# Grade 1: Unit 6, Lesson 26

**Title:** *The Dot*

**Essential Question:** How did the art teacher inspire Vashti’s feelings about art to change?

**Week 1 Comprehension**

**Knowledge Journal**

1. Read aloud the selection for the week.
2. After you read, stop and think about what you learned and the questions. What did you learn that was new *and important* about the topic from *this* resource? Use large public notes (chart paper) or individual note catchers to capture student learning. Use the optional questions to prompt reflection; sample answers provided for teacher reference.

**Sample Chart Responses**

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| **Title: *The Dot***  |
| Write, Draw, or List |
| **Questions (optional)**  | **New and important learning about the topic or evidence** |
| How does Vashti feel about drawing?  | *She did not like to draw because she felt like she could not do it.* |
| What did her teacher tell her to do? | *Her teacher told her to, “Just make your mark and see where it takes you.”* |
| What did the teacher do to her drawing? How did that Vashti feel? | *Her teacher framed it in a swirly frame and hung it up above her desk. This made Vashti feel encouraged to make a better dot.* |
| What did Vashti do to try to make better drawings? | *Vashti experimented with different sizes and colors to make new and different dots.* |
| How did Vashti help the boy she met? | *Vashti told him to show her the way he makes his line, and then she told him to sign it. Just as her teacher did for her.* |
| What details in the words and picture tell you what Vashti is feeling?  | *Vashti is sitting in the chair after class is over because she hasn’t drawn anything yet. She looks angry in the picture.* *Vashti tells her art teacher that she “just CAN’T draw.” She is frustrated.* *The words “grabbed” and “strong jab,” the color red in the background of the picture, and Vashti’s face all show that she is angry.*  |
| Why do you think the teacher wants Vashti to sign the paper with the mark she made?  | *She wants Vashti to see the dot as her own artwork. An artist signs his or her artwork when it is complete.*  |
| Why did Vashti suddenly think she could paint a better dot?  | *Having her dot framed and on the wall makes it seem important. She wants to make a better picture.* |
| What words help show how she feels? | *“Discovered” and “experimenting” show that she feels more confident about making art and that she’s enjoying it.* |
| What do you think the author is telling you by showing Vashti’s big show? Why does the author say that Vashti’s dots “made quite a splash”?  | *Lots of people like Vashti’s art. Vashti is proud of her artwork now.**Splash means two different things. First, a splash in the water is something you notice because it surprises you. Second, when someone does something that makes other people notice, that person makes a “splash”. Many people are surprise and amazed by Vashti’s artwork. So the pictures are making a “splash”.* |
| How are Vashti and the little boy alike?How are they different?  | *They both thought they couldn’t draw.**He’s not angry like she was.*  |
| What words on page 31 tell you how the little boy feels when Vashti tells him to draw a line?  | *“The boy’s pencil shook” tells me he is nervous or scared.* |
| What has Vashti learned from her experience?  | *Vashti learned that she the only way to be good at something is to give it a try. She saw that someone believing in you, such as her art teacher, can help someone gain the confidence they need to take a risk. She learned that not being good at something the first time doesn’t mean that you will never be able to achieve it!* |

**Written Response**

What events helped Vashti change her feelings about art? Cite evidence from the text.

**Sample Student Response**

Many things happened that helped Vashti’s feelings about art change. First, Vashti signed her name and it made her feel good because she could create a piece of art. Her teacher also hung up her art in a swirly frame. This made Vashti feel proud. During the story, Vashti was persistent because she tried to make her art better. At the end, Vashti got to encourage a boy at her art show to try art. He wanted to be like her. These events made Vashti feel better about art.

**Week 2, Building Knowledge: Extending the Topic**

Vocabulary from Leveled Readers may be used as additional support.

Use as a Center Activity or for Homework.

**Essential Question:** How can we be inspired by the words and actions of others?

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| **Cumulative Activities** – The following activities could be completed and updated after reading each resource this week. The purpose of these activities is to capture knowledge building from one resource to the next and to provide a holistic snapshot of central ideas of the content covered in response to the essential question. *It is recommended that the class and/or students complete one of the Cumulative Activities (Rolling Knowledge Journal or Rolling Vocabulary) for Week 2.* |

**Rolling Vocabulary: “Fabulous Four” Sample**

* Read each resource then, with students, pick 4 important words. The Rolling Vocabulary may be kept as a large public interactive chart with words and pictures or drawings.
* Collaboratively use the 4 words to write about the most important ideas of the text. You should have as many sentences as you do words.
* Continue this activity with EACH selection in the text set.
* After reading all the selections on the topic, go back and review your words.
* Now select the “Fabulous Four” words from ALL the word lists.
* Use the “Fabulous Four” words to write an interesting sentence or sentences about the topic.

**Sample Student Response**

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| **Title** | **Four Vocabulary Words & Sentences**  |
| *The Dot*  | **Words:** **swirly, experimenting, persistent, encourage**1. The teacher hung the art up in a **swirly** frame.
2. The students were **experimenting** with mixing paints together to find out what would happen.
3. Destiny was **persistent** in learning how to tie her shoes.
4. You should **encourage** a friend to do their best and keep trying.
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| *A Surprise for Mrs. Green*  | **Words: gasped, slumped, perform, touched**1. Desirae **gasped** when the clown walked in.
2. I **slumped** down in my chair because I did not want to share in front of the class.
3. The whole class would **perform** the song at the talent show.
4. My mom was **touched** when I gave her the card I made for her.
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| *Our School*  | **Words:** **scraps, drew, place, where**1. The **scraps** of food were thrown in the trash.
2. I **drew** a picture of the playground outside.
3. The **place** where we cook is called the kitchen.
4. **Where** did you get that book?
 |
| *The Bumpy Snowman*  | **Words: studied, frowned, nice, bumpy**1. Maya **studied** her math facts until she knew them all!
2. Harvier **frowned** when his mom said she would not get him an ice cream.
3. Crystal wrote a very **nice** sentence.
4. The road was very **bumpy**.
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| *Paco’s Snowman*  | **Words: strange, except, sighed, moaned**1. It was so **strange** that there was no milk at lunch today.
2. I love all vegetables **except** broccoli.
3. Nashla **signed** when she heard it would be an hour wait for the movie.
4. Jahkym **moaned** when his mom told him to clean his room.
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| *Willow*  | **Words: muttered, horrid, especially, astonished**1. Aidan **muttered** about how he did not like the book.
2. Hitting someone is a **horrid** thing to do.
3. I love ice cream, **especially** chocolate chip.
4. She was **astonished** at how beautiful Jaylene’s art was.
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| *Magic Trash: The Story of Tyree Guyton and His Art*  | **Words: giggled, flipped, complained, rubbish**1. The kids **giggled** at Andre’s dirty shoes.
2. The paper **flipped** in the wind.
3. The kids **complained** that they did not get enough recess.
4. The garbage was filled with **rubbish**.
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| *Ish*  | **Words: crumpled, realized, wonderful, exclaimed**1. Nikki **crumpled** up her paper into a ball.
2. She **realized** that she had to open the bag with scissors.
3. The pizza tasted **wonderful**!
4. “This is awesome!” she **exclaimed.**
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| **Fabulous Four: wonderful, encourage, experiment, realize** |
| **Summary:**People can be inspired by the world around them or other **wonderful** people. Others can **encourage** you to **experiment**. Their words and actions can help you **realize** how wonderful what you create really is!  |

**Rolling Knowledge**

* Students may complete this document to support learning during 2nd reading of the text.
* Document should be maintained in a binder, folder, or journal and reviewed to ensure student understanding.
1. Read each selection in the set, one at a time.
2. After you read *each* resource, stop and think what the big learning was. What did you already know about this from your other reading? Write or draw in the first box. This can be done collaboratively in small groups or individually depending on your students.
3. What did you learn that was new *and important* about the topic from *this* resource? Write, draw, or list what you learned from the text about (topic).

**Sample Student Response (most likely these would be drawings!)**

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| **Write, Draw, or List** |
| **Title** | **What I already knew from my other reading…** | **What I learned from reading this…** |
| 1. *A Surprise for Mrs. Green*
 | Art can make people feel emotions.  | Art can take many forms: dance, song, writing or drawing.  |
| 1. *Our School*
 | People can inspire others to change.  | You can be inspired by the things around you, like what you like about your school.  |
| 1. *The Bumpy Snowman*
 | Teachers can inspire their students to feel differently.  | Teachers can give students the confidence to be ok with being different.  |
| 1. *Paco’s Snowman*
 | Teachers can inspire their students to feel differently about themselves and their artwork.  | People can learn to love what is different about them.  |
| 1. *Willow*
 | People can change their feelings about their own artwork.  | Students can also inspire teachers to change their way of thinking about art.  |
| *7. Magic Trash: The Story of Tyree Guyton and His Art*  | Not all art has to look the same.  | Art can make people feel better about themselves and where they live.  |
| *8. Ish*  | People’s feelings and opinions can affect your own.  | Art doesn’t need to be perfect to be wonderful.  |

**Written Response Week 2**

Due to the absence of Leveled Readers, prompts may be reworded to reflect resources used throughout unit.

**Option 1:**

The local newspaper is writing a series of articles about inspiring people! Select one character from the books we have read this week to submit. Use details from the text to explain how this character inspired others to change.

**Sample Student Response**

Willow is a wonderful and inspiring person. She experiments with her art when she gets an assignment in art class. For example, Willow paints a tree with strange blue apples. She shows kindness to her teacher Miss Hawthorne even though her teacher says that Willow is horrid. After Willow gives her teacher her art book, Miss Hawthorne realized that she can make art like Willow too. Willow inspired Miss Hawthorne to have more fun especially in her art class.

**Option 2:**

Think about the stories The Dot and Willow. Compare and contrast the changes that occurred in the characters in both stories. Use evidence from the text to support your answer.

**Sample Student Response**

In both The Dot and Willow characters inspired change in other people. Marisol inspired change by hanging up Ramon’s crumpled drawings. Willow inspired a change in Miss Hawthorne by experimenting with her own art. Both Ramon and Willow inspired other characters to have more fun creating art at the end of the story. Also, they both liked art that was strange or not perfect. Both Marisol and Willow are especially inspiring characters.

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**Title:** *The Dot*

**Essential Question:** How did the art teacher inspire Vashti’s feelings about art to change?

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| **Title:**  |
| Write, Draw, or List |
| **Questions**  | **New and important learning about the topic or evidence** |
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**Writing**

What events helped Vashti change her feelings about art? Cite evidence from the text.

**Student Response**

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**Building Knowledge: Extending the Topic**

**Essential Question:** *How can we be inspired by the words and actions of others?*

**Rolling Vocabulary**

As you read each book, keep track of the new words you are learning. Collect the most important words from each book, website or video as you read and learn. Think about the words and write or draw a picture to help you remember them.

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| **Title** | **Vocabulary Words & Sentences** |
| *The Dot* | Words:  |
| *Willow*  | Words:  |
| *Magic Trash: The Story of Tyree Guyton and His Art*  | Words:  |
| *Ish*  | Words:  |
| **Fabulous Four:** |
| **Summary:** |

**Rolling Knowledge**

As you read each book, keep track of what you are learning. Write and draw what you already knew in the box on the left. In the box on the right, write and draw about what you learned from this book.

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| **Write, Draw, or List** |
| **Title** | **What I already knew from my other reading…** | **What I learned from reading this…** |
| *The Dot* |  |  |
| *Willow*  |  |  |
| *Magic Trash: The Story of Tyree Guyton and His Art*  |  |  |
| *Ish*  |  |  |

**Written Response Week 2**

**Option 1:**

The local newspaper is writing a series of articles about inspiring people! Select one character from the books we have read this week to submit. Use details from the text to explain how this character inspired others to change.

**Student Response**

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**Written Response Week 2**

**Option 2:**

Think about the stories The Dot and Willow. Compare and contrast the changes that occurred in the characters in both stories. Use evidence from the text to support your answer.

**Student Response**

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