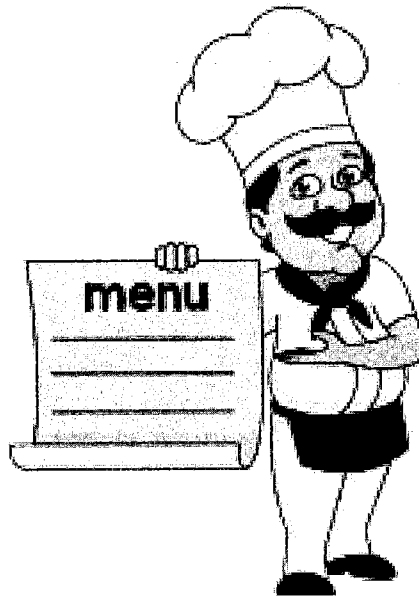


Learning Menus and Anchor Activities Descriptions, Directions, and Templates

Contents:

- Product Choices
- Meaningful Menus Packet
- Learning Contracts
- Bloom's Taxonomy Matrix
- Cubing Activities
- Think Dots
- R.A.F.T.s



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

H
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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

Meaningful Menus
for Creating Choice
in your Classroom!

Game Show

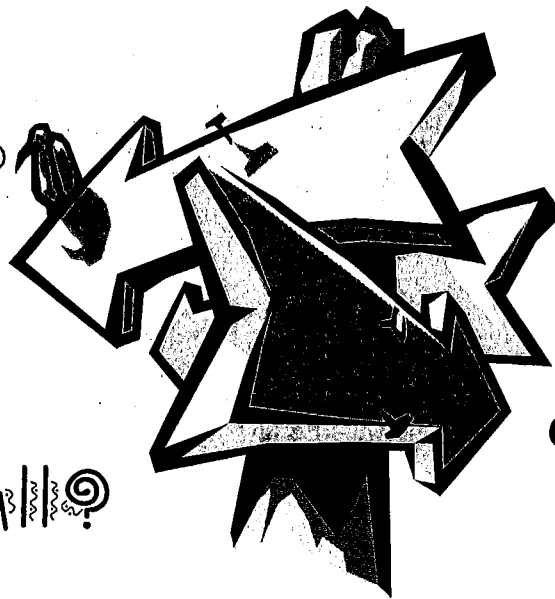
Tic Tac Toe?

2-5-8 Plans?

CHOICE BOARDS

Base Ball?

Challenge List?



Laurie Westphal
Independent Gifted / Science Consultant

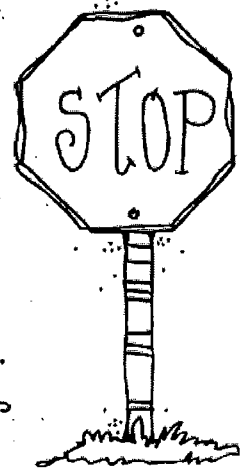
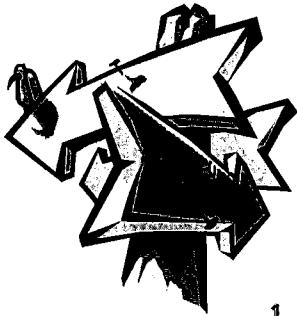
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Choices, Choices...

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.

Tic-Tac-Toe Extension Menu

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<p>Free Choice <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"/>

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

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.

Learning Contracts & Menus (Elementary)

Compiled by
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Contracts

In general, the teacher grants certain freedoms and choices about how a student will complete tasks, and the student agrees to use the freedoms appropriately in designing and completing work according to specifications.

Contracts:

- Empower students through CHOICE while ensuring adherence to important LEARNING GOALS
- Take a number of forms that begin with an agreement between student and teacher.
- Typically offer choices in response to varied interests and learning profile, but can also be tiered for readiness.

CONTRACTS

- An agreement between teacher and student (and sometimes, parents)
- Teacher provides choices and freedom to work
- Student agrees to complete work to teacher's and student's satisfaction
- Promote independent learning skills and responsibility
- Encourage further exploration of topic
- Individual or group
- Can free up teacher time
- Format can transfer to many subjects

A Learning Contract often has the following components

1. A Skills Component
 - ↗ Focus is on skills-based tasks
 - ↗ Assignments are based on pre-assessment of students' readiness
 - ↗ Students work at their own level and pace
2. A content component
 - ↗ Focus is on applying, extending, or enriching key content (ideas, understandings)
 - ↗ Requires sense making and production
 - ↗ Assignment is based on readiness or interest
3. A Time Line
 - ↗ Teacher sets completion date and check-in requirements
 - ↗ Students select order of work (except for required meetings and homework)
4. The Agreement
 - ↗ The teacher agrees to let students have freedom to plan their time
 - ↗ Students agree to use the time responsibly
 - ↗ Guidelines for working are spelled out
 - ↗ Consequences for ineffective use of freedom are delineated
 - ↗ Signatures of the teacher, student and parent (if appropriate) are placed on the agreement

CONTRACT DOS

- Start small (1-2 day contracts)
- Explain role and function of contracts
- Negotiate with students when possible
- Help set realistic deadlines
- Renegotiate if necessary
- Get student feedback and input for future contracts

CONTRACT DON'TS

- Expect all students to be able to handle contracts immediately
- Expect all students to like contracts
- Assume contracts can take the place of all instruction and/or teacher involvement with student(s)
- Use contracts without a good management system in place

Sample Blank Contracts

Name: _____	
Ck Page/Concept Ck Page/Concept	Ck Page/Concept
_____	_____
_____	_____
_____	_____
_____	_____
Enrichment Options:	

Special Instructor	

My Name _____
My topic _____

I will complete two required activities:
1. _____ 2. _____

I will complete two optional activities:
1. _____ 2. _____

I plan to use these resources:

I will present my topic in the following way:

Student's signature: _____
Teacher's signature: _____
Date Signed _____ Date project will be completed: _____

MY CONTRACT

I will look at, listen to, talk to _____

I will read _____

I will draw _____

I will need _____

I will write _____

Name _____
Topic _____
Completion date: _____

MY CONTRACT

Student Name _____ Date _____

What I will do _____

What I will use _____

When I will finish _____

How I feel about my project

How my teacher feels about my project

because _____ because _____

Revised Blooms Taxonomy – Verbs, Materials/situations that require this level of thinking, Potential activities and products

	REMEMBERING	UNDERSTANDING	APPLYING	ANALYZING	EVALUATING	CREATING
VERBS	Tell, List, Describe, Relate, Locate, Write, Find, State, Name, Identify, Label, Recall, Define, Recognise, Match, Reproduce, Memorise, Draw, Select, Write, Recite	Explain, Interpret, Outline, Discuss, Distinguish, Predict, Restate, Translate, Compare, Describe, Relate, Generalise, Summarise, Put into your own words, Paraphrase, Convert, Demonstrate, Visualise, Find out more information about	Solve, Show, Use, Illustrate, Construct, Complete, Examine, Classify, Choose, Interpret, Make, Put together, Change, Apply, Produce, Translate, Calculate, Manipulate, Modify, put into practice	Analyse, Distinguish, Examine, Compare, Contrast, Investigate, Categorise, Identify, Explain, Separate, Advertise, Take apart, Differentiate, Subdivide, deduce,	Judge, Select, Choose, Decide, Justify, Debate, Verify, Argue, Recommend, Assess, Discuss, Rate, Prioritise, Determine, Critique, Evaluate, Criticise, Weigh, Value, estimate, defend	Create, Invent, Compose, Predict, Plan, Construct, Design, Imagine, Propose, Devise, Formulate, Combine, Hypothesize, Originate, Add to, Forecast,
MATERIALS SITUATIONS	Events, people, newspapers, magazine articles, definitions, videos, dramas, textbooks, films, television programs, recordings, media presentations	Speech, stories, drama, cartoons, diagrams, graphs, summaries; outlines, analogies, posters, bulletin boards.	Diagrams, sculptures, illustrations, dramatisations, forecasts, problems, puzzles, organisations, classifications, rules, systems, routines.	Surveys, questionnaires, arguments, models, displays, demonstrations, diagrams, systems, conclusions, reports, graphed information	Recommendations, self-evaluations, group discussions, debates, court trials, standards, editorials, values.	Experiments, games, songs, reports, poems, speculations, creations, art, inventions, drama, rules.
POTENTIAL ACTIVITIES & PRODUCTS	Make a list of the main events. Make a timeline of events. Make a facts chart. Write a list of any/pieces of information you can remember. List all the ... in the story. Make a chart showing. Make an acrostic. Recite a poem	Cut out or draw pictures to show a particular event. Illustrate what you think the main idea was. Make a cartoon strip showing the sequence of events. Retell the story in your own words. Paint a picture of some aspect you like. Write a summary report of an event. Prepare a flow chart to illustrate the sequence of events. Make a colouring book.	Construct a model to demonstrate how it will work. Make a diorama to illustrate an important event. Make a scrapbook about the areas of study. Make a papier-mache map to include relevant information about an event. Take a collection of photographs to demonstrate a particular point. Make up a puzzle game showing the ideas from an area of study. Make a clay model of an item in the area. Design a market strategy for your product. Dress a doll in costume. Paint a mural. Write a textbook outline.	Design a questionnaire to gather information. Write a commercial to sell a new product. Conduct an investigation to produce information to support a point of view. Construct a graph to illustrate selected information. Make a jigsaw puzzle. Make a family tree showing relationships. Put on a play about he study area. Write a biography of the study person. Prepare a report. Arrange a party and record as a procedure. Review apiece of art including form, colour and texture	Prepare a list of criteria to judge ashow? Remember to indicate priorities and ratings. Conduct a debate about a special issue. Make a booklet about 5 rules you see as important to convince others. Form a panel to discuss views. Write a letter to ... advising on changes needed at ... Write a half yearly report. present your point of view.	Invent a machine to do a specific task. Design a building to house your study. Create a new product, give it a name and then devise a marketing strategy. Write about your feeling sin relation to ... Design a record, book or magazine cover. Sell an idea. Devise a way to ... Compose a rhythm or put new words to an old song.

Menu Planner

You may use this template to help you plan a menu for your classroom.

Menu:

Due: All items in the main dish and the specified number of side dishes must be completed by the due date - _____. You may select among the side dishes, and you may decide to do some of the dessert items, as well.

Main Dish (*Complete all*)

1.

2.

3.

Side Dish (*select _____*)

1.

2.

3.

Dessert (*Optional*)

1.

2.

3.

DIRECTIONS FOR CUBING

- **First Step: (use one of the cubes)**
 - Write 6 questions that ask for information on the selected unit.
 - Use your 6 levels of Bloom intelligence levels or any of the cubing statements to design questions.
 - Make questions that use these levels that probe the specifics of your unit.
 - Keep one question opinion based---no right or wrong.

- **Second Step: (use other cubes)**
 - Use the first cube as your average cube, create 2 more using one as a lower level and one as a higher level.
 - Remember all cubes need to cover the same type of questions, just geared to the three levels.
 - Label your cubes so you know which level of readiness you are addressing.

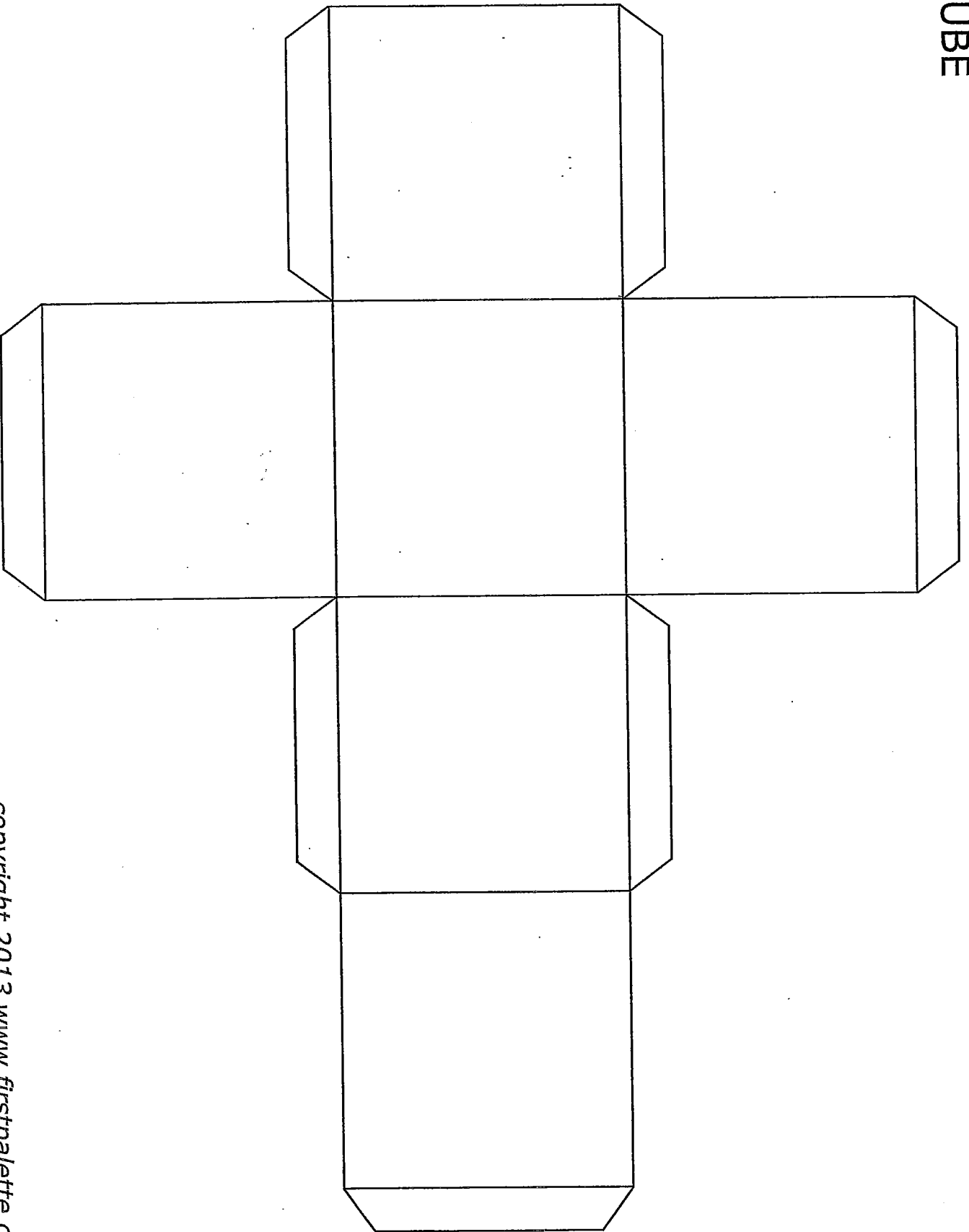
- **Third Step:**
 - Always remember to have an easy problem on each cube and a hard one regardless the levels.
 - Color code the cubes for easy identification, also if students change cubes for questions, for learning style groups.
 - Decide on the rules. Will the students be asked to do all 6 sides? Roll and do any 4 sides? Do any two questions on each of the cubes?

- **Places to get questions**
 - Old quizzes, worksheets, textbook-study problems.

CUBING STATEMENTS

- **Describe it:** Look at the subject closely (perhaps with your physical senses as well as your mind).
- **Compare it:** What is it similar to? What is it different from?
- **Associate it:** What does it make you think of? What comes to your mind when you think of it? Perhaps people? Places? Things? Feelings? Let your mind go and see what feelings you have for the subject.
- **Analyze it:** Tell how it is made. What are its traits and attributes?
- **Apply it:** Tell what you can do with it. How can it be used?
- **Argue for or against:** Take a stand. Use any kind of reasoning you want-logical, silly, anywhere in between.

CUBE



DIRECTIONS FOR THINK DOTS

- First Steps:
 - For each readiness level, write six activities on the pre-printed think dots template should be created.
 - Use your 6 levels of Bloom intelligence levels or any of the think dots statements to write a activity for each card.
 - Make the questions that use these levels probe the specifics of your unit.
 - Keep one question opinion based—no right or wrong.

- Second Steps:
 - Then cut each page into the six sections.
 - On the back of each card, dots corresponding to the dots on the faces of a die should be drawn on each of the six sections of the page.
 - Use the hole punch to make holes in one corner or in the top of each activity card.
 - Use a 1" metal ring to hold each set of six cards together.
 - Teacher may create an Activity Sheet to correspond to the lesson for easy recording and management.

Think Dots

Title:

RAFT Assignments

(Acronym: Role, Audience, Format, Topic)

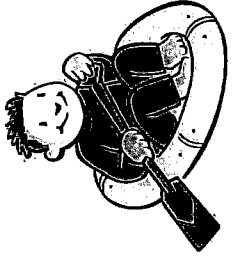
This strategy encourages creative thinking and motivates students to demonstrate understanding in a nontraditional yet informational written format. The student has a **role** to play and as they think in that role, they have to talk to a given **audience** using the **format** noted on the **topic** listed. This strategy forces students to process information rather than just write answers to questions. You may even ask the students to develop their own creative RAFT assignment for each other or for upcoming units based on essential questions.

How to use it:

1. Using your essential questions, analyze the important ideas or information you want students to learn. Consider how writing might enhance student understanding of a topic (e.g., stages of the digestive system). This focus established the writing topic. The topic can be a creative title or stated in general terms, as long as it is clear to the student the goal of the assignment.
2. Brainstorm possible roles students could assume in their writing. For example, a student in auto class could imagine he was a spark plug and describe what occurs when an engine starts.
3. Next, decide the audience for this communication. Using that audience, determine the writing format. For example, the spark plug could be writing in the format of a diary to be read by new spark plugs just placed in cars.
4. Explain RAFT to the students and list the role, audience, format, and topic for writing. You may want to choose different roles from which they can choose based on the same knowledge, reading, or concept.

This strategy works with all disciplines and across disciplines as an exciting strategy for student writing.

Based on the work of Doug Buehl cited in Teaching Reading in the Content Areas: If Not Me Then Who? Billmeyer and Martin, 1998.



RAFT Assignment

Unit/Theme: _____ Language/Level: _____

Role	Audience	Format	Topic

R.A.F.T. Brainstorming Sheet:

Possible Roles or Audience:

Character from a story	Public Service job	Key terms	Scientists or Politicians
Historical figures	Musical instruments	Diseases	Geographic formations
Vocabulary words	Cartoon characters	Types of fabric	Composers or artists
Instruments or tools	Shapes or colors	Authors or inventors	Business or industry person
Minerals or chemical elements	Cities, countries, continents	Brand name object	Technical terms
Tradesman or other job	Animals, birds, pets	Body systems	Celebrity or talk show host

Possible Formats:

Written	Visual	Oral	Kinesthetic
<ul style="list-style-type: none"> • diary entry • bulleted list • obituary • invitation • product guide • game rules • recipe • movie critic • FreqAskQues • editorial • character • monologue • job application • gossip column • mag. article • complaint • journal • diary • legal brief • memo • review • resume • TV script • Last Will & Testament • written debate • poetry • birth announcement 	<ul style="list-style-type: none"> • cartoon/comic • crossword puzzle • map • scales plan or drawing • graphic org. • concept web • illustration • print ad • photograph • Powerpoint • 'how to' diagram • fashion design • contest entry • pamphlet • travelogue • wanted poster • yearbook • 	<ul style="list-style-type: none"> • song • set of discussion ?'s • conversation • monologue • radiocast • museum guide • commercial • reader's theater • interview • tasting • political speech • puppet show • storytell • confession • eulogy • farewell • news story • recommendation • sermon • lecture • telephone dialogue • undercover report • warning • wedding vows • scolding 	<ul style="list-style-type: none"> • model • cheer • mime • reenactment • wax museum • demonstration • sales pitch with demo elements • physical analogies • taste tests • 'how to' video • game • sew, cook, build • design a.....

