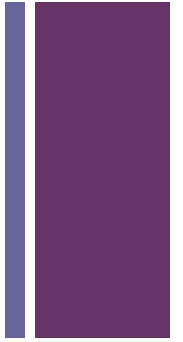


+ Choice Board Icebreaker

List your top 3 favorite foods.	Describe your favorite vacation spot. You can do this through words, sentences, or pictures.	If a movie were made of your life, what celebrity would play you? Why?
Explain the craziest thing you have ever done in several words.	What is your favorite season? Why?	Get with a partner and act out your favorite movie scene.
Find a partner and play patty-cake.	Draw a picture of 3 things everyone should know about you.	If you were a superhero, what would your superpower be? Why?



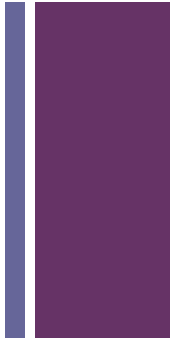
+ What is a Choice Board?



- A **CHOICE BOARD** offers students a way to make decisions about what they will do in order to meet class requirements.
- A choice board could be for a single lesson, a week-long lesson, or even a month-long period of study.

+ So Basically...

- Choice boards are organizers that contain a variety of activities.
- Students can choose one or several activities to complete as they learn a skill or develop a product.
- Choice boards can be organized so that students are required to choose options that focus on several different skills.
- Choice boards address **readiness, interest, and learning preferences**. They are easily adapted to a subject area.



+ How do I create one?

- Identify the most important elements of a lesson or unit.
- Create a required assignment or project that reflects the minimum understanding you expect all students to achieve.
- Create negotiables which expand upon the minimum understandings. These negotiables often require students to go beyond the basic levels of Bloom's Taxonomy.
- You could create a final optional section that requires students the opportunity for enrichment. The optional section often reflects activities that students can use for extra credit.

from *Fair Isn't Always Equal: Assessing and Grading in the Differentiated Classroom* by Rick Wormeli

+ Types of Learning Menus



- **CONTRACT:** A “package” of tasks & activities, as well as meeting times with teacher and other organizational measures, to ensure student success and grasp of learning goals.
- **MENU:** *Main Dishes, Side Dishes, and Desserts (for younger learners).*
- **AGENDA:** *Imperatives, Negotiables, and Options (for older learners).*
- **THINK TAC TOE:** Complete a row, column or diagonal line of activities.



MENU PLANNER



Menu for: _____ Due: _____

All items in the main dish and the specified number of side dishes must be complete by the due date. You may select among the side dishes and you may decide to do some of the desserts items, as well.



Main Dishes (complete all)

1

2

3

4



Side Dishes (Select _____)

1

2

3

4



Desserts (Optional)

1

2

3



MENU CONTRACT

“Probability”

Due: _____

All items in the main dish and the specified number of side dishes must be complete by the due date. You may select among the side dishes and you may decide to do some of the desserts items, as well.



Main Dishes (complete all)



1

Complete the “meteorology simulation” on p. 88-89 of your textbook.

2

Create a list of 10 pairs of events. 5 pairs should contain events that are *dependent*; 5 pairs should contain events that are *independent*. Explain each classification.

3

Complete the “frequency table” assignment on p. 506-507 of your textbook.

4

Examine the attached list of functions and determine which functions represent probability distributions.



Side Dishes (Select 2)

1

Work with a partner to analyze the game of “Primarily Odd.” See your teacher for game cubes and further instructions.

2

Design a “game spinner” that has this probability distribution: $P(\text{red}) = 0.1$; $P(\text{green}) = 0.2$; $P(\text{blue}) = 0.3$; $P(\text{yellow}) = 0.4$.

3

Suppose a dart lands on a dartboard made up of four concentric circles. For the center of the board (the “bull’s eye”), $r=1.5$; the remaining rings have widths of 1.5. Use your understanding of area and probability to determine the probability of 1) hitting a “bull’s eye” and 2) landing in the outermost ring.



Desserts (Select 1)

1

Figure the probability of “Murphy’s Law” and make a case for whether or not it should indeed be a “law.”

2

Use a frequency table to chart the colors that your classmates wear for a week. Then, use probability to predict how many students will wear a certain color on a given day.

+ Bloom's Taxonomy



Knowledge list, define, tell, describe, identify, show, label, collect, examine, quote, name, who, when, where	Comprehension summarize, describe, interpret, contrast, predict, associate, distinguish, estimate, discuss, extend	Application apply, demonstrate, calculate, complete, illustrate, show, solve, examine, modify, relate, change, classify, experiment
Analysis analyze, separate, order, explain, connect, classify, arrange, divide, compare, select, explain, infer	Synthesis combine, integrate, modify, rearrange, substitute, plan, create, design, invent, what if?, compose, formulate, prepare, generalize, rewrite	Evaluation assess, decide, rank, grade, test, measure, recommend, convince, select, judge, explain, discriminate, support, conclude, compare
Comprehension or Evaluation	Application or Evaluation	Knowledge or Analysis

+ Gardner's Multiple Intelligences

Verbal-Linguistic

- Prepare a report
- Write a play or essay
- Give directions for . . .
- Create a poem or recitation
- Listen to a tape or view a video
- Retell in your own words
- Create a word web

Interpersonal

- Work with a partner or group
- Discuss and come to conclusion
- Solve a problem together
- Survey or interview others
- Dialogue about a topic
- Use cooperative groups to do a group project
- Project a character's point of view

Logical-Mathematical

- Create a pattern
- Describe a sequence or process
- Develop a rationale
- Analyze a situation
- Create a sequel
- Critically assess
- Classify, rank, or compare . . .
- Interpret evidence
- Design a game to show . . .

Intrapersonal

- Think about and plan
- Write in a journal
- Keep track of . . . and comment on . . .
- Review or visualize a way
- Reflect on the character and express his or her feelings
- Imagine how it would feel if you . . .

Free Space

Musical

- Create a rap, song, or ballad
- Write a jingle
- Write a poem
- Select music to enhance a store or event
- Create rhymes that . . .

Spatial/Visual

- Create a mural, poster, drawing
- Illustrate an event
- Draw a diagram
- Design a graphic organizer
- Use color to . . .
- Create a comic strip to show . . .
- Do a storyboard
- Create a collage with meaningful . . .

Bodily-Kinesthetic

- Create a role-play
- Construct a model or representation
- Develop a mime
- Manipulate materials to work through a simulation
- Create actions for . . .

Naturalist

- Discover or experiment
- Categorize materials or ideas
- Look for ideas from nature
- Adapt materials to a new use
- Connect ideas to nature
- Examine to make generalizations
- Label and classify
- Draw conclusions
- Predict . . .

Menu by Content

Fractions	Fractions	Fractions
Decimals	Decimals	Decimals
Percents	Percents	Percents

Menu by Learning Profile

Visual	Auditory	Kinesthetic-tactile
Visual	Auditory	Kinesthetic-tactile
Visual	Auditory	Kinesthetic-tactile

+ Story/Novel Assignment



<p>Picture</p> <p>Draw a picture of the main character. Write three sentences about what they have gone through in the story.</p>	<p>Play</p> <p>Perform a play that shows the conclusion of the story.</p>	<p>Song</p> <p>Write a song about one of the main events in the story.</p>
<p>Poem</p> <p>Write a poem about two main events in the story.</p>	<p>Poster</p> <p>Make a poster that shows the order of events in the story.</p>	<p>Puppet</p> <p>Create a puppet that looks like the main character in the story.</p>
<p>Costume</p> <p>Dress up as your favorite character in the story. Write a dialogue from their point of view.</p>	<p>Venn Diagram</p> <p>Create a Venn Diagram comparing and contrasting two characters in the story.</p>	<p>Picture</p> <p>Draw a picture that illustrates the setting in the story.</p>

+ Writing – Based on Novel

Put yourself in Byron's shoes. How would you feel if you had to go live in Alabama with Grandma Sands? What would you do? What would you say to Momma and Dad?

Do you think that it was the right decision to send Byron to live with Grandma Sands? Why or Why not? Give at least 3 reasons supporting your ideas.

Pretend you are Buphead. Write a persuasive letter to Mr. and Mrs. Watson to let your best friend Byron stay in Flint, Michigan. Give at least 3 reasons supporting your ideas.

Pretend you are Kenny. Bryon now lives in Alabama and is no longer at your school to protect you. How do you feel? What will you do? What will you say to kids at school?

Free Space!

Create your own writing idea based on the book. Check in with me to approve it. 😊

Pretend you are Momma. Everyone comes down on you for worrying and over planning too much. Defend yourself! Give at least 3 reasons supporting your ideas.
(*Hint:* Think of how Momma talks when upset.)

If you were Grandma Sands, what would you do to put Byron in his place? Why would this work? Give at least 3 reasons supporting your ideas.

Do you think Byron will change while living with Grandma Sands? Will he change for the better or worse? Give at least 3 reasons supporting your ideas.

Imagine you had to take a three day family driving trip like the Watson's. What would you do to pass the time? Do you think it would be easy or hard? Explain in detail.

+ Math – Fill it in with Unit content

Write clear directions for performing the math computation skills from this unit.	Solve two of the five challenge problems.	Create a math rap or rhyme that will help someone remember this unit.
Create three word problems from information learned in this unit.	Student Choice Activity (With teacher approval)	Define the unit's vocabulary words with sketches or drawings.
Complete the review problems in the text book.	Develop a game using skills learned in this unit.	Identify four ways the concepts in this unit are used in the real world.



+ Foreign Language



Verb Practice

Exercises 2 & 3 in the workbook.

Question Practice

Develop a survey to get information about number of brothers, sisters, etc. Ask 5 classmates.

Vocabulary Practice

Family tree activity, page 59 in book.

Question Practice

Create 10 questions you might ask someone in order to get details about her/his family.

Vocabulary Practice

Design a crossword puzzle using the family and quantity vocabulary.

Verb Practice

Design a quiz using the verbs in this unit.

Vocabulary Practice

Watch the family video clip and do comprehension exercises 5 & 6

Verb Practice

Draw a picture to represent each one of the new verbs.

Question Practice

Create 10 questions you might ask someone when visiting a new city.

+ General Science



Summarize Facts or ideas which are important in determining genetics	Classify Dominant and recessive traits as they relate to Mendel's Pea Plants	Draw Meiosis and mitosis
Predict What a person might look like using the Punnett Square	Unit Test	Show A model of a DNA strand with a key
Survey Genetics – hair color, eye color – graph your findings in a chart of your choice (Pie, bar, line, etc.)	Interview A person whose career or hobby deals with genetics/ reproduction	Judge Three websites on genetics and heredity