

# LESSON 24 TEACHER'S GUIDE

## *Helen Keller's Lifelong Friend*

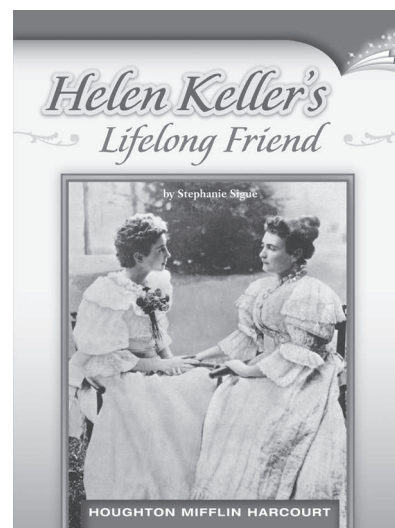
by Stephanie Sique

Fountas-Pinnell Level S

Narrative Nonfiction

### Selection Summary

After an illness as a baby, Helen Keller became both deaf and blind. Her teacher, Annie Sullivan, taught Helen how to communicate, read, and write. She became Helen's lifelong companion, and together they helped create better conditions for people with disabilities.



Number of Words: 1,377

## Characteristics of the Text

<b>Genre</b>	<ul style="list-style-type: none"> <li>• Narrative nonfiction</li> </ul>
<b>Text Structure</b>	<ul style="list-style-type: none"> <li>• Third-person narrative in seven short chapters</li> <li>• Chapter headings signal key periods in Helen's and Annie's lives and relationship. Action takes place from Helen's early to later years.</li> </ul>
<b>Content</b>	<ul style="list-style-type: none"> <li>• Student/teacher relationship; teaching the blind and deaf to read and speak</li> <li>• Early human rights movements: segregation, suffrage, immigrants' rights</li> </ul>
<b>Themes and Ideas</b>	<ul style="list-style-type: none"> <li>• Friendships and relationships inspire individuals and help them overcome obstacles.</li> <li>• People with disabilities can help the rest of the world understand the challenges they face.</li> <li>• Teachers can help students find the ability to communicate their messages.</li> </ul>
<b>Language and Literary Features</b>	<ul style="list-style-type: none"> <li>• Lively narrative often turns on physical actions (<i>Annie saw how Helen terrorized her family; Annie held Helen's hand under a water spout and spelled the word water</i>).</li> <li>• Figurative language: Helen is a star; Annie is the chief figure behind the scenes.</li> </ul>
<b>Sentence Complexity</b>	<ul style="list-style-type: none"> <li>• A mix of short and complex sentences</li> <li>• Words in quotation marks; italic for terms and for emphasis</li> <li>• Sidebars provide additional information.</li> </ul>
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>• Words and phrases associated with sight/hearing impairment: <i>Braille, lip reading, "spell"</i></li> <li>• Words related to the subject's historical era: <i>suffrage, segregation, immigrants</i></li> </ul>
<b>Words</b>	<ul style="list-style-type: none"> <li>• Many multisyllable words: <i>affection, enclosure, inseparable, suffrage</i></li> </ul>
<b>Illustrations</b>	<ul style="list-style-type: none"> <li>• Historical photographs with captions support the text and add interest</li> </ul>
<b>Book and Print Features</b>	<ul style="list-style-type: none"> <li>• Twelve pages of text, easy-to-read chapter headings, and photographs on most pages</li> </ul>
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# Helen Keller's Lifelong Friend by Stephanie Sique

## Build Background

Help students use their knowledge about friendship to visualize the selection. Build interest by asking a question such as the following: *Have you ever helped someone overcome an obstacle or achieve a goal?* Read the title and author and talk about the cover photograph. Tell students that this is narrative nonfiction, so the people and events are real.

## Introduce the Text

Guide students through the text, noting important ideas and helping with unfamiliar language and vocabulary so they can read the text successfully. Here are some suggestions:

**Page 5:** Explain that this book is about Annie Sullivan's relationship with Helen Keller, who was left both deaf and blind after **suffering** a high fever as a child. Have students look at the photograph and read the caption. **Ask:** *What do the women's postures and expressions say about how they communicated?*

**Page 9:** Read the second sentence. **Ask:** *Why does the author italicize the word and?*

**Page 10:** Point out the photograph of Helen in her college graduation robe.

**Suggested language:** *Helen was the first deaf and blind person to graduate from college. How you you think her companion, Annie, was able to help her succeed in college?*

**Page 14:** Direct students to the important dates sidebar. **Ask:** *Why do you think the author included this sidebar at the end of the book? According to the sidebar, how old was Helen when Annie began teaching her?*

*Now turn back to the beginning of the text to find out how the bond grew between Helen Keller and her lifelong companion.*

### Target Vocabulary

**affection** – a feeling of fondness for someone or something, p. 4

**bond** – a feeling of close friendship, 6

**charged** – moved quickly toward something, p. 4

**chief** – the most important or largest part of something, p. 12

**companion** – someone who spends time with you, p. 13

**enclosure** – an area that is fenced off and used for a special purpose, p. 7

**exhausted** – tired and has no energy, p. 4

**inseparable** – people or things that are always together, p. 6

**intruder** – one who enters a place without permission, p. 6

**suffered** – felt pain or great sadness, p. 3

# Read

Have students read silently while you listen to individual students read aloud. Support their understanding of the text as needed.

Remind students to use the Analyze/Evaluate Strategy  **TARGET STRATEGY**, as they read. Tell them to think about why Annie and Helen were inseparable.

## Discuss and Revisit the Text

### Personal Response

Invite students to share their personal responses to the text.

**Suggested language:** *How have you helped someone overcome an obstacle similar to the way that Annie helped Helen? How do you think Annie felt about helping Helen Keller?*

### Ways of Thinking

As you discuss the text, help students understand these points:

Thinking Within the Text	Thinking Beyond the Text	Thinking About the Text
<ul style="list-style-type: none"><li>• Annie Sullivan uses unusual methods to help Helen communicate. Annie Sullivan is by Helen's side through all of her schooling, coaching her every step of the way.</li><li>• Annie stays by Helen's side throughout the rest of Annie's life, helping her fight for the many causes that she believes in.</li></ul>	<ul style="list-style-type: none"><li>• It is possible for an individual to overcome disabilities, especially with the help of teachers and friends.</li><li>• Disabilities can inspire people to work for positive changes for others.</li><li>• Without Annie Sullivan, Helen Keller may never have been able to communicate to the world what it was like to be blind and deaf.</li></ul>	<ul style="list-style-type: none"><li>• The first sentence of every chapter gives a clue to the chronological sequence of events.</li><li>• The narrative of the text tells the story of Helen Keller and Annie Sullivan's friendship and has a beginning, middle, and end.</li><li>• The important dates sidebar at the end of the book summarizes the events in the text and indicates the order in which they occurred.</li></ul>

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### Choices for Further Support

- **Fluency** Invite students to use choral reading of a passage from the text and demonstrate phrased fluent reading. Remind them to use a louder tone to stress italicized terms to be emphasized (“deaf *and* blind”) and to vary tone, pitch, and volume in giving expression to phrases placed in quotation marks.
- **Comprehension** Based on your observations of the students’ reading and discussion, revisit parts of the text to clarify or extend comprehension. Remind students to go back to the text to support their ideas.
- **Phonics/Word Work** Provide practice as needed with words and word parts, using examples from the text. Have students define the word *celebrity* based on its use on page 9. Ask students if they can name the word that shares a root with *celebrity* (*celebrate*).

# Writing about Reading


## Critical Thinking

Have students complete the Critical Thinking questions on BLM 24.8.

## Responding

Have students complete the activities at the back of the book, using their Reader's Notebook. Use the instruction below as needed to reinforce or extend understanding of the comprehension skill.

## Target Comprehension Skill

**Compare and Contrast**  **TARGET SKILL** Remind students that they can compare characters by looking for parts of the selection in which the characters act the same. They can contrast characters by looking for parts where the characters respond to a situation differently. Model how to add details to the Chart, using a “Think Aloud” like the one below:

### Think Aloud

*Annie Sullivan and Helen Keller both had poor eyesight. Annie had better eyesight than Helen, and she had good hearing. These details show comparison and contrast between Helen and Annie.*

## Practice the Skill

Have students share examples of other characters who were inseparable and explain how the characters were similar or different.

## Writing Prompt: Thinking Beyond the Text

Have students write a response to the prompt on page 6. Remind them that when they think beyond the text, they use their personal knowledge to reach new understandings.

## Assessment Prompts

- In the fourth paragraph on page 4, what does the word *headstrong* mean?
- One idea present on page 6 is that \_\_\_\_\_.
- The main purpose of the selection is to \_\_\_\_\_.

# English Language Development

**Reading Support** Give English learners a “preview” of the text by holding a brief small-group discussion with them before reading the text with the entire group.

**Idioms** The text includes some idioms that might be unfamiliar. Explain the meaning of expressions such as *Like a wild animal* (page 4). The term *spell* when referring to the kind of tactile spelling that Annie Sullivan used with Helen Keller may need to be demonstrated.

## Oral Language Development

Check student comprehension, using a dialogue that best matches your students' English proficiency. <b>Speaker 1</b> is the teacher, <b>Speaker 2</b> is the student.		
Beginning/Early Intermediate	Intermediate	Early Advanced/Advanced
<b>Speaker 1:</b> Who is the selection about? <b>Speaker 2:</b> Helen Keller <b>Speaker 1:</b> Who is Helen Keller's lifelong friend? <b>Speaker 2:</b> Annie Sullivan <b>Speaker 1:</b> What makes Helen Keller different? <b>Speaker 2:</b> She is deaf and blind.	<b>Speaker 1:</b> What does Annie Sullivan teach Helen Keller? <b>Speaker 2:</b> She teaches her how to communicate and how to read. <b>Speaker 1:</b> What does Helen Keller do to teach others? <b>Speaker 2:</b> She gives speeches and writes essays.	<b>Speaker 1:</b> What does Helen Keller teach others? <b>Speaker 2:</b> She teaches them how to help deaf and blind people. <b>Speaker 1:</b> Why does Helen inform the public about the challenges faced by deaf and blind people? <b>Speaker 2:</b> She wants to make life better for deaf and blind people.

### Responding

**TARGET SKILL Compare and Contrast**  
How were Annie Sullivan and Helen Keller similar and different? Compare and contrast the two women. Copy and complete the chart below.

Annie	Both	Helen
With her vision and hearing, Annie could help Helen communicate.	?	?

**Write About It**  
**Text to World** Write an informative paragraph describing a person you know whose life involved a series of interesting events. Describe these interesting events in detail. Use words such as *first*, *next*, and *finally* to make the order of events clear.

Lesson 24  
BLACKLINE MASTER 24.8

Helen Keller's Lifelong Friend  
Critical Thinking

Name \_\_\_\_\_ Date \_\_\_\_\_

**Critical Thinking**  
Read and answer the questions. Possible responses shown.

- Think within the text** What caused Helen to become blind and deaf?  
A high fever that Helen had as a baby caused her to become blind and deaf.
- Think within the text** What famous person suggested Helen's parents write to the Perkins Institute?  
Alexander Graham Bell advised Helen's parents to write to the Perkins Institute.
- Think beyond the text** Compare and contrast how Helen felt about Annie at first with how she felt about her later.  
At first, Helen probably felt confused and angry. Annie was a stranger who was changing Helen's world. Helen was used to having her own way. Later, Helen saw Annie as a lifelong companion who taught and encouraged her.
- Think about the text** What message was the author trying to give by telling about Helen's adult life?  
Helen succeeded at many things even though it was hard for her at first. Even though she was blind and deaf, she spent her life helping others. The author may have hoped to inspire others through Helen's example.

**Making Connections** Helen Keller's early life was hard because she was blind and deaf. She was still determined to succeed and help others. Write about someone else who succeeded against great odds.

Write your answer in your Reader's Notebook.

Name \_\_\_\_\_

Date \_\_\_\_\_

## ***Helen Keller's Lifelong Friend***

## Thinking Beyond the Text

Think about the questions below. Then write your answer in two or three paragraphs.

Remember that when you think beyond the text, you use your personal knowledge to reach new understandings.

Helen Keller relied on her companion, Annie Sullivan, for help throughout her life. Why was Annie Sullivan such a good companion and teacher for Helen? Why do you think their relationship lasted so long? Support your response with details and examples from the text.

[illegible]



Name \_\_\_\_\_ Date \_\_\_\_\_

# Critical Thinking

**Helen Keller's Lifelong Friend**  
Critical Thinking

Read and answer the questions.

- 1. Think within the text** What caused Helen to become blind and deaf?

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- 2. Think within the text** What famous person suggested Helen's parents write to the Perkins Institute?

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- 3. Think beyond the text** Compare and contrast how Helen felt about Annie at first with how she felt about her later.

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- 4. Think about the text** What message was the author trying to give by telling about Helen's adult life?

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**Making Connections** Helen Keller's early life was hard because she was blind and deaf. She was still determined to succeed and help others. Write about someone else who succeeded against great odds.

**Write your answer in your Reader's Notebook.**



▲ **Lesson 24**  
BLACKLINE MASTER 24.12

**Helen Keller's Lifelong Friend**  
Running Record Form

# Helen Keller's Lifelong Friend

## LEVEL S

page	Selection Text	Errors	Self-Corrections
8	<p>On Helen's first trip away, she and Annie traveled to Boston to meet with students at the Perkins Institution. Helen and Annie spent the next two years at Perkins.</p> <p>At Perkins, with Annie's help, Helen learned to read lips using her fingers and to read books using Braille. Helen also began to write stories and poems. People learned about her ability to use her hands to talk. Newspapers even started writing articles about her.</p> <p>When Helen was 11, she had a short story published in a magazine. Little by little, she began to be paid for her writing projects, and she became more well-known.</p>		
	Comments:	<b>Accuracy Rate</b> (# words read correctly/105 × 100) _____ %	<b>Total Self-Corrections</b> _____

Behavior	Code	Error
Read word correctly	✓ cat	0
Repeated word, sentence, or phrase	@ cat	0
Omission	cat	1

Behavior	Code	Error
Substitution	cut cat	1
Self-corrects	cut <sup>so</sup> cat	0
Insertion	the ^cat	1
Word told	① cat	1

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