Choice Board

Samples

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| Do a commercial about the book | Create an outline | Do a graffiti drawing or mural about the book |
| Complete a plot diagram for the book | Choose a way to respond to the text | Write a narrative book report |
| Do a book “Show and Tell” | Adapt a song to the book | Retell a part of the book from one characters point of view |

Historical Fiction Choice Board

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| Write a poem or jingle about one character from the book. | Create a story wheel sequencing the story events. | Make a character sketch of the main characters. |
| Using the title create a mnemonic that summarizes the story | Choose a way to respond to the text | Create a game board to fit the story and events. |
| Reenact a scene from the book live or using video | Act out an alternative ending to the book. | Journal and summarize your favorite parts. |

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| Write a song that summarizes the story. | Create a Venn Diagram using the main characters. | Make a timeline of the story. |
| Create a mobile for the story. | Choose a way to respond to the text | Create a poster of your favorite scene. |
| Create a crossword puzzle with new words you encountered while reading the book. | Act out your favorite scene from the book. | Write a new ending to the story. |

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| Write a song about the formulas to find area. | Use string to find diameter of circle and pi. | Draw and categorize formulas by their shapes. |
| Write the definitions in your own words. | Choose a way to respond to the text | Make flashcards and quiz a partner. |
| Make a table to outline the formulas of area. | Make a poster include pictures and formulas of area. | Use formulas from the book to find area of objects. |

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| Summarize and make a rap | Make a mnemonic | Make a chart or a timeline |
| Shape a word | Choose a way to respond to the text | Role play |
| Use prior knowledge or KWL | Think Pair Share | Form a hypothesis |

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| Recreate favorite scene and perform | Create a mnemonic  **J U L I**  **U S** | Create a symbol for each character |
| Create a soundtrack for Julius Caesar | Choose a way to respond to the text | Text message |
| Create a journal that tracks the character | Word association Thematic categories grouping | Create a trial for those accused of the murder |

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| Journal entry about living through a natural disaster. | Act out a weather forecast. | Create analogies for the weather. |
| Design a weather warning poster. | Student Choice | Do an experiment demonstrating a pattern of weather. |
| Make a weather rap! | Create a dance representing the patterns of weather. | Chart the weather trends in a particular area. |

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| Create a song. | Create a time capsule. | Make a pattern. |
| Identify it. | Choose a way to respond to the text | Design a movie strip. |
| Create a journal entry. | Work cooperatively. | Role play. |

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| Write a rap about everything involved in a desert ecosystem. | Construct a graph comparing the numbers of producers and consumers in two ecosystems. | Read an article about ecosystems and discuss what you have learned with another student.  Report to the teacher on what was learned. |
| Do an experiment to test the effect of light on an ecosystem. | Student choice | Create a labeled diorama of the feeding relationships in an ecosystem. |
| Keep a journal of daily observations of an ecosystem in a local park. | Create a skit detailing a “day in the life’ pf a consumer in a marine ecosystem. | Write an “autobiography” of a dandelion seed. |

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| Create a mind map for today’s reading outlining significant events. | Do an oral dramatization of a character from today’s reading. | Create a musical jingle for your reading today. |
| Find a partner. Do a “think, pair, share” discussing the conflict in today’s reading. | Student Choice | How is the protagonist in today’s reading like and element of nature?  Create a metaphor and explain it. |
| Create a flow map showing the character developing. | Reflect on the theme or the message in your reading through your workshop response. | Create a mathematical equation for your reading today. |

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| Illustrate and design a label or book cover. | Compose a rap or a song. | Make a game. |
| Map a concept map. | Student Choice | Produce a video. |
| Create a model. | Write a play or skit. Act it out. | Create a program. |

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| Write a poem or a song. | Create a poster for storm safety. | Make any two weather forecasting instruments. |
| Map or track a hurricane using latitude or longitude. | Student Choice With Teacher Approval | Keep a daily weather journal. |
| Research the top 5 deadliest storms. | Compare and contrast hurricanes and tornadoes with visuals. | Role play a weather forecaster with a map. |

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| Create and perform a rap about an energy system. | Interpret data to explain the benefits and costs of an energy system. | Create a new energy system that works! |
| Construct 10 questions for toss game. | Student Choice with Teacher Approval | Choose a pro or con position on the use of an energy system and defend it. |
| Create a model of an energy system. | Research and journal about alternative energy sources. | Create a poster outlining the system as a whole unit.  (input, system, output) |

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| Create a 20’s speakeasy jingle about prohibition. | Write a biography about Al Capone. | Create a graph comparing 1920 gangs in New York, Detroit, and Chicago. |
| Act out a 1920’s flapper dance. | Student Choice with Teacher Approval | Role-Play 1920 Cops vs. Bootleggers. |
| Investigate patterns of crime during the 1920’s. | Make a sequence map of the events preceding, during, and after prohibition. | Write a journal entry as Al Capone. |

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| Write a song/lyrics about America’s success/failure in the middle east since 1945. | Choreograph an interpretive dance reflecting a core conflict in the middle east since 1945. | Write a personal reflection on American’s involvement in the middle east since 1945. |
| Summarize, compare, and contrast current U.S. Foreign Policy initiatives since 1945 in the middle east. | Student Choice with Teacher Approval | Debate the pros and cons of America’s initiatives concerning the middle east since 1945. |
| Create a timeline of U.S. involvement in the middle east since 1945. | Create a series of maps demonstrating political/economic changes throughout the middle east since 1945. | Hypothesize different possible resolutions to the core conflicts that arose between the principle parties engaged in the middle east conflicts since  1945. |

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| RAFT the relationship between  fractions, decimals, and percents. | Draw a visual representation of a fraction | Show a real life application of fractions. |
| Complete a Compass Learning assignment. | Student Choice with Teacher Approval | Convert a fraction to a decimal and then to a percent. |
| Complete a hands on lab. | Reduce a fraction to it’s lowest form. | Complete a textbook assignment. |