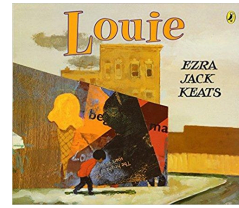


## Unit 1: How We Learn in Our School Communities

### WEEK 3 Day 2



### Text Talk

#### *Louie*

Read 2 of 2

<b>Big Ideas</b>	We all learn. We can learn different things, in different ways, for different reasons. Communities can include and support all learners.
<b>Weekly Question</b>	How do we make sure that each member of our community can do their best learning?
<b>Content Objectives</b>	I can use dialogue to understand the main character. (RL.9.2.a)
<b>Language Objective</b>	I can talk with my classmates about key points of dialogue and how they help me understand Louie as a learner. (SL.1.2)
<b>Vocabulary</b>	<b>appear:</b> to suddenly be seen <b>continue:</b> to keep going <b>disappear:</b> to cause something to not be seen anymore <b>explain:</b> to talk about clearly so someone else understands <b>introduce:</b> to make known a new person or thing <b>moment:</b> a short period of time <b>peek:</b> to look at quickly, perhaps from a secret place <b>sight:</b> the ability to see <b>slip:</b> to pass through <b>stage:</b> a place for performers, often raised off the floor <b>stare:</b> to look at something very seriously <b>suddenly:</b> happening quickly <b>thought:</b> to have an idea inside one's own head

Text Talk U1 W3 D2

<b>Materials and Preparation</b>	<p>Plan to have children work with the same partners as in the previous lesson.</p> <ul style="list-style-type: none"> <li>• <i>Louie</i>, Ezra Jack Keats</li> <li>• <i>Louie</i> Dialogue Excerpt sheets, one for each pair of children</li> <li>• writing and drawing tools</li> <li>• whiteboards, clipboards, or other writing surfaces</li> </ul> <p>On the whiteboard write:</p> <p>Based on details in the dialogue, what supports might help Louie do his best learning?</p>
<b>Opening</b> 1 minute	<p>Set the purpose for reading.</p> <p><i>Today we'll read to identify important <b>dialogue</b>—times when characters talk—to determine support that might help Louie do his best learning.</i></p>
<b>Text and Discussion</b> 18 minutes  page 5	<p>Read the full text through. Pause as indicated to define vocabulary words and to initiate discussions about dialogue and what dialogue reveals about Louie as a learner.</p> <p>Define vocabulary.</p> <p><b>Introduce</b> <i>is what you do when you want someone to meet someone else. The mouse wants everyone to meet Gussie.</i></p>
page 9	<p>Stop to discuss children's thoughts about what Louie says.</p> <p><i>How does Louie respond to Gussie?</i></p>
page 12	<p>Read the page, and then reread the dialogue.</p> <p><i>What is happening now? How does Susie react to Louie? What does she say? Turn and talk to a partner.</i></p>
page 15	<p>Define vocabulary.</p> <p><i>Roberto explains to Louie that Gussie is tired. <b>Explain</b> means to tell someone carefully so that the other person understands.</i></p> <p><i>Turn and talk to a partner. What is happening now? How does Louie feel about Gussie? Does this give you any ideas about Louie as a learner?</i></p>
page 23	<p>Check for understanding.</p> <p><i>What is happening? Think for a moment, and then turn and talk to your partner. What do we learn about Louie?</i></p>

	Read to the end of the story.
<b>Key Activity</b> 20 minutes	<p>Introduce and distribute the <i>Louie</i> Dialogue Excerpt sheets.</p> <p><i>Now you will work with a partner to read excerpts of dialogue in Louie, underline and describe the key details that help us learn about Louie, and identify supports that might help Louie do his best learning.</i></p> <p>Echo read each section of key dialogue in the left hand column. Respond to any questions about the task.</p> <p>After children work for fifteen minutes, bring them back to the whole group. Ask two or three pairs to share what they identified in one section of dialogue and what that reveals about learning supports Louie might benefit from.</p>
<b>Closing</b> 1 minute	<i>Today, we read to identify important dialogue that helps us describe supports that might help Louie do his best learning.</i>
<b>Standards</b>	<p><b>R.9.2.a:</b> Acknowledge differences in the points of view of characters.</p> <p><b>SL.1.2:</b> Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p>
<b>Ongoing assessment</b>	Listen in on children's conversations during the Turn and Talks and as they work together on the sheets. Review children's annotations and writing. Note how children identify key details in dialogue and what they reveal about Louie.

<b>Notes</b>
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