Choice Menus
Elementary Examples
What are Learning Menus

- Learning menus outline a variety of instructional options targeted toward important learning goals.
- Students are able to select the choices which most appeal to them.
- The teacher directs the menu process, but the student is given control over his/her choice of options, order of completion, etc.

Learning Menus

Empowering students through CHOICE while ensuring adherence to important LEARNING GOALS
KINDS of MENUS

- **MENU**: Main Dishes, Side Dishes, and Desserts (for younger learners).
- **AGENDA**: Imperatives, Negotiables, and Options (for older learners).
- **THINK TAC TOE**: Complete a row, column or diagonal line of activities.

  All three options can be differentiated according to interest, learning profile, or readiness (see enclosed examples).
MENU PLANNER

Menu for: ___________________________  Due: ____________

All items in the main dish and the specified number of side dishes must be complete by the due date. You may select among the side dishes and you may decide to do some of the desserts items, as well.

Main Dishes (complete all)

1

2

3

4

Side Dishes (Select _____)

1

2

3

4

Desserts (Optional)

1

2

3
MENU CONTRACT

“Probability”  
Due: __________

All items in the main dish and the specified number of side dishes must be complete by the due date. You may select among the side dishes and you may decide to do some of the desserts items, as well.

Main Dishes (complete all)

1. Complete the “meteorology simulation” on p. 88-89 of your textbook.

2. Create a list of 10 pairs of events. 5 pairs should contain events that are dependent; 5 pairs should contain events that are independent. Explain each classification.

3. Complete the “frequency table” assignment on p. 506-507 of your textbook.

4. Examine the attached list of functions and determine which functions represent probability distributions.

Side Dishes (Select 2)

1. Work with a partner to analyze the game of “Primarily Odd.” See your teacher for game cubes and further instructions.

2. Design a “game spinner” that has this probability distribution: P(red) =0.1; P(green) =0.2; P(blue) =0.3; P(yellow) =0.4.

3. Suppose a dart lands on a dartboard made up of four concentric circles. For the center of the board (the “bull’s eye”), r=1.5; the remaining rings have widths of 1.5. Use your understanding of area and probability to determine the probability of 1) hitting a “bull’s eye” and 2) landing in the outermost ring.

Desserts (Select 1)

1. Figure the probability of “Murphy’s Law” and make a case for whether or not it should indeed be a “law.”

2. Use a frequency table to chart the colors that your classmates wear for a week. Then, use probability to predict how many students will wear a certain color on a given day.
The Red Contract

Key Skills: Graphing and Measuring
Key Concepts: Relative Sizes
Note to User: This is a Grade 3 math contract for students below grade level in these skills

Read
- How big is a foot?

Apply
- Work with a friend to graph the size of at least 6 things on the list of “10 terrific things.”
- Label each thing with how you know the size

Extend
- Make a group story or one of your own – that uses measurement and at least one graph. Turn it into a book at the author center

The Green Contract

Key Skills: Graphing and Measuring
Key Concepts: Relative Sizes
Note to User: This is a Grade 3 math contract for students at or near grade level in these skills

Read
- Alexander Who Used to be Rich Last Sunday or Ten Kids, No Pets

Apply
- Complete the math madness book that goes with the story you read.

Extend
- Now, make a math madness book based on your story about kids and pets or money that comes and goes. Directions are at the author center

Read
-r
- Work the even numbered problems on page 71 of our math book. Use the export of the day to audit your work.
**The Blue Contract**

**Key Skills:** Graphing and Measuring  
**Key Concepts:** Relative Sizes  
**Note to User:** This is a Grade 3 math contract for students advanced in these skills

<table>
<thead>
<tr>
<th>Read</th>
<th>Apply</th>
<th>Extend</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Dinosaur Before Dark or Airport Control</strong></td>
<td>Research a kind of dinosaur or airplane. Figure out how big it is. Graph its size on graph paper or on the blacktop outside our room. Label it by name and size.</td>
<td>Make a book in which you combine math and dinosaurs or airplanes, or something else big. It can be a number fact book, a counting book, or a problem book. Instructions are at the author center</td>
</tr>
</tbody>
</table>

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**A Planet “Show & Tell”**  
*(Each student must pick one square from each horizontal row and use the two together)*

**Create One**

<table>
<thead>
<tr>
<th>Use the computer to make a drawing that shows how the rotation and revolution of the Earth works to create day and night and seasons.</th>
<th>Paint a picture that shows how the rotation and revolution of the Earth works to create day and night and seasons.</th>
<th>Construct a model that shows how the rotation and revolution of the Earth works to create day and night and seasons.</th>
<th>Create a book or puppet show that shows how the rotation and revolution of the Earth works.</th>
</tr>
</thead>
</table>

**Pick a Way to Explain**

<table>
<thead>
<tr>
<th>Make labels for the sun, Earth, day, night, orbit to attach to or use with your creation. Be ready to explain orally.</th>
<th>Write sentences* that identity and explain each part of your drawing or model and how each part works.</th>
<th>Write a story that explains the Earth’s rotation, revolution, day and night, and seasons.</th>
<th>Write a poem that explains the Earth’s rotation, revolution, day and night and seasons.</th>
</tr>
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This differentiated review/synthesis task is based on Va. SOLS for science:

1.6 The student will investigate & understand the basic relationships between the Earth and sun, Including *the sun is the source of heat & light*; *night & day are caused by the rotation of the Earth.*  
1.7 The student will investigate and understand the relationship of seasonal change (light and temperature) to the activities & life processes of plants and animals.

Based on Unit by Bette Wood, Charlottesville, Virginia City Schools.
Friendships Shape Up!

Reading Contract
Choose an activity from each shape group. Cut out your three choices and glue them below. You are responsible for finishing these activities by ___________________. Have fun!

This contract belongs to _____________________.

Brenda Spurgeon, 2nd Grade, Riverside Elementary School, Boise, ID
Writing Bingo
Try for one or more BINGOs this month. Remember, you must have a real reason for the writing experience! If you mail or email your product, get me to read it first and initial your box! Be sure to use your writing goals and our class rubric to guide your work.

<table>
<thead>
<tr>
<th>Recipe</th>
<th>Thank you note</th>
<th>Letter to the editor</th>
<th>Directions to one place to another</th>
<th>Rules for a game</th>
</tr>
</thead>
<tbody>
<tr>
<td>Invitation</td>
<td>Email request for information</td>
<td>Letter to a pen pal, friend, or relative</td>
<td>Skit or scene</td>
<td>Interview</td>
</tr>
<tr>
<td>Newspaper article</td>
<td>Short story</td>
<td>FREE Your choice</td>
<td>Grocery or shopping list</td>
<td>Schedule for your work</td>
</tr>
<tr>
<td>Advertisement</td>
<td>Cartoon strip</td>
<td>Poem</td>
<td>Instructions</td>
<td>Greeting card</td>
</tr>
<tr>
<td>Letter to your teacher</td>
<td>Proposal to improve something</td>
<td>Journal for a week</td>
<td>Design for a web page</td>
<td>Book Think Aloud</td>
</tr>
</tbody>
</table>

Math Ticket

<table>
<thead>
<tr>
<th>Graphics</th>
<th>Problem of the Day</th>
<th>Computer Task Card</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tangrams Ex. (p.14 #1)</td>
<td>Complete the odd # problem from the POD Board. Evens for bonus.</td>
<td>(2 Yellow/2 Greens)</td>
</tr>
<tr>
<td>Tangrams Ex. (p.11, #9)</td>
<td>Geoboard Pentagon</td>
<td>Geoboard Heptagon Design</td>
</tr>
</tbody>
</table>

Math Writing
- Explain in a clear step-by-step how you:
  - Solved your problem of the day or
  - Solved your Tangram or Geoboard Challenge.
- Use pictures and words to teach someone how to do one of your five math tasks.
- Develop a story or scenario in which one student clarifies how to do word problems for a confused friend.

Math with Legs
- Develop a real problem someone might have which graphing would help them solve. Show how that would work, including graphs and explanations. You may use any kind of graph you know about as long as it fits the problem.
Microorganism Menu

Name: 
Class: 

Appetizers: Can always work on

Soups/Salads: Homework

Main Course: Required

Desserts: Challenges

Soups/Salads

Homework Assignments
All homework must be completed and turned in for a grade.
- Transparency #13
- Transparency #16
- Study Guide 8.1
- Study Guide 8.2
- Study Guide 8.3

Main Course

Required
These labs must be completed and turned in for credit.
- Enormous E
- Focus on Scopes
- Pond Water Culture
- Your Choice
- Chapter 8 Test

Appetizers

Something I can always be working on.
These are assignments that will reinforce concepts.
- Vocabulary Words/Definitions
- Word Searches
- Idea Maps
- Matching Worksheets
- Label the Microorganism/Cell

Desserts

Things I can do to challenge myself.
These are not required unless you have been given specific instructions.
- Movie Notes
- Make a Slide
- Guess the Disease
- Write a Letter
- Microbe Mysteries
- http://www.microbeworld.org

Tic-Tac-Toe

designed to help students make connections between science standards

(4th Grade Rock, Soil, and Fossils Activity)

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<th>Create</th>
<th>Teach</th>
<th>Compare</th>
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<tr>
<td>Create a game for others to play to learn how fossils are formed and found</td>
<td>Teach the class a lesson about dinosaur extinction</td>
<td>Compare Utah locations with examples of weathering and erosion, show examples</td>
</tr>
<tr>
<td>Draw and label a soil profile showing how the layers differ</td>
<td>Graph types of fossils found in Utah and create simple fossil map</td>
<td>Demonstrate plant growth in 2 or more different soil types, share in class</td>
</tr>
<tr>
<td>Survey everyone in class for their theory about dinosaur extinction, share results</td>
<td>Design a display of different rocks and minerals, label and prepare descriptions</td>
<td>Develop a timeline of prehistoric life in Utah</td>
</tr>
</tbody>
</table>

Created by Meri-Lyn Stark
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Park City School District