Braille Module 47

LOC Lesson 12, Assessment
<table>
<thead>
<tr>
<th>Summary</th>
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<tbody>
<tr>
<td><strong>Goal(s):</strong> The goal is for the students to fulfill the requirements for Lesson 12 by preparing the Exercise for submission. Each student will be evaluated by the instructor.</td>
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<td><strong>SMART Objectives:</strong> <em>Specific, Measurable, Achievable, Realistic, and Time-sensitive</em></td>
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<tr>
<td>By the end of this module, the students should be able to:</td>
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<tr>
<td>BS47.1: Demonstrate usage of computer skills working with Perky Duck for exercise transcription.</td>
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<td>BS47.2: Submission of LOC Lesson 12 Exercise with 90% accuracy.</td>
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<tr>
<td>BS47.3: Evaluation by the instructor.</td>
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<tr>
<td>BS47.4: Identify braille rules and apply knowledge through playing the game: <em>Football</em>.</td>
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<tr>
<td><strong>Instructor:</strong></td>
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<tr>
<td>• Braille instructor</td>
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<tr>
<td><strong>Delivery Method(s):</strong></td>
</tr>
<tr>
<td>• Lecture</td>
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<tr>
<td>• Classroom reading</td>
</tr>
<tr>
<td>• Discussion</td>
</tr>
<tr>
<td>• One-on-one reading</td>
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<tr>
<td>• Hands on</td>
</tr>
<tr>
<td>• Evaluation</td>
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<tr>
<td><strong>Length:</strong> 5 hours</td>
</tr>
<tr>
<td><strong>Three topics</strong></td>
</tr>
<tr>
<td><strong>Any Applicable Business and/or Soft Skills:</strong></td>
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<tr>
<td><strong>Corresponding LOC Manual:</strong></td>
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<tr>
<td>Lesson 12 Exercise (page 12—15-16)</td>
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**Take Away Message(s):** You have completed the twelfth Lesson of the *Instruction Manual for Braille Transcribing, Fifth Edition, 2009*. You are on your way to certification. Be pleased with yourself.

“Books are the bees which carry the quickening pollen from one to another mind.”—James Russell Lowell

“Our treasure lies in the beehive of our knowledge. We are perpetually on the way thither, being by nature winged insects and honey gatherers of the mind.”—Friedrich Nietzsche

Always remember the important job you are doing. Whenever you produce braille you will be helping someone else and that is worth smiling about.
Title of Module: LOC Lesson 12, Assessment

The purpose of this module is for the students to complete the transcription exercise at the end of Lesson 12 to assess proficiency with the literary code rules pertaining to the letter indicator, letter/number combinations, speech mannerisms, syllabicated and spelled-out words, and transcriber’s notes. This Module will provide time for the Exercise and an evaluation by the instructor.

Agenda — topics to be covered in the module and length of each item

<table>
<thead>
<tr>
<th>Topic: LOC Lesson 12, Assessment</th>
<th>Time Allotted: 5 hours</th>
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<tbody>
<tr>
<td>A. LOC Lesson 12 Exercise</td>
<td>(2 hours)</td>
</tr>
<tr>
<td>B. Evaluation</td>
<td>(1 hour)</td>
</tr>
<tr>
<td>C. Play the Game: Football</td>
<td>(2 hours)</td>
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</tbody>
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Materials and Supplies — items needed in order to carry out the agenda and classroom activities

1. Computer with Perky Duck
2. LOC Manual, and photocopies of Exercise 12
3. EBAE
4. Pencil
6. One football field. This should be a large grid representing a football field with hash marks for the yard markers and goals at either end of the field.
7. You will need copies of the following: Football Field Grid (14.A.1), Instructions (14.A.3), and the coin for start of game (14.A.2).
8. You will need the LOC Lessons 11-12 flashcards, the Special Question cards 11-12, one set of the Completed Play and Penalty cards, the downs cards from the Football.xlsx file.
9. LOC Lesson book to challenge any questions.
Classroom Preparation – *steps to follow when setting up the learning environment*

1. The room should be arranged to allow comfortable interaction between students, and the instructor during small and large group activities.

2. The classroom should be set up for friendly interaction and peer support.

3. Tables should have enough space for the instructor and each student to use a the LOC Manual and handouts. Have computer available for students.

4. Have list of students paired for proofreading exercise.

5. Prepare the classroom with the chalk and erasure boards to explain the different uses of the dash and numbers with punctuation.

6. Have all pieces to the game ready to play.

7. Print out the flashcards for the game.

8. Prepare the table to play game.
Curriculum Content

A. LOC Lesson 12 Exercise (2 hours)

Objective BS47.1: Demonstrate usage of computer skills working with Perky Duck for exercise transcription.

Objective BS47.2: Submission of LOC Lesson 12 Exercise with 90% accuracy.

PREINSTRUCTIONAL ACTIVITIES

The instructor will be familiar with the Lesson 12 Exercise on page 12-15. The LOC Manual: Lesson 12: Exercise is a hands-on test of the students' knowledge. LOC Manual: Lesson 12 Exercise includes the letter indicator, letter/number combinations, speech mannerisms, syllabicated and spelled out words, transcriber’s notes and covers the rules studied in this lesson.

The instructor will remind the students to turn the lesson in on a disk, thumbdrive, or in a network folder. They will also turn in a hard copy of the lesson.

You will need copies of: Exercise 12 (photo copies).

CONTENT PRESENTATION AND LEARNER PARTICIPATION

The instructor will pass out the photo copies and read the instructions to the class. Allow time to answer any questions. Instruct the students to take their time formatting the photocopy prior to transcription.

The instructor will explain that the Exercise is a story for the students to braille on Perky Duck.

Some reminders to the student:

“Look in the rule book first if you have any questions. Structure the Exercise thoroughly before you start to transcribe. It is important for you to complete this Exercise in order to go on to the next lesson.

Proofread your own Exercise prior to handing it to someone else for proofing.

This Exercise is the final to Lesson 12 and needs a passing grade before the next lesson is to be graded. A passing grade of 90% or higher is required.”

The instructor is to grade the lessons and relay to students what sentences have error(s). Students are expected to find and fix them, and then resubmit them for review. If they need help finding them, they can ask, but the responsibility to ask/fix is with them.
The expected outcome of the LOC Manual: Lesson 12 Exercise is for students to pass and continue on to Lesson 13.

The instructor will assess each student by the passing grade. The students are required to pass this exercise with 90% accuracy.

B. Evaluation (1 hour)

Objective BS47.3: Evaluation by the instructor.

PREINSTRUCTIONAL ACTIVITIES

The evaluation by the instructor is important for the students to realize their strengths and weaknesses. The Instructor will be familiar with the Lesson 12: Word Puzzle (47.B.1).

You will need copies of: Lesson 12: Word Puzzle (47.B.1) and Answers to Lesson 12: Word Puzzle (47.B.2).

CONTENT PRESENTATION AND LEARNER PARTICIPATION

The instructor will pass out a Lesson 12: Word Puzzle (47.B.1) to each student. The students can work on these as the instructor takes one student at a time to evaluate their progress.

When the class settles down with the handouts the instructor will take each student aside to talk about their work, behavior, and review any significant information.

ASSESSMENT

The evaluation allows the instructor the opportunity to assess the areas the students may have to review in the following weeks for clarification so the students will be able to better refine their braille skills.

The outcome is for the students to observe their areas of weaknesses and strengths in structuring, brailing and proofreading.

C. Play the Game: Football (2 hours)

Objective BS47.4: Identify braille rules and apply knowledge through playing the game: Football.
PREINSTRUCTIONAL ACTIVITIES

If this game was played in a prior module the instructor will have most of the preparation completed. Check to see if you need any pieces of the game. The instructor will need to print out the questions for Lessons 11-12.

You may want to schedule a “half-time” show with cheerleaders and/or a marching band. This will allow time for the students to refresh their minds and think about something else before the second half.

If this is the first time the game has been played the instructor will need to prepare for the football game by making the football field, printing the necessary items, and reading the instructions to gain an understanding of how to play.

You will need a “Football” to represent moves on the field. You can make a laminated football shape to use. You will want to size it according to the size of the table or board you will be using. Tape will hold it in the proper place and be easy to move when using an Erasure or chalk board. This is reusable.

You will need the template for the Football Field Grid (10.A.1). This should be a large grid representing a football field with hash marks for the yard markers and goals at either end of the field. You may cover a table with butcher paper and use a marker for the yard markers and goals at both ends or draw the grid on the board. This is reusable.

You will need the following handout: Instruction Sheet (10.A.2), one for each student.

You will need to make a Coin Toss (10.A.3) for the beginning of the game. This is reusable.

There are two sets of questions. One set is for the General Questions and one is for the Special Questions. The Special Questions are used when a touchdown is attempted. The Special Question cards are taken from various sources such as the Soft Skills, Computer, Braille Modules and prior LOC Lessons.

The following cards will be easier to handle and last longer if printed on card stock paper. You will need one set each of the following from the Football.xlsx file:

- One set of the LOC Lessons 11-12 flashcards.
- One set of the Special Question cards 11-12 flashcards (used when Touchdown is attempted)
- One set of the Completed Play and Penalty cards. This set is reusable.
- One set of the Downs cards. This set is reusable.
 CONTENT PRESENTATION AND LEARNER PARTICIPATION

If this is the first time the game has been played the class will read and discuss the instructions on how to play the Football Game.

Divide the class into two equal teams. Begin the game with the coin toss to see which team will go first.

Remind the students the importance of being able to cooperate and play as a team. This is a good place for the students to challenge each other. If someone answers a question and someone else challenges them let them work through the issue, as long as it does not get out of hand. Playing games is good for team building and learning to cooperate with one another.
Braille Module 47

LOC Lesson 12, Assessment
Handouts and Answer Sheets
Lesson 12: Puzzle (47.B.1)

- letter indicator
- number/letter combination
- speech mannerisms
- stammering
- speech hesitation
- elongation
- sound imitations
- lisped words
- dialect
- syllabicated words
- spelled-out words
- transcriber’s notes
- capital letters
- contractions
- enclosed
- punctuation
- hyphen
- apostrophe
- slash
- quantities
- shapes
- abbreviations
- outlines
- lists
- distinguishing
- short-form
- context
- confusion
- plural
- summary
- dramatic effect
- words under study
Answers to Lesson 12: Puzzle (47.B.2)

letter indicator
number/letter combination
speech mannerisms
stammering
speech hesitation
elongation
sound imitations
lisped words
dialect
syllabicated words
spelled-out words
transcriber’s notes
capital letters
contractions
enclosed
punctuation

hyphen
apostrophe
slash
quantities
shapes
abbreviations
outlines
lists
distinguishing
short-form
context
confusion
plural
summary
dramatic effect
words under study

47.B.2

Braille Module 47-7