



## Learning Menus Used as Anchor Activities

### Learning Menus

Empowering students through CHOICE while ensuring adherence to important LEARNING GOALS

#### 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.

#### Kinds of Menus (to name a few):

- **MENU:** *Main Dishes, Side Dishes, and Desserts*
- **AGENDA:** *Imperatives, Negotiables, and Options*
- **THINK TAC TOE or TIC TAC TOE:** Complete a row, column or diagonal line of activities.  
*All three options can be differentiated according to interest, learning profile, or readiness*

### Anchor Activities

“ In this class we are never finished. Learning is a process that never ends.” -Carol Ann Tomlinson

#### What are anchor activities?

- specified ongoing activities on which students work independently
- ongoing assignments that students can work on throughout a unit

#### Why use anchor activities?

- they offer choice to students to help them review or extend learning targets
- provide a strategy for teachers to deal with “ragged time” when students complete work at different times
- they allow the teacher to work with individual students or groups
- they provide ongoing activities that relate to the content of the unit

#### When are anchor activities used?

- to begin the class
- when students complete an assignment
- when students are stuck and waiting for help
- when a specified time is given to work on anchor activities
- could even be used for homework

### Management and Monitoring of Anchor Activities (Things to consider)

**Expectations:** When do you expect students to work on this?

**Due date:** How much time do you want it to take? Will there be checkpoint due dates along the way?

**Points and/or rubric:** What is the activity worth as a grade? Do you want to grade them or just give credit?

**Accountability:** What's collected? Where does finished work go? What is checked by the teacher? the students?

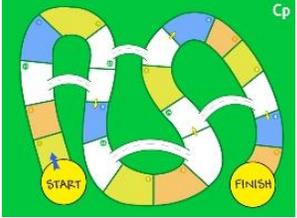
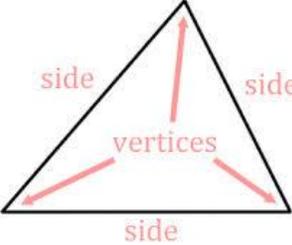
**Additional Implementation Suggestions:**

- Go over the entire anchor activity with the class.
- If you are grading these, go over the scoring guide with everyone and make sure they all understand the expectations.
- Give each student a copy of the anchor activity (choice board; menu) and scoring guide to keep in their binders so they have easy access to this when they need it.
- Point out where materials will be kept.
- Be clear on expectations.
- Let students know if any of the activities can be done as homework or if they are all meant to be done in class.

**Kindergarten – Shapes in Our World**

<p><b>(Verbal/Linguistic, Interpersonal)</b> Draw a picture of something you see in the classroom that is made out of shapes then write a story about it. You may record your story on the tape recorder.</p>	<p><b>(Interpersonal, Naturalist)</b> Take photos of shapes around the classroom or at home. Put the photos together to create a book about shapes in your own world.</p>	<p><b>(Visual/Spatial)</b> Create a poster for the class that shows examples of all kinds of shapes in the world. You may take photos, draw pictures, or use the internet.</p>
<p><b>(Intrapersonal)</b> With a partner, use the game template (or create your own) to design a game about finding shapes in the world. Agree on directions so that you can explain the game to the class.</p>	<p><b>FREE CHOICE!!</b> Can you think of another way to explore shapes in our world???</p>	<p><b>(Musical/Rhythmic, Interpersonal or Intrapersonal)</b> With a partner or alone, create a poem, rhyme, song or rap about shapes in our world. Perform it for the class.</p>
<p><b>(Visual/Spatial, Body/Kinesthetic)</b> Using various materials provided, build a model of something in real life that contains shapes. Make sure the class can clearly see the shapes in your creation.</p>	<p><b>(Mathematical/Logical)</b> Draw a diagram of how certain shapes in our world relate to geometric shapes we have learned about. Label the diagram to show the similarities, using number and types of sides, faces and/or corners.</p>	<p><b>(Body/Kinesthetic, Musical/Rhythmic)</b> Make up a dance about body shapes. Try to create different shapes with your body or move as shapes do. Be prepared to teach the class. You may use any music you choose.</p>

Kindergarten – Shapes in Our World – Student Version

 <p><b>Draw and write.</b></p>	 <p><b>Take photos and make a book.</b></p>	 <p><b>Make a poster.</b></p>
 <p><b>Make a game with a partner.</b></p>	<p><b>FREE CHOICE!</b></p>	 <p><b>Write a song, rap, rhyme or poem.</b></p>
 <p><b>Build a model.</b></p>	 <p><b>Draw and label.</b></p>	 <p><b>Create a dance.</b></p>

# Think-Tac-Toe

## 2<sup>nd</sup> Grade: Fractions

Choose at least three activities that are in a row (up and down, side to side, or diagonal). Color in each box as you complete it.

<p>Write a <b>short play</b> that <b>describes</b> parts of a whole using the words halves, thirds, fourths, half of, third of, and fourth of.</p>	<p>Create a <b>piece of art</b> that <b>uses</b> at least 6 rectangles and/or circles that are divided into halves, thirds, and fourths. Then, <b>show</b> your teacher which shapes are halves, thirds, and fourths.</p>	<p>Create <b>six story problems</b> that will require other students to <b>write and draw</b> fractions. <b>Answer</b> each story problem to create an answer key.</p>
<p>Use fractions to <b>design an outdoor space</b> with at least 3 areas that you would like to spend time in. <b>Explain</b> each of the 3 areas and why you assigned that fraction to each area.</p>	<p>Write a <b>song or rap</b> for a 1<sup>st</sup> grader that <b>explains</b> what fraction, half, third, and fourth mean.</p>	<p>Create a <b>scavenger hunt</b> in which students would need to <b>find</b> at least 6 different fractions around our school. Go on the scavenger hunt yourself and find an example of each fraction around our school.</p>
<p><b>Describe</b> your <b>four best qualities using fractions</b> so that all of the fractions make one whole (ex: <math>\frac{1}{4}</math> hard worker). <b>Draw and label</b> a <b>picture that shows your qualities</b> using the fractions you came up with.</p>	<p>Two of your classmates are arguing about what activities to do at recess. Help them figure out <b>two separate plans</b> on how to do at least three activities during recess by <b>dividing our recess time into fractional pieces</b>.</p>	<p>Using differently shaped equal parts, <b>divide</b> three identical rectangles into halves, three identical rectangles into thirds, and three identical rectangles into fourths.</p>

### Think-Tac-Toe Rubric

<p>___/12</p> <p>___/6: Student uses terms halves, thirds, fourths, half of, third of, and fourth of (1 point for each).</p> <p>___/6: Student uses each of the above terms correctly.</p>	<p>___/12</p> <p>___/6: Student draws at least 6 circles and/or rectangles that are divided into halves, thirds, and fourths (1 point for each).</p> <p>___/6: Student correctly identifies each shape as being divided into halves, thirds, and fourths (1 point for each).</p>	<p>___/12</p> <p>___/6: Student wrote at least 6 story problems that would require students to write and draw fractions (1 point for each).</p> <p>___/6: Students answered each of the 6 problems correctly (1 point for each).</p>
<p>___/12</p> <p>___/3: Student designed an outdoor space with at least 3 areas (one point for each space).</p> <p>___/3: Student correctly labeled each outdoor space using the correct fraction (one point for each fraction).</p> <p>___/6: Student explains why each area was chosen and why each area was assigned the given fraction (2 points for each area explanation).</p>	<p>___/12</p> <p>___/3: Student accurately explains fraction.</p> <p>___/3: Student accurately explains half.</p> <p>___/3: Student accurately explains third.</p> <p>___/3: Student accurately explains fourth.</p>	<p>___/12</p> <p>___/6: Student designs a scavenger hunt that requires students to find at least 6 different fractions (1 point for each).</p> <p>___/6: Student found an example of each of the 6 fractions around the school (1 point for each).</p>
<p>___/12</p> <p>___/4: Student describes four qualities using fractions.</p> <p>___/4: Student creates a drawing/representation of the qualities using the fractions.</p> <p>___/4: Student accurately creates and draws each fraction.</p>	<p>___/12</p> <p>___/3: Student creates one plan that shows how all three activities can be done in one recess using fractions.</p> <p>___/3: All fractions are correct and equal one whole (one whole recess).</p> <p>___/3: Student creates another plan that shows how all three activities can be done in one recess using fractions.</p> <p>___/3: All fractions are correct and equal one whole (one whole recess).</p>	<p>___/12</p> <p>___/3: Student divided three rectangles into halves accurately.</p> <p>___/1: All three halves are different shapes.</p> <p>___/3: Student divided three rectangles into thirds accurately.</p> <p>___/1: All three thirds are different shapes.</p> <p>___/3: Student divided three rectangles into fourths accurately.</p> <p>___/1: All three fourths are different shapes.</p>

## Tic-Tac-Toe Choice Board

### 5<sup>th</sup> Grade – Road to Revolution

Directions: Chose activities in a tic-tac-toe design. When you have completed the activities in a row—horizontally, vertically, or diagonally you made decide to be finished. Or you may decide to keep going and complete more activities. Star the activities you plan to complete. Color in the box when you finish the activity.

<b>Jeopardy Game</b>	<b>Position Piece</b>	<b>Collage</b>
Write Jeopardy questions that can be used to review the events leading up to the Revolutionary War. Write 20 questions with answers. Use an index card for each question, with the answer on the back.	Write a position piece that explains what America would be like if we lost the war to the British. Make sure to include who would be the leader and what the rules would be like. Discuss the similarities or differences you would see from America today.	Make a collage showing how the colonists rebelled against the British. Include 8-12 pictures that represent the colonists' views and actions.
<b>Multi-Media</b>	<b>Song/Rap/Poem</b>	<b>Timeline</b>
Make a five minute multi-media presentation showing the causes and effects of the Acts leading up to the Revolutionary War. Make sure to include pictures.	Write a song, rap, or poem about a group involved in the Revolutionary War. Be sure to include their role and position they take on the war. Your work may be either read or <i>performed</i> for the class.	Create a timeline that shows the events leading up to the war. Make sure to include 10 or more we have discussed in class.
<b>Play</b>	<b>Letter</b>	<b>Poster</b>
Write a play about one event that leads up to the war. Make sure to include at least 3 key people. You may act it out to the class.	Write a letter to a friend that persuades a friend during the Revolutionary era to take a side either the British or the Patriots. Explain the advantages of your side and the disadvantages of the opposing view.	Create a poster that may have been used as propoganda to persuade colonists to choose a side in the war.

All items listed as a Main Dish must be completed by the due date. One (1) Side Dish of your choice must be completed by the due date as well. Desserts are optional, but I hope you choose to do at least one. You will not be penalized for skipping Dessert. ☺



### Main Dish (Complete all)

1. Develop a timeline of Maniac's life. Be sure to include all pertinent information and experiences that he encountered during his life. Be creative and make this visually appealing.
2. Write a letter to an adult in your life (principal, family member, community leader) who could help you organize a fundraiser for a homeless shelter in your area. Explain the importance of community involvement and why the shelter needs financial support (what types of items do they need, etc).
3. Create a crossword puzzle using at least 15 vocabulary words from the novel. Be sure to include helpful clues for your reader.

### Side Dish (Select one)



1. Create a poem from Maniac's perspective about how Maniac feels about name, race or place of residence. Use one of the types of poetry we studied (Haiku, Diamante, Couplet, etc.).
2. Create a map of Twin Mills. Include a drawing of what the East and West End would look like

### Dessert (Optional)



1. Create a poster advertising Twin Mills. Research Norristown, PA (the town that Twin Mills was created to be like) and use some real things that are really in Norristown. What makes your own special and what attractions would entice travelers. Be creative and have fun.
2. Use the Internet to research the Civil Rights movement of the 1960s. Create a short 2-3 minute oral presentation to share with your classmates about the topic of segregation.

This was used during a novel study for Maniac Magee