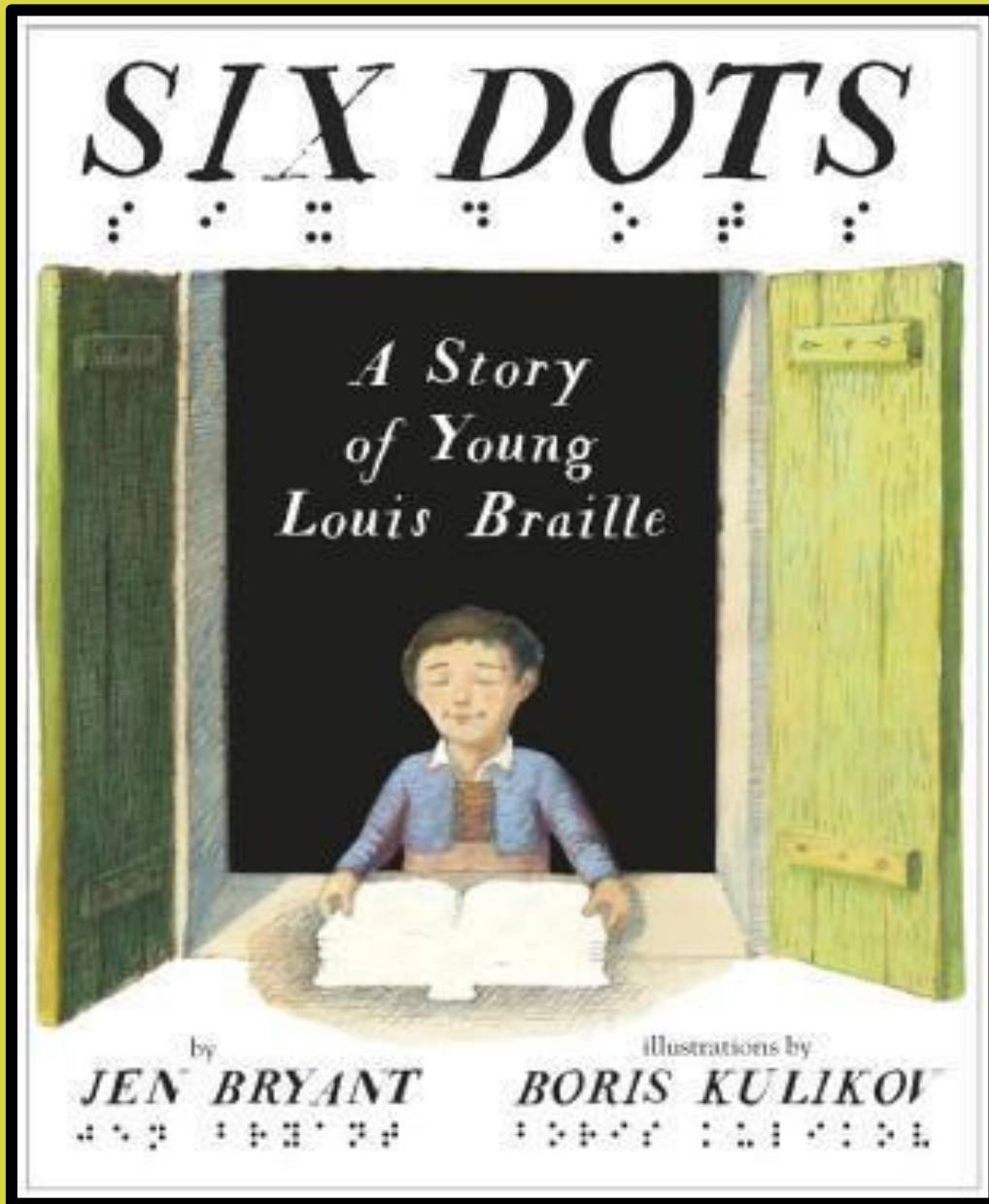


3rd & 4th Grades Lesson Plan
Live with Purpose
Hopes and Dreams



Wreaths Across America

Lesson Plan

Teacher:	Date:
Grades 3 rd & 4 th	Lesson: Live with Purpose-

<p>OBJECTIVES: CCSS.ELA-Literacy.RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. CCSS.ELA-Literacy.RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text. RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).</p>	<p>STRATEGIES:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Drawing/Coloring <input type="checkbox"/> Writing <input type="checkbox"/> Think/Pair/Share <input type="checkbox"/> Collaboration <input type="checkbox"/> Discussion Questions <input type="checkbox"/> Small Groups <input type="checkbox"/> Large Group
MATERIALS:	Computer/laptop; internet (with access to YouTube); Smart Board; copies of <i>Six Dots</i> Top Hat Graphic Organizer; copies of <i>Six Dots</i> Main Idea and Key Details; copies of <i>Six Dots</i> Character Traits Worksheet; copies of <i>Six Dots</i> Braille Reading and Writing Activity;
Engage: Hook the students	Think/Pair/Share Activity- Pair the students with a partner. Explain the T/P/S directions. The students will think of their answer, get with their partner, and share their answer. <u>T/P/S Question:</u> Have you ever faced an unexpected challenge where you have had to struggle and persist in order to succeed? What was the challenge? How did you move beyond it? Do you have any regrets?
Explore: Students make sense of a concept through observations.	Play the YouTube Read Aloud, <i>Six Dots A Story of Young Louis Braille</i> , Author-Jen Bryant, Illustrator-Boris Kulikov. https://youtu.be/p6jO5P_7Tw0?si=G89XByUAopdmfrr- Hand out <i>Six Dots</i> Top Hat Graphic Organizer. Allow students time to complete the assignment. Hand out <i>Six Dots</i> Main Idea and Key Details. Allow students time to complete the assignment. Hand out <i>Six Dots</i> Character Traits Worksheet. Allow students time to complete the assignment. Hand out <i>Six Dots</i> Braille Reading and Writing. Allow students time to complete the assignment.
Explain: Teacher introduces formal vocabulary and language to students.	challenge awl noble brilliant sharp waxy strict curious clever rough persistence regrets
Elaborate: Students apply what they have learned.	3 rd Students will ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers and describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. 4 th Students will refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. Determine a theme of a story, drama, or poem from details in the text; summarize the text. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
Evaluate: assessment.	Teachers will select which activities to use as formal/informal assessments.
Enrichment/Service-Learning Project	Dirty water leads to many infections caused by bacteria, viruses, or other microorganisms – which if not cared for properly, can cause permanent vision loss. .Encourage your school to participate in the Water for South Sudan Iron Giraffe Challenge. Information to register your school can be found here: https://www.waterforsouthsudan.org/iron-giraffe-challenge Print project completion certificates here .

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***Six Dots* Check for Understanding**

1. When Louis was born, what did the neighbors say about him?
2. Louis was born in Coupvray, France. How does the author let us know he was not born to English speaking parents?
3. What do we learn about Louis as a young child?
4. What did Louis's father do for a living?
5. How did Louis lose his eyesight?
6. How old was Louis when he lost his eyesight?
7. Why did Louis sit by the window after losing his vision?
8. How did Louis's family try to help him adjust?
9. Louis did not want people to feel sorry for him, what did he want to do?
10. How did the Marquise help Louis?
11. How did Louis's family respond when he received the letter accepting him to the Royal School for the Blind?
12. Why does Louis compare himself to the dog chained to tight?
13. Even though the conditions at the Royal School for the Blind were bad, Louis works hard to be one of the best students. Why does he need to be one of the best?

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14. Why was Louis disappointed when he finally got to read the first book?
15. Why do you think Louis dreamed about the dog?
16. What tools did the headmaster give Louis to practice writing the captain's code?
17. Why did Louis cringe when the headmaster gave him the stylus?
18. Why did Louis think the French army captain's code needed improvement?
19. How old was Louis when he finished the Braille alphabet?
20. What part did playing dominoes with his mother contribute to Louis's alphabet?
21. Describe how the headmaster and Louis tested his alphabet.
22. The book *Six Dots* is written in first person. Why do you think the author chose to tell Louis Braille's story in this way?



Wreaths Across America

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ANSWER KEY

Name _____

Six Dots Check for Understanding

1. When Louis was born, what did the neighbors say about him? **When Louis was born, the neighbors said Louis was too small, that he would not survive.**
2. Louis was born in Coupvray, France. How does the author let us know he was not born to English speaking parents? **The author uses French words and sentences throughout the book.**
3. What do we learn about Louis as a young child? **As Louis got older, the villagers said he was handsome, his sister said he was smart. Louis says he could count and remember stories word for word by the age of three.**
4. What did Louis's father do for a living? **Louis's father made things with leather.**
5. How did Louis lose his eyesight? **Louis was in his father's workshop; he stuck an awl in his eye. His eye became infected and the infection spread to his other eye.**
6. How old was Louis when he lost his eyesight? **Louis was five years old when he lost his eyesight.**
7. Why did Louis sit by the window after losing his vision? **Louis sat by the window listening to sounds training his ears to do what his eyes could not do.**
8. How did Louis's family try to help him adjust? **Louis's father made him a cane, his brother taught him to whistle, his sisters and father made him letters of the alphabet. He played dominoes with his mother counting the dots with his fingertips.**
9. Louis did not want people to feel sorry for him, what did he want to do? **Louis wanted to learn to read and write on his own.**
10. How did the Marquise help Louis? **The Marquise wrote a letter to the Royal School for the Blind asking if Louis could study there.**
11. How did Louis's family respond when he received the letter accepting him to the Royal School for the Blind? **Louis's family was worried about him going so far away because he was only 10 years old.**
12. Why does Louis compare himself to the dog chained to tight?
13. Even though the conditions at the Royal School for the Blind were bad, Louis works hard to be one of the best students. Why does he need to be one of the best? **Only the best students at the school were allowed to read the books for the blind.**

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14. Why was Louis disappointed when he finally got to read the first book? **Louis was disappointed because the words were as large as his hand, sentences took half a page, and he was upset that he would have to read so many books to learn something.**
15. Why do you think Louis dreamed about the dog? **Answers will vary.**
16. What tools did the headmaster give Louis to practice writing the captain's code? **The headmaster gave Louis a wooden frame with a metal piece in the middle, and a stylus.**
17. Why did Louis cringe when the headmaster gave him the stylus? **Louis cringed because the stylus was sharp like the awl from his father's shop.**
18. Why did Louis think the French army captain's code needed improvement? **Louis thought the captain's code should stand for the letters of the alphabet, not sounds, so the blind could spell words and write sentences like sighted people.**
19. How old was Louis when he finished the Braille alphabet? **Louis was fifteen when he completed the Braille alphabet.**
20. What part did playing dominoes with his mother contribute to Louis's alphabet? **Louis made the alphabet using 6 dots in two columns-just like a domino. Each dot pattern stood for a letter in the alphabet.**
21. Describe how the headmaster and Louis tested his alphabet. **The headmaster read a book Louis had never heard before. Louis copied down the words using the alphabet he created. After the headmaster finished the first chapter, Louis turned his paper over, and reading by touch, recited the entire chapter.**
22. The book *Six Dots* is written in first person. Why do you think the author chose to tell Louis Braille's story in this way? **Answers will vary.**



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Six Dots Top Hat Graphic Organizer

Compare and contrast Louis Braille's life as a young boy in the beginning of the book, to his life at the Royal School for the Blind. How does Louis change? How does Louis remain the same?

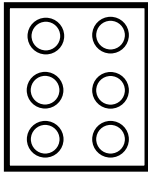
DIFFERENCES	SIMILARITIES
1. _____ _____ _____	_____ _____ _____
2. _____ _____ _____	_____ _____ _____
3. _____ _____ _____	_____ _____ _____
4. _____ _____ _____	_____ _____ _____

Explain how Louis's actions contribute to the sequence of events.



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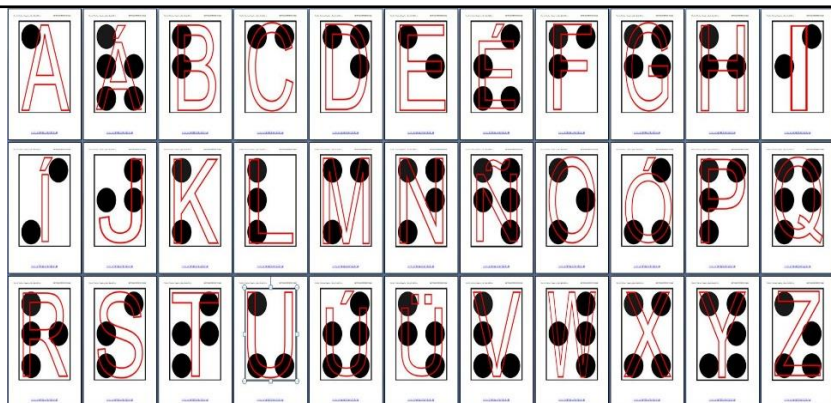
Six Dots Main Idea and Key Details

What is the Main Idea in *Six Dots*?

What Key Details do you get in the beginning? How do they support the Main Idea?

What Key Details do you get in the middle? How do they support the Main Idea?

What Key Details do you get at the end? How do they support the Main Idea?



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Six Dots Character Traits Worksheet

Directions: Drawing from the text, write 4-character traits that describe the main character in the book and answer the questions.

Title of the Book

Character's Name

Character Traits

What did he/she do to prove it?

1 _____	Evidence _____
2 _____	Evidence _____
3 _____	Evidence _____
4 _____	Evidence _____

Why did the character do the things he/she did?

How did the character's actions impact the story?



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Six Dots Braille Reading and Writing Activity

a	b	c	d	e	f	g	h	i	j
⠁	⠃	⠉	⠿	⠑	⠋	⠎	⠈	⠇	⠊
k	l	m	n	o	p	q	r	s	t
⠅	⠍	⠓	⠝	⠕	⠏	⠑	⠗	⠚	⠞
u	v	x	y	z					
⠥	⠺	⠭	⠽	⠵					
W									
⠺									

Use the following to write your name using the Braille Alphabet. The letters will not be raised, but you can see the letters.

For example,

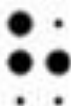
J



O



H



N



Now, write your name using the alphabet above.

○ ○	○ ○	○ ○	○ ○	○ ○	○ ○	○ ○	○ ○	○ ○	○ ○	○ ○
○ ○	○ ○	○ ○	○ ○	○ ○	○ ○	○ ○	○ ○	○ ○	○ ○	○ ○
○ ○	○ ○	○ ○	○ ○	○ ○	○ ○	○ ○	○ ○	○ ○	○ ○	○ ○

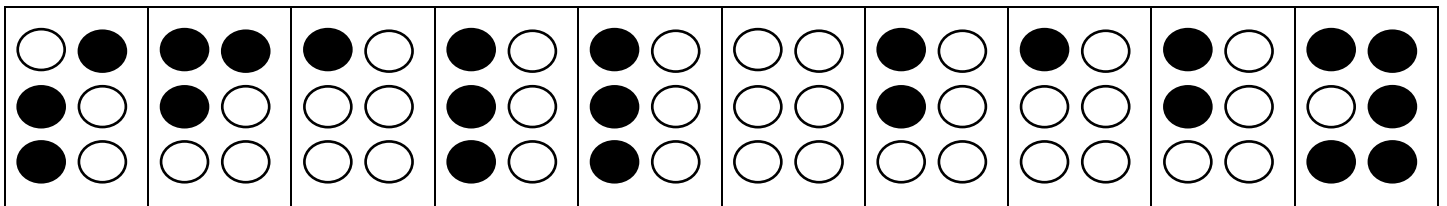
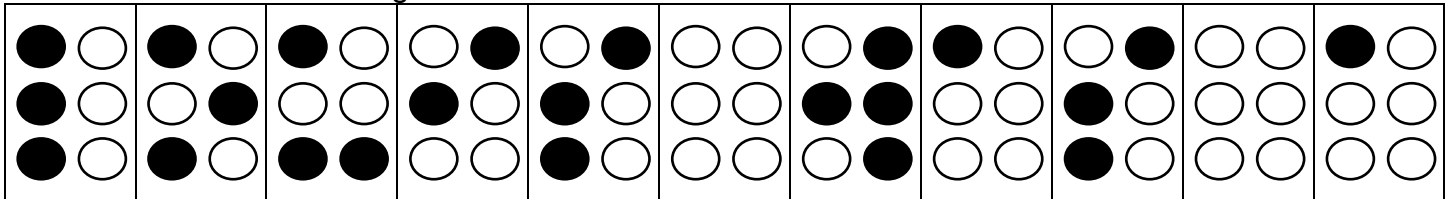
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Six Dots Braille Reading and Writing

Translate the Braille message.

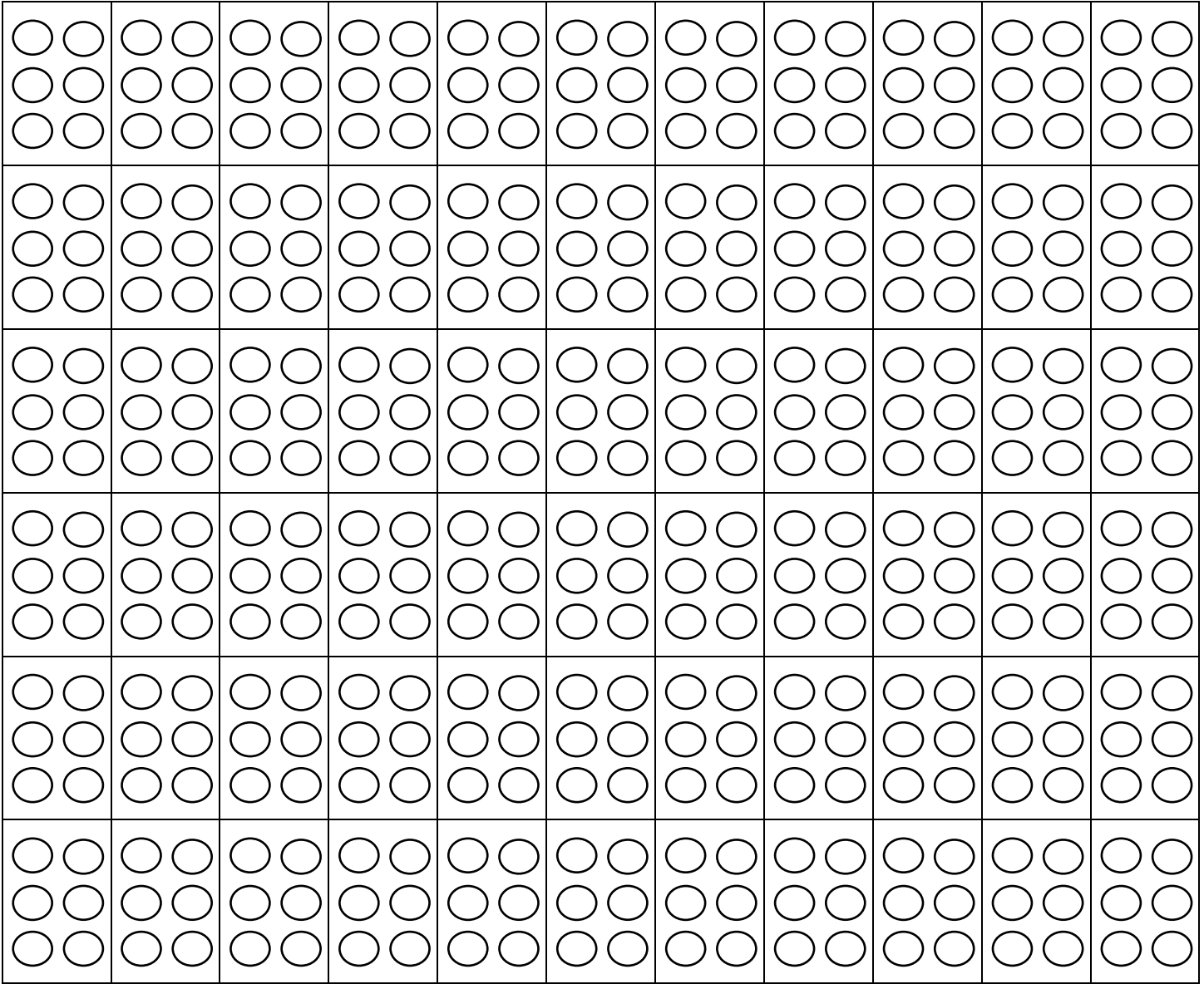


Using your copy of the Braille alphabet write 2 things you learned about Louis Braille. Skip a block between each word. Exchange with a partner, you translate their sentences and they will translate yours.

○ ○	○ ○	○ ○	○ ○	○ ○	○ ○	○ ○	○ ○	○ ○	○ ○	○ ○	○ ○
○ ○	○ ○	○ ○	○ ○	○ ○	○ ○	○ ○	○ ○	○ ○	○ ○	○ ○	○ ○
○ ○	○ ○	○ ○	○ ○	○ ○	○ ○	○ ○	○ ○	○ ○	○ ○	○ ○	○ ○
○ ○	○ ○	○ ○	○ ○	○ ○	○ ○	○ ○	○ ○	○ ○	○ ○	○ ○	○ ○

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Translation: _____
