

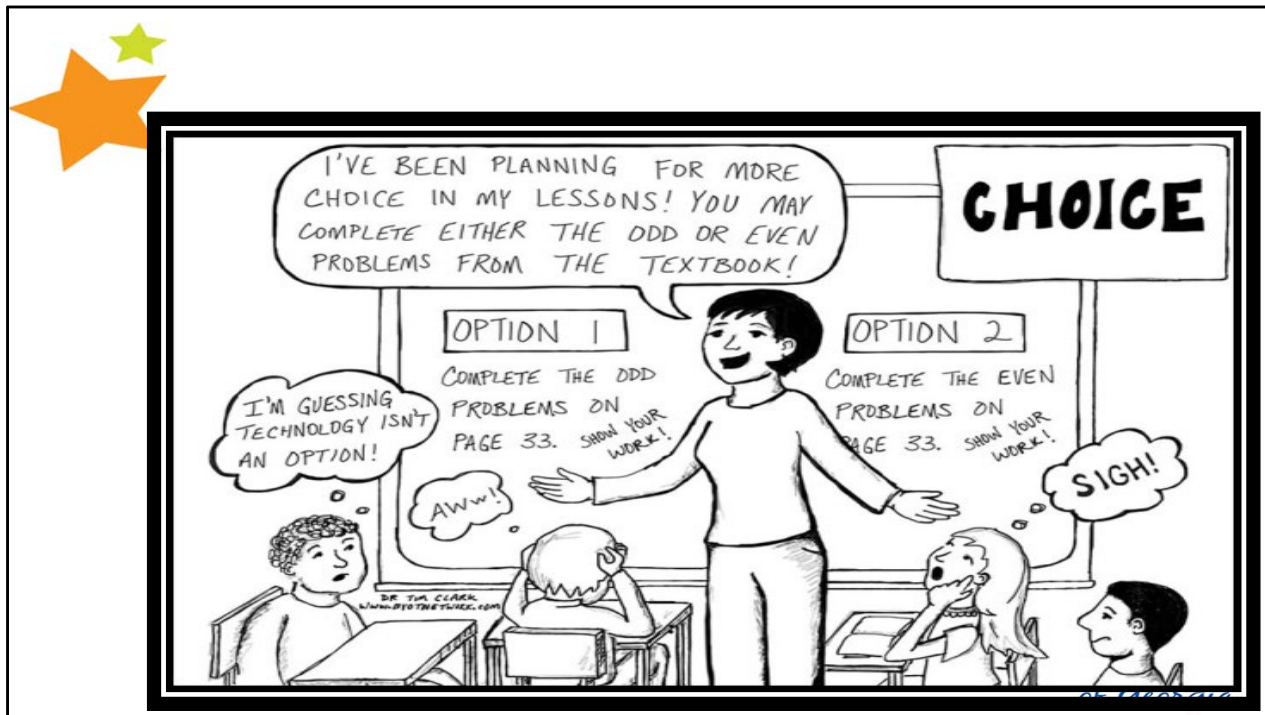


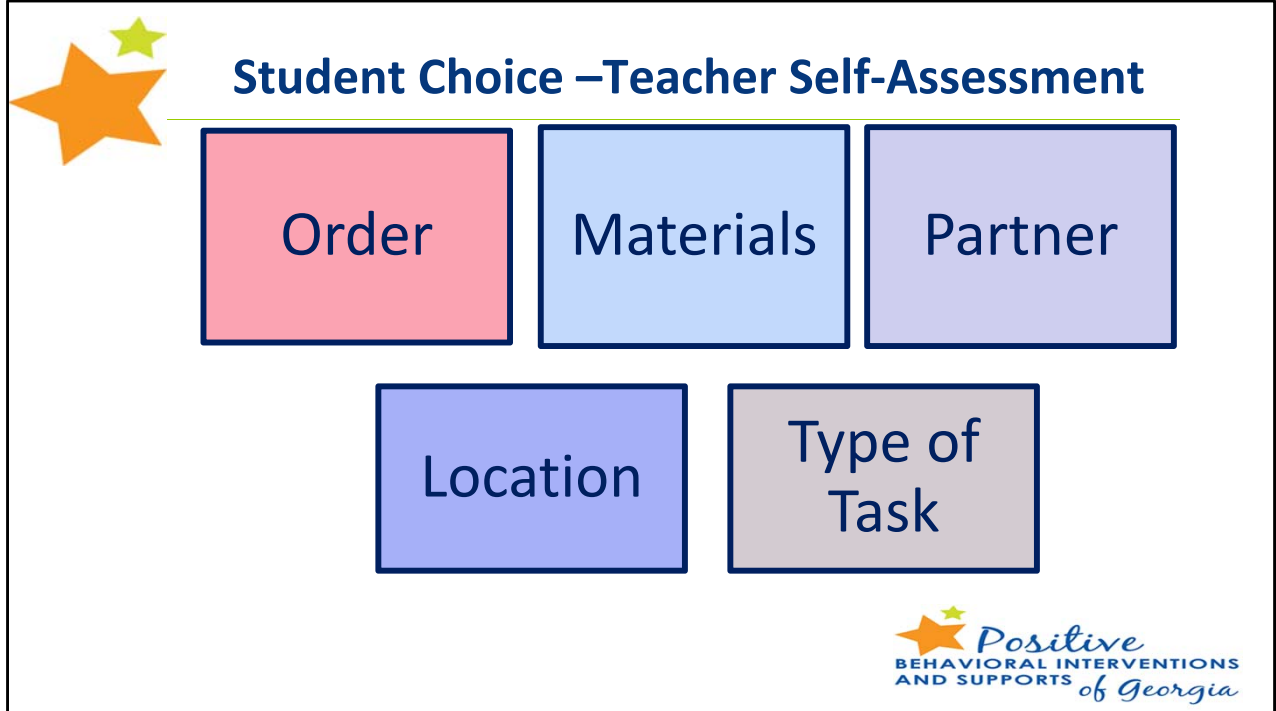
Providing Choice: Task Cards and Think-Tac-Toe

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Debi Keane and Tony Feldmann

Welcome back to school and welcome to our January Webinar: Providing Choice: task Cards and Think Tac Toe. This brief webinar will highlight these two simple strategies to use in your classroom to promote student engagement and improve classroom behavior.





When you design instructional tasks, consider these elements:

Can the students choose the order of completion? For example: students can choose tasks they know they will be successful in completing first and work up to the more challenging tasks.


What about allowing students to choose the materials they use to complete the task? Examples include: pen or pencil? Written or typed on the tablet?

Allow students to work alone or with a partner. Some students may always want to work alone or always prefer to work with a partner. You can address this by allowing this choice only at certain times.

Consider the location where students can complete the task: At their desks? Sitting on the floor or bean-bag chair? Quiet place in the room or in the hall? Outside?


And, finally, consider the type of task. For example: Draw or write an explanation, make a PowerPoint Presentation/podcast, “act” it out, design a meme, etc.

It is important to consider your students' learning preferences to develop and use a menu of options to promote student choice.



Choice for Secondary Students

<div style="border: 1px solid black; background-color: #e0f2f1; padding: 5px; margin-bottom: 5px; border-radius: 5px;">#1 Kind of Homework Assignment</div> <div style="border: 1px solid black; background-color: #e0f2f1; padding: 5px; margin-bottom: 5px; border-radius: 5px;">#2 Student Polling</div> <div style="border: 1px solid black; background-color: #e0f2f1; padding: 5px; margin-bottom: 5px; border-radius: 5px;">#3 Allow Students to Do Their Own Projects</div> <div style="border: 1px solid black; background-color: #e0f2f1; padding: 5px; margin-bottom: 5px; border-radius: 5px;">#4 Let Students be Involved in Policy</div> <div style="border: 1px solid black; background-color: #e0f2f1; padding: 5px; margin-bottom: 5px; border-radius: 5px;">#5 Set Aside Time for "Genius Hour"</div>	<div style="border: 1px solid black; background-color: #e0f2f1; padding: 5px; margin-bottom: 5px; border-radius: 5px;">#6 Allow Students to Choose Books</div> <div style="border: 1px solid black; background-color: #e0f2f1; padding: 5px; margin-bottom: 5px; border-radius: 5px;">#7 Permit Students to Learn at Their Own Rate</div> <div style="border: 1px solid black; background-color: #e0f2f1; padding: 5px; margin-bottom: 5px; border-radius: 5px;">#8 Create Independent Study Options</div> <div style="border: 1px solid black; background-color: #e0f2f1; padding: 5px; margin-bottom: 5px; border-radius: 5px;">#9 Choose Electives</div>
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Dr. Thomas Armstrong has written a book titled, “ *The Power of the Adolescent Brain : Strategies for Teaching Middle and High School Students*”. Dr. Armstrong notes that during the adolescent years, the decision-making part of the brain is still maturing. By the age of 15 or 16, adolescents have the capacity to reason or make decisions on an adult level in controlled situations. Teachers can help students develop their decision-making skills by building frequent opportunities for choice into the curriculum. The book outlines nine practical strategies for incorporating student choice and student voice in middle and high schools that may be helpful to try.

Seven of these are applicable at the classroom level.

The first strategy is to provide choice regarding the kinds of homework assignments a student is asked to complete. Considering the large amounts of homework students are often assigned, students can be given a range of written assignments and then make choices about the ones they want to work on.

The 2nd strategy involves the use of student polling. Through the use of technology, teachers can now ask students to give their responses to questions, their opinions about topics, or other survey-related material in the form of an electronic reply, which

can be tabulated by the computer and displayed for all student to see and learn from. (Some apps to use: I Clicker, Poll Everywhere , LocaModa, Socratrive, Answer Pad, and Plickers to name a few).

Strategy #3 is for students to create their own projects. This approach is useful for investigations in science, history, math, literature, and art.

The 4th strategy -student voice in school policy is not a strategy you would use in your classroom, however your PBIS Leadership Team might want to consider letting student help with discipline issues through a student court, student advisory teams, and peer mediation.

The 5th strategy involves setting aside a time during the school day when students can essentially follow their passions and do something, not for a grade, but simply for the joy of learning or creating something new. This is called "Genius hour." Please go to the links <http://geniushour.com/> or <http://www.20timeineducation.com/> found in the notes section of the PowerPoint accompanying the webinar.

Strategy # 6 involves letting students choose their own books to read. Allowing students to make choices about their reading material helps to create a positive attitude and hopefully spill over into their pleasure reading in adulthood.

The 7th strategy allows students to learn at their own rate. Educational innovations such as the flipped classroom or curriculum compacting help accommodate varying rates of student learning.

Strategies #8 and #9 are also to be considered by a PBIS leadership team. There are an increasing number of online curricula available for students to complete their coursework and even design/create their own curricula. Many systems have established their own online learning academies. #9 addresses elective courses where students can expand beyond the required curriculum to choose courses on topics they're particularly interested in.

The book *The Power of the Adolescent Brain* is available at bookstores or online.



Why Should I Promote Student Choice?

- Empowering
- Prevents power struggles
- Increases Compliance
- Students respond better to choices
- Improved coping when student has to do an undesired task
- Decreases conflicts, refusals, defiance, and opposition
- Builds rapport



Although you want your classroom routines explicitly defined and consistent, consider opportunities to build in student choice within and across settings. Providing choice is a great antecedent strategy to promote academic engagement and prevent or decrease problem behaviors. Student choice is an effective strategy to build positive relationships with students, build student self-efficacy, and develop social competence.



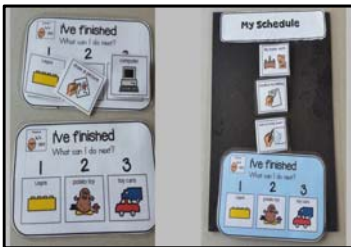
Task Cards

Task Cards for Providing Choice
 Use the following activities to promote **Student Choices!**
 Allow students to prove that they have been reading by making any style of **Creative Book Report**. Allow **choice of genre** when writing. Students can also choose from **reading, writing, or math activities**.
Promote Creativity!

Annotations for the Google Form:

- Create a title for your assigned set of Task Cards (points to the title 'Civil War Task Cards')
- Write student directions in the description (points to the description text)
- Make your student's name the first question (points to the 'Name' field)
- Change the question type to short answer for the name (points to the question type dropdown menu)

TEACHING IN THE FAST LANE



SNAPCHAT Editing & Proofreading TASK CARDS
 A BUNDLE of TRENDS Your Students Will Love!

- 20 Editing & Proofreading Task Cards
- Easy-to-use PART 1: Multiple Choice
- PART 2: Student Explanation
- Answer Sheet & Key

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.

You can provide student choice by creating task cards. Task cards can be used for behavioral skills or academic tasks. They can be created on paper, on *Google forms*, and even on *Plickers*. More information on how to create task cards with *Plickers* is included in the link provided in the notes. <https://www.lauracandler.com/plickers-made-easy-with-task-cards/> There are also many task card samples on *Pinterest*.

Think-Tac-Toe



Name _____ Date _____

THINK TAC TOE

Directions: Choose your own assignments! You must choose at least three activities in a tic-tac-toe design. Color in each box as you complete each assignment. Have Fun!

<p>Create a poster celebrating Valentine's Day.</p>	<p>Make a collection of poems for Valentine's Day.</p>	<p>USE A VORN DIAGRAM TO COMPARE AND CONTRAST VALENTINE'S DAY WITH ANOTHER HOLIDAY.</p>
<p>WRITE A LETTER TO A FRIEND TO PERSUADE THEM THAT VALENTINE'S DAY IS THE BEST OR WORST HOLIDAY EVER.</p>	<p>FREE CHOICE</p> 	<p>CREATE A WORD SEARCH THAT CONTAINS 15-20 WORDS THAT HAVE TO DO WITH VALENTINE'S DAY.</p>
<p>Create a song about Valentine's Day using a tune you know.</p>	<p>Prepare a borama of 3-5 THINGS YOU WOULD FIND AROUND VALENTINE'S DAY.</p>	<p>create a scrapbook of events, or HICACS, pictures, poems, etc., with a valentine's day theme.</p>

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Learning Contract----Think Tac Toe

Ancient Civilizations – Grade 6

GEOGRAPHY	As an ancient mapmaker, you are commissioned to create a map of your land including all natural land forms, a compass rose and a scale. Also find examples of each land form in a modern civilization.	Imagine that you are an ancient citizen who awakens to discover that all water has evaporated. Explain in detail how this would alter your way of life. Also, do this for the town where you live.	Assume you are persuading others to visit your ancient civilization. Design a descriptive, accurate travel brochure. Include both natural and man-made elements that would attract tourists.
IMPORTANT PEOPLE	You are an ancient scribe. Write and illustrate a thorough description of a famous character from each time period being studied. Profile yourself also.	Assume the identity of a famous person from the given time period. Create a journal entry reflecting the ideas, values, and components of daily life for that person & you.	You are a famous sculptor. Create a 3D representation of a well-known leader, god, goddess, or common citizen. Include a museum exhibit card.
CONTRIBUTIONS	Written language is an essential part of everyday life. Your task is to create an alphabet. Include a translation into modern English, a written description of the language development & a 3D artifact of the new language.	Recreate in 3D form a famous work of architecture from your time period. Compare and contrast this piece to one piece of modern day architecture. Find one example of this architecture's presence in modern day society.	Find a way to explain and show the importance of music and the arts to your culture. Also show at least 2 examples with roots in our time.

Charles Kyle & Kathy Reed © 2008



Think-Tac-Toe is a strategy that allows students to choose how they will show what they are learning, by giving them a variety of activities to choose from. Students are given a 3 x 3 grid just like tic-tac-toe with the exception that each spot is filled with an activity/task/behavior.

OPTIONS INCLUDE:

- Create 9 activities related to the content that you are covering
- Create 8 activities, leaving the middle blank for a “free choice”
- Provide activities that are below level, on level, and above.
- Create activities that are based on different learning styles.
- Provide activities that encompass all subjects.

There are a variety of ways to use Think-Tac-Toe including using them for early finishers, allowing student to choose one activity per column, row, or diagonal with a total of 3.


Have students choose any three activities on the grid, assign for homework. You will want to provide deadlines for completion.

Think-Tac-Toe can be adapted to any grade level and content area. They can even be used as an assessment. You can design Think-tac-toe to correspond with Bloom’s


taxonomy or Gardner's multiple intelligences.

The link in the PowerPoint notes provides a YouTube Video with instructions on creating Think-Tac-Toe.

<https://www.youtube.com/watch?v=EWMo4WbVSPQ>



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



You can design Think-tac-toe to correspond with Bloom's taxonomy



Rock Think-Tac-Toe

Name _____

Directions: Choose your own assignment! You must complete 3 activities in a tic-tac-toe design. You must go through the center box.

Naturalist Go outside and collect 2 different rocks. Draw a picture of each rock in your journal. Then identify the type of each rock telling what clues let you to know if it was sedimentary, metamorphic, or igneous.	Musical Write a song using a familiar tune to tell how a type of rock (sedimentary, igneous, metamorphic) is formed.	Verbal Linguistic Write a story about finding a rock. Include where you found the rock, which type of rock, and how you knew it was this type of rock.
Body Kinesthetic Use clay to create a model of each type of rock (sedimentary, igneous, metamorphic). Label each type of rock.	Computer Complete the "Name That Rock" Game. Record your score on the score sheet. http://library.thinkquest.org/J002289/name.html	Visual Spatial Design a tree map that identifies the properties of any rock. Give examples of each property (luster, color, streak, hardness, etc.).
Intrapersonal In a group of no more than 3, write directions for how to identify a particular rock. Be sure to include steps that check each property (luster, color, streak, hardness, etc.)	Logical Mathematical Go outside and collect 2 rocks. Use these rocks to complete the "Rock Detective" activity about the properties (luster, color, streak, hardness, etc.) of these rocks.	Interpersonal In your journal, describe the most beautiful rock (either real or one you imagine). Be sure to include a description of each property (luster, color, streak, hardness, etc.)

You can also design Think-Tac-Toe grids based on Gardner's Multiple Intelligences



Thank you for participating in our webinar. Please join us for our next webinar, *Classroom Instructional Strategies: Checking In and Fishbowl* which will be posted on March 5th.