

Think Dots Overview

- Provides up to six tasks to complete for learning skills and/or concepts (e.g. fractions, plot analysis)
- Each task is progressively more difficult and connected to the learning objective.
- Students are grouped by **readiness**, **interest**, and/or **learning profile**.
- Students randomly pick (use a die) or choose a specific number of tasks to complete out of those provided (e.g. 3 of 6, 4 of 6, 6 of 6).
- Teacher might assigned some of the tasks as mandatory, and some as optional.

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Think Dots

Learning Objective: Understand how authors use voice to create interesting writing or communication.

Evidence/Assessment: 5 minute free-write describing their understanding of Author's Voice.

Tiered: Targeted Outcome for Advanced Learners

*****Instructions:** In your groups discuss each of the tasks and possible answers. Next, divide up the work so that each person has 2 tasks. Complete your assigned tasks individually. You may ask for help. The work must be in your own words.

<p>Review the 6 Traits rubric for Voice and Word Choice. Explain the characteristics that gives this letter strong voice:</p> <p>“Dear people who are reading this, Hurray! Hurray! I am so glad you found my Web site! See my picture on the front of this screen? I am the star of this whole entire page, I tell you!</p> <p>There are lots of fun things to do at this place! Like yesterday I colored on the coloring pages and I didn't even follow the coloring rules! 'Cause I colored my face green. And I colored the grass blue. And I colored the sky pink. And the world looked very beautiful that way!” (Junie B. Jones)</p> <p style="text-align: center;">●</p>	<p>Which demonstrates a stronger voice? List at least 2 differences and 2 similarities using a Venn Diagram.</p> <ol style="list-style-type: none"> 1. The wolf is a serial killer who almost claimed 2 more lives. He broke into Granny's house, taking her by surprise. He laid a trap for Red by impersonating her Granny. That was sick because he was playing with Red's emotions, like her life was his toy. Red figured out his game, acted fast with the cell phone, and got help from the neighbor. 2. 911! Help me! A wolf is chasing me in my grandmother's house. He followed me or somehow got to my granny's house ahead of me. I found him in her bed, wearing her nightgown. Oh, granny where are you? Police please hurry. Wait, that's the neighbor's voice. I'm in the basement. Help. That smell, like a hot wind against my face. Oh, what big teeth you have. Eek! Click. <p style="text-align: center;">● ●</p>	<p>Say the following statement 3 times. Choose a different emotion to say the statement.</p> <p style="text-align: center;">“Ew, is that really a wolf?”</p> <ul style="list-style-type: none"> <li style="width: 50%;">• Neutral <li style="width: 50%;">• Fear <li style="width: 50%;">• Sarcastic <li style="width: 50%;">• Happy or Loving <li style="width: 50%;">• Anger or Hate <li style="width: 50%;">• Sadness <p>Then, add a character tag that <u>shows</u> the voice.</p> <p style="text-align: center;">● ● ●</p>
<p>Describe your favorite fruit as if you hate it. Do not use the words: like, bad, dislike, worst, hate, or horrible.</p> <p style="text-align: center;">● ● ● ●</p>	<p>List 2 songs. For each describe the emotion or tone of voice. For example: “Happy Birthday to You” – Joyful and full of excitement. Choose one of the songs and describe how the words could be sung with a different voice and meaning.</p> <p style="text-align: center;">● ● ● ● ●</p>	<p>Draw two pictures of the same scene from a story or your own life. Use colors to represent very different moods.</p> <p style="text-align: center;">● ● ● ● ● ●</p>

***Set up activity: Students write their meaning of voice and share in a class discussion.

Former excerpt from <http://www.randomhouse.com/kids/junieB/letter/letter.html>

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Think Dots

Learning Objective: Understand how authors use voice to create interesting writing or communication.

Evidence/Assessment: 5 minute free-write describing their understanding of Author's Voice.

Tiered: At-Target Level

***Instructions:** In your groups discuss each of the tasks and possible answers. Next, divide up the work so that each person has 2 tasks. Complete your assigned tasks individually. You may ask for help. The work must be in your own words.

<p>Highlight and discuss 3 words or phrases that show Junie B. Jones' personality in her voice (example is in bold):</p> <p>“Dear people who are reading this, Hurray! Hurray! I am so glad you found my Web site! See my picture on the front of this screen? I am the star of this whole entire page, I tell you!</p> <p>There are lots of fun things to do at this place! Like yesterday I colored on the coloring pages and I didn't even follow the coloring rules! 'Cause I colored my face green. And I colored the grass blue. And I colored the sky pink. And the world looked very beautiful that way!”</p> <p style="text-align: center;">●</p>	<p>Which demonstrates a stronger voice? Explain 2-3 differences in a T chart.</p> <ol style="list-style-type: none"> 1. The wolf is a serial killer who almost claimed 2 more lives. He broke into Granny's house, taking her by surprise. He laid a trap for Red by impersonating her Granny. That was sick because he was playing with Red's emotions, like her life was his toy. Red figured out his game, acted fast with the cell phone, and got help from the neighbor. 2. The wolf is the antagonist of the story. He is very scary because he tried to eat the grandmother and Red. Breaking into Granny's house and chasing Red showed how the wolf was dangerous. In the end, granny and Red were saved by the neighbor who arrived just in time. <p style="text-align: center;">● ●</p>	<p>Say the following statement 3 times. Choose a different emotion to say the statement.</p> <p style="text-align: center;">“Ew, is that really a wolf?”</p> <ul style="list-style-type: none"> • Neutral • Sarcastic • Anger or Hate • Fear • Happy or Loving • Sadness <p>Identify which character tag best fits how you said the statement:</p> <ol style="list-style-type: none"> 1. Her voice trembled and tears rimmed her eyes. 2. She squealed and bounded like a bunny. 3. She said like a robot. 4. She said, holding her nose. 5. She bowed her head, and shuddered. 6. The words forced through her teeth into a growl. <p style="text-align: center;">● ● ●</p>
<p>3. Word Choice: Describe how much you like your favorite fruit (ex. Apple). Do not use the words: like, love, best, good, favorite, or wonderful.</p> <p style="text-align: center;">● ● ● ●</p>	<p>List 3 songs. For each describe the emotion or tone of voice. For example: “Happy Birthday to You” – Joyful and full of excitement.</p> <p style="text-align: center;">● ● ● ● ●</p>	<p>Word Choice: Draw a scene from a story or your own life. Use colors to represent the mood.</p> <p style="text-align: center;">● ● ● ● ● ●</p>

*Set up activity: Students wrote their meaning of voice and shared in a class discussion.

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Think Dots: Social Studies - Understand that Class Structures can connect people and divide them.
 II. Geographic Perspective: 1.1, 2 & 3 (Michigan: MCF)

Instructions:

Complete all six items on separate paper in order or randomly. You may use any resources from books to websites. For each task, each person will take on one of the following roles. Everyone must participate in each role at least once:

- **Facilitator:** reads the task and make sure that everyone gets to speak.
- **Scribe:** makes a written record of the group's work.
- **Summarizer:** States the final answers for a task before the group can move on to a new task.
- **Investigator:** Leads group on fact checking for accurate answers.

<p>Define the following words:</p> <ul style="list-style-type: none"> • Feudalism • Caste System • Cliques • Popularity • Filial Piety • Chivalry • Bushido <p style="text-align: center;">●</p>	<p>Use a T chart to list 2-4 benefits and challenges of Feudalism or Caste System</p> <p style="text-align: center;">● ●</p>	<p>List 2-4 responsibilities of warriors following the code of Chivalry or Bushido to the common people.</p> <p style="text-align: center;">● ● ●</p>
<p>Draw a picture or graphic organizer (e.g. tree, web) that represents the social structure of groups in your school (e.g. teachers, parents, athletes, dancers, skaters).</p> <p style="text-align: center;">● ● ● ●</p>	<p>List 2 songs where one represents an idea of Filial Piety and one does not. Discuss and cite at least one lyric from each to support your choices.</p> <p style="text-align: center;">● ● ● ● ●</p>	<p>Aliens arrive from a distant planet. What would you tell them about your community that brings people together or creates unfairness? Cite a specific example through a blog entry, dialogue script, or poster.</p> <p style="text-align: center;">● ● ● ● ● ●</p>

List the lesson's objective and related assessment, before developing the Think Dots for best results.

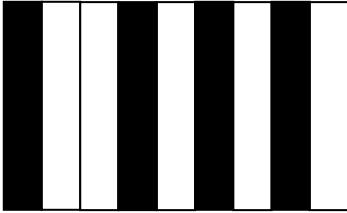
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Think Dots: Understanding Fractions (Tiered & Learning Profiles)

Instructions:


Choose and complete 5 of the 6 tasks. Task 1 must be one of the choices. Show and explain all work.

<p>What is the top of the fraction called? What is the bottom of the fraction called?</p> <p style="text-align: center;">●</p>	<p>Write a fraction for the shaded area.</p>  <p style="text-align: center;">● ●</p>	<p>Draw a picture that shows $\frac{2}{3}$.</p> <p style="text-align: center;">● ● ●</p>				
<p>Make a word problem that explains $\frac{7}{10}$.</p> <p style="text-align: center;">● ● ● ●</p>	<p>If you have $\frac{3}{5}$ of a pizza eaten, what part is left?</p> <p style="text-align: center;">● ● ● ● ●</p>	<p>If you had the following scores on a test, which would be better?</p> <table style="margin-left: auto; margin-right: auto;"> <tbody> <tr> <td style="text-align: right;"><u>Right</u></td> <td style="text-align: center;">$\frac{1}{2}$ or $\frac{4}{6}$</td> </tr> <tr> <td style="text-align: right;">Total</td> <td style="text-align: center;">2 6</td> </tr> </tbody> </table> <p style="text-align: center;">● ● ● ● ● ●</p>	<u>Right</u>	$\frac{1}{2}$ or $\frac{4}{6}$	Total	2 6
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Total	2 6					

Think Dots: Understanding Fractions (Tiered & Learning Profiles)

Instructions:




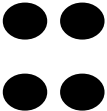
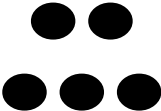
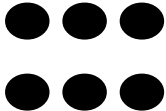
Complete 4 of the 6 tasks. Task 1 and 2 must be completed. Show and explain all work.

<ul style="list-style-type: none"> • What is the top # of the fraction called? • What is the bottom # of the fraction called? • What do these numbers represent? <p style="text-align: center;">●</p>	<p>Name 2 different fractions that could represent the picture.</p> <div style="text-align: center;">  </div> <p style="text-align: center;">● ●</p>	<p>Draw a picture that shows</p> $\frac{1}{3} + \frac{2}{3}$ <p style="text-align: center;">● ● ●</p>
<p>Make a word problem that explains $\frac{3}{8}$</p> <p style="text-align: center;">● ● ● ●</p>	<p>If $\frac{3}{8}$ of the race is bicycling, $\frac{1}{8}$ is swimming, how much of the race is left to run?</p> <p style="text-align: center;">● ● ● ● ●</p>	<p>If you had the following scores on a test, which one would be better?</p> $\frac{\text{Right}}{\text{Total}} \quad \frac{1}{2} \text{ or } \frac{4}{6}$ <p style="text-align: center;">● ● ● ● ● ●</p>

Name: _____ Subject: _____ Lesson: _____

Objective: _____

Instructions: _____

Guiding Questions for planning:

Objective: What should students know and understand when this lesson is completed?

Assessment: How will students show what they learned or did not learn the objective after the activity is completed?

Activity: How does the Think Dot support the objective and prepare students for the assessment?

List the lesson's objective and related assessment, before developing the Think Dots for best results.

Editable doc at <http://openingpaths.org/blog/resources/>