

Braille Module 33

Whole-Word Lower-Sign
Contractions for *to*, *into*, and
by

LOC Literary Lesson 8, Section
8.1

Braille Module 33

Whole-Word Lower Sign Contractions for to, into, and by

Literary Lesson 8.1

Summary	
<p>Goal(s): The goal is for the students to gain an understanding of the information on whole-word lower-sign contractions for <i>to, into, and by</i>.</p> <p>SMART Objectives: <i>Specific, Measurable, Achievable, Realistic, and Time-sensitive</i></p> <p>By the end of this module, students should be able to:</p> <p>BS33.1: Demonstrate a growing proficiency and understanding of the application of literary braille code for whole-word lower-sign contractions for <i>to, into, and by</i>.</p> <p>BS33.2: Review and test on the whole-word lower-sign contractions for <i>to, into, and by</i>.</p> <p>BS33.3: Identify braille rules and apply knowledge through playing the game: <i>Hollywood Squares</i>.</p>	<p>Instructor:</p> <ul style="list-style-type: none"> • Braille instructor <p>Delivery Method(s):</p> <ul style="list-style-type: none"> • Flash cards • Lecture • Classroom reading • Discussion • One-on-one reading • Hands on • Game <p>Length: 5 hours</p> <p>Three topics</p> <p>Any Applicable Business and/or Soft Skills:</p> <p>Corresponding <i>LOC Manual</i>: Lesson 8.1 with <i>EBAE XIII.41</i></p>
<p>Take Away Message(s): Braille transcribing is a lifelong learning process as the rules seem to progress as print changes and as technology becomes more prevalent. Being literary certified in Braille is just the beginning. Focusing on the literary rules is very important. Searching for updates through available agencies will help you to stay informed. You will continually build on the foundation you started at the beginning of this course. Endure the process with a good attitude and you will have a successful career as a braille transcriber.</p>	

Instructor Preparation

Title of Module: Whole-Word Lower-Sign Contractions for *to*, *into*, and *by*

The purpose of this module is for students to be introduced to the whole-word lower sign contractions for *to*, *into*, and *by*. Time is permitted in this module for the students to continue the practice of proofreading. The students will be tested on the contractions they learned in this module. The students will also play the fun-packed game of *Hollywood Squares* using the knowledge they retained from Lessons 7-8.

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

<i>Topic: Whole-word lower-sign contractions</i>	<i>Time Allotted: 5 hours</i>
A. Whole-Word Lower Sign Contractions for <i>to</i> , <i>into</i> , and <i>by</i>	<i>(2.5 hours)</i>
B. Review and Test	<i>(1 hour)</i>
C. Play the Game: <i>Hollywood Squares</i>	<i>(1.5 hours)</i>

Materials and Supplies – *items needed in order to carry out the agenda and classroom activities*

1. *LOC Manual*
2. Drill book
3. *EBAE*
4. Index cards for making flashcards
5. Handouts: Lesson 8: Contraction List (33.A.1), Lesson 8:Quiz (33.A.2), Answers to Lesson 8.1:Quiz (33.A.3), Lesson 8.1: Worksheet (33.A.4), Answers to Lesson 8.1: Worksheet (33.A.5), Lesson 8:Test (33.B.1), Answers to Lesson 8.1:Test (33.B.2), Hollywood Squares Ribbons (33.C.1), Hollywood Squares Workshop (33.C.2), and Hollywood Squares Questions (33.C.3) (one copy of answer sheets and *Hollywood Squares* materials)
6. Have a copy of the Contraction Chart and answers.
7. You will need a copy of Lesson 8 flashcards (Les8Flashcards.docx).
8. You will need copies of the Proofreading Error sheet from Module 6 (6.A.1).
9. *Hollywood Squares* braille questions for the game are included in this curriculum.
10. This game is already customized into the template.
11. Keep a log of the highest scores and the group tries to make it to the top 10 winners.

Classroom Preparation

1. Each workstation should have a computer, a braille writer, a slate and stylus, an *LOC Manual*, *EBAE*, a means of communicating with the embosser (network or thumb drive), braille paper (not-tractor feed), a braille eraser, pen/pencil, notebook, and highlighter.
2. Have the classroom flashcards prepared for Lesson 8 and materials for the students to make their own.
3. Have chalk and erasure board ready for use.
4. Have the computer and overhead screen ready to play the game *Hollywood Squares*.

Curriculum Content

A. Whole-Word Lower-Sign Contractions for *to*, *into*, and *by* (2.5 hours)

Objective BS33.1 Demonstrate a growing proficiency and understanding of the application of literary braille code for whole-word lower-sign contractions for *to*, *into*, and *by*.

PREINSTRUCTIONAL ACTIVITIES

The instructor will be familiar with *LOC Manual*: Lesson 8.1a-8.1f and *EBAE* XII.41 which covers the contractions for *to*, *into*, and *by*, including the general rules, with compositions signs, with punctuation, with other contractions, used at the end of a braille line, and as proper names. They will also be familiar with Drill 24.

You will need copies of: **Lesson 8: Contraction List (33.A.1)**, **Lesson 8: Quiz (33.A.2)**, **Answers to Lesson 8: Quiz (33.A.3)**, **Lesson 8.1: Worksheet (33.A.4)** and **Answers to Lesson 8.1: Worksheet (33.A.5)**.

You will need a copy of **Lesson 8 flashcards (Les8Flashcards.docx)** (Whole-word contractions only in this section).

You will need copies of the **Proofreading Error sheet** from **Module 6 (6.A.1)**.

Each student will need a copy of the **Contraction chart**. The instructor will have a copy of the **Answers to the Contractions Chart (Lesson 8 Contractionschart.xls)**.

CONTENT PRESENTATION AND LEARNER PARTICIPATION

The instructor will pass out the **Lesson 8: Quiz (33.A.2)**. The quiz is an inquiry to the knowledge of the students prior to studying Lesson 8 in class. This quiz is to test to see if the student has read the lesson prior to class.

The quiz contains all of the braille characters the students will learn in Lesson 8. This includes the whole-word lower-sign, the part-word lower signs and the short-form words contained in this module. The students will be required to fill in the table with these characters.

The outcome of this quiz is to test the students on their knowledge of the new braille characters introduced in Lesson 8.

The instructor will use the classroom flashcards for Lesson 8. The flashcards for Lesson 8 introduces the whole-word lower-sign contractions for *to*, *into*, and *by*. Start out slowly and pick up speed. Hold each card up and allow the students to shout out the contractions. Then allow time for you to call on the students' one at a time. This will help to allow each student to test their memory.

Some reminders to the students:

“Remember that the contractions for *to*, *into*, and *by* are used as whole-words only, but they are always connected to the word, contraction, composition sign, number, or symbol that follows.

Use the flashcards in and out of the classroom to your advantage. The flashcards will help you to memorize the contractions quicker.”

If time permits you may also want to review the flash cards from Lesson 7.

Have the students make their flashcards for Lesson 8 using the index cards.

Continue to encourage the use of the flash cards in the class room and privately.

As a class the students will read and discuss Lesson 8.1a-8.1f and *EBAEXII.41* which covers the contractions for *to*, *into*, and *by*, including the general rules, with compositions signs, with punctuation, with other contractions, used at the end of a braille line, and as proper names.

Some reminders to the students (write the list on the board):

“Remember that the contractions for *to*, *into*, and *by* are:

- always joined to the word, contraction, composition sign, number, or symbol that follows.
- never used as parts of words.
- used both BEFORE and AFTER composition signs such as capital, number, emphasis and letter indicators.
- can be used when they come AFTER punctuation.
- cannot be used when they come BEFORE punctuation marks.
- cannot be used at the beginning or in the middle of a hyphenated compound word or expression.
- always connected to something following them, they cannot be used for the last word of such an expression.
- joined to words that start with a part-word contraction.
- joined to whole-word contractions.
- are used with the part-word contractions *be*, *con*, *dis*, and *com*.
- contracted and joined to each other, so long as there is contact with a dot 1 or dot 4.

Never use the contractions for *to*, *into*, or *by* when the letters of these words comprise a proper name or a part of one.”

Take turns as a class to read the braille (embossed) answers to Drill 24 from the drill book. This will help the students to get a visual idea of reading the embossed copy.

Some reminders to the students:

“By now you have learned three whole-word contractions that have different rules than the contractions you already know. These contractions are joined to words. This may be a little difficult for you to learn. This reading practice will help you to grasp the idea.

Take your time when you are reading. Remember to be patient and quiet whenever someone else is reading.”

Next students will complete Drill 24 on Page 8-3 using Perky Duck.

Some reminders to the students before they transcribe Drill 24:

“Remember the contractions you learned in this lesson have to be connected to another word because they cannot stand alone. Look up the rules whenever you have a question to see if the contraction can or cannot be used. Then mark your paper so you don’t have to continue to questions yourself.

Remember to thoroughly structure your print copy prior to transcription. Always print out your Drills to proofread. Proofread your own work before handing it to someone else to proofread.

Encourage each other to memorize these contractions through the use of the flashcards.”

When the students have completed this activity, which includes proofreading their own work, they can exchange drills and proofread each other’s work using the “How to Successfully Proofread” steps.

The Instructor will hand out the **Lesson 8.1: Worksheet (33.A.4)**. This worksheet was created for the students to practice their knowledge of proofreading. This worksheet contains 18 complete sentences in simulated braille. The students will look for and highlight each error. An answer key is included. Allow time to go over the worksheet and answer questions.

➤ FOLLOW-THROUGH ACTIVITIES

The Instructor will have the students bring out their copy of the **Contractions Chart**. The students will fill in the boxes that pertain to the whole-word lower-signs for *to*, *into*, and *by*. Please allow time to go over this chart, fill in the boxes that apply, and allow for questions/answers.

Some reminders to the students:

“Remember to fill out your **Contractions Chart** for this section. Today we learned the whole-word lower-signs for *to*, *into*, and *by*. Use the “note” section to remind yourself of the ways you can or cannot use the contraction. This will save you valuable time when filled out correctly.

The **Contractions Chart** will be used throughout the braille modules as long as you will be learning contractions. Take care of the one you have. Remember to fill it in each time you learn new contractions.”

ASSESSMENT

Discuss the student’s response to these whole-word contractions that cannot stand alone. Are they grasping the idea? Encourage the student’s to pay attention to the rules and they will begin to comprehend how a contraction can be used in both ways, depending on the context.

B. Review and Test

(1 hour)

Objective BS33.2: Review and test on the whole-word lower-sign contractions for *to*, *into*, and *by*.

PREINSTRUCTIONAL ACTIVITIES

The instructor will be familiar with Lesson 8.1.

You will need the following handouts: **Lesson 8.1: Test (33.B.1)** and **Answer to Lesson 8.1: Test (33.B.2)**.

CONTENT PRESENTATION AND LEARNER PARTICIPATION

Review Lesson 8.1 of the *LOC Manual*. The review is designed to prepare the students for the test. The instructor is to go over each section with emphases on areas that will be on the test. Allow the students to ask any questions pertaining to the context of *LOC Manual*: Lesson 8.1.

The Instructor will pass out the **Lesson 8.1: Test (33.B.1)** to each student. This test consists of filling in a table, True or False questions, and highlighting the contractions learned. An answer key is included. Allow for time to go over the test and answer questions.

The expected outcome of the test will help both the instructor and the students to understand the students’ strengths and weaknesses. This will allow them to work together to strengthen the students weaknesses in any area.

ASSESSMENT

This test is necessary for the students and the instructor to determine the knowledge acquired over Lesson: 8.1 of the *Instruction Manual for Braille Transcribing Fifth Edition, 2009*. It is expected that the students will fully grasp these rules.

The instructor is to go over each section to be tested on with emphases on areas that will be on the test. Allow the students to ask any questions pertaining to the context of Lesson 8.1.

C. Play the Game: *Hollywood Squares* (1.5 hours)

Objective BS33.3: Identify braille rules and apply knowledge through playing the game: *Hollywood Squares*.

PREINSTRUCTIONAL ACTIVITIES

The Instructor should become familiar with the computerized game of *Hollywood Squares*. The Instructor must be able to demonstrate how this game is played. They must also be able to train someone to run the game on the computer. You will need an impartial player from the class but preferably an outsider to run the game on the computer.

NOTE: If the Instructor chooses not to play the game of *Hollywood Squares* they can utilize the questions as a test or ask the questions in class.

You may want to make **HOLLYWOOD SQUARES ribbons (33.C.1)** printed on card stock paper for the winners.

You will need a copy of the **Hollywood Squares Workshop (33.C.2)** and **Hollywood Squares Questions (33.C.3)** for the instructor.

CONTENT PRESENTATION AND LEARNER PARTICIPATION

See Jump Start Directions that are attached.

Hollywood Squares is a game similar to the game tic-tac-toe. Divide the students into two groups and allow them to pick a team name. There are 9 rounds to this game.

Some reminders to the students:

“The purpose of the game is to have fun and to apply what you have learned in Lessons 7-8.

Though you are teamed up you need to take turns answering the questions so everyone will have a chance to play. Remember that teamwork will create an environment that will allow the game to flow as you challenge the other team. ENJOY!”

The questions for Lessons are included in the handouts. This is a reference guide for the Instructor to follow.

Read the instructions to the students so they will get an idea of how the game is played. The students should answer their own questions without help from the other students.

Each contestant or team will be given an answer in which they must pose the corresponding question. Dollar values are assigned to each answer. The contestant or team with the most money in the end wins!

Remember that people learn from their mistakes. Allow for time to ask questions. There may have been errors or changes in the LOC rules and this is a great time to acknowledge these with a class discussion.

ASSESSMENT

The outcome of the game is to test the students on their knowledge of Lessons 7-8.

Frequently Asked Questions:

1. What kind of jobs can blind people do?

Answer: No longer are the days when the only jobs blind people could get were chair caning, piano tuning, proofreading braille, as examples. With the advent of the computer, portable braille-display reading devices for the blind, recording and talking pens—you name it—you don't have to be sighted to get a good job. This is where you come in. Most blind people in the professions—doctor, lawyer, CEO, secretary, accountant—read braille. They got their head start in school using the braille materials transcribers worked quickly and carefully to produce.

Braille Module 33

Whole-Word Lower Sign Contractions for *to*, *into*, and *by*

LOC Literary Lesson 8, Section 8.1 Handouts and Answer Sheets

Lesson 8: Contraction List (33.A.1)

Contraction	Whole-word Meaning
⠠⠠	to
⠠⠠⠠	into
⠠⠠	by

Contraction	Part-word Meaning
⠠⠠	bb
⠠⠠	cc
⠠⠠	dd
⠠⠠	ff
⠠⠠	gg
⠠⠠	ea

Short-form	Meaning
ab	about
abv	above
(be)c	because
(be)l	below
f(st)	first
grt	great

Lesson 8: Quiz (33.A.2)

Name the contractions below. Remember that one of the characters, listed twice can be used for two different things.

1.	⠠⠠	
2.	⠠⠠	
3.	⠠⠠	
4.	⠠⠠	
5.	⠠⠠⠠	
6.	⠠⠠	
7.	⠠⠠	
8.	⠠⠠	
9.	⠠⠠	

Name the short-form word.

10.	grt	
11.	f(st)	
12.	(be)l	
13.	(be)c	
14.	abv	
15.	ab	

33.A.2

Answers to Lesson 8: Quiz (33.A.3)

Name the contractions below. Remember that one of the characters, listed twice can be used for two different things.

1.	⠠⠠	To
2.	⠠⠠	Cc
3.	⠠⠠	Bb
4.	⠠⠠	By
5.	⠠⠠⠠	Into
6.	⠠⠠	dd
7.	⠠⠠	ea
8.	⠠⠠	gg
9.	⠠⠠	ff

Name the short-form word.

10.	grt	great
11.	f(st)	first
12.	(be)l	below
13.	(be)c	because
14.	abv	above
15.	ab	about

Lesson 8.1: Worksheet (33.A.4)

Proofread each sentence and highlight each braille cell that is incorrect.

1. Vaseline is a by-product of oil.
2. Jerry wrote a How-To book on braille.
3. Andrea stepped into the puddle and ruined her new shoes.
4. Shawna stopped by to drop off the casserole.
5. Lin To was Mark Allen's girlfriend.
6. (To Joseph, a trip into "the coldness of snow" is fun.)
7. Was Amy going to/from work when she had a flat?
8. Jean went into the bank to take out a loan.
9. The bylaws were written by and for the township.
10. We like to drive the highways and byways of the hill country.
11. Eric's How-To book on birdhouses sold to James Beard.
12. Ralph Williams Vaughan composed FANTASIA ON A THEME BY THOMAS TALLIS.

- 1.01
- 1.02
- 1.03
- 1.04
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- 1.22
- 1.23
- 1.24
- 1.25



Answers to Lesson 8.1: Worksheet (33.A.5)

Proofread each sentence and highlight each braille cell that is incorrect.

1. Vaseline is a by-product of oil.
2. Jerry wrote a How-To book on braille.
3. Andrea stepped into the puddle and ruined her new shoes.
4. Shawna stopped by to drop off the casserole.
5. Lin To was Mark Allen's girlfriend.
6. (To Joseph, a trip into "the coldness of snow" is fun.)
7. Was Amy going to/from work when she had a flat?
8. Jean went into the bank to take out a loan.
9. The bylaws were written by and for the township.
10. We like to drive the highways and byways of the hill country.
11. Eric's How-To book on birdhouses sold to James Beard.
12. Ralph Williams Vaughan composed FANTASIA ON A THEME BY THOMAS TALLIS.

1. Vaseline needs to be capitalized and cannot contract "by". Rule 8.1c

2. Cannot contract "to". Rule 8.1c

3. Contract "to". Rule 8.1d

4. Contract "to". Rule 8.1d

5. Cannot contract "To." It is a proper name. Rule 8.1f

6. Contract "to". Rule 8.1c

7. Cannot contract "to" next to a slash. Rule 8.1c

8. Contract "into". Rule 8.1d

9. Contract "by". Rule 8.1a

10. Cannot contract "by". Rule 8.1a

11. No space after hyphen. Rule 8.1c

12. No space after "BY". Rule 8.1b

33.A.5

- 1.01
- 1.02
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Lesson 8.1: Test (33.B.1)

Highlight True or False.

1. *To, into, and by* are always used as parts of words. True or False
2. Unlike the whole-word lower-signs learned in Lesson 7 (*in, enough, be, his, was, were*), which must always be preceded and followed by a space, the contractions for *to, into, and by* are always joined to the word, contraction, composition sign, number, or symbol that follows. True or False
3. Do not use the contractions for *to, into, or by* when the letters of these words comprise a proper name or a part of one. True or False
4. When *to, into, or by* comes before one of the six whole-word lower-signs (*in, enough, be, his, was, were*), the contraction for *to, into, or by* is used, but the following word cannot be contracted—to do so would violate the Lower Sign Rule [XIII.40.b] True or False
5. When *to, into, or by* and the following word are both fully capitalized, each word is preceded by the double capital indicator—even though they are joined. True or False
6. Since these contractions must be connected to something following them, they cannot be used for the last word of such an expression. True or False
7. *To, into, and by* may be contracted and joined to each other, so long as there is contact with a dot 1 or dot 3. True or False
8. Because the contractions for *to, into, and by* cannot be used when they come before punctuation, they cannot be used at the beginning or in the middle of a hyphenated compound word or expression. True or False
9. Use the contractions for *to, into, and by* when they come after punctuation such as an opening quotation mark, opening parenthesis, a bracket, or a dash. True or False
10. When the contraction for *into* cannot be used, the contraction for *in* is used. True or False
11. These contractions are joined to words that start with a part-word contraction and are also joined to whole-word contractions. True or False
12. Occasionally there is not room at the end of a line for the contraction *to, into, or by* and at least the first syllable of the following word, but there is room to spell out *to, into, or by*. Because the braille reader is more familiar with contractions, it is preferable to spell out the word. Instead, take the contraction to the next line. True or False

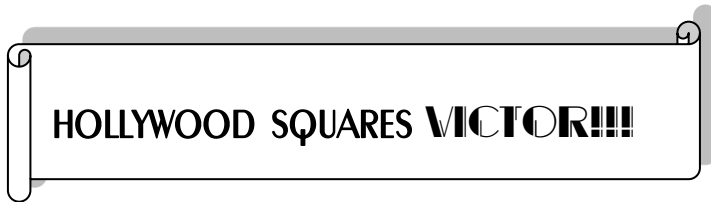
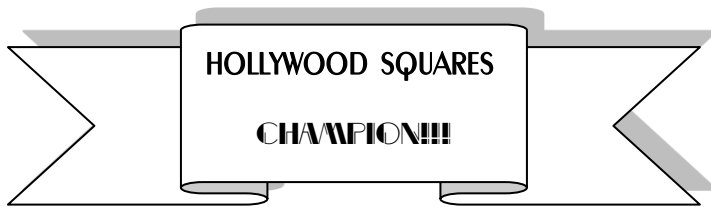
33.B.1

Answers to Lesson 8.1: Test (33.B.2)

Highlight True or False.

1. *To, into, and by* are always (**never**) used as parts of words. True or **False** Rule 8.1a
2. Unlike the whole-word lower-signs learned in Lesson 7 (*in, enough, be, his, was, were*), which must always be preceded and followed by a space, the contractions for *to, into, and by* are always joined to the word, contraction, composition sign, number, or symbol that follows. **True** or False Rule 8.1a
3. Do not use the contractions for *to, into, or by* when the letters of these words comprise a proper name or a part of one. **True** or False Rule **8.1f**
4. When *to, into, or by* comes before one of the **six** whole-word lower-signs (*in, enough, be, his, was, were*), the contraction for *to, into, or by* is used, but the following word cannot be contracted — to do so would violate the Lower Sign Rule [XIII.40.b] **True** or False Rule **8.1d**
5. When *to, into, or by* and the following word are both fully capitalized, each word is preceded by the double capital indicator—even though they are joined. **True** or False Rule **8.1b note**
6. Since these contractions must be connected to something following them, they **can(not)** be used for the last word of such an expression. True or **False** Rule **8.1c can**
7. *To, into, and by* may be contracted and joined to each other, so long as there is contact with a dot 1 or dot **3**. True or **False** Rule **8.1d a dot 1 or 4**
8. Because the contractions for *to, into, and by* cannot be used when they come before punctuation, they cannot be used at the beginning or in the middle of a hyphenated compound word or expression. **True** or False Rule **8.1c**
9. Use the contractions for *to, into, and by* when they come after punctuation such as an opening quotation mark, opening parenthesis, a bracket, or a dash. **True** or False Rule **8.1c**
10. When the contraction for *into* cannot be used, the contraction for *in* is used. **True** or False Rule **8.1c note**
11. These contractions are joined to words that start with a part-word contraction and are also joined to whole-word contractions. **True** or False Rule **8.1d**
12. Occasionally there is not room at the end of a line for the contraction *to, into, or by* and at least the first syllable of the following word, but there is room to spell out *to, into, or by*. Because the braille reader is more familiar with contractions, it is preferable (**not**) to spell out the word. Instead, take the contraction to the next line. True or **False** Rule **8.1e** 33.B.2

Hollywood Squares Ribbons (33.C.1)



33.C.1

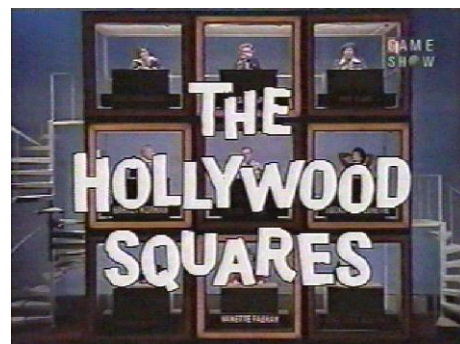
The Hollywood Squares User Manual (33.C.2)

Purpose

If you are unfamiliar with the game show then here are a few things you need to know to run this game smoothly. The game is a Tic-Tac-Toe game using people and questions. The winner is the first to form 3 X's or O's across, up, down, or diagonally. This program is excellent for group instruction because you can have one or two people take up each square and also have two contestants. This allows for up to 20 participants at a time... or you can just use as little as the 2 contestants.

How to Play

When you reach the opening screen with the names, you must scroll through all the famous Hollywood actors/actresses as you introduce the game. After all the people have appeared click again for the main game screen. Have 1 or 2 people pretend to be in each square. Now you are set up and play can begin.



Let's say Amy goes first and she is X. She chooses a square (say square 5 for this example). You must click on the Hollywood actor/actress in that square to go to that person's player screen. There you will see the question for that square.

Let's say the question is, "What year did America declare it's independence?"

The person assigned to that square now has to answer (or bluff a wrong answer) that question. Let's say John is in square 5 and he says, "The answer is 1910."

Amy then has to agree or disagree with John's answer. After she has made her decision, you click the mouse again and the correct answer appears. Click on the menu arrow to return to the main game board.

If Amy agreed with John, she was wrong. Therefore you would put an "O" in the block box in square 5 by clicking in the black box and typing an uppercase "O." If Amy disagreed with John, you would put an "X" in the black box in square 5.

Contestants take turns until someone has made 3 in a row. When this has happened you can type a "1" in the scoreboard by clicking in the black box and typing "1."

The winner of the game is the one who wins more tic-tac-toe games than their opponent. You can play one time, or best two out of three... and so on.33.C.2

When a person wins the game, you can click on the "Click here if X wins" or "Click here if O wins" for the winning team to see the winning slide.

The current PowerPoint slide show comes with one round. If you want additional rounds, all you need to do is copy and paste the pages after the last page of the game (before the winner slides).

IMPORTANT – Once you enter the X's and O's onto the game board, you must go back and delete them from within the presentation. If you do not clear them off the board before exiting, they will be saved as part of the presentation.

Have Fun with More from JumpStart!

There is more from JumpStart than just Game Show Edition. Check out the bonus games included on this CDROM for more info about our other products!

Customizing the game

First Things First

Move all the files from the CDROM to your computer. You may want to create a "JumpStart Games" folder in your "My Documents" for all the games we have to offer. The game cannot be customized if the files are not copied to your computer.

Add Your Questions

Open the "Hollywood Squares" PowerPoint file and begin to familiarize yourself with the game format. Spend at least 30 minutes working with the game before you use it with a group. This will insure the game will go smoother than if you jumped in too soon.

When you are ready, you can begin to change all the text in the game. You can change the questions and the answers by clicking on the text on each page, and replacing the text with your own. If there is not enough room to fit your question, change the font size to a smaller setting.

Winnings

Maybe contestants try to win points added to a grade instead of pretend money.... Or maybe they work for prizes.... Or maybe you keep a log of the highest scores, and the group members try to make it on the top 10 winners list. It's all up to you!!!

33.C.2

New Games

I suggest saving new games in different files. All the slides on the PowerPoint program are set to link to specific pages and if you try to change it, things could be messed up really easily. If you plan on using this game one time after another, I suggest you save the files under different names. Prepare your first game and save it under a different game (i.e. "game1" and the next game you make is "game2")

Round 2

1. The contractions for *in*, *enough*, *be*, *his*, *was*, and *were* have the same configuration as certain ____ of punctuation.

Answer: Marks

2. To avoid confusion with punctuation, the contractions for *in*, *enough*, *be*, *his*, *was*, and *were* are only used when they ____ ____ as whole words.

Answer: Stand alone

3. Punctuation marks are normally in ____ ____ with a word or other punctuation.

Answer: Direct contact

4. The contractions for *in*, *enough*, *be*, *his*, *was*, and *were* may/may not be preceded by composition signs.

Answer: May

5. Read the braille:

⠠⠏⠗⠕⠏⠊⠞⠏ ⠠⠏⠗⠕⠏⠊⠞⠏ ⠠⠏⠗⠕⠏⠊⠞⠏ ⠠⠏⠗⠕⠏⠊⠞⠏ ⠠⠏⠗⠕⠏⠊⠞⠏ ⠠⠏⠗⠕⠏⠊⠞⠏
⠠⠏⠗⠕⠏⠊⠞⠏ ⠠⠏⠗⠕⠏⠊⠞⠏ ⠠⠏⠗⠕⠏⠊⠞⠏

Answer: "His history book was—or rather is—in the same place."

6. Because the contractions for *in*, *enough*, *be*, *his*, *was*, and *were* must always ____ ____, they cannot be used when next to a slash.

Answer: Stand alone

7. The lower-sign contractions for *in*, *enough*, *be*, *his*, *was*, and *were* can/cannot be used to form hyphenated compound words.

Answer: Cannot

8. The whole-word contraction *en* cannot be used for anything other than the word ____.

Answer: Enough

9. When the word enough cannot be contracted because it is in contact with punctuation, the ____ ____ is used.

Answer: *En* contraction

Round 6

1. Read the braille: ⠠⠃⠇⠇⠠⠏⠗⠗⠠⠃⠇⠇⠠⠏⠗⠗⠠⠃⠇⠇

Answer: By-product

2. True or False: The contractions for *to*, *into*, and *by* are never joined to words that start with a part-word contraction.

Answer: False, are joined

3. True or False: The contractions for *to*, *into*, and *by* are joined to whole-word contractions.

Answer: True

4. Read the braille: ⠠⠏⠗⠗⠠⠃⠇⠇⠠⠏⠗⠗⠠⠃⠇⠇⠠⠏⠗⠗⠠⠃⠇⠇⠠⠏⠗⠗⠠⠃⠇⠇⠠⠏⠗⠗⠠⠃⠇⠇

Answer: Tomato juice was poured by Sharon into every cup.

5. Read the braille: ⠠⠏⠗⠗⠠⠃⠇⠇⠠⠏⠗⠗⠠⠃⠇⠇⠠⠏⠗⠗⠠⠃⠇⠇⠠⠏⠗⠗⠠⠃⠇⠇⠠⠏⠗⠗⠠⠃⠇⠇

Answer: "To be or not to be," Erik recited.

6. Read the braille: ⠠⠏⠗⠗⠠⠃⠇⠇⠠⠏⠗⠗⠠⠃⠇⠇⠠⠏⠗⠗⠠⠃⠇⠇⠠⠏⠗⠗⠠⠃⠇⠇⠠⠏⠗⠗⠠⠃⠇⠇

Answer: Liz went by commuter train to Disraeli Street.

7. True or False: *To*, *into*, and *by* may be contracted and joined to each other, so long as there is contact with a dot 1 or dot 3.

Answer: False, a dot 1 or dot 4

8. Read the braille: ⠠⠏⠗⠗⠠⠃⠇⠇⠠⠏⠗⠗⠠⠃⠇⠇⠠⠏⠗⠗⠠⠃⠇⠇⠠⠏⠗⠗⠠⠃⠇⠇

Answer: I'll stop by to say hello.

9. The contractions *to*, *into*, or *by* cannot stand alone. They must be joined to the following word, contraction, number, or ____ ____.

Answer: composition sign

Round 8

1. Read the braille: ⠠⠃⠽⠠⠗⠏⠠⠎⠠⠄
Answer: "by now"
2. The contractions for *to*, *into*, or *by* can/cannot be followed by punctuation.
Answer: Cannot be
3. Read the braille: ⠠⠃⠽⠠⠗⠏⠠⠎⠠⠄⠠⠃⠽⠠⠗⠏⠠⠎⠠⠄⠠⠃⠽⠠⠗⠏⠠⠎⠠⠄
Answer: I'll drop by.
4. Read the braille: ⠠⠃⠽⠠⠗⠏⠠⠎⠠⠄⠠⠃⠽⠠⠗⠏⠠⠎⠠⠄⠠⠃⠽⠠⠗⠏⠠⠎⠠⠄
Answer: Into/out of
5. The contractions for *to*, *into*, or *by* can/cannot be preceded by composition signs
Answer: Can
6. Read the braille: ⠠⠃⠽⠠⠗⠏⠠⠎⠠⠄
Answer: "By now"
7. The contractions for *to*, *into*, or *by* can/cannot be followed by composition signs.
Answer: Can
8. Read the braille: ⠠⠃⠽⠠⠗⠏⠠⠎⠠⠄⠠⠃⠽⠠⠗⠏⠠⠎⠠⠄
Answer: By George!
9. When one of these words comes before any other whole-word lower-sign, the last possible contraction must be ____ ____.
Answer: Spelled out

Round 9

1. Read the braille: ⠠⠏⠗⠏⠗⠠

Answer: to be

2. The contractions for *to*, *into*, or *by* are/are not used when they come before part-word lower signs.

Answer: are used

3. Read the braille: ⠠⠏⠗⠠⠠⠎⠗⠠

Answer: by consent

4. Read the braille: ⠠⠏⠗⠠⠠⠎⠗⠠⠠⠎⠗⠠

Answer: to distract

5. Read the braille: ⠠⠎⠗⠠⠠⠎⠗⠠⠠⠎⠗⠠⠠⠎⠗⠠⠠⠎⠗⠠⠠⠎⠗⠠

Answer: Go into "O'Brians."

6. When there is not room at the end of a line for one of these contractions and the following word or portion thereof, take the contraction to the ____ ____.

Answer: next line

7. Because the braille reader is more familiar with contractions, it is preferable not to spell out the word. Instead, take the contraction to the ____ ____.

Answer: next line

8. *To*, *into*, and *by* may be contracted and joined to each other, so long as there is contact with a dot ____ or dot ____.

Answer: 1 or 4

9. Name the six short-form words you learned in Lesson 8.

Answer: *About*, *above*, *because*, *below*, *first*, and *great*