

## EXTENSION MENUS

### Extension Menus

In his overview of guidelines for gifted students, Dr. Levande lists “flexibility in assignments” as a key component in a gifted classroom. One way to build flexibility into your classroom is through *extension menus*.

Extension menus come in all different shapes and sizes (from tic-tac-toe boards to baseball-themed menu) but all offer students choices in how they demonstrate understanding. Menus can also give students a relevant, go-to assignment when they have independent time.

### When To Offer Menus

- To students who have compacted or tested out of a unit or lesson.
- As independent activities for when students “have nothing to do.”
- During universal access.
- As a required part of a unit in any subject.
- As a structured way to delve deeper into content.

### What Makes An Extension Menu?

- Students select from a set of possible assignments (3 to 9 choices is common).
- Students may be required to select more than one choice.
- Choices offer differentiated objectives.
- Choices are often grouped by complexity of thinking skill.
- Activities are independent so students have freedom as well as responsibility.
- A variety of options enable students to work in the mode that most interests them.

### Administrative Details

Establishing clear guidelines is essential in managing a program with extension menus:

- Set a due date (include it on the menu).
- Require the menu to be turned in with work (so you know what options were selected).
- Set a date when students must select their options (if menu is long term).
- Consider how you will handle missing menus.
- How will you grade work from menus?

### Don't Forget!

- Always offer a variety of products – don't rely solely on what that you personally “like.”
- Always offer assignments at all levels of thinking.
- Always make your directions clear – this is supposed to be independent work.
- Parents may be unfamiliar with menus, so introduce them at back to school or via a letter home.

### Resources

There are many wonderful resources out there to help with extension menus, here are a few:

- <http://www.byrdseed.com/>
- [http://www.fcpsteach.org/gt\\_renzulli/](http://www.fcpsteach.org/gt_renzulli/)
- [http://district.ausd.net/docs/extension\\_menus.ppt](http://district.ausd.net/docs/extension_menus.ppt)
- <http://daretodifferentiate.wikispaces.com/file/view/Extension+Menu+directions+9.1.04.pdf>
- <http://www.pvUSD.net/departments/GATE/choiceboards.php>
- <http://www.eht.k12.nj.us/~jonesj/Differentiated%20Instruction/Tic-Tac-Toe.htm>
- And, of course Extend A Menu

Authors worth reading:

- Susan Winebrenner
- Laurie Westphal – you can win ALL of her books over at Extend A Menu 😊
- Carol Ann Tomlinson

### **Where To Get Ideas!?**


The most difficult aspect of creating extension menus is thinking of a variety of activities. Consider using:

- The Differentiator: <http://byrdseed.com/differentiator/>
- Utilize depth and complexity and content imperative thinking tools.
- R.A.F.T.
- Product menus
- Google Wonder Wheel (a nice brainstorming option from Google)
- Your own interests!
- 

Extension menus require upfront work to build, but offer endless options for your gifted students. Make them a part of your classroom culture and you'll enable students to interact with content in meaningful ways.

# Multiple Intelligences Assessment Menu

One way to infuse variety into classroom evaluation is to provide students the following menus of options to use in demonstrating the results of their learning. Occasionally, the options might be limited to one intelligence area with eventual rotation through all seven menus over the course of a few months. Teachers will need to indicate specific content to be addressed by each menu.




## Verbal/Linguistic Menu

- ◆ Use storytelling to explain .....
- ◆ Set up a debate to discuss .....
- ◆ Write a poem, myth, legend, short play, or news article about .....
- ◆ Relate a short story or novel to .....
- ◆ Give a presentation on .....
- ◆ Lead a class discussion on .....
- ◆ Write journal entries on .....
- ◆ Create a talk show radio program about.....
- ◆ Write a newsletter, booklet, or dictionary about .....


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- ◆ Invent slogans for .....
- ◆ Create an audiotape of .....
- ◆ Conduct an interview of ..... on .....
- ◆ Write a letter to ..... about .....
- ◆ Use technology to write .....




## Logical/Mathematical Menu

- ◆ Translate ..... into a mathematical formula
- ◆ Create a timeline of .....
- ◆ Design and conduct an experiment on .....
- ◆ Make a strategy game that includes .....
- ◆ Make a calendar of .....
- ◆ Interpret a calendar of .....
- ◆ Hypothesize about .....
- ◆ Create story problems out of .....
- ◆ Write a computer program for .....
- ◆ Categorize facts and information .....
- ◆ Set up a lab project on .....
- ◆ Describe the symmetry in .....
- ◆ Use inductive or deductive reasoning to .....
- ◆ Select and use technology to .....
- ◆ Others of your choice .....



## Visual/Spatial Menu

- ◆ Chart, map, cluster, or graph .....
- ◆ Create a slide show, videotape, or photo album of .....
- ◆ Design a poster, bulletin board, mural of .....
- ◆ Visualize .....
- ◆ Use a memory system to learn .....
- ◆ Create a piece of art that demonstrates .....
- ◆ Develop a set of architectural drawings that .....
- ◆ Make a film or advertisements of .....
- ◆ Vary the color, size, and shape of your .....
- ◆ Color-code the process of .....
- ◆ Invent a board or card game to demonstrate .....
- ◆ Illustrate, draw, paint, sketch, sculpt, or construct .....
- ◆ Use the overhead projector to teach .....
- ◆ Use technology to .....
- ◆ Others of your choice .....



## Body/Kinesthetic Menu

- ◆ Rehearse and perform a play on .....
- ◆ Role play or simulate .....
- ◆ Create a movement or sequence of movements to explain .....
- ◆ Choreograph a dance of .....
- ◆ Invent a board or floor game of .....
- ◆ Make task or puzzle cards of .....
- ◆ Build or construct a .....
- ◆ Plan and attend a field trip that will .....
- ◆ Use the qualities of a physically educated person to demonstrate .....
- ◆ Devise a scavenger hunt to .....
- ◆ Make a model of .....
- ◆ Bring hands-on materials to demonstrate .....
- ◆ Invent an adventure game that .....
- ◆ Design a product for .....
- ◆ Select and use technology to .....
- ◆ Others of your choice .....



### Musical Menu

- ◆ Write song lyrics for .....
- ◆ Sing a rap or song that explains .....
- ◆ Indicate the rhythmical patterns in .....
- ◆ Give a presentation with appropriate musical accompaniment on .....
- ◆ Explain how the lyrics of a song relate to .....
- ◆ Explain how the music of a song is similar to ....
- ◆ Present a short class musical on .....
- ◆ Make an instrument and use it to demonstrate ...
- ◆ Use music to enhance skill building in .....
- ◆ Create a musical game that .....
- ◆ Collect and present songs about .....
- ◆ Write a new ending to a song or musical composition so that it explains .....
- ◆ Create a musical collage to depict .....
- ◆ Use musical technology to .....
- ◆ Others of your own .....



### Interpersonal Menu







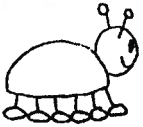

- ◆ Create and implement group rules for .....
- ◆ Conduct a class meeting to address .....
- ◆ Identify and assume a role to .....
- ◆ Organize or participate in a group that will .....
- ◆ Use a conflict management strategy to .....
- ◆ Accommodate learning differences by .....
- ◆ Participate in a service project that will .....
- ◆ Participate in a mentoring, apprenticeship, or tutoring program to .....
- ◆ Generate a variety of multiple perspectives on the topic of .....
- ◆ Help resolve a local or global problem by .....
- ◆ Demonstrate your awareness of multiethnic perspectives by .....
- ◆ Create a culturgram of .....
- ◆ Use a telecommunication program to reach .....
- ◆ Explain your perspective of an international issue.....
- ◆ Others of your choice .....



### Intrapersonal Menu

- ◆ Describe qualities you possess that will help you successfully complete .....
- ◆ Create a personal analogy for .....
- ◆ Set a goal to accomplish .....
- ◆ Describe how you feel about .....
- ◆ Explain your personal philosophy about .....
- ◆ Use some form of emotional processing to .....
- ◆ Describe one of your personal values about .....
- ◆ Use self-directed learning to .....
- ◆ Write a journal entry on .....
- ◆ Explain the purpose in studying .....
- ◆ Explain your intuitive hunches about .....
- ◆ Receive feedback from another person on your efforts to .....
- ◆ Self-assess your work in .....
- ◆ Use technology to .....
- ◆ Others of your choice .....

## CHOICE BOARD FOR MULTIPLE INTELLIGENCES

<p><b>Verbal/Linguistic</b></p> <ul style="list-style-type: none"> <li>• Write instructions</li> <li>• Keep a personal journal</li> <li>• Create a poem</li> <li>• Create TV ads</li> <li>• Read stories to others</li> <li>• Retell in your own words</li> <li>• Teach concept mapping</li> <li>• Create crossword puzzle</li> </ul> 	<p><b>Logical/Mathematical</b></p> <ul style="list-style-type: none"> <li>• Create a time line</li> <li>• Compare/contrast ideas</li> <li>• Create an outline for a story</li> <li>• Design a map</li> <li>• Decipher codes</li> <li>• Create patterns</li> <li>• Design a game to show...</li> </ul> 	<p><b>Visual/Spatial</b></p> <ul style="list-style-type: none"> <li>• Create a poster</li> <li>• Draw a map</li> <li>• Create visual diagrams</li> <li>• Draw from different perspectives</li> <li>• Create a comic strip</li> <li>• Graph results of a survey</li> </ul> 
<p><b>Interpersonal</b></p> <ul style="list-style-type: none"> <li>• Tell stories</li> <li>• Teach a cooperative game</li> <li>• Role play a situation</li> <li>• Discuss and come to a conclusion</li> <li>• Survey or interview others</li> </ul> 	<p><b>Free Choice</b></p>	<p><b>Body Kinesthetic</b></p> <ul style="list-style-type: none"> <li>• Make up a cooperative game</li> <li>• Practice physical exercise</li> <li>• Conduct hands-on experiments</li> <li>• Construct a model or representation</li> </ul> 
<p><b>Musical Rhythmic</b></p> <ul style="list-style-type: none"> <li>• Create raps</li> <li>• Play musical instruments</li> <li>• Write to music</li> <li>• Teach dance steps</li> <li>• Make up sounds and sound effects</li> <li>• Write a jingle</li> <li>• Create rhymes that...</li> </ul> 	<p><b>Naturalist</b></p> <ul style="list-style-type: none"> <li>• Collect and categorize data, materials, or ideas</li> <li>• Discover or experiment</li> <li>• Take a field trip</li> <li>• Study means of survival</li> <li>• Adapt materials to a new use</li> <li>• Label and classify</li> </ul> 	<p><b>Intrapersonal</b></p> <ul style="list-style-type: none"> <li>• Keep a personal journal</li> <li>• Write about personal experiences</li> <li>• Think about and plan...</li> <li>• Review or visualize</li> <li>• How would it feel to...</li> <li>• Imagine and write about the future</li> </ul> 

## **Menu**

### **Language Arts Poetry Unit**

#### **Main Dish** (complete all)

1. Research a famous poet. Using **Inspirations**, create a mind map that might have been in his/her head while writing his/her works. For example, Robert Frost would have been thinking about things such as woods and snow.
2. Write about yourself. Use good descriptive words in the poem format of your choice that helps us know and understand something important about you.
3. Using the internet, find photographs and/or other visual representations to illustrate a poem that you like. Import your visuals into a word document, and explain in writing why you chose that poem.

#### **Side Dishes** (you must do at least two of these)

1. Write a cinquain.
2. Write a poem that sounds like Shel Silverstein.
3. Write an acrostic poem using figurative language.
4. Write a poem using the format of your choice.
5. Select, memorize and recite a poem. Teacher approval of selected poem is needed.

#### **Desserts** (You may do one or more of these if time allows)

1. Create a PowerPoint presentation about figurative language. This PowerPoint should include one slide that illustrates a simile, metaphor, and onomatopoeia. Be sure to include clipart.
2. Record a dramatic reading of a poem; be sure to add appropriate sound.
3. Write an original score to accompany a poem of your choice. Be prepared to perform for the class.

## 5<sup>th</sup> Grade Science Learning Menu Natural Patterns and Cycles

Spend at least \$24 on the meal of your choice. Be sure to enjoy an appetizer, entrée, and dessert!

### Appetizers

- Some people say that the water cycle is a type of filtration system for our Earth. Write five similes, metaphors, or analogies comparing the water cycle to another system.....\$5.00
- Construct a model that simulates multiple patterns of weather. Include an explanation of how weather patterns influence climates.....\$8.00
- Generate an original jingle that explains how salinity impacts the evaporation rate of water.....\$8.00

### Entrées

- More than 70% of Earth's surface is covered by water, yet there are parts of the world where fresh water is a scarce resource. Design and present a proposal that discusses how this inexhaustible resource can be better conserved for all individuals.....\$10.00
- Plan, design, and construct a model that illustrates how growth, erosion, dissolving, weathering, and flow impact the surface of the Earth.....\$10.00
- Design and present your own lesson plan about safe practices in field and laboratory investigations.....\$10.00
- Invent a device intended to assist individuals in making wise choices in the use and conservation of resources and the disposal or recycling of materials. Demonstrate how the machine functions.....\$10.00

### Desserts

- Plan and implement an experimental investigation (lab experiment). Include well-defined questions, testable hypotheses, and the equipment you will use. In a method of your choice, report your conclusions to the class.....\$6.00
- Investigate the lives of one or more scientists. Design and create a comic book that demonstrates how the scientist(s) influenced scientific thought and our society.....\$10.00
- Draw or develop a model that represents how something works or looks that cannot be seen (such as how a soda dispensing machine works).....\$8.00

# Tic-Tac-Toe Menu

Directions: Chose activities in a tic-tac-toe design. When you have completed the activities in a row—horizontally, vertically, or diagonally—or in the 4 corners, 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.


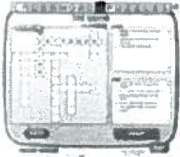

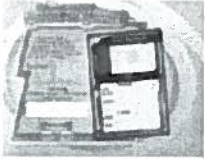





<p><b>Collect</b></p> <p>Facts or ideas which are important to you. (Knowledge)</p>	<p><b>Teach</b></p> <p>A lesson about your topic to our class. Include as least one visual aid. (Synthesis)</p>	<p><b>Draw</b></p> <p>A diagram, map or picture of your topic. (Application)</p>	<p><b>Judge</b></p> <p>Two different viewpoints about an issue. Explain your decision. (Evaluation)</p>
<p><b>Photograph</b></p> <p>Videotape, or film part of your presentation. (Synthesis)</p>	<p><b>Demonstrate</b></p> <p>Something to show what you have learned. (Application)</p>	<p><b>Graph</b></p> <p>Some part of your study to show how many or how few. (Analysis)</p>	<p><b>Create</b></p> <p>An original poem, dance, picture, song, or story. (Synthesis)</p>
<p><b>Dramatize</b></p> <p>Something to show what you have learned. (Synthesis)</p>	<p><b>Survey</b></p> <p>Others to learn their opinions about some fact, idea, or feature of your study. (Analysis)</p>	<p><b>Forecast</b></p> <p>How your topic will change in the next 10 years. (Synthesis)</p>	<p><b>Build</b></p> <p>A model or diorama to illustrate what you have learned. (Application)</p>
<p><b>Create</b></p> <p>An original game using the facts you have learned. (Synthesis)</p>	<p><b>Memorize</b></p> <p>And recite a quote or a short list of facts about your topic. (Knowledge)</p>	<p><b>Write</b></p> <p>An editorial for the student newspaper or draw an editorial cartoon. (Evaluation)</p>	<p><b>Compare</b></p> <p>Two things from your study. Look for ways they are alike and different. (Analysis)</p>



# Reading is Thinking

## Think-Tac-Toe (web 1.0)

Matching the sticky note thinking to response format:

<p style="text-align: center;"><b>Book Cover Creator</b></p> <p>Create a new book jacket with text for the book you're reading. You have a choice of a full book jacket or front and back (not front cover only). Share it with the class and explain why you made the changes you made.</p>  <p><a href="http://www.readwritethink.org/materials/bookcover/">http://www.readwritethink.org/materials/bookcover/</a></p>	<p style="text-align: center;"><b>Create a Crossword</b></p> <p>Challenge your classmates with your great questions about the book you are reading. Using your sticky notes full of questions create a crossword puzzle with 10-12 clues about the characters, setting, conflict, resolution or challenging vocabulary for your classmates.</p>  <p><a href="http://www.readwritethink.org/materials/crossword/">http://www.readwritethink.org/materials/crossword/</a></p>	<p style="text-align: center;"><b>Character Connection</b></p> <p>Choose a character you were able to connect with OR choose a character you were NOT able to connect with. Use the Venn diagram to compare how your character reacted to a challenge and how you would have reacted to the same challenge.</p>  <p><a href="http://www.readwritethink.org/materials/venn/">http://www.readwritethink.org/materials/venn/</a></p>
<p style="text-align: center;"><b>Character Trading Cards</b></p> <p>Think you know your character well? Create a character trading card to share with the class and show your expertise about one of the main characters in your book.</p>  <p><a href="http://readwritethink.org/materials/trading_cards/">http://readwritethink.org/materials/trading_cards/</a></p>	<p style="text-align: center;"><b>Doodle a Little</b></p> <p>Create a visual of a significant event, character or setting in your book. Share your illustration with the class explaining why this was an integral part of the story.</p>  <p><a href="http://www.readwritethink.org/materials/doodle/">http://www.readwritethink.org/materials/doodle/</a></p>	<p style="text-align: center;"><b>Friend Your Character</b></p> <p>Create a profile of your favorite character in your book. Share your profile and the reason you chose that character with the class.</p>  <p><a href="http://www.readwritethink.org/materials/profile/">http://www.readwritethink.org/materials/profile/</a></p>
<p style="text-align: center;"><b>Time Traveler</b></p> <p>Create a timeline of the important events in your book or in the life of your character. Choose 5-7 events and share <i>specific details</i> from the text in your timeline.</p>  <p><a href="http://www.readwritethink.org/materials/timeline/">http://www.readwritethink.org/materials/timeline/</a></p>	<p style="text-align: center;"><b>Map Out Your Story</b></p> <p>Compete as many of the graphic organizers as you can (character map, setting map, conflict map, resolution map) for your book. Use specific details from the text to answer the prompts.</p>  <p><a href="http://www.readwritethink.org/materials/storymap/">http://www.readwritethink.org/materials/storymap/</a></p>	<p style="text-align: center;"><b>Hear Ye! Hear Ye!</b></p> <p>Publish your important news, thinking and questions about the book you are reading. The Printing Press will let you create a brochure, newspaper, booklet or flier. Be creative and show your best thinking!</p>  <p><a href="http://interactives.mped.org/view_interactive.aspx?id=110&amp;title=">http://interactives.mped.org/view_interactive.aspx?id=110&amp;title=</a></p>

## Fiction

### Book Cover Creator

Summarize your story using this creative tool! Use my example to help you. Include a summary of the story, illustration, title & author, as well as a statement that encourages your audience to read the book. Use this to help you give a book talk to a friend.

<http://www.readwritethink.org/files/resources/interactives/bookcover/>



### Character Trading Cards

Think you know your character well? Create a character trading card to share with your group and show your expertise about one of the main characters in your book.

[http://readwritethink.org/materials/trading\\_cards/](http://readwritethink.org/materials/trading_cards/)



### Crossword Puzzle

Challenge your group mates with your great questions about the text that you are reading. Using your sticky notes full of questions, create a crossword puzzle with 5-8 clues about the characters, setting, conflict, resolution, or challenging vocabulary. Share with a partner.

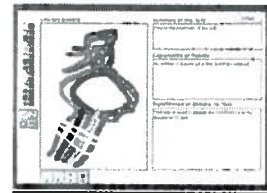
<http://www.readwritethink.org/materials/crossword/>



### Doodle Splash

Create a visual of a significant event, character, or setting in your book. Share your illustration with your group explaining why this was an important part of the story.

<http://www.readwritethink.org/materials/doodle/>

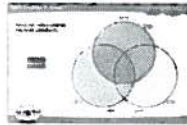


## 4 Square Tic-Tac-Toe Non-Fiction

### Venn Diagram

Use this graphic organizer to note the 2 (or 3) big ideas from your text. Then complete the circles with important details that support each big idea.

<http://interactives.mped.org/venn28.aspx>



### Fact Fragment Frenzy

Pull out the important information, then practice taking notes in your own words!

<http://www.readwritethink.org/files/resources/interactives/factfrenzy/opening.html>



### Flip Book

Design a flip book about your reading to share with your group. You'll create separate pages for questions, new learning, and confusions. Record your thinking as you read. Then share with a friend.

<http://www.readwritethink.org/files/resources/interactives/flipbook/>

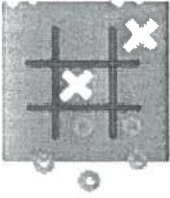


### Post Card Creator

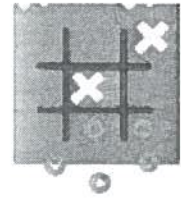
Create your own personalized postcard! Write a postcard to a friend telling them about what you read. Summarize your article, then select a fun stamp to send along with it!

<http://www.readwritethink.org/files/resources/interactives/postcard/>





# Think Tac Toe



Name \_\_\_\_\_

## Animal Habitats - Linda Gross

Choose your own assignments! You must choose at least three activities in a tic-tac-toe design. Color in each box as you complete each assignment. Have fun!

<p>Create a poster supporting the protection of a non-domestic animal.</p>	<p>Make a collection of nursery rhymes or poems about one of the animals.</p>	<p>Read Brother Eagle, Sister Sky and find other articles regarding the effect of "civilization" on habitats.</p>
<p>Predict what would happen if one of the animals became extinct.</p>	<p>Prepare a diorama of a habitat and tape a discussion of the animals in the diorama.</p>	<p>Write an interview with an "animal".</p>
<p>Prepare a map of the migration pattern of one species.</p>	<p>Choose an animal that can be easily observed at home. Carefully watch 5-10 minutes and keep a record of the animals movements.</p>	<p>Investigate and report on the effect of climate on the animal.</p>

Do you have ideas for alternate activities you'd like to do instead?

Talk them over with your teacher. I prefer to do the following activity:

\_\_\_\_\_

Student Signature \_\_\_\_\_

# Plants Think-Tac-Toe

Name \_\_\_\_\_

*Directions: Complete 3 activities in a row*

<p><b>Place a lima bean in a baggie with a wet paper towel. Tape unclosed bag to the window. Observe and draw the results every two day for ten days.</b></p>	<p><b>Make a flipbook listing the different needs of a plant. Label each page with a different need. Write at least one sentence telling why the plant needs that item to survive.</b></p>	<p><b>Cut out all of the parts of a plant out of construction paper. Glue the parts on a large piece of construction paper. Label the parts.</b></p>
<p><b>Go on a nature walk with tall white socks. After returning to the classroom observe the socks to see if there are any seeds stuck to the socks. Write your findings in your writing journal and list any other ways seeds might travel.</b></p>	<p><b>Creative Writing</b> <b>Write a story with the main character being a plant. In the story include the needs of the plant in order to survive.</b></p>	<p><b>Look up the parts of a plant in the dictionary and write the definition.</b></p>
<p><b>Observe two celery sticks placed in a container with water. Food coloring is mixed in the water of one of the containers. Predict what will happen to the two different celery sticks. After a week observe the sticks and record the results.</b></p>	<p><b>Fold a piece of paper two times in order to make four section. Draw the life cycle of a plant.</b></p>	<p><b>Go on a nature walk. Take a clip board with paper and pencil. Choose a plant or a tree to draw and label the parts.</b></p>

# Meaningful Menus for Creating Choice in your Classroom!

**Game Show**

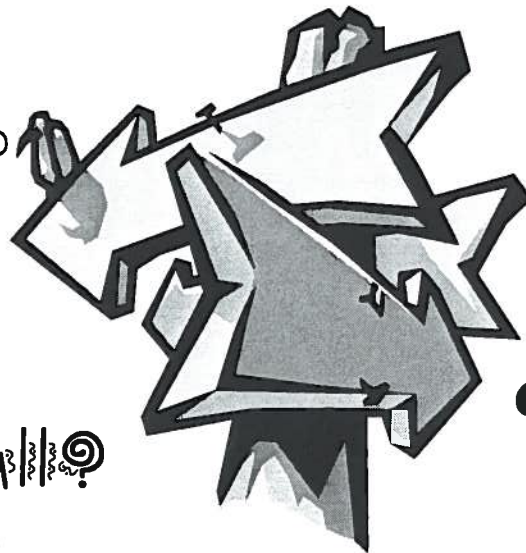
**Tic Tac Toe?**

2-5-8 Plans?

CHOICE BOARDS

Base Ball?

**Challenge List?**



**Laurie Westphal**  
Independent Gifted / Science Consultant

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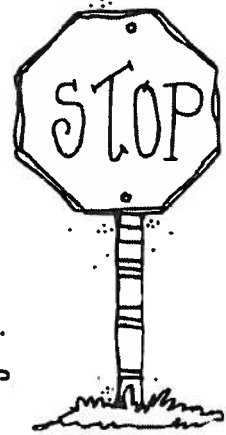
(281) 610-0347

**[www.giftedconsultant.com](http://www.giftedconsultant.com)**

# Choices, Choices...

## Which Menu should

### I use?



*Consider three things:*

1. The amount you have to develop it.
2. The time students have to complete it.
3. The amount of TEKs you want to cover

#### Menu / Choice Strategies:

	Prep / Develop Time		Time for Completion of Activity					Amount of Topics:				
	Minimal Prep (5-20 mins.)	High Prep (over 30 mins.)	One Day	One Week	Six Week	Semester	Year Long	One Topic in Great Depth	Up to three TEKs	three to six TEKs	Up to six TEKs with mini-lessons	Over six TEKs
Tic - Tac - Toe (3 x 3 Boards)	X	X	X	X	*			X	X			
Base Ball Game		X	X	X	X				X	X	X	
2 - 5 - 8 Plans	X	X		X	X	X	X	X	X	X		
Challenge Lists	X	X		X	X			X	X			
"Jeopardy-Like"		X		X	X	X	X		X	X	X	X
Choice Boards		X		X	X	X	X		X	X	X	X
D.I.O.: (Differentiated Instructional Options)		X		X	X	X	X		X	X	X	

\* = Maybe depending on your unit of study.

Product Choices:

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Advertisement	Biography	Book cover
Cartoon	Chart	Cinquain
Collection with narration	Computer Program	Commercial
Creative writing	Crossword Puzzle	Diary
Editorial	Fact file	Fairy tale
Game instructions	Greeting card	Haiku
Handbook	Journal	Label drawing
Learning center	Teach a lesson	Limerick
Literary magazine	Logic Puzzle	Map with legend
Metaphor	Newspaper article	News report
Pamphlet	Experiment report	Letter to editor

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Advertisement	Biography	Choral reading
Cinquain	Cassette Tape	Commercial
Debate	Introduce guest speaker	Guest speaker
Teach a lesson	News report	Oral report
Oral speech	Panel discussion	Limerick
Making a movie	Oral report	Poem
Puppet show	Skit	Original song
Story	Survey	Tape
Speech	Travel log	TV Game Show
TV News Report	Video tape	

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Book cover diorama	Cardboard relief	Chart
Collage	Comic strip	Cooked concoction
Costume	Dance	Demonstrate a technique
Diorama	Display	Experiment
Game	Jigsaw puzzle	Learning center
Mask	Mime	Mobile
Mosaic	Mural	Paper folding
Personal experience	Project cube	Puppet
Rebus story	Rubbing	Sand casting
Scavenger hunt	Sculpture	Silhouette
Silk screen	Stained glass	Stitchery
Stencil	Terrarium	Weaving

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Art Gallery	Book Cover	Bulletin board
Chart	Collage	Comic Strip
Computer Program	Commercial	Costume
Cross cut diagram	Crossword puzzle	Dance
Diagram	Display	Family tree
Flipbook	Game board	Graph
Greeting card	Hidden picture	Jigsaw puzzle
Map	Mask	Mini-centers
Mobile	Model	Mosaic
Mural	Newspaper	Pamphlets
Photo essay	Picture dictionary	Picture story
Poster	Project Cube	Rebus Story
Scrapbook	Sculpture	Skit
Time line	Travelogue	Vertical file



# Tic-Tac-Toe Extension Menu

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<p><b>Free Choice</b> <i>(Fill out your proposal form before beginning the free choice!)</i></p> <input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Check the boxes you plan to complete. They should form a Tic-Tac-Toe.  
All products are due by: \_\_\_\_\_.

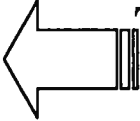
Name: \_\_\_\_\_

Date: \_\_\_\_\_

### List Menu Investigation

**Guidelines:**

1. You may do as many of the activities as you can complete within the time period.
2. You may choose and combination of activities.
3. Your goal is 100 points. (This grade 100/100) You may earn up to 20 points extra credit.
4. You may be as creative as you like within the guidelines listed below.
5. You must show your plan to your teacher by the end of class on \_\_\_\_\_.
6. Activities may be turned in at any time during the working time period. They will be graded, and recorded on this sheet, as you continue to work, so keep it safe!

Plan to do:	Activity to complete:	Point Value	Date Done:	Points Earned:
	<b>Total Number of Points you are planning to earn.</b>			Total points earned:

I am planning to complete \_\_\_\_\_ activities that could earn up to a total of \_\_\_\_\_ points. I will have them completed and turned in by: \_\_\_\_\_.

Teacher’s initial: \_\_\_\_\_ Student’s signature: \_\_\_\_\_

# Baseball Game

Title:

Look through the following choices and decide how you want to make your game add to **100 points**. Singles are worth 10, Doubles 30, Triples 50 and Homeruns 100 -- choose any combination you want! Place a **check mark** next to each choice you are going to complete. Make sure that your points equal 100!

## Singles - 10 points Each



## Doubles - 30 points Each



**Triples - 50 Points**



**Homeruns - 100 points Each**



**Place the number of each:**

I chose \_\_\_\_\_ singles (10 points each)  
\_\_\_\_\_ doubles (30 points each)  
\_\_\_\_\_ triples (50 points each)  
\_\_\_\_\_ homerun (100 points)

## 2-5-8 List Menu

**Directions:** Choose two activities from the menu below. The activities must total 10 points. Place a checkmark next to each box to show which activities you will complete.

### **2 POINTS – Knowledge & Comprehension**

- Activity #1
- Activity #2
- Activity # 3

### **5 POINTS – Application & Analysis**

- Activity #1
- Activity #2
- Activity # 3

### **8 POINTS – Synthesis & Evaluation**


- Activity #1
- Activity #2
- Activity # 3

# How Wonderful is that Menu?

## Evaluation for a Great Menu

Not all menus are created equal. Although a menu is at its simplest a list of choices, a careful look should be given to the choices and structure of the menu. Below are all the characteristics of a great menu. Before using one with your students, be sure it meets these criteria -

- Higher Level Thinking is involved in the tasks or products being created by students. (Evaluate, defend, create, etc.)
- Products from all learning styles are included in the tasks: \_\_\_\_ visual, \_\_\_\_ tactile / kinesthetic \_\_\_\_ oral
- Free Choice is included if possible.
- Specific guidelines on the use and expectations for the menu are included for students and parents.
- There is a place (or plan) for parents to acknowledge the menu and the expectations.
- Due Date is included.
- There is a method for students to express interest (i.e. as the teacher discusses each product, there is a check box, or place for students to note their interest in that product.)
- If the menu is point based with many projects, there is a place for teachers to record the points earned.
- If this project will be used with mixed ability levels, there is an agreement between the teacher and student for negotiating the points needed by the student.



# Further Information about Developing Menus on Your Own or Purchasing Books with Ready to Use Menus!

Due to the restrictions on the number of pages for this handout; the handouts found on this CD are just a small piece of what was discussed during the session offered at TAGT.

For additional information on menus, their use and development consider the following sources:

Westphal, Laurie (2007). *Differentiating Instruction With Menus: Science*. Austin: Prufrock Press.

Westphal, Laurie (2007). *Differentiating Instruction With Menus: Math*. Austin: Prufrock Press.

Westphal, Laurie (2007). *Differentiating Instruction With Menus: Language Arts*. Austin: Prufrock Press.

Westphal, Laurie (2007). *Differentiating Instruction With Menus: Social Studies*. Austin: Prufrock Press.

## Additional Written Works:

Westphal, Laurie (2007). *Hands-On Physical Science* Austin: Prufrock Press.

Feel free to contact me about 6 hour or multi-day TAGT approved staff development options for your district, including menus, hands-on differentiation strategies, creativity, higher ordering thinking skills, nature and needs and identification assessment.

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