

Week of May 26th- May 28th

Hello families,

I hope all is well. This week in the packet there will be the leveled reader for your student to read. Once this is read, please complete the Venn Diagram in response to the leveled reader. On the Venn Diagram, your student will compare and contrast what was in the leveled reader.

The reading menu can be completed with either a personal book that is being read, or through a book on Epic. The class Epic code is ych1028.

There will be a MAZE reading passage. Your child will read through this and choose the word that makes the most sense within the sentence.

There will be a vocabulary crossword page for your student to complete.

During the phone check in call I will be discussing with your student the question that they chose for the reading menu from week 6. In addition, I will also ask to check in about the math and how the lessons went through Khan Academy. We will also talk about the assignments on Vocabulary Spelling City.

For feedback for week 7, I will need a picture of the Venn Diagram and the MAZE passage. That can either be before our check in call so that I can help go over any questions or it can be after, as long as it is turned in by Sunday the 31st. It can be sent to me through DOJO or through email at jschwartz@vernoniak12.org.

Packet will have:

- Leveled reader
- Reading Menu
- Venn Diagram
- MAZE Passage
- Vocabulary Crossword Puzzle
- Physical Education Activity Log

Keep reading, practice math fact fluency with the flashcards or moby max, ask questions, and remember to keep your heads up and hands washed! Have a wonderful three day week!

Sincerely,

Mrs. Schwartz

Helen Keller's *Lifelong Friend*

by Stephanie Sigue



HOUGHTON MIFFLIN HARCOURT

Helen Keller's Lifelong Friend



by **Stephanie Sigue**



HOUGHTON MIFFLIN HARCOURT
School Publishers

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Helen's Early Years

When Helen Keller was born, she was a beautiful, normal baby. There was no reason for her family to believe that she would be any different than any other girl born in 1880.


 But when Helen was 19 months old, she became extremely sick. She **suffered** a high fever. The doctors tried to help her. When Helen finally recovered, she seemed fine. However, her parents soon realized that there had been a huge change.



 **Helen Keller's illness changed her life.**

 Helen's illness had left her both deaf and blind. Her mother discovered this when Helen didn't respond to people around her.

By age six, Helen was acting like a wild animal. She threw tantrums. She **charged** into people, screaming nonstop. She tore things up. She ate with her hands and took food from everyone's plate.

 Although her parents showed her **affection**, Helen left them **exhausted**. Relatives suggested that the Kellers send Helen to live at a place for other children like her.

Even though Helen was difficult and headstrong, it was clear that she was bright. She used her other senses to identify people and things. Helen's parents searched the country to find a doctor who could cure her. However, they found out that her blindness and deafness could not be reversed.



Help finally came from an unusual source: Alexander Graham Bell, the inventor of the telephone. He suggested that Mr. and Mrs. Keller write to the Perkins Institution in Boston, Massachusetts. There, a young woman, deaf and blind like Helen, had been educated successfully.

Helen's mother wrote to the school's director. He advised the Kellers to hire a young woman, Annie Sullivan, to become Helen's tutor.





Helen Keller (left)
with her tutor,
Annie Sullivan.


Alexander Graham Bell

Alexander Graham Bell was interested in education for the deaf because both his mother and wife were deaf. He invented techniques of teaching speech to people who were deaf.

Annie Sullivan *Meets Helen*


 Annie met Helen in 1887, just before Helen's seventh birthday. Within a short time, Annie and Helen formed a special **bond** and would become **inseparable**. They would go everywhere together until Annie's death, almost 50 years later.


 Because Annie had poor eyesight herself, she may have understood Helen better than others. From the beginning, Annie recognized Helen's intelligence. She developed a method of teaching Helen words. She would "spell" a word in Helen's hand using a type of sign language. Then she would have Helen touch the object. Even though Helen learned to spell many words, she didn't understand what they meant.

 Helen's family thought some of Annie's methods were harsh, and they often treated her as an **intruder**. But Annie saw how Helen terrorized her family. She convinced Helen's father to let them live in a cottage on the family's property.







 Even when Helen became an adult, Annie (right) remained an important friend and teacher.

 Annie moved Helen to the small **enclosure**, where she was completely separate from everyone else. Although Helen continued to learn quickly, she still didn't understand words and their meanings. One day, Annie held Helen's hand under a water spout and spelled the word *water*. Suddenly, Helen understood that *w-a-t-e-r* and the liquid coming from the spout were the same.

Beyond Alabama

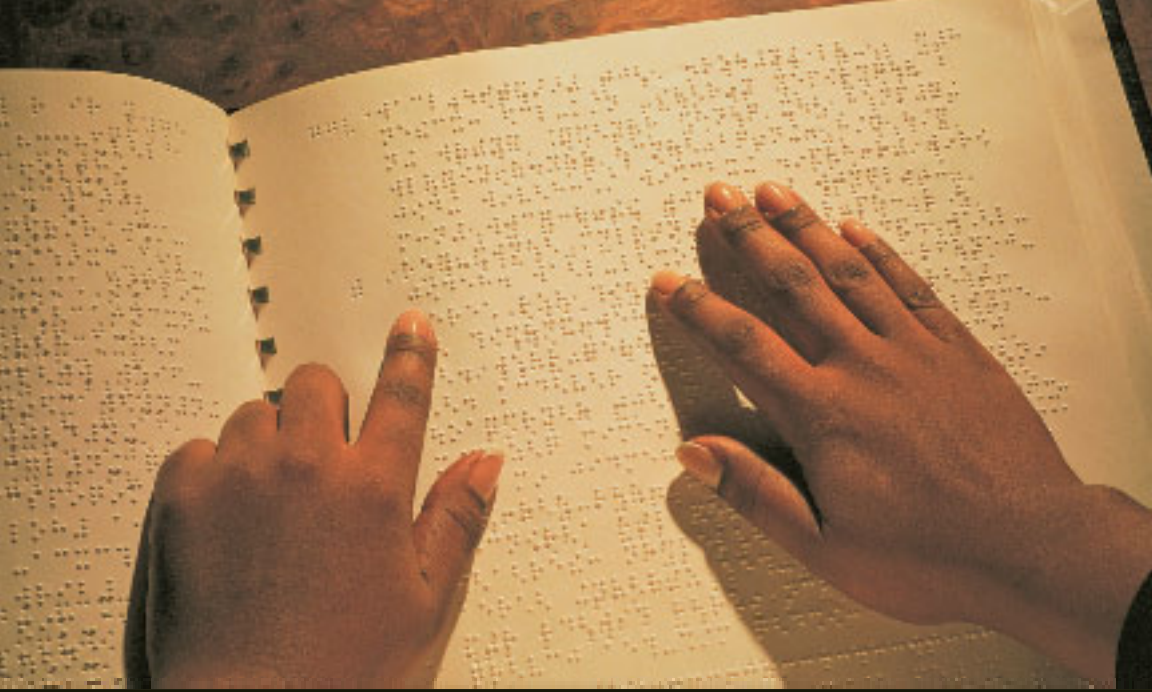
In 1888, Annie and Helen left Alabama. On Helen's first trip away, she and Annie traveled to Boston to meet the students at the Perkins Institution. Helen and Annie spent the next two years at Perkins.


 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.


 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.


Perkins Institution

The Perkins Institution, now known as the Perkins School for the Blind, was founded in 1832 by Dr. John Fisher. It is still in operation today in Watertown, Massachusetts. The library at Perkins houses more than 50,000 recorded books and magazines and 16,000 Braille books!



 Braille is a system of writing that uses raised dots as symbols for letters. Blind people touch the dots to read the page.

 Now Helen was eager for a “real” education. She wanted to go to school, but no school would take a student who was deaf *and* blind. Annie learned of a new school in New York City whose aim was to teach deaf students to speak.


 In some ways, while in New York, Helen was like any other student as she attended school, went on field trips, and explored the city. But in other ways, her life was very different. Because Helen was a celebrity, she met many wealthy and famous New Yorkers.



Helen was the first deaf and blind person to earn a college degree.


Off to College


With Annie's encouragement, Helen's education continued. In 1900, she was accepted to Radcliffe College. She was the first deaf and blind person ever to enroll in a college. The class work was extremely difficult. Annie coached and tutored Helen every step of the way. In 1904, Helen graduated.

 After graduation, one of Helen's plans was to inform the public about the lives of blind and deaf people and the challenges they face. She began a series of essays that described how she used her senses to understand what was going on around her.

Helen's Causes

Until this time, people didn't know how deaf and blind people felt. Helen's essays made them more aware. In one essay, she wrote about how she could identify a person's age from the vibrations of the person's footsteps. As Helen grew more famous, people from all over the world asked her for help. Helen decided to become a public speaker for the blind.

 Annie rarely left Helen's side. She was Helen's voice coach and helped her prepare her speeches. Together, they went on lecture tours. When Helen gave a speech, Annie would give a short introduction, and then Helen would begin.

 **Helen Keller was determined to help other people.**



At their first speech, Helen was terrified, but she adapted quickly. Her audiences loved her. Helen said she used her speeches to encourage people, especially those with disabilities. Although Helen was the star, Annie was the **chief** figure behind the scenes.


Helen, with Annie's assistance, took up other causes. In New York, she began to write about the divide between the rich and the poor. She wrote about the immigrants and their challenges. Also, she was against segregation, or separation of blacks and whites. She became involved in women's suffrage, which was the movement for women's right to vote.


Many women worked hard for women's rights. In 1920, women were finally given the right to vote.



Helen and Annie's *Last Years*

Over the years, Helen's writings had been Annie and Helen's means of support. Helen also became a spokesperson for the American Foundation for the Blind. This organization provided information, books, and education for people who were blind.


 Although many of Helen's views were considered radical, or extreme, they helped draw attention to the foundation. The two women crisscrossed the country (and later Europe) on fundraising trips, giving speeches and visiting schools for the deaf and blind. Helen even spoke to Congress in support of a bill to provide public libraries for the blind.

 It was during this time that Annie became seriously ill. She died in 1936, at 70 years old. Annie Sullivan, whom Helen had always called "Teacher," had been Helen's **companion** since Helen was six years old.



Helen's Later Years

After Annie's death, Helen continued to travel. During World War II, she visited blind, deaf, and wounded soldiers in hospitals. Afterward, she continued to be an important voice for people with disabilities. Helen Keller's life story became a successful Broadway play, *The Miracle Worker*.

 Annie Sullivan was more than Helen Keller's teacher. She unlocked Helen's silent and dark world by helping her communicate. She also remained a life-long companion. Annie taught Helen so much and, by doing so, helped Helen teach the world even more.

Important Dates

- **1880**—Helen is born.
- **1887**—Annie Sullivan begins teaching Helen.
- **1888**—Helen and Annie leave for Perkins.
- **1904**—Helen is the first deaf-blind person to graduate from college.
- **1924**—Helen becomes a fundraiser for the American Foundation for the Blind.
- **1936**—Annie Sullivan dies at age 70.
- **1940–1960s**—Helen travels the world, helping people with disabilities.
- **1968**—Helen Keller dies at age 87.

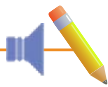
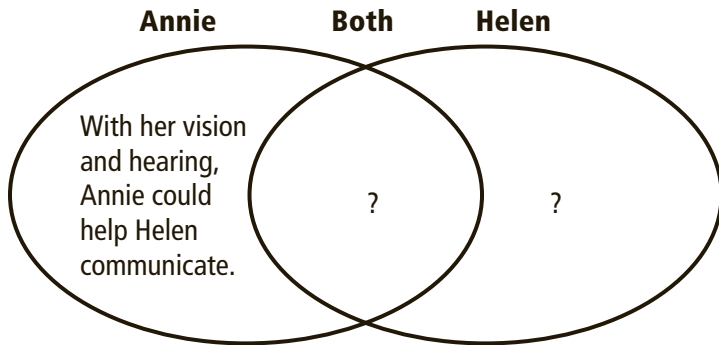
Responding



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.



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.



TARGET VOCABULARY

affection

bond

charged

chief

companion

enclosure

exhausted

inseparable

intruder

suffered



TARGET SKILL

Compare and Contrast Examine how details or ideas are alike or different.



TARGET STRATEGY

Analyze/Evaluate Think carefully about the text and form an opinion about it.



GENRE Narrative Nonfiction gives factual information by telling a true story.

Level: S

DRA: 40

Genre:

Narrative Nonfiction

Strategy:

Analyze/Evaluate

Skill:

Compare and Contrast

Word Count: 1,377

4.5.24

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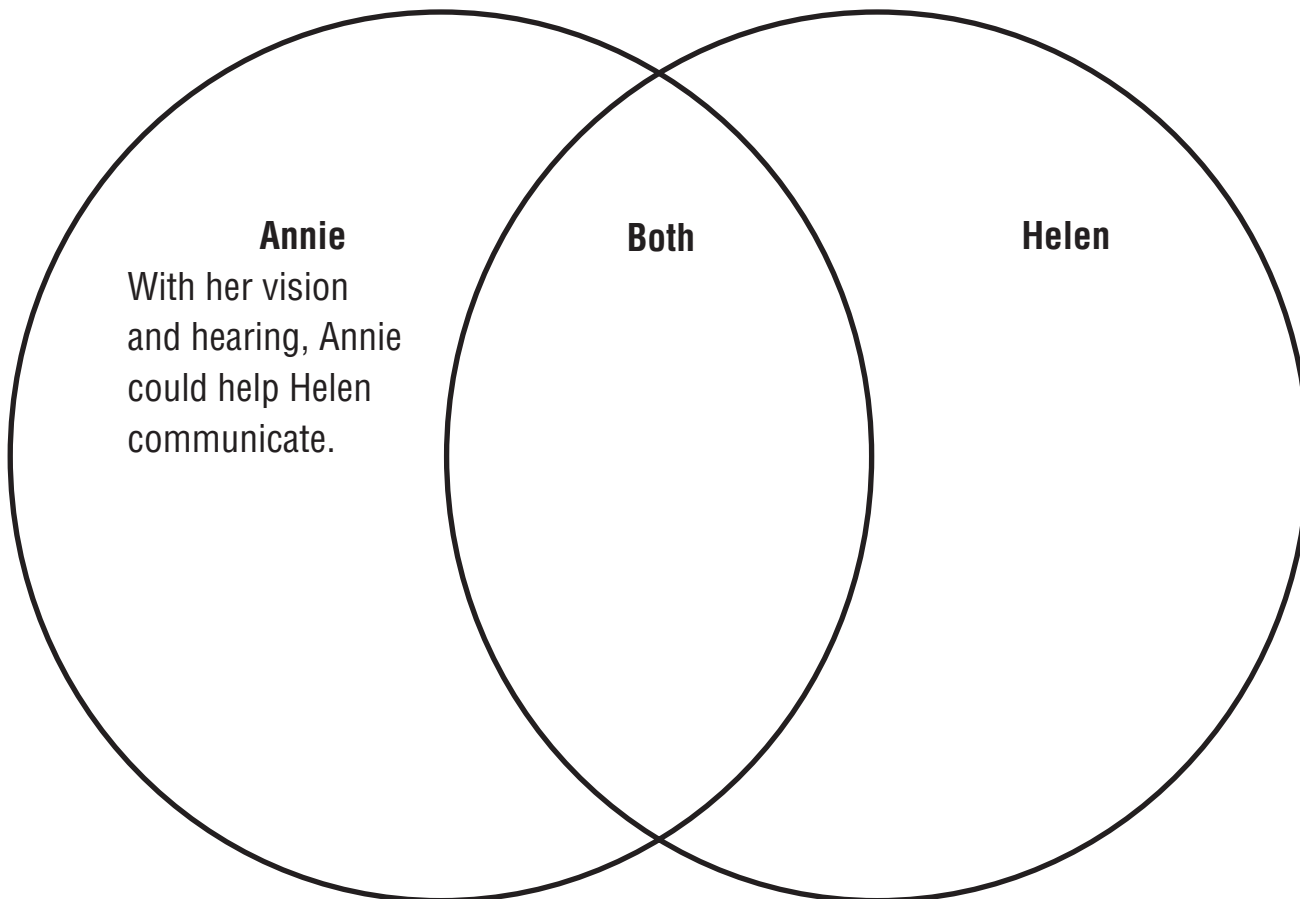
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Name _____ Date _____

Venn Diagram: _____

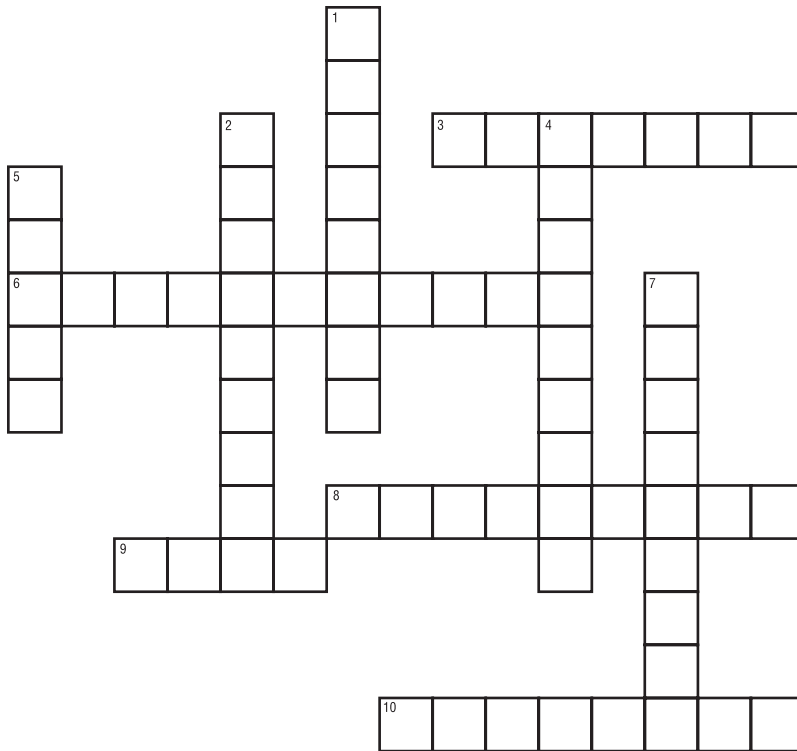
Title or Topic _____

Helen Keller's Lifelong Friend
Graphic Organizer 14



Target Vocabulary

Complete the Crossword Puzzle using the Target Vocabulary words and clues below.



Dangerous Waves Target Vocabulary

Vocabulary

intruder
chief
charged
companion
bond
inseparable
affection
enclosure
exhausted
suffered

Across

3. moved forward quickly
6. not able to be taken apart
8. an area that is closed off
9. close relationship
10. someone who goes into a place where he or she does not belong

Down

1. felt pain
2. someone who goes with someone else
4. friendly feeling
5. most important
7. very tired

Name: _____

Practice 1

After playing in the dirt, Sam went

home
summer
was

 to wash her hands.

Practice 2

On her way home, she

chair
sleep
saw

 an ice cream truck.



C: _____

I: _____

AS: _____

The Clown College

At most schools, students get in trouble for clowning around. That is certainly not the case at

Clown College. For

making
thirty
teaching

 years, Clown College has been teaching future

clowns
could
no

 important skills

for a career in the

there
circus
way

. Can you imagine such a thing?

Has
Else
People

 actually go to school to learn

imagine
young
how

 to goof around correctly in size

became
fifty
professionals

 shoes!

To the people who run a

clown
circus
such

, this training is no joke. They

something
are
look

 to Clown College

when they want to

grow
years
hire

 professionals who can safely entertain a

is
crowd
fourteen

. The Clown College was

founded in the

clown's
career
late

 nineteen sixties. Its mission was simple. The

clowning
apply
founders

 wanted to create a

place where

moved
accepted
young

 people could go to learn the

can
schools
craft

 of clowning. They looked all over the

entertain
country
lucky

 for the best and brightest among those who

wanted
trouble
very

 to be clowns. They went from

where
city
boss

to city holding auditions. Every year,

turned
only
quitting

 thirty students were accepted into the

program
its
be

. The

competition didn't end there, though.

Car
Every
Only

 the very best of those thirty

would
experienced
began

 get to go on the

road with the

jobs
nineteen
circus

. For some unlucky students, all those

fact
pies
country

 in the face turned out

to example
be
road for nothing.

Education continued for the lucky
though
ran students who were chosen to go on the best
chosen
road. They

learned to walk on stilts and education
apply
turnover just the right amount of make-up. By the professional
sixties
end of their

training, they knew everything about just
clowning
say, from polka dots to miming. Many of the were
staying
students

believed they had found their dream job
people
actually. Where else, for example, would a boss
employees
expertly say,

“Today we're going to see how
nothing
amount many of you we can fit into this most
time
tiny car.”

As the trained clowns moved forward
get
pies with their careers, the people who ran
walk
today the circus

began to notice something. Learn
Turnover
More among employees started to go way down. Wanted
End
Instead of quitting,

clowns were actually staying with and mean
learned
enjoying their jobs. What did this mean for the circus? First
Found
Thing,

the longer people stayed with the circus, the more
create
city polished their skills became. Experienced clowns

continued
world
are better in most situations than clowns with less
dream
place experience. The second thing is perhaps

the mission
most
fit important. A clown's job is to make
didn't
would people laugh. Clearly, a clown who tiny
is
notice happy

has an easier time making the

audience
better
program

 laugh.

The number of professional clowns

case
thirty
continues

 to grow. In fact, there are over

fourteen
been
longer

hundred expertly trained clowns in the

knew
did
world

 today. All this is thanks to Clown College, which

provides
circus
crowd

 a place where students are encouraged to

joke
fifty
goof

 off.



READING MENU 27

After reading, choose 1 question and circle it. Questions 1-6 are best for fiction stories and questions 7-9 are best for nonfiction books. Record your answer to the question in complete sentences.



1. Which character from the story reminds you of a character from another story that you have read? Why?	2. Retell the three events that you think are the most important events in the story.	3. If you have not read the ending, how do you predict the problem will be solved?
4. What do you think the author wants you to learn from this story? Give evidence from the text.	5. What genre is the story that you are reading? How do you know?	6. Choose two characters from the story and explain their relationship. How do they feel about one another?
7. Write three questions that you can answer about your topic after reading. Include answers.	8. What text feature did you use while reading? How did it help you to better understand the text?	9. What part of the text was hard to understand? What strategies did you use to help you to comprehend?

SELF CHECK

- ☐ I answered the entire question that I chose.
- ☐ I wrote in complete sentences.
- ☐ I used evidence and examples from the text to support my answer.
- ☐ I edited my work to make sure that it makes sense.

Name: _____

Book Title: _____ Book Author: _____

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

	0	1	2
Completion	Question is not answered.	Question is partially answered.	Answer is complete.
Sentences	Answer is not in complete sentences.	Answer is in complete sentences.	Answer is in complete sentences and part of the question is used in the answer.
Thoughtfulness	Answer shows little effort or thought.	Answer shows limited thought.	Answer is thoughtful.
Text Evidence	Answer does not include text evidence.	Answer has limited use of text evidence.	Answer is supported with significant text evidence.
Editing	Answer has many errors.	Answer has some errors.	Answer has very few errors.

Week May 26th-28th

The physical activity log will allow you to record specific physical activities of your choosing throughout the week. The duration of these activities will count towards your weekly physical education minutes (30 minutes a day). Please use the physical activity log below or come up with one on your own. Write your activities and total minutes/hours every day. Examples of these activities can include biking, basketball, jumping on the trampoline, walks, runs, soccer, etc.

Physical Education Activity Log

[illegible]