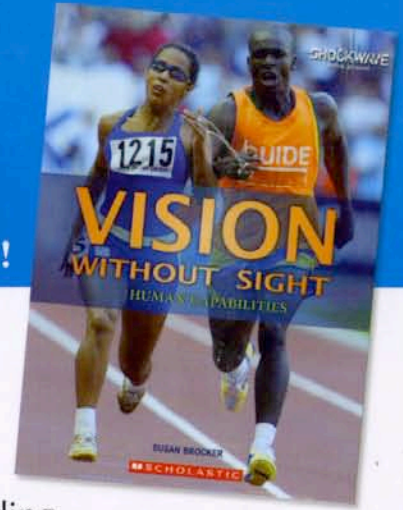


Teacher Notes

Jolt your students into content-area reading success!



Synopsis

Vision Without Sight explains some of the ways in which people who are blind function in the “seeing” world, and traces the development of technology to assist the blind. The book features some of the outstanding achievements of visually impaired people throughout the ages.

Vocabulary Development

Prior to reading the book, read and discuss the high-powered words on page 4. Help students understand the pronunciation guide.

The high-powered words for this book are:

Braille, cataract, cornea, retina, vision, visual cortex, visually impaired

Social Studies Standard

Individual Development and Identity

Learning Outcomes

Students will be able to:

1. explain the basics of how the eye works.
2. recall some technological innovations related to sight.
3. compare the treatment of visually impaired people in the past and the present.

Before Reading – Get on the Wavelength

- Have students read and discuss the title.

Ask: *How is it possible to have vision without sight?*

Discuss the different meanings of the word *vision*.

Invite students to read and respond to the questions on the back cover.

Ask: *What do you think it would be like to be blind? Is sight the most important sense to you? Why or why not?*

- Have students read the entries on the Contents page and discuss some of the questions they think the book will answer. Provide time for students to browse through the book. Suggest they find and read all the Shockers.

SHOCKER

Cataracts are the leading cause of blindness in developing countries. Though cataracts are easily treatable, many people in these countries can't afford the simple operation.

Develop Reading Strategies

Monitor the reading behaviors of individual students.

Encourage students to think about their own reading behaviors and the strategies they use when they encounter difficulties. Use opportunities to help the students employ a combination of semantic, syntactic, and graphophonic cues to anticipate text and check predictions. Encourage them to reread text to confirm knowledge and gain further information.

Discuss the five icons on the cover flap. These icons are designed to help the students find out more about the topic, the different ways information may be presented, and how to develop the skills necessary to be a successful reader.



Pages	Guiding the Reading	Text and Visual Features	Observation and Assessment
6–7	Have students read these pages and discuss their understanding of the term <i>visually impaired</i> .	Invite students to solve the Braille message, and then write one of their own.	Are students able to explain the meaning of <i>visually impaired</i> ?
8–9	Ask: <i>How do the eyes and brain work together to help us see?</i> Have students respond, read these pages, and discuss how we are able to see.	Help students view and interpret the diagrams on these pages. Discuss the functions of rods and cones.	Are students able to explain the basics of how the eyes function, in allowing us to see. (Learning Outcome 1)
10–13	Say: <i>Read pages 10–13 and find out about the development of Braille.</i> Have students discuss why this development was so important.	Discuss the sequence of events highlighted in the Quick Recap . Ask: <i>What might be the next step?</i>	Do students display an understanding of the importance of the development of Braille?

Pages	Guiding the Reading	Text and Visual Features	Observation and Assessment
14–17	Invite students to read these pages and discuss the technological innovations made to help the visually impaired.	Discuss other examples of the use of the prefix <i>extra-</i> , highlighted in the Word Stunner on page 16.	Can students recall and discuss some technological innovations having to do with sight. (Learning Outcome 2)
18–21	Ask: <i>How is it possible to see without sight?</i> Have students read these pages and discuss what they find out.	Highlight the Heads-Up on page 19. Discuss how making connections helps with understanding.	Are students able to explain how people are able to “see” without sight?
22–23	Have students read these pages and comment on the artistic ability of these visually impaired people.	Talk about the way the designer has featured the abilities of these artists.	Are students able to comment appropriately on the abilities of the featured people?
24–27	Say: <i>Read pages 24–27 and find out what sports are open to the visually impaired.</i> Have students discuss what they have learned.	Discuss the Shocker on page 25. Ask: <i>What else might be done to help these children?</i>	Are students able to recall and discuss a range of sports open to the visually impaired?
28–29	Have students read and discuss these pages. Ask: <i>How is society’s treatment of the visually impaired different now than in the past?</i>	Have students discuss the use of the problem/solution format featured in the Quick Recap .	Are students able to compare the past and present treatment of the visually impaired? (Learning Outcome 3)
30–31	Have students read these pages and discuss the responsibilities of pharmaceutical companies.	Invite interested students to consult the featured Web site.	Do students display an understanding of the main arguments?

Provide time for the students to reread the book on their own or with a partner.

Aftershocks

Fluency

- Some students have difficulty keeping track of the meaning of a sentence if it is long or complex. Write the following sentence from page 10 on the board or chart paper. Demonstrate how to rewrite it as three simple sentences.

Nevertheless, there have been many intrepid people who overcame the obstacles of their blindness to achieve great things and leave their mark on history.

- *Many intrepid people overcame the obstacles of their blindness.*
 - *They achieved great things.*
 - *They left their mark on history.*
- Have students read and discuss the information contained in each separate sentence. Then help students practice reading the original sentence. Choose further examples and work in a similar way.

Comprehension

Discuss generalizations and supporting statements. Challenge students to find at least two supporting statements in the book for each of these generalizations.

1. *Life for the blind was worse in the past.*
2. *Visually impaired people can use other senses to compensate.*
3. *Visually impaired people can still enjoy sports.*

Vocabulary and Language

As a group, in pairs, or individually, have students write as many compound words related to sight as they can think of – for example: *lookout, insight, eyesore, overlook, oversight*, and so on.

Writing

Have students write like/don't like statements about each of the five senses. For example:

I like listening to _____.

I don't like listening to _____.