

Here's What You'll Get in the Six Dots: A Story of Young Louis Braille Super Pack

5 Comprehension Strategy Lesson Plans and Practice Pages

Making Connections Lesson Plan

Six Dots: The Story of Young Louis Braille
By: Jen Bryant
Grade Level: 4 / Guided Reading Level: R

Making Connections

1
Get Ready To Read

- Learn about the book
- Get your brain ready to read
- Understand the meaning of important words found in the book

2
Learn About Comprehension Strategies

- Think about the text
- Know what to do when you get confused

Summary
In *Six Dots: A Story of Young Louis Braille*, author Jen Bryant shares the true story of the life of Louis Braille. Louis was born small, and many thought that he would not survive. As a curious young child with a passion for learning, Louis happily explored the world around him. One day, he had an accident in his father's shop that eventually led to complete blindness. Louis relied upon his ingenuity to help him learn how to navigate through his new, dark world. Refusing to let blindness keep him from reading, Louis embarked on a long, hard journey that ended in an invention that forever changed the world.

Link to What You Know

- What do you know about blindness? Do you know anyone who is blind? Have you learned about or read stories about blind people?

Important Words to Know and Understand

Bridle – A device that fits on a horse's head that is used for guiding and controlling the horse

Mend – To repair something broken or damaged

Why Readers Make Connections While Reading
Readers make connections to better understand a text. There are three types of connections that readers make.

The first type of connection is a **text-to-self** connection. When readers make a **text-to-self** connection, they compare the characters or events in a book to their own lives.

The second type of connection readers make is a **text-to-text** connection. When readers make a **text-to-text** connection, they compare the characters and events in a book to another work that they have read.

The third type of connection readers make is a **text-to-world** connection. When readers make a **text-to-world** connection, they compare the characters and events in the book to something that has happened in the real world.

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Guided Reading Level

Making Connections Lesson Plan

Six Dots: The Story of Young Louis Braille
By: Jen Bryant
Grade Level: 4 / Guided Reading Level: R

Making Connections

3
Make Connections While Reading

- Does this book remind you of your own life?
- Does this book remind you of other books you've read?
- Does this book remind you of things you've heard about in the world?

Time to Read
Stop on the following pages. Think about the questions for each page. Then talk with a reading partner or write your thoughts down on your practice page.

Page 3 – Louis Braille loved and adored his Papa. Make a **text-to-self** connection about someone that inspires you. Is your connection helpful? Why or why not?

Pages 9 to 12 – Louis' family and community helped Louis as much as they could. Make a **text-to-text** connection. Think of another book where the characters came together to help someone in need. Is your connection meaningful? Why or why not?

Pages 14 to 15 – At ten years old, Louis left home to attend a school for the blind in Paris. Make a **text-to-self** connection. Could you leave your family to attend a school far away where the conditions were less than favorable?

Pages 25 to 26 – Louis Braille was determined to improve the code system and worked through sleepless nights, sore fingers and sickness. Make a **text-to-world** connection. What do you know about people that endure hardships but end up being successful?

Pages 31 to 32 – Louis Braille died in 1852. Make a **text-to-world** connection. How is his invention still being used today? Is it still giving the blind the opportunity to read and write?

Time to Reflect
Think – When readers make connections, they look for the parts in a book that remind them of something they already know a lot about. When you know a lot about something that happened in a book, you'll be able to understand even more. What did you already know about *Six Dots: The Story of Young Louis Braille*? How did your prior knowledge help you as a reader?

Talk – Tell your reading partner about the type of connection that you made most often while reading. Explain why your connection helped you. Remember to ask your partner to share their thoughts about the book too.

Reflect – Think about the connections that you made while reading this book. Think about the things you and your reading partner discussed. How does making connections help you to be a better reader?

Write – Glue your Strategy Slip into your Reader's Notebook. Write about the work you did while reading. (Remember to include examples from the book!)

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Activate Prior Knowledge

Page by Page Guide and Strategy Questions

Turn, Talk, and Reflect

Key Vocabulary

Explanation of Strategy

Making Predictions

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2
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- Think about the text
- Know what to do when you get confused

Making Predictions

3
Make Predictions

4
Notice the Work You Did While Reading

Think
Talk
Reflect
Write

Determining Importance

1
Get Ready To Read

- Learn about the book
- Get your brain ready to read
- Understand the meaning of important words found in the book

2
Learn About Comprehension Strategies

- Think about the text
- Know what to do when you get confused

Determining Importance

3
Determine Importance While Reading

4
Notice the Work You Did While Reading

Think
Talk
Reflect
Write

Answer Key for Making Connections with Six Dots: The Story of Young Louis Braille

Your Turn to Practice Making Connections with Six Dots: The Story of Young Louis Braille

Page 3: Louis Braille loved and adored his Papa. Make a **text-to-self** connection about someone that inspires you.

Pages 9 to 12: Louis' family and community helped Louis as much as they could. Make a **text-to-text** connection. Think of another book where the characters came together to help someone in need. Is your connection meaningful? Why or why not?

Pages 14 to 15: At ten years old, Louis left home to attend a school for the blind in Paris. Make a **text-to-self** connection. Could you leave your family to attend a school far away where the conditions were less than favorable?

Pages 25 to 26: Louis Braille was determined to improve the code system and worked through sleepless nights, sore fingers and sickness. Make a **text-to-world** connection. What do you know about people that endure hardships but end up being successful?

Pages 31 to 32: Louis Braille died in 1852. Make a **text-to-world** connection. How is his invention still being used today? Is it still giving the blind the opportunity to read and write?

Answer Key for Making Predictions with Six Dots: The Story of Young Louis Braille

Your Turn to Practice Making Predictions with Six Dots: The Story of Young Louis Braille

Cover: Read the title of the book and look at the illustration. Make a prediction about what the story is about. What clues do you use?

Making Predictions

Determining Importance

Understanding Text Structure

1
Get Ready To Read

- Learn about the book
- Get your brain ready to read
- Understand the meaning of important words found in the book

2
Learn About Comprehension Strategies

- Think about the text
- Know what to do when you get confused

Understanding Text Structure

3
Understand Text Structure While Reading

4
Notice the Work You Did While Reading

Think
Talk
Reflect
Write

Synthesizing

1
Get Ready To Read

- Learn about the book
- Get your brain ready to read
- Understand the meaning of important words found in the book

2
Learn About Comprehension Strategies

- Think about the text
- Know what to do when you get confused

Synthesizing

3
Synthesize

4
Notice the Work You Did While Reading

Think
Talk
Reflect
Write

Answer Key for Determining Importance with Six Dots: The Story of Young Louis Braille

Your Turn to Practice Determining Importance with Six Dots: The Story of Young Louis Braille

Pages 1 to 2: The author describes Louis in his first few years of life. What information does this information?

Pages 9 to 12: Louis' family and community helped Louis as much as they could. Make a **text-to-text** connection. Think of another book where the characters came together to help someone in need. Is your connection meaningful? Why or why not?

Pages 14 to 15: At ten years old, Louis left home to attend a school for the blind in Paris. Make a **text-to-self** connection. Could you leave your family to attend a school far away where the conditions were less than favorable?

Pages 25 to 26: Louis Braille was determined to improve the code system and worked through sleepless nights, sore fingers and sickness. Make a **text-to-world** connection. What do you know about people that endure hardships but end up being successful?

Pages 31 to 32: Louis Braille died in 1852. Make a **text-to-world** connection. How is his invention still being used today? Is it still giving the blind the opportunity to read and write?

Answer Key for Understanding Text Structure with Six Dots: The Story of Young Louis Braille

Your Turn to Practice Understanding Text Structure with Six Dots: The Story of Young Louis Braille

Page 1 to 2: The author describes Louis in his first few years of life. What information does this information?

Page 19: Louis (read important) **Answer** the dog **Answer** how did Louis **Answer** Louis **Answer** How do you **Answer** on page

Page 1 to 2: Louis was born, but Braille didn't think he would survive because he was so small. By the time Louis turned three, the villagers had a different opinion. Why did their opinion of Louis change?

Page 4: Louis was five when he became completely blind. How did his life change?

Page 16: The conditions at the school for the blind weren't great. Louis missed his family and home, but he stayed. Why did he decide to stay?

What is your opinion of Louis and his decision to stay?

Understanding Text Structure

Synthesizing

Practice Pages and Answer Keys

Writing About Reading with Optional CCSS Alignment

“I Can” Statement

Strategy and Text Based Reader’s Response Prompt

Common Core State Standard

Common Core Free Option

Reader's Notebook: Comprehension Strategy Slips | @BookPagez.com

Reading Response Prompts for Each Comprehension Strategy Lesson Plan

Reader's Notebook: Comprehension Strategy Slips | @BookPagez.com

5 Comprehension Strategy Graphic Organizers

Making Connections
Title: _____

Think about the book. What does the book remind you of?

What type of connection did you make?
 Text-to-Self Text-to-Text Text-to-World

Draw a picture of your connection in the box below.

Directions:
 1. Answer each of the questions.
 2. Carefully cut on the dotted line.
 3. Glue, tape, or staple into your Reader's Notebook.

Comprehension Strategy Graphic Organizer | @BookPagez.com

Making Connections

Making Predictions
Title: _____

Predictions at the Beginning	Predictions while Reading	Check Predictions at the End
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Correct <input type="checkbox"/> Incorrect
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Correct <input type="checkbox"/> Incorrect
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Correct <input type="checkbox"/> Incorrect

Directions:
 1. Answer each of the questions.
 2. Carefully cut on the dotted line.
 3. Glue, tape, or staple into your Reader's Notebook.

Comprehension Strategy Graphic Organizer | @BookPagez.com

Making Predictions

Determining Importance
Title: _____

Think about the book. Write all of the important information in the thought bubble below.

Now determine 3 BIG ideas, events, words, or facts that are important to you. Draw a picture to illustrate the most important parts of your book.

#1 _____

#2 _____

#3 _____

Directions:
 1. Answer each of the questions.
 2. Carefully cut on the dotted line.
 3. Glue, tape, or staple into your Reader's Notebook.

Comprehension Strategy Graphic Organizer | @BookPagez.com

Determining Importance

Understanding Text Structure
Title: _____

Text Structure	Where the Text Structure was Used	How the Text Structure Helped Me
Page: _____	Page: _____	_____
Page: _____	Page: _____	_____
Page: _____	Page: _____	_____
Page: _____	Page: _____	_____

Text Structures You Might See This Reading:
 Description: _____ Cause and Effect
 Problem and Solution

Directions:
 1. Answer each of the questions.
 2. Carefully cut on the dotted line.
 3. Glue, tape, or staple into your Reader's Notebook.

Comprehension Strategy Graphic Organizer | @BookPagez.com

Understanding Text Structure

Synthesizing
Title: _____

At first I was thinking...	My new thinking is...	I used to think... But now I think...
Because...	Because...	Because...
My new thinking is...	Now I understand...	After thinking about...
Because...	Because...	I conclude...

Directions:
 1. Answer each of the questions.
 2. Carefully cut on the dotted line.
 3. Glue, tape, or staple into your Reader's Notebook.

Comprehension Strategy Graphic Organizer | @BookPagez.com

Synthesizing

Vocabulary Connections Resources

Vocabulary Connections

Six Dots: The Story of Young Louis Braille
By: Jen Bryant
Grade Level: 4 / Guided Reading Level: R

Important Words to Know and Understand in Six Dots: The Story of Young Louis Braille

Awl
A pointed tool that is used for marking surfaces or for making small holes in leather

Bridle
A device that fits on a horse's head that is used for guiding and controlling the horse

Broad
Large from one side to the other side; wide

Harness
A set of straps that are placed on an animal so that it can pull something heavy

Headmaster
A man who is the head of a private school

Mend
To repair something broken or damaged

Miller
A person who works, or is in charge of, a flour mill

Noble
Having, showing, or coming from personal qualities that people admire (such as honesty, generosity, or courage, etc.)

Recite
To read or say something out loud from memory, usually for an audience







Stylus
A tool used long ago for writing on clay or wax tablets

Vocabulary Word List | @BookPagez.com

Important Words to Know and Understand in Six Dots: A Story of Young Louis Braille Word List

Vocabulary Connections

Six Dots: The Story of Young Louis Braille
By: Jen Bryant
Grade Level: 4 / Guided Reading Level: R

Awl	Bridle	Broad
		
Harness	Headmaster	Mend
		

Picture Vocabulary Sorting Cards | @BookPagez.com

Word and Picture Sorting Cards

Vocabulary Connections

Six Dots: The Story of Young Louis Braille
By: Jen Bryant
Grade Level: 4 / Guided Reading Level: R

Awl	Bridle	Broad
A pointed tool that is used for marking surfaces or for making small holes in leather	A device that fits on a horse's head that is used for guiding and controlling the horse	Large from one side to the other side; wide
Harness	Headmaster	Mend
A set of straps that are placed on an animal so that it can pull something heavy	A man who is the head of a private school	To repair something broken or damaged

Definition Vocabulary Sorting Cards | @BookPagez.com

Vocabulary Connections

Six Dots: The Story of Young Louis Braille
By: Jen Bryant
Grade Level: 4 / Guided Reading Level: R

Harness is a/an noun verb adverb adjective Definition of Harness :	Headmaster is a/an noun verb adverb adjective Definition of Headmaster :	Mend is a/an noun verb adverb adjective Definition of Mend :
Harness looks like this:	Headmaster looks like this:	Mend looks like this:
Harness reminds me of:	Headmaster reminds me of:	Mend reminds me of:
I saw this word in	I saw this word in	I saw this word in

Interactive Vocabulary Notebook Cards | @BookPagez.com

Word and Definition Sorting Cards

Word Games
with Words from Six Dots: The Story of Young Louis Braille

Directions: Use the vocabulary words in the Word Bank to fill in the blanks in the sentences below.

- The cowboy uses a _____ to control and guide the horse.
- The children will _____ a poem in class tomorrow.
- My mother will _____ my torn socks.
- The _____ is responsible for the management of a private school.
- You can use an _____ to pierce a piece of leather.

Word Bank

Awl
Bridle
Broad
Harness
Headmaster
Mend
Miller
Noble
Recite
Stylus

WORD SEARCH

Directions:
1. Circle the 2-syllable words in the Word Bank above.
2. Then, find the words in the Word Search.

Q M I L L E R D F R
C F O S L T R C S P
B F O M H R M Q A T
Y H K H B E G X D T
B N A Y Q C B S J V
L T O R V I Z T T V
S I F B N T Q Y H W
B R I D L E G L L K
G X T L T E S U K I
L H Q E O B P S Y A

Name: _____

Answer Key | @BookPagez.com

Word Games and Answer Key

Answer Key
y of Young Louis Braille

Word Bank to fill in the blanks

Word Bank

Awl
Bridle
Broad
Harness
Headmaster
Mend
Miller
Noble
Recite
Stylus

Directions:
1. Circle the 2-syllable words in the Word Bank above.
2. Then, find the words in the Word Search.

Name: _____

Answer Key | @BookPagez.com

Interactive Vocabulary Notebook Cards

Vocabulary Connections

Six Dots: The Story of Young Louis Braille
By: Jen Bryant
Grade Level: 4 / Guided Reading Level: R

Six Dots: The Story of Young Louis Braille
By Jen Bryant

A new word that I learned in this book is: _____
It _____.
It means: _____
I saw this word in: _____

Name: _____

Interactive Vocabulary Notebook Personalized Vocabulary Builder Card | @BookPagez.com

Vocabulary Word Extension Activities

Vocabulary Connections

Six Dots: The Story of Young Louis Braille
By: Jen Bryant
Grade Level: 4 / Guided Reading Level: R

Directions:
1. Write a word from your reading that is new to you in the first column.
2. Read the sentence below each word after the sentence where the word appears. Write what you think the word means in the second column.
3. Explain why you think your definition makes sense based on the context clues in the text.
4. Write the dictionary definition.
5. Place a check mark in the last column if the dictionary definition matches what you thought the word meant.

Word	What I Think the Word Means	Context Clues	Real Definition	✓

Independent Word Exploration | @BookPagez.com

Personalized Vocabulary Bookmark

Word Work Lesson Plan and Activities

Instructional Focus Based on the Words in the Book

Word Work

Six Dots: The Story of Young Louis Braille
By: Jen Bryant
Grade Level: 4 / Guided Reading Level: R

Instructional Focus:
Ordering Adjectives

Background:
When there are two or more adjectives being used to describe a noun in a sentence, there is a specific order in which the adjectives have to be placed. This is called the **order of adjectives** and it helps make sentences make sense.

Examples:

- I own three, gorgeous, antique, Italian, Canadian, glass, narrow, ancient, yummy, colossal, oval, old, cotton, fourth.
- The team fought hard.
- My grandmother's sr...
- I love to play on the...
- When it is cold outside, chocolate.

Word Work

Six Dots: The Story of Young Louis Braille
By: Jen Bryant
Grade Level: 4 / Guided Reading Level: R

Step 1: Introduce the Focus of Word Work

Introduce Order of Adjectives

- Remind students that adjectives are words that describe nouns.
- Ask volunteers to give you examples of adjectives.
- Explain that when there are two or more adjectives being used to describe a noun in a sentence, there is a specific order in which the adjectives have to be placed. This is called the **order of adjectives** and it helps make sentences make sense.
- Point to the anchor chart you prepared ahead of time.
- Say, "This anchor chart sorts adjectives into nine categories. This is the order in which we list the adjectives when describing a noun".
- Read the categories of adjectives on the anchor chart, starting at number one.
- After reading through the categories, ask for help in adding adjectives under each category.

Number	Opinion	Size	Age	Shape	Color	Origin	Material	Purpose

Types of Adjectives

Step 2: Connect Word Work to Reading

Order of Adjectives in the Text

- Tell students that the book they will be reading today has a few examples of sentences with more than one adjective describing a noun.
- Show students **page 4 of Six Dots: The Story of Young Louis Braille**. Tell the class to listen carefully and look at the words as you read. Instruct them to put their finger on their nose when they hear or see a sentence with more than one adjective describing a noun.
- Read, "Too small... Those words! I wanted to be bigger, stronger, older. Perhaps if I showed Papa what I could do..."
- After reading, ask the students to identify the sentence that has more than one adjective describing one noun. (bigger, stronger, older)
- Tell students you are going to read the book once from beginning to end.
- Read **Six Dots: The Story of Young Louis Braille**.

Examples of Order of Adjectives Found in the Text:

- lace draping my cradle
- small and cold
- bigger, stronger, older
- old, moldy building
- damp, crowded room
- rough strips of leather

Word Work Lesson Plan | @BookPagez.com

Step by Step Lesson Plan

List of words in the book that match the instructional focus

Word Work

Six Dots: The Story of Young Louis Braille
By: Jen Bryant
Grade Level: 4 / Guided Reading Level: R

Step 3: Guided Word Work Practice

Interactive Exploration

- Provide each student with **Ordering Adjectives Practice Page**.
- Read the directions while the students silently follow along.
- Direct students to independently work on the paper.
- As students are working, walk around, observe and provide support as needed.
- After 5 minutes, go over the answers with the students. Take this time to address any wrong answers.

Step 4: Independent Word Work Practice

Practice Page

- Give each student a copy of the **The Order of Adjectives Practice Page**.
- Read the directions with the class.
- Monitor students as they work.

Step 5: Reconnect and Reflect on Word Work

Group Discussion

- Bring the students back together.
- Ask students to explain what they learned about words based on the work they completed.
- Invite students to turn and talk with a partner about their word work.
- Invite 2-3 students to share what they learned with the group.

Step 6: Extend Word Work (optional)

Extension Activity

- Ask students to be on the lookout for **order of adjectives** in their own reading. Tell them to write their words on a sticky note and add them to the anchor chart (review the added sticky notes with the class later in the day or before moving on to the next word work lesson).
- Alternatively, students can keep track of the words using the **Word Detective** worksheet.

Word Work Lesson Plan | @BookPagez.com

Interactive Activity

Independent Practice Page

Ordering Adjectives
Word Work Practice Page

Directions:
Complete each sentence below by adding the adjectives in the correct order.

Order of Adjectives

Number	Opinion	Size	Age	Shape	Color	Origin	Material	Purpose
1.	Persian, square, large							
	The _____ rug was on sale at the store.							
2.	wooden, old							
	My mom found the _____ spoon.							
3.	dusty, silver, small							
	I found a _____ box with a pretty necklace in it.							
4.	silk, brown, round, new							
	My sister wanted the _____ pillow for her birthday.							

Guided Word Work Practice | @BookPagez.com

The Order of the Adjectives
Word Work Practice Page

Directions:
Put the adjectives in the appropriate category in the chart. Using the nouns in the **Purpose** column, create three sentences that have two or more adjectives describing each noun.

Number	Opinion	Size	Age	Shape	Color	Origin	Material	Purpose
	spicy			cone			lace	hat
					teal			dish
	silly					Irish		dress
	antique	short	green	cold	dark		tiny	
	thirty	Italian	Canadian	glass	narrow	ancient		
	yummy	colossal	oval	old	cotton	fourth		

1. _____

2. _____

3. _____

Name: _____ Independent Word Work Practice | @BookPagez.com

Extension Activity

Word Detective: Order of Adjectives
Extension Activity

Directions:
Be a word detective!
Be on the lookout for **order of adjectives** while you read. Write the word that you find along with the title of the book where you found the word, the page, and the sentence with the word or phrase.

Word	Book Title	Page	Sentence

Name: _____ Word Work Extension Activity | @BookPagez.com

Assessments

Running Record

Title: Six Dots: The Story of Young Louis Braille Guided Reading Text Level: R Word Count: 100

Name: _____ Date: _____

Accuracy Rate: (# of words correct/100 words) _____

Error Rate: (# of incorrect words/100 words) _____

Self-Correction Rate: (# of words self-corrected/100 words) _____

Time: (in seconds) _____ Words Per Minute: (100/seconds read x 60) _____

Easy 95% - 100% Accuracy	Instructional 90% - 94% Accuracy	Hard 50% - 89% Accuracy
E = Errors SC = Self-Correction M = Meaning S = Structure/Syntax V = Visual		
		COUNT
		INFORMATION USED
Page		E SC E SC MSV MSV
1	On the day I was born, Papa announced me to the village: "Here is my son Loo-WEE!"	
2	The neighbors came, clucking their tongues, whispering, "Too small. He won't survive!"	
2	Oh, but I did survive. I was a curious child, and my eyes studied everything. Maman's gentle face, Lace draping my cradle. The smooth shape of a bread loaf on the table. I grew strong and healthy. When I rode to the baker's on my brother's broad shoulders or fed the chickens with my sisters.	

Tested By: _____ ©BookPagez.com

Running Record Assessment

Six Dots: The Story of Young Louis Braille
CCSS Assessment

Name: _____
Score: / 9

Directions:
Use what you know about *Six Dots: The Story of Young Louis Braille* to answer each of the following questions.

- What was the author's purpose for telling Louis Braille's story?
 - A It persuades the reader to become an inventor.
 - B It entertains the reader by describing how fun and easy Louis Braille's life was.
 - C It explains why children should never be allowed to touch tools.
 - D It informs the reader about Louis Braille and his inspiring, true story.
- Which of the following best describes the time Louis Braille spent at the school for the blind in Paris?
 - A Louis persevered through tough living conditions to help create the Braille system.
 - B Louis was bullied and teased every day.
 - C Louis only stayed at the school for the weekend.
 - D Louis skipped all of the music and art lessons.
- What was the result of Louis Braille's invention of the Braille alphabet?
 - A Nothing changed because the Braille system was not used.
 - B The only country that decided to use Braille was France.
 - C Only the military used the updated Braille system.
 - D The Braille system gave blind people a way to read and write.
- What did Louis mean when he said he knew his neighbor's angry dog?
 - A He loved dogs.
 - B He liked to pretend and act like a dog.
 - C He felt lonely and felt helpless in his neighborhood.
 - D He disliked dogs because he was afraid of them.
5. Which of the following events happened first? (RI.4.5)
 - A Louis created the Braille system to help blind people read and write.
 - B An owl damaged one of Louis Braille's eyes.
 - C Louis went to Paris to attend the school for the blind.
 - D An infection spread to Louis' good eye and caused blindness in both eyes.
6. Who is telling the story of young Louis Braille? (RI.4.6)
 - A Louis
 - B A narrator
 - C Helen Keller
 - D Louis' Papa
7. How do the questions and answers in the back of the book help you understand the topic of this story? (RI.4.7)
 - A They tell more about Louis before he became blind.
 - B The questions and answers don't help in understanding the topic of the story.
 - C They provide more information about Louis and his accomplishments as he grew older.
 - D They tell about other children inventors.
8. What is the author, Jen Bryan's, message? (RI.4.8)
 - A Blind people can read and write.
 - B Hard work and dedication are important in making dreams a reality.
 - C There are schools specifically for blind people.
 - D Braille is a great system that helps blind people read and write.
9. Why would readers enjoy reading biographies of people like Louis Braille? (RI.4.9)
 - A To give hope and inspiration
 - B To learn how to stay safe around dangerous tools
 - C To complete a book report
 - D To learn some French words.

CCSS Assessment 4th Grade Reading Standards for Information | BookPagez.com

Common Core Assessment:
One question for each Reading Informational OR Reading Literature standard (1-9)

Answer Key

Extension Activity

Name: _____ Date: _____

Directions: Each letter in the Braille alphabet has its own unique pattern of dots to represent it. Read the message below by writing the letters from the English alphabet under the letters from the Braille alphabet.

Bonus: On the back of the paper, create a short sentence in Braille. Have a friend figure out what the sentence says.

⠠	⠠	⠠	⠠	⠠	⠠	⠠	⠠	⠠
⠠	⠠	⠠	⠠	⠠	⠠	⠠	⠠	⠠
⠠	⠠	⠠	⠠	⠠	⠠	⠠	⠠	⠠
⠠	⠠	⠠	⠠	⠠	⠠	⠠	⠠	⠠
⠠	⠠	⠠	⠠	⠠	⠠	⠠	⠠	⠠

Reflection: What did you think about reading and writing in Braille? Was it challenging? Why or why not?

Extension Activity | @BookPagez.com

Bonus Extension Activity

Complete Common Core Alignment

Common Core State Standards Correlation

St. Dots: The Story of YoungLouis Braille Lesson Plans, Resources, and Activities

The lesson plans, resources, and activities for use with St. Dots: The Story of Young Louis Braille correlate with the following English Language Arts Common Core State Standards for fourth grade.

Writing: Foundations Skills

W.4.1 Know and apply grade-level phonics and word analysis skills in decoding words.

W.4.2 Read with sufficient accuracy and fluency to support comprehension.

W.4.3 Recall information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

W.4.4 Draw evidence from literary or informational texts to support analysis, reflection, and research.

Speaking & Listening

L.4.1a Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

L.4.1b Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

L.4.2 Participate in discussions and presentations where they express their own ideas and understanding in light of the discussion.

L.4.3 Analyze a text or an issue, and make a claim by stating their own ideas and understanding in light of the discussion and link to the remarks of others.

L.4.4 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., *quickly*, *whispered*, *stammered*) and that are basic to a particular topic.

St. Dots: The Story of YoungLouis Braille CCSS Alignment | @BookPagez.com

Common Core State Standards Correlation

St. Dots: The Story of YoungLouis Braille Lesson Plans, Resources, and Activities

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Reading: Informational Text

RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.

RI.4.3 Analyze how an author uses reasons and evidence to support particular points in a text.

RI.4.4 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading: Foundational Skills

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RF.4.2 Read with sufficient accuracy and fluency to support comprehension.

RF.4.3 Recall information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

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Determining Importance: Lesson Plan and Resources

RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.

RI.4.3 Analyze how an author uses reasons and evidence to support particular points in a text.

RI.4.4 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

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RF.4.3 Recall information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

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Speaking & Listening

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Common Core State Standards Correlation

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Common Core State Standards Correlation

St. Dots: The Story of YoungLouis Braille Lesson Plans, Resources, and Activities

The lesson plans, resources, and activities for use with St. Dots: The Story of Young Louis Braille correlate with the following English Language Arts Common Core State Standards for fourth grade.

Synthesizing: Lesson Plan and Resources

RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.

RI.4.3 Analyze how an author uses reasons and evidence to support particular points in a text.

RI.4.4 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading: Informational Text

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Reading: Foundational Skills

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RF.4.2 Read with sufficient accuracy and fluency to support comprehension.

RF.4.3 Recall information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

RF.4.4 Draw evidence from literary or informational texts to support analysis, reflection, and research.

Speaking & Listening

L.4.1a Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

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Comprehension Strategy Lesson Plan and Resource Common Core Alignment

Common Core State Standards Correlation

St. Dots: The Story of YoungLouis Braille Lesson Plans, Resources, and Activities

The lesson plans, resources, and activities for use with St. Dots: The Story of Young Louis Braille correlate with the following English Language Arts Common Core State Standards for fourth grade.

Vocabulary: Lesson Plan and Resources

L.4.4 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., *quickly*, *whispered*, *stammered*) and that are basic to a particular topic.

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Common Core State Standards Correlation

St. Dots: The Story of YoungLouis Braille Lesson Plans, Resources, and Activities

The lesson plans, resources, and activities for use with St. Dots: The Story of Young Louis Braille correlate with the following English Language Arts Common Core State Standards for fourth grade.

Word Work: Lesson Plan and Resources

L.4.4 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., *quickly*, *whispered*, *stammered*) and that are basic to a particular topic.

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Vocabulary Connections
Common Core Alignment

Word Work
Common Core Alignment

Student Facing Resources in Spanish for Six Dots: The Story of Young Louis Braille Super Pack

5 Comprehension Strategy Practice Pages

Synthesizing Practice Page

Tu turno para: Sintetizar
con Seis puntos: la historia del joven Louis Braille

Páginas 1 a 2:
Cuando Louis nació, los aldeanos no pensaron que sobreviviría porque era muy pequeño. Cuando Louis cumplió tres años, los aldeanos tenían una opinión diferente. ¿Por qué cambió su opinión de Luis?


Página 6:
Louis tenía cinco años cuando se quedó completamente ciego. ¿Cómo cambió su vida?

¿Qué detalles da el autor sobre su cambio de vida?

Página 15:
Las condiciones en la escuela para ciegos no eran buenas. Louis extrañaba a su familia y su hogar, pero se quedó. ¿Por qué decidió quedarse?

¿Cuál es tu opinión de Louis y su decisión de quedarse?

Nombre: _____



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Answer Key

Sintetizar
con Seis puntos: la historia del joven Louis Braille


Página 19:
Louis sueña con que el perro del vecino se libere de sus cadenas. ¿Qué tiene de importante este sueño?
Las respuestas varían. Podrían incluir: Este sueño es importante porque el perro ya no estaba enojado. Cuando se liberó, corrió hacia Louis y se lamó la cara.

¿Cómo afectó a Louis?
Las respuestas varían. Podrían incluir: El sueño marcó un cambio en la vida de Louis; Se volvió más optimista y feliz.

¿Cómo lo sabes?
Las respuestas varían. Podrían incluir: Cuando Louis se despertó, hubo un anuncio del código del capitán que fue leído al tacto.

Página 29:
¿Cómo cambió Louis desde el principio de la historia, cuando era un niño muy pequeño, hasta el final de la historia, cuando tenía quince años en la escuela para ciegos?
Las respuestas varían. Podrían incluir: Louis estaba feliz y curioso hasta que se quedó ciego a los cinco años de edad. La frustración y la incertidumbre se apoderaron de él hasta que ganó confianza y esperanza en su deseo de trabajar para mejorar el código del capitán.

Nombre: _____



Answer Key | ©BookPagez.com

Page by Page
Guided Questions

Sample answers
written in Spanish

Hacer conexiones
con Seis puntos: la historia del joven Louis Braille

Página 3:
Louis Braille escribió sobre alguien. Las respuestas varían. Podrían incluir: su conexión con su familia, su conexión con su comunidad, su conexión con su trabajo.

¿Su conexión es única? ¿Por qué?

Páginas 9 a 12:
La familia y una comunidad para ayudar a alguien que no puede ver. ¿Es su conexión significativa? ¿Por qué?

Nombre: _____

Tu turno para: Hacer conexiones
con Seis puntos: la historia del joven Louis Braille


Página 3:
Louis Braille amaba y adoraba sobre alguien que lo inspire.

Página 1:
Louis Braille no sobreviviría. ¿Por qué piensas eso?

Página 12:
Louis le predice a alguien que no puede ver. ¿Qué hará Louis a continuación?

¿Tu predicción tiene sentido?

Nombre: _____



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Tu turno para: Hacer predicciones
con Seis puntos: la historia del joven Louis Braille


La portada:
Lee el título del libro y mira la ilustración. Haz una predicción sobre de qué trata la historia. ¿Qué pistas usaste?

Página 1:
Louis Braille nació pequeño y con bajo peso. Los vecinos no esperaban que sobreviviera. Haz una predicción. ¿Louis sobrevivirá? ¿Por qué piensas eso?

Página 12:
Louis le preguntó al sacerdote y al maestro si había libros para ciegos y se decepcionado al descubrir que no había tales libros. Haz una predicción. ¿Qué hará Louis a continuación?

¿Tu predicción tiene sentido?

Nombre: _____



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Determinar la importancia
con Seis puntos: la historia del joven Louis Braille

Página 15:
Louis se va a describir el código del capitán.

¿Son estas descripciones importantes? ¿Por qué o por qué no?

Página 25:
Louis trabajó en un taller de reparaciones. ¿Es esta información importante? ¿Por qué o por qué no?

Página 32:
Louis Braille le enseñó a alguien a leer. ¿Es importante esta información?

Nombre: _____

Tu turno para: Determinar la importancia
con Seis puntos: la historia del joven Louis Braille

Páginas 1 a 2:
El autor describe a Louis en sus primeros años de vida. ¿Es esta información importante? ¿Por qué o por qué no?

Páginas 9 a 12:
Después de perder de vista en ambos ojos, la familia aldea y su maestro intentaron ayudar a Louis lo mejor posible. ¿Es esta información importante? ¿Por qué o por qué no?

Nombre: _____

Entender la estructura del texto
con Seis puntos: la historia del joven Louis Braille

Página 4:
A Louis le encantaba ver trabajar a su papá. ¿Qué hizo que Louis tomara el punzón de los herramientas de trabajo de su papá?

Páginas 6 a 8:
El autor y el ilustrador describen cómo se siente Louis cuando pierde la vista por primera vez. ¿Qué palabras clave usa el autor para ayudar a describir sus emociones?

Página 14:
Louis le dice a alguien que no puede ver. ¿Cómo describe el ilustrador sus emociones?

Página 14:
Louis le dice a su familia que para resolver su problema tiene que irse y asistir a la escuela para ciegos en París. ¿Qué problema necesita resolver?

Nombre: _____



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Making
Connections

Making
Predictions

Determining
Importance

Understanding
Text Structure

Writing About Reading with Optional CCSS Alignment

Strategy and Text Based Reader's Response Prompt

Common Core State Standard

"I Can" Statement written in Spanish

Seis puntos: la historia del joven Louis Braille: Hacer conexiones

¿Qué emociones sentiste al leer y aprender sobre la vida de Louis Braille? Elige dos emociones diferentes que sientas. Asegúrese de incluir detalles de la historia para explicar sus sentimientos.

Puedo explicar lo que el texto informativo me enseña refiriéndome a detalles y ejemplos del texto. CCSS: RI.4.1

Seis puntos: la historia del joven Louis Braille: Hacer conexiones

¿Qué emociones sentiste al leer y aprender sobre la vida de Louis Braille? Elige dos emociones diferentes que sientas. Asegúrese de incluir detalles de la historia para explicar sus sentimientos.

Puedo explicar lo que el texto informativo me enseña refiriéndome a detalles y ejemplos del texto. CCSS: RI.4.1

Seis puntos: la historia del joven Louis Braille: Hacer conexiones

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Puedo explicar lo que el texto informativo me enseña refiriéndome a detalles y ejemplos del texto. CCSS: RI.4.1

Reader's Notebook: Comprehension Strategy Slips (CCSS) | @BookPagez.com

Seis puntos: la historia del joven Louis Braille: Hacer conexiones

¿Qué emociones sentiste al leer y aprender sobre la vida de Louis Braille? Elige dos emociones diferentes que sientas. Asegúrese de incluir detalles de la historia para explicar sus sentimientos.

Seis puntos: la historia del joven Louis Braille: Hacer conexiones

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Seis puntos: la historia del joven Louis Braille: Hacer conexiones

¿Qué emociones sentiste al leer y aprender sobre la vida de Louis Braille? Elige dos emociones diferentes que sientas. Asegúrese de incluir detalles de la historia para explicar sus sentimientos.

Seis puntos: la historia del joven Louis Braille: Hacer conexiones

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Reader's Notebook: Comprehension Strategy Slips | @BookPagez.com

Common Core Free Option

Reading Response Prompts for Each Comprehension Strategy Lesson Plan



5 Comprehension Strategy Graphic Organizers

Hacer conexiones
Título:

Piensa en el libro. ¿En qué te hace pensar el libro?

¿Qué tipo de conexión hiciste?
 Text a mí mismo
 Texto a texto
 Texto al mundo

Haz un dibujo de tu conexión abajo.

Instrucciones:
 1. Contesta preguntas.
 2. Copia cuidadosamente en las líneas de puntos.
 3. Pega y engancha tu cuaderno del lector.

Comprehension Strategy Graphic Organizer | @BookPagez.com

Making Connections

Hacer predicciones
Título:

Predicciones al principio
 Correcto Incorrecto

Predicciones mientras lees
 Correcto Incorrecto

Verifica las predicciones
 Correcto Incorrecto

Instrucciones:
 1. Contesta preguntas.
 2. Copia cuidadosamente en las líneas de puntos.
 3. Pega y engancha tu cuaderno del lector.

Comprehension Strategy Graphic Organizer | @BookPagez.com

Making Predictions

Determinar la importancia
Título:

Piensa en el libro. Escribe toda la información importante en el burbujeo de pensamiento.

Ahora determina tres grandes eventos, palabras o hechos que son importantes para ti. Haz un dibujo para ilustrar las partes más importantes de tu libro.

#1

#2

#3

Instrucciones:
 1. Contesta preguntas.
 2. Copia cuidadosamente en las líneas de puntos.
 3. Pega y engancha tu cuaderno del lector.

Comprehension Strategy Graphic Organizer | @BookPagez.com

Determining Importance

Entender la estructura del texto
Título:

Estructura del texto	Dónde fue usada la estructura del texto	Cómo la estructura del texto me ayudó
Foja:		
Foja:		
Foja:		
Foja:		

Sección: Comenzó y Continuó

Secuencia: Causa y Efecto

Instrucciones:
 1. Contesta preguntas.
 2. Copia cuidadosamente en las líneas de puntos.
 3. Pega y engancha tu cuaderno del lector.

Comprehension Strategy Graphic Organizer | @BookPagez.com

Understanding Text Structure

Sintetizar
Título:

Al principio yo estaba pensando...	Ahora pienso...	Antes yo pensaba...
Porque...	Porque...	Porque...
Mi nueva forma de pensar es...	Ahora entiendo...	Después de pensar sobre...
Porque...	Porque...	Puede concluir que...

Instrucciones:
 1. Contesta preguntas.
 2. Copia cuidadosamente en las líneas de puntos.
 3. Pega y engancha tu cuaderno del lector.

Comprehension Strategy Graphic Organizer | @BookPagez.com

Synthesizing

Extension Activity

Nombre: _____ La fecha: _____

Instrucciones: Cada letra en el alfabeto Braille tiene su propio patrón único de puntos para representarlo. Lea el mensaje a continuación escribiendo las letras del alfabeto inglés debajo de las letras del alfabeto Braille.

Extra: En la parte posterior del papel, cree una oración corta en Braille. Haga que un amigo descubra lo que dice la oración.

Reflexión: ¿Qué pensaste acerca de leer y escribir en Braille? ¿Fue un reto?
¿Por qué o por qué no?
