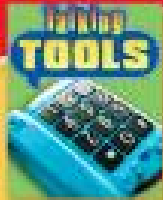




## Lesson

# 14



### TARGET VOCABULARY

knowledge

curious

motion

silence

illness

imitated

darkness

behavior

Vocabulary  
Reader



Context  
Cards



**TEKS** 3.5B use context to determine meaning; **ELPS** 4F use visual/contextual/peer/teacher support to read/analyze hard texts



# Vocabulary in Context



- Read each **Context Card**.
- Ask a partner a question that uses one of the **Vocabulary words**.

1



## knowledge

**Knowledge**, or information, can come from books and many other places.

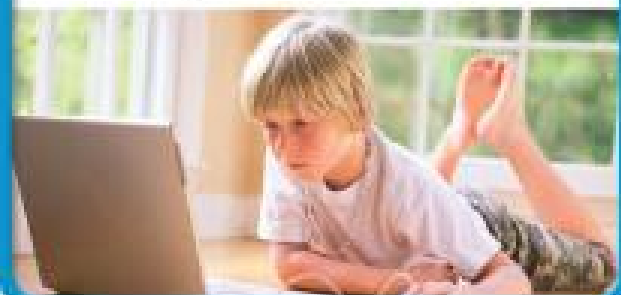


2



## curious

You can search the Internet if you are **curious**, or want to learn, about sea animals.



3

**motion**

A hand held up is a **motion** to stop!



4

**silence**

The rule in the library is "**Silence!** Please don't speak."



5

**illness**

This child has an **illness**, but she won't be sick for long.



6

**imitated**

This girl **imitated**, or copied, her teacher to learn sign language.



7

**darkness**

Flashlights help people see better in **darkness**.



8

**behavior**

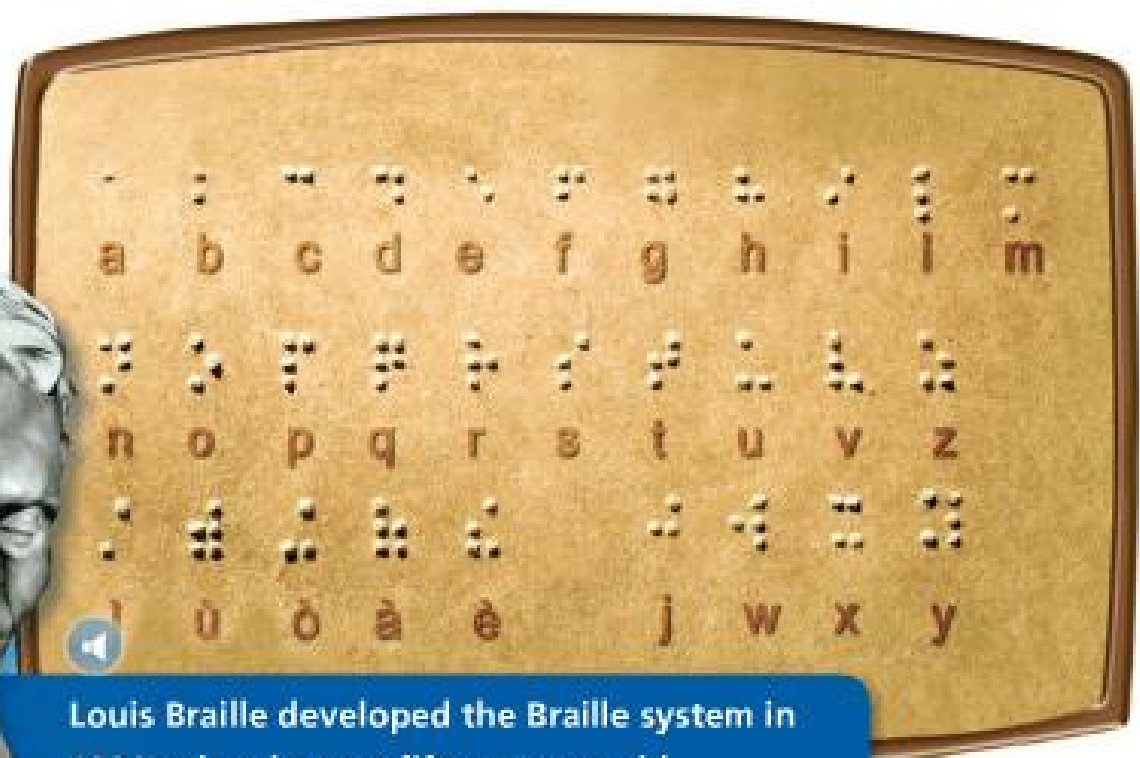
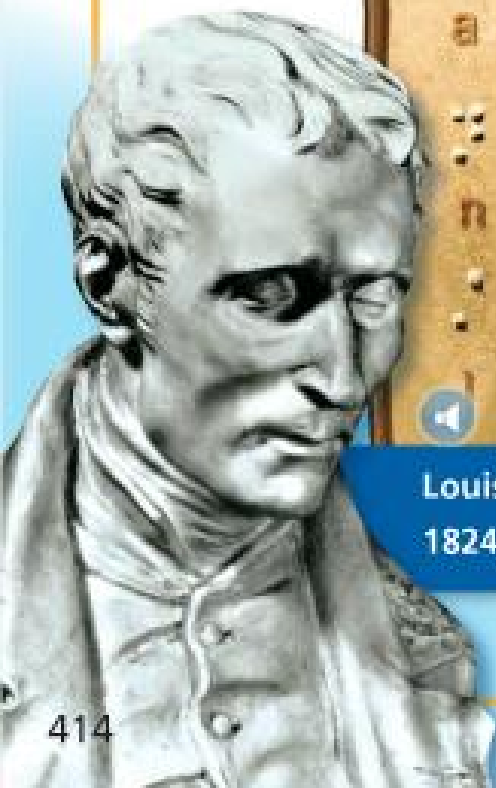
Taking a telephone message is good **behavior**. It is a polite way to act.



# Background

## TARGET VOCABULARY

**Braille and Keller** Louis Braille was a **curious** child. Risky **behavior** led to an accident and an **illness** that took away his sight. In school Louis had to read books to gain **knowledge**. He created a writing system he could read through the **motion** of his fingertips across a page. Years later, Helen Keller's life **imitated** Louis's in some ways. Helen lived in both **darkness** and **silence**. Reading books with the system Braille invented helped her learn about the world.



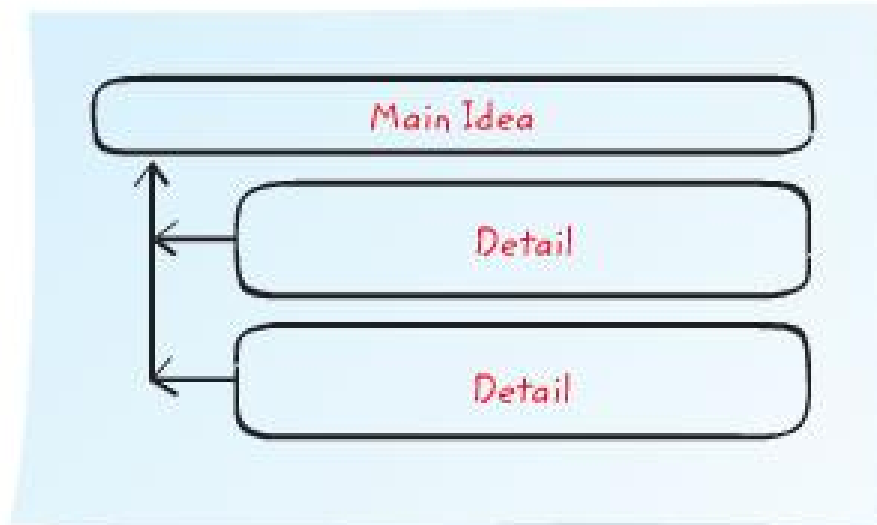
Louis Braille developed the Braille system in 1824, when he was fifteen years old.



# Comprehension

## TARGET SKILL Main Ideas and Details

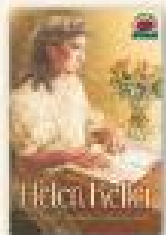
When you read *Helen Keller*, you will learn details about her childhood. Use those details to figure out main, or important, ideas that the author gives. Show a main idea about Helen's life on a chart like this. List the details that make the main idea clearer.



## TARGET STRATEGY Summarize

As you read, use the main ideas to summarize the important parts of Helen's life. Then use your summary to figure out the topic. Tell how the topic is different from the main idea.

## Main Selection



### TARGET VOCABULARY

knowledge    illness  
curious        imitated  
motion        darkness  
silence        behavior

### TARGET SKILL

**Main Ideas and Details** Tell important ideas and details about a topic.



### TARGET STRATEGY

**Summarize** Stop to tell important ideas as you read.

### GENRE

A **biography** tells about events in a person's life.

### MEET THE AUTHOR



## Jane Sutcliffe

The library was Jane Sutcliffe's favorite place to visit when she was a kid. She says she loved reading biographies "just to get a peek at how other people lived day to day, in different times and places." Now she writes biographies.

### MEET THE ILLUSTRATOR



## Robert Papp

Most of Robert Papp's clothes are covered in oil paint. That's because he's extremely messy when he paints. Mr. Papp lives in Pennsylvania with his wife, Lisa, who is also an artist. She's not quite as messy as he is, though.

An illustration of a young woman with long, curly brown hair, wearing a white, long-sleeved dress with a ruffled collar and a dark vest. She is sitting in a large, ornate red chair, looking down at a black and white dog sitting on the floor next to her. She has her hand on the dog's head. The background shows a room with yellow patterned wallpaper, a wooden bookshelf filled with books, and a window with a wooden frame. A small blue speaker icon is visible in the upper left corner of the page.

# Helen Keller

by Jane Sutcliffe

selection illustrated by Robert Papp



## Essential Question

How do you know when story ideas are important?

🔊 Tuscumbia, Alabama  
1886

- 🔊 Helen Keller reached out. She touched warm, coarse hair. Her busy fingers moved farther down. They felt something smooth and wet. Slap! A hairy tail smacked into Helen's face.





Helen could not see her family's milking cow. But she liked touching it. Helen Keller had been blind and deaf for most of her life. The only way she knew the world was by touch, taste, and smell.

Helen was born in 1880 in Tuscumbia, Alabama. When she was just a baby, she became very sick. The **illness** took away her sight and hearing. Helen could not hear her brothers' laughter or her mother's voice. She could not see her father's smile or the pretty flowers outside her window. For Helen, there was only **silence** and gray **darkness**.





To learn to speak, children need to hear words. But Helen could not hear anything. So she could not speak. Instead, she made motions. When she wanted her mother, she put her hand against her face. When she wanted her father, she made the **motion** of putting on a pair of glasses. When she was hungry, she pretended to slice and butter bread.





Helen Keller

Helen knew she was different from the rest of her family. They moved their lips when they wanted things. Sometimes Helen stood between two people as they talked. She held her hands to their lips. Then she tried moving her own lips. But still no one understood her.



**STOP AND THINK**

**Main Ideas and Details** How did Helen know that she was different from the rest of her family?

**TEKS** 2.14B



That made Helen angry. Sometimes she screamed and cried and kicked for hours. She threw things and hit people. But it didn't change anything. She was still alone in silence and darkness.





Helen was hard to control. Her parents didn't know how to help her. They took her to doctors. None of the doctors could help Helen see or hear again. When Helen was six, a doctor suggested the Kellers visit Alexander Graham Bell. Dr. Bell was famous for inventing the telephone. He also taught deaf people.

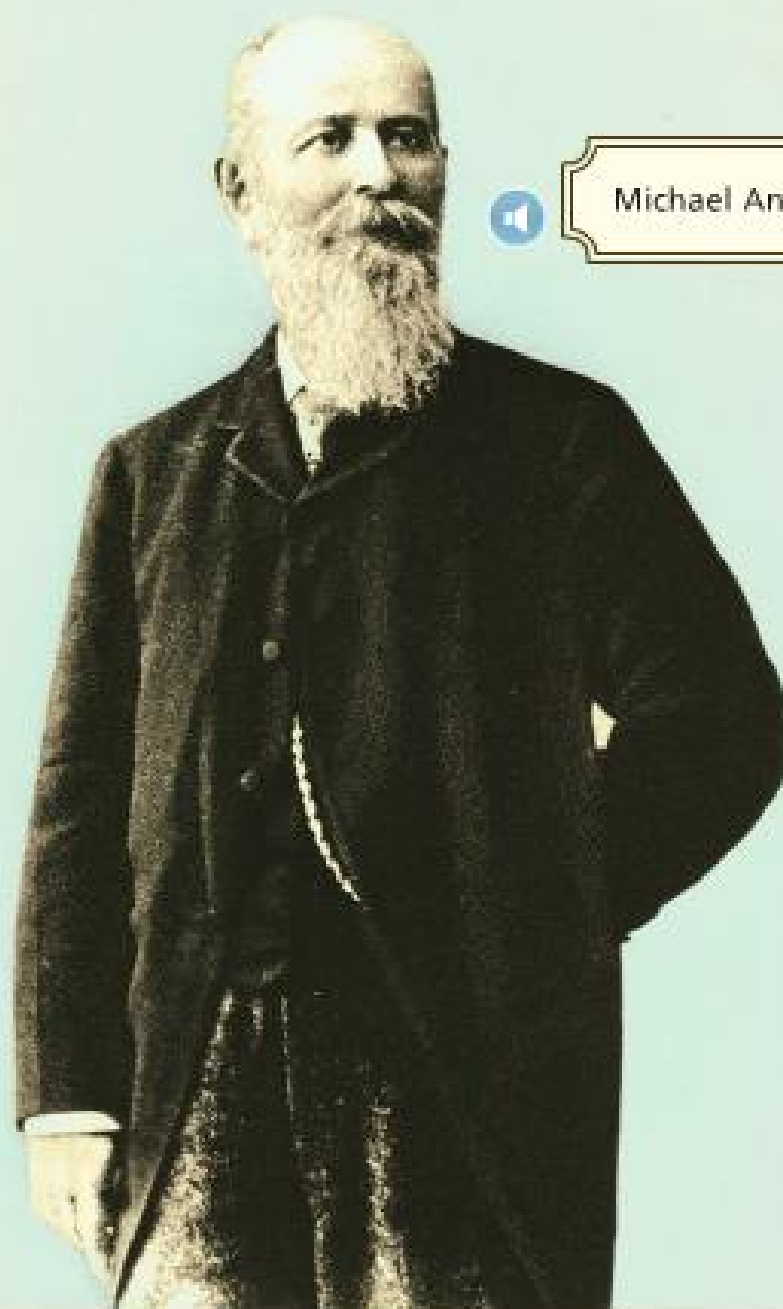


Alexander Graham Bell






Dr. Bell told the Kellers to write to Michael Anagnos in Boston. Mr. Anagnos was the head of the Perkins Institution for the Blind. He believed Helen could learn how to let out the thoughts locked inside her. Mr. Anagnos promised to send Helen a teacher.



Michael Anagnos

## Helen and Teacher

### March 1887

 Helen's teacher came to live with the Kellers that spring. Her name was Annie Sullivan. Annie had studied at the Perkins School. She was nearly blind herself. Annie needed to control Helen's wild **behavior** so she could teach her. But Helen did not understand that Annie wanted to help her. For two weeks, Helen fought with Annie. She hit Annie and knocked out one of her front teeth. She even locked Annie in an upstairs room.

Mr. Keller had to get a ladder and let Annie out through a window.



 Annie Sullivan

Still, Annie did not give up. Little by little, Helen learned to trust her new teacher. Annie began to teach Helen about words. She spelled words using her fingers. Her hand formed a different shape for each letter. She pressed each shape into Helen's hand. When she gave Helen some cake, she spelled C-A-K-E into Helen's palm. When Helen held her doll, Annie spelled D-O-L-L for Helen. Helen **imitated** the shapes. She thought it was a game. She didn't know that the shapes spelled words.

After a month, Helen could spell whatever Annie spelled. But Helen still did not know that she was naming the things she touched.



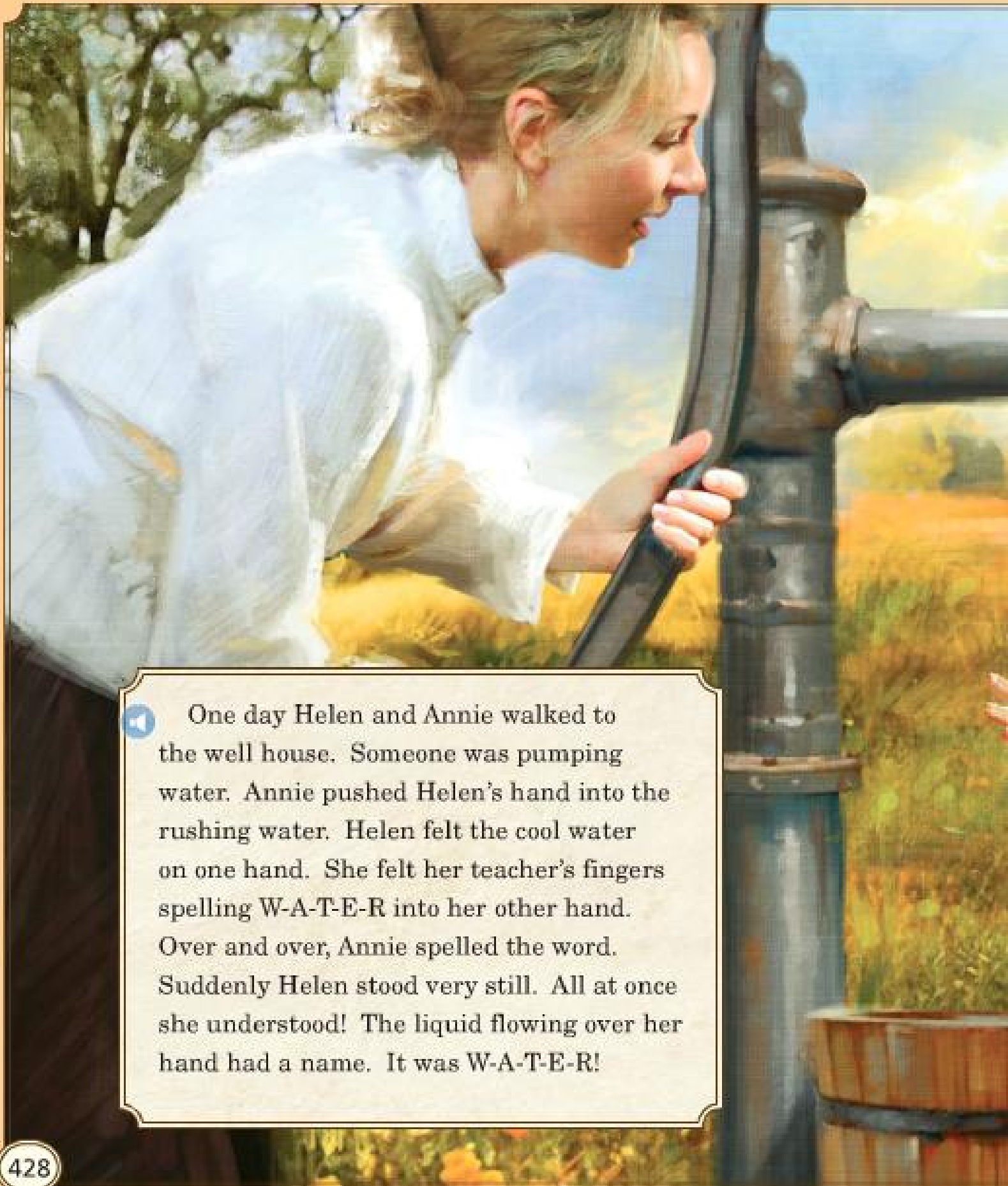
**STOP AND THINK**

**Summarize** How did Annie teach Helen about words?

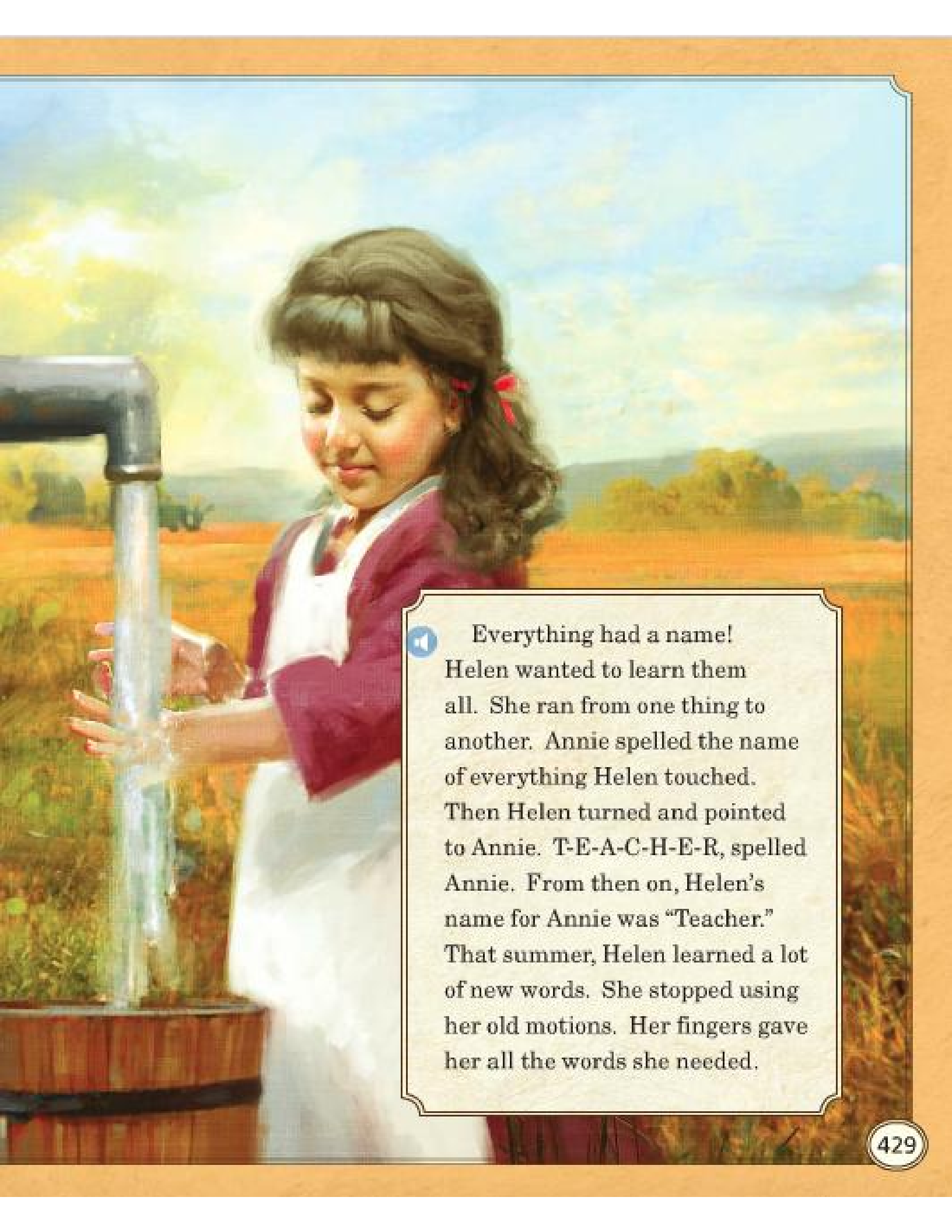


Annie finger spelling into Helen's hand





One day Helen and Annie walked to the well house. Someone was pumping water. Annie pushed Helen's hand into the rushing water. Helen felt the cool water on one hand. She felt her teacher's fingers spelling W-A-T-E-R into her other hand. Over and over, Annie spelled the word. Suddenly Helen stood very still. All at once she understood! The liquid flowing over her hand had a name. It was W-A-T-E-R!



Everything had a name! Helen wanted to learn them all. She ran from one thing to another. Annie spelled the name of everything Helen touched. Then Helen turned and pointed to Annie. T-E-A-C-H-E-R, spelled Annie. From then on, Helen's name for Annie was "Teacher." That summer, Helen learned a lot of new words. She stopped using her old motions. Her fingers gave her all the words she needed.



Annie did not teach Helen words one at a time. She talked to her in full sentences. That way, Helen learned more than just new words. She learned new ideas. Helen and Annie took long walks through the woods and along the river. Annie gave Helen lessons on the walks. She showed Helen how seeds sprout and plants grow. She made mountains out of mud and taught Helen about volcanoes. Sometimes they climbed a tree and had a lesson there.



Helen and Annie having a lesson



### Reading a book in Braille

Helen was hungry for **knowledge**. She wanted to learn everything Annie could teach her. Soon Annie started teaching Helen how to read. The words were printed in raised letters for a blind person.

Helen felt the words with her fingers. She liked to hunt for words she knew. When she learned to read better, she read her books over and over. Her **curious** fingers wore down the raised letters.

#### **STOP AND THINK**

**Author's Craft** What does "hungry" mean in the first sentence?


**TEKS** 2.11



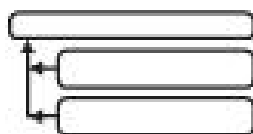
Helen also learned to write. She wrote letters to her family and Dr. Bell. She wrote many letters to Mr. Anagnos in Boston. Mr. Anagnos was amazed by how much Helen had learned. He published some of Helen's letters. Reporters began to write about Helen. Soon she was famous. People all over the world wanted to know about the miracle girl. And Helen wanted to know all about the world.






## Your Turn

-  1. What happened after Helen's family sent a letter to Mr. Anagnos?
- Helen went to see Alexander Graham Bell.
  - Helen got a teacher.
  - Helen became blind.

-  2.  **TARGET SKILL** **Main Ideas and Details**  
What is the main idea on pages 428–429? What details tell more about it? Use a chart like this to show the main idea and details. **ELPS 41**



-  3.  **TARGET STRATEGY** **Summarize**  
Summarize how Helen's life changes after she learns how words work. **TEKS 2.14C, ELPS 46**
-  4. **Oral Language** Work with a partner. Retell how Helen changed. **TEKS 2.14C, ELPS 38**



**TEKS 2.14C** describe order of events/ideas in text; **ELPS 38** expand/internalize initial English vocabulary; **46** demonstrate comprehension through shared reading/retelling/responding/note-taking; **41** employ reading skills to demonstrate comprehension

Connect to  
**Science**



**TARGET VOCABULARY**

knowledge	illness
curious	imitated
motion	darkness
silence	behavior

**GENRE**

**Informational text** gives facts about a topic. This is a science text.

**TEXT FOCUS**

**Photographs** show true pictures of important details. **Captions** tell more information about the photo.


# Talking TOOLS


Helen Keller lived in **darkness**, but she was **curious** about the world. Braille helped Keller gain **knowledge**. Today people who cannot see still use Braille to help them read.

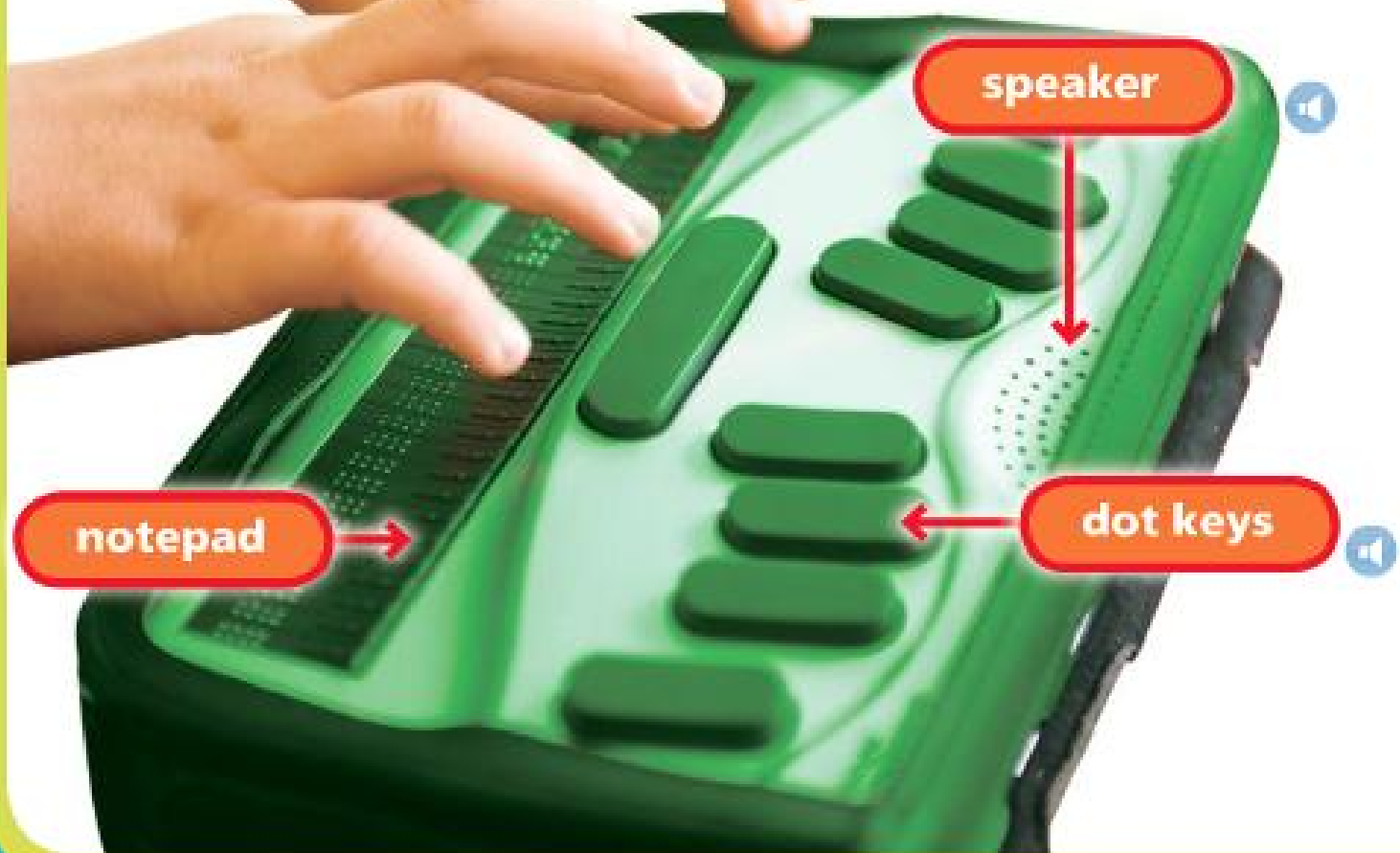
Many ATMs (Automated Teller Machines) have Braille labels, for example. That way, blind people can use them to do their banking.

Some ATMs even talk! With just one quick **motion**, users plug headphones into the ATM. Then the ATM tells them what to do.



 A Braille notetaker is a computer that helps people who cannot see. They type their notes on it, using a Braille keyboard. The notes are saved in Braille. Later they can use their fingers to read the notes in **silence** on the notepad. The machine can also read the notes aloud!

 This girl is using a Braille notetaker. It uses an **imitated** human voice to read aloud.







What if someone who cannot see has an **illness** and needs to take a temperature? Use a talking thermometer! There are talking clocks and watches as well. These watches often have Braille faces, too.

If Helen Keller were alive today, she'd be happy to learn of the many ways technology can help people with vision disabilities.



Some phones have large numbers and Braille labels. Otherwise, their **behavior** is just like that of any other phone.



Braille labels



Button to increase volume



# Making Connections



## Text to Self

TEKS 2.30, ELPS 26

**Discuss Learning** Think of some things that Annie taught Helen. Talk with a group about the way you learned these same lessons and how that is different from the way Helen learned. Take turns listening and speaking about the topic. Speak only when it is your turn.



## Text to Text

**Connect to Technology** Which of the tools from "Talking Tools" do you think Helen would have liked to use the most? Share your ideas with a partner.



## Text to World

TEKS 2.20

**Write a Paragraph** Use an encyclopedia or other information source to locate facts about the Braille equipment in "Talking Tools." Clarify that information by asking questions. Then write a paragraph about ways your town can help blind community members.



**TEKS** 2.20 write persuasive statements; 2.30 follow discussion rules; **ELPS** 26 understand meaning/main points/details of spoken language



# Grammar

**Using Proper Nouns** Names for **days** of the week and **months** begin with capital letters. Each important word in the name of a **holiday** begins with a capital letter, too.



## Academic Language

days  
months  
holiday



Days	Months	Holidays
Monday	March	New Year's Day
Friday	July	Thanksgiving Day
Saturday	September	Fourth of July



### Try This!

Write each sentence correctly.

- 1 Is labor day in september?
- 2 valentine's day is in february.
- 3 This monday is earth day.
- 4 I gave my mother flowers on mother's day.



**Ideas** In your writing, use days, holidays, and dates to tell your reader more about when things happen. Remember to begin the names of days, months, and holidays with a capital letter.

Without Words That Tell When	With Words That Tell When
 <p>I read books to a neighbor. She lost her sight.</p>	 <p>Every Sunday I read books to a neighbor. She lost her sight on May 25, 2007.</p>

**Connect Grammar to Writing**

As you revise your persuasive essay next week, think about ways to tell your reader more. Add words that tell when.

Reading-Writing Workshop: **Prewrite**

# Write to Persuade

**✓ Ideas** When you write to persuade, give your readers reasons to support your goal.

Farah made a web to plan her **persuasive essay**. She had two reasons. Later, she added details and facts to make her reasons stronger.

## Writing Process Checklist

### ► Prewrite

- Did I choose a goal I care about?
- Did I give reasons that support my goal?
- Did I include details and facts to make my reasons convincing to my audience?

Draft

Revise

Edit

Publish and Share

### Exploring a Topic



## Idea Web



I added supporting details to make my reasons more convincing.

## Reading as a Writer

What details did Farah add? What details can you add to make your reasons more persuasive?

