

Unit 1 *Not Far From Home*, Lesson 1 "Fun with Nat the Cat"

HOMEWORK

Dear Parents,

This week we are reading about a cat named Nat that likes to play. This week's homework will include a variety of activities that relates to the story in some way. Please have your child do at least one of the following activities with your help and supervision. These activities help your child gain experience and conceptual knowledge, which benefit your child both in and out of school. Please circle any completed activities. Then sign, and have your child return the form by \_\_\_\_\_ (date).

1. If possible, have your child hold and explore a cat. Discuss the features of the (or a) cat with your child. Points of discussion should include that a cat has two pointy ears, two eyes, a nose, whiskers, a mouth, tiny teeth, a rough tongue, four legs, claws, a long tail, and soft fur. Most cats weigh between eight and fifteen pounds. Ask your child what sounds a cat makes. Make sure that he/she knows that in addition to the "meow," cats make a purring sound when happy.
2. In the story, Nat likes to play with a bat. Discuss some things about bats (the animal). Then if possible show your child a baseball bat. Inform him/her that baseball bats are made from different materials such as wood, aluminum, or the plastic toy variety. Allow your child to hit a ball with the baseball bat. This can be done from a tee, by having him/her gently toss the ball into the air and then swinging, or by you gently pitching the ball to your child with a verbal cue as to when to swing.
3. Nat the cat also likes to play with hats in the story. Help your child collect various types of hats you may have in your home and try them on. These might include knit hats for cold weather, baseball hats, women's fashion hats, men's hats, birthday party hats, costume hats, and professional hats such as fireman, police, sailor, etc.
4. This story uses a lot of rhyming words such as cat, Nat, hat, bat, rat, at, and that. Use the following word starters and have your child come up with rhyming words. You can make a game out of this by taking turns or seeing who can come up with the most rhymes.

Word Starters: in, it, ran, flip, all, shop, three, den  
Comments:

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Parent Signature

Unit 1 *Not Far From Home*, Lesson 2 "A Bad Day"  
HOMEWORK

Dear Parents,

This week we are reading about a child who is home sick in bed. This week's homework will focus on things pertaining to being sick. Please have your child do at least one of the following activities with your help and supervision. These activities help your child gain experience and conceptual knowledge, which benefit your child both in and out of school. Please circle any completed activities. Then sign, and have your child return the form by \_\_\_\_\_ (date).

1. Show and explain some simple things from your medicine cabinet or first aid kit to your child. These items might include things such as a thermometer, band-aids, ice pack, etc. Allow your child to examine the band-aid box. Then have your child open a band-aid, peel the backing, and put it either on you or him/her.
2. Discuss with your child things people might need or do when sick. These might include staying in bed and resting; needing tissues, hot tea, and medicine for a cold, or eating broth, jello, and crackers for an upset stomach or the flu.
3. Discuss various jobs that relate to people who are sick or injured. These professions include doctors, nurses, nurses' assistants, paramedics, emergency medical technicians, etc. Talk about the training required for these jobs and the places where these professionals work.
4. Talk about a time when your child was sick. Ask him/her to recall how they felt and what they did. Did your child go to the doctor? What happened? Stress the importance of your child informing you or his/her teacher when he/she does not feel well. He/she may need to stay close to the bathroom.
5. Discuss with your child various ways to prevent being sick. These include covering his/her mouth when coughing or sneezing, washing hands frequently, getting proper sleep and rest, exercising, and getting proper nutrition through healthy foods. It also includes receiving immunizations and medical check-ups at the doctor's office.

Comments:

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Parent Signature

Unit 1 *Not Far From Home*, Lesson 3 "My Pug Pup"

HOMEWORK

Dear Parents,

This week we are learning about dogs. We will discuss that dogs vary by breed, size, and characteristics (hair texture, ear type, etc.). In addition, we will discuss how to care for dogs, the role of a veterinarian, and various helper dogs.

Please have your child do **at least one** of the following activities this week with your supervision. These activities help your child gain experience and conceptual knowledge, which benefit your child both in and out of school.

Please circle any completed activities. Then sign and have your child return the form to school by \_\_\_\_\_ (date).

1. Take your own dog, or that of a neighbor, friend, or relative for a walk with an adult.
2. Be responsible for feeding and giving water to a dog for a day.
3. Visit a pet store or a dog park and interact with the dogs.
4. Brush or help to bathe your dog or a friend's.
5. Play with a dog. Throw a ball or Frisbee<sup>®</sup>, play tug of war, or give commands for the dog to perform tricks (maybe even try to teach a new one).

Comments:

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Parent Signature

Unit 1 *Not Far From Home*, Lesson 4 "A Game for Two"

HOMework

Dear Parents,

This week we are learning about games. Games are an important part of a child's development. If you need resources for where you can find adapted games suitable for your child, please feel free to contact me. Please have your child do **at least one** of the following activities this week with your supervision. These activities help your child gain experience and conceptual knowledge, which benefit your child both in and out of school.

Please circle any completed activities. Then sign and have your child return the form to school by \_\_\_\_\_ (date).

1. Play an adapted table game (board games) at home with siblings, parents, grandparents, or friends. Some suggested games are Trouble<sup>®</sup>, Web Chase or the Game of Squares from American Printing House for the Blind, Yahtzee<sup>®</sup> with braille dice, Sorry<sup>®</sup>, and so forth.
2. Play card games with adapted playing cards. Examples include Go Fish, Braille Uno<sup>®</sup>, or any other favorite card game.
3. Take a favorite family game such as Candyland<sup>®</sup>, Chutes and Ladders<sup>®</sup>, Checkers, and so forth and adapt it with braille and/or other tactile markers.
4. Play an active game such as *Mother May I?*, *Simon Says*, or *Duck, Duck, Goose* with friends or family.
5. Collect some household items and create your own game. See the Game Kit from the American Printing House for the Blind for ideas.

Comments:

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Parent Signature

HOMework

Dear Parents,

This week we are reading about a family who gets a cat for a pet. This week's homework will focus on cats and their care. Please have your child do at least one of the following activities with your help and supervision. These activities help your child gain experience and conceptual knowledge, which benefit your child both in and out of school.

Please circle any completed activities. Then sign, and have your child return the form by \_\_\_\_\_ (date).

\*\*Be sure to have your child wash his/her hands after all activities.

1. Have your child be responsible for feeding and giving water to a cat for a day. If possible, compare the difference between dry and wet canned cat food.
2. Play with a cat. If you do not have a cat, ask a friend or family member if you can visit with their cat. Ask the person if the cat has any toys or cat towers and how it likes to play the best.
3. Brush your cat or a friend's cat. Tell your child that cats clean themselves by licking their fur. Also inform your child that cats typically do not get baths and do not like water.
4. Discuss the purpose of a litter box with your child. Have your child examine the shape of the box, what clean cat litter feels like, and a clean scooper. Inform your child that the litter box needs to be cleaned regularly for a cat's good health. If you do not have access to these things, you can find them at a local pet store.
5. Visit the cats at a local pet store or animal shelter.

Comments:

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Parent Signature

Unit 2 *Going and Doing*, Lesson 7 "Fun on a Swing"  
HOMEWORK

Dear Parents,

This week we are reading about a child who has fun on a swing. So this week's homework will focus on playground activities. Please have your child do at least one of the following activities with your help and supervision. These activities help your child gain experience and conceptual knowledge, which benefit your child both in and out of school.

Please circle any completed activities. Then sign, and have your child return the form by \_\_\_\_\_ (date).

1. Take your child to a local playground or park that has a variety of playground equipment. Allow your child to explore the various activities. Teach your child how to pump his/her legs in order to swing independently. Help your child to make his/her way across the monkey bars. Explore other equipment such as slides, merry-go-rounds, and see-saws/teeter-totters.
2. Use an open grass area to encourage your child to run. Try to teach your child good running form that includes a slight lean forward of the upper body and swinging of the arms. You can take turns chasing each other or "race." After running, you may wish to teach skipping, hopping forward, backwards, on one leg, etc.
3. Teach your child how to do other playground types of activities such as, kicking, throwing, catching, and dribbling a ball or jump rope.

Comments:

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Parent Signature

Unit 2 *Going and Doing*, Lesson 8 "Mid Way Park"

HOMEWORK

Dear Parents,

This week we are reading about a family and some friends who help to clean up a park and fix broken equipment. Therefore, this week's homework will focus on clean-up projects and organization. Please have your child do at least one of the following activities with your help and supervision. These activities help your child gain experience and conceptual knowledge, which benefit your child both in and out of school.

Please circle any completed activities. Then sign, and have your child return the form by \_\_\_\_\_ (date).

1. Have your child help with a clean-up project. This might include his/her bedroom, a play area, the yard, or helping an elderly neighbor or grandparent. There may be a clean-up project in the community or local church.
2. Organize an area in your home with your child. Ideas include organizing your child's bedroom, toys, kitchen, or garage. Things can be placed in plastic containers or boxes. They can also be labeled with adhesive braille labels. (Ask for some to be sent home if you need them).
3. Have your child help to repair something in your home that needs some work. This might include painting, sanding, or using simple tools such as a hammer, nails, or screwdriver.
4. Discuss various professions that help to clean, maintain, and repair things. These professions include housekeeper, landscaper, plumber, electrician, carpenter, etc.

Comments:

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Parent Signature

Unit 2 *Going and Doing*, Lesson 9 "Reading for Fun"

HOMEWORK

Dear Parents,

This week we are reading about a boy named Zack who is learning to read braille. This week's homework will revolve around braille related activities. Please have your child do at least one of the following activities with your help and supervision. These activities help your child gain experience and conceptual knowledge, which benefit your child both in and out of school.

Please circle any completed activities. Then sign, and have your child return the form by \_\_\_\_\_ (date).

1. Have your child teach you, another family member, or a friend how to read and write some of the letters of the braille alphabet. You may wish to contact an organization such as the Hadley School for the Blind (1-800-323-4238) which offers free materials for parents to learn braille.
2. Visit the children's section of your local library with your child. Look for children's books that contain both braille and print. If the library does not have any, have your child ask if they could purchase some.
3. Have your child register with a braille library. There are many organizations that will lend hard copy braille books, books on tape, or electronic books. If your child is not currently registered with such a library, ask your child's teacher for contact information. You may also wish to conduct a search on the internet for "braille book libraries." When ready to register, *have your child participate in answering the registration information by phone or on the form.*
4. Have your child read a braille book to you. If you do not have braille books at home, ask your child's teacher to send one home. In addition, you may wish to conduct an internet search to learn where you can purchase braille books or ask your child's teacher.

Comments:

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Parent Signature



Unit 2 *Going and Doing*, Lesson 10 "A New Car for Us"

HOMEWORK

Dear Parents,

This week we are reading about a family who goes shopping for a new car. This week's homework will focus on varieties of cars and their features as well as car related jobs. Please have your child do at least one of the following activities with your help and supervision. These activities help your child gain experience and conceptual knowledge, which benefit your child both in and out of school.

Please circle any completed activities. Then sign, and have your child return the form by \_\_\_\_\_ (date).

1. Allow your child to explore your car thoroughly. Let him/her explore both the inside and outside of the car. Discuss the purpose of each of the features. On the inside of the car, be sure to include the steering wheel, turn signal lever, gas and brake pedal, gear shift, emergency brake, radio, heat and air conditioning controls and vents, sunroof, lock and window features, glove box, lights, and rearview mirror. Show your child the hood, gas, and trunk release levers or buttons. Discuss the odometer and gas gauge. On the outside of the car, have your child go completely around the car, check the roof, antenna, and all four tires. Have him/her examine the front and back windshield, the windshield wipers, and the trunk space. You may even choose to show your child some common things under the hood.
2. Visit a local car dealer. Allow your child to explore and compare the size and external body features between a car, mini-van, truck, and SUV. You may even wish to explore the car dealer at a time when it is closed.
3. Discuss with your child various professions that relate to cars. These jobs include a car sales person, mechanic, and auto detailer/body shop worker.

Comments:

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Parent Signature

Unit 2 *Going and Doing*, Lesson 11 "The Little Red Wagon"

HOMEWORK

Dear Parents,

This week we are learning about wagons. We are learning that people can ride in wagons which can be pushed or pulled. They can also be used for hauling things. The focus of this homework will be to further explore and have fun with a wagon or with similar things that have wheels that can be pushed or pulled and haul things.

Please have your child do **at least one** of the following activities this week with your supervision. These activities help your child gain experience and conceptual knowledge, which benefit your child both in and out of school.

Please circle any completed activities. Then sign and have your child return the form to school by \_\_\_\_\_ (date).

1. Explore the features of a wagon with your child (use your own or borrow one from a friend). Let your child take a ride in the wagon. Let your child take turns pushing, pulling, and riding in the wagon with you, a sibling, or a friend.
2. Help your child to explore other fun children's toys with wheels such as roller skates, scooters, skateboards, bikes, or Big Wheels.
3. If you have access to a baby stroller or jogging stroller, allow your child to push a stuffed animal, doll, or action adventure figure in it while taking a walk with you.
4. While working in the yard or garden, show your child a wheelbarrow. Allow your child to help load things in the wheelbarrow and show him how to push it.
5. During an outing at the store, give your child an opportunity to explore a shopping cart. Let your child place items into the cart and push it.

Comments:

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Parent Signature

Unit 2 *Going and Doing*, Lesson 12 "What? Who? Which? Why?"

HOMEWORK

Dear Parents,

This week we are learning about the question words *What*, *Who*, *Which*, and *Why*. Please have your child do at least one of the following activities with your help and supervision. These activities help your child gain experience and conceptual knowledge, which benefit your child both in and out of school.

Please circle any completed activities. Then sign, and have your child return the form by \_\_\_\_\_ (date).

1. Ask your child *What*, *Who*, *Which*, and *Why* questions. Then have your child ask you two to three questions for each of the question words *What*, *Who*, *Which*, and *Why*.
2. Discuss with your child ways to get the answers to questions about specific topics or areas of interest. Your child's responses might include asking you or his/her teacher. Tell your child he/she might need more information than parents and teachers can give.
  - A. Inform him/her that many people use the library or the internet to get additional information. Have your child choose an area of interest or something he/she might want to learn more about. Then if possible, have your child visit the school or local library to find children's books on the topic. Your child may access the information from the books through a sighted reader, through audio books, or by having your child's teacher braille the information that your child is capable of reading.
  - B. If you have access to the internet, sit down at the computer with your child and explain a little about the internet. Then explain how you are able to type keywords or phrases into a search engine (example: Google) to access websites with information about the particular topic. Have your child pick a topic or an area to learn more about. Type or help your child type in the keywords. Then inform your child that the search will result in multiple hits. Choose a few to read and discuss with your child.
3. Play a question word game with your child. Help your child fold a piece of braille paper into four equal square sections and then unfold. Next, have your child place the piece of paper into the braillewriter and write one question word in each square (what, who, which, why). Have your child take the paper out of the braillewriter and place it on the table. Give your child a small bowl of Cheerios, pennies, or any other small item that can be used as a tactile marker. Now say each of the words or phrases (answers) from the list below, one at a time to your child. Have your child determine which question word each word or phrase answers, and have him/her place a tactile marker in the square. For example: if the word was *apple*, it would answer the question

word *What*. One marker would be placed in the square that has the word *What*. When finished, ask your child which square has the most markers in it, which has the fewest, and if any of the squares have the same amount?

**List:** Susan; dog; Mom and Dad; the small one; because it's time to go; the first shelf; Jesse and Joey; table; so we can help mom; the smooth part; computer; because we don't want to get sick; spoons; Jeff and Kirsten; grass

Comments:

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Parent Signature

Unit 3 *Animal Tales*, Lesson 14 "Belling the Cat"  
HOMEWORK

Dear Parents,

This week we are reading a fiction story about mice who want to put a bell around a cat's neck to warn them when the cat is near. This week's homework will focus on sounds in our environment and everyday life that notify or inform us of something.

Please have your child do the following activities with your help and supervision. These activities help your child gain experience and conceptual knowledge, which benefit your child both in and out of school.

Please circle any completed activities. Then sign, and have your child return the form by \_\_\_\_\_ (date).

1. Ask your child what sounds he/she hears on a daily basis at home, school, or in the community that tell us something. Examples include a doorbell, the telephone, the school bell, an alarm clock, sirens, or a car horn. Have your child tell you what it means when he/she hears this sound.
2. Have your child find some different sound sources around your home. Many household sounds will be ones that indicate that something is done or ready. Choose some of the items from the list below, and help your child initiate or set the item to activate.
  - doorbell
  - alarm clock
  - microwave
  - oven timer
  - washer/dryer
  - tea kettle
  - telephone
  - car horn
  - smoke alarm

Comments:

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Parent Signature

Unit 3 *Animal Tales*, Lesson 15 "Little Fox"

HOMEWORK

Dear Parents,

This week we are reading a fiction story about a little fox that gets lost and cannot find her way home. This week's homework will focus on safety information. Please select several of the following activities to discuss and practice with your child. These activities will help your child in the event that he/she is in an emergency situation.

Please circle any completed activities. Then sign, and have your child return the form by \_\_\_\_\_ (date).

1. Make a safety plan with your child. Talk about the importance of not wandering off by him/herself. Also discuss stranger danger with your child. Make sure he/she knows to never go with someone he/she does not know even if the person has candy, a puppy, or says that you sent for him/her.
2. Make sure your child knows his/her home address and phone number including the area code. Inform your child that when far from home, he/she must dial 1 + the area code, and then the phone number.
3. Make sure your child knows the name of your workplace and the number where you can be reached (work or cell phone number).
4. Make sure your child knows the first and last names and phone numbers of friends or family members that he/she can call if you cannot be reached.
5. Check with your local police, YMCA, or child's school for Safe Kids Programs. These programs may provide informational packets or special events designated for child safety. Some programs and organizations will even photograph and fingerprint your child. Plan to attend or pick up information if possible.

Comments:

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Parent Signature

Unit 3 *Animal Tales*, Lesson 16 "The Cow That Did Not Like the Farm"

HOMEWORK

Dear Parents,

This week we are learning about farm animals and things we get from farms, such as eggs, milk, butter, etc. This week's homework activities will involve real life experiences that will aid in future independence. Please have your child do **at least one** of the following activities this week with your supervision. These activities help your child gain experience and conceptual knowledge, which benefit your child both in and out of school. Please circle any completed activities. Then sign, and have your child return the form by \_\_\_\_\_ (date).

**Note:** Allow your child to participate in as much of the process as possible, from start to finish, with each activity. It is important for your child to learn where things are in your home by helping to get them out, wash them if necessary, and to put them back when finished. Provide your child with lots of information during the activity to help him/her learn.

1. Have your child participate in a cooking activity that requires cracking eggs. Some ideas include making scrambled eggs or baking a cake. Allow your child to get the eggs from the refrigerator and to help get other necessary items such as a bowl, fork, or pan. Help your child learn to crack an egg. Let him/her feel the inside of an extra egg. Be sure to wash hands thoroughly with soap and water when finished.
2. Make hard-boiled eggs. Crack a raw egg and examine the inside. Be sure to wash hands thoroughly with soap and water when finished. Now allow your child to put eggs in a pot and fill it with water. The adult should boil the eggs. Use caution with the stove and boiling water. Explain that boiling water is very hot and could burn the child, which is why adults must do this part independently. When cool, allow your child to crack and peel a hard-boiled egg. Talk about the difference between raw and cooked eggs.
3. Allow your child to get the milk from the refrigerator. Pour a glass of milk, make chocolate milk, or pour milk on cereal. Remember to have your child help clean up and put the milk back in the refrigerator.
4. Have your child toast a piece of bread, a muffin, or a bagel. Allow them to get out the necessary items and place in the toaster. Use caution, and discuss the fact that the toaster will get hot. Help your child carefully remove items from the toaster. Teach him/her how to spread butter or cream cheese. Have your child help clean up.

5. Have your child help you grocery shop. Call attention to the items that come from a farm. Allow your child to get items from the shelf or the dairy case and place in the cart.

Write comments on the back of this sheet if desired.

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Parent Signature



Unit 3 *Animal Tales*, Lesson 17 "Talking Birds"

HOMEWORK

Dear Parents,

This week we are learning about birds. Please have your child do at least one of the following activities this week with your supervision. These activities help your child gain experience and conceptual knowledge, which benefit your child both in and out of school.

Please circle any completed activities. Then sign, and have your child return the form by \_\_\_\_\_ (date).

1. Make a bird feeder and hang it in your back yard. Here are two simple ideas. Attach a string to a pinecone. Spread peanut butter onto the pinecone. Roll the pinecone in birdseed. Hang outside. Attach a string to a milk/juice carton or jug. Cut two holes in opposite sides of carton. Put birdseed or cut up pieces of fruit in the container. Hang outside. Periodically, check for bird activity with your child.
2. Throughout the week, ask your child to tell you three to five things he/she has learned about birds. We are discussing how birds look and sound, sizes of birds, various places birds live, what birds eat, and how to care for a pet bird.
3. Ask a friend, neighbor, or your local pet store if it's possible to allow your child to visit with a bird and explore the cage. Perhaps he/she could hold the bird if friendly, or fill the food and water dish. When finished, have your child *wash his/her hands thoroughly with soap and warm water.*
4. Although these activities are not directly related to birds, they are fun and involve important kinds of movement through music, dance, and games. (If you are not familiar with these activities, search the Internet for information.)
  - **Teach your child the Chicken Dance.**
  - **Play Duck, Duck, Goose.**
  - **Pretend to be different kinds of birds. Walk and talk like them.**

Comments:

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Parent Signature

Unit 4 *At School*, Lesson 19 "The Little Bus"  
HOMEWORK

Dear Parents,

This week we are reading about kids who ride a school bus to school. The story talks about the bus ride, the kids on the bus, and the things along the route. Thus, this week's homework includes a broad variety of activities. Please have your child do at least one of the following activities with your help and supervision. These activities help your child gain experience and conceptual knowledge, which benefit your child both in and out of school.

Please circle any completed activities. Then sign, and have your child return the form by \_\_\_\_\_ (date).

1. Discuss with your child the differences between a school bus and a city bus. Then take a bus ride in the community with your child. Discuss with your child what to expect prior to taking the ride. This should include the idea of various bus stops around town, specific times to catch the bus, paying money on a city bus, and finding a seat. You should also inform your child that the bus will stop at different bus stops along the route where people get on and off the bus.
2. In the story, one of the students on the bus is deaf. Take this opportunity to explain to your child what it means to be deaf and how people who are deaf communicate. You may also want to discuss other types of challenges for people such as those who cannot walk. Ask your child to think of some ways people with these kinds of challenges can be successful.
3. The children on the bus in the story pay attention to different smells, sounds, and sights along the route. Play a game with your child using these different senses. You and your child should both collect various items that have different smells or make different sounds. Then take turns presenting the items one at a time for the other to guess the source.

Comments:

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Parent Signature

Unit 4 *At School*, Lesson 20 "Bing Meets Bart"

HOMEWORK

Dear Parents,

This week we are reading a story about a braillewriter and a cart that travel throughout the school and write riddles about the places they visit. Therefore, this week's homework will focus on carts, braillewriters and riddles. Please have your child do **at least one** of the following activities with your help and supervision. These activities help your child gain experience and conceptual knowledge, which benefit your child both in and out of school.

Please circle any completed activities. Then sign, and have your child return the form by \_\_\_\_\_ (date).

1. Have your child describe a cart to you. Ask where he/she might find a cart and what its uses are. If possible, allow your child to explore a cart in its entirety. Then allow your child to push a cart. If you do not have access to any other cart, the grocery store or laundromat is a natural place to find one.
2. Have your child show you, another family member, or a friend the parts of a braillewriter. Have your child pretend that he/she is the teacher. His/her job is to teach the names of the parts of the braillewriter (keys 1-6, space bar, line changer, backspace, the embossing head, the return, the rollers, paper release) and what they do. Then have your child teach the person how to write a few letters of the alphabet or his/her name.
3. In this week's story, "Bing the Braillewriter" visits different rooms around the school on "Bart the Cart" and writes riddles about them. Ask your child to think of riddles to describe various places in and around your home. For example, your child might say, "This is a place where you can clean your body and your teeth. You can usually find soap and towels here." You and your child might want to take turns being the clue giver and the guesser.

Comments:

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Parent Signature

Unit 4 *At School*, Lesson 21 "Lost at School"  
HOMEWORK

Dear Parents,

This week's story is about a boy who gets lost at his new school. Homework ideas will focus on maps and what to do if you get lost. Please have your child do **at least one** of the following activities this week with your help and supervision. These activities help your child gain experience and conceptual knowledge, which benefit your child both in and out of school. Please circle any completed activities. Then sign, and have your child return the form by \_\_\_\_\_ (date).

1. Review with your child important safety information including: 1) how to stay safe from strangers; 2) his/her address and phone number (including area code); 3) parents' place of work and phone numbers; and 4) the names and phone numbers of family and friends who serve as emergency contacts.
2. Have your child make a map of *one room* in your home, such as the family room or the child's bedroom. Use a piece of posterboard, cardboard, or sturdy paper for the base. Glue small tactile objects such as small pieces of textured paper, wallpaper, carpet remnants, sandpaper, beans, pasta, cotton balls, or stickers to the base to represent the objects in the room. These might include the couch, chairs, television, table, magazine rack, plant, etc. Have your child label the objects on the map with braille. Use adhesive braille sheets, or braille on regular braille paper, cut to size, and tape or glue to the map. Allow the map to dry. Now sit in that room with your child. Ask your child to find his/her current location on the map. Then have him/her find your current location. Next, ask him/her to find the location of other objects on the map and identify where they are in the room in relation to his/her body. For example: the television is to the right of me; the chair is in front of me; the table is behind me; etc.
3. Play a mobility game with your child. Give your child a set of directions from his/her current position to a desired location either within your home or on your street. For example, you may want your child to go from your house to the mailbox on your street. Your directions might be: "From the front door of the house, walk to the sidewalk, turn left, pass two houses, and stop at the mailbox. Then return to your start position, either inside your home or from your front door." Your child can now give you a set of directions to find a specific location. Continue taking turns. You can add extra fun to the game by hiding small prizes to find at the destination or by giving points for finding locations successfully.

Write comments on the back of this sheet if desired.

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Parent Signature

Unit 4 *At School*, Lesson 22 "Zack and the Tree"

HOMEWORK

Dear Parents,

The story we are reading this week is titled "Zack and the Tree." This week's homework focuses on products that come from trees. Please have your child do **at least one** of the following activities with your help and supervision. These activities help your child gain experience and conceptual knowledge, which benefit your child both in and out of school. Please circle any completed activities. Then sign, and have your child return the form by \_\_\_\_\_ (date).

1. Ask your child what kinds of fruit grow on trees (bananas, apples, oranges, peaches, plums, pears, cherries, etc.) Does your child know what these various fruits are? Visit the produce aisle of the grocery store. Allow your child to examine the different shapes, textures, and smells of these fruits. If possible, buy one or two fruits that your child is not familiar with, take them home, and allow your child to taste them.
2. Inform your child that nuts grow on trees. Examples include almonds, cashews, pecans, pistachios, walnuts, and macadamia nuts. **If your child does not have nut allergies**, allow him/her to examine and taste different kinds of nuts. If possible, allow your child to shell a pistachio, or teach your child to crack whole nuts such as walnuts or almonds in their shell with a nutcracker. Technically, a peanut is a legume and grows in the ground. However, it might be fun for your child to shell whole peanuts as well! Grocery stores often sell loose nuts in their shell by the pound. A few nuts of different varieties could be purchased for a nominal cost.
3. Inform your child that paper and other paper products come from trees. Ask your child what a paper product might be? If your child is having difficulty, give this clue: "Paper products often have the word paper in their name." These include products such as paper plates, paper towels, paper bags, and toilet paper. Other products that are made from trees include napkins, tissues, books, and magazines. Have your child find as many of these paper products around your home as feasible. This is an opportunity to teach your child where you keep certain products around your home such as extra paper towels or toilet paper. Allow your child to explore the packaging and open it, if possible. Show your child where the paper plates and napkins are kept to increase independence.

Comments: (place on back of sheet)

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Parent Signature

Unit 5 *This and That*, Lesson 24 "Little Engine, Big Job"  
HOMEWORK

Dear Parents,

This week's story is about trains. Homework ideas will focus on transportation. Please help your child with at least one of the following activities, circle the activities completed, and sign and return the form by \_\_\_\_\_ (date).

1. See how many different ways your child can think of to move people from place to place. (cars, buses, trains, boats, and planes)
2. Use toys to illustrate different kinds of land vehicles such as family cars, taxis, vans, buses, pick-up trucks, ambulances, limousines, police cars, and trains that take people from place to place. Discuss ways that they differ from one another in size and number of passengers they can hold, the purpose of each one, and any special features each might have.
3. Talk with your child about things that have to be hauled from place to place. (livestock, crops, oil, coal, milk, gravel, automobiles, cement, pipes, logs, and tools such as lawn mowers, ladders, tractors, and cranes) These are things that are used to make or fix things or that are new things that are ready to sell. They must be taken to where they are needed.
4. Use a variety of different kinds of toy trucks to illustrate how different kinds of things are hauled such as tanker trucks for liquids, cement trucks, dump trucks, livestock trucks, an open flatbed truck for logs and large pipes and machinery, a trailer for hauling new cars, and a closed box trailer for packages and things that need to be kept out of the weather. Discuss the feature(s) of each type that make it especially good for hauling the kinds of things that it hauls and why it would not be suitable for hauling some other things.
5. Ask what other vehicles could be used for hauling goods and supplies. (trains, boats, and planes) Use toy train cars, boats, and planes for the child to examine. Point out that just as all cars and trucks are not alike, so there are different kinds and sizes of train cars, boats, and planes used for different purposes. (flat cars, tanker cars, box cars; canoes, row boats, sailboats, motor boats, tug boats and barges, speed boats, cruise ships; passenger planes and cargo planes)
6. Talk about vehicles your child has been in and is familiar with. Look for opportunities in the future to let your child examine, first-hand, other vehicles.

Comments:

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Parent Signature

Unit 5 *This and That*, Lesson 25 "Jean's Dream"

HOMEWORK

Dear Parents,

This week we are learning about different types of communities where people live (small towns, rural areas, and big cities). We will be comparing aspects of these environments such as entertainment, shopping, community activities, and transportation. The focus of this week's homework is to develop an awareness of the features that different size towns share and the differences that exist between them. Please have your child do **at least one** of the following activities this week with your supervision. These activities help your child gain experience and conceptual knowledge, which benefit your child both in and out of school.

Please circle any completed activities. Then sign and have your child return the form by \_\_\_\_\_ (date).

1. Ask your child if he/she thinks the town where you live is a small town or a big town. Why? Talk with him/her about the special characteristics of small and big towns.
2. Have your child interview a family member or friend who lives in a different type of community. Help him/her think of a few simple questions to ask. After the interview, compare your community with the other one. How are they alike and different?
3. Act out a phone call with your child; you can play the role of someone interested in moving to his/her town. Tell your child to persuade or talk you into moving there by sharing the advantages, or good things, about living there.
4. Plan a visit to an attraction that is unique to your area, such as an aquarium, water park, or fruit orchard. Talk about what makes that attraction different or unique. Ask your child why this attraction is important to your town.

Comments:

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Parent Signature

Unit 5 *This and That*, Lesson 26 "Phones"

HOMEWORK

Dear Parents,

The focus of this week's homework is phones and phone numbers. Please have your child do items 1 and 2, and at least one of the activities listed below. Please circle any completed activities. Then sign, and have your child return the form by \_\_\_\_\_ (date).

1. Be sure your child knows his/her phone number.
2. If possible, send the names and numbers (to be brailled) of 2 or 3 people your child could call, such as relatives, friends, or neighbors, who might enjoy getting a call.
3. Help your child locate the phones in your house. Give your child time to examine the phone, listen to the dial tone, and learn the location of the numbers.
4. Show your child a cell phone and talk about the similarities and differences.
5. If your child is not yet making phone calls, act out a phone call with your child. Let him/her play the role of the caller and act out what to say when someone answers and when an answering machine is encountered.
6. Help your child make a real phone call.
7. Discuss good phone manners:
  - Identify yourself to the person who answers the phone.
  - Do not call when people might be eating or sleeping.
  - When calling for specific information, keep the call short and to the point. Longer phone calls can be enjoyed when calling family and friends.
  - Speak clearly.
8. If the child is allowed to answer the phone, discuss what the child should say if you are not home and how the child could take a message. Taking a message will be easier as your child learns more about braille writing and reading.

Comments: Place your comments on the back side of this sheet

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Parent Signature



Unit 5 *This and That*, Lesson 27 "The Magic Soup Pot"

HOMEWORK

Dear Parents,

This week we will be reading about soup. Please help your child with at least one of the following activities, circle the activities completed, and sign and return the form by \_\_\_\_\_ (date).

1. Talk about the many kinds of soup there are such as bean, vegetable, chicken, and tomato. Discuss the variety of each of these kinds of soup such as chicken soup with rice, noodles, cream, and gumbo or bean soup that is made with other kinds of beans such as split pea, lentils, navy beans, and kidney beans. You might also mention other kinds of soup such as clam chowder, cheese, and potato.

*For one of the projects we are doing this week, your child may ask the members of his/her family for their favorite kinds of soup. He/she will try to classify them as bean, vegetable, chicken, tomato, or some other kind of soup by making a small fold on a piece of paper with these headings. Be prepared to help him/her by naming your favorite kind of soup and if necessary helping classify it as bean, vegetable, chicken, tomato, or other. Do not be concerned if your child does not ask you. He/she may use other people for this project, think he/she already knows the soup you like, or his/her teacher may not choose to do this activity in this way.*

2. Remind your child of soups he/she has eaten or thinks he/she would like to eat. If your child has not had soup to eat for a while, choose a canned soup you think he/she would like such as chicken noodle or tomato and serve it as part of a meal this week or in the near future. As you fix it, talk about what you are doing—opening the can, putting the contents in a pan, adding water, heating it on the stove or in the microwave, etc. Involve the child as much as possible with the process.
3. Let your child compare a saucepan for heating soup with a stockpot for cooking soup from scratch. Note the difference in size, number and kinds of handles, the number of people you could feed with soup from each one, and what you would put in each one and what you would have to do to it to fix soup.
4. Put some water in a small pan and put it on the stove to heat. Have your child listen to hear when the water begins to boil and the boiling bubbles pop. If you wish, you can turn the heat down to a simmer and have the child listen for the difference in the sounds of boiling and simmering water. Explain that when you fix soup you usually heat it until it is boiling. If it is canned soup that is already cooked, then you can eat it. If you are making the soup from uncooked ingredients, after you bring it to a boil, you will want to cook it on

simmer for a long time until it is done. If you left it on to boil, it would cook too fast, become dry, and burned, and no one wants dry, burned soup.

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Parent Signature

Unit 5 *This and That*, Lesson 28 "Grandma's Birthday"

HOMEWORK

Dear Parents,

This week we will learn about ways to celebrate birthdays. Other lesson activities this week will include making a tactile picture and learning about writing letters and sending greeting cards. Please have your child do **at least one** of the following activities with your supervision. These activities help your child gain experience and conceptual knowledge, which benefit the child both in and out of school. Please circle any completed activities. Then sign, and have your child return the form by \_\_\_\_\_ (date).

1. Talk with your child about sending greeting cards to recognize special events (birthdays, Christmas, Valentine's Day, thank you, and so forth).
2. Share with your child some cards you have received.
3. Discuss ways your child has celebrated birthdays in the past and what you might do to celebrate their next birthday. Talk about things you have done to celebrate your birthday.
4. The next time you are at a store that sells greeting cards, explore the different types of cards. Look for cards that have different shapes, sizes, and textures. Also, be sure to look at cards that play music or allow you to record a personal message.
5. Involve your child with the selection of a birthday or get well card. Explain what you are writing on the card and that you have to address the envelope. Let your child help put the stamp on it and put the card into the mailbox.
6. Help your child collect items that could be used to decorate a card, or make a tactile picture (ribbon, string, yarn, straws, feathers, buttons, beads, pipe cleaners, etc.). Encourage your child to use glue to make tactile pictures as a leisure time activity.

Whenever possible, adapt greeting cards with something tactile for your child's special day.

Comments: Please use the back side for your comments

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Parent Signature

Unit 6 *More Animal Tales*, Lesson 30 "Two Animal Stories"

HOMEWORK

Dear Parents,

This week we are learning about fables that teach us that "one good turn deserves another" and that it is good to "look before you leap."

1. Please discuss with your child ways in which family members help each other and work together. Tell your child that even though he/she may be small, it is still possible to be a helper (your child could help set the table, feed the pets, get the mail, etc.).

Help your child make a list of all the people in your household (including himself/herself). Then have your child list one or two ways in which each family member helps him/her and how he/she can help that family member. If your child does not currently do much to contribute, ask him/her to choose a few things from the list just developed. It is important for your child to realize that he/she can help others.

2. Now discuss ways it is important to plan ahead and what happens if you do not. For example, be sure the chair is there before you sit and the glass is there before you pour, put on your coat before you go outside, go to the bathroom before you get in the car, etc. List any good examples of planning ahead that you and the child can think of.

Have your child return this signed sheet, as well as his/her list, to school by \_\_\_\_\_.

Comments:

\_\_\_\_\_  
Parent Signature

Unit 6 *More Animal Tales*, Lesson 31 "The Little Red Hen"

HOMEWORK

Dear Parents,

This week's homework will focus on smells and growing wheat and turning it into bread. Please have your child do at least one of the following activities this week with your help and supervision.

Please circle completed activities, then sign, and have your child return the form by \_\_\_\_\_ .

1. Help your child identify good smells. Focus on cooking smells at home or at a grocery store. Help your child connect each smell to its source.
2. Talk about things that we eat that are quite different from the things that they come from. For example, flour and bread - grains; applesauce - apples; butter - cream; corn oil and corn meal - corn; and so forth.
3. Review with the child how to plant and grow seeds. If possible, plant some wheat seeds in a small pot or paper cup and watch them grow. Grind some seeds into a fine flour using two rocks or a mortar and pestle.
4. With the child's help, cook something with several ingredients for dinner. Point out the changes in smell that take place as your dinner cooks. Talk with the child about other changes that take place in the foods as you eat dinner – the vegetables are soft rather than crunchy and so forth.

Comments:

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Parent Signature

Unit 6 *More Animal Tales*, Lesson 32 "The Foxes and the Little Red Hen"

HOMEWORK

Dear Parent,

The emphasis for the homework this week will be simple sewing and mending activities.

Please have your child do at least one of the following activities with your help and supervision. Circle the activities that you complete. Then sign, and have your child return the form by \_\_\_\_\_ .

1. Talk to your child about some simple sewing/mending projects that people do such as sewing up a rip or hole or hem in a piece of clothing, or sewing on a button. If possible, show the child an example of a rip, hole, or hem that needs mending.
2. Show the child your family sewing supplies or let him/her help you put together a sewing kit to use at home or when you travel. Be sure to include and help the child examine a spool of thread and a needle.
3. Show the child how thread winds off the spool. Cut a piece of thread, and thread a needle. Point out the pointed end of the needle that goes through the cloth and the eye of the needle, and explain that the thread goes through the eye.
4. Demonstrate for the child with a few stitches how a rip, hole, or hem can be sewn together or how a button can be sewn on a cloth. Let your child practice "sewing," using two similar shapes that are cut from cardboard or braille paper. Punch holes along one edge of the two shapes. Sew the two shapes together with yarn or a shoelace.

Comments:

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Parent Signature

Unit 6 *More Animal Tales*, Lesson 33 "Animal Crackers"

HOMEWORK

Dear Parent,

This week we are reading and learning about animal crackers and animals. Please have your child do at least one of the following activities with your help and supervision.

Please circle completed activities. Then sign, and have your child return the form by \_\_\_\_\_ .

1. Bake sugar cookies with your child. Have your child help make the dough or buy premade dough at the store. Help your child roll the dough and use cookie cutters (animal shapes if possible) to make shapes. As you bake the cookies, tell your child the same process is used to make animal crackers (dough is made, shapes are cut, and then they are baked in the oven).
2. Provide play dough, a rolling pin, and cookie cutters for your child. Show your child how to roll out the play dough and make shapes with the cookie cutters. Put them on a pan and pretend to "bake" them. Encourage your child to pretend in his/her play.
3. Have your child host an animal cracker party with a family member, neighbor, or friend. Have the child set the table with small plates and napkins and pass out animal crackers. Your child could even practice pouring by preparing small glasses of milk for the guests. Teach your child to put a clean finger over the top of the cup and pour slowly until the milk touches his/her finger.
4. Provide your child with a variety of small plastic animals and/or animal crackers. Talk with him/her about special features of the animals which will help the child tell them apart, the kind of animal each one is (pet, farm, zoo, or wild), what it eats, and how it gets its food (from people or by hunting). Encourage your child to pretend that the animals are hungry and that they are going to get food. Ask where they would go: their dish in the house or by the door, to the barn, waiting and looking for the zoo keeper, or hunting for food. If you need additional information about some of the animals, show the child how you can find it on the Internet, preferably with a speech synthesizer.

Comments:

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Parent Signature

Unit 7 *Think About It!* Lesson 35 "The Smart One"

HOMEWORK

Dear Parents,

This week we are reading a story about a trick a girl plays on her friend. We have been discussing humorous tricks with examples such as the "Pete and Repeat" joke or the "Lock and Key" joke or tricks played on April Fools' Day.

Please have your child do **at least one** of the following activities this week with your participation. These activities help your child gain experiences and conceptual knowledge, which benefit your child both in and out of school. Please circle any completed activities. Feel free to do more than one! Sign and have your child return the form to school by \_\_\_\_\_.

1. Ask your child to tell you the "Pete and Repeat" joke and/or the "Lock and Key" joke learned at school.
2. Ask a parent, grandparent, friend, or neighbor to tell the child about a trick that he or she played on someone, or a trick that was played on him or her.
3. Plan a humorous trick to play on someone, with the help of a parent.
4. Read knock-knock jokes, tell favorite jokes, or make up a joke.
5. Interview a parent, friend, or neighbor and ask what his or her favorite April Fools' Day trick or joke was.

Comments:

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Parent Signature



Unit 7 *Think About It!* Lesson 36 "Fred and Me"

HOMEWORK

Dear Parents,

This week we are reading a story about a boy who can't find his things because his room is so messy. We are also writing about how to do a chore. Please have your child do **at least one** of the following activities this week under your supervision.

Please circle any completed activities. Feel free to do more than one! Sign and have your child return the form to school by \_\_\_\_\_.

1. Put away clean clothes.
2. Fold clothes to put away.
3. Put dirty clothes in a hamper, basket, or other designated place.
4. Hang up clothes when you take them off.
5. Pick up toys, games, and other things you have been using.
6. Set the table for dinner.
7. Clear the table after eating.
8. Help put away food items or groceries.
9. Clean the sink.
10. Dust the furniture.
11. Help make the bed.
12. Do other chore(s).

Comments:

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Parent Signature

Unit 7 *Think About It!* Lesson 37 "Shorter is Better"

HOMEWORK

Dear Parents,

Please have your child do **at least one** of the following activities this week with your supervision. These activities help your child gain experience and conceptual knowledge, which will benefit your child both in and out of school.

Please circle any completed activities. Then sign and have your child return the form to school by \_\_\_\_\_.

1. Have your child show you how to write the names of everyone in the family in braille.
2. Help your child find braille in public places such as restrooms, phones, elevators, and room numbers. Then have him/her read them to you.
3. Have a family game night and play an adapted braille game.
4. Help your child label his/her CDs, books, shelves, drawers, toy boxes, or other possessions by attaching braille labels.

Comments:

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Parent Signature

Unit 7 *Think About It!* Lesson 38 "All About Water"

HOMEWORK

Dear Parents,

This week your child is reading about all the things we do with water and finding out that water can be a liquid, a solid (ice), or water vapor.

Please have your child do **at least one** of the following activities this week with your supervision. Please circle any completed activities. Then sign and have your child return the form to school by \_\_\_\_\_.

1. If you have a cool vaporizer, use it to demonstrate water turning into vapor. Warning: It must be a cool vaporizer, so the child will not get burned.
2. To discover how water turns into steam or water vapor when heated, you can boil water in a teakettle. Let your child fill the kettle with water and put it on the stove to heat with supervision. Listen for the kettle to whistle.
3. Make ice cubes with your child. Assist your child in filling ice cube trays and putting them into the freezer. Take out the ice cubes, let the child examine them periodically as they melt and turn into water.
4. Let your child practice pouring water into a cup in a flat cake pan. Instruct him/her to put his finger over the top of the cup and pour the water with the other hand. When the water gets near the top of the cup, he should hear a change in the sound of the water being poured and feel the water with his/her finger--both signs to stop pouring.
5. Call your child's attention to the many ways your family is using water this week and have him or her make a list: washing clothes, cooking, washing dishes, bathing, brushing teeth, swimming, watering the lawn, fresh water for the goldfish, washing the car, drinking water for people and pets, washing hands, shampooing hair, and so forth.

Comments:

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Parent Signature

Unit 7 *Think About It!* Lesson 39 "It is Hard to Hide a Rooster"

HOMEWORK

Dear Parents,

This week we are learning about hiding and finding things. We will discuss why and how people might hide things, and we'll read a story about someone trying to hide an animal.

Please have your child do **at least one** of the following activities this week with your supervision. Please circle any completed activities. Then sign and have your child return the form to school by \_\_\_\_\_.

1. Play a card game (for example, Go Fish with tactile cards) and make sure your child can hide cards from the other players. Arranging the child's cards in a pocket folder can make it easier to hold the cards, read them by touch, and hide them.
2. Play hide-and-seek with family or friends.
3. Have your child look for something lost or misplaced around the house, such as his/her shoes or library books, or a grown-up's keys.
4. Help your child plan a gift for someone at home (for example, a birthday present) and find a good hiding place until it's time to give the gift.

Comments:

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Parent Signature