



Teaching and Learning of the Nemeth Braille Code

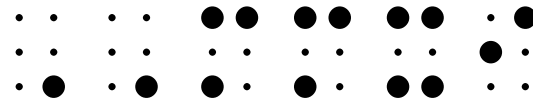
- Punctuation Indicator
- Long Dash and Ellipsis
- Numeric Indicator and Punctuation
- Frequency Distributions



Roman Numerals (p. 26)

- Treat as all caps ∷ ∷
- Use 2 uppercase indicators before the letters
- Example

- MMXI





Punctuation

Nemeth

1 ∴

2 ∴

3 ∴

4 ∴

6 ∴

8 ∴

Literary

comma

semicolon

colon

period

exclamation point

question mark



Punctuation Continued

Nemeth

Literary

Minus ∴

dash, hyphen

8 ∴ 0 ∴

open & closed quote

comma (dot 6)

capital letter

dot 3

apostrophe

Punctuation Indicator (p. 26-28)



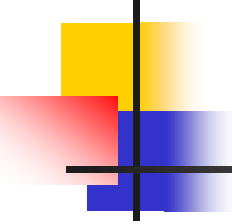
- Dots 4-5-6 ∴ Abbreviated PI
- Needed before a literary mark of punctuation that follows a mathematical term or indicator including:
 - Fraction indicators
 - Nemeth numerals, including Roman numerals
 - Dashes or Ellipses
 - Algebraic expression with letters
 - Plural, possessive, or ordinal endings on numbers like `s, st, nd, th (Note: Don't use contractions here)
 - Abbreviated function names like sin, cos, tan, ln, log



Non-Use of the PI (p. 29-30)

- Not needed
 - Beginning of a braille line or after a space
 - After any English braille numeral
 - After a dash or ellipsis that replaces a word
 - After a word or abbreviation
 - Before a comma, hyphen, dash, or ellipsis

Spacing with Long Dash and Ellipsis (p. 31)



- Long Dash ::::
- Used as a fill in the blank for math problems
- Use 4 hyphens (dots 3-6) in a row
- Ellipsis
- Use 3 apostrophes (dot 3) in a row
- Both
- Use a space before and after except next to punctuation other than hyphen or other symbols that apply to it



Numeric Indicator and Punctuation (p. 31-32)

- The Numeric Indicator must be used before a numeric symbol that follows a mark of punctuation such as hyphens and colons
 - Exception – hyphen used in a mathematical expression such as a span of time



Frequency Distributions §175,177 (p.158-159 green book)

- Use the PI (dots 4-5-6) for each tally mark
- Put in groups of 5
- Leave a space between the groups of 5



Assignment

- p.28, #1-7
- p.30, #1-7
- p.31, #1-4
- p.32, #1-19
- Do a frequency distribution of the ages of your students.