

DOTS

(Determine, Observe, Talk, Summarize)

The DOTS strategy provides a window that allows students, through pictures and words, to make public their immediate connections with a topic. Used throughout the lesson, DOTS helps students link new learning to build on existing knowledge. For additional details on how to implement the DOTS strategy, please refer to Chapter 8.

Phase	Directions	Benefits to CLD Students
<p>Activation (Opening)</p> <p>D <u>Determine</u> what I know</p>	<ul style="list-style-type: none"> • Give students a blank DOTS Chart at the beginning of the lesson. • Have students place the name of the topic/concept that will be taught at the top of the chart. • Start by asking students to write things they know about the topic/story, putting each word, term, or phrase in the box of the letter with which it starts. • Students can be encouraged to write in their native languages or to draw to show their understanding. • Allow only 3–5 minutes for students to write/draw. • Students should be able to explain why they added individual words to the chart. 	<ul style="list-style-type: none"> • Empowers students to tap into their background knowledge and bring information they can share. • Can be applied to any content area. • Creates a context for students to publicly share connections they make to the lesson topic.
<p>Connection (Work Time)</p> <p>O <u>Observe</u> and make connections to what I am learning from teacher/text</p> <p>T <u>Talk</u> to peers</p>	<ul style="list-style-type: none"> • Have students write the target vocabulary around the outside of the chart as the words are introduced during the lesson or before getting into the text, lecture, or PowerPoint. • Have students make associations with the words inside their charts with those outside the chart to demonstrate connections to the vocabulary words and extend learning. <ul style="list-style-type: none"> ◊ Students can demonstrate associations physically by drawing lines between the words that they connect. ◊ Have students share their associations with a partner or small group, because such discussion helps to solidify connections. • Students can add words that come up during the lesson, as well as words from text used for a reading. 	<ul style="list-style-type: none"> • Scaffolds students' learning to support their making sense and bringing meaning to text, teacher talk, and peer conversation. • Gives students a personal scaffold to use throughout the lesson. • Supports the learner in building both social language and academic language.
<p>Affirmation (Closing)</p> <p>S <u>Summarize</u> what I have learned</p>	<ul style="list-style-type: none"> • Ask students to use their chart to do the following types of tasks depending on their language proficiency: <ul style="list-style-type: none"> ◊ Use the chart as a tool to write definitions. ◊ Use the vocabulary to complete a fill-in-the-blank/cloze exercise. ◊ Use the vocabulary to write a paragraph. • The teacher can create a checklist or a rubric to assess students' understanding of the vocabulary words or the paragraphs they created. 	<ul style="list-style-type: none"> • Provides students with a tool in their hands for writing, problem solving, creating, clarifying, or elaborating on what has been learned.