#1. Heading:
Title of Novel: *The Greatest Generation*
Title of Strategy: Dot Activity

#2. Context:
This pre-reading activity will take place on the second day of the unit, and will assist the teacher in deciding how much front-loading he/she will have to do on the previous day. This strategy is extremely helpful in helping teachers to know how much prior knowledge students have available to draw on, and can be used in a variety of settings throughout a unit.

#3. Statement of Purpose:
Before jumping into a novel with a lot of Tier 3 terms and where historical context is key to understanding the text, the teacher needs to know how much prior knowledge students have. Thus, this activity is a graphic demonstration of what students already know and what the teacher has to work with/build on. This novel will not make as much sense if background knowledge is not provided/possessed, therefore the need for this activity.

#4. Directions:
**Time:** The last 15-20 minutes of a class period.

**Materials Needed:**
- Pieces of colored paper with individual WWII terms, people, and/or places printed on the top of each (i.e.: “D-Day,” “The Great Depression,” “Merchant Marines,” etc)
- Sheets of colored sticker dots (red, yellow, and green)

**STEP 1:** Post the paper with the terms around the room and have out one or two sheets of stickers to each student (depending on how many terms there are).
**STEP 2:** Instruct students to walk around the room and place a
  - Red dot on terms that they do not know at all
  - Yellow dot on the terms that they might know the meaning of
  - Green dot on the terms that they for sure know the meaning of

#5. Assessment:
The teacher will be able to visually assess what students already know about WWII. This will help the teacher to know what background knowledge students already have, and then build on that knowledge during the front-loading lesson the next day.