



Republic of Zambia

**MINISTRY OF EDUCATION, SCIENCE, VOCATIONAL TRAINING AND EARLY
EDUCATION**

BRAILLE SYLLABUS

Special Education

GRADES 1 – 7



**PREPARED AND PUBLISHED BY THE CURRICULUM DEVELOPMENT CENTRE
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VISION

Quality, life long education for all which is accessible, inclusive and relevant to individual, national and global needs and value systems.

PREFACE (draft)

The syllabus was produced as a result of the Curriculum review process carried out by the Ministry of Education, Science, Vocational Training and Early Education under the auspices of the Curriculum Development Centre (CDC). The curriculum reform process started way back in 1999 when the Ministry of Education commissioned five (5) curriculum studies which were conducted by the University of Zambia. These studies were followed by a review of the lower and middle basic and primary teacher education curriculum. In 2005 the upper basic education National survey was conducted and information from learners, parents, teachers, school managers, educational administrators, tertiary institutions traditional leaders civic leaders and various stakeholders in education was collected to help design a relevant curriculum. The recommendations provided by various stakeholders during the Upper Basic Education National survey of 2005 and National symposium on curriculum held in June 2009 guided the review process.

The review was necessitated by the need to provide an education system that would not only incorporate latest social, economic, technological and political developments but also equip learners with vital knowledge, skills and values that are necessary to contribute to the attainment of Vision 2030.

The syllabus has been reviewed in line with the Outcome Based Education principles which seek to link education to real life experiences that give learners skills to access, criticize analyze and practically apply knowledge that help them gain life skills. Its competences and general outcomes are the expected outcomes to be attained by the learners through the acquisition of knowledge, skills, techniques and values which are very important for the total development of the individual and the nation as a whole.

Effective implementation of Outcome Based Education requires that the following principles be observed: clarity of focus, Reflective designing, setting high expectations for all learners and appropriate opportunities.

It is my sincere hope that this Outcome Based syllabus will greatly improve the quality of education provided **at grades 1-7** as defined and recommended in various policy documents including Educating Our Future`1996 and the `Zambia Education Curriculum Framework `2013.

Chishimba Nkosha
Permanent Secretary

MINISTRY OF EDUCATION, SCIENCE, VOCATIONAL TRAINING AND EARLY EDUCATION

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C. N. Sakala (Mrs.)

Director - Directorate of Standards and Curriculum

Ministry of Education, Science, Vocational Training and Early Education

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INTRODUCTION

Braille is a tactile writing system used by the blind learners. It can be used to represent letters of the alphabet, numbers, punctuation marks, including different symbols used in various subjects. Braille is read using the sense of touch.

This syllabus has used the English Braille, which has two levels of encoding at primary level:

- Grade 1 braille: Letter-by-letter transcription, is used in basic literacy
- Grade 2 braille: Abandons the letter-by-letter transcription in several places, adds several abbreviations and contractions

Besides Braille, the syllabus also deals with interpretation of maps, diagrams, charts and other symbols used in various subjects. The syllabus is in line with the Braille primer of 2005. The syllabus is a guide; the teacher is free to use his/her own discretion depending mainly on the related topics in the content subjects as well as the learner's intellectual ability.

TIME ALLOCATION

Three (3) periods of 40 minutes each should be allocated per week.

ASSESSMENT

There are no final examinations for this subject; however, class exercises to enhance braille reading and writing should be given.

RATIONALE

Learners with visual impairments highly depend on the tactile sense to learn. Though Information Computer Technology is becoming quite useful, it cannot replace Braille. Learners with visual impairments should be taught Braille to enable them learn other subjects. In addition most teachers in inclusive settings are unable to help learners with visual impairments because they are not experts in braille; therefore, there is need for braille writing and reading to be timetabled. This will make the subject to be taught systematically.

GRADE 1

KEY COMPETENCES	GENERAL OUTCOME
To show ability of differentiating objects To demonstrate basic skills of braille writing and reading	Develop finger manipulation skills

TOPIC	SUB – TOPIC	Specific Outcome	CONTENT		
			Knowledge	Skills	Values
1.1 Tactile activities	1.1.1 Differentiation	1.1.1.1 Differentiate textures of large objects	Textures of large objects soft or hard objects rough or smooth woolen, leather, cloths of different materials, stones, books, floor surfaces etc	Finger dexterity of textures of large objects	Awareness of objects in the environment
		1.1.1.2 Differentiate textures of small objects	Textures of small objects soft or hard objects rough or smooth woolen, leather soils (sandy, clay, loam), sugar, cereals (millet, sorghum, rice) etc	Finger dexterity of Textures of small objects	Awareness of objects in the environment
		1.1.1.3 Differentiate money notes and coins	Textures of Notes and coins K5, K20, K10, 5n, 10n, 50n	Differentiation of textures of notes and coins	Independence in buying things

TOPIC	SUB – TOPIC	Specific Outcome	CONTENT		
			Knowledge	Skills	Values
		1.1.1.5 Distinguish different clothes	Types of clothes Trousers, Shirts, Skirts, Dresses	Differentiation of types of clothes	Independence in dressing
		1.1.1.6 Distinguish different fruits	Types of fruits oranges, quavas, banana, mangoes, jam,	Differentiation of types of fruits	Self reliance in feeding
		1.1.1.7 Identify string lines and ropes of different lengths and thickness	Length of strings Strings, fibers and fibers of different sizes	Identification of string lines and ropes of different lengths and thickness	Problem solving in daily life
		1.1.1.8 Identify sources used in making ropes	Sources of ropes Ropes made from sisal, plastic, fibre, grass, animal skin etc	Identification of material used in making ropes	Independence in daily living
		1.1.1.9 Identify the holes of a frame	Semi-braille frames Egg tray, mulabalaba or nsolo, (create frame to look like writing frame)	Identification of holes in semi-braille frames	Orientation in the vertical and horizontal directions

TOPIC	SUB – TOPIC	Specific Outcome	CONTENT		
			Knowledge	Skills	Values
1.2 Introduction to braille	1.2.1 The six braille Dots	1.2.1.1 Identify Braille dots in a cell	Positioning of dots Stylus and writing frame	Identification of braille holes Ability to make good round holes	Appreciation of writing tools
	1.2.2 Body Posture	1.2.2.1 Practice sitting on the chair with the feet firmly on the floor	Body positioning	Identifying the correct body posture	Accuracy in braille writing
		1.2.2.2 Uphold the body trunk Upright	Body positioning		
	1.2.3 Braille Writing	1.2.3.1 Identify different types of writing equipment	Writing equipment Hand frame, pocket frame, stylus, braille paper etc	Identification of braille writing materials	Appreciation of writing equipment
		1.2.3.2 Demonstrate braille writing	Pre-Braille writing Upper, bottom and inside parts of writing frames, Inserting braille paper, Positioning a stylus in the cell, and Making full dots	Positioning of the writing equipment	Appreciation of writing equipment

GRADE 2

KEY COMPETENCES	GENERAL OUTCOME
To show ability of differentiating objects To demonstrate skills of writing and reading the Braille alphabet To demonstrate skills of computation using the plus and minus braille symbols	Develop tactile sense, writing and reading the Braille Alphabet

TOPIC	SUB - TOPIC	Specific Outcome	CONTENT		
			Knowledge	Skills	Values
2.1 Tactile activities	2.1.1 Finger Manipulation	2.1.1.1 Assemble jig-saw Puzzles	Puzzles Fitting, assembling sorting	Spatial skills in assembling puzzles	Critical thinking in assembling puzzles
		2.1.1.2 Mould objects from clay/plasticine	Moulding	Creativity in moulding, sorting, threading, twisting tying and plating	Fingers becoming flexible
		2.1.1.3 Sort and thread beads and seeds	Sorting and threading e.g of bottle tops		
		2.1.1.4 Close and open bottle tops	Twisting Identification of grooves		
		2.1.1.5 Tie knots, thread beads	Tying and untying, weaving, Plating		
		2.1.1.6 Plate simple items using rope, fiber or grass	Tying Plaiting		
				2.1.1.7 Demonstrate screwing and unscrewing nuts and bolts	Screwing and unscrewing

TOPIC	SUB - TOPIC	Specific Outcome	CONTENT		
			Knowledge	Skills	Values
		2.1.1.8 Identify parts of clothes	Inside and outside, back and front, top and bottom, zip and zipping, buttons and buttoning.	Finger dexterity in zipping, buttoning and buttoning	Application to daily life
	2.1.2 Body Posture	2.1.2.1 Uphold the body truck upright	Body positioning	Identifying the correct body posture	Attentiveness to doing work
2.2 Braille Writing and Reading	2.2.1 The English Alphabet	2.2.1.1 Identify letters of the English alphabet	LETTERS OF THE ALPHABET A-J, Full stop Local language words with A – J	Tracking letters of the alphabet	Critical thinking in communication
			K – T, comma, Local language words with A – T		
U – Z and W Local language words with A – Z					
	2.2.2 Mathematical symbols	2.2.2.1 Describe Mathematical Symbols	Plus sign (+), Minus (-) sign, Equal sign (=)	Identifying computational signs	Application to daily life
2.3 Information Computer Technology	2.3.1 Computer games	2.3.1.1 Play computer games	Computer games: -Mathematics -Science -Language	Ability to play computer games	Creativity in daily life

GRADE 3

KEY COMPETENCES	GENERAL OUTCOME
To demonstrate the skill of writing and reading measurements in braille To develop the skill of writing and reading Simple Upper Wordsigns	To recognise, Write and read Simple Upper Wordsigns

TOPIC	SUB - TOPIC	Specific Outcome	CONTENT		
			Knowledge	Skills	Values
3.1 Measurement	3.1.1 Fractions	3.1.1.1 Demonstrate symbols for oblique stroke (for fractions)	Fractions / $\frac{3}{4}$ $3\frac{1}{4}$	Ability to use braille fractions	Appreciation of computational symbols
	3.1.2 Multiplication and Division	3.1.2.1 Demonstrate symbols for Multiplication and Division	Multiplication (\times) and Division (\div)	Identifying and using the Multiplication and Division symbols	Application to daily life
	3.1.3 Distance	3.1.3.1 Demonstrate how to use the Braille ruler	Braille Rulers 30 cm ruler 1 meter Approximation	Accuracy in using the braille rulers	Appreciation of measurements in daily life
	3.1.4 Dates	3.1.4.1 Explain writing of dates	Ordinal numbers 1^{st} 2^{nd} 3^{rd} 4^{th} Date writing: 4^{th} June 2013	Recognising ordinal numbers and dates	Creativity in daily activities
	3.1.5 Time	3.1.5.1 Illustrate how to use raised clock faces	Time Reading time	Tracking of figures on the clock faces	Appreciation of time in doing things

TOPIC	SUB - TOPIC	Specific Outcome	CONTENT		
			Knowledge	Skills	Values
	3.1.6 The abacus	3.1.6.1 Illustrate how to use the abacus	Computations using Abacus	Ability to use the Abacus in solving problems	Appreciation of the Abacus
3.2 Braille Writing and Reading	3.2.1 Special signs	3.2.1.1 Recognise special signs	<p>5 Common Wordsigns <u>and for of the with.</u></p> <p>article “a” with any of the 5 common words: e.g. <u>and</u> a <u>and with</u> a The semicolon (;)</p>	Recognizing special common words	Appreciation of short abbreviations in serving energy and paper
	3.2.2 Simple Upper Wordsigns	3.2.2.1 Identify Simple Upper Wordsigns	and for of the with Exclamation mark Query	Identification of simple upper groupsigns	Self esteem in writing and reading
		3.2.2.2 Recognise Simple Upper Wordsigns	Wordsigns e.g. b – but, C – can, D - do	Ability to read wordsigns	Awareness of simple wordsigns

GRADE 4

KEY COMPETENCES	GENERAL OUTCOME
To demonstrate the ability to divide, multiply and use inequality braille symbols To develop the skills of using Simple Upper Groupsigns	Distinguish, write and read Simple Upper Groupsigns

TOPIC	SUB - TOPIC	Specific Outcome	CONTENT		
			Knowledge	Skills	Values
4.1 Measurement	4.1.1 Mathematical symbols	4.1.1.1 Identify Braille symbols	Numbers (4,500) Inequality (< > ≠) Time: (18:00, 12:15 pm, 10:30 am), braille rulers, and braille tapes.	Identifying the braille Mathematical symbols	Self confidence in solving problems
4.2 Upper Groupsigns	4.2.1 Five Upper Groupsigns with 'h'	4.2.1.1 Discus Five Upper Groupsigns (with 'h')	ch gh sh th wh The apostrophe (')	Identification of five upper groupsigns	Self confidence in solving problems
	4.2.2 Four Upper Groupsigns	4.2.2.1 Identify Four Upper Groupsigns	ed er ou ow (2 with e & 2 with o) The colon (:) Quotation marks (" ")	Identifying the four groupsigns	Critical thinking in communication

TOPIC	SUB - TOPIC	Specific Outcome	CONTENT		
			Knowledge	Skills	Values
	4.2.3 Last Four Upper Groupsigns	4.2.3.1 Identify Last Four Upper Groupsigns	st ar ing ble hyphen	Identifying the last four upper groupsigns	Appreciation of the groupsigns to the learning of language
		4.2.3.2 Discus Word division	Be - lief	Recognising words divided in passages	Awareness of word division in language
		4.2.3.3 Compound Words	a) With a hyphen, e.g. arc-lamp b) Without a hyphen, e.g. aircraft	Differentiating words with a hyphen from those without	Application to language
4.3 Names	4.3.1 Capital letters	4.3.1.1 Describe use of capital letters in Names	E.g Jacob Nyambe Robert Child Mr A. B. Lipenda Mrs A B Lipenda	Recognising capital letters in names	Awareness of names in passages

GRADE 5

KEY COMPETENCES	GENERAL OUTCOME
To develop the skills of writing and reading Lower Signs To develop the skills of using braille in solving problems in content subjects	Recognise, write and read Lower Groups signs

TOPIC	SUB - TOPIC	Specific Outcome	CONTENT		
			Knowledge	Skills	Values
5.1 Measurement	5.1.1 Decimals	5.1.1.1 Identify Braille symbols for Decimals	Decimals 4.5 0.005	Identifying brailled decimals	Analysis of decimals in number and notation
	5.1.2 Degrees	5.1.2.1 Read and write Degrees	Degrees 45 degrees 0.5°	Recognise brailled degrees	Awareness of degrees in computations
	5.1.3 Mathematical aids	5.1.3.1 Identify Mathematical aids	Area and volume aids, scales and talking watches, cuberithm boards, tailor frames	Identifying Mathematical aids	Creativity in solving problems
	5.1.4 Percentages and Ratios	5.1.4.1 Identify percentages	Percentages (%) 5% Ratio 2:3	Ability to solve related problems	Application to daily life
	5.1.5 Roman Numerals	5.1.5.1 Identify Roman Numerals	Roman Numerals I, IV, D, CV	Identifying roman numerals	Awareness of roman numerals
	5.1.6 Dates	5.1.6.1 Describe ways of writing dates	Dates 2 nd January 2012 2/1/2012 02/01/12 2.1.2012	Identification of variations in writing of dates	Awareness of variation in writing of dates
	5.1.7 Units	5.1.7.1 Identify units for measurement	Units Area: (cm ²) Volume: (cm ³) The Square sign	Accuracy in writing the units	Awareness of the units

TOPIC	SUB – TOPIC	Specific Outcome	CONTENT		
			Knowledge	Skills	Values
5.2 Lower Signs	5.2.1 Lower Groupsigns	5.2.1.1 Describe Lower Groupsigns at the beginning of a word or braille line	Beginning of a word or braille line: (<u>Be con dis com</u>) The dash (--) Shortforms (<u>bec</u> , <u>bec beh</u>)	Identifying lower groupsigns	Awareness of the lower groupsigns
		5.2.1.2 Identify some Lower Signs in the middle of a word	Middle of a word: <u>ea bb cc dd ff gg</u> Round brackets or Parentheses	Classifying lower signs	Problem solving in language and other subjects
		5.2.1.3 Discus Lower Groupsigns in Any Part of a word	Any Part of a word: <u>en in</u>	Identifying lower groupsigns	Awareness of the lower groupsigns
	5.2.2 Lower Wordsigns	5.2.2.1 Discus Lower Wordsigns That Must be Spaced From All Other Signs	Spaced From All Other Signs: <u>be were his was</u>	Identifying lower wordsigns	Application in language and other subjects
		5.2.2.2 Identify Lower Wordsigns That Must be Spaced From All Others but May in Some Cases be in Contact with Punctuation Signs	Spaced but not in all cases: <u>enough in</u> , With hyphen or dash		
		5.2.2.3 Discus Lower Wordsigns That May Only be Used Adjoining the Word That Follows	Adjoins words: <u>to into by</u> Shortforms: td for today, tm for tomorrow		

TOPIC	SUB - TOPIC	Specific Outcome	CONTENT		
			Knowledge	Skills	Values
5.3 Information Computer Technology	5.3.1 Keyboard functions	5.3.1.1 Demonstrate how to use the key board for Typewriter and Computer	Key board functions	Tracking and orientation on key board	Problem solving in various subjects using the computer
	5.3.2 Cell phone	5.3.2.1 Discuss the use of cell phones	SMS, general communication	Communication using a cell phone	Effective communication in daily life
	5.3.3 The Perkins Braille	5.3.3.1 Demonstrate how to use the Perkins Braille	Key board functions	Tracking and orientation on key board	Effective communication in daily life

GRADE 6

KEY COMPETENCES	GENERAL OUTCOME
<p>To develop the skill of writing and reading Composite signs</p> <p>To develop the skill of using Braille in solving problems in content subjects</p> <p>To develop the skill of using key board functions for Type-righter, Computer and Perkins Brailier</p>	<p>Distinguish, write and read Composite signs</p>

TOPIC	SUB - TOPIC	Specific Outcome	CONTENT		
			Knowledge	Skills	Values
6.1 Information Computer Technology	6.1.1 Key board functions	6.1.1.1 Discuss type- righter and computer key board functions	Keyboard functions: Typing and use of speech software	Effective use of the typerighter and/or computer	Application in various subjects
6.2 Composite Wordsigns	6.2.1 Initial Wordsigns	6.2.1.1 Identify Initial Wordsigns with dot 5	Composite signs With Dot 5: D – M With Dot 5 N – U Shortforms	Identifying initial composite wordsigns	Awareness of initial composite wordsigns
		6.2.1.2 Identify last group with dot 5	Dot 5 with W, Y, <u>the</u> , <u>ch</u> , <u>th</u> , <u>wh</u> , and <u>ou</u>		
		6.2.1.3 Identify Wordsigns with Two Dots 4 5	Two Dots: 4 5: U, W, <u>the</u> , <u>th</u> , <u>wh</u>		
		6.2.1.4 Identify Wordsigns with Three Dots 4 5 6	Three Dots 4 5 6: c, h, m, s, w		
	6.2.2 Final Groupsigns	6.2.2.1 Identify Final Groupsigns	First Group of Final Groupsigns: -ance, -ence, -sion, -less -tion, -ness	Identifying final composite groupsigns	Awareness of final group of composite groupsigns
			Second Group of Final Groupsigns -ound, -ong, -ount, -ment		
			Third Group of Final Groupsigns -ful, -ity, -ation, -ally		

Grade 7

KEY COMPETENCES	GENERAL OUTCOME
<p>To demonstrate skills of interpreting embossed maps and diagrams</p> <p>To show abilities of drawing and interpreting braille lines and shapes</p> <p>To show ability of drawing braille lines, write number bases and roman numerals</p> <p>To show ability of effective communication in braille</p>	<p>Develop tactile skills in graphics interpretation</p>

TOPIC	SUB – TOPIC	Specific Outcome	CONTENT		
			Knowledge	Skills	Values
7.1 Graphics Interpretation	7.1.1 Maps in Social and Development Studies	7.1.1.1 Locate embossed features on Maps in Social and Development Studies	Map of Zambia Map of Africa Map of the World Zambia and its neighbours (political, relief, physical etc)	Tracking and location of data on maps, diagrams and charts	Independence in daily living
	7.1.2 Diagrams in Integrated Science	7.1.2.1 Identify embossed features of diagrams in Integrated Science	Heart, lungs, water circle etc		
	7.1.3 Expressive Arts	7.1.3.1 Discuss Diagrams in Expressive Arts	Art works, Home Economics tools etc		
7.2 Measurement	7.2.1 Integers	7.2.1.1 Draw Braille number lines	X-axis Y-axis Positive and Negative numbers	Identifying the number line	Problem solving involving number lines

TOPIC	SUB – TOPIC	Specific Outcome	CONTENT		
			Knowledge	Skills	Values
	7.2.2 Number Bases	7.2.2.1 Discuss symbols for Number Basis	E,g Base 5 Base 10	Identifying number bases	Problem solving using number bases
	7.2.3 Shapes	7.2.3.1 Explain properties of some geometrical shapes	e.g. rectangular prism, cube)	Ability to track various geometrical shapes	Self confidence in the use of geometrical shapes
		7.2.3.2 Identify types of lines	Vertical, horizontal, parallel, and diagonal	Identifying embossed vertical, horizontal, parallel and diagonal lines	Appreciation of position of lines
	7.2.4 Angles	7.2.4.1 Describe various angles.	Right angle, acute angle, straight line (180°), complete revolution (360°)	Tracking of angles in given shapes	Awareness of positions of things in school, home and general universe
		7.2.4.2 Approximate angles	Rounding off: Approximate angles	Ability to draw, measure and approximate angles	Application in daily life

BRaille SCOPE & SEQUENCE CHART: GRADES 1 – 7

TOPIC	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7
Tactile Activities	<p>Textures of large objects</p> <p>Textures of small objects</p> <p>Textures of Notes and coins</p> <p>Types of cloths</p> <p>Types of fruits</p> <p>Length of strings</p> <p>Sources of ropes</p> <p>Semi-braille frames (egg trays etc)</p>	<p>Positioning of dots using semi-braille frames</p> <p>Positioning of dots using a stylus in a handframe</p> <p>Screwing and unscrewing nuts and bolts</p> <p>zipping, buttoning and tying</p>	<p>Threading</p> <p>Sorting</p> <p>Twisting</p> <p>Puzzles</p>				

<p>Braille Writing & Reading</p>	<p>Body positioning</p> <p>Writing equipment</p> <p>Pre-Braille writing</p>	<p>Body positioning</p> <p>Positioning a stylus in the cell,</p> <p>Making full dots, the alphabet:</p> <p>A - J K - T And U - Z & W</p>	<p>Meaning of Words: simple, upper, wordsign</p> <p>Wordsigns e.g. B - but, C - can, D - do</p> <p>5 Common Words: and, for, of, the, with</p> <p>5 Common Words with article A.</p> <p>Semicolon (:)</p>	<p>Simple Upper Groupsigns: and for of the with</p> <p>Five Upper Groupsigns with h</p> <p>Four Upper Groupsigns (two with e and two with o)</p> <p>Last Four Upper Groupsigns st, ar, ing, ble</p>	<p>Lower signs: <u>be con dis com</u></p> <p>Dash (-)</p> <p>Two of these syllables in a sequence</p> <p><u>ea bb cc dd ff gg</u></p> <p>Round brackets or Parentheses</p> <p><u>en in</u></p> <p><u>be were his was</u></p> <p><u>enough in,</u></p> <p>With highen or dash</p> <p><u>to into by</u> Shortforms: td for today</p>	<p>Composite Signs:</p> <p>with Dot 5: D - M & N - U</p> <p>Shortforms</p> <p>With Two Dots, 4 5: upon, word, these, those, whose</p> <p>With Three Dots 4 5 6: cannot, had, many, spirit, world, their</p> <p>First Group of Final Groupsigns: ance, -ence, -sion, -less -tion, -ness</p> <p>Third Group of Final Groupsigns -ful, -ity, -ation, -ally</p>	
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Mathematical signs		Mathematical symbols (+), (-), (=) The Numeral Sign	Numbers 2, 6, 10 Computing signs (\times \div) Fractions (oblique sign /) Ordinal Numbers: 1 st 2 nd 3 rd 4 th	Numbers 4,500 Signs: < > \neq Dates: 2 nd January 2012 Decimal signs	Dates: 2.1.2012 2/1/12 02/01/12	Percentages (%) 5% Ratio Roman Numerals	Angle signs Nets of cuboids and pyramids Graphs with scales Picture graphs
Mathematical Aids			Raised clock faces	Braille rulers Braille tapes Abacus,	Area and volume aids, scales and watches. Cuberithms Tailor frames		
Names			Own name Capital letter sign	Names: Jacob Nyambe Mr A B Lipe	Names of towns and countries		
Information Computer Technology		Computer games	Parts of the computer The key board functions	The Perkins Braille- functions Typewriter		Internet, Google search, e mail address	
Graphic Interpretation		Diagrams, Charts, Pictures and Models in subjects taken by learners					

