me of Strategy:	Tic-Tac-Toe Choice Board (sometimes called Think-Tac-Toe)				
anising Element:	General Capabilities: Critical and Creative Thinking, Numeracy				
rpose of Strategy:					
s strategy gives students the opportun nonstrate their understanding of math en uses Gardner's Multiple Intelligence	ematical concepts. Tic-Tac-Toe	addresses student readiness, ir	nterests and preferences and		
scription of Strategy					
e different tasks are designed for the ose three tasks, one of which must be I learning preferences. rre is no requirement for the three tasl	completed by everyone. Stude				
Tac-Toe Template					
TIC-TAC	-TOE STUDENT CHOICE A	CTIVITIES			
1.	2.	9	1		
	<u>-</u> .	3.			
4.	5.	6.			
7,	8.	9.			
			I		
I/we chose activities #, #	, and #				
Name					
		_			
l, C. 2004, "Pieces of Learning", USA, <u>w</u>	<pre>/ww.piecesoflearning.com , p.7</pre>	7			

**Teaching Example** 

Year level: All

Name: Probability TIC-TAC-TOE Directions: Three in a row, tio-tao-toe! Complete three activities to win the game. You may go vertically, horizontally, or diagonally! Share your activity with your partner and once they give you the okay, color the box for the activity you completed. Complete a tree diagram for the altuation listed Find out if the probability of flipping a coin is always 50:50. Complete an experiment flipping the coin 100 times, record your results and present your Particulations in the state. Explain the difference between Experimental Probability and Theoretical Probability. low. Be sure to include the sample space. inely. A bag contains 3 fied marbles, 2 Yellow, and 1 Blue. You select one marble, replace it, and findings to the class. occe a second marble. Watch the YouTube video on probability below https://www.voutube.com/ watch?vvveFW5tumpu\_c Determine if the probability of flipping a cup is the Determine the probability of selecting each color of M & M from a "Fun Size" bag. a flipping a coin. If you select one student from the class at random, what is the probability that If you roll a standard number cube, what is the probability your result will be an even number? Determine the probability of selecting each color of Skittles from a "Fun Size" bag. it is a girl? https://daretodifferentiate.wikispaces.com/file/detail/Probability+Tic+Tac+Toe.docx Multiplication Tic Tac Toe Pick three in a row vertically, horizontally, or diagonally to complete for homework. These activities will help you practice and work towards memorizing your multiplication facts. For some of the activities, you will have nothing to turn in. If you pick one of these, be sure to get a parent signature inside the box to show that you completed it. Elm Multiples Spend at least 10 minutes Write the first 10 multiples for See your teacher for an Area of a Rectangle Page. Use multiplication the find the area of the rectangles. practicing your multiplication flashcards with someone at the numbers 6 or 7 home Parent Signature: Name Multiplication Multiples Fact Family Pick 5 people, Record their Pick two fact families. Write the Write the first 10 multiples for names on the Name Multiplication sheet. Count the the numbers 3 or 4 2 multiplication and 2 division facts for each family to turn in. number of letters in their first name, then count the number of letters in their last name. Multiply these numbers together to find the product. Dice Multiplication Multiples Fact Sheet Write the first 10 multiples for the numbers 8 or 9. See your teacher for a Roll two dice. Multiply the two multiplication fact sheet that you numbers together to find the can complete for homework product. Remember to record your multiplication fact on a piece of paper to turn into your teacher. Repeat this 10 times. "You should have 10 facts written down to turn in.

https://daretodifferentiate.wikispaces.com/file/detail/Multiplication+Tic+Tac+Toe.docx

## Geometry: 3-Dimensional Solids Tic-Tac-Toe for Student Choice Activities

Construct a Regular Polyhedron out of straws.       List, the Seven Wonders of the World. Research and record the measurements of each. Using this information, fird the surface are and volume of all Seven Wonders. Show all information and calculations.       Interview an architect and find cost how healthe uses 3-dimen- sional Squares in hishe designe. Wile a paper summarizing what you learned.         4.       5.       6.       6.         Create a lessen plan on Regular Polyhedrons and teach this lea- son to the class.       5.       6.       6.         Polyhedrons and teach this lea- son to the class.       S. Estimate the total surface area of your classroom. Then do the appropriate measurements and find the exact surface area. Compare the estimates to the exact area. Explain this process in paragraph form.       6.       9.         7.       6.       Make a <u>crosseword puzzla</u> using at least 20 word puzzla using the a polyhedron and give it a thouby 6 bit the sum of the fory       Make a <u>crosseword puzzla</u> using at least 20 words and sub 20 do dimensional Solids.	1. Construct a Regular Polyhedron				
Create a Jessen plan on Reputer Payledions and black hits lead in the dates.       Estimate the tool a surface area of your diasecone. Then the top port diasecone. Then the top back in the date is the contrast of the compare the earl marker surface area in the process is managed of a new 3-dimer- back in the constraint of the contrast of the compare the earl marker surface area in the process is managed of a new 3-dimer- back in the constraint of the compare the earl marker surface is an applyhedron and give it an anne.       It is a surface in the process is managed of a new 3-dimer- back in the constraint of the constraint of the constraint of the marker.       It is a surface in the process is a problem on an of the constraint of the marker.         Were choose activities #	sources of region <u>continuous</u> out of straws.	List the Seven Wonders of the World. Research and record the measurements of each. Using this information, find the surface area and volume of all Seven Wonders. Show all information	Interview a out how he/ sional figure Write a pap	she uses 3-dimen- is in his/her designs. <u>er</u> summarizing what	
Make a guide i of a new 3-dimen- bional oid that can be disselved name,       Make a guide. Ploto the digita 1 introdu 8 at the corrers of the interestinal Solid.       Make a guide. Ploto the digita 1 interestinal Solid.         If we choose activities #	<ol> <li>Create a lesson plan on Regular Polyhodrons and leach this lesson to the class.</li> </ol>	Estimate the total surface area of your classroom. Then do the appropriate measurements and find the exact surface area. Compare the estimate to the exact area. Explain this process	Make a <u>coll</u> hedrons. La	abel and give a defini-	
Name	<ol> <li>Make a <u>model of</u> a new 3-dimen- sional sold that can be classified as a polyhedron and give it a name.</li> </ol>	Make a <u>cube</u> . Place the digits 1 through 8 at the corners of the cube so that the sum of the four numbers for each face (side of the cube) is 18. Show your <u>gale</u> <u>culations</u> on a separate piece of	Make a <u>crossword puzzle</u> using at least 20 words that relate to 3-		
1. Fill in a concept map showing ways you might solve a start problem or reach a goal. Then number the steps in sequence.       2. Make a set of flash carries that need to be placed in the correct order to be understood. They should have a picture or word on the force that a withen explanation on the back. This can be sequencing events in history in a story you have reach steps in section 200 unlaw reach steps in a softy you have reach steps in networks the set of the steps in sequencing events in history. In a story you have reach steps in a softy in correct order.       3. Create a time ling that shows the sequence of events in a story, in history or in your if is lister you have reach steps in a story in history in a story you have reach steps in a softy you have reach the steps in the steps in a story in history. In a steps in the steps is a port, how to preat and use the ports to reach and indicate when one part ends and then protein a posting resplaning what you have reach and use the ports to explain the steps. Number them on your poster and use the posts to explain the steps.       6. Make a short carel reach explanation is posting what you have reach steps.         (Kinesthetic – Reading – Speaking)       (Visual – Speaking)       (Verbal –Visual - Math)         7. Write a 10 page picture based to step with the orgened and word problem, include a story in correct order.       9. Use a computer to create a flow chart shows the st	Name 2004, "Pieces of Lea	Date48 48 rning", USA, <u>www.pi</u>	iecesofle	© Pieces of Learning	
showing ways you might solve a math problem or reach a goal. Then number the stops in sequence. (Visual – Math) 4. Plan a <u>skit</u> to act out four parts of a story. Or unaversed, steps in a sclence experiment, or a pattern in math. Number them in correct order. (Visual – Math) 5. Choose a topic you know about (such as how to play a sport, how to program a computer or Smart Phone, how to ride a bike, edc.) Makke a <u>poster</u> explaining what you know using al least file sequential steps to your class. (Kinesthetic – Reading – Speaking) (Visual – Reading – Speaking) (Visual – Speaking) 7. Write a 10 page <u>picture</u> <u>book</u> showing the steps used to solve math word problems. Include addition, subtraction, multiplication, and driksion, Read your book to a classmate.	Sequencing Skills:	Interdisciplinary Tic Ta	ac Toe		
showing ways you might solve a math problem or reach a goal. Then number the stops in sequence. (Visual – Math) number them in correct order. to be understood. They should have a picture or word on the front and a written explanation on the back. This can be sequencing events in history, in a story you have read, steps in a sclence experiment, or a pattern in math. Number them in correct order. (Visual – Math) (Visual – New bridge a point of the sclence of explaining how to scleve a more the solve as a point of the solve as a solver or a pattern math. Number them in correct order. (Kinesthetic-Visual-Verbal) (Visual – Reading – History) 4. Plan a <u>skit</u> to act out four parts of a story. Be sure to do the parts in order and indicate when one part ends and the next begins. (Kinesthetic – Reading – Speaking) (Visual – Speaking) (Visual – Speaking) (Kinesthetic – Reading – Speaking) (Visual – Speaking) (Verbal – Visual – Math) 7. Write a 10 page <u>picture</u> <u>solve math word problems.</u> Include addition, subtraction, multiplication, and drivison, Read your book to a classmate.					
(Visual – Math)         (Kinesthetic-Visual-Verbal)         (Visual – Reading – Hietory)           4. Plan a <u>skit</u> to act out four parts of a story. Be sure to do the part ends and the next begins.         5. Choose a topic you know about (such as how to play a sport, how to program a computer or Smart Phone, how to ride bike, etc.).         6. Make a short <u>oral report</u> explaining how to solve a math word problem. Include visuals and at least four steps. Number them on your poster and use the poster to explain the steps to your class.         6. Make a short <u>oral report</u> explaining how to solve a math word problem. Include visuals and at least four steps. Number them on your poster and use the poster to explain the steps to your class.         (Visual – Speaking)         (Verbal – Visual – Math)           7. Write a 10 page <u>picture</u> <u>book</u> showing the steps used to solve math word problems. Include addition, subtraction, multiplication and division. Read your book to a classmate.         8. Creste a <u>story board</u> showing at eact step.         9. Use a computer to create a <u>flow charet</u> that shows tha steps of the scientific method. You should have at least is when and division.	showing ways you might solve		need to be placed in the correct order to be understood. They should have a picture or word on the frent and a written explanation on the back. This can be sequencing events in history, in a story you have read, steps in a science experiment, or a pattern in math. Number them in correct		
parts of a story. Be sure to do       (such as how to play a sport, how to       asplaining how to solve a         when one part ands and the       program a computer or Smart       math word problem. Include         present begins.       Make a <u>poster</u> explaining what you       sites.         incoursing all least flow and use the poster to explain the       steps.       steps.         (Kinesthetic – Reading –       (Visual – Speaking)       (Verbel – Visual – Math)         7. Write a 10 page <u>picture</u> 6. Create a <u>story board</u> showing at least six events in a story in correct order.       8. Use a computer to create a flow charget to create a steps to your book to a classmate.         nultiplication, subtraction, Read your book to a classmate.       8. Create a <u>story board</u> showing at least six events in a story in correct in the steps of the scientific method. You should have at least six steps in the correct order.	Then number the steps in	order to be understood. T should have a picture or w the front and a written exp on the back. This can be sequencing events in hist story you have read, step science experiment, or a math. Number them in co	orrect hey vord on Manation ory, in a s in a cattern in	shows the sequence events in a story, in h in your life. Include a	of vistory or
Speaking)         (Visual – Speaking)         (Verbal – Visual – Math)           7. Write a 10 page <u>picture</u> <u>book</u> showing the steps used to solve math word problems. Include addition, subtraction, multiplication and division. Read your book to a classmate.         8. Create a <u>storyboard</u> showing at least six events in a story in correct order.         9. Use a computer to create a <u>flow chart</u> that shows the steps of the scientific method. You should have at least six staps in the correct order. Include a brief description of each step. (Technological – Visual –	Then number the steps in sequence.	order to be understood. T should have a picture or w the front and a written exp on the back. This can be sequencing events in hist story you have read, steps science experiment, or a p math. Number them in co order.	orrect hey vord on Hanation ory, in a s in a sattern in meet	shows the sequence events in a story, in h in your life. Include a items.	of vistory or it least 5
7. Write a 10 page <u>picture</u> <u>book</u> showing the steps used to solve math word problems. Include addition, subtraction, multiplication and drivision. Read your book to a classmate. B. Create a <u>story board</u> showing at least six events in a story in correct order. 9. Use a computer to create a <u>flow chart</u> that shows the steps of the scientific method. You should have at least six steps in the correct order. Include a brief description of each step. (Technological – Visual –	Then number the steps in sequence. (Visual – Math) 4. Plan a <u>skit</u> to act out four parts of a story. Be sure to do the parts in order and indicate when one part ends and the	order to be understood. T should have a picture or w the front and a written exp on the back. This can be sequencing events in hist story you have read, steps science experiment, or a p math. Number them in co order. (Kinesthetic-Visual-Verbal 5. Choose a topic you kno (such as how to play a sp program a computer or Sr Phone, how to ride a bike, Make a goster explaining know using at least five se atops. Number them on y and use the poster to expl	orrect hey vord on kanation anation soften in meet i) w sbout ort, how to nart , etc.) w that you aquential	shows the sequence events in a story, in h in your life. Include a items. (Visual – Reading – ) 6. Make a short <u>anal</u> explaining how to solo math word problem, visuals and at least fo	of iistory or it least 5 History) neport Ve a Include
	Then number the steps in sequence. (Visuel – Math) 4. Plan a <u>skit</u> to act out four parts of a story. Be sure to do the parts in order and influence when one part ends and the next begins. (Kinesthetic – Reading –	order to be understood. T should have a picture or w the front and a written exp on the back. This can be sequencing events in hist story you have read, steps solence experiment, or a p math. Number them in co order. (Kineethetic-Visual-Verbal S. Choose a topic you kno (such as how to play a sp program a computer or Sr Phone, how to ride a bike, Make a <u>poster</u> explaining know using at least five se steps. Number them on y and use the poster to expl steps to your class.	orrect hey vord on kanation anation soften in meet i) w sbout ort, how to nart , etc.) w that you aquential	shows the sequence events in a story, in h in your life. Include a items. ( <u>Visual – Reading – I</u> 6. Make a short <u>event</u> explaining hort <u>event</u> explaining hort <u>event</u> math word problem. visuals and at least fo steps.	of istory or it least 5 report lictude our
	Then number the steps in sequence. (Visual – Math) 4. Plan a <u>skit</u> to act out four parts of a story. Be sure to do the parts in order and indicate when one part ends and the next begins. (Kinesthetic – Reading – Speeking) 7. Write a 10 page <u>picture</u> <u>book</u> showing the steps used solve math word problems. Include addition, subtraction, subtraction, multipication and division.	order to be understood. T should have a picture or w the front and a written exp on the back. This can be sequencing events in hist story you have read, steps solarnos experiment, or a p math. Number them in so order. (Kinesthetic-Visual-Verbal 5. Choose a topic you kno (such as how to play a sp program a computer or Sr Phone, how to ride a bike, Make a <u>poster</u> explaining know using at least five as steps. Number them on y and use the poster to expl steps to your class. (Visual – Speaking) 8. Create a <u>storyboard</u> st least six events in a story order.	orrect They word on lanation ony, in a s in a sattern in meet ()) w about ort, how to nart etc.) our poster lain the howing at	shows the sequence events in a story, in h in your life. Include a items. (Visual – Reading – H 6. Make a short <u>and</u> explaining how to sol math word problem. visuals and at least for steps. (Verbal –Visual - Matl 9. Use a computer to <u>flow chart</u> that show steps of the scientific steps in the correct o Include a brief descri-	tietory) tietory) report ve a Include our th) create a s tha method. though the set of th

I/we chose activities # \_\_\_\_\_, # \_\_\_\_\_, and # \_\_\_\_\_. Name \_

Coil, C. 2004, "Pieces of Learning", USA, www.piecesoflearning.com

## **References:**

Coil, C. 2004, "Pieces of Learning", USA, <u>www.piecesoflearning.com</u> Dare to Differentiate, 2017 <u>https://daretodifferentiate.wikispaces.com/</u>