Lesson 7
Close Reading

1st Read – Scratch the Surface
• get the gist of the text

2nd Read – Discover New Words
• highlight/underline any unfamiliar words
• use context clues to determine the meaning of the word
• write the definition on the text

3rd read – Dig a Little Deeper
• determine the main idea of each paragraph or section of the text
• write the main idea on a post-it

4th read – Analyze the Text
• teacher determines (identify theme, cause and effect, author’s purpose, etc.)
Louis Braille: Boy Inventor

A Tragic Accident

Louis Braille was born more than 200 years ago in a small French village. He was a bright, lively boy who loved to watch his father make saddles and harnesses in his shop. One day, when Louis was three years old, he picked up one of his father’s tools and accidentally poked himself in the eye. The wound became infected and spread to his other eye. By the time Louis was four, just as he was learning to make sketches and to write letters instead of scribbles, he was blind.

A Good Idea

At the time of Louis’s accident, most people believed that the blind could never learn to read. Louis’s parents did some research and discovered The Royal Institute for Blind Youth in Paris. When Louis enrolled in his new school, he found a few books that were written for the blind. The letters in the books were printed with extra heavy ink. To read, people ran their fingers across the text. People could feel the textures of the letters with their fingers. The books were very heavy, though, and it took a long time to read them. After reading every book in the Institute’s library, Louis began to imagine ways to make better books.

Easy Reading

One day, Louis heard about a code made of dots and dashes punched in paper that the army used. The codes helped soldiers read instructions without lighting a fire that might attract the enemy. Raised dots and dashes made the books lighter and easier to read, but not enough for Louis. He set about inventing a system using only dots, to make reading even easier. When Louis began poking dots in paper with a knitting needle to illustrate his ideas, he noticed that thin paper, such as tracing paper, was too thin to be used on both sides. By the age of fifteen, Louis had invented a six-dot system that took little space and could be read more quickly.

The Braille System

When Louis introduced his invention at his school, none of the teachers would use it. Gradually, news of Louis’s invention spread among the blind community. Fifteen years after Louis died, his invention was used in almost every country. Today his invention is called Braille in his honor.
Lesson 7 Vocabulary
What Do Illustrators Do?

Part of Speech

1. ______ imagine - to form a mental picture or idea

2. ______ tools - a device, such as a hammer or an ax, that is specially made or shaped to help a person do work

3. ______ illustrate - to add photographs, drawings, diagrams, or maps that explain or decorate books or magazines

4. ______ scribbles - careless writing or drawing

5. ______ sketches - a rough drawing or outline

6. ______ tracing - use to copy

7. ______ research - careful study of a subject or problem

8. ______ textures - the look or feel of a surface

Vocabulary in Context

> Study each Context Card.
> Discuss one picture. Use a different Vocabulary word from the one on the card.

1. **imagine**
   Some artists paint real things. Other artists paint things that they **imagine**.

2. **tools**
   Artists use **tools** such as brushes, pencils, and markers to make art.

3. **illustrate**
   This artist has started to **illustrate**, or draw, pictures for a storybook.

4. **scribbles**
   Most children make messy **scribbles** before they learn to draw well.

5. **sketches**
   Artists often make **sketches**, or rough drawings, before they begin to paint.

6. **tracing**
   Using see-through tracing paper lets you make an exact copy of something.

7. **research**
   Sometimes artists **research** to do research and find out what things look like.

8. **textures**
   Paper can have different **textures**. It can look and feel smooth or rough.

Talk About the Writer's Words

Verbs are words that name actions. Work with a partner. Find the Vocabulary words that are verbs. What are your clues? Use the verbs in new sentences.
Write Words with Three-Letter Clusters

Read each question and choose an answer from the box. Write the word.

| screwdriver | springtime | strongest |
| throne      | scrubbing  | unscramble |
| sprinkler   | thrilling  | streetlight |

1. What do you call the person who can lift the heaviest load? ____________________

2. What lights the neighborhood on nights when there is no moon in the sky? ________________

3. How would it feel to have an audience stand and applaud for you? ________________

4. When do most trees grow new leaves? ________________

5. What helps grass grow when there is no rain? ________________

6. What is kept in a toolbox and can help put things together? ________________

7. What is the best way to get dirty hands clean? ________________

8. What is a queen's chair called? ________________

9. How can you make a word from a set of mixed-up letters? ________________
Synonyms

An Interview with an Illustrator

Young Artist: Did you always know that you wanted to illustrate children's books?

Katy Black: When I was young, I dreamed about being an artist. I thought of myself as a painter. I imagined that my artwork would end up on people’s walls, though, instead of in the pages of a book.

Young Artist: Has any of your artwork ever appeared outside of a book?

Katy Black: Yes, I have had a couple of art shows. These exhibits were a lot of fun. My favorite show was when I had done some very large paintings of single objects. So, people were buying paintings of enormous flowers or fruit. Another time I challenged myself to only use thin lines in my paintings. It was difficult to stick to only skinny lines, but the finished art was very interesting, I thought.

Young Artist: What do you think it takes to be an artist?

Katy Black: What makes an artist is an ability to see things in a slightly different way. Art is all about communicating how artists view the world.

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<tr>
<th>Word</th>
<th>Synonym</th>
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## Synonyms

<table>
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<th>sketch</th>
<th>large</th>
<th>see</th>
<th>enormous</th>
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<tbody>
<tr>
<td>view</td>
<td>show</td>
<td>illustrate</td>
<td>exhibit</td>
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<td>polite</td>
<td>pleasant</td>
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Read each word below. Write the two synonyms from above that have almost the same meaning as the word.

1. display

2. huge

3. nice

4. observe

5. draw

Choose one set of synonyms. Write a sentence or two for each word to show the difference in the shades of meaning.

6. ____________________________

______________________________

______________________________

______________________________

______________________________

______________________________
What Do Illustrators Do? Analyze the Text Text and Graphic Features

T-Map: Text and Graphic Features

<table>
<thead>
<tr>
<th>Text or Graphic Feature</th>
<th>Purpose</th>
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What Do Illustrators Do?

A Comic Book Guide to Illustrated Books

Now that you know what illustrators do, you can write about it in your own comic. Use examples from the text to help explain how an illustrated book is made.

Create a comic using the cat and the dog that watched as the illustrations were created.

Draw and write what illustrators do. Use details from page 246 for Step 1 and page 247 for Step 2.
Read page 251. What do illustrators do to help them draw faces? Use what you learned to have the dog tell the cat two details from page 251 about drawing faces.

How Illustrators Draw Faces

Read page 258. In this comic, draw the cat talking about what she learned from the cover of Jacqueline & the Magic Bean. What does this cover tell you about the story?

Jacqueline & the Magic Bean
Cumulative Review

Write words from the box to complete each paragraph.

threw     scratched     strong
screen    through     described
stretched screamed     strange

Ray couldn’t find the key to his house. He ________ his head
and tried to remember where he had seen it last. He went to the school
office and ________ his lost key chain. The clerk looked
_______ the Lost and Found box and found the key chain.

Ray was grateful that someone had turned in his key!

***

Emily shivered as she looked out the window into the dark, foggy night.
Suddenly she heard a ________ noise coming from the back yard!
She tiptoed to the back of the house and pushed open the ________
door. She heard someone pound on the house and say, “Boo!” Emily
___________. Then her brother stepped into the light and they both
laughed.

***

There was once a troll so mean and so tough that no one in the village
was ________ enough to fight him. The villagers ________
out a huge net on the ground and hid next to their houses. When the troll
came to town and stepped onto the net, the people wrapped him up, carried
him out of town, and ___________ him into a big mud puddle. The
troll never came back!
VOCABULARY . FOR WHAT DO ILLUSTRATORS DO?

Name ______________ Date __________

Write the vocabulary word that matches the definition

1. ____________ the look or feel of a surface

2. ____________ used to copy, or trace lines

3. ____________ to form a mental picture or idea of

4. ____________ a device that is specially made or shaped to help a person do work

5. ____________ to add photographs, drawings, diagrams, or maps that explain or decorate books or magazines

6. ____________ careless writing or drawing

7. ____________ a rough drawing or outline

8. ____________ careful study of a subject or problem

tracing sketches tools imagine

scribbles illustrate research texture
Put the vocabulary words in alphabetical order.

tracing  sketches  tools  imagine

scribbles  illustrate  research  texture

1. 
2. 
3. 
4. 
5. 
6. 
7. 
8. 