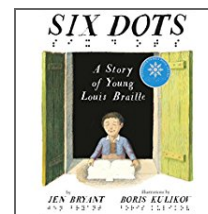


Unit 1: How We Learn in Our School Communities

WEEK 7 Day 3



Text Talk

Six Dots: A Story of Young Louis Braille

Read 3 of 4

Big Idea	Communities can include and support all learners.
Weekly Question	How can I contribute to my school community?
Content Objective	I can use key details from the text to identify the structure of a story, including its problem and solution. (R.4.2, R.8.2.a)
Language Objective	I can use sentence frames to name the important parts of a story. (SL.2.2.a)
SEL Objective	I can collaborate with a partner by listening, speaking, and coming to a shared understanding. (Relationship Skills)
Vocabulary	<p>brilliant: very smart</p> <p>code: a system of communicating</p> <p>command: to say with authority, to order</p> <p>complicated: tricky and difficult</p> <p>invent: to design something new</p> <p>improve: to make something better</p> <p>plot: the main events in a story, in sequence</p> <p>* simplify: to make something easier, less complicated</p>
Materials and Preparation	<ul style="list-style-type: none"> • <i>Six Dots: A Story of Young Louis Braille</i>, Jen Bryant • Story Organizer sheet, copy for each pair of children and one for demonstration • clipboards, whiteboards or other writing surfaces, one for each pair of children • writing tools

Text Talk U1 W7 D3

	<ul style="list-style-type: none"> • world map and pushpin or other marker • chart paper, 2 sheets, and markers <p>On one sheet of chart paper, create a large format Story Organizer.</p> <ul style="list-style-type: none"> • POP! Answering Multiple Choice Questions, one half-sheet copy for each pair of children <p>On the other sheet of chart paper, write out the POP! Answering Multiple Choice Questions guidance for group reference. Save this chart for future reference.</p> <ul style="list-style-type: none"> • <i>Six Dots</i> Multiple Choice Questions, copy for each child <p>Pairs will work together to complete the Story Organizer. In forming pairings, consider children's writing levels, comprehension skills, and interpersonal dynamics.</p>
Opening 2 minutes	<p>Reintroduce the book.</p> <p><i>This week we have been reading Six Dots: A Story of Young Louis Braille and thinking about Louis Braille as a learner.</i></p> <p>Set a purpose for the lesson.</p> <p><i>Today when we read, we will think about the most important parts of the story. Successful readers are able to describe the structure of a story, including the beginning, middle and end. We call this the plot: the main events in a story, in order.</i></p> <p>Arrange children in pairs in the whole group meeting area. Remind them that sometimes they will turn to focus on each other, and sometimes they will turn to focus on the whole group.</p> <p>Distribute the Story Organizer sheets, writing tools, and writing surfaces. Introduce the Story Organizer.</p> <p><i>This paper will help us organize our thoughts about the structure of this story: characters, setting, problem, plot, and resolution. As we read, we will stop so you can fill each part on your organizers. Let's start by writing the title in the top space.</i></p> <p>As children write on their Story Organizers, taking turns with their partners, write the same information on the Story Organizer chart, as a model.</p>
Text and Discussion 20 minutes page 2	<p>Read the text, pausing on the indicated pages to discuss the story's structure. At each stopping point, pairs will discuss and record the story element in their organizers. As needed, bring the whole group together to model responses on the Story Organizer chart.</p> <p>Add the setting [Coupvray, France] to the Story Organizer.</p>

	<p><i>This story takes place in Coupvray, a city in France. Let's find it on the map [insert pushpin]. This country is in the continent of Europe.</i></p> <p>Identify the critical characters [Louis, Papa]. <i>The neighbors are also characters in the story. Let's think about how important they are to the sequence of the events. Are they critical to the story? Could the story go forward without them? Let's decide who are the most important characters and record those.</i></p> <p>Other characters can be added as the story continues. Help children distinguish those that are most important to the progression of the story.</p>
page 12	<p>Facilitate a whole group discussion to identify the central problem of the story.</p> <p><i>Here is the story's main problem. The problem is an important part of the plot because it is what the main character is trying to solve. What is the problem in the story? Turn and talk with your partner. [Louis wants to read and write by himself, and no one knows how to help him do this.]</i></p> <p>Invite children to record the problem on their Story Organizers. Record it on the chart, as well.</p> <p><i>As we keep reading, let's think about what are some ways that Louis Braille tries to resolve this problem. Those are important events in the plot.</i></p>
page 14	<p>Pause to add Paris, France as a second setting in the Story Organizer.</p>
page 16	<p><i>What is an important event at this point in the story? Turn and talk to your partner.</i></p> <p>Bring children back to the whole group, and elicit a few responses. Invite children to record the event. Record it on the chart.</p> <p><i>Why is this an important part of the plot?</i></p>
page 18	<p><i>What is an important event at this point in the story? Turn and talk to your partner.</i></p> <p>Bring children back to the whole group, and elicit a few responses. Invite children to record the event. Record it on the chart.</p> <p><i>We are recording only the most important events here. Like characters, some events are critical for moving the story forward and resolving the problem. Other events might be very interesting, but they are not critical. We know about this from writing personal recounts.</i></p> <p><i>Turn and talk: What is an event that is not critical to the story?</i></p>

page 23	<p>Add to the plot.</p> <p><i>What is an important event at this point in the story? Turn and talk to your partner.</i></p> <p>Bring children back to the whole group, and elicit a few responses. Invite children to record the event.</p> <p><i>Why is this an important part of the plot?</i></p>
page 29	<p>Discuss and record the resolution.</p> <p><i>What is the resolution? How does Louis solve his problem? Turn and talk to your partner.</i></p> <p>Bring children back to the whole group, and elicit a few responses. Invite children to record the resolution. Record it on the chart.</p> <p><i>Why is it helpful to think about the structure of the text?</i></p> <p>Return to the whole group and elicit a few ideas.</p> <p><i>Six Dots is a pretty long story. We used a story organizer to identify and record the most important events. Successful readers identify critical parts of the story to understand the story's structure from beginning to end.</i></p> <p>Have children set their Story Organizers aside.</p>
Key Discussion or Activity 17 minutes	<p>Show the POP! chart and distribute POP! Answering Multiple Choice Questions half sheets.</p> <p><i>Now you'll show your understanding by answering a multiple choice question and finding evidence to support your thinking. Multiple choice questions require us to follow certain steps to show our thinking accurately.</i></p> <p>Distribute the <i>Six Dots</i> Multiple Choice Questions to each child. Children can continue to share writing surfaces by taking turns and supporting each other to write.</p> <p><i>Put your thumb up if you have seen a question like this before.</i></p> <p>Review the POP! Multiple Choice Guidance. Chorally read the first step, Predict the best answer.</p> <p><i>First we read the question and understand what it is asking. Then, we think about what the best answer might be.</i></p> <p>Read the second step, Only one choice, and the related bullets.</p> <p><i>A multiple choice question has more than one possible answer, and we have to choose only the one we think is the best answer to the question.</i></p> <p>Read the third step, Prove it.</p> <p><i>"Prove it" means that we have to find evidence to support our thinking!</i></p> <p>Read the related bullets.</p> <p><i>We'll use this strategy for any multiple choice questions we come</i></p>

	<p><i>across.</i></p> <p>Refer to the sheet, and read the directions, working together through questions 1 and 2 as practice. Think aloud while modeling the process; read the excerpt and look at the illustration to help understand the text.</p> <p>After reading the excerpt, refer back to the POP! guidance. Read the question aloud, and then invite children to chorally read the question. Talk through the process of selecting an answer.</p> <p><i>I know I can cross off answer choice D because being five isn't the reason he couldn't see. What is another answer choice I can cross off?</i></p> <p>After eliminating three answer choices, circle the remaining answer. Confirm that it makes sense.</p> <p><i>Now let's reread the excerpt from the text to find evidence to best support our thinking.</i></p> <p>Reread the excerpt.</p> <p><i>What evidence from the text supports our thinking? Turn and talk.</i></p> <p>Underline "...<u>I was completely blind.</u>"</p> <p><i>I underlined this evidence to prove our thinking. We know that the answer is "C. He was blind," because in the text it says "I was completely blind." Let's use the evidence that I underlined to answer question two. We can write this evidence exactly as it is written in the text.</i></p> <p>Write "In the text Louis Braille says 'I was completely blind.' This evidence shows why he was unable to see."</p> <p>As needed, run through the POP! process again, asking <i>What did we do first? What did we do next?</i></p> <p><i>Now it's your turn! Turn your paper over. Work with your partner to read the directions, the excerpt from the text, and the questions. Then, answer questions 3 and 4. Remember to use POP!, our multiple choice strategy.</i></p> <p>Circulate as children work.</p>
Closing 1 minute	<p><i>Today during Text Talk, we mapped out the story structure of Six Dots: A Story of Young Louis Braille. We also practiced answering multiple choice questions and finding evidence to support our thinking. We are going to continue to practice this strategy as we reread the text tomorrow and think about the characters.</i></p>
Standards	R.4.2 Ask and answer questions about who, what, when, where, how, and

	<p>why.</p> <p>R.8.2.a Describe the overall structure of a text, including describing how the beginning introduces the story and the ending concludes the action.</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 turn and talks and whole group conversation. Note how the pairs function, and use this information to determine future working groups.</p> <p>Do children communicate clearly and listen actively?</p> <p>Do children collaborate effectively with their partner?</p> <p>Note how children are able to use key details from the text to support their thinking about important plot points.</p> <p>Do children's ability to identify which details are most important?</p> <p>Do children use the multiple choice strategy to find the strongest piece of evidence to support their thinking?</p> <p>Do children choose the best answer choice?</p> <p>Take notes during or after the session.</p>

<p>Notes</p>
