

# Lesson

# 7

# Close Reading

## **1<sup>st</sup> Read – Scratch the Surface**

- get the gist of the text

## **2<sup>nd</sup> 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

## **3<sup>rd</sup> 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

## **4<sup>th</sup> 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

## Lesson 7



### Q LANGUAGE DETECTIVE

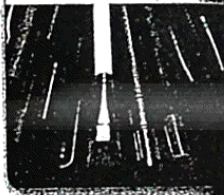
**Talk About the Writer's Words**  
Verbs are words that name actions. Work with a partner. Find the Vocabulary words that are verbs. What are your clues? Use the verbs in new sentences.

## Vocabulary in Context

**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.



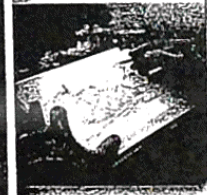
**3 illustrate**  
This artist has started to **illustrate**, or draw, pictures for a storybook.



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



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



**6 research**  
Sometimes artists need to do **research** to find out what things look like.



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



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



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



# Write Words with Three-Letter Clusters

**What Do Illustrators Do?**Phonics: Three-Letter Clusters  
(scr, spr, str, thr)

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.

Word	Synonym

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

# Synonyms

## What Do Illustrators Do?

Vocabulary Strategies:  
 Synonyms

sketch	large	see	enormous
view	show	illustrate	exhibit
polite	pleasant		

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

Text or Graphic Feature	Purpose



**What Do  
Illustrators Do?**  
Independent Reading

# 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.**

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Step 1

Step 2

**What Do  
Illustrators Do?**  
Independent Reading

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.



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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?



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Jacqueline & the Magic Bean

# Cumulative Review

**What Do Illustrators Do?**Phonics:  
Cumulative Review

Write words from the box to complete each paragraph.

threw  
screen  
stretchedscratched  
through  
screamedstrong  
described  
strange

Ray couldn't find the key to his house. He \_\_\_\_\_<sup>1</sup> his head and tried to remember where he had seen it last. He went to the school office and \_\_\_\_\_<sup>2</sup> his lost key chain. The clerk looked \_\_\_\_\_<sup>3</sup> the Lost and Found box and found the key chain. Ray was grateful that someone had turned in his key!

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Emily shivered as she looked out the window into the dark, foggy night. Suddenly she heard a \_\_\_\_\_<sup>4</sup> noise coming from the back yard! She tiptoed to the back of the house and pushed open the \_\_\_\_\_<sup>5</sup> door. She heard someone pound on the house and say, "Boo!" Emily \_\_\_\_\_<sup>6</sup>. Then her brother stepped into the light and they both laughed.

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There was once a troll so mean and so tough that no one in the village was \_\_\_\_\_<sup>7</sup> enough to fight him. The villagers \_\_\_\_\_<sup>8</sup> 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 \_\_\_\_\_<sup>9</sup> 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

Name: \_\_\_\_\_

Put the vocabulary words in alphabetical order.

tracing      sketches      tools      imagine

scribbles      illustrate      research      texture

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_