

# 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.



## ThinkDOTs

- After a conceptual unit has been presented and students are familiar with the ideas and associated skills, "Think DOTS" is an excellent activity for students to construct meaning for themselves about the concept they are studying. The instructor first defines readiness levels, interests or learning styles in the class, using on-going assessment.
- Each student is given a set of activity cards on a ring, a die, and an activity sheet. Each student rolls the die and completes the activity on the card that corresponds to the dots thrown on the die. Each student then completes the activity on the activity sheet.
- **Materials:**
  1. 8 1/2 x 11 inch paper
  2. Hole punch
  3. Metal or plastic rings
  4. Dice
  5. Scissors
  6. Markers or dots
  7. Laminating materials



## ThinkDOTs pg. 2

### Construction:

1. For each readiness level, six activities should be created.
2. On an 8 1/2 x 11 inch page divided into six sections (this can be done easily on the computer by creating a 2 x 3 cell table and saving it as a template), the activities should be written or typed in each section.
3. On the back of each page, dots corresponding to the dots on the faces of a die should be either drawn or affixed (you can use Avery adhesive dots) on each of the six sections of the page.
4. The pages should be laminated for durability.
5. Then each page should be cut into the six sections.
6. Use a hole punch to make holes in one corner or in the top of each activity card.
7. Use a metal or plastic ring to hold each set of six cards together (you can get 100 metal rings from Office Suppliers in Roanoke for \$9.00)
8. Create an Activity Sheet to correspond to the lesson for easy recording and management.



## ThinkDOTs pg. 3

### Suggestions:

1. Use colored paper and/or colored dots to indicate different readiness levels, interests or learning styles.
2. Have students work in pairs.
3. Let students choose which activities – for example: roll the die and choose any three; create complex activities and have students choose just one to work on over a number of days.
4. After students have worked on activity cards individually, have them come together in groups by levels, interest or learning style to synthesize



## ThinkDOTs pg. 4

### Application:

- 1. Use "ThinkDOTs" to lead students into deeper exploration of a concept.
- 2. Use "ThinkDOTs" for review before assessment.
- 3. Use "ThinkDOTs" as an assessment.



## "Generic" ThinkDOTs for High School Literature – Concept : Prejudice

### Prejudice

- Discuss how prejudice and discrimination are not only harmful to the victim, but also to those who practice them.

### Scapegoating

- Imagine a group of people that could be scapegoats. List and describe stereotypes of this group and the treatments they received because of them.

### Articles

- Read the article. What could be reasons for the persecution? How can you justify and minds of those responsible?

### Photography

- Photographs tell stories. Write a caption for the photo and explain why you chose it.

### Genetics

- Certain characteristics are blamed on genetics. Do genetics impact the characteristics of your group? Explain the reasoning behind your answer. Use your science knowledge.

### Stereotypes

- Your group was persecuted. Identify a group who has been persecuted in more recent years. Compare the two and give reasons why.

## "Generic" ThinkDOTs for High School Literature – Concept : Prejudice

### Prejudice

- Is it possible to grow to adulthood without harboring some prejudice? Why or why not?

### Scapegoating

- What is scapegoating? Explore the word's etymology and hypothesize about its present day meaning. How was your group scapegoated?

### Articles

- Read the article. What is genocide? Did the people in your article face genocide? Why?

### Photography

- Look at the clothing, hair, setting, body language, and objects to help determine social, economic, country of origin and so on. Can you see the emotions in the people? How? Do you think they are related?

### Genetics

- Do genetics cause brown hair? How? List one way genetics affects your group (in your opinion). If genetics don't affect your group explain why.

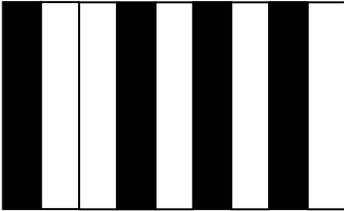
### Stereotypes

- Identify stereotypes your group faced. Pick a clique in the school and discuss the traits of that group. Are they stereotyped?

Think Dots: Understanding Fractions (Tiered & Learning Profiles)

**Objective:** Demonstrate understanding of the parts and use of fractions.

**Assessment:** Exit Cards

<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 <math>\frac{2}{3}</math>.</p> <p style="text-align: center;">● ● ●</p>				
<p>Make a word problem that explains <math>\frac{7}{10}</math>.</p> <p style="text-align: center;">● ● ● ●</p>	<p>If you have <math>\frac{3}{5}</math> 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;"> <tr> <td style="text-align: center;"><u>Right</u></td> <td style="text-align: center;"><math>\frac{1}{2}</math> or <math>\frac{4}{6}</math></td> </tr> <tr> <td style="text-align: center;">Total</td> <td></td> </tr> </table> <p style="text-align: center;">● ● ● ● ● ●</p>	<u>Right</u>	$\frac{1}{2}$ or $\frac{4}{6}$	Total	
<u>Right</u>	$\frac{1}{2}$ or $\frac{4}{6}$					
Total						

**Instructions:**

In groups, complete 4 of the 6 tasks. Task 1 and 2 must be completed. Show and explain all work.

Developed by Tamela Rinehart (Adapted)

Think Dots: Understanding Fractions (Tiered & Learning Profiles)

**Objective:** Demonstrate understanding of the parts and use of fractions.

**Assessment:** Exit Cards

<ul style="list-style-type: none"> <li>• What is the top # of the fraction called?</li> <li>• What is the bottom # of the fraction called?</li> <li>• What do these numbers represent?</li> </ul> <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 <math>\frac{3}{8}</math></p> <p style="text-align: center;">● ● ● ●</p>	<p>If <math>\frac{3}{8}</math> of the race is bicycling, <math>\frac{1}{8}</math> 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> <table style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;"><u>Right</u></td> <td style="text-align: center;"><math>\frac{6}{8}</math> or <math>\frac{4}{6}</math></td> </tr> <tr> <td style="text-align: center;">Total</td> <td></td> </tr> </table> <p style="text-align: center;">● ● ● ● ● ●</p>	<u>Right</u>	$\frac{6}{8}$ or $\frac{4}{6}$	Total	
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In groups, complete 4 of the 6 tasks. Task 1 and 2 must be completed. Show and explain all work.

Developed by Tamela Rinehart (Adapted)

## 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.

**\*\*\*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"> <li>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.</li> <li>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.</li> </ol> <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;"><b>“Ew, is that really a wolf?”</b></p> <ul style="list-style-type: none"> <li style="width: 50%;">● Neutral</li> <li style="width: 50%;">● Fear</li> <li style="width: 50%;">● Sarcastic</li> <li style="width: 50%;">● Happy or Loving</li> <li style="width: 50%;">● Anger or Hate</li> <li style="width: 50%;">● Sadness</li> </ul> <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 wrote their meaning of voice and shared in a class discussion.

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

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<http://wb4all.blogspot.com>

## 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.

**\*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 <b>whole entire</b> 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"> <li>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.</li> <li>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.</li> </ol> <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;"><b>“Ew, is that really a wolf?”</b></p> <ul style="list-style-type: none"> <li>• Neutral</li> <li>• Sarcastic</li> <li>• Anger or Hate</li> <li>• Fear</li> <li>• Happy or Loving</li> <li>• Sadness</li> </ul> <p>Identify which character tag best fits how you said the statement:</p> <ol style="list-style-type: none"> <li>1. Her voice trembled and tears rimmed her eyes.</li> <li>2. She squealed and bounded like a bunny.</li> <li>3. She said like a robot.</li> <li>4. She said, holding her nose.</li> <li>5. She bowed her head, and shuddered.</li> <li>6. The words forced through her teeth into a growl.</li> </ol> <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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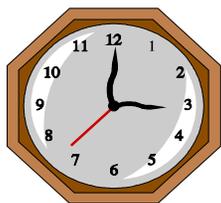
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# 100th Day of School Activities



I can be quiet for 100 seconds.



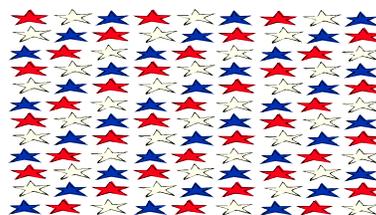
I can catch a bean bag 100 times.



I can run in place 100 times.



I can clap my hands 100 times.



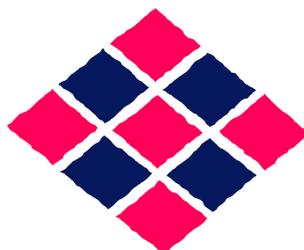
I can stick stickers 100 times.



I can walk backwards 100 inches.



I can write numbers 1 to 100.



I can make a pattern in 100 squares.



I can count my 100th Day Treasure.

Developed by Marilyn Martin - Garden City 1/2008

This is a K version which picture based as primary form of directions.  
Could also be used as a Think-Tac-Toe.

# 100th Day of School Activities



I can jump rope \_\_\_ times.



I can catch the ball \_\_\_ times.



I can run in place \_\_\_ times.



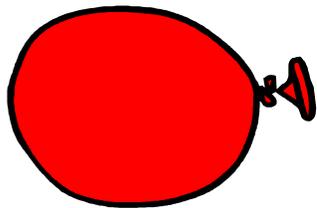
I can touch my toes \_\_\_ times.



I can bounce a ball \_\_\_ times.



I can skip \_\_\_ times.



I can float a balloon \_\_\_ times.



I can shoot \_\_\_ baskets.



I can flip a penny \_\_\_ times.

Developed by Marilyn Martin - Garden City 1/2008

This is a K version where the pictures are the primary form of directions. Could also be used as a Think-Tac-Toe.



Objective: TSWBAT detail, identify, and describe the fantasy genre and their characters.

Assessment: The collection of work from below.

<p>Use the attached worksheet titled Characters: Real or Fantasy, to place the characters into the correct book type.</p> <p style="text-align: center;">●</p>	<p>Go to the class bookshelf and pick out a book under the fantasy genre. Write down the title of the book and one of the main character's names on the back of this paper.</p> <p style="text-align: center;">● ●</p>	<p>Complete the word search of fantasy terms that is attached.</p> <p style="text-align: center;">● ● ●</p>
<p>Find the poster that explains the fantasy genre. Copy the definition of this poster onto the back of this paper.</p> <p style="text-align: center;">● ● ● ●</p>	<p>Journal Entry: If you could have any magical power what would it be? Explain why and what that power would do on the back of this paper.</p> <p style="text-align: center;">● ● ● ● ●</p>	<p>Create the new character that would help you sell a fantasy book that you just recently wrote. Draw a picture of this character and write a small description of the character that details its need to be in the fantasy genre.</p> <p style="text-align: center;">● ● ● ● ● ●</p>

Directions: YOU MUST DO NUMBERS 1-4 **AND EITHER** NUMBER 5 OR 6. Each of the first four activities will be worth 5 points each and number 5 and 6 will be worth 10 points each. If you choose to do all 6 activities you may receive up to 5 extra credit points towards you overall book club grade. The 5 extra credit points will be taken from either numbers 5 or 6.

Developed by Ryan Johnson, Dearborn Heights 7, 4th Grade

Name: \_\_\_\_\_ Subject: \_\_\_\_\_ Lesson: \_\_\_\_\_

<p>Define the following words:</p> <ul style="list-style-type: none"><li>• Feudalism</li><li>• Caste System</li><li>• Cliques</li><li>• Popularity</li><li>• Filial Piety</li><li>• Chivalry</li><li>• Bushido</li></ul> <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>Alens 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>

Objective: Evaluate how class structures affect (impact) people's lives.  
Assessment: 10 minute free write (This will lead into a performance task assigned later.)

Think Dots: Global Studies - Understand that Class Structures can connect people and divide them.

II. Geographic Perspective: 1.1, 2 & 3

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:

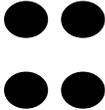
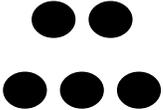
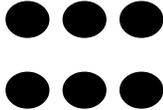
- **Facilitator:** reads the task and make sure that everyone gets to speak.
- **Scribe:** makes a written record of the group's work.
- **Summarizer:** States the final answers for a task before the group can move on to a new task.
- **Encourager:** Cheers everyone's efforts. Says positive comments about the work.
- **Resource person:** Gathers and returns any materials the group needs for a task.
- **Help Person:** Takes group questions to the teacher when support is needed.

<p>Define the following words:</p> <ul style="list-style-type: none"> <li>• Feudalism</li> <li>• Caste System</li> <li>• Cliques</li> <li>• Popularity</li> <li>• Filial Piety</li> <li>• Chivalry</li> <li>• Bushido</li> </ul> <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>
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Name: \_\_\_\_\_ Subject: \_\_\_\_\_ Lesson: \_\_\_\_\_

Objective: \_\_\_\_\_

Assessment: \_\_\_\_\_

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 are 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.

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