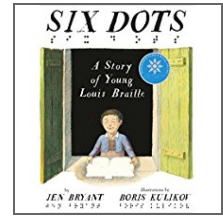


Unit 1: How We Learn in Our School Communities

WEEK 7 Day 4



Text Talk

Six Dots: A Story of Young Louis Braille

Read 4 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 details from the text to describe how characters influenced Louis Braille's development. (R.4.2, R.6.2.a)
Language Objective	I can cite the text to describe character traits and how other characters influenced them. (SL.2.2.a, L.6.2.a)
SEL Objective	I can make connections to how people in my life influence my own learning. (Self-Awareness, Social Awareness)
Vocabulary	cane: a tool, like a stick, that supports walking coop: a structure where chickens and other farm birds live echo: a sound that is heard again miller: a person who grinds grain into flour noble: belonging to a family with high status priest: a minister, someone who leads religious ceremonies straw: dried stems of grain plants, such as wheat or oats vineyard: a place where grapes are grown
Materials and Preparation	<ul style="list-style-type: none">chart paper, three pieces On one sheet of chart paper, make a general list of positive character traits, such as kind, confident, joyful, curious, energetic, caring, shy, courageous, honest, loving, persistent, creative, adventurous, serious, silly, friendly, respectful.

Text Talk U1 W7 D4

On the other two sheets, prepare the following charts.

Traits of Louis Braille	Evidence from the text

Characters who influence Louis		
Character	How does this character influence Louis?	What trait does this connect to?

- POP! Answering Multiple Choice Questions chart, from Day 3
- POP! Answering Multiple Choice Questions half-sheets, from Day 3
- *Six Dots: A Story of Young Louis Braille* excerpts, pages 9-13, one copy for each pair of children
- *Six Dots: Questions about Character* sheets, copy for each child
On a model copy of the sheet, pre-write personal responses to questions 3 and 4.
- clipboards, whiteboards or other writing surfaces, one for each pair of children
- writing tools

Opening
1 minute

Reintroduce the book and set the purpose for the lesson.

Previously, when we read Six Dots: A Story of Young Louis Braille by Jen Bryant, we talked a bit about the characters. We focused on characters who helped move the story along, and we identified two characters as especially important: the headmaster and Dr. Pignier.

There are some other characters who are important in how Louis learns and grows, even though we hear less about them in the story. We'll focus on them today, and think about how they influence Louis as a learner and the traits he develops.

Text Talk U1 W7 D4

	<p>Then we'll think about people who have influenced us. We'll look closely at just a few pages.</p>																					
<p>Text and Discussion 15 minutes pages 9-13</p>	<p>Before we begin reading, let's think about what we already know about Louis. How can we describe him? How do we know this about him?</p> <p>Collectively with the children, name Louis Braille's character traits, such as determined, persistent, inventive, wanting to learn, and musical. List these in the left column of the chart, "Traits of Louis Braille." For each trait named, encourage children to reference the text by asking, <i>How do we know this about Louis?</i></p> <p>Write responses on the right side of the chart, "Evidence."</p> <p>Let's see if we can identify people in his life who helped Louis develop in this way. We are going to read an excerpt from the text. Each time we meet a person who helps or influences Louis, put your finger on your nose.</p> <p>Begin reading on page 9. Pause as characters are introduced: <i>Turn and talk: how does this character support Louis' learning?</i></p> <p>Record children's ideas on the Characters who influence Louis chart. Some examples follow.</p> <table><tr><th colspan="3">Characters who influence Louis</th></tr><tr><th>Character</th><th>How does this character influence Louis?</th><th>What trait does this connect to?</th></tr><tr><td>Papa</td><td>made Louis a wooden cane that he used to tap and count the steps from one place to another</td><td>Louis is determined to be independent and figure things out on his own</td></tr><tr><td>Papa</td><td>made letters out of leather strips and nails to help Louis learn his alphabet</td><td>love of learning</td></tr><tr><td>brother</td><td>taught him to whistle and helped him understand that there were new ways to use his ears to understand the world</td><td>thinks creatively about problems he encounters</td></tr><tr><td>sisters</td><td>made a straw alphabet</td><td>love of reading and learning</td></tr><tr><td>Maman</td><td>played dominoes with Louis</td><td>eager to find ways to</td></tr></table>	Characters who influence Louis			Character	How does this character influence Louis?	What trait does this connect to?	Papa	made Louis a wooden cane that he used to tap and count the steps from one place to another	Louis is determined to be independent and figure things out on his own	Papa	made letters out of leather strips and nails to help Louis learn his alphabet	love of learning	brother	taught him to whistle and helped him understand that there were new ways to use his ears to understand the world	thinks creatively about problems he encounters	sisters	made a straw alphabet	love of reading and learning	Maman	played dominoes with Louis	eager to find ways to
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Key Discussion or Activity 23 minutes	<p>Refer to the POP! Answering Multiple Choice Questions chart. Review the strategy to answer multiple choice questions.</p> <p><i>You will answer another multiple choice question today. Let's review the process for answering multiple choice questions.</i></p> <p>Distribute the POP! half-sheets. Read through the POP! guidance together. Then, distribute the text excerpts.</p> <p>Distribute the <i>Six Dots: Questions about Character</i> sheets. Read the directions and questions 1 and 2 together. Provide children time to work in pairs to answer these two questions. Remind children about the importance of finding and underlining evidence in the text that supports their answer choice.</p> <p>Bring the group back together. Read the directions and question 3 together.</p> <p><i>Take a moment to think and write about who you are as a person. Do you share any of Louis' traits? Are you determined? Curious? Someone who thinks about problems in new ways? What other traits do you have?</i></p> <p>Give children time to write a few traits. Refer to the list of character traits.</p> <p><i>Turn and tell a partner the traits you identified about yourself.</i></p> <p>Turn back to the whole group, and ask some children to share their partner's identified traits. Emphasize and reinforce positive traits they name, even if they also describe struggles.</p> <p>Chorally read question 4.</p> <p><i>Who helps you learn and grow? Think of one person who has influenced you in some way to be the learner and person you are. Who is that person, and how does she or he influence who you are?</i></p>												

	<p><i>Here's an example about me:</i> Show and read the pre-written personal response to questions 3 and 4. <i>Now it's your turn. Before you write, you'll talk with two partners. We'll use the Inner-Outer Circle routine. Who helps you learn and grow, and how?</i></p> <p>Arrange children for the Inner-Outer Circle routine and remind them how it works (first used on Week 2, Day 5). After children have these conversations, provide quiet time to write about themselves on their key activity sheet. Children who do not finish this writing can continue at the Writing Station.</p>
Closing 1 minute	<p>Bring the group back together.</p> <p><i>Six Dots is a biography. In it, we learn about Louis Braille, events in his life, what he is like, and people in his life who influenced him.</i></p> <p><i>Today, we've also thought about people who have influenced us to become the people we are. We practiced answering multiple choice questions and remembered to go back to the text to find out evidence. We will continue to practice those skills as we move onto a new text tomorrow.</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>L.6.2.a Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy, that makes me happy).</p> <p>SEL. Self-Awareness, Social Awareness</p>
Ongoing assessment	<p>During the lesson, listen in on children's partner and whole group conversations.</p> <p>Do children use appropriate adjectives to describe Louis Braille's traits ?</p> <p>Do children accurately recount details from the read aloud?</p> <p>Note how children use key details from the text to support their thinking about character traits. Review children's writing.</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>What ideas do children communicate, in writing and/or drawing, about their traits and who influences them as learners?</p> <p>Take notes during or after the session.</p>
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Notes