Teacher & Classroom Benefits

With choice boards, teachers avoid mundane and unexciting worksheets.

Meet the needs of all your students when you have varying ability levels.

Give students options to multiple activities that cover the same objective.

Giving choice to students motivate them to take charge of their education.

Encourage students to think about what they need to practice as learners and make a choice.

Build a classroom community where all your students develop!

Which Students Benefit?

This strategy has the ability to benefit all of the students in your classroom granted you’ve done your homework. If you have students with disabilities, be sure to identify their goals. All options in your Think-Tac-Toe align should align with the objective and the learning style of your students.

<table>
<thead>
<tr>
<th>Deaf or hard of hearing</th>
<th>ADHD</th>
<th>Austim</th>
<th>Learning Disability</th>
</tr>
</thead>
<tbody>
<tr>
<td>Since think-tac-toe boards have different tasks that reach different modalities, educators can place tasks that students can complete that don't require the need of talking or presenting.</td>
<td>Students stay motivated with work when they can choose the tasks that work for them. Since Think-Tac-Toe board will be posted or shared, students can refer to instructions.</td>
<td>Teachers can differentiate learning tasks to be appealing to students of different interests. Teachers can allow students to complete tasks until the assignment meets the educational need.</td>
<td>Students can participate in the class without fear of being embarrassed for choosing certain options.</td>
</tr>
</tbody>
</table>
3-in-a-row

Incorporating new strategies can be a difficult task. Here are a few easy steps to give this fun new strategy a try in your diverse classroom!

With choice boards, “students are free to choose” (Fulk & Montgomery-Grymes, 1994).

3 EASY STEPS TO WIN A THINK-TAC-TOE

STEP 1
Define your learning objective. What do you want the students to be able to demonstrate at the end of the lesson? Understand that this strategy can be used for many different content areas and grade levels.

STEP 2
Choose tasks that follow different learning styles that meet the learning objective. Be sure to have a high diversity of modalities. A good model to follow is to ensure that you have addressed many of Gardner's multiple intelligences. Arrange these tasks in a 3 by 3 grid so that it resembles a tic--tac-toe game.

STEP 3
Set the expectation to your class. Ensure they understand what it means to be successful in terms of this strategy. Usually this means completing tasks that would make for a winning game for tic-tac-toe. This is up to you. A completed task could be a series of rows or columns.

CAT GAME
No one wins in a cat game. Having all task reflect the same intelligence doesn't really offer students a choice. Also, keep your tasks reasonable to your ability to assess. If you're overwhelmed with the various tasks, you may be reluctant to facility this strategy at later dates.

References


