









	CUBI	NG
1.	<b>Describe it:</b> Look at the subject closely (perhaps with your senses as well as your mind)	Or you can • Rearrange it
2.	<u><b>Compare it:</b></u> What is it similar to? What is it different from?	<ul><li>Illustrate it</li><li>Question it</li></ul>
3.	<u>Associate it:</u> What does it make you think of? What comes to your mind when you think of it? Perhaps people? Places? Things? Feelings? Let your mind go and see what feelings you have for the subject.	<ul> <li>Satirize it</li> <li>Evaluate it</li> <li>Connect it</li> <li>Cartoon it</li> </ul>
4.	<u>Analyze it:</u> Tell how it is made? What are it's traits and attributes?	<ul><li>Change it</li><li>Solve it</li></ul>
5.	<u>Apply it:</u> Tell what you can do with it. How can it be used?	
6.	Argue for it or against it: Take a stand. Use any kind of reasoning you want – logical, silly, anywhere in between.	









Red	Describe Your favorite picture in the	Big Idea: To understand basic connections that
Cube	why you picked that one.	culture in order to function in the real world
Compare Your favorite picture in the story <u>Family Pictures</u> to a similar activity in your life. You may use words and/or pictures	List Words that describe your feelings about the Mexican culture as you look at each picture in the story.	Chart Using a Venn diagram, show your favorite things and compare to the favorite things you found in the story. Find common areas that you and the story share.
Third Grade Southwest Unit Cubing Example <u>Family Pictures</u> by Carmen Lomas Garza	Analyze The favorite things in the story by understanding why these might be traditions in the culture. If you were a researcher asked about the important things in the Mexican culture, what would you say.	
	Justify The story describes a family that speaks a different language and come from a different culture. Justify thy it is important to meet people who speak a different language and have a different culture.	Adapted from a lesson by Joy Peters, Nebraska

Orange Cube	Describe The Mexican culture using at least three sentences with three describing words in each sentence.	Big Idea: To understand basic connections that all people have regardless of their culture in order to function in the real world
Compare Use the Compare/Contrast graphic organizer and look at areas of food, shelter, traditions, family life, fun	Pretend That you are a child from Mexico. Tell me about your day. What would your chores be? What would you eat? How would you spend your free time? Would you take naps? Tell me why.	Critique Find another story to read at the reading center. Compare it to <u>Family</u> <u>Pictures</u> and discuss elements you liked and did not like of either.
Third Grade Southwest Unit Cubing Example Family Pictures by Carmen Lomas Garza	Create Make your own family album by drawing at least five special activities your family shares	
	Dance Choreograph a dance or mime to represent three main ideas that you learned about the Mexican culture.	Adapted from a lesson by

- Grade 3 Wenther Watch	1. Define the following terms: a. tornado b. "tornado watch" c. funel d. spin e. counterclockwise f. t. wister g. nonfiction	Xey Bloom's Taxonomy 1. Knowledge 2. Comprehension 3. Application 4. Analysis 5. Synthesis 6. Tvaluation
2. Make a three-part drawing that shows a town before, during and after a tornado. Use labels to explain what is happening.	3. Tornados are one of the most powerful forces in mature. Nature's power can also be seen in waterfalls, occan waves, thunderstorms, and even breezes. Write a paragraph describing some force you have observed in nature. Use vivid adjectives to best describe the power of nature in your example.	4. Compare a tornado with a hurricane. Use these categories to report what you found: • Where is each usually found? • How strong are the winds? • What kind of damage does each one cause? Report results on a chart.
	5. Working with the powerful forces of nature can be dangerous. Which of the following jobs do you think is most dangerous? Which is the least dangerous? Which is the least dangerous? Which is the Park Ranger Tormado Watcher "On-the-scene" weather reporter	
	6. Write an adventure story about a tornado. You may make it appear to be very real with people doing things that would appear to be normal. Or, you could create a story where the characters are different than life – like a talking cat or a character like Superman.	Aligoed with Grade 3 Weather Watch Unit Heighton Millis by T. Giles November A. 2000

























**Construction:** 

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- 1. For each readiness level, six activities should be created.
- 2. On an  $8\frac{1}{2} \times 11$  inch page divided into six sections (this can be done easily on the computer by creating a  $2 \times 3$  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.





THINK DOTS Created by Kay Brimijoin (99')				
ESSON:				
ACTIVITY 1:				
ACTIVITY 2:				
ACTIVITY 3:				
ACTIVITY 4:				
ACTIVITY 5:				
ACTIVITY 6:				

1	THINK DO	OTS
Describe	Apply	Question
•	•	••••
Argue for or against	Satirize	
••		



## Space ThinkDOTS 3<sup>rd</sup> - 4<sup>th</sup> Multiage DO: Identify the solar system and the planets in relationship to the ٠ sun Describe and compare the physical characteristics of the Sun, • Moon,m and Earth Identify objects that move in the sky Describe patterns of change vidsible in the sky over time • Observe and record phases of the moon, position of constellations Identify the seasons and their characteristics Distinguish between revolution and rotation and demonstrate the difference • Use a variety of resources, including the itnernet, to complete research Work cooperatively in a group Plan, design, conduct, and report on the conclusions sf basdicv experiments Judy Rex, Set goals and evaluate progress Scottsdale, AZ

• Organize and present information

	SPACE THINK DOTS 1	
	Build a model of the solar system and label its parts. Show why it is a system.	Illustrate the key vocabulary for our space study. Write the word under each picture. Be sure to check your spelling.
	Create a mobile to show the 4 major phases of the moon. Be sure to put them in the order in which they occur.	Plan a skit that will show you understand the characteristics of the four seasons and when they happen. Be ready to answer questions from the audience.
Judy Rex, Scottsdale, AZ	Use words, pictures, and color to complete attribute webs for the Sun, the Moon, and the Earth. List the similarities and differences you find.	You are an astronomer and have discovered another planet in our solar system. Describe the planet's location and attributes. Draw a picture and name your planet.

	SPACE THINK DOTS 2	
	Draw and label a map of our solar system to scale. Describe why it is considered a system.	Create an illustrated glossary for a book about how the objects in our solar system move in space and are related to one another. Use the key vocabulary from our space study. Be sure to check your spelling!
	Demonstrate that you know all the phases of the moon and why they occur.	Prove why we have seasons. Create a way to show us what would happen without the rotation and revolution of the Earth.
Judy Rex, Scottsdale, AZ	You are from another galaxy going to explore the solar system's Sun, Earth, and Moon. What will you take with you? What will you find there? What useful information will you take back to your galaxy? Share your findings with the earthlings in our class.	You are an astronomer and have discovered another space system. Find a way to tell us all about it and what makes it a system.

	SPACE THINK DOTS 3	
	Develop a way to categorize the planets in our solar system and their relationship to the sun. Why is it considered to be a system?	If you were going to teach a unit on space, what key vocabulary would you want your students to understand? List the words, their meanings, and how you would teach each one.
	Demonstrate that you know all the phases of the moon and why they occur. How does the Earth's moon compare to the moons of other planets?	Compare and contrast the movement in space that causes day and night to the movement that creates the seasons.
Judy Rex, Scottsdale, AZ	You are an intergalatic travel	If you were an astronomer
	agent. Create a travel brochure for our solar system's Sun, Moon, and Earth. Be sure to include all important information about these destinations.	predict what your job would be like during the next 10 years. What might you discover?

Create an ad for a good that Ancient Greece and Rome did NOT trade with Egypt. Make your ad convincing enough that an Egyptian will want to buy your good.	Illustrate, explain, video or record these definitions (in your own words): Interdependence Economic Specialization Government Services Taxation or Taxes Opportunity Cost Scarcity Price Savings	Could you live without goods, service or money? Defend your position.
Research goods and services in Greece, Rome, or Jamestown today. Compare and contrast with goods and services in those places long ago.	Investments Create a map of Europe and Jamestown that illustrates the concept of interdependence between the two. Be sure to include a key of any symbols used.	Pretend you are running for office. Defend raising taxes for a government service of your choice.

Research what goods are traded between Greece and Rome and Egypt today. Compare and contrast with goods that were	Illustrate, explain, video or record these definitions (in your own words): Interdependence	What kinds of choices do you and your family make based on goods, services, and savings?
traded long ago.	Economic Specialization Government Services Taxation or Taxes Opportunity Cost Scarcity Price Savings Investments	Why?
Using a Venn diagram, compare and contrast goods and services produced in Greece, Rome, or Jamestown. Choose two places to compare.	Use a storyboard to create a story about what happens to a bale of tobacco and a barrel of peanuts when they leave the farmlands of Jamestown and head for Europe. Explain what happens and why.	Create 3 fib game cards listing government services paid for by taxes. Add a question on each card asking why the fib is a fib and why taxes wouldn't be used to pay for it.

	1	
What goods did Ancient Greece and Rome trade with Egypt? Illustrate and label and explain why they traded each good.	Record or write a story about a French cloth maker and a Jamestown farmer. Tell how they depend on each other.	Name two goods and services that you depend on today. How do you get them?
On a chart, list the goods and services produced in Greece, Rome, and Jamestown long ago.	Illustrate, explain, video or record these definitions (in your own words): Interdependence Economic Specializations Government Services Taxation or Taxes Opportunity Cost Scarcity Price Savings Investments	Using pictures from magazines, creates a collage of government services that you would be willing to pay taxes for.







	•	••
	Susan has of a pizza and Jayni has of a pizza. How much pizza do they have together? Is this less, equal to or more than a whole pizza? Roll the fraction die to determine the fractional amounts Susan and Jayni have.	Explain the difference between a numerator and a denominator. Demonstrate how to find a common denominator for the fractions and Roll the fraction die to determine which
Nanci Smith	Explain why you need a common denominator when adding fractions. Model the fraction in three different ways. Roll the fraction die to determine the fraction to be modeled.	Which fraction is larger: or? Use a model to prove you are correct. Roll the fraction die to determine which fractions to use.





Level 1:

1. a, b, c and d each represent a different value. If a = 2, find b, c, and d.

a + b = ca - c = da + b = 5

- 2. Explain the mathematical reasoning involved in solving card 1.
- 3. Explain in words what the equation 2x + 4 = 10 means. Solve the problem.
- 4. Create an interesting word problem that is modeled by 8x 2 = 7x.
- 5. Diagram how to solve 2x = 8.
- 6. Explain what changing the "3" in 3x = 9 to a "2" does to the value of x. Why is this true?





ThinkDOTS Activities for Science Lesson Concept: STRUCTURE							
Why do you think scientists used the term "cloud" to describe the position of electrons in an atom?	How do the atomic numbers in the periodic table change from the top to the bottom? From left to right across the table?	Share two ways that scientists study atoms. Suggest any new ways you might think of. How are physical and chemical properties different? Why?	What is the correct symbol for the element helium? Research the history of this element and create a timeline showing what elements were discovered just before and after helium. Name three types of physical changes. Create alist with at least two examples of each that are				
Suppose you were given some sugar cubes, a grinder, some water, a pan, and a hot plate. What physical and chemical changes could you make in the sugar?	Predict as many properties for potassium as you can. To make your predictions, look at the information in the box for this element and consider its location on the periodic table.						
There are 3 jars in the front of the room. Each has a substance with a strong odor. One is a solid, one is a liquid and one is a gas. Which odor would students in the back of the room smell first? Why?	Carbon is atomic number 6. How are 2 carbon atoms with mass numbers of 12 and 14 different? Why are these atoms called isotopes?	What does the periodic table tell us about calcium? How can this help us in our everyday lives?	different from the examples in the book. Which is higher, an element's atomic number or its mass number? Why?				

ThinkDOTS 5 <sup>th</sup> Grade Poetry	ThinkDOTS 5 <sup>th</sup> Grade Poetry (advanced)		
Visit: <u>www.emule.com/boetry/</u> and click on the link for the top ten poems. Read several poems and select one that you really like. Print out the poem and write a short explanation on why you onjoind this poem Lock with selection whet	Make a great big list (30 or more) of possible topics you could write a poem about. Choose one topic to write a poem using any style of poetry you wish.		
you believe the poem to mean.	Alliteration is a fun and creative style of writing. Remember		
Make a great big list (30 or more) of pairs of words that rhyme. Write a poem using one of the pair of words you have chosen. You can use any form of poetry you desire.	sound. Example: Franky's family is frantic about frogs. Your task is to write a short story using alliteration. Try to see how long you can write using alliteration. Work hard to make your story make sense.		
Remember a quatrain is a poem written in four verses with different rhyme patters. There are many ways to write a quatrain: a,a,b,b; a,a,a; a,b,c,b; or a,b,a,b. Your task is to write two quatrains. Be creative and as always try to place meaning into your poetry.	A couplet is made up or two lines that rhyme. A complete idea may be expressed in a couplet or a long poem may be made up of many couplets. Your task is to find 2 examples of good couplets and then to write an original couplet. You may use reference materials in the classroom or search the Internet. The emphasis is on meaning not humor.		
Poetry is a lot of fun! One of the craziest and funniest forms of			
form of poetry. Now lets see how you can do. Remember that lines 1, 2, and 5 rhyme and lines 3 and 4 rhyme. Go to it!	Visit: www.nesbitt.com/poetry and click on the link for poems. Read several poems and select one that you really like. Print out the poem and write a short explanation on why you		
A skill of some of the best writers is to use metaphor to add description to a story. Remember that metaphor is used to	enjoyed this poem. Would you recommend others read the poem? Why?		
compare two dissimilar objects that are alike in some way. Example: Music is the honey of the human spirit. Find several examples of metaphor using classroom books and write three examples of your own.	Write an autobiographical poem about yourself. Ask your teacher for a copy of the outline and share a little about your self. Who knows? You may learn something about yourself		
Now it is time to play free style poetry. Use this opportunity to write a poem about a topic of your choice using free stylepoetry. Here are some topic ideas: Emotions School Friendship	Ask your teacher for a copy of the poem "Alone" by Walter de la Mare. Read the poem carefully and write a reflection based on your feelings about the poem. Do you think this poem is sad? Why or why not?		
Eric Soskil, Conway School, St. Louis, MC			

Prejudice Discuss how prejudice and discrimination are not only harmful to the victim, but also to those who practice them.	<u>Scapegoating</u> Imagine a group of people that could be scapegoats. List and describe stereotypes of this group and the treatment they received because of them.	Articles Read the article. What could be reasons for the persecution? How can you justify the minds of those responsible?	"Generic" Thin High School L Concept: P	ik DOTS for .iterature – rejudice
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 groups was persecuted. Identify a groups who has been persecuted in more recent years. Compare the two and give reasons why.	Photography Compare two photographs taken of similar events. What are the similarities and differences? What might be the significance of these similarities and differences	Prejudice Is it possible to grow to adulthood without harboring some prejudice? Why or why not?.
Prejudice Is it possible to grow to adulthood without harboring some prejudice? Why or why not?.	<u>Scapegoating</u> What is scapegoating? Explore the word's etymology and hypothesize about its present day meaning. How was your groups scapegoated?	<u>Articles</u> Read the article. What is genocide? Did the people in your article face genocide? Why?	Genetics Did genetics have an impact on the Aryan race? Why? Does it in the group you are studying? Why?	Scapegoating Identify and discuss the scapegoating that took place in your group. Compare the scapegoating of your group to that of a present day group.
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?	Stereotypes Name a group you stereotype and discuss those traits that you stereotype. What were the stereotypes your group had?	Articles Read the article. If you were the person behind the persecution and were asked why you did what you did, what would you say?