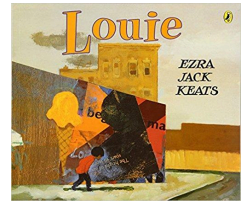


Unit 1: How We Learn in Our School Communities



WEEK 3 Day 1

Text Talk

Louie

Read 1 of 2

Big Ideas	We all learn. We can learn different things, in different ways, for different reasons. Communities can include and support all learners.
Weekly Question	How do we make sure that each member of our community can do their best learning?
Content Objective	Using key details, I can describe what I learn about a character based on illustrations and text. (R.4.2, R.11.2.a, R.11.2.b)
Language Objective	I can recount details from the text. (SL.2.2.a)
SEL Objective	I can recognize the learning styles of a unique learner. (Social Awareness)
Vocabulary	appear: to suddenly be seen continue: to keep going disappear: to cause something to not be seen anymore explain: to talk about clearly so someone else understands introduce: to make known a new person or thing moment: a short period of time sight: the ability to see suddenly: happening quickly
Materials and Preparation	<ul style="list-style-type: none">• <i>Louie</i>, Ezra Jack Keats Pre-mark the pages in the book. Page 1 begins, “Susie and Roberto were...”• Louie sheet, one for each child• pencils

Text Talk U1 W3 D1

	<ul style="list-style-type: none"> whiteboards, clipboards, or other writing surfaces <p>On the whiteboard, write:</p> <p>What have we learned about Louie? How might he like to play and learn?</p> <p>Children will work in partners to complete the Louie sheet. Identify partners ahead of time.</p>
Opening 1 minute	<p>Introduce the purpose for reading.</p> <p><i>Today we will read Louie, written and illustrated by Ezra Jack Keats. When we read, we will identify key details in the words and illustrations that depict Louie's character. We will consider what this might indicate about him as a learner.</i></p> <p>Describe the reading response activity.</p> <p><i>We will stop several times as we read so you can complete this paper together with your partner. This will be a little bit like taking a Note Break, but you'll be thinking with a partner. Arrange yourselves so that you are sitting next to your partners. You'll each have your own sheet, but you can put both your names on them so we remember who worked together.</i></p> <p>Distribute Louie sheets, pencils, and writing surfaces.</p>
Text and Discussion 27 minutes page 2	<p><i>As I read now, you'll write notes in the left hand column of your sheet.</i></p> <p>Read the column heading. Then read the text, pausing as outlined below to discuss children's ideas, gauge comprehension, and allow time to write. Encourage children to find information in both the illustrations and the text. Provide time for children to make quick notes (words and phrases) on the left hand side of their Louie sheets.</p> <p><i>What do we learn about Louie?</i> [Louie may not speak much to other children.] <i>Jot down a note on your sheet.</i></p>
page 5	<p>Check for understanding, drawing children's attention to the words and illustrations.</p> <p><i>Turn and talk to your partner. What is happening in the words and illustrations? What does this tell us about Louie? How might he like to play and learn?</i> [Louie is very interested in Gussie; He might like using puppets or pretending in order to play and learn; Louie may not understand that audience members should listen and not talk out loud during a puppet show.]</p> <p>Allow children time to make notes.</p>

page 15	<i>What have we learned about how Louie talks? [Louie does not speak much. He seems to listen more.] Make a note on your sheet.</i>
page 18	Invite children to share their observations about the illustration and what this might communicate about Louie. [Louie's body appears hunched over and this tells me that he might feel lonely; Louie is small in a big city and this tells me that he might feel small.]
page 23	<i>Turn and talk to your partner. What is happening here? What does that tell us about Louie? [Louie might be having dreams about Gussie because he really likes that puppet; Louie might have a lot of dreams like this; Maybe this is the way Louie thinks about things.] Jot a note on your sheet.</i>
page 31	<i>What do you notice on this page? What do you think is going on here? [There are no words on this page. The way that Louie runs to Gussie makes me think that he's excited about the surprise.]</i>
Key Discussion 10 minutes	<p>Provide time for children to stop, look at their papers, and share their ideas with the whole group.</p> <p><i>What have we learned about Louie? How might he like to play and learn?</i></p> <p><i>What do you think can help Louie do his best learning? Turn and talk, and write your ideas on the right hand side of your sheet, under this question: What supports can help Louie do his best learning?</i></p> <p>After partners talk and write, discuss this question with the whole group. Then allow time for children to add additional notes to their sheets with their partners, informed by the group discussion.</p>
Closing 1 minute	<i>Today we identified what we know about Louie by looking closely at the text and illustrations. Then, we thought about how he could do his best learning. That might help you think about yourselves and your classmates as learners, too.</i>
Weekly Question Chart 1 minute	<p>Introduce the Weekly Question Chart.</p> <p><i>Throughout this week, we will be asking and answering this question: How do we make sure that each member of our community can do their best learning? We can record our ideas here.</i></p> <p><i>Today we considered how Louie likes to learn and play. He likes to play with puppets and not so much through talking. Let's add this to our chart: People play and learn in different ways..</i></p>

	<i>We can add more to our chart during the week.</i>
Standards	<p>R.4.2: Ask and answer questions about who, what, when, where, how, and why.</p> <p>R.11.2.a: Use illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p>R.11.2.b: Compare and contrast two or more versions of the same story presented in diverse forms</p> <p>SL.2.2.a: Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p>
Ongoing assessment	<p>Pay attention to children’s contributions to the discussion.</p> <p>Do children recount and describe what they learn about Louie based on illustrations and text?</p> <p>Gather children’s work and note any trends regarding what children understand about the story as well as what they think will help Louie do his best learning (the right-hand column).</p>

Notes
