LESSON 14 TEACHER'S GUIDE

Anne Sullivan
by Olivia Taylor

Fountas-Pinnell Level J

Biography

Selection Summary
This biography tells the life story of Anne Sullivan, the friend and teacher of Helen Keller. The simply written narrative explains how Anne’s teaching methods changed the life of the young girl whom people believed would never read or speak and how Anne and Helen worked together to improve the lives of others.

Characteristics of the Text

<table>
<thead>
<tr>
<th>Genre</th>
<th>Biography</th>
</tr>
</thead>
<tbody>
<tr>
<td>Text Structure</td>
<td>Third-person factual narrative</td>
</tr>
<tr>
<td></td>
<td>Major life events presented in chronological order</td>
</tr>
<tr>
<td>Content</td>
<td>Education of blind and deaf students</td>
</tr>
<tr>
<td></td>
<td>Relationship between a teacher and her students</td>
</tr>
<tr>
<td>Themes and Ideas</td>
<td>One can strive to overcome disabilities and achieve personal goals.</td>
</tr>
<tr>
<td></td>
<td>The importance of education in someone’s life can never be underestimated.</td>
</tr>
<tr>
<td>Language and Literary Features</td>
<td>Exclamatory sentence to convey emphasis</td>
</tr>
<tr>
<td>Sentence Complexity</td>
<td>Many simple sentences, some with descriptive phrases</td>
</tr>
<tr>
<td></td>
<td>Complex phrases with clauses (When Anne was a child, she had an illness.)</td>
</tr>
<tr>
<td></td>
<td>Compound predicates (They both loved to learn and wanted to help others.)</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>Most vocabulary words familiar to children</td>
</tr>
<tr>
<td></td>
<td>Some content specific words that refer to disabilities: deaf, blind</td>
</tr>
<tr>
<td>Words</td>
<td>Verbs with inflected endings (helped, wanted)</td>
</tr>
<tr>
<td></td>
<td>Some simple compound words (everyone, anything)</td>
</tr>
<tr>
<td></td>
<td>A few multisyllable words (illness, silence, together)</td>
</tr>
<tr>
<td>Illustrations</td>
<td>Black and white, historical photographs on every page</td>
</tr>
<tr>
<td></td>
<td>A simple, color chart with historical significance</td>
</tr>
<tr>
<td>Book and Print Features</td>
<td>Nine pages of text with graphics on every page</td>
</tr>
<tr>
<td></td>
<td>Captions and labels reinforce content.</td>
</tr>
<tr>
<td></td>
<td>Chart illustrating hand motions used in signing</td>
</tr>
</tbody>
</table>

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Build Background
Talk with children about sign language. Build interest by asking questions such as the following: Have you ever seen someone who could not hear use their hands to make letters and words? What does using this special kind of language help them to do? Explain that this book tells the life story of a very special teacher, Anne Sullivan, who learned to talk with her hands. Have children point to the title of the book and the photograph of Anne Sullivan. Help children identify different letters on the chart next to the photograph. Point out that children will learn more about this chart as they read the book.

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

Pages 2–3: Explain that this book is about a special teacher and her special student: Anne Sullivan and Helen Keller. Explain that some of the pictures in the book have labels to name things.

Suggested language: Anne Sullivan was a teacher and friend to a very special person named Helen Keller. You can see Helen and Anne in the photo on pages 2 and 3. The labels in this picture say: Helen, Anne, and Friends. What else can you tell about these two women from this picture?

Page 4: Turn to page 4. When Anne Sullivan was very young, she had a serious illness. Because of this sickness, she couldn’t see very well.

Page 7: Direct children’s attention to the chart. It shows the hand motions for different letters of the alphabet. Help children identify some letters and corresponding hand motions on the chart. Because Anne was so curious about everything around her, she went to a special school where she learned to talk with her hands. People who couldn’t hear or see would touch her hand as she talked.

Page 9: Point out the photo of Anne Sullivan and her student Helen Keller. Helen Keller was deaf and blind. She could neither hear or see. Anne became Helen’s teacher and taught her words by having her feel and copy the motion of her hand.

Now turn back to the beginning of the book and read to find out more about the lives of Anne Sullivan and her student Helen Keller.

Target Vocabulary

- behavior – way of acting
- curious – interested in learning or finding out things, p. 7
- darkness – without light
- illness – sickness, p. 4
- imitated – copied something
- knowledge – information about something
- motion – an action or movement, p. 9
- silence – a lack of sound, p. 9
Read
As the children read, observe them carefully. Guide them as needed, using language that supports their problem solving ability.

Remind children to use the Summarize Strategy and to stop to tell important ideas and events as they read.

Discuss and Revisit the Text
Personal Response
Invite children to share their personal responses to the book.
Suggested language: What are the most interesting things you learned about the lives of Anne Sullivan and Helen Keller?

Ways of Thinking
As you discuss the text, help children understand these points:

<table>
<thead>
<tr>
<th>Thinking Within the Text</th>
<th>Thinking Beyond the Text</th>
<th>Thinking About the Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>• When Anne Sullivan was very young, an illness made it hard for her to see.</td>
<td>• Education and determination to learn help you to achieve your personal goal.</td>
<td>• Photographs help readers learn more about a book.</td>
</tr>
<tr>
<td>• Anne Sullivan learned to talk with her hands by making hand motions for letters.</td>
<td>• Good friends help each other to learn and grow.</td>
<td>• Charts can help readers to better understand information.</td>
</tr>
<tr>
<td>• Anne Sullivan taught Helen Keller words by asking her to copy her hand motions.</td>
<td>• People can overcome their disabilities and help to change the world.</td>
<td>• The author wrote this biography in chronological order so that readers can follow the events in Anne Sullivan's life clearly.</td>
</tr>
<tr>
<td>• Later Anne and Helen worked to make the world a better place.</td>
<td></td>
<td>• The author’s attitude toward her subject is that Anne Sullivan was an extraordinary human being.</td>
</tr>
</tbody>
</table>


Choices for Further Support
• Fluency Invite children to choose a page from the text to read aloud in small groups. Remind them to pause after commas and periods.
• Comprehension Based on your observations of the children’s reading and discussion, revisit parts of the text to clarify or extend comprehension. Remind children 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. Remind children that longer words are often formed from two shorter words. Understanding the meaning of the smaller words can help readers figure out the meaning of the longer word. Guide children to identify the words that make up the compounds anything (p. 8) and everyone (p. 10).
Writing about Reading

Critical Thinking
Have children complete the Critical Thinking questions on BLM 14.7.

Responding
Have children complete the activities at the back of the book. Use the instruction below as needed to reinforce or extend understanding of the comprehension skill.

Target Comprehension Skill
Main Ideas and Details Remind children that they should think about the main ideas and details in a book as they read. The main ideas are what a book is mostly about. Details give readers more information about the main ideas. Model the skill, using a “Think Aloud” like the one below:

Think Aloud

On page 8 the author tells readers that Anne had a plan. That is the main idea of this page. Then the author describes Anne’s plan: to go to school and learn to read. These details give readers more information about Anne’s plan.

Practice the Skill
Have children identify a main idea and detail about either Anne Sullivan or Helen Keller from another page in the book.

Writing Prompt: Thinking Beyond the Text
Have children write a response to the prompt on page 6. Remind them that when they think beyond the text, they use what they know and their own experience to think about the information in the book.

Assessment Prompts
• Which words on page 8 help readers understand the meaning of the word blind?
• What is the author’s purpose for writing this book?
English Language Development

Reading Support Pair English-speaking and English language learners so that they can check their understanding about what they have learned about Anne Sullivan and Helen Keller.

Vocabulary Point out the similarity between the English word *silence* (page 9) and the Spanish word *silencio*. Help children make up a sentence using silence.

Oral Language Development

Check children’s comprehension, using a dialogue that best matches their English proficiency level. **Speaker 1** is the teacher, **Speaker 2** is the child.

<table>
<thead>
<tr>
<th>Beginning/Early Intermediate</th>
<th>Intermediate</th>
<th>Early Advanced/ Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Speaker 1</strong>: Who do you see on the cover of the book?</td>
<td><strong>Speaker 1</strong>: Why did people think that Helen Keller could not learn?</td>
<td><strong>Speaker 1</strong>: Why do you think Helen and Anne remained close friends</td>
</tr>
<tr>
<td><strong>Speaker 2</strong>: Anne Sullivan</td>
<td><strong>Speaker 2</strong>: She was deaf and blind.</td>
<td><strong>Speaker 2</strong>: Anne had helped Helen learn when she was a young girl.</td>
</tr>
<tr>
<td><strong>Speaker 1</strong>: How did Anne Sullivan talk to people who could not hear or see?</td>
<td><strong>Speaker 1</strong>: How did Helen Keller’s life change after Anne Sullivan became her teacher?</td>
<td><strong>Speaker 2</strong>: Helen learned words and how to speak.</td>
</tr>
<tr>
<td><strong>Speaker 2</strong>: with her hands</td>
<td><strong>Speaker 2</strong>: Helen learned words and how to speak.</td>
<td></td>
</tr>
<tr>
<td><strong>Speaker 1</strong>: Who was Anne Sullivan’s student and friend?</td>
<td><strong>Speaker 2</strong>: Helen learned words and how to speak.</td>
<td></td>
</tr>
<tr>
<td><strong>Speaker 2</strong>: Helen Keller</td>
<td></td>
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</tbody>
</table>

Responding

**Main Ideas and Details**
Anne Sullivan and Helen Keller were friends. Copy the chart and add details that tell why Anne Sullivan and Helen Keller were friends.

Main idea: Anne and Helen were friends. 
Detail: They both enjoyed learning. 
Detail: ?

**Write About It**

Text to Text: What other biography do you think people should read? Write a few sentences explaining what it is and persuading other people to read it.

Think About It

Read and answer the questions.

1. How did Anne teach Helen words?
   Anne asked Helen to feel her hands as she signed words.

2. What did Anne learn in school?
   She learned to read. Then she learned to talk with her hands.

3. Why did people think Helen Keller could not learn?
   Possible response: Anne had a hard life when she was younger, but doctors helped her. She knew how important it is to help other people.

Making Connections: Doctors helped Anne, and she helped Helen. Anne and Helen went on to help others. What is one thing you would like to do to make life better for others?

Write your answer in your Reader’s Notebook.
Thinking Beyond the Text

Write a paragraph answering the following question:

On page 10, the author writes the following sentence: *After Helen grew up, she and Anne did great things together.* Think about what you learned about the friendship between Helen Keller and Anne Sullivan. Why do you think they worked together to help other people? Use facts from the book in your answer.

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________________________________________________________________________
Think About It

Read and answer the questions.

1. How did Anne teach Helen words?

________________________________________________________________________

2. What did Anne learn in school?

________________________________________________________________________

________________________________________________________________________

3. Why do you think Anne Sullivan wanted to help other people?

________________________________________________________________________

________________________________________________________________________

Making Connections  Doctors helped Anne, and she helped Helen. Anne and Helen went on to help others. What is one thing you would like to do to make life better for others?

Write your answer in your Reader's Notebook.
### Anne Sullivan • LEVEL J

#### Lesson 14

**Behavior Code Error**

<table>
<thead>
<tr>
<th>Behavior</th>
<th>Code</th>
<th>Error</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read word correctly</td>
<td>✓ cat</td>
<td>0</td>
</tr>
<tr>
<td>Repeated word, sentence, or phrase</td>
<td>® cat</td>
<td>0</td>
</tr>
<tr>
<td>Omission</td>
<td>cat</td>
<td>1</td>
</tr>
</tbody>
</table>

**Selection Text**

6

Anne wanted to go to school and learn to read.

7

Anne was curious. She went to a school for blind people. She learned to talk with her hands to people who could not hear or see. They touched her hands as she talked.

8

Helen Keller could not hear or see. She was deaf and blind. Most people thought she could not learn anything.

**Comments:**

**Accuracy Rate**

\[
\text{Accuracy Rate} = \left( \frac{\# \text{ words read correctly}}{63} \right) \times 100
\]

**Self-Correction Rate**

\[
\text{Self-Correction Rate} = \left( \frac{\# \text{ errors} + \# \text{ Self-Corrections}}{\# \text{ Self-Corrections}} \right)
\]

**Behavior**

<table>
<thead>
<tr>
<th>Behavior</th>
<th>Code</th>
<th>Error</th>
</tr>
</thead>
<tbody>
<tr>
<td>Substitution</td>
<td>cut cat</td>
<td>1</td>
</tr>
<tr>
<td>Self-correction</td>
<td>cut cat</td>
<td>0</td>
</tr>
<tr>
<td>Insertion</td>
<td>the cat</td>
<td>1</td>
</tr>
<tr>
<td>Word told</td>
<td>® cat</td>
<td>1</td>
</tr>
</tbody>
</table>

**Lesson 14: Anne Sullivan**

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