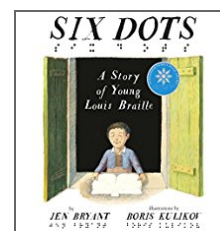


Unit 1: How We Learn in Our School Communities

WEEK 7 Day 2



Text Talk

Six Dots: A Story of Young Louis Braille, pages 19-29

Read 2 of 4

Big Ideas	<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>
Weekly Question	How can I contribute to my school community?
Content Objectives	<p>I can gather key details to explain how Louis Braille learns best and to identify how he responds 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>
Language Objective	I can explain my thinking about the text to my classmates. (SL.2.2.a)
SEL Objective	I can communicate clearly and listen actively during discussions with my peers. (Relationship Skills)
Vocabulary	<p>brilliant: very smart</p> <p>code: a special way of communicating, typically an easier way</p> <p>command: to say with authority, to order</p> <p>complicated: something that is tricky and difficult</p> <p>invent: to design something new</p> <p>improve: to make something better</p> <p>* simplify: to make something easier, less complicated</p>

Text Talk U1 W7 D2

Materials and Preparation	<ul style="list-style-type: none"> • <i>Six Dots: A Story of Young Louis Braille</i>, Jen Bryant • Text Talk notebooks • writing tools <p>On the whiteboard, write:</p> <p>First I thought _____, but now I think _____ because _____.</p>
Opening 3 minutes	<p>Revisit the previous day's reading.</p> <p><i>Today we will continue reading Six Dots: A Story of Young Louis Braille. What did we learn about Louis Braille yesterday?</i></p> <p>Harvest several responses, turning to specific pages to support children's recall.</p> <p><i>One thing we learned is that Louis is concerned that he will not learn very much by reading because the letters are so large on each page. Today we are going to finish the story and see how Louis responds to and tries to solve this problem.</i></p>
Text and Discussion 20 minutes page 23	<p>Distribute Text Talk notebooks and writing tools. Begin reading on page 19.</p> <p><i>Turn and talk. How does Louis feel about the opportunity to read by dots? How do you know? What details from the text support your thinking?</i></p> <p>After children talk with a partner, have them write a note in their Text Talk notebooks.</p>
page 26	<p><i>Turn and talk. What information have we learned about how Louis learns best? What evidence do you have to support your thinking?</i></p> <p>As children share ideas in the whole group, highlight Louis' inventiveness, perseverance, and desire to contribute to others.</p>
page 29	<p><i>What do we know about Louis now, at the end of his story? What kind of learner is he? Talk with your partner, and then write one idea in your Text Talk notebooks.</i></p>
Key Discussion or Activity 16 minutes	<p><i>We learned about Louis as a learner as we looked at important events in the story. How did your thinking about Louis change as we read the story?</i></p> <p><i>Take a minute to reread your notes from today. Then share your ideas with your partner.</i></p> <p>Refer children to the sentence frame on the whiteboard, "First I thought _____, but now I think _____ because _____."</p> <p>Give children a minute to reread their notes from this lesson.</p>

	<p>After children have talked with partners, join pairs into groups of four and have children continue their discussions. Circulate with the book to support children's reference to specific places in the text where Louis' character is revealed through significant events.</p> <p>Revisit the weekly Weekly Question as needed.</p>
Closing 1 minute	<p><i>Today we read the rest of the biography Six Dots: A Story of Young Louis Braille. We identified details from the text that describe Louis as a learner and how he reacted to major events in his life.</i></p> <p><i>Tomorrow, we will read the book again and think about the structure of the story and understand the most important events from the beginning to the end.</i></p>
Standards	<p>R.4.2 Ask and answer questions about who, what, when, where, how, and why.</p> <p>R.6.2.a Describe how characters in a story respond to major events and challenges.</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> <p>SEL. Relationship Skills</p>
Ongoing assessment	<p>During the lesson, listen in on children's partner, small group, and whole group conversations.</p> <p>Do children communicate clearly and listen actively?</p> <p>After the lesson, review children's notes from this session.</p> <p>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.</p> <p>Do children cite text details about Louis Braille's reactions?</p> <p>Do children make connections to their own experiences as learners?</p> <p>Take notes during or after the session.</p>

Notes
