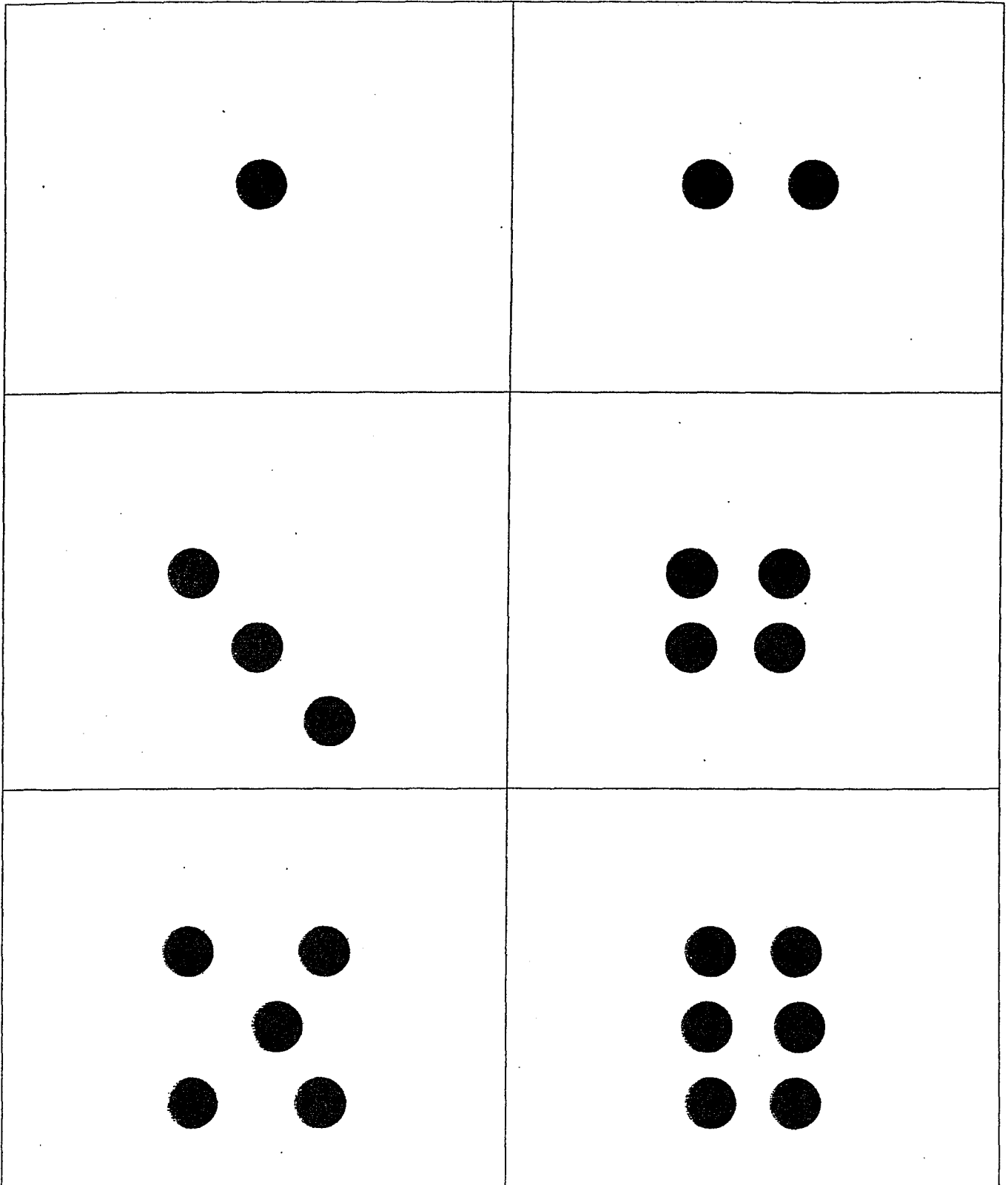


Think DOTS



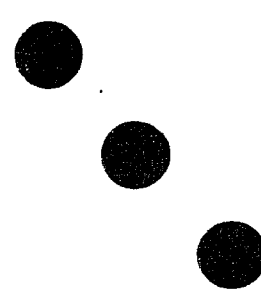
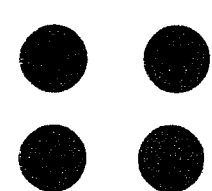
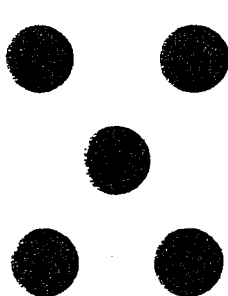
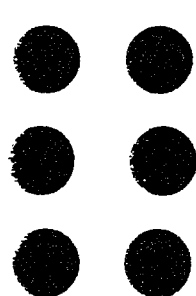


Think DOTS

●	● ●
● ● ●	● ● ● ●
● ● ● ●	● ● ● ● ● ●

Think DOTS

Write a Question

<p>Ask a recall?</p> 	<p>Ask an opinion?</p> 
<p>Ask a prediction?</p> 	<p>Ask a true and false?</p> 
<p>Ask a cause and effect?</p> 	<p>Free space - Your choice</p> 

Reading THINK DOTS

<p>○</p> <p>Describe one character from the story.</p>	<p>○ ○</p> <p>List three events from the story.</p>	<p>○ ○ ○</p> <p>Where does the story take place?</p>
<p>○ ○ ○</p> <p>Sketch an important scene from this story.</p>	<p>○ ○ ○ ○</p> <p>Describe one of the major problems from this story, or list happened at the beginning, middle and end.</p>	<p>○ ○ ○</p> <p>What is the main theme of the story?</p>

Anchor: Think of a different title for this story. Explain why you chose that title.

THINK DOTS

<p><input type="radio"/></p> <p>Describe one character from the story.</p> <p><input type="radio"/> <input type="radio"/></p> <p><input type="radio"/> <input type="radio"/></p> <p>Sketch an important scene from this story.</p>	<p><input type="radio"/> <input type="radio"/></p> <p>What is the main theme of the story?</p> <p><input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/></p> <p>Describe one of the major conflicts from this story.</p>	<p><input type="radio"/> <input type="radio"/> <input type="radio"/></p> <p>Select a passage (quote) from the story. (Tell why you selected it or why this passage is important)</p> <p><input type="radio"/> <input type="radio"/> <input type="radio"/></p> <p>Think of a different title for this story.</p>
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A Raisin in the Sun

Act 1, Scene 1 Think Dots

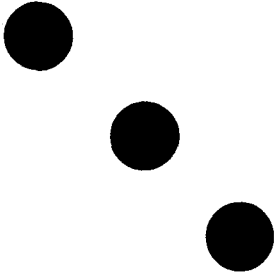
What is the setting of Act 1, Scene 1? (City and Time Period)



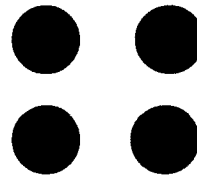
Describe the relationship between Walter and Ruth during this scene.



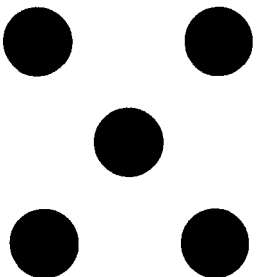
What is Walter waiting anxiously for?



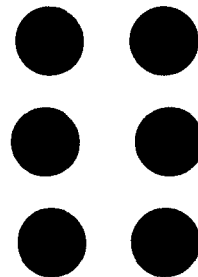
What does Walter do for a living?



List three facts you learned about Beneatha in this scene.



Why does Mama slap Beneatha?



A Raisin in the Sun

Act 1, Scene 1 Think Dots

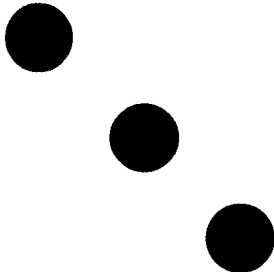
Describe the Younger's apartment.
Be specific.



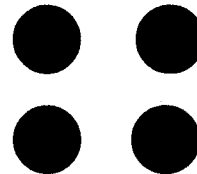
Why does Walter become angry with
Ruth during this scene?



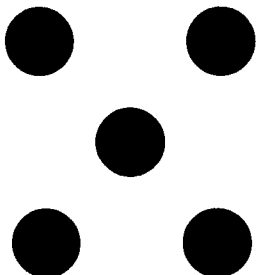
Why does Walter give Travis the
extra spending money?



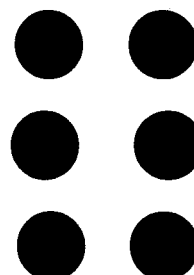
How does Walter hope to use
Mama's check?



How would Mama like to use the
money? (2 ways)



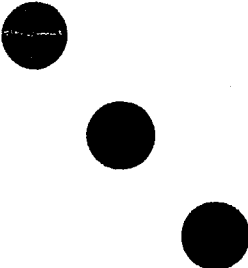
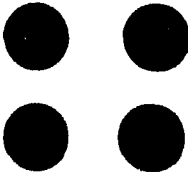
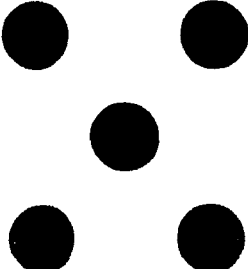
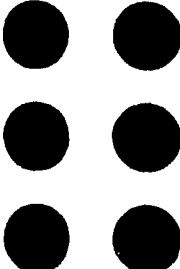


What does Mama's small house plant
symbolize or represent?



Think DOTS

Construct problems according to the criteria in each section.

<p>Construct a two-step equation from lesson 10-1.</p> 	<p>Construct a multi-step equation using all four steps from lessons 10-2 or 10-3.</p> 
<p>Construct an equation with variables on both sides from lesson 10-5.</p> 	<p>Construct a two-step inequality equation which requires multiplying or dividing by a negative from lesson 10-6.</p> 
<p>Construct a word problem for which you can write and solve an equation using lessons 10-1 to 10-5.</p> 	<p>Construct a word problem using a two-step inequality such as in lesson 10-6.</p> 

Planning Time Submission

Translating Effective Strategies to Differentiated Strategies

Grade/Subject: 9-12/Honors Algebra 2

Learning Goal: Essential Question: What is the process for evaluating, simplifying, solving, and graphing quadratic functions?

Strategy Name: Think Dots

Students will be divided into small groups (3-4) based on readiness. Two “think dots” activities will be developed based on their readiness level as well. I will use different colored paper to distinguish between the two levels. Each group will be given a dice and an activity card and the students will complete the corresponding activities.

Advanced Group (Blue Paper)	Proficient Group (Green Paper)
1. Is $(x + 3)(x - 1)$ quadratic? Why or why not?	1. Is $y = x^2 - 2x + 3$ quadratic? Why or why not?
2. Create a graph of the function $y = (2x + 1)(x - 3)$	Create a graph of the function $y = 2x^2 - 4x + 1$
3. The path of a baseball after it has been hit is modeled by the function: $h = -0.0032d^2 + d + 3$, where h is the height in feet of the baseball and d is the distance in feet the baseball is from home plate. What is the maximum height reached by the baseball? How far is it from home plate when it reaches its maximum height?	3. Find the vertex of the function $y = -0.0032x^2 + x + 3$
4. Simplify $\frac{-2 + \sqrt{16}}{5 + \sqrt{-9}}$	4. Simplify $(3 + 7i) - (5 + 4i)$
5. Use the quadratic formula to solve: $3x^2 - x + 12$	5. Use the quadratic formula to solve: $3x^2 - x - 12$
6. Explain for to graph $y = x^2 + 8x + 15$. Show your steps and your graph.	6. Given $y = x^2 + 8x + 15$, find the AOS, vertex, roots, and sketch.

What's Differentiated about that?: The students will be broken up into homogeneous groups based on their readiness. In addition, the questions were differentiated based on their readiness level.

Quadratic Equations: Double Stuffed Think Dots

When it is your turn, choose the problem your team will do.	
1. Is $(x + 3)(x - 1)$ quadratic? Why or why not?	1. Is $y = x^2 - 2x + 3$ quadratic? Why or why not?
2. Create a graph of the function $y = (2x + 1)(x - 3)$	Create a graph of the function $y = 2x^2 - 4x + 1$
3. The path of a baseball after it has been hit is modeled by the function: $h = -0.0032d^2 + d + 3$, where h is the height in feet of the baseball and d is the distance in feet the baseball is from home plate. What is the maximum height reached by the baseball? How far is it from home plate when it reaches its maximum height?	3. Find the vertex of the function $y = -0.0032x^2 + x + 3$
4. Simplify $\frac{-2 + \sqrt{16}}{5 + \sqrt{-9}}$	4. Simplify $(3 + 7i) - (5 + 4i)$
5. Use the quadratic formula to solve: $3x^2 - x + 12$	5. Use the quadratic formula to solve: $3x^2 - x - 12$
6. Explain for to graph $y = x^2 + 8x + 15$. Show your steps and your graph.	6. Given $y = x^2 + 8x + 15$, find the AOS, vertex, roots, and sketch.

What's Differentiated about that?: The students will be broken up into heterogeneous groups based on their readiness allowing one partner to support the other. In addition, the questions were differentiated based on their readiness level.

Miniversity

Cubing Activity with Tier level questions

What: To see the readiness level of Honor Precalculus Students for the basic functions. Each student should be familiar with the basic functions from Algebra II and from the summer assignment.

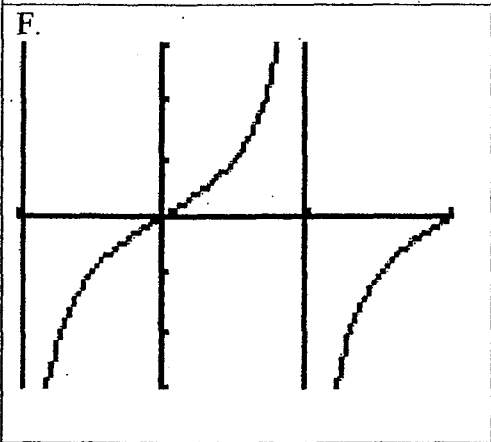
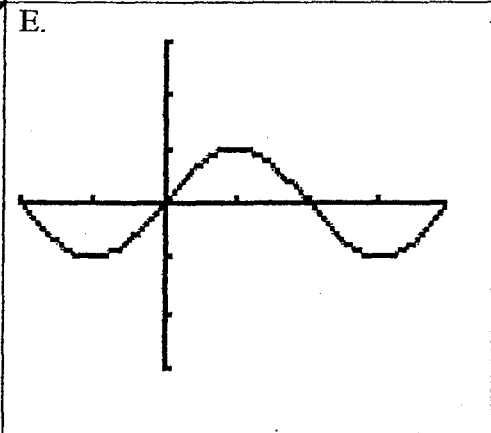
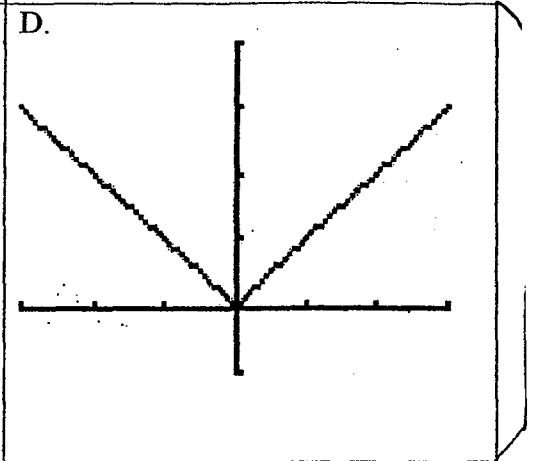
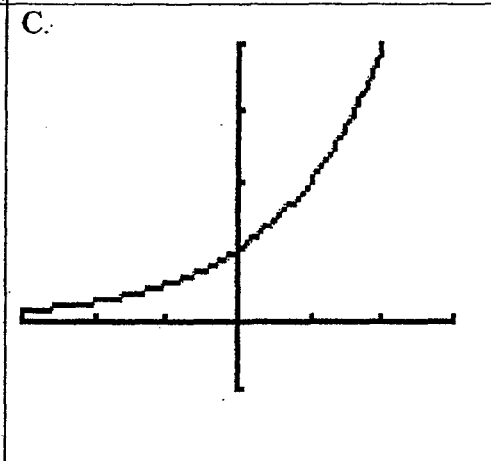
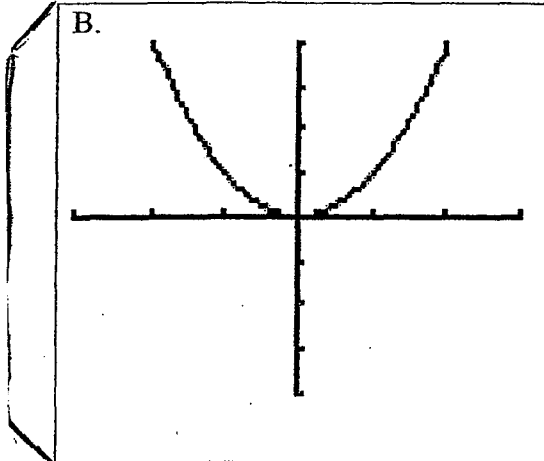
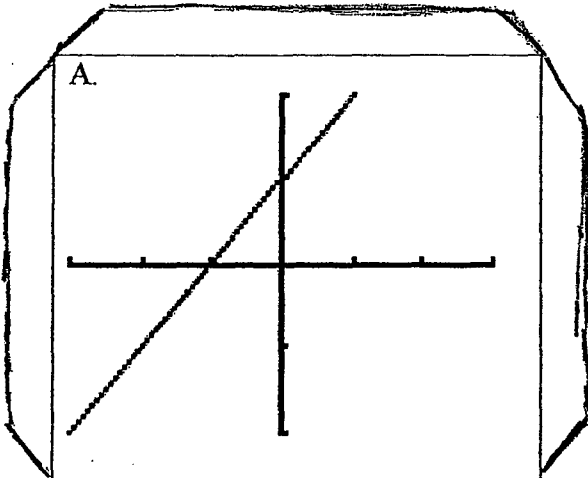
Why: The basic functions are the foundation of the course. Each function will be studied in greater detail throughout the course.

When: The first two days of the course.

Outcomes: Students should be able to recognize the function from the graph and vice versa. They should also be able to identify the following: domain, range, increasing, decreasing, intercepts(x and y), even, odd, symmetry, end behavior, bounded, asymptotes of the following functions: linear, absolute value, piece-wise, square root, greatest integer, quadratic, cubic, rational, exponential, logarithmic, and trigonometric

Activity:

1. Students will be in groups of three. Each group will have a cube. There will be four different cubes in the classroom. The cube with the functions is for the advanced student while the one with the graphs is for the average student.
2. One cube will contain six of the basic graphs. Each labeled A through F (two of these types of cubes). Upon each roll a student is to: name the graph, give the function of the graph, state the domain, range, find the y-intercept and x-intercept(s), determine if it is bounded, bounded above/below.
3. Each student in the group should record and verify the results. Every student in the group should get a different graph. Each should get two graphs.
4. Repeat step 2 but change: Upon each roll a student is to identify: even, odd, symmetry, end behavior, asymptotes of the functions. Repeat step 3.
5. The other cube will contain six of the functions. Each labeled 1 through 6 (two of these types of cubes). Upon each roll a student is to: name the graph, sketch the graph, state the domain, range, find the y-intercept and x-intercept(s), determine if it is bounded, bounded above/below.
6. Same as step 3.
7. Repeat step 5 but change: Upon each roll a student is to identify: even, odd, symmetry, end behavior, asymptotes of the functions. Repeat step 3.
8. The graph cubes will match the function cubes, for example #3 on the functions matches letter A's graph.
9. Use charts provided to record answers.



2

1. $f(x) = \tan(x)$

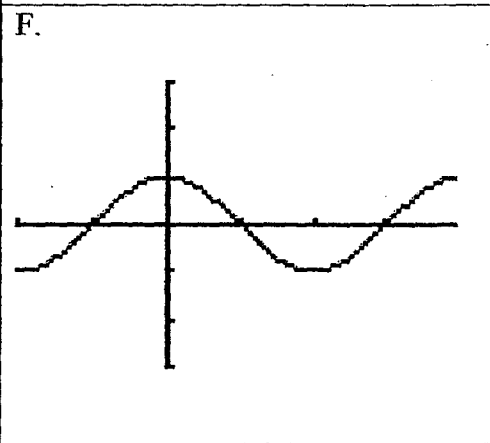
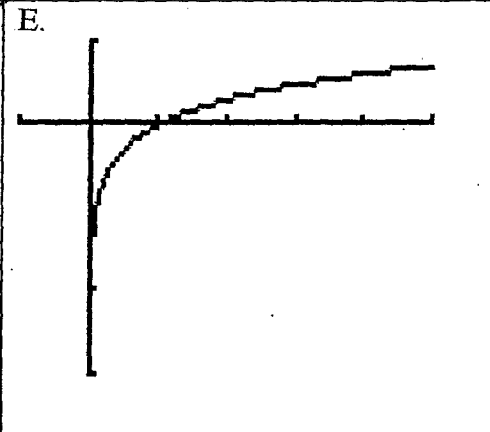
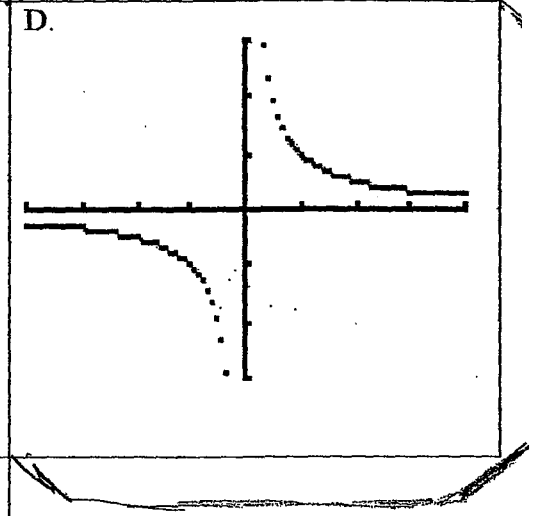
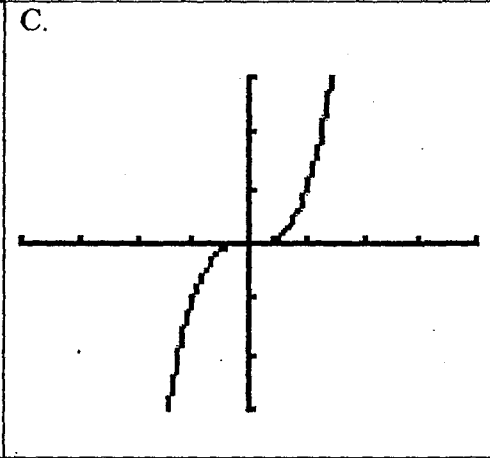
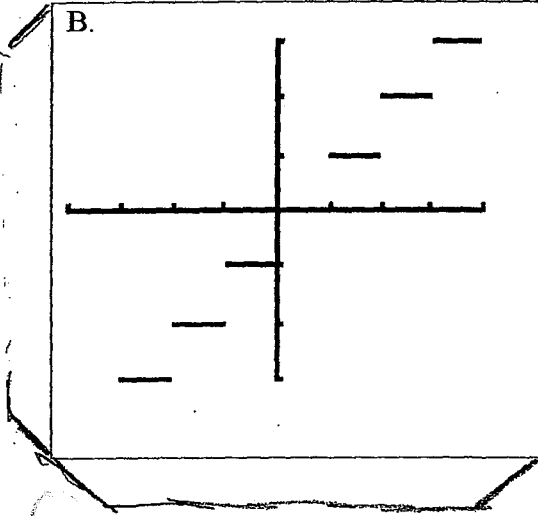
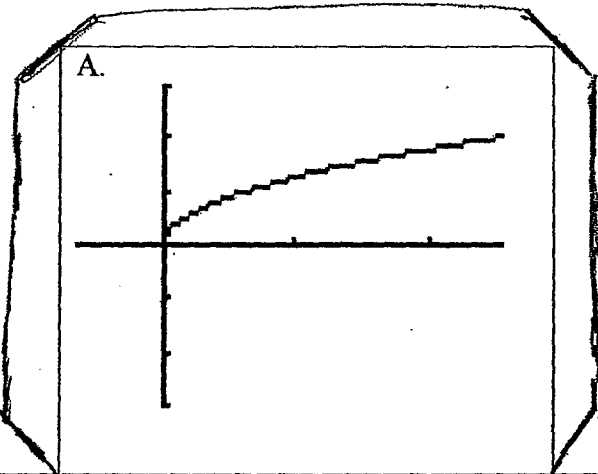
2. $f(x) = |x|$

3. $f(x) = x + 1$

4. $f(x) = 2^x$

5. $f(x) = x^2$

6. $f(x) = \sin(x)$



4

1. $f(x) = \cos(x)$

2. $f(x) = \sqrt{x}$

3. $f(x) = \log_{10}(x)$

4. $f(x) = x^3$

5. $f(x) = \lceil \lceil x \rceil \rceil$

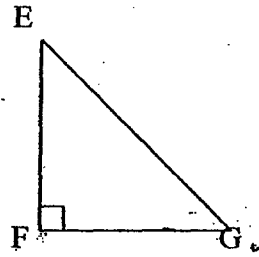
6. $f(x) = 1/x$

Basic Functions		Name:	
Function			
Sketch			
Domain			
Range			
x-intercepts			
y-intercepts			
Continuous or Discontinuous			
Increasing or Decreasing			
Symmetry			
Even or Odd			
Bounded, bounded above, bounded below			
Extrema			
Horizontal Asymptotes			
Vertical Asymptotes			
End Behavior			
one-to-one			

Triangle Relationships

Given: $\triangle EFG$ with right $\angle F$

Prove: $\angle E$ and $\angle G$ are complementary



Statements	Reasons
1.) $\angle F$ is a right angle	1.) Given
2.) $m\angle F = 90$	2.) Definition of a right angle
3.) $m\angle E + m\angle F + \angle G = 180$	3.) Triangle Sum Theorem
4.) $m\angle E + 90 + m\angle G = 180$	4.) Substitution Property
5.) $m\angle E + m\angle G = 90$	5.) Subtraction Property of Equality
6.) $\angle E$ and $\angle G$ are complementary	6.) Definition of complementary angles

Low-Level:

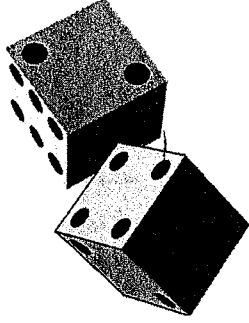
- 1.) Display the proof on the whiteboard including the diagram, given, prove, and list of statements. On separate pieces of paper, each student will be handed exactly ONE reason that corresponds with a particular statement. They are to work together to match their reason with its corresponding statement.
- 2.) Repeat step #1 with a different proof. This time, the proof will include the reasons, and the students will have to order the statements.

Higher-Level:

- 1.) Display the proof on the whiteboard including the diagram, given, and prove. On separate pieces of paper, each student will be handed exactly one statement OR reason. They are to work together to match each statement with its corresponding reason in the correct order.
- 2.) Repeat step #1 with a different proof.

Station 3: THINK DOTS

(Directions on back of this paper)



<p>Greg eats spaghetti every third day. He watches TV every second day. Explain how to find the number of times in a month that he eats spaghetti and watches TV on the same day. (Assume there's 30 days in a month)</p> <p style="text-align: center;">●</p>	<p>Describe how you would find the common factors of $12x^3$, $20x^8y$, and $48x^2$. Find the GCF of those three terms.</p> <p style="text-align: center;">● ●</p>	<p>The GCF of two terms is $6xy^4$. One of the terms is $18xy^7$. Find the other term.</p> <p style="text-align: center;">● ● ●</p>
<p>How could you use a factor tree to find the GCF of two terms?</p> <p style="text-align: center;">● ● ● ●</p>	<p>The LCM of two terms is $30a^2b^3$. One of the terms is 6a. Find the other term.</p> <p style="text-align: center;">● ● ● ● ●</p>	<p>Compare and contrast finding LCMs and GCFs. Describe at least one time you need to use each.</p> <p style="text-align: center;">● ● ● ● ● ● ● ● ● ●</p>

Translating Effective Strategies to Differentiated Strategies

Grade/Subject: 9-12/Honors Algebra 2

Learning Goal: Essential Question: What is the process for evaluating, simplifying, solving, and graphing quadratic functions?

Strategy Name: Think Dots

Product (use back if necessary):

Students will be divided into small groups (3-4) based on readiness. Two "think dots" activities will be developed based on their readiness level as well. I will use different colored paper to distinguish between the two levels. Each group will be given a dice and an activity card and the students will complete the corresponding activities.

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1. Is $(x + 3)(x - 1)$ quadratic? Why or why not?	1. Is $y = x^2 - 2x + 3$ quadratic? Why or why not?
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4. Simplify $\frac{-2 + \sqrt{16}}{5 + \sqrt{-9}}$	4. Simplify $(3 + 7i) - (5 + 4i)$
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6. Explain for to graph $y = x^2 + 8x + 15$. Show your steps and your graph.	6. Given $y = x^2 + 8x + 15$, find the AOS, vertex, roots, and sketch.

What's Differentiated about that?: The students will be broken up into homogeneous groups based on their readiness. In addition, the questions were differentiated based on their readiness level.

Biology – A Differentiated Lesson Using Cubing/Think Dots by Readiness and Partners Jigsaw

Understand: Functions of cell organelles relatedness of each organelle's function with others'

Know: Key Vocabulary (nucleus, mitochondria, endoplasmic reticulum, ribosome, nucleolus, vacuole, golgi body, lysosome, cell membrane)

Do: Analyze and explain a facet of cell function and interrelationship of parts

First: Class reading and discussion of cell, parts, and interrelationships –followed by a diagnostic quiz. Quiz used to develop heterogeneous pairs.

Next: The teacher assigns students to Jigsaw groups of 4. One pair will do questions 1, 3, 5. The other pair does 2, 4, 6. Tasks escalate in difficulty.

- 1. Describe:** cell parts (structure) and function
- 2. Illustrate:** a cell with organelles and functions
- 3. Analyze:** how each cell part is related to others
- 4. Compare:** location of the organelle with its functions and relationships
- 5. Connect:** how interrelationships among organelle functions are like other interrelationships among organelle functions are like other interrelationships in life
- 6. Apply:** what you've learned to predict how organism functions are like cell functions.

Next: Within "specialty" groups (Odds or Evens) students devise a way of sharing their tasks and understandings. When sharing in the jigsaw group is complete, each individual is responsible for taking notes, asking questions, achieving understanding about the other facets of the cube. Once the sharing is complete they need to be able to answer questions from any facet of the cube.

During the whole class discussion students have an opportunity to pose questions and ask for clarification from the whole class.

Finally: Summative Assessment: Students take a quiz (4 close ended questions, 2 essays). Three essay questions will be on the test, students need to select two of the three.

ThinkDots Version 1: Matter

<p>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.</p> <p style="text-align: center;">●</p>	<p>Name three types of physical changes. Create a list with at least two examples of each that are different from the examples in the book.</p> <p style="text-align: center;">● ●</p>	<p>Which is higher, an element's atomic number or its mass number? Why?</p> <p style="text-align: center;">● ● ●</p>
<p>Share two ways that scientists study atoms. Suggest and explain new ways you can think of to study atoms.</p> <p style="text-align: center;">● ● ● ●</p>	<p>How are physical and chemical properties different? Why?</p> <p style="text-align: center;">● ● ● ● ● ●</p>	<p>What does the periodic table tell us about calcium? How can this help us in our everyday lives?</p> <p style="text-align: center;">● ● ● ● ● ●</p>

ThinkDots Version 2: Matter



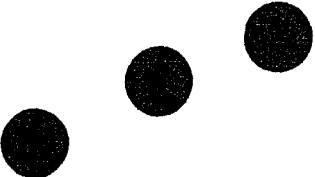
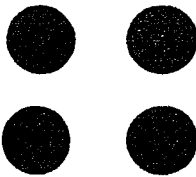
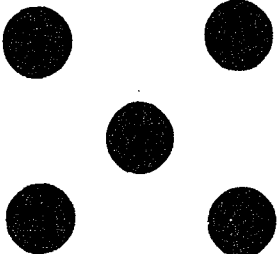
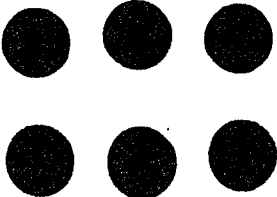
<p>How do the atomic numbers in the periodic table change from the top to the bottom? From left to right across the table?</p> <p style="text-align: center;">●</p>	<p>Predict as many properties for potassium as you can. To make your predictions, look at the information in the box for this element and consider its location on the periodic table.</p> <p style="text-align: center;">● ●</p>	<p>Carbon is atomic number 6. How are two carbon atoms with mass numbers of 12 and 14 different? Why are these atoms called isotopes?</p> <p style="text-align: center;">● ● ●</p>
<p>Why do you think scientists used the term "cloud" to describe the position of electrons in an atom?</p> <p style="text-align: center;">● ● ● ●</p>	<p>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?</p> <p style="text-align: center;">● ● ● ● ● ●</p>	<p>There are three 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?</p> <p style="text-align: center;">● ● ● ● ● ●</p>

Source: Based on example developed by and used with permission of Pat Goolsby, Amherst County (Virginia) Schools.

LEVEL 1



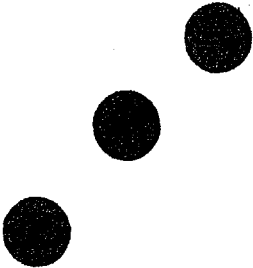
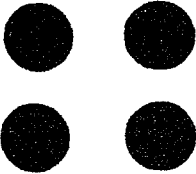
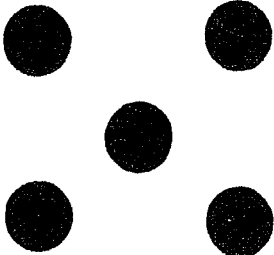
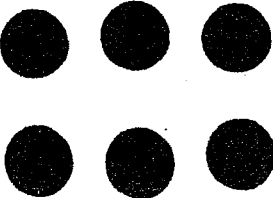
Think Dots

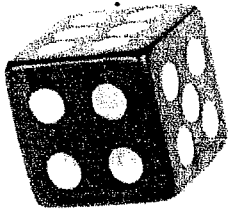
Succession/Interactions/Trophic Levels/Cycles- Review

<p>Which process allows producers to make their own food?</p> <p>a) Photosynthesis b) cellular respiration</p> <p></p>	<p>Describe the role of "nitrogen-fixing bacteria".</p> <p></p>
<p>Which symbiotic interaction would a clown fish and a sea anemone demonstrate?</p> <p></p>	<p>How much energy is transferred from 1 trophic level to the next in an ecosystem?</p> <p></p>
<p>Identify the gas living things release through the process of cellular respiration and decomposition.</p> <p>a) O₂ b) CO₂ c) N₂</p> <p></p>	<p>Differentiate primary succession from secondary succession.</p> <p></p>

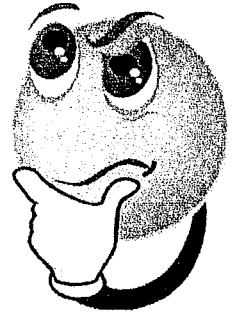
Think Dots

Succession/Interactions/Trophic Levels/Cycles- Review

<p>What process allows producers make their own food (aka-glucose)?</p> 	<p>Contrast Nitrification and Denitrification.</p> 
<p>Provide an example of a mutualistic relationship.</p> 	<p>Assuming that grass receives 10% of the energy from the sun, how much energy would a secondary consumer receive?</p> 
<p>Describe the process of cellular respiration.</p> 	<p>Provide an example of primary succession and an example of secondary succession.</p> 









“Double Stuffed” Think DOTS







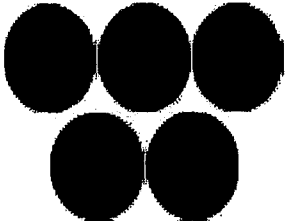
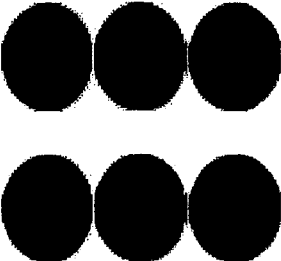
<p>Name the 3 types of RNA.</p> <p>●</p> <p>If a DNA double helix contains 19% thymine, what % would be guanine?</p>	<p>When during the cell cycle does DNA Replication take place?</p> <p>● ●</p> <p>Which 2 nitrogen bases are purines?</p>
<p>Where in the cell does transcription take place?</p> <p>● ● ●</p> <p>Explain the 2 jobs of DNA polymerase.</p>	<p>What type of RNA is produced during transcription?</p> <p>● ● ● ●</p> <p>Draw and label a tRNA molecule.</p>
<p>Name the 4 nitrogen bases.</p> <p>● ● ● ● ●</p> <p>What 2 molecules make up the backbone of the double helix?</p>	<p>Explain the events of DNA Replication.</p> <p>● ● ● ● ● ●</p> <p>What type of bond holds together complementary strands of DNA?</p>

"Double Stuffed" Think DOTS Answer Sheet

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Think Dots

Recombinant DNA, another name for Biotechnology!

<p>What is Recombinant DNA? Name some of the current usages.</p> 	<p>How important is Recombinant DNA to your everyday life? Name some examples.</p> 
<p>Can Bacteria be engineered to "eat" Oil? What might be some advantages?</p> 	<p>Can you describe the process of Recombinant DNA?</p> 
<p>What is genetically modified food (GMO)?</p> 	<p>What % of food in our supermarkets are GMO's How do you know?</p> 

MS Sc L







Think Dots

Directions: At your table group, take turns rolling the dice and complete the learning task from the corresponding dot. If the first roll is something you don't want to do, you can roll a second time. It is alright if more than one person rolls the same number as each person's response will be individual.

<p>■</p> <p>An isotope has a different number of _____ than the original atom.</p>	<p>■ ■</p> <p>Create a Bohr Diagram for Sulfur.</p>	<p>■ ■ ■</p> <p>In order to create a new element which sub atomic particle would have to be changed?</p>
<p>■ ■ ■</p> <p>Oxygen has six valence electrons. Create a Lewis dot diagram for Oxygen.</p>	<p>■ ■ ■ ■</p> <div style="border: 1px solid black; padding: 5px; display: inline-block;"><p>21 Sc 44.956</p></div> <p>How many protons, neutrons and electrons does Scandium have?</p>	<p>■ ■ ■ ■ ■</p> <p>Fluorine has 9 electrons and 7 valence electrons. How many electrons does it need to gain or lose to become stable?</p>

Think Dots

Directions: At your table group, take turns rolling the dice and complete the learning task from the corresponding dot. If the first roll is something you don't want to do, you can roll a second time. It is alright if more than one person rolls the same number as each person's response will be individual.

 <p>Define an isotope.</p>	 <p>Create a Bohr diagram of: ${}_{16}^{32}\text{S}^{2-}$</p>	 <p>What are the charges of the three subatomic particles?</p>
 <p>Create a Lewis dot diagram for Oxygen.</p>	 <p>Use your periodic table to determine how many protons, neutrons, and electrons Scandium has.</p>	 <p>Fluorine has 9 electrons. How many valence electrons does it have? How many electrons does it need to gain or lose to become stable?</p>

Think Dots

Directions: At your table group, take turns rolling the dice and complete the learning task from the corresponding dot. If the first roll is something you don't want to do, you can roll a second time. It is alright if more than one person rolls the same number as each person's response will be individual.

<p>■</p> <p>Describe, in detail, why Sodium - 12 and Sodium - 20 are isotopes of each other.</p>	<p>■</p> <p>■</p> <p>Create a Bohr diagram of a Sulfur ion that has gained two electrons.</p>	<p>■</p> <p>■</p> <p>■</p> <p>What are the charges of the three subatomic particles and how does changing each affect the atom?</p>
<p>■</p> <p>■</p> <p>■</p> <p>Create a Lewis dot diagram for an Oxygen ion with a 2- charge.</p>	<p>■</p> <p>■</p> <p>■</p> <p>■</p> <p>Find Sc on the periodic table. What is the element's name? How many protons, neutrons, and electrons does it have? Finally, draw a Bohr diagram for this element.</p>	<p>■</p> <p>■</p> <p>■</p> <p>How many electrons and valence electrons does Fluorine have? How many electrons would be gained or lost to make it stable? What is the oxidation number for Fluorine?</p>

Think DOTS

Which 3 things were explorers were looking for as they sailed to new lands?

- a. Food, supplies, new leaders
- b. God, gold, glory
- c. Friendships, freedom, fountain of youth
- d. War, disease, animals



List 2 positive effects and 2 negative effects of the Columbian Exchange.

Positives	Negatives
1.	1.
2.	2.



Silk, spices, jewels, and cotton were goods that Europeans brought back from Asia. Choose one of these goods and discuss its importance.



Identify and describe 2 effects of the search for the Northwest Passage.



How did the arrival of the Spanish change lives of the Taino?

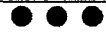
- a. Columbus did not find riches
- b. The Taino were friendly and wise
- c. The population decreased due to disease
- d. We still use some Taino words today



How did compromise help Pilgrims survive?

- a. Everyone agreed to do what was best for the colony
- b. Pilgrims wanted to leave the Church of England
- c. Pilgrims fought with each other
- d. The Mayflower Compact





_____ was an important good that Europeans brought back from Asia. It was important because



One effect of finding the Northwest Passage was _____

This was important because

Another effect of finding the Northwest Passage was _____

This was important because

Think DOTS

<p>Identify 3 things explorers were looking for as they sailed to new lands.</p> <p style="text-align: center;">●</p>	<p>List 3 positive effects and 3 negative effects of the Columbian Exchange.</p> <p style="text-align: center;">● ●</p>
<p>Identify 2-3 goods that Europeans brought back from Asia. Discuss their importance.</p> <p style="text-align: center;">● ● ●</p>	<p>Describe the effects and importance of the search for the Northwest Passage.</p> <p style="text-align: center;">● ● ● ●</p>
<p>How did the arrival of the Spanish change lives of the Taino?</p> <p style="text-align: center;">● ● ● ● ●</p>	<p>How did compromise help Pilgrims survive?</p> <p style="text-align: center;">● ● ● ● ● ●</p>

●

1. _____

2. _____

3. _____

● ●

Positives	Negatives -
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____

● ● ●

● ● ● ●

● ●

● ●

● ●

● ●

● ●

● ●

World Cultures— A Differentiated Lesson Using Cubing/Think Dots by Readiness and Partners Jigsaw

Understand: Person's role in the feudal system shaped their perspective on events

Know: Key Vocabulary (peasant, surf, lord, knight, fief, vassal, noble, medieval, monarch)

Do: Research the roles in the feudal system; compare and contrast those results with video

First: Class reading, research and discussion of feudal system –followed by video analysis. After video, teacher analyses graphic organizer to diagnose and produce heterogeneous pairs.

Next: The teacher assigns students to Jigsaw groups of 4. One pair will do questions 1, 3, 5. The other pair does 2, 4, 6. Tasks escalate in difficulty.

1. Describe: the various roles in feudal system

2. Illustrate: the roles in the feudal system

3. Analyze: the daily routine of two roles

4. Compare: the point of view of two feudal roles

5. Connect: how interrelationships existed among top and bottom roles

6. Apply: what you've learned to predict how our society is similar or different from feudal system

Next: Within "specialty" groups (Odds or Evens) students devise a way of sharing their tasks and understandings. When sharing in the jigsaw group is complete, each individual is responsible for taking notes, asking questions, achieving understanding about the other facets of the cube. Once the sharing is complete they need to be able to answer questions from any facet of the cube.

During the whole class discussion students have an opportunity to pose questions and ask for clarification from the whole class.

Finally: Summative Assessment: Students take a quiz (4 close ended questions, 2 essays). Three essay questions will be on the test, students need to select two of the three.

Social Studies Level 1

World Exploration: 5th Grade

Significance
Write a paragraph describing the importance of this exploration/discovery (Check for topic sentence, supporting details, conclusion.)

Timeline
Create a timeline of important events (50 years before & 50 years after) that led to and followed the discovery.

Relate
Think of an astronaut (not John Glenn) who is similar to your explorer and compare them.

Evaluate
Pretend you are an explorer. Make an inventory of what you need for your voyage. Then mark your top five items in case you can't buy them all.

Cause/Effect
Using the graphic organizer show at least 5 things that happened leading to the discovery and 5 things that happened as a result.

Compare/Contrast
Using a Venn diagram, compare your explorer to someone you know who has similar qualities.

K. Brimjoin & D. Cooper, 2000

Social Studies Level 2

**World
Exploration:
5th Grade**

Significance

Write an outline describing what is important about this exploration or discovery.

Timeline

Create a string of picture timeline of the important events that led to your explorer's discovery.

Compare/Contrast

Compare your explorer to someone you know. Draw a picture of each. List below them the ways they are alike.

Evaluate

Pretend you are the explorer. How would you travel his route today? Remember to think about refueling, times of departure and arrival and current maps.

Cause/Effect

Using the graphic organizer, show 2 things that happened leading to the discovery and 2 things that happened after the discovery.

Relate

Trace the route of your explorer on the old map and the map today. Share (write) how you think the world has changed.

K. Brimjoin & D. Cooper, 2000

Social Studies Level 3

**World
Exploration:
5th Grade**

Significance

Pretend you are a person on the ship. Write a letter home describing the trip and where & why you're there.

Timeline

Create a timeline of the century the exploration took place. Benchmark the decades and highlight important events.

Relate

Compare your explorer to someone you see as an explorer today in music, art, dance, or another field. Write an explanation of why.

Compare/Contrast

Compare and contrast two explorers from different discoveries. Prepare a presentation showing the comparison.

Evaluate

Predict how the world would be different if this discovery or exploration hadn't taken place.

Cause/Effect

Create a graphic organizer that shows what caused the discovery and what effect it had on history.

K. Brimijoin & D. Cooper, 2000

Topic – The Korean War ... AKA “the Forgotten War”

Activity - 6 Pack [Double Stuffed]

Directions: Each Pair, or possibly trio, of students complete one task/question from each of the boxes. Students take turns picking from each pair of items and taking the lead on that question.

* The middle boxes of the six pack have their own directions on the back.

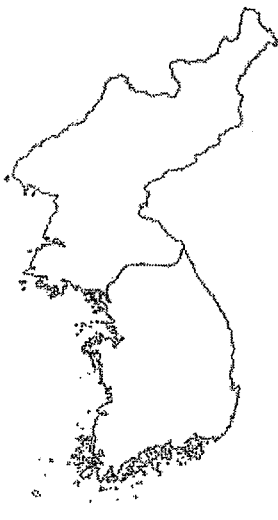
6 Pack... “Doubled Stuffed!”

What flag did US Forces fight under for the 1st time in the Korean War?

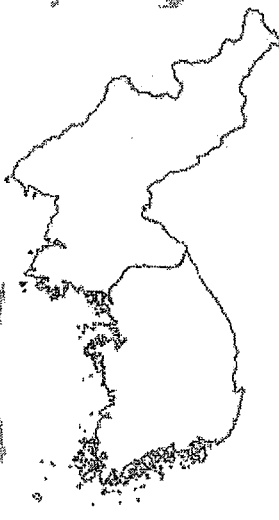
How was National Security Council Memorandum #68 (NSC-68) effected by the Korean War?

How is an act of Harry Truman, post WWII Civil Rights and the American military connected in the Korean War?

Name 5 countries that had troops see combat in the Korean War. [1950 – 53]



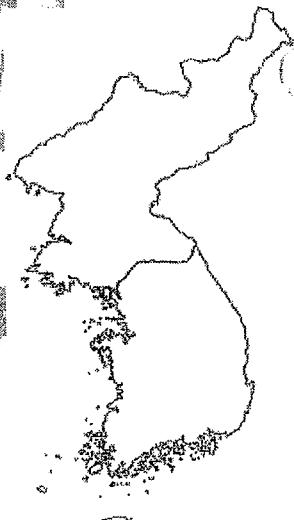
Stage 1 [June 1950]



Stage 2 [Sept. 1950]



Stage 3 [Nov 1950]



Stage 4 [1953]

Why was General MacArthur fired?
What is the deep historical significance of General MacArthur’s firing by Harry Truman?

Compose a short letter from a 10th grade South Korean student to a surviving American combat veteran who served in Korea. Assume they just completed a unit on the war.

Explain how the term “limited war” came into play during the ‘Korean Conflict.’ How did it differ from say... “total war” waged by General Sherman in the Civil War.

Explain how the Korean War fits under the larger “C War” heading. What makes the Korean War part of the Cold War?

Think Dot

Directions: you will take turns rolling a die, and answer question number indicated on the die. Roll a second time if falls on question already answered. Each one of you will separately answer the questions first; they you check and discuss with your partner to find the correct answer.

<p style="text-align: center;">One</p> <p>Which of the following verbs use être in the passé compose: donner, aller, sortir, manger, arriver, prendre, voir, tomber, entrer, monter, regarder, jouer</p>	<p style="text-align: center;">Two</p> <p>Multiple-choice. Fill out with past tense. 1-Hier, il y _____ beaucoup de soleil. a-avait b-a c- a eu 2-Le weekend passé, il _____ un bain de soleil. a-a pris b-prenait c-prend 3-Quand mon frère _____ (être) petit, il _____ toujours à mes grands-parents. a-était ; téléphonait b-a été ; téléphonait c- était ; a téléphoné</p>
<p style="text-align: center;">Three</p> <p>Write the correct verb form. 1-Nous _____ la semaine passée. a-nous sommes parlés b-avons parlé 2-Elle _____ les cheveux hier. (se laver) a-s'est lavée b-s'est lavé 3-Elles _____ ce matin. (ne pas se maquiller) a-n'ont pas maquillé b-ne se sont pas maquillées c-ne se pas sont maquillées</p>	<p style="text-align: center;">Four</p> <p>Name and explain two situations in which you can use l'imparfait, and one situation you can use le passé composé.</p>
<p style="text-align: center;">Five</p> <p>Compose 3 sentences in the past tense 1-use imparfait only 2-use passé composé only 3-use passé compose and a reflexive verb</p>	<p style="text-align: center;">Six</p> <p>Answer the following questions. (Both of you will answer the questions.) 1-Est-ce que tu as pris le petit-déjeuner hier? 2-Il faisait beau hier ? 3-Tu t'es couché(e) à quelle heure hier ?</p>

French

Think Dot

Directions: you will take turns rolling a die, and answer question number indicated on the die. Roll a second time if falls on question already answered. Each one of you will separately answer the questions first; then you check and discuss with your partner to find the correct answer.

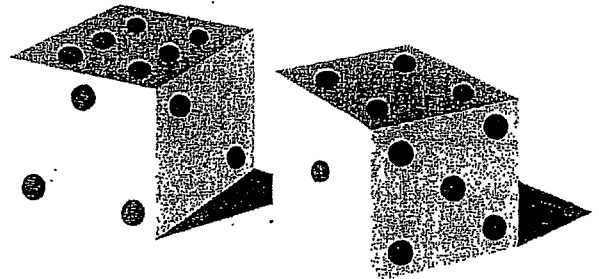
<p style="text-align: center;">One</p> <p>List 8 verbs that use être in the passé composé</p>	<p style="text-align: center;">Two</p> <p>Fill out with past tense.</p> <p>1-Hier, il y _____ beaucoup de soleil. (avoir)</p> <p>2-Le weekend passé, il _____ un bain de soleil. (prendre)</p> <p>3-Quand mon frère _____ (être) petit, il _____ (téléphoner) toujours à mes grand-parents.</p>
<p style="text-align: center;">Three</p> <p>Write the correct verb form.</p> <p>1-Nous _____ la semaine passée. (se parler)</p> <p>2-Elle _____ les cheveux hier. (se laver)</p> <p>3-Elles _____ ce matin. (ne pas se maquiller)</p>	<p style="text-align: center;">Four</p> <p>Name and Explain all the situations in which l'imparfait, and the passé composé can be used.</p>
<p style="text-align: center;">Five</p> <p>Compose 5 sentences</p> <p>1-use imparfait only</p> <p>2-use passé composé only</p> <p>3-use passé composé and a reflexive verb</p> <p>4- rewrite sentence #3 in the negative</p> <p>5-use both imparfait and the passé composé in the same sentence.</p>	<p style="text-align: center;">Six</p> <p>Use the imparfait and the passé composé to talk to your partner about your day yesterday: from the time you woke up to the time you went to bed.</p>

Cubing

Topic: _____

1. Describe it: _____
What does it look like?
2. Compare it: _____
What is it similar to or different from?
3. Associate it: _____
What does it make you think of?
4. Analyze it: _____
How is it made or what is it composed of?
5. Apply it: _____
What can you do with it? How is it used?
6. Argue for or against it: _____
Take a stand and list reasons for supporting it.

Spend only 5 or 10 minutes on
each side of the cube.

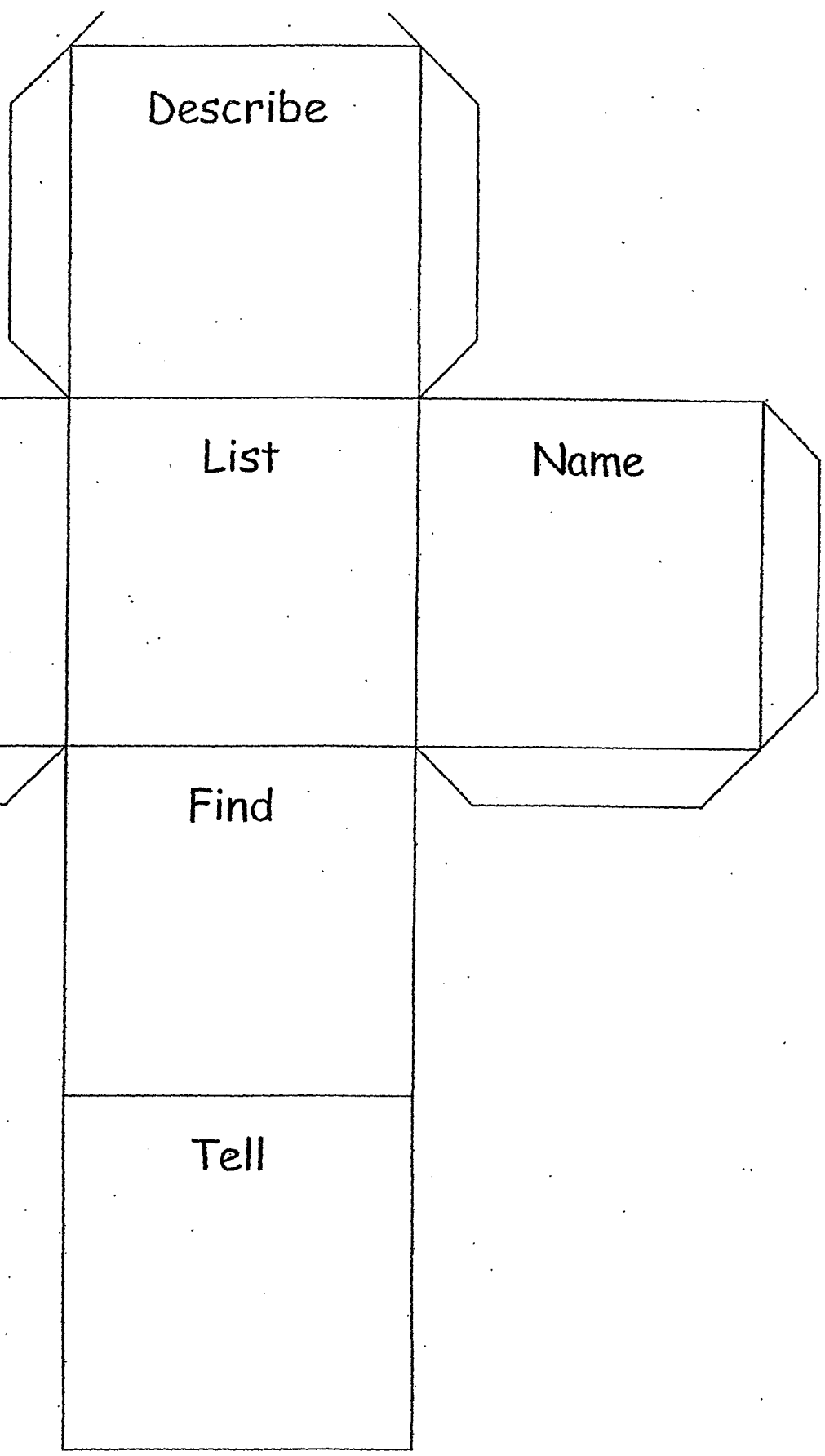


Writing with cubes

Cubing asks you to probe your topic from six different perspectives. First, select a topic (issue, person, idea, event, problem, person, object, scene) and write it at the top of your page to help you keep it firmly in mind. Then give yourself three to five minutes to write from each of the perspectives listed below.

1. Describing: Physically describe your topic. What does it look like? What color, shape, texture, size is it? Identify its parts.
2. Comparing: How is your topic similar to other topics/things? How is it different?
3. Associating: What other topic/thing does your topic make you think of? Can you compare it to anything else in your experience? Don't be afraid to be creative here: include everything that comes to mind.
4. Analyzing: Look at your topic's components. How are these parts related? How is it put together? Where did it come from? Where is it going?
5. Applying: What can you do with your topic? What uses does it have?
6. Arguing: What arguments can you make for or against your topic?

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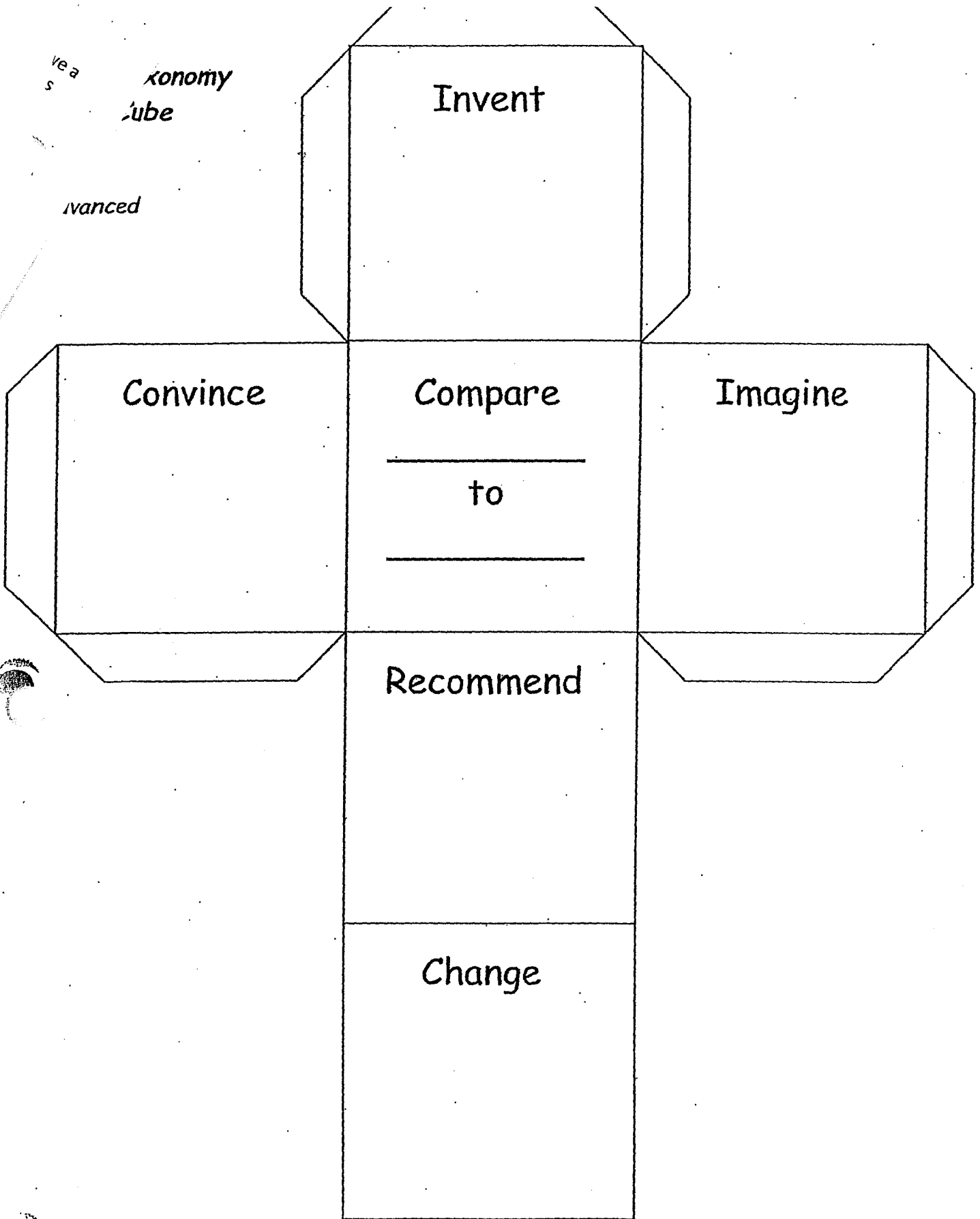


P. Schoessler CCIU #24

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Cubing [A]

DIRECTIONS: With a partner, you will be making a di to help you review vocabulary. Each side of the di will have a different question. It is up to you to create the questions and write one on each side of the di. Follow the steps below to help you create your di:

1. With your partner, write 6 questions about vocabulary words in Unit 8. Fill in the blanks below to write the question:
 - QUESTION 1: Compare word _____ to word _____.
 - QUESTION 2: Why is _____ such an important word for *Romeo & Juliet*?
 - QUESTION 3: Draw a cartoon for the word _____.
 - QUESTION 4: What are some causes of _____?
 - QUESTION 5: Relate the word _____ to _____ [famous person]
 - QUESTION 6: Create a funny scenario where you might shout the word _____.
2. Write down the answers to each question on the back of this piece of paper.
3. Write each question on 1 square of the green di
4. Fold along the lines and tape/glue the di together.
5. Switch the di with another pair.
6. Roll the other group's di **THREE TIMES**. Write/draw your answers on the back of this sheet of paper.
7. Share your responses with the di creators. Were your answers what the di creator expected?

Answers to Questions on MY Cube

Answers to Questions on OTHER GROUP'S Cube

Cubing [E]

DIRECTIONS: With a partner, you will be making a di to help you review vocabulary. Each side of the di will have a different question. It is up to you to create the questions and write one on each side of the di. Follow the steps below to help you create your di:

1. With your partner, write 6 questions about vocabulary words in Unit 8. Fill in the blanks below to write the question:
 - QUESTION 1: Provide 2 antonyms for the vocab word _____.
 - QUESTION 2: Write an original sentence for the word _____.
 - QUESTION 3: Sketch a drawing for the word _____.
 - QUESTION 4: Provide 2 synonyms for the vocab word _____.
 - QUESTION 5: Connect the vocabulary word _____ to Mercutio.
 - QUESTION 6: Why is the word _____ so important for teenagers to learn?
2. Write down the answers to each question on the back of this piece of paper.
3. Write each question on 1 square of the green di
4. Fold along the lines and tape/glue the di together.
5. Switch the di with another pair.
6. Roll the other group's di THREE TIMES. Write/draw your answers on the back of this sheet of paper.
7. Share your responses with the di creators: Were your answers what the di creator expected?

Answers to Questions on MY Cube

Answers to Questions on OTHER GROUP'S Cube

DIRECTIONS: With a partner, you will be making a di to help you review vocabulary. Each side of the di will have a different question. It is up to you to create the questions and write one on each side of the di. Follow the steps below to help you create your di:

1. With your partner, write 6 questions about vocabulary words in Unit 8. Fill in the blanks below to write the question:

- A. QUESTION 1: What is the correct definition for the word _____. (provide 4 options)
 - i. _____
 - ii. _____
 - iii. _____
 - iv. _____
- B. QUESTION 2: Write an original sentence for the word _____.
- C. QUESTION 3: Draw a scene of someone using the word _____.
- D. QUESTION 4: Which of the following is an antonym for the word ____? (Provide 4 options).
 - i. _____
 - ii. _____
 - iii. _____
 - iv. _____
- E. QUESTION 5: What is a situation where someone would use the word _____.
- F. QUESTION 6: Fill in the blank: (write your own sentence leaving a blank for the vocab word):

- 2. Write down the answers to each question on the back of this piece of paper.
- 3. Write each question on 1 square of the green di.
- 4. Fold along the lines and tape/glue the di together.
- 5. Switch the di with another pair.
- 6. Roll the other group's di THREE TIMES. Write/draw your answers on the back of this sheet of paper.
- 7. Share your responses with the di creators. Were your answers what the di creator expected?

<p style="text-align: center;">Answers to Questions on MY Cube</p>	<p style="text-align: center;">Answers to Questions on OTHER GROUP'S Cube</p>
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