

Meaningful Menus  
for Creating Choice  
in your Classroom!

**Game Show**

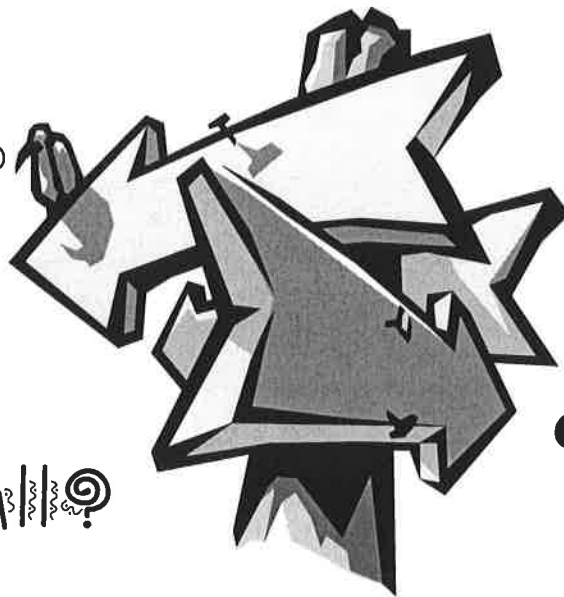
**Tic Tac Toe?**

2-5-8 Plans?

CHOICE BOARDS

Base Ball?

**Challenge List?**



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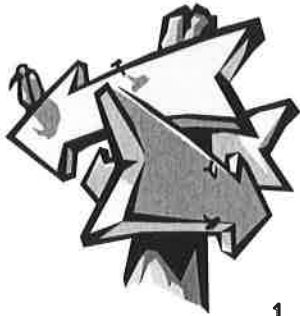
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# Choices, Choices..

## 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:

	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**  
**r**  
**i**  
**t**  
**t**  
**i**  
**n**  
**g**  
**w**

- |                           |                   |                  |
|---------------------------|-------------------|------------------|
| Advertisement             | Biography         | Book cover       |
| Cartoon                   | Chart             | Cinquain         |
| Collection with narration | Computer Program  | Commercial       |
| Creative writing          | Crossword Puzzle  | Diary            |
| Editorial                 | Fact file         | Fairy tale       |
| Game instructions         | Greeting card     | Haiku            |
| Handbook                  | Journal           | Label drawing    |
| Learning center           | Teach a lesson    | Limerick         |
| Literary magazine         | Logic Puzzle      | Map with legend  |
| Metaphor                  | Newspaper article | News report      |
| Pamphlet                  | Experiment report | Letter to editor |

**V**  
**r**  
**e**  
**w**  
**r**  
**i**  
**t**  
**i**  
**n**  
**g**  
**w**

- |                |                         |                |
|----------------|-------------------------|----------------|
| Advertisement  | Biography               | Choral reading |
| Cinquain       | Cassette Tape           | Commercial     |
| Debate         | Introduce guest speaker | Guest speaker  |
| Teach a lesson | News report             | Oral report    |
| Oral speech    | Panel discussion        | Limerick       |
| Making a movie | Oral report             | Poem           |
| Puppet show    | Skit                    | Original song  |
| Story          | Survey                  | Tape           |
| Speech         | Travel log              | TV Game Show   |
| TV News Report | Video tape              |                |

**H**  
**a**  
**n**  
**d**  
**w**  
**r**  
**i**  
**t**  
**i**  
**n**  
**g**  
**w**

- |                     |                  |                         |
|---------------------|------------------|-------------------------|
| Book cover diorama  | Cardboard relief | Chart                   |
| Collage             | Comic strip      | Cooked concoction       |
| Costume             | Dance            | Demonstrate a technique |
| Diorama             | Display          | Experiment              |
| Game                | Jigsaw puzzle    | Learning center         |
| Mask                | Mime             | Mobile                  |
| Mosaic              | Mural            | Paper folding           |
| Personal experience | Project cube     | Puppet                  |
| Rebus story         | Rubbing          | Sand casting            |
| Scavenger hunt      | Sculpture        | Silhouette              |
| Silk screen         | Stained glass    | Stitchery               |
| Stencil             | Terrarium        | Weaving                 |

**V**  
**i**  
**s**  
**i**  
**b**  
**i**  
**l**  
**i**  
**t**  
**i**  
**n**  
**g**  
**w**

- |                   |                    |                |
|-------------------|--------------------|----------------|
| Art Gallery       | Book Cover         | Bulletin board |
| Chart             | Collage            | Comic Strip    |
| Computer Program  | Commercial         | Costume        |
| Cross cut diagram | Crossword puzzle   | Dance          |
| Diagram           | Display            | Family tree    |
| Flipbook          | Game board         | Graph          |
| Greeting card     | Hidden picture     | Jigsaw puzzle  |
| Map               | Mask               | Mini-centers   |
| Mobile            | Model              | Mosaic         |
| Mural             | Newspaper          | Pamphlets      |
| Photo essay       | Picture dictionary | Picture story  |
| Poster            | Project Cube       | Rebus Story    |
| Scrapbook         | Sculpture          | Skit           |
| Time line         | Travelogue         | Vertical file  |

# Tic-Tac-Toe Extension Menu

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<p><b>Free Choice</b> <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: \_\_\_\_\_.

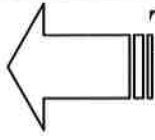
Name: \_\_\_\_\_

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:
	 <b>Total Number of Points you are planning to earn.</b>		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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