

# **Differentiation through Choice Boards**

Myra Johnson  
World Language Specialist  
Duval County Public Schools

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# Differentiation by Choice

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## Why give students a choice?

- ☞ Encourage creativity.
- ☞ Allow multiple intelligences to shine.
- ☞ Enrich or extend the essential curriculum.
- ☞ Challenge high-achieving students.
- ☞ Provide activities that address differing abilities, interests, and learning styles.
- ☞ Encourage independent thinking and decision making.
- ☞ Foster product ownership.
- ☞ Make learning fun.

Variety is the spice of life! 😊

These choices are not to give students busy-work to fill in time. Whatever choices you provide them must help students learn and meet the objectives.

## What is a choice board?"

- ☞ A choice board can be presented as a menu, a tic-tac-toe board, an agenda or "build-a-bear" type of activity.
- ☞ A visual organizer containing a variety of activities which provides students with the responsibility of deciding what they will do to show mastery of the objectives.

## Considerations

- ☞ Time.
  - Short activities to complete in one period.
  - Longer activities that will take several days.\*
    - \*If the activities include writing, I don't recommend having students work at home.
- ☞ Objectives or benchmarks you want to challenge or assess.
  - Different modes of communication (interpersonal, interpretive, presentational).
  - Different skills (reading, writing, speaking, listening).
  - Objectives of the chapter or unit.

## Other Features

- Based on processes that all students have previously experienced.
- Activities which reflect multiple learning preferences.
- Challenge and complexity.

## Choices can be based on the following:

- Readiness: Is the student grasping this particular concept or task?
- Interest: Provides motivation to complete tasks.
- Learning Profile: Is the student creative? Practical? Analytical? Is the student auditory? Visual? Kinesthetic? Tactile?
- Social Interaction: Does the student prefer to work alone? In pairs? In small groups?

## Sources



☞ <http://daretodifferentiate.wikispaces.com/>

☞ <http://daretodifferentiate.wikispaces.com/Choice+Boards>

☞ *Fulfilling the Promise of the Differentiated Classroom*, Carol Ann Tomlinson, ASCD 2003.

☞ "Novel Think Tac-Toe" by Charles Kyle & Kathy Reed, Illinois.

☞ "A Planet Show and Tell" Based on Unit by Bette Wood, Charlottesville, Virginia City Schools.

☞ <http://prezi.com/e-rgivfro7b7/navigating-the-dare-to-differentiate-wiki/>

☞ [http://theoriesincareertech.wikispaces.com/file/view/Multiple\\_Intelligences\\_diagram3.jpg/101082917/Multiple\\_Intelligences\\_diagram3.jpg](http://theoriesincareertech.wikispaces.com/file/view/Multiple_Intelligences_diagram3.jpg/101082917/Multiple_Intelligences_diagram3.jpg)

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Due Date: \_\_\_\_\_

TIC-TAC-TOE Choice Board

Choose three boxes to form a Tic-Tac-Toe and complete the activities.

The boxes I chose are \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.

<p><b>#1 INTERPRETIVE</b></p> <p>After reading the story of The Ant and the Grasshopper (in the target language), highlight the following:</p> <ul style="list-style-type: none"> <li>• descriptions of characters and scenes in BLUE.</li> <li>• important details and actions in YELLOW.</li> <li>• solution and main idea in PINK.</li> </ul>	<p><b>#2 InterPERSONAL</b></p> <p>Record yourself answering the teacher’s questions (in the target language) about your experiences in planning ahead on _____ app. Record your answers on your recording device.</p>	<p><b>#3 PRESENTATIONAL</b></p> <p>Create an assessment for the story, <i>The Ant and the Grasshopper</i>. Include an answer sheet.</p>
<p><b>#4 InterPERSONAL</b></p> <p>Read the email from the grasshopper explaining his predicament. You are very busy working hard and have 15 minutes to answer him in the target language.</p>	<p><b>#5 PRESENTATIONAL</b></p> <p>The ant has decided to go into business helping others prepare for winter. Create an ad in the target language for the ant telling why others should hire him.</p>	<p><b>#6 INTERPRETIVE</b></p> <p>Read the story of the Ant and the Grasshopper (in the target language), and then using a graphic organizer compare and contrast it to the story of the Little Red Hen.</p>
<p><b>#7 PRESENTATIONAL</b></p> <p>Using the same moral, create a modern-day scenario with your own characters. Change the activities of the characters. Instead of your story being about preparing and storing food for winter, write a story in the target language about another kind of preparation that you might have to do for school or life.</p>	<p><b>#8 INTERPRETIVE</b></p> <p>Listen to the Ant and the Grasshopper (in the target language) and then draw it in four scenes. Once finished, label as many parts of the scenes as possible with words and phrases OR caption the scenes.</p>	<p><b>#9 InterPERSONAL</b></p> <p>With a partner, imagine that one of you is the grasshopper and the other is the ant. In the target language, role play the kind of conversation you think they might have had before winter came. Record the conversation.</p>

When you have completed the activities in a row, you may keep going and complete more activities.

Do you have ideas for alternate activities you’d like to do instead? Talk them over with your teacher.

I prefer to do the following alternate activities:

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## TIC-TAC-TOE Ideas

### COMMUNICATION

#### Interpretive Communication

Read and highlight: After reading \_\_\_\_\_, highlight  
-descriptions of characters and scenes in BLUE.  
-important details and actions in YELLOW.  
-solution and main idea in PINK.

Read and Draw

Read \_\_\_\_\_ and then draw it in four scenes.

Listen and Draw

Listen to \_\_\_\_\_ and then draw it in four scenes. Once finished, label as many parts of the scenes as possible with words and phrases OR caption the scenes.

#### Interpersonal Communication

Record yourself answering the teacher's questions on \_\_\_\_\_ app. The teacher has recorded questions at \_\_\_\_\_ . Record your answers on your recording device.

Read the email from \_\_\_\_\_. You have 15 minutes to answer.

Record you and a partner talking about \_\_\_\_\_.

#### Presentational Communication

Create an assessment for *this topic* that your teacher could give to the class to see how much they have learned about \_\_\_\_\_. Include an answer sheet.

Create an ad for \_\_\_\_\_.

Prepare a written dialogue or story about \_\_\_\_\_.

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### CULTURE

#### Products

Research the flag of \_\_\_\_\_ (target language country). Write about the meaning behind the chosen colors and shapes on the flag.

Listen to \_\_\_\_\_ (a culturally authentic target-language song) and \_\_\_\_\_ (a song from US). Compare and contrast the beat, rhythm, instruments used, style of singing.

Make a \_\_\_\_\_ ( a craft) which is typical of the \_\_\_\_\_ celebration in the target culture.

## Practices

Read about how \_\_\_\_\_ (holiday) is celebrated. Make a Venn Diagram comparing this celebration to a similar one in the US.

Research about the \_\_\_\_\_ celebration in \_\_\_\_\_. Create a concept map of ideas relating what they do during this celebration to products of the culture that are utilized during the celebration (musical instruments, foods eaten, songs sung, clothing worn, etc.)

How do people greet each other and say goodbye in the target-language culture? What gestures are used? Is it the same in every country of that target-language? Research and tell about your findings. Make a video demonstration of the typical greetings and farewells.

## Perspectives

Look at the set of pictures about \_\_\_\_\_. Discuss with a partner and record your discussion. Answer the question, why do you think this is important to the people of (the target-language culture).

Read about the \_\_\_\_\_ tradition in \_\_\_\_\_. Why do you think that the people do this? What does it mean when people do that? What is the purpose of this tradition?

Watch the video about \_\_\_\_\_. What did you notice that was surprising to you? Why is this a practice in the target-language country? Is it because of a geographical reason? A religious belief? The result of a historical event?

## Homework for September 7 – September 21

Vocabulary in context

Culture exploration

Structure practice

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Due Date: \_\_\_\_\_

**A Trip to France "Show & Tell"**

*(Each student must pick one square from each horizontal row and use the two together)*

Use the computer to make a drawing that shows how to pack and plan for a trip to France.	Paint a picture that shows how to pack and plan for a trip to France.	Construct a model that shows how to pack and plan for a trip to France.	Create a book or puppet show that shows how to pack and plan for a trip to France.
Make labels for the clothing and other items you need on your trip to attach to or use with your creation. Be ready to explain orally.	Write sentences that identify and explain each part or page of your visual.	Write a story about your creation that describes someone getting ready for a trip to France.	Write a poem that explains your creation.

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Due Date: \_\_\_\_\_

*"Show & Tell"*

Pick one square from each horizontal row and use the two together.

<b>Show</b>			
<b>Tell</b>			

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Due Date: \_\_\_\_\_

### DINNER MENU

#### **Appetizer (Everyone Shares)**

List the activities on page 96 from favorite to least favorite.

#### **Entrée (Select One)**

- Write about your dream weekend schedule in which you get to do all of your favorite activities.
- Analyze Roberto's plans for the weekend, and write a letter to him telling him whether or not you want to hang out with him. Tell him why or why not based on his activities.
- Create a dialogue in which you and a friend discuss your favorite activities.

#### **Side Dishes (Select at Least Two)**

- Make your entrée into a comic strip.
- Draw pictures to illustrate your plans for the weekend. and be prepared to tell your teacher about them.
- Using your three favorite and three least favorite activities, write sentences in which you say what you want or have to do and at what time.
- Record yourself telling a friend about your weekend plans.
- Research the cost of participating in certain activities and create a flyer.
- Create a rhyme or jingle for an advertisement for a new community center telling what one can do there.
- Create a game to help other students learn about the activities.

#### **Dessert (Optional)**

- Pretend you are the teacher and create a test or activity to assess your students' knowledge on how to talk about activities in the target language. Include an answer key.

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Due Date: \_\_\_\_\_

**DINNER MENU**

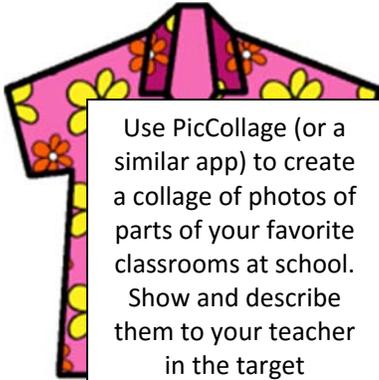
<b>Appetizer (Everyone Shares)</b>
<b>(This can be a warm-up to start the class thinking about the topic.)</b>
<b>Entrée (Select One)</b>
<b>(1<sup>st</sup> Selection)</b>
<b>(2<sup>nd</sup> Selection)</b>
<b>(3<sup>rd</sup> Selection)</b>
<b>Side Dishes (Select at Least Two)</b>
<b>(1<sup>st</sup> Selection)</b>
<b>(2<sup>nd</sup> Selection)</b>
<b>(3<sup>rd</sup> Selection)</b>
<b>(4<sup>th</sup> Selection)</b>
<b>(5<sup>th</sup> Selection)</b>
<b>Dessert (Optional)</b>
<b>(One or two options)</b>

Build-a-Bear Choice Activities

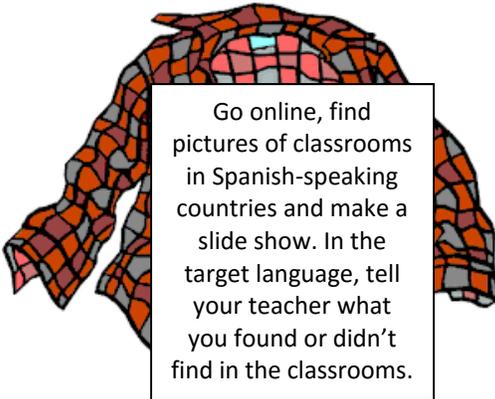
Choose the bear.

Choose one shirt and one pair of pants.

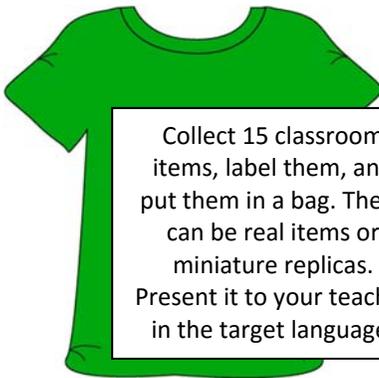
Optional: shoes and/or hat



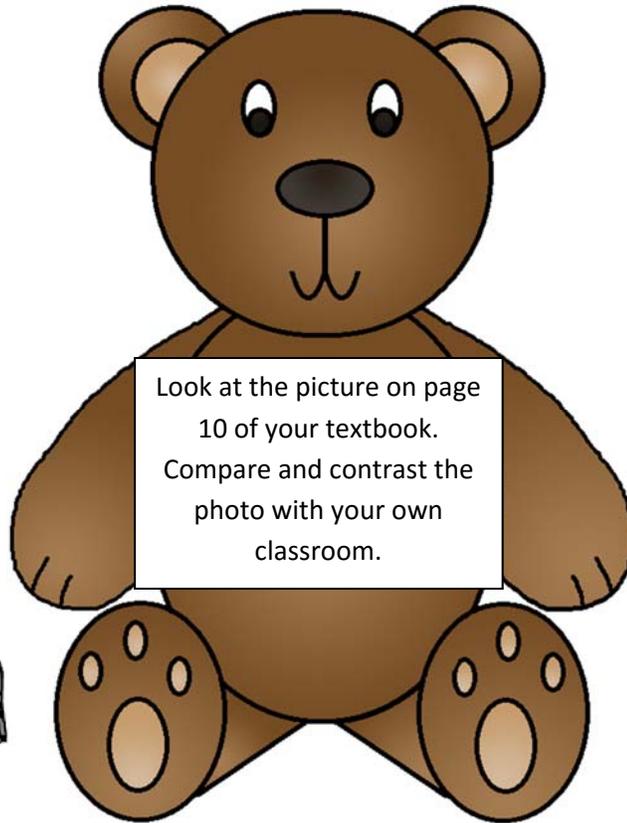
Use PicCollage (or a similar app) to create a collage of photos of parts of your favorite classrooms at school. Show and describe them to your teacher in the target language.



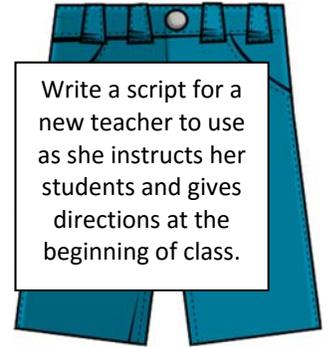
Go online, find pictures of classrooms in Spanish-speaking countries and make a slide show. In the target language, tell your teacher what you found or didn't find in the classrooms.



Collect 15 classroom items, label them, and put them in a bag. These can be real items or miniature replicas. Present it to your teacher in the target language.



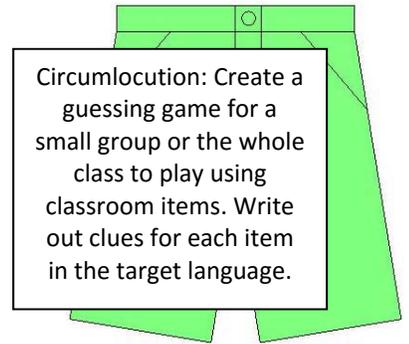
Look at the picture on page 10 of your textbook. Compare and contrast the photo with your own classroom.



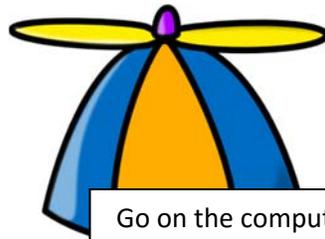
Write a script for a new teacher to use as she instructs her students and gives directions at the beginning of class.



Design your ideal classroom. Describe where supplies and furniture are located.



Circumlocution: Create a guessing game for a small group or the whole class to play using classroom items. Write out clues for each item in the target language.



Go on the computer, choose and play a game with the classroom items at [www.conjuguemos.com](http://www.conjuguemos.com) or <http://quizlet.com>.



I have chosen to complete the bear, shirt activity \_\_\_ and pants activity \_\_\_.

I also wish to complete the optional activities: hat \_\_\_ shoes \_\_\_

Research a typical school and classroom in a target language country. Compare and contrast classroom **norms**.

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Due Date: \_\_\_\_\_

### Build-a-Bear Choice Activities

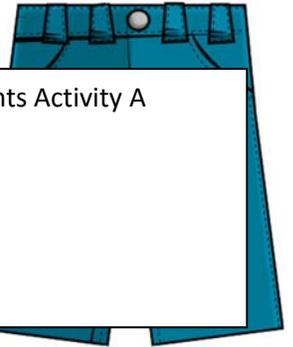
Choose the bear.

Choose one shirt and one pair of pants.

Optional: shoes and/or hat



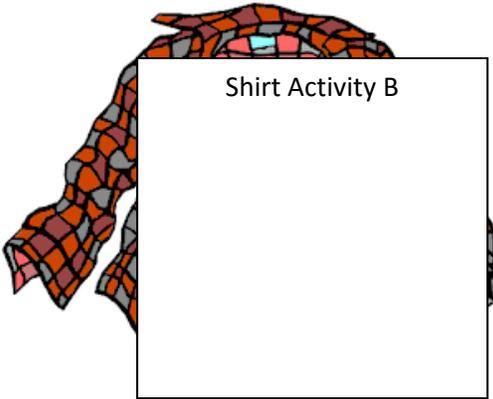
Shirt Activity A



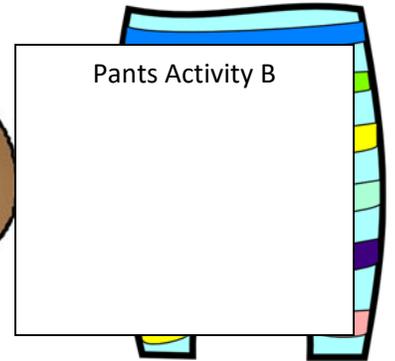
Pants Activity A



Common Activity



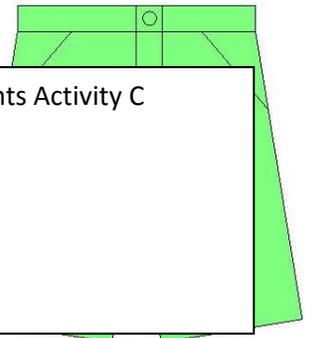
Shirt Activity B



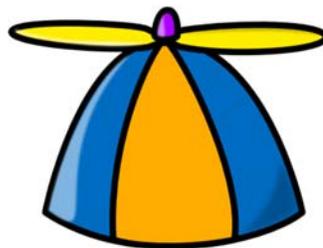
Pants Activity B



Shirt Activity C



Pants Activity C



Optional Hat Activity

I have chosen to complete the bear, shirt activity \_\_\_\_ and pants activity \_\_\_\_.

I also wish to complete the optional activities: hat \_\_\_\_ shoes \_\_\_\_

Optional Shoes Activity



Rubric Score	4 ABOVE STANDARD	3 AT STANDARD	2 WORKING TOWARD STANDARD	1 BELOW STANDARD
<b>Completion of Task</b>	<b>Accomplished and Enhanced</b>	<b>Accomplished</b>	<b>Mostly Accomplished</b>	<b>Not Accomplished</b>
	Task was accomplished. In addition, the writer/speaker provides additional elements that enhance the work.	Task was accomplished.	Task was mostly accomplished.	Task was not accomplished.
<b>Content</b>	<b>Meaningful</b>	<b>Appropriate</b>	<b>Strays from Topic</b>	<b>Not on Topic</b>
	The writer/speaker answers all parts of the prompts with detail. Visual component and written work are both meaningful and relate to the topic.	The writer/speaker addresses the prompts. Visual component and written work are appropriate and relate to the topic.	The writer/speaker may address part of the prompt, but may stray from other parts of the prompt. Visual component addresses part of the topic but also may stray.	The writer/speaker does not address the prompt. Visual component is not appropriate or does not relate to the topic.
<b>Comprehensibility</b>	<b>Comprehensible</b>	<b>Usually comprehensible</b>	<b>Sometimes comprehensible</b>	<b>Seldom comprehensible</b>
	The reader/listener can always understand what the writer/speaker is trying to communicate. Message is clear and expanded.	The reader/listener can understand most of what the writer/speaker is trying to communicate.	The reader/listener can understand some of what the writer/speaker is trying to communicate.	The reader/listener can understand little of what the writer/speaker is trying to communicate.
<b>Accuracy</b>	<b>Accurate</b>	<b>Usually Accurate</b>	<b>Sometimes Accurate</b>	<b>Seldom Accurate</b>
	The writer/speaker expands use of language correctly, including grammar, spelling, word order, and punctuation.	The writer/speaker usually uses language correctly including grammar, spelling, word order, and punctuation.	The writer/speaker has some problems with language usage.	The writer/speaker makes a significant number of errors in language usage.
<b>Organization</b>	<b>Well-organized</b>	<b>Generally well-organized</b>	<b>Somewhat organized</b>	<b>Poorly organized</b>
	Visual presentation is logical and effective. Written/spoken sentences follow logical order.	Presentation is generally logical and effective with a few minor problems.	Presentation is somewhat illogical and confusing in places.	Presentation lacks logical order and organization.
<b>Total Points</b> <b>Grade Conversion</b>	<b>18-20</b> <b>(A) 90-100%</b>	<b>13-17</b> <b>(B) 80-89%</b>	<b>8-12</b> <b>(C) 70-79%</b>	<b>5-7</b> <b>(D) 60-69%</b>

Name \_\_\_\_\_ Project \_\_\_\_\_ Class \_\_\_\_\_ Due Date \_\_\_\_\_

Rubric Score	4 ABOVE STANDARD	3 AT STANDARD	2 WORKING TOWARD STANDARD	1 BELOW STANDARD
Completion of Task	Accomplished and Enhanced	Accomplished	Mostly Accomplished	Not Accomplished
Content	Meaningful	Appropriate	Strays from Topic	Not on Topic
Comprehensibility	Comprehensible	Usually comprehensible	Sometimes comprehensible	Seldom comprehensible
Accuracy	Accurate	Usually Accurate	Sometimes Accurate	Seldom Accurate
Organization	Well-organized	Generally well-organized	Somewhat organized	Poorly organized
Total Points Grade Conversion	18-20 (A) 90-100%	13-17 (B) 80-89%	8-12 (C) 70-79%	5-7 (D) 60-69%