



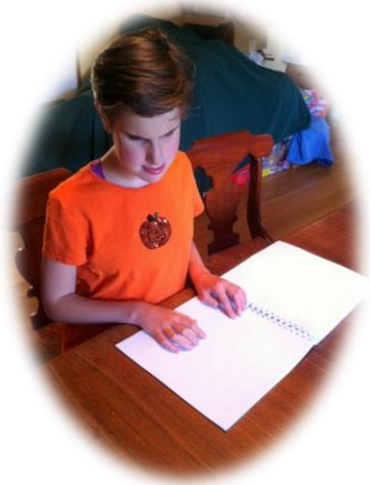
The Braille Buzzzzz...

A way to stay connected to the dots!



Student Cindy Barajas, carefully, crafts her pottery bowl during the October session of the BEST Club (Braille Enrichment and Skills Training) at the Fort Boise Community Center. For more information on the club's activities and how to join in the on-going fun, see page 2.

Celebrate Braille Readers!



Meet 5th grader, Emilia Lane of Boise, Idaho. Emilia enjoys learning braille because "it allows me to read and write whatever I want without having someone do it for me."



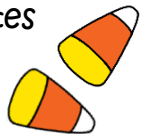
*Two households, both alike in dignity,
In fair Verona, where we lay our scene...*

Students at ISDB are working hard to memorize their braille scripts for the upcoming production of Romeo & Juliet! Performances will be held on the ISDB campus, April 14-16. All proceeds will go towards funding prizes for the 2015 Braille Challenge.

Here is a resource for a free monthly braille book for children from the Action Fund:
<https://www.actionfund.org/free-braille-books>

Braille Challenge Updates

- Campus:** February 12, 2015
- Boise:** February 28, 2015
- Idaho Falls:** February 28, 2015



Apprentice level students have the choice, this year, of taking the Braille Challenge in (EBAE) English Braille American Edition or (UEB) Unified English Braille.

UEB Update

There's a great UEB training tool available at <http://uebonline.org/>



The BEST Saturday Club

Following a successful and enjoyable NFB BELL (Braille enrichment for Literacy and Learning) Camp in Boise this summer, it was decided to keep the contact going through the school year and so the BEST (Braille Enrichment and Skills Training) Saturday Club was born. This Club meets on the second Saturday of every month with the goal of bringing blind elementary-age students together for activities that extend their braille, mobility, non-visual and social skills. We are delighted to be able to work in partnership with the Boise Parks and Recreation Department, using the Fort Boise Community Center as our meeting place.

We have met together twice so far this year. In September, we did activities based around the *Flat Stanley* story including brailing questions to send to community organizations (the Mayor's Office, the Police, the Zoo, Idaho News Channel 7 and Sawtooth Prosthetics and Orthotics). Each organization responded to the students' questions with photos and information about their day-to-day activities. In October, the children made pottery bowls - one to give to the Idaho Food Bank for the Thanksgiving Empty Bowls Project, and one to keep.

Each month will hold something new to experience and new ways to connect with our Boise community. These activities develop and round out the skills of these blind and visually impaired children and enable them to live their dreams.

- Alison Steven, ICBVI

For more information on how you can become a member of The BEST Saturday Club, call the Fort Boise Community Center at 208-608-7680 or Alison Steven at 208-761-6286.

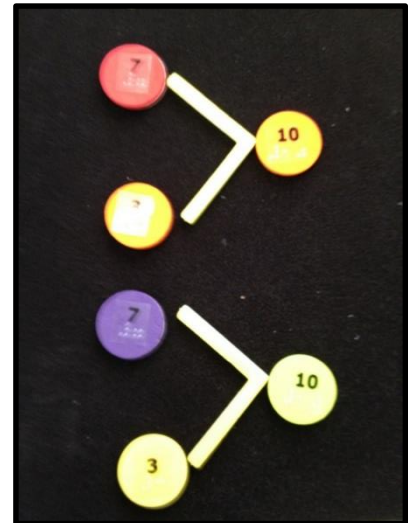
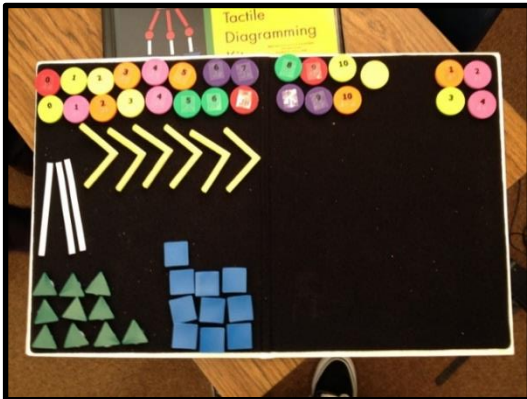


Artists at work, Hannah Rodgers and Bradyn Sefick, set out to create the perfect pottery bowl!

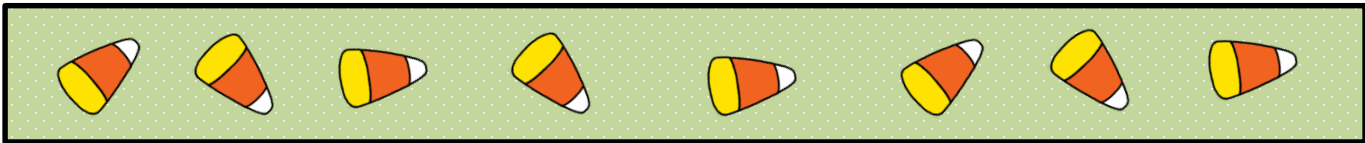


Submitted by Nancy Luthy, IESDB Outreach, Idaho Falls
nancy.luthy@iesdb.org

Number bonds are used, frequently, if not daily, for first grade students using, "Math in Focus." I thought, "What would be the best way to do a reproducible format that can be used independently by my students?" The **APH PICTURE MAKER** was a perfect vehicle for working with number bonds! I took medium-sized foam shapes and attached a Nemeth number to the top of each circle foam shape. I made several of each number. I also included circle foam shapes to represent blanks in the number bond. I attached with label to square shapes for the operational Nemeth signs of add, subtract, and equal to use as a model for the addition or subtraction sentence that the student needed to make from the number bond representation. I used the white "corner" shapes at an angle (from the APH PICTURE MAKER) to show the lines of the number bond. I also used the Velcro folder to put on the number and operational shapes and lines across the top. I attached the loop part of the Velcro to each shape. It works out really nice. My two students can get their own numbers and replace in numerical order when they hear the teacher tell the class the two "parts" and/or the "whole."



Does anyone have more information about administering the CCSS assessment to our braille readers (i.e. using refreshable braille displays, practice times)? If so, please send information to susan.mccoy@iesdb.org. Thank you!



Thank you to all of our contributors for the month of October!

A braille version has been transcribed by Melodee Davies and is available upon request. Please contact Susan McCoy at susan.mccoy@iesdb.org.

