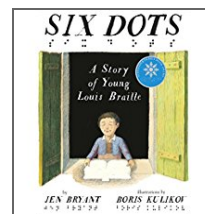


## Unit 1: How We Learn in Our School Communities

### WEEK 7 Day 1



#### Text Talk

#### *Six Dots: A Story of Young Louis Braille*, pages 1-18

Read 1 of 4

<b>Big Ideas</b>	<p>We all learn. We can learn different things, in different ways, for different reasons.</p> <p>Communities can include and support all learners.</p>
<b>Weekly Question</b>	How can I contribute to my school community?
<b>Content Objectives</b>	<p>I can explain how Louis Braille learns best by gathering key details and identifying his reactions to major events in his life. (R.4.2, R.6.2.a)</p> <p>I can explain the characteristics that make up a country, including the leaders and their impact on the community. (2.T4.2)</p> <p>I can explain that people are a resource, too, and that the knowledge and skills they gain through school and work make possible innovations that benefit others in our society. (2.T5.3)</p>
<b>Language Objective</b>	I can explain my thinking about the text to my classmates. (SL.2.2.a)
<b>SEL Objective</b>	I can communicate clearly and listen actively during discussions with my peers. (Relationship Skills)
<b>Vocabulary</b>	<p><b>awl</b>: a sharp tool used to make holes in leather or wood</p> <p><b>braille</b>: a form of writing with raised dots, allowing the blind to read</p> <p><b>command</b>: to say with authority, to order</p> <p><b>curious</b>: interested, wondering</p> <p><b>drape</b>: to hang or cover with fabric</p> <p><b>echo</b>: a sound that is heard again</p>

Text Talk U1 W7 D1



<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>• <i>Six Dots: A Story of Young Louis Braille</i>, Jen Bryant Pre-mark page numbers in the text so that page 1 begins, “On the day I was born...” Note that the correct pronunciation of Louis, in French, is “Louie.”</li> <li>• Text Talk notebooks</li> <li>• writing tools</li> <li>• Writing Station Response: <i>Six Dots: A Story of Young Louis Braille</i>, 1 copy for teacher On the whiteboard, write the Writing Station prompt.</li> <li>• chart paper and markers Prepare the Weekly Question Chart with the question, How can I contribute to my school community?</li> </ul>
<b>Opening</b> 3 minutes	<p>Introduce the book. Draw children’s attention to the front cover. <i>Today we will read a book titled Six Dots: A Story of Young Louis Braille. This book is a biography, the story of someone’s life. You might notice that the child on the cover has his eyes closed. This book is about someone who is blind. What other book that we have read together does this remind you of?</i></p> <p>Access children’s background knowledge. <b>Braille</b> is a way of writing that allows people who cannot see to read. Put your finger on your nose if you have heard of braille before. This book is about someone named Louis Braille. How do you think he might be connected to using braille to read?</p>
<b>Text and Discussion</b> 24 minutes  Page 8	<p>Distribute Text Talk notebooks and writing tools.</p> <p>Read the book through page 18, pausing briefly on the indicated pages to explore vocabulary words, provoke discussion, and/or invite children to write in their Text Talk notebooks.</p> <p><i>Louis has just lost his sight. Turn and talk. What has happened in Louis Braille’s life so far? What important details can you point to? [“I grew strong and healthy... ‘and clever, too...’”; “...what I loved most was to watch Papa work”; Papa warned him not to touch the awl, but he did; he got infections in both eyes and became blind; he uses his other senses to make sense of the world (“training my ears to do what my eyes could not”).]</i></p> <p><i>What can we gather about Louis as a learner? Write your ideas in your Text Talk notebooks.</i></p> <p>Invite a few children to share their ideas.</p>
page 10	<i>What else did Louis learn to do? Why did he learn to do these</i>



	<p><i>things?</i> [He counts his steps; whistles; uses his sense of touch; all to learn about the world around him and keep him safe.]</p> <p>Gather a few ideas from children.</p>
page 14	<p>Think Aloud.</p> <p><i>Louis is from the small town of Coupvray, France. The Royal School for the Blind is in Paris, the capital of France. We can imagine that it is really hard for his family to allow their son to leave their small town and move to Paris, a big city, but Louis seems very eager to go to this specialized school for the blind.</i></p> <p><i>Louis does not want to be 'poor Louis Braille.' What does that tell us about how Louis views himself as a learner? Talk with your partner, then write an idea in your Text Talk notebooks.</i></p>
page 18	<p><i>What are some ways Louis Braille learned at the Royal School for the Blind?</i></p> <p>Highlight evidence from the text as children share responses.</p>
<b>Key Discussion</b> 15 minutes	<p>Provide some time for children to reread their notes.</p> <p><i>Take a moment to read your notes and think about your ideas. Then write about this question:</i></p> <p><i>Why does Louis Braille want to read? What details from the biography support your thinking?</i></p> <p>Give children a minute to write.</p> <p>Think, Pair, Share</p> <p><i>Why does Louis Braille want to learn to read? Remember to share at least one detail from the text to support your thinking.</i></p> <p>Gather children back as a group, and invite a few to share ideas from their partner conversations.</p> <p><i>Do you agree with Louis Braille? Does reading help us learn?</i></p> <p>Introduce the Writing Station.</p> <p><i>In Text Talk today, we learned about how the Royal School for the Blind provided different ways for Louis Braille to learn. Since he was unable to see, he learned through music, movement, touch, and sound. This week at the Writing Station, you will draw and write about the ways you learn things.</i></p> <p>Show the Writing Station Response sheet.</p> <p><i>This is the sheet you will use, with the prompt at the top. Let's read the prompt together and answer any questions you might have.</i></p>



	Invite children to chorally read the prompt. Discuss children's questions as a group.
<b>Closing</b> 1 minute	<i>Today during Text Talk, we started reading a new biography, Six Dots: A Story of Young Louis Braille. We read to find details that tell us about events in Louis Braille's life and how he learned. Tomorrow, we will finish the book and learn how Louis Braille responds to a challenge.</i>
<b>Weekly Question Chart</b> 2 minutes	Introduce the Weekly Question Chart. <i>Throughout this week, we will be asking and answering the question: How can I contribute to my school community? Are there any connections you would like to record based on today's reading and discussion?</i>  <i>We will add more to our chart during the week.</i>
<b>Standards</b>	<b>R.4.2</b> Ask and answer questions about who, what, when, where, how, and why. <b>R.6.2.a</b> Describe how characters in a story respond to major events and challenges. <b>SL.2.2.a</b> Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. <b>SEL.</b> Relationship Skills
<b>Ongoing assessment</b>	During the lesson, listen in on children's partner and whole group conversations. Do children communicate clearly and listen actively? Review children's notes. In both discussion and writing, note how children use key details from the text to support their thinking about how Louis Braille reacts to the major events in his life. Do children cite text details about Louis Braille's reactions? Do children make connections to their own experiences as learners? Take notes during or after the session.

<b>Notes</b>
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