**Steps for Using Choices Boards to Differentiate**

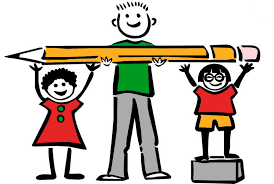
1. Unpack the standard(s) students will be learning. Decide upon the specific skills,

concepts, or generalizations that need to be learned.

1. To make a choices board, write assignments on different cards or in an electronic table. Index cards work great for this activity. The assignments should connect the objective of the lesson with the specific skills, concepts or generalizations.
2. Place the cards in random order in pockets on a hanging chart. Make a typed copy (electronic copy) of assignments so that students can have a paper copy in hand or be able to view on a tablet.
3. Assess the students using classroom discussions, RBIS structures, or journal entries. Use this as a pre-assessment to place students into readiness groups for this objective.
4. Assign students a symbol according to their readiness levels.
5. Display the choices board pocket chart at the front of the room or on tablets. Read through the list of options for your students and explain that each student will be choosing one activity that correlates with the symbol you assigned them. Answer any questions. Let students work on these assignments.

**English Language Learners**—Meet with these learners in small groups and reexamine the choices on the choices board. Encourage your English language learners by telling them that they will get to work with a partner on the second challenging activity, but to consult you or another student if they experience difficulty on the first independent activity.

1. After students complete the first activity, they can choose additional activities to complete with partners. For this activity, students will be choosing from a more challenging list of activities. To do this, have on-grade-level students choose activities from the triangle category, English language learners choose from the circle category, and below-grade-level students choose from the square category. Your above-grade-level students will create their own activities that you need to approve.
2. Finally, collect the assignments and have students fill out the Choices Board Assessment regarding their work.



**RBIS Structure: Symbol Choice Board Structure**

**Directions:** Choose two tasks from the choices below. Make sure your choices correspond with your assigned symbols.

|  |  |  |  |
| --- | --- | --- | --- |
| Perform a 30-second advertisement for radio supporting figurative language. | Perform a one-minute puppet show to explain one type of figurative language. | Make a wanted poster using your own picture and figurative language. | Write a letter to an editor using at least five different kinds of figurative language. |
|  |  |  |  |
| Interview an idiom of your choosing and write a script. | Create a newspaper headline using figurative language. | Create a picture dictionary illustrating seven figurative language terms. | Write at least three jokes or puns using figurative language in each. |
|  |  |  |  |
| Record a story about a homework machine using figurative language. | Create a conversation for a comic strip with each character using figurative language. | Illustrate the difference between a metaphor and a simile. | Create a set of idiom flash cards with answers on the back of each card. |
|  |  |  |  |
| Write one act of a play using characters disguised as figurative language. | Act out four figurative language terms for your teacher. | Create your own crossword puzzle of seven kinds of figurative language. | Create three story problems for others to solve using figurative language descriptors. |
|  |  |  |  |

**NOTE to Teacher:**

* ‘Temporarily at-risk students’ – triangles, ‘English language learners’ – circles; ‘proficient students’ – squares; ‘advanced students’ – pentagon
* Suggestion: Explain that after the first task is complete, the second task will be completed with a partner. For this additional activity, ‘bounce’ each group up one level. Have the advanced group create their own activity to be approved by the teacher.

**RBIS Structure: Symbol Choice Board Rubric/Student Self-Assessment**

Directions: You will have an opportunity to reflect on your own work. Respond to the questions by rating yourself on a scale of 1 – 5, with 5 being the best. Circle the number in each row to respond to each statement.

|  |  |  |
| --- | --- | --- |
| **My completed assignment –** | **Disagee Agree** | **How do you know?** |
| **satisfies the requirements of the task.** | **1 2 3 4 5** |  |
| **is easy for the reader to understand.** | **1 2 3 4 5** |  |
| **reflects my efforts to think creatively.** | **1 2 3 4 5** |  |
| **has correct spelling.** | **1 2 3 4 5** |  |
| **has correct punctuation.** | **1 2 3 4 5** |  |
| **has correct grammar.** | **1 2 3 4 5** |  |
| **has figurative language in it.** | **1 2 3 4 5** |  |
| **is able to grab the audience’s attention.** | **1 2 3 4 5** |  |
| **Based on your experience with this task, how could it have been made a more meaningful experience for you and why would it be so?** | | |

**Differentiation Symbol Board**

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