



Meaningful Menus for Creating Choice in your Classroom!

Game Show

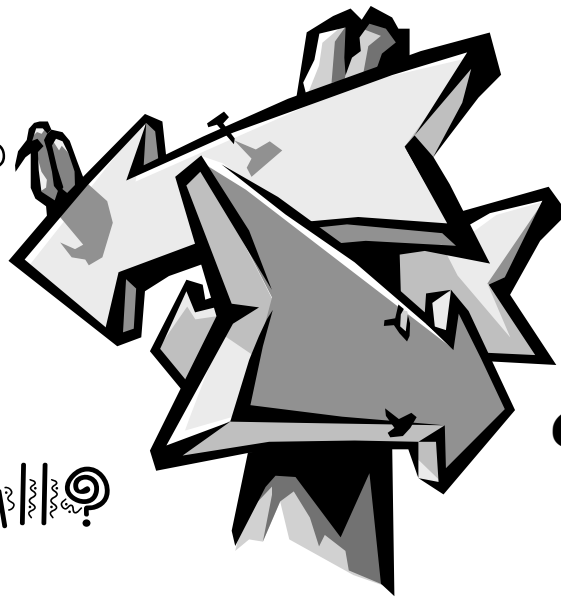
Tic Tac Toe?

2-5-8 Plans?

CHOICE BOARDS

Base Ball?

Challenge List?



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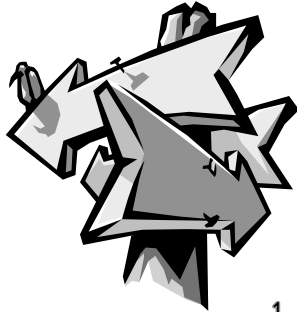
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Choices, Choices...

Which Menu should

I use?



Consider three things:

1. The amount you have to develop it.
2. The time students have to complete it.
3. The amount of TEKs you want to cover

Menu / Choice Strategies:

Menu / Choice Strategies:	Prep / Develop Time		Time for Completion of Activity					Amount of Topics:				
	Minimal Prep (5-20 mins.)	High Prep (over 30 mins.)	One Day	One Week	Six Week	Semester	Year Long	One Topic in Great Depth	Up to three TEKs	three to six TEKs	Up to six TEKs with mini-lessons	Over six TEKs
Tic - Tac - Toe (3 x 3 Boards)	X	X	X	X	*			X	X			
Base Ball Game		X	X	X	X				X	X	X	
2 - 5 - 8 Plans	X	X		X	X	X	X	X	X	X		
Challenge Lists	X	X		X	X			X	X			
"Jeopardy-Like"		X		X	X	X	X		X	X	X	X
Choice Boards		X		X	X	X	X		X	X	X	X
D.I.O.: (Differentiated Instructional Options)		X		X	X	X	X		X	X	X	

* = Maybe depending on your unit of study.

Product Choices:

**W
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Advertisement
Cartoon
Collection with narration
Creative writing
Editorial
Game instructions
Handbook
Learning center
Literary magazine
Metaphor
Pamphlet

Biography
Chart
Computer Program
Crossword Puzzle
Fact file
Greeting card
Journal
Teach a lesson
Logic Puzzle
Newspaper article
Experiment report

Book cover
Cinquain
Commercial
Diary
Fairy tale
Haiku
Label drawing
Limerick
Map with legend
News report
Letter to editor

**V
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Advertisement
Cinquain
Debate
Teach a lesson
Oral speech
Making a movie
Puppet show
Story
Speech
TV News Report

Biography
Cassette Tape
Introduce guest speaker
News report
Panel discussion
Oral report
Skit
Survey
Travel log
Video tape

Choral reading
Commercial
Guest speaker
Oral report
Limerick
Poem
Original song
Tape
TV Game Show

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Book cover diorama
Collage
Costume
Diorama
Game
Mask
Mosaic
Personal experience
Rebus story
Scavenger hunt
Silk screen
Stencil

Cardboard relief
Comic strip
Dance
Display
Jigsaw puzzle
Mime
Mural
Project cube
Rubbing
Sculpture
Stained glass
Terrarium

Chart
Cooked concoction
Demonstrate a technique
Experiment
Learning center
Mobile
Paper folding
Puppet
Sand casting
Silhouette
Stitchery
Weaving

**V
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Art Gallery
Chart
Computer Program
Cross cut diagram
Diagram
Flipbook
Greeting card
Map
Mobile
Mural
Photo essay
Poster
Scrapbook
Time line

Book Cover
Collage
Commercial
Crossword puzzle
Display
Game board
Hidden picture
Mask
Model
Newspaper
Picture dictionary
Project Cube
Sculpture
Travelogue

Bulletin board
Comic Strip
Costume
Dance
Family tree
Graph
Jigsaw puzzle
Mini-centers
Mosaic
Pamphlets
Picture story
Rebus Story
Skit
Vertical file

Tic-Tac-Toe Extension Menu

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<p><i>Free Choice</i> <i>(Fill out your proposal form before beginning the free choice!)</i></p> <input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Check the boxes you plan to complete. They should form a Tic-Tac-Toe.
All products are due by: _____.

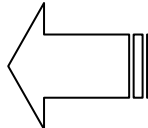
Name: _____

Date: _____

List Menu Investigation

Guidelines:

1. You may do as many of the activities as you can complete within the time period.
2. You may choose and combination of activities.
3. Your goal is 100 points. (This grade 100/100) You may earn up to 20 points extra credit.
4. You may be as creative as you like within the guidelines listed below.
5. You must show your plan to your teacher by the end of class on _____.
6. Activities may be turned in at any time during the working time period. They will be graded, and recorded on this sheet, as you continue to work, so keep it safe!

Plan to do:	Activity to complete:	Point Value	Date Done:	Points Earned:
 Total Number of Points you are planning to earn.			Total points earned:	

I am planning to complete _____ activities that could earn up to a total of _____ points. I will have them completed and turned in by: _____.

Teacher's initial: _____ Student's signature: _____

Baseball Game

Title:

Look through the following choices and decide how you want to make your game add to **100 points**. Singles are worth 10, Doubles 30, Triples 50 and Homeruns 100 -- choose any combination you want! Place a **check mark** next to each choice you are going to complete. Make sure that your points equal 100!

Singles - 10 points Each



Doubles - 30 points Each



Triples - 50 Points



Homeruns - 100 points Each



Place the number of each:

I chose _____ singles (10 points each)
_____ doubles (30 points each)
_____ triples (50 points each)
_____ homerun (100 points)

2-5-8 List Menu

Directions: Choose two activities from the menu below. The activities must total 10 points. Place a checkmark next to each box to show which activities you will complete.

2 POINTS – Knowledge & Comprehension

- Activity #1
- Activity #2
- Activity # 3

5 POINTS – Application & Analysis

- Activity #1
- Activity #2
- Activity # 3

8 POINTS – Synthesis & Evaluation

- Activity #1
- Activity #2
- Activity # 3

How Wonderful is that Menu?

Evaluation for a Great Menu

Not all menus are created equal. Although a menu is at its simplest a list of choices, a careful look should be given to the choices and structure of the menu. Below are all the characteristics of a great menu. Before using one with your students, be sure it meets these criteria -

- Higher Level Thinking is involved in the tasks or products being created by students. (Evaluate, defend, create, etc.)
- Products from all learning styles are included in the tasks: _____ visual, _____ tactile / kinesthetic _____ oral
- Free Choice is included if possible.
- Specific guidelines on the use and expectations for the menu are included for students and parents.
- There is a place (or plan) for parents to acknowledge the menu and the expectations.
- Due Date is included.
- There is a method for students to express interest (i.e. as the teacher discusses each product, there is a check box, or place for students to note their interest in that product.)
- If the menu is point based with many projects, there is a place for teachers to record the points earned.
- If this project will be used with mixed ability levels, there is an agreement between the teacher and student for negotiating the points needed by the student.



Further Information about Developing Menus on Your Own or Purchasing Books with Ready to Use Menus!

Due to the restrictions on the number of pages for this handout; the handouts found on this CD are just a small piece of what was discussed during the session offered at TAGT.

For additional information on menus, their use and development consider the following sources:

Westphal, Laurie (2007). *Differentiating Instruction With Menus: Science*. Austin: Prufrock Press.

Westphal, Laurie (2007). *Differentiating Instruction With Menus: Math*. Austin: Prufrock Press.

Westphal, Laurie (2007). *Differentiating Instruction With Menus: Language Arts*. Austin: Prufrock Press.

Westphal, Laurie (2007). *Differentiating Instruction With Menus: Social Studies*. Austin: Prufrock Press.

Additional Written Works:

Westphal, Laurie (2007). *Hands-On Physical Science* Austin: Prufrock Press.

Feel free to contact me about 6 hour or multi-day TAGT approved staff development options for your district, including menus, hands-on differentiation strategies, creativity, higher ordering thinking skills, nature and needs and identification assessment.

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