

# The Dot - Analyze Sequence

Grade 1 | Florida teacher-facing edition

## REGIONAL STANDARD

### ELA.K12.EE.3.1

**Make inferences to support comprehension.**

## WHY THIS LESSON QUALIFIES

Students infer Vashti's mood at turning points from her exact words and actions and record the evidence that supports the inference.

### Source

Florida Department of Education - Florida B.E.S.T. Standards: English Language Arts

### Production status

APPROVED - HIGH confidence. Canonical lesson pages follow unchanged. The standard is printed only on this regional edition.

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## ELA SKILL LESSON · GRADE 1

# The Dot

## Analyze Sequence

|                  |                                                                                                                            |
|------------------|----------------------------------------------------------------------------------------------------------------------------|
| TIME             | 30 minutes full · 15 minutes short                                                                                         |
| PRIMARY SKILL    | Infer how a character's attitude changes from words and actions                                                            |
| OBJECTIVE        | Compare Vashti's actions and words near the beginning, middle, and end to explain how her attitude toward drawing changes. |
| STUDENT EVIDENCE | Three moments in one attitude-change arc, each supported by an action or phrase.                                           |

|                           |                                                                        |
|---------------------------|------------------------------------------------------------------------|
| <b>ESSENTIAL QUESTION</b> | How do Vashti's actions show that her attitude toward drawing changes? |
|---------------------------|------------------------------------------------------------------------|

### Before teaching

Read or play the complete book before the timed lesson. Mark the first mark, her response to the framed dot, and her response to the boy.

|                   |                                          |
|-------------------|------------------------------------------|
| <b>Materials:</b> | The book; Student Evidence page; pencil. |
|-------------------|------------------------------------------|

Mark these moments: forceful first mark · reaction to the framed dot · response to the boy who says he cannot draw

### Lesson sequence

|               |                                                                                                                             |
|---------------|-----------------------------------------------------------------------------------------------------------------------------|
| <b>4 min</b>  | Beginning Reread the first-mark moment. Name what Vashti does or says before choosing a word for her attitude.              |
| <b>6 min</b>  | Middle Compare her reaction to the framed dot. Ask what new action shows she is becoming willing to try or prove something. |
| <b>10 min</b> | End Read her response to the boy. Notice that she now gives someone else a way to begin.                                    |
| <b>10 min</b> | Build the arc Put the three moments in order and explain the change using only the cited actions/words.                     |

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# The Dot

## Analyze Sequence

|                      |                                                                                                    |
|----------------------|----------------------------------------------------------------------------------------------------|
| <b>Access routes</b> |                                                                                                    |
| <b>SOLO</b>          | Record beginning, middle, and end actions, then write one sentence explaining the attitude change. |

|                  |                                                                                                       |
|------------------|-------------------------------------------------------------------------------------------------------|
| <b>SUPPORTED</b> | Choose from a small word bank only after pointing to the action or phrase that supports each stage.   |
| <b>LISTENING</b> | Replay one marked moment at a time. Give the action and what it suggests orally; an adult may scribe. |
| <b>EXTEND</b>    | Explain which moment is the clearest turning point and why, using evidence.                           |

### Teacher guidance

Keep all three moments serving one target: attitude change. Do not split the lesson into separate mood-inference and “what she says to the boy” tasks. The boy scene is evidence of the completed change.

### Assessment

- Uses an action/phrase from the first mark.
- Uses an action/phrase from the framed-dot response.
- Uses Vashti’s response to the boy as end-of-arc evidence.
- Explains a plausible change in attitude across the three moments.

Short route · 15 minutes 3 min - first mark. 5 min - framed-dot response. 7 min - boy scene and one-sentence change explanation.

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### STUDENT EVIDENCE · GRADE 1

# The Dot

## How Vashti Changes

Name \_\_\_\_\_ Date \_\_\_\_\_ Use one action or phrase from each moment. Then explain how Vashti’s attitude toward drawing changes across the story.

### BEGINNING

What does Vashti do or say? What does that suggest?

### MIDDLE

What does she do after seeing the framed dot? What does that suggest?

## END

What does she do when the boy says he cannot draw? What does that show now?

## EXIT CHECK

Vashti's attitude changes from \_\_\_\_\_ to \_\_\_\_\_ because \_\_\_\_\_.

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## TEACHER KEY · GRADE 1

# The Dot

## Analyze Sequence

### Strong response

At the beginning, Vashti acts abruptly and resists drawing. After seeing the framed dot, she reacts by deciding she can do better and begins making more dots. At the end, when the boy says he cannot draw, she gives him a way to begin. Together, those actions support a change from resistance/frustration toward engagement and confidence that drawing can start with a small mark.

### Expected evidence

- Beginning: forceful mark / short reply shows resistance or frustration.
- Middle: decides she can do better and acts on it.
- End: helps the boy begin instead of dismissing him.

### Watch for

- Treating each scene as an unrelated mood-label exercise.
- Using “happy” without evidence.
- Inventing the teacher's private intention.

### Independent success

The student uses evidence from all three moments to explain one coherent change in Vashti's attitude.

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