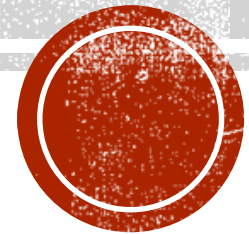


CHOICE BOARDS

Better learning with CHOICE



CHOICE BOARDS, MENUS AND TIC-TAC-TOE

- ✓ Different work, not more or less
- ✓ Same learning goals for all – different paths
- ✓ More motivating – choice = empowerment
- ✓ Cater for different interests and preferences
- ✓ Allow choice for different readiness levels (easier tasks, more challenging tasks -- or choiceboards at different levels)
- ✓ All tasks must be equally interesting and meaningful. No mindless exercises.
- ✓ Maintain teacher control AND give students some freedom within a given framework
- ✓ Can be used for a single task or a whole project (where students choose 3 or 4 tasks and cover different skills)
- ✓ Can be used at all levels and for all subjects



HOW TO GET STARTED

- Define your learning goal: What should your learners be able to DO? How can this be shown?
- Provide different resources: textbook, other texts, videos, audio material, web-sites, learning games...
- Create a set of tasks where the learners can SHOW that they have achieved the goal(s)
- Make sure your tasks cover different skills: reading and listening (resources) and speaking and writing (for the products)
- Make sure you cater for different interests, skills, learning preferences (visual learners will like mindmaps, auditive learners will prefer videos and audio input and tasks...



My Home

examples

Choose one option from each course: 1 soup or salad, 1 main course, 1 dessert

Soup or salad



Mindmap

Make a mindmap of all the new vocabulary for describing your home. Make good categories.

Drawing

Draw a plan or picture of your apartment. Label all the rooms and the furniture in the rooms.

Main Course



Video message on Flipgrid

Make a flipgrid video where you describe your home to the class.

You can show us your floorplan or drawing and describe all the rooms.

or

You can walk around your home and describe the rooms you are in.

Tip: Stand still while you are talking and do not move the camera too much.

Tea and Talk: Sharing photos

Bring 2-3 photos of your home to “Tea and Talk”. Practice describing them in detail. Then present your home to your friends. Tell us what you like and don’t like about the rooms.

Dessert



A short letter to your penfriend

Tell your new penfriend about your home. Describe the rooms and furniture and say what you like and don’t like about your home. Start like this:

Dear xx,

Thank you for your long letter. Now I know a lot about your home. Your room is really cool.

Now, I am going to describe my home to you:

Matching pictures and text

Bring a picture of your room or another room in your home.

On an extra sheet describe the room in detail. Do not write your name on the sheet.

We will then post all the pictures and all the texts on the wall. Your classmates will have to find the matching pairs.



A CHOICE BOARD FOR STUDENTS OF PPS 2: COMMUNICATIVE LANGUAGE TEACHING IN PRACTICE II

examples

Activity 5: Presenting the KEY Ideas

You should now have a first idea of the importance of differentiated instruction. Choose one of the following options and show your understanding of the main ideas of Tomlinson's model.

Choose one of the options that appeals to you. Then find one or two partners who want to do the same. Go to work! -- You want to finish most of your work in class so you can upload it to Moodle later today. What will your message be? What are the key points? How are you going to present them?

Option A: Diagram

Show the main concepts of Tomlinson's model in a diagram. Label all the parts clearly and add short explanatory comments.

Option B: Advertising Poster for a seminar on differentiated instruction.

Design a poster to advertise differentiated instruction to teachers. Get them interested and show some of the benefits of DI.

Option C: Radio Interview

Use your mobile phone to record a 2-3 minute interview about Tomlinson's model of differentiated instruction. Your sound clip should get teachers interested in DI.

Option D: Short Newspaper Article

Write a short article (200 - 300 words) for a local newspaper (type Kleine Zeitung). Explain the basic ideas of Tomlinson's model as a solution to current problems in our schools.

Option E: Your idea

If you have any other talents or strengths suggest another way of showing your understanding. Are you a rapper -- a poet -- a painter --???



ASSIGNMENTS FOR MENTORS

If you are collecting credits for the Lehrgang "Mentoring im Kontext von Fachdidaktik, Englisch", do four of the following assignments and send your collected work to elisabeth.poelzleitner@phst.at AND upload your work to the padlet (you got the address in class) in order to share it with your course participants. This padlet is only visible to your group.

Choiceboard

Do four tasks. Choose four different input areas and at least three different task options.

EPOSTL Lesson Analysis Analyze one of your student-teacher's lessons according to EPOSTL descriptors. Include a detailed lesson plan (use one of the forms from the section "Keeping the End in Mind" in PPS 3 and follow the instructions in your brochure for mentors.	The Tomlinson Model of Differentiation Watch one of the videos of Carol Ann Tomlinson (in the section "Unique Minds and Learning Differences" or "Catering for the Needs of All Learners" in PPS2) and choose one of the task options below.	Building Competence, How does learning work? Choose one of the resources from the section "How does learning work" in PPS 2 and do one of the tasks below.	Keeping the End in Mind (Rückwärtiges Lerndesign) Choose one of the resources from the section "Keeping the End in Mind" in PPS 3 and do one of the tasks below.	Digital Tools for Language Teachers Choose one of the digital tools presented in PPS 3 (or on the page Web & ICT on epep.at). Try out the tool in class and write a detailed reflection in the style of a Dialectical Journal. (left column: what you did, ... right column: your thoughts, reflections, experiences...)
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Option A: Dialectical Journal



Everything we do in the classroom is based upon a belief that certain kinds of teaching or learning work better than others. Often our decisions are based on your personal experience as a learner. The problem is that, too often, these attitudes are unconscious. In order to teach professionally and efficiently it is important to make conscious, well-reflected decisions. Use this journal to make you aware of your beliefs about teaching and thus allow you to challenge and change them if necessary.

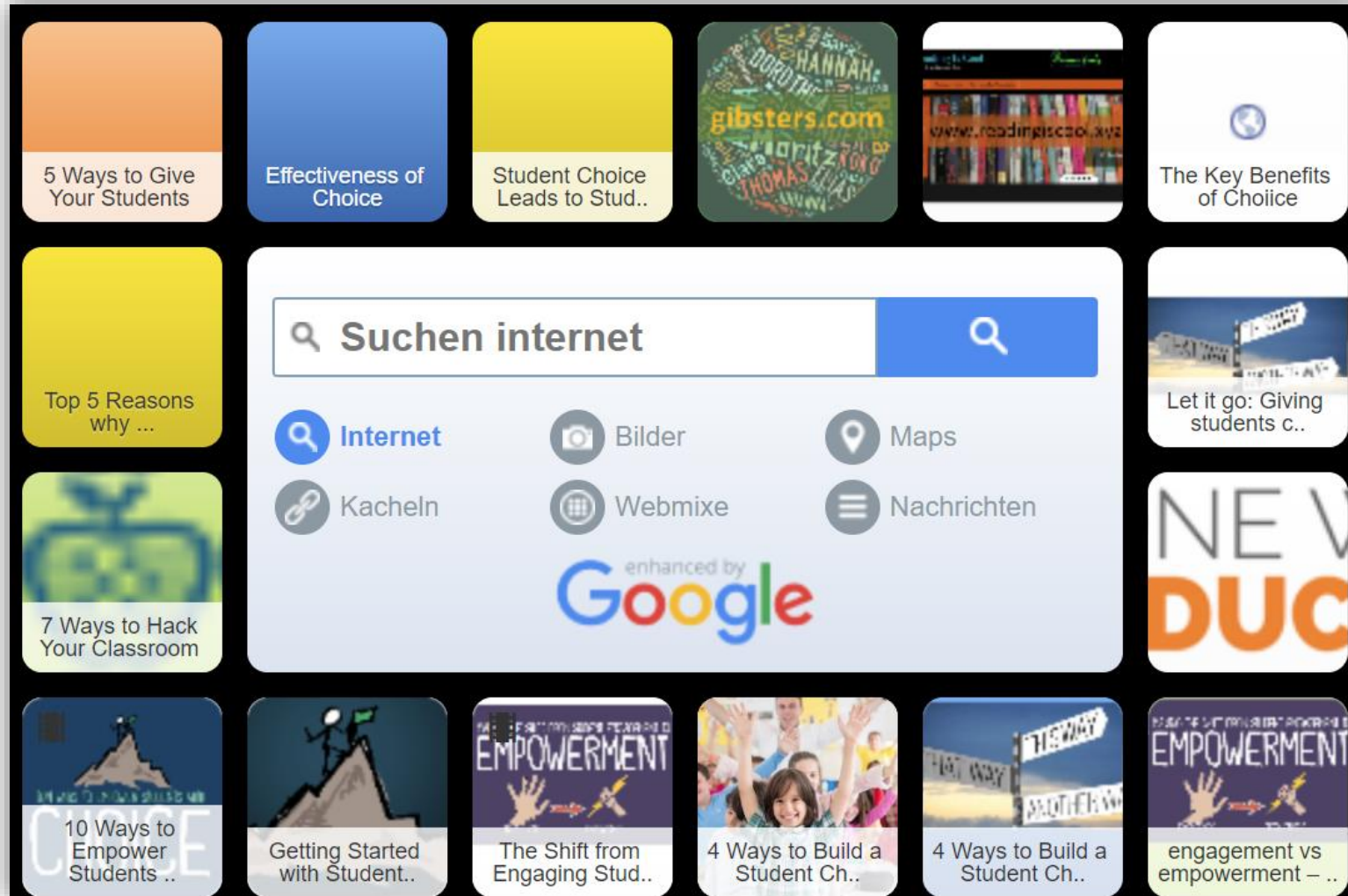
In a [dialectical journal](#) you will use two columns. In column 1 you write quotes, interesting passages from your reading, notes taken during the class sessions, ideas...

In the second column you add your personal opinions and thoughts about these ideas and concepts. The second column is more important than the first one and might even be wider than column one. Reflect upon your personal experiences with the given topics, what consequences (good or bad) it might have, how you feel about it personally....

Option B: Diagram Show the main ideas of your input in a diagram. Label all the parts clearly and add short explanatory comments. Use an online tool or draw your diagram by hand and scan it.	Option C: Advertising Poster for a seminar on differentiated instruction. Design a poster to advertise the main ideas and concepts of your chosen input to other teachers. Get them interested and show some of the benefits of these ideas.	Option C: Radio Interview Use your mobile phone to record a 2-3 minute interview about the ideas in your chosen input. Your sound clip should get teachers interested in these ideas. Send your mp3 file	Option E: Short Newspaper Article Write a short article (200 - 300 words) for a local newspaper (type Kleine Zeitung). Explain the basic ideas of Tomlinson's model as a solution to current problems in our schools	Option F: Your idea If you have any other talents or strengths suggest another way of showing your understanding. Are you a rapper -- a poet -- a painter --???
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RESOURCES

<https://tinyurl.com/choiceboard-resources>



A mini choice board for this session

Do one of the tasks from the choice board.

Be prepared to present your product to the group in the last 15 minutes of this session.

Now it's
your turn

Poster Make a poster that presents the advantages of choice-boards to your colleagues in school. You can then show the poster to your colleagues during the next pedagogical conference or subject teacher meeting.	Video message on Flipgrid Record a short video message explaining the benefits of choice-boards to other teachers. Record the message on flipgrid. You can also do this with a partner in form of an interview or a questions- answer session. ENTER CODE	Explain to your students Explain the idea of choice-boards to your students in school. Think of a specific class that you are teaching at the moment. Do this in the language you are teaching. Prepare 3-5 powerpoint slides (or sketch them on paper if you did not bring your computer).
E-mail to a colleague Write an e-mail to a colleague of yours. (Maybe the colleague who is teaching a parallel group.) Explain the benefits of choice-boards and invite him/her to try it out with you.	Letter to the editor Write a short letter to the editor of your local newspaper. Explain the importance of differentiation and choice for effective learning and argue for inclusion and against early segregation in schools.	Design your first choice board Design a basic choice board for one of your classes. Define your learning objectives. Then offer options for students to choose from. Consider: different language skills, interests, readiness levels, learning preferences
Mindmap Make a detailed mind map about choice boards: benefits and how-to-tips.	Questions Write a set of meaningful comprehension and discussion questions for one of the texts or videos about choice-boards. Provide an answer sheet (in keywords).	Why I do NOT like choice boards Explain why you do NOT want to use choice-boards in your classes. What are the disadvantages for you and your learners? Choose any format: video, e-mail, mind map of disadvantages, checklist of disadvantages...

