for blind
people.”**




Albert Einstein said:

“Insanity is doing the same thing over and over again and expecting different results.”



“The Arts are not meant to replace the traditional methods of teaching Braille. Instead, they should be used along with teaching the contractions to increase motivation and learning. You will find the Arts make teaching and learning more enjoyable and meaningful. “



3 Developmental Levels of Literacy: **(1995-Rex, Koenig, Wormsley, Baker)**

Emergent

- Development of concepts
- Preschool – Pre-Braille taught

Basic

- Experiences during school years
- K-12

Functional

- Experiences involved in daily life
- Job, filling out job applications, etc.

What do you need to do to progress in Braille reading?

Contractions

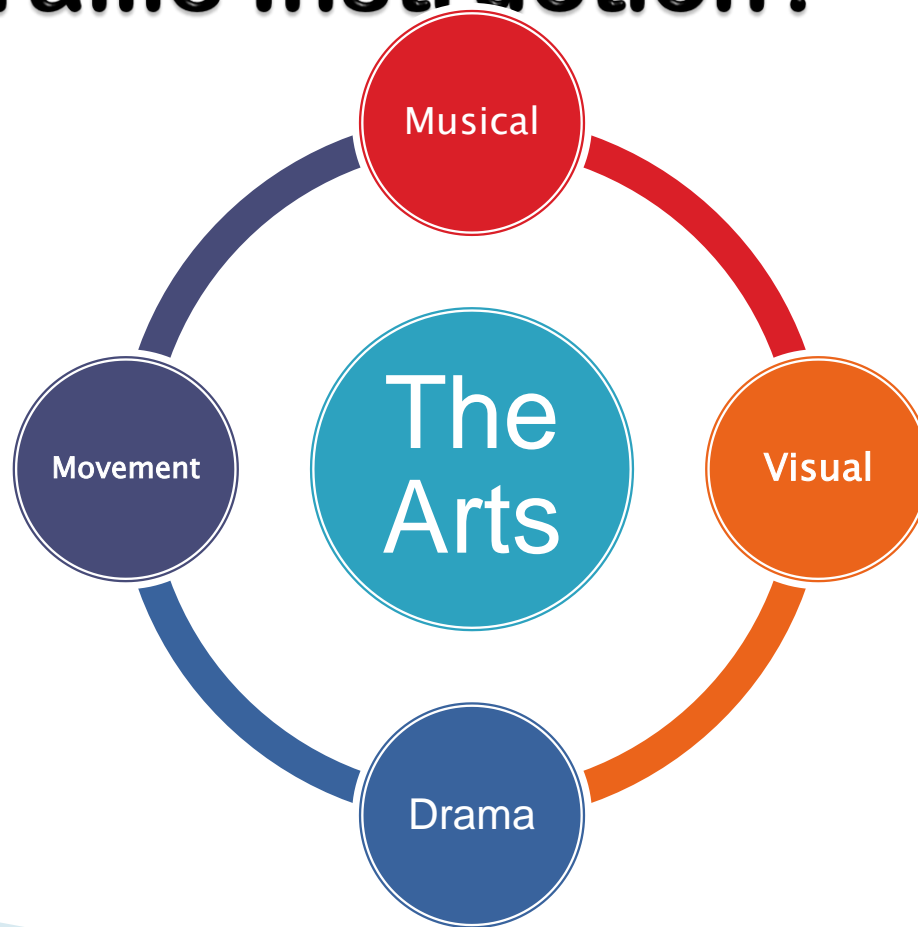
Phonics

Listening
Comprehension

Reading
Comprehension

At Home
Practice

How Do I Improve My Braille Instruction?



Fun Ways to Teach The Braille Alphabet!

Sing, Say, and Do the Alphabet

Alphabet

- Practice all the letters using the “Living Braille Cell”.
- Use Twister Braille Cells.
- Learn Braille Alphabet songs to the letters.
(Beginning With Braille) Denah Burnham
- Practice with removable dots (Velcro)
- Ping-pong balls and egg carton (Multi-handicapped)
- Pop a cell
- The Braille Rap Song

- Play game for practice learning the alphabet.

Whole Word Contractions

b-but, c-can, d-do, e-every, f-from, g-go, h-have, j-just,
k-knowledge, l-like, m-more, n-not, p-people, q-quite,
r-rather, s-so, t-that, u-us, v-very, w-will, x, it, y-you, z-as

SONGS FOR BEGINNING BRAILLISTS

By Denah Burnham

Letter a

(to the tune of Yankee Doodle)

On the braille letter a

One finger does it all...

Left hand pointer on key one

To make the dot stand tall.

Letter b

(to the tune of London Bridges)

Letter b is easy to do.

Push one and two, just one and two.

Letter b is easy to do

One and two.

Letter c

(to the tune of Frere Jacques)

Can you make it? Can you make it?

Letter c, letter c

One and four together

Pointers do the work for

Letter c, letter c

Letter l

(to the tune of **Camptown Races**)

Make that letter l with me

Doo-dah, Doo-dah

Left hand pushes one, two, three

Oh, doo-dah day.

Now we're making l's.

L's are one, two, three.

Work your left hand just this way.

Oh, doo-dah day.

Letter g

(to the tune of **Three Blind Mice**)

Letter g, Letter g

See how it's made; see how it's made.

It's one and two left, and four and five right.

You push them together with all your might.

So do it now and do it right.

It's letter g.

The Braille Rap Song Lyrics

**A dot one is an A
Are you ready to play?**

**An A is a dot one
Reach for the sun.**

*The student stretches his hand toward the ceiling
imitating reaching for the sun.*

**A dot one-two is a B
Braille is fun to me**

**A B is a dot one-two
On the floor tap your shoe.**

*The student taps his foot on the floor to the beat of the
music*

**A dot one-four is a C
Oh me! Oh me!**

**A C is a dot one-four
Stomp the floor.**

*The student stomps the floor following the lead of the
teacher.*

**A dot one-four-five is a D
Now listen carefully**

**A dot one-four-five is a D
Buzz like a bee**

The student makes the z-z-z-z sound.


Single-cell, whole word Contractions: A, And, For, Of, The, With-Highest of Contractions

(Tune: The Farmer In The Dell)

**1. A, And, For, Of, The, With
A, And, For, Of, The, With
Oh, How I love to Braille
A, And, For, Of, The, With**

**2. It's a Whole Word Contraction
It's a Single Cell Contraction
Oh, How I love to Braille
A, And, For, Of, The, With**

Single Cell–Whole Word Rules

- ▶ Rule: 1 6 Whole Word Contractions written next to each other without a space.
 - ▶ Rule: 2 Parts or whole words
 - ▶ Rule: 3 Should be given preference
 - ▶ Rule: 4 No bridging–prefix, suffix, compound word, syllables (ie professor, twofold,)
- 

• Refer to these contractions as: a-n-d, f-o-r, o-f, t-h-e, w-i-t-h (so children will learn to spell equivalents)

• Use musical instruments to motivate children to learn the important single cell whole word contractions. Demonstrate the no space between signs by physically moving bodies close together.

• Practice configurations on the Living Braille Cell or Twister mat or egg cartons.

• Practice alphabet songs daily until children have them memorized and can correctly write them on the braille.



One Cell Part Word Contractions

ch, st, sh, th, wh, ou

“ch” (1,6)- child (A child is between 1-6)

“st” (3,4) still

“sh” (1,6) shall (M and Sh Song)

“th” (1,4,5,6) this

“wh” (1,5,6) which

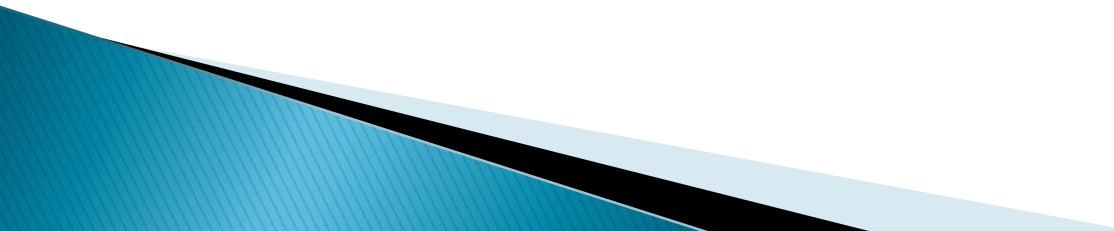
“ou” (1,2,5,6) out

“M” and “Sh” Song

Tune: “Baby Bumblebee”

**I’m learning the contractions “M” and “Sh”
Won’t my teacher be so proud of me.
I’m learning the contractions for “M” and “Sh”.
Oh! I know them!**

**I know the right contractions for the letter “M”.
Won’t my teacher be so proud of me.
I know the right contractions for the letter “M”
Oh! 1-3-4**



**I know the right contraction for the “Sh”.
Won’t my teacher be so proud of me.
I know the right contractions for the
“Sh”**

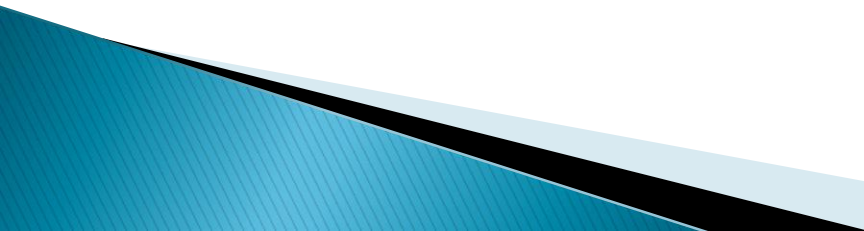
Oh! 1-4-6

**I won’t make any more silly, dumb
mistakes.**

“M” is 1-3-4, yes “M” is 1-3-4

“Sh” is written 1-4-6 Yipee! 1-4-6

One Cell-Part Word Rules

- ▶ **Within a word, they represent themselves**
 - ▶ **Whole word meaning when stands alone (ch-child)**
 - ▶ **No bridging rules apply: (mistake, house, rauhide)**
 - ▶ **St. (saint) abbreviation**
 - ▶ **St. (street) abbreviation**
- 

Contractions that represent
two letters, but
have NO whole word
meaning:

ar, ed, er, gh, ow

ar (3,4,5) car


ed (1,2,4,6) bed

er (1,2,4,5,6) her

gh (1,2,6) light

ow (2,4,6) Wow, even #'s 2,4,6!

Rules

- **No whole word meaning except own sound- (Ed, ar, ow, er)**
 - **No bridging rule (freedom) (reduce)**
 - **No Bridge two words in compound words (daredevil, foghorn)**
 - **Law of preference Always use the contraction that saves the most space.**
- 

The “Middle-Enders”
(ing, ble)

•Never used at beginning of words (blemish, unblemished) why?

Ing words:

thing Bingo finger ginger ringing singing king

ble words:

able fable table thimble stumble tremble Bible

Lower Signs

his, was, were, be

(h) (j) (g) (b)

- Only used when they stand alone (Not in words!) history
- No 2 lower signs together without a chaperone
(without an empty space between them, unless they touch a symbol that contains an upper dot (the chaperone))
- May follow a capital sign
- Never join any mark of punctuation
(All of the punctuation symbols occupy the lower half of the Braille cell.)
If they do touch they must be written out. “Was Dad home?”

More Lower Cell Contractions

in, en

Different from first set of lower contractions because they may be used as parts of words as well as whole meaning.

In, en, enough

- any number can stand together as long as they have a space between them.
- same rules as the other lower cell contractions.

Lower Cell Contractions: In , En

(Tune: “Where Is Thumbkin?”)

Do you know them?

Do you know them?

“In” and “En” “ In” and “ En”

3 and 5 is “In”

2 and 6 is “En”

They are Lower Contractions

They are Lower Contractions.

Sandwich Contractions: **ea, bb, cc, dd, ff, gg**

(Tune: “Oh Give Me a Home”)

**Oh, Give Me a Contraction,
A delicious Sandwich Contraction
Where the Letters are doubled each
time,
Where bb and cc, dd, ff, gg and
ea are found in the words.**

Rule 1: Only in the middle of words

Rule 2: Lowest priority



Short Form Words (75 words)

Short form words are specialized contractions that represent whole words. They are different from other contractions you have learned because they are composed of letters, not new Braille symbols.

about

above

according

across

after

afternoon

afterward

again

against

almost

already

also

although

altogether

always

blind

Braille

children

could

deceive

deceiving

declare

declaring

either

first

friend

good

great

herself

him

himself

immediate

its

itself

letter

little

much

must

myself

Short Form Words (Continued)

necessary
neither
o'clock
ourselves
paid
perceive
perceiving
perhaps
quick
receive
receiving
rejoice
rejoicing

said
should
such
themselves
thymself
today
together
tomorrow
tonight
would
your
yourself
yourselves

because
before
behind
below
beneath
beside
between
beyond
conceive
conceiving

Short Form Words Rules:

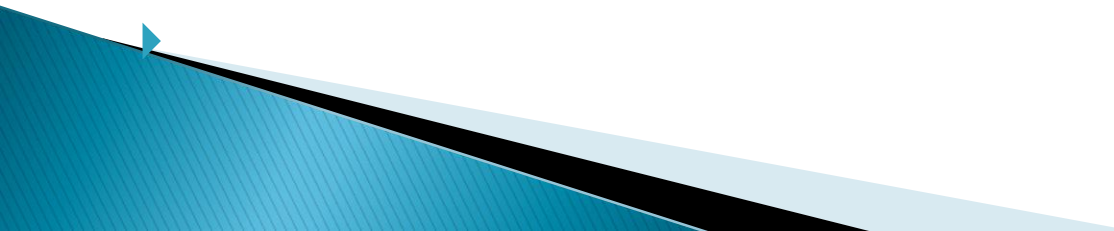
- Use when standing alone. Parts of words only when has original meaning and spelling.

The “Snugglers” -Tune: “BINGO”

**There was a farmer had a dog
And Snuggler was his name, Oh
To, To, Into, By-To, To, Into, By
To, To, Into, By
And Snuggler was his name, Oh**

**There was a farmer had a dog
And Snuggler was his name, Oh
Snuggler never stands alone
Snuggler never stands alone
Snuggler always joins-s-sss
The word that follows.**

Snuggler Rules(to, into, by)

- Snugglers **Never** stands alone.
 - Always joins the word that follows
 - May use with alphabet contractions (but,can,do, etc)
 - No two without a chaperone
 - May follow punctuation
 - Never before punctuation
- 

Leader Contractions

Com, Con, Dis, Be

Tune: “Oh Where, Oh Where Can My Little Dog Be”

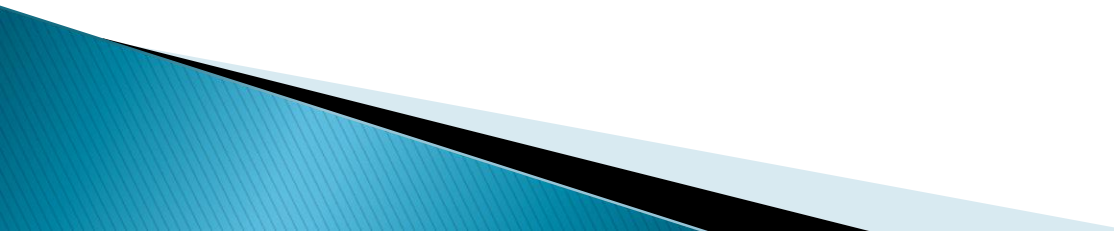
Oh Where, Oh Where Can My Leader Words be?

Oh Where, Oh Where Can They Be?

With a “Be” and a “Con”, and a “Dis” and a “Com”

Oh Where, Oh Where Can They Be?

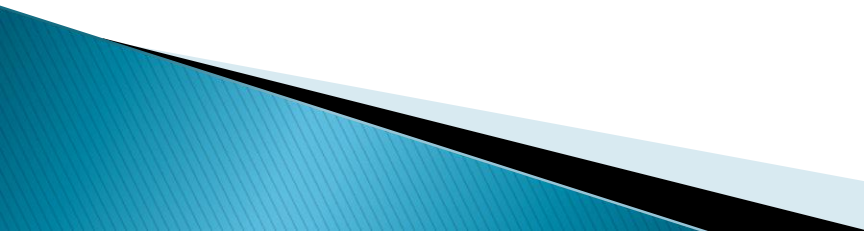
Lower Contraction Rules

- **Only used at the beginning of a word.**
 - **No two without a chaperone**
- 

Initial Letter Contractions

- ▶ Dot 5 Words
- ▶ Dot 4–5 Words
- ▶ Dot 4–5–6 Words

Contractions that occupy two cells.
Read together as one unit.



Initial Letter Rules

- ▶ Used as whole words and part words.

mother-Grandmother

Dot 5 Words

Called Initial letter contractions- occupies 2 cells- uses first letter

Dot 5 d day

Dot 5 e ever

Dot 5 f father

Dot 5 h here

Dot 5 k know

Dot 5 l lord

Dot 5 m mother

Dot 5 n name

Dot 5 o one

Dot 5 p part

Dot 5 q question

Dot 5 r right

Dot 5 s some

Dot 5 t time

Dot 5 u under

Dot 5 w work

Dot 5 y young

Dot 5 ch character

Dot 5 ou ought

Dot 5 th through

Dot 5 (the) there

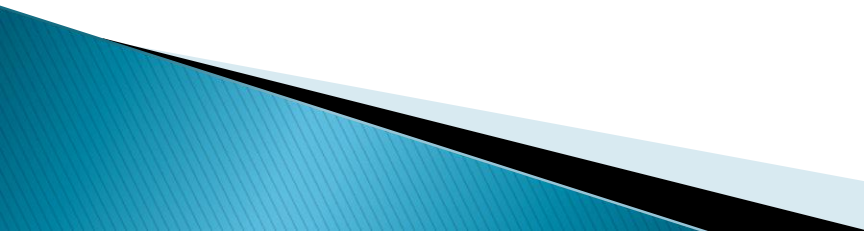
Dot 5 wh where

Dot 4-5 Words:

(These, Those, Whose, Word, Upon)

These are those whose word we rely upon.

Tune: “Joshua Fought The Battle”

1. Howard Fought the Battle of the Dot 4-5 words
The dot 4-5 words, The Dot 4-5 words
Howard Fought the Battle of the Dot 4-5 words
And the walls came a tumbling down.
 2. These are Those Whose Words We Rely On
Words We Rely On, Words We Rely On
These are Those Whose Words We Rely on
And the walls came a tumbling down.
- 

Dot 4-5-6

Contractions

cannot

had

many

spirit

their

world

Dot 4-5-6 Word Contraction Song

Tune: 3 Blind Mice

They cannot have had too many spirits in their world.

1 Dot 4-5-6, Dot 4-5-6

How can I remember?

How can I remember?

They cannot have had too many spirits.

They cannot have had too many spirits.

They cannot have had too many spirits.

In their world.

In their world.

2 They cannot have had

They cannot have had

Too many spirits

Too many spirits

They cannot have had too many spirits

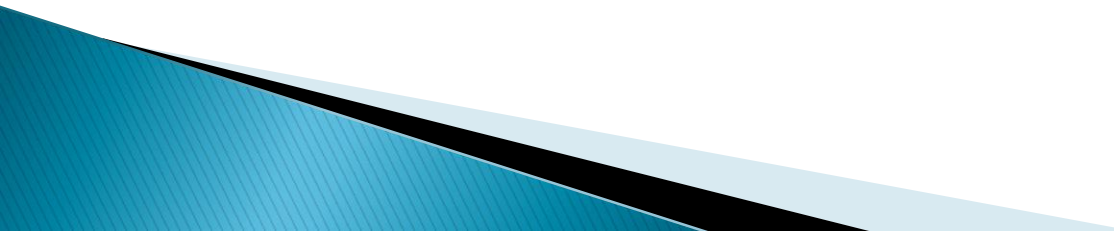
They cannot have had too many spirits

They cannot have had too many spirits

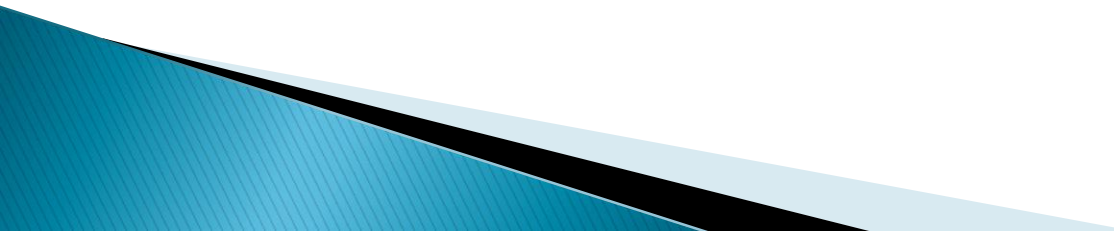
In their world

In their world

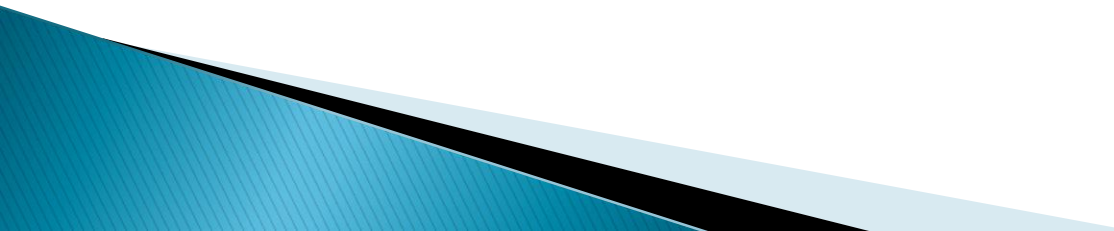
Final Letter Contractions

- ▶ Dot 4–6 Contractions
 - ▶ Dot 5–6 Contractions
 - ▶ Dot 6 Contractions
- 

Final Letter Contraction Rules

- ▶ Only used as parts of words.
 - ▶ Never used at the beginning of a word.
 - ▶ Never stands alone as a whole word.
 - ▶ Always takes precedence in a word.
- 

**“46 vision less
counts
danced around
the room”**



Dot 4-6 Contraction Song

- ▶ Tune “If Your Happy And You Know It!”

46 visionless counts danced around

46 visionless counts danced around

46 visionless counts danced around the room

Oh, 46 visionless counts danced around.

Dot 4-6 n is sion

Dot 4-6 s is less

Dot 4-6 t is ount

Oh 46 visionless counts danced around.

Dot 4-6 e is ance

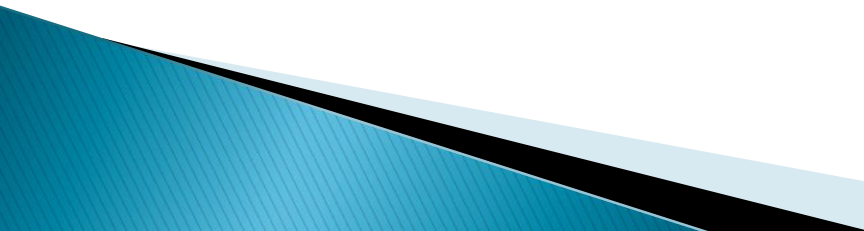
Dot 4-6 d is ound

Oh, 46 visionless counts danced around the room.

Oh, 46 visionless counts danced around.

Dot 5-6 Words

Hence, Kong's
awful actions
harnessed an
element of pity.



Tune: “Battle Hymn of the Republic”

**Hence, Kongs awful actions harnessed an element of pity.
Hence, Kongs awful actions harnessed an element of pity.
Hence, Kongs awful actions harnessed an element of pity.
And taught me the 5-6 word contractions.**

Chorus:

Dot 5-6e is -ence

Dot 5-6g is -ong

Dot 5-6l is -ful

Hence, Kongs awful actions harnessed an element of pity.

Dot 5-6 n is -tion

Dot 5-6 s is -ness

Dot 5-6 t is -ment

Hence, Kongs awful actions harnessed an element of pity.

Dot 5-6 y is -ity

That the last of the Dot 5-6 words

That the last of the Dot 5-6 words

Hence, Kongs awful actions harnessed an element of pity.



Dot 6 Contractions

Dot 6 ation

Dot 6 ally

Carn(ation) R(ally)



Go My Son

Go my son, go and climb the ladder.

Go my son, go and earn your feather.

Go my son, make your people proud of you.

Work my son, get an education.

Work my son, learn a good vocation.

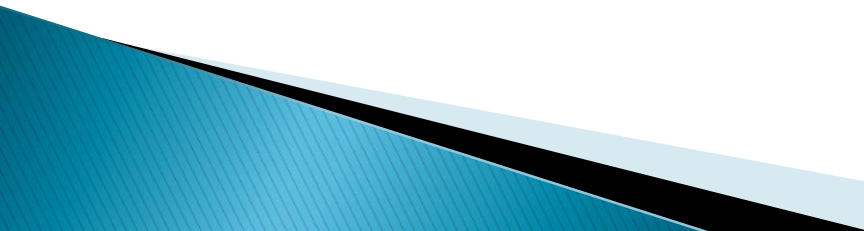
Climb my son, go and take a lofty view.

From on the ladder of an education.

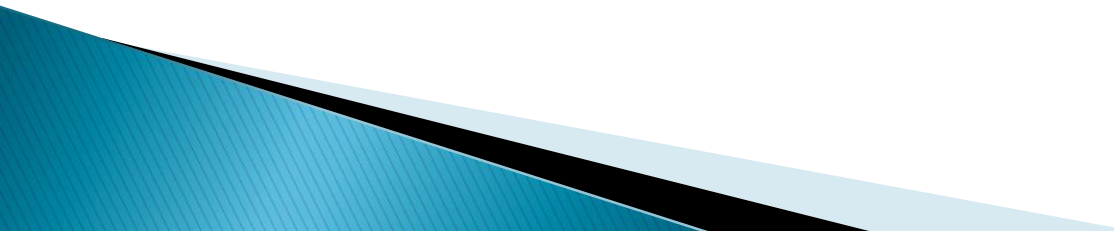
Wou can see to help your Indian nation.

Reach my son, and lift your people up with you.

Music

- ▶ **Increases Attention**
 - ▶ **Focus Concentration**
 - ▶ **Releases Tension**
 - ▶ **Improves Short Term Memory**
 - ▶ **Facilitates a Multisensory Learning Experience**
 - ▶ **Establishes a Positive Learning Situation**
 - ▶ **Powerful carrier of signals that activate emotion and long term memory.**
- 

Music

- ▶ **Raises student energy levels**
 - ▶ **The brain comes alive to the sound of music**
 - ▶ **Helps the brain develop listening skills**
 - ▶ **Stimulates specific regions of the brain responsible for motor control, timing and language**
 - ▶ **Music helps children cooperate, think and problem solve**
 - ▶ **The brain comes alive to the sound of music**
- 

Music


- ▶ **Select appropriate music for the learning activity in the classroom:**
 - ❖ **Opening music**
 - ❖ **Breaks and transitions**
 - ❖ **Background music for concentration, quiet activities**
 - ❖ **Brainstorming or Creative Problem Solving**
 - ❖ **End of class**

Music should not be used than 30% of class.


Music

- ▶ The Sound of Music Video
- ▶ Belgium Train Station

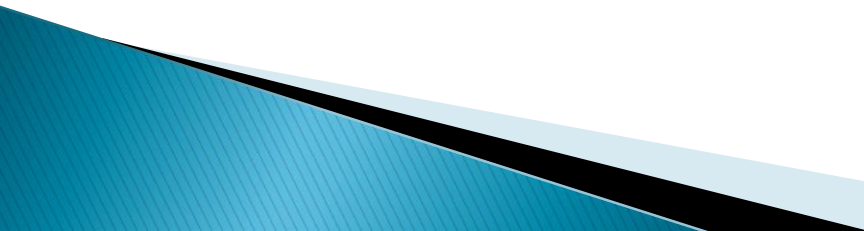
Movement

- ▶ **Children learn best through active involvement.**
 - ▶ **Students cannot sit very long before the blood and oxygen flow to their brains slows down, thereby slowing down the learning process.**
 - ▶ **Movement activities provide opportunities to cross the body's midline requiring the right and left hemispheres of the brain to communicate across the corpus collosum. This integration is essential for the ability to read and write.**
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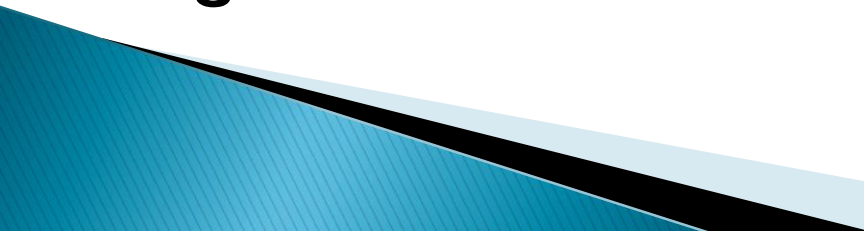
Movement

- ▶ **Standing provides 5-15% greater flow of blood and oxygen to the brain.**
 - ▶ **When children demonstrate the meaning of words physically, their understanding of the word is immediate and long-lasting.**
 - ▶ **Actively experiencing the rhythm of words and sentences help children find rhythm necessary for reading and writing.**
 - ▶ **Children solve problems through movement.**
 - ▶ **If children get sleepy in class use movement!**
- 

Movement

- ▶ If you have ever paced back and forth while trying to think, you must know that movement stimulates the brain.
 - ▶ Having students stand up, walk, jump, and clap as they review, understand, or master material will strengthen memory.
 - ▶ Movement is inexpensive, motivational and educational. No equipment to buy, no learning kits to buy, no books to buy.
- 

Drama

- ▶ Emotional memories can be retrieved through performance.
 - ▶ Helps promote language development and instills confidence in students.
 - ▶ Role playing gives students an opportunity to organize information, memorize information, recreate meaningful situations and increases interpersonal skills.
 - ▶ Role playing makes learning more enjoyable, gives learners more choice and creativity.
- 

Video Clip of Miracle Worker




Storytelling

▶ Louis Braille



Storytelling Rationale

- ▶ Good storytelling engages young children in the learning process and stimulates their interest in reading.
 - ▶ During storytelling, listening and reasoning skills are improved as children use the auditory and frontal lobes of the brain to follow the plot of the story.
 - ▶ Stories provide a script for us to tie information to in our memories.
 - ▶ Stories help children understand whole ideas and details. (wholes and parts)
- 

Mnemonic Devices

- ▶ This strategy serves as a very effective tool to aid memory.

My very educated mother just served us nine pizzas. What does MVEMJSUNP stand for?

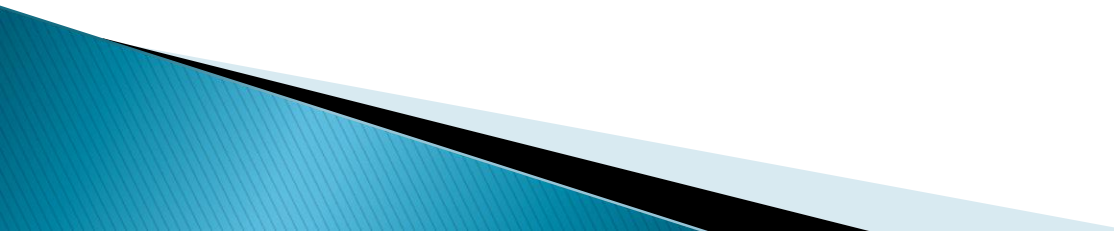
(Good boys do fine, Geography, etc.)

- ▶ Mnemonics work because it creates links or associations between new information the brain is receiving and information already stored in long term memory

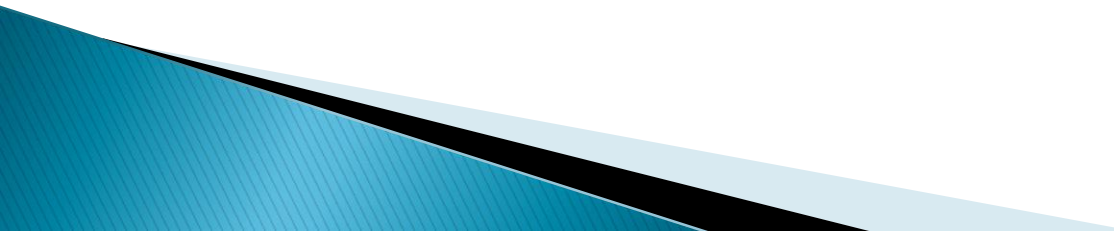
Drawing and Artwork

- ▶ Students enrolled in visual arts programs, including painting classes and sculpture, consistently report gains in self-discipline, work ethic, and teamwork.
- ▶ Different types of art activities activate different areas of the brain.
- ▶ Blind and VI students need creative outlets.
- ▶ “So What about Drawing” – Marie Porter
Braille Pictures
Valuable social time with other students.

Manipulatives– Real Life Experiences

- ▶ Real Life Experiences is the best teaching technique for fostering intelligence because it unites instead of separates mind and body. The hands are the eyes of the blind.
 - ▶ Real life experiences energize students by allowing increased oxygen and glucose to get to the brain.
- 

At a time when budgets are threadbare teachers are learning to use the Arts as one of the most powerful teaching tools they have. The reason this shift is taking place is because it **WORKS!**



“Learning to read and loving to read is the greatest gift I can give my students!”

Mrs. Zollinger



**“Tell me and I will
forget.**

**Show me and I will
remember.**

**Involve me and I will
understand.”**

-Chinese Proverb



YOU ARE IMPORTANT!

Our future Braille readers
are depending on you!

You can nurture or
destroy the hope of
learning Braille.

You can make a Difference

