

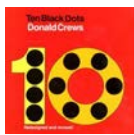
# Lots of Dots


## First Grade : Language Arts



### Gifted Behaviors to look for:

- Perceptive –
- Communicative –
- Creative-

<b>SBI Indicator(s)</b>	ELA.G1.12.a.6; ELA.G1.12.g.1
<b>Materials</b>	Seurat's painting to share with the class, dot stickers (optional) 
<b>ESOL Accommodations</b>	Provide visuals Integrate concept of change as a big idea.
<b>Marzano Strategy</b>	Nonlinguistic Representations
<b>Patterns of Thinking</b>	DISTINCTIONS

<b>Link</b>	<p><b>Say</b>, “We have been learning how to write complete sentences and use details to communicate ideas. <b>Ask</b>, “Why is this important?” <b>Say</b>, “Today we will use visualization and word clues to construct creative pictures and to make up clues to help our friends guess what we’ve pictured in our minds.”</p>
	<p><u>Assessment:</u> A “Communicative” student will be able to clearly communicate their ideas, such as why it is important to be able to have clarity when communicating – perhaps using examples and nonexamples.</p>
<b>Engage and Educate</b>	<p>Show George Seurat’s painting “A Sunday Afternoon on the Island of La Grande Jatte”. (It is painted entirely of dots. The artist’s technique is called pointillism.) <a href="http://en.wikipedia.org/wiki/Sunday_Afternoon_on_the_Island_of_La_Grande_Jatte">http://en.wikipedia.org/wiki/Sunday_Afternoon_on_the_Island_of_La_Grande_Jatte</a></p> <p><b>Ask:</b></p> <ul style="list-style-type: none"> <li>• “What do you notice about this picture?”</li> <li>• “How is special?”</li> <li>• “What do you see in our classroom that has lots of dots?”</li> <li>• “Where are the dots used?”</li> <li>• “What is the difference between a dot and a circle?”</li> <li>• “Display a picture of dots like the one below.”</li> </ul> <p style="text-align: center;">  </p> <p><b>Say</b>, “Use your imagination. What can be made out of these dots if they are all connected together?”</p>
	<p><u>Assessment:</u> A “Perceptive” student will see something that other students do not. Perceptive students will make observations about the picture that are not clear to others.</p>
<b>Active Learning</b>	<p>Read <i>Ten Black Dots</i> by Donald Crew. Ask students draw some dots on their paper. (You can also give students 10 dot stickers to place on their paper). They can then exchange their dot paper with a partner. Their partner should connect the dots to make a picture. Ask students to write a sentence or two to describe their drawing.</p>
	<p><b>Extension(s):</b> Students will make a dot to dot book. Below the picture students could make-up riddles, jokes or hints to get their peers to connect the dots to solve the picture.</p>
	<p><u>Assessment:</u> “Creative” student will connect the dots in an unusual way.</p>
<b>Reflect</b>	<p>Students will share their drawings. Use the Cooperative Learning Strategy <i>Round Robin</i>. Create small groups of 4 or 5 students. Each child has one minute to share their drawings and sentences.</p>
<b>Now and Then</b>	<p><b>Say</b>, “Throughout the year we will write to communicate ideas with others.”</p>