

Basics

Choice

Choice is a great motivator. When students have choices that are relevant and engaging, the result is increased motivation. It gives students ownership of their learning and allows for differentiation by interest and readiness

Students have a **menu of choices** provided by the teacher, who determines a minimum that each student is required to complete. This is adjusted to meet instructional needs on an individual basis.

“By asking a student to make a selection from a particular row, the teacher targets work toward student need and at the same time allows student choice.”

Carol Ann Tomlinson

The Differentiated Classroom: Responding to the needs of all learners

Example 1



Tic-Tac-Toe Story Assignment Board

1. Students can choose or are assigned a column, row, or diagonal tasks to complete. The teacher can also give the option to do any three tasks.
2. The board can be designed using learning preferences or multiple intelligence based activities.
3. More than one board can be created based on different levels of student readiness.

Write one paragraph about the main character.	Create a comic strip showing the conclusion of the story.	Write a song/rap about the main events in the story. Share with the class.
Write a poem about the main event in the story.	Create a different ending for the story.	Make a timeline that sequences the events in the story.
Draw a picture that represents the setting in the story.	Create a T-Chart comparing/contrasting two characters in the story.	Illustrate the main idea of the story.

The website listed provides seventy-five bookmarks containing sets of questions about setting, plot, types of literature, reading attitudes, and more that can be used in a Tic-Tac-Toe menu. <http://www.gifted.uconn.edu/semr/Bookmarks.pdf>

Example 2

Menu of Choices

In this format, students make decisions on what they will do to meet the requirements of a lesson or unit of study.

Science: The Environment - Elementary

All items in the main idea and the specified number of supporting details must be completed by the due date. Select at least one from the supporting details. The extension is optional.

- Main Idea:** Select a problem in the ecosystem. Define and describe the difficulty it presents. (Choose one)
- Flooding
 - Drought
 - Red tide
 - Deforestation

- Supporting Details:** (Choose 1)
- Discuss where the problem is located, why it occurs, and who or what it impacts.
 - Discuss the ramifications of the problem for that particular ecosystem and propose some solutions.

- Extension (optional)**
- Design a poster to bring awareness to the problem.
 - If you lived in the affected area, illustrate and explain how your life would be different.

SCIENCE: AGENDA ON THE ENVIRONMENT (SECONDARY)

IMPERATIVES – *Must do this*

1. Select a problem in the ecosystem. Define and describe the difficulty it presents. (Choose one)
 - a. Flooding
 - b. Drought
 - c. Red tide
 - d. Deforestation
2. Map where the problem exists – who/what it affects and degree of impact
3. Develop a thesis that details past / present solutions and what you propose as future solutions.

NEGOTIABLES – *You must do at least one of these.*

1. Using a graphic organizer develop a timeline for when the problem started – include specific dates, events and factors that contributed to the problem and explain what the problem would look like if nothing is done.
2. Discuss the costs to the economy. Include economic, human, and environmental costs. Estimate the monetary cost and explain how you determined the total
3. Put a human face on the problem. Discuss in detail how a family's life has been affected, based on scientific facts and economic data.

OPTIONS – *You may do one or more of these.*

1. Write a letter to the editor of the local newspaper commenting on the issue.
2. Create a public service announcement, with graphics to encourage public awareness.
3. Design a poster to “wake up” public servants as to the gravity of the problem.