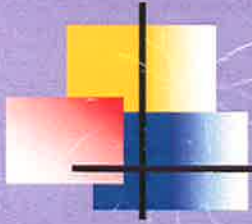




Differentiation Strategy Explained: Tic-Tac-Toe Menus

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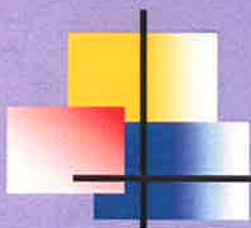
Differentiation Strategy: Tic-Tac-Toe Menu



- This is a strategy that can be used for different purposes, including:
 - for “I’m Done” times when students complete regular activities in the classroom
 - as a way to assess student learning at the completion of a unit or book study. This works well paired with a simple rubric that outlines expectations for completed work.
- The Tic-Tac-Toe Menu is a tool to teach and support independent work skills.

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Differentiation Strategy: Tic-Tac-Toe Menu

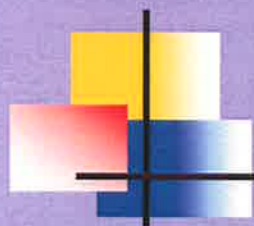


- This strategy allows the teacher to use approaches such as Bloom's Taxonomy and Gardener's Multiple Intelligences to create activities that respect students' individual preferences and learning styles.
- The Tic-Tac-Toe Menu allows students to select a series of activities to complete.
- Students may also have the option completing an activity of their own creation.

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Tic-Tac-Toe Menu

Book Study Sample



<u>Write</u> Continue the story. What happens next?	<u>Draw</u> - Create a book jacket for the book. Include a synopsis and author info.	<u>Venn Diagram</u> Compare/Contrast two characters from the story.
<u>Act</u> You are a newscaster - interview the main character.	Free Space	<u>Geography</u> Where does the story occur? Learn more about it and share.
<u>Teach</u> your class something that relates to the story.	<u>Write</u> A book report using the book report form.	<u>Game</u> Create a "Jeopardy" style game for your book.



Tic-Tac-Toe Menu

Activity: Try it!

1. Decide how you will use your TTT Menu:
 - for students as they complete classroom activities,
 - as enrichment for a current unit of study or
 - for assessment of a unit or study.



Tic-Tac-Toe Menu

Activity: Try it!

2. Decide on an educational strategy (if any) to anchor your TTT Menu, such as:

- Bloom's Taxonomy of
- Gardener's Multiple Intelligences



Tic-Tac-Toe Menus

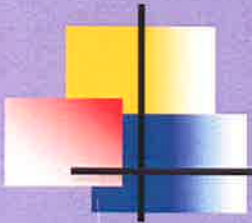
Activity: Try it!

3. Use one of the Tic-Tac-Toe (TTT) Menu Planning Sheet provided, the 9-space or the 16-space Menu.

- In each space write an activity that can be completed by students independently.
- Students can also suggest activities they would be interested in completing.
- You may also wish to add a “Free Space” option to the menu.

Tic-Tac-Toe Menu

Activity: Try it!



4. Create rules regarding how many activity squares students will complete, which can be adjusted to suit your needs. For example:

- Students can contract to complete one activity for a C grade, two activities for a B grade, three or more for an A.
- Students can create a “three (or four) in a row” pattern, or any two, etc.
- The teacher can insert higher level activities into the center or corner squares and require more capable students to create a diagonal with their chosen activities.

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Tic-Tac-Toe Menus

Activity: Try it!

5. Specify rules for independent work. These can be written into the provided TTT Planning Sheet. Rules may include:
- What students should do when an activity is completed,
 - What student should do when they need resources or materials
 - What students should do when they need help.

Tic-Tac-Toe Menus

Activity: Try it!



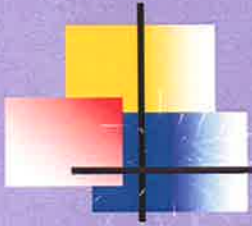
6. Share your TTT Menu with your workshop group or with a colleague.

- Are activity directions clear?
- Is there enough variety in the activities?
- Will students need special materials? If so, will they know where to get these materials?
- Are expectations clear for how many activities the students should complete? Timeframe? Quality?

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Tic-Tac-Toe Menus

Activity: Try it!

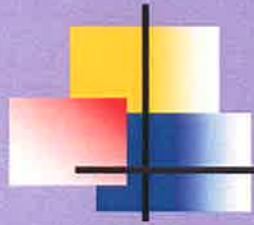


7. Introduce the TTT Menu to students carefully.
 - Review activities, answer questions from students
 - Review with students how many squares are to be completed, timeframe, where to turn in work, etc.
 - Review rules for independent work.

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Tic-Tac-Toe Menus

Activity: Try it!



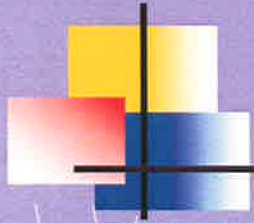
8. Reflect on how the Tic-Tac-Toe Menus worked during the trial period.
- What do students have to say about TTT Menus?
 - What could be improved for the future?
 - How can you help students gain independence and self-regulation in these activities?

Tic-Tac-Toe Menus Discussion



- What areas in your teaching can benefit from the use of Tic-Tac-Toe Menus?
- How can using Tic-Tac-Toe Menus assist you in reaching the needs of all learners in your classroom?
- Discuss how you might use information about student readiness, interests and learning preferences to create Tic-Tac-Toe Menus.
- Discuss specific ways you might use this strategy in your classroom.

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Tic-Tac-Toe Menus

- Consider inviting your coordinator of gifted services, principal, curriculum coordinator or other administrator to observe your students using Tic-Tac-Toe Menus.
- Your observer can use the Observation Form found on the User Guide page of the Teacher Module.



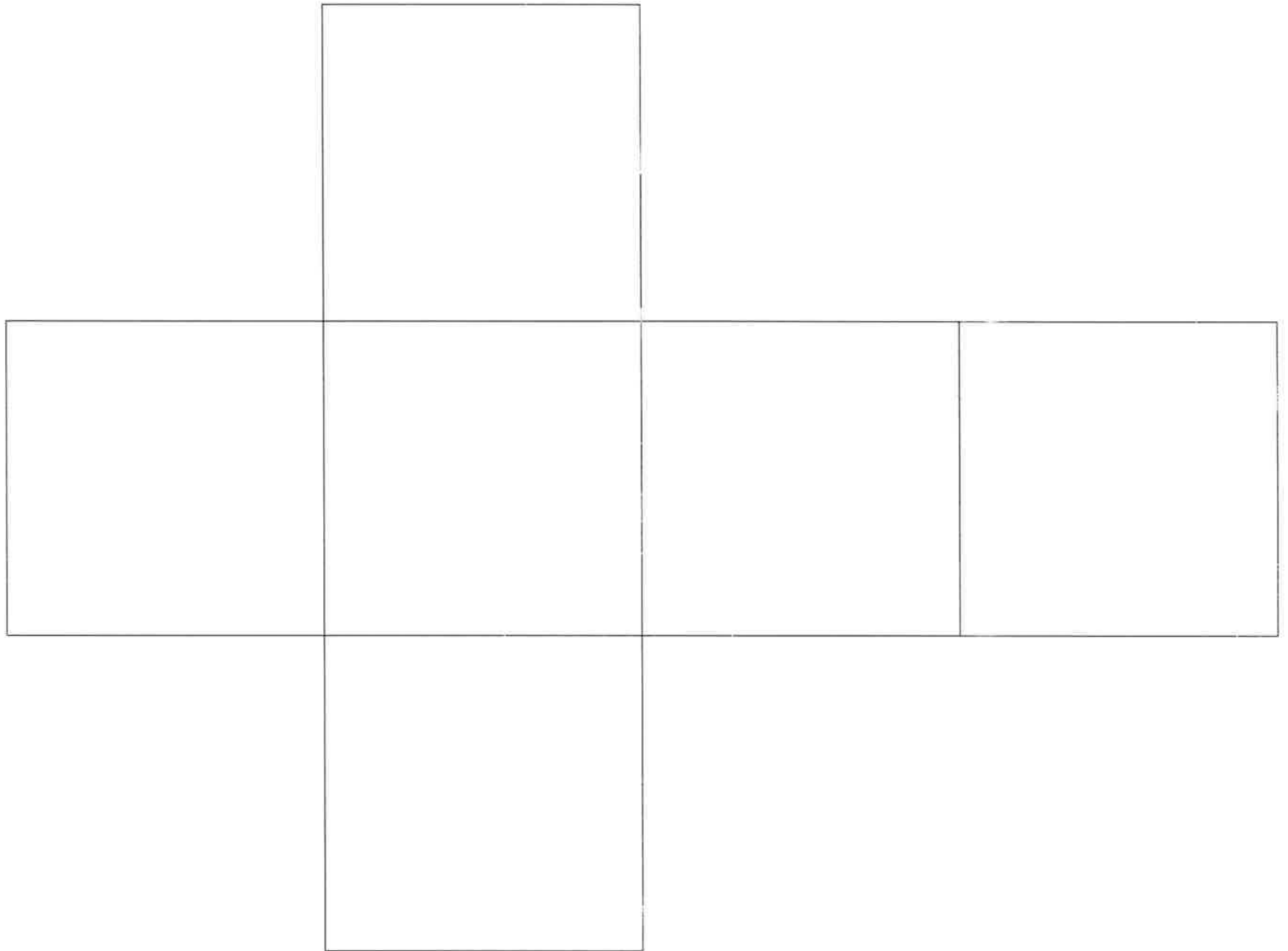
Tic-Tac-Toe Menus Resource

- Winebrenner, S. (2001). *Teaching gifted kids in the regular classroom*. Free Spirit Publishing: Minneapolis, MN
- Try an online search for “Tic-Tac-Toe Menus” for more ideas and examples.

Net for the cube

Downloaded from <http://mathworld.wolfram.com/pdf/Cube.pdf>

For more information, see the MathWorld entry <http://mathworld.wolfram.com/Cube.html>



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Teacher Module
Tic-Tac-Toe Planning Sheet

Name _____ Date _____

Instructions: *Type instructions here.*

Date due:

ODE Javits Project: I-GET-GTEd
Teacher Module
Tic-Tac-Toe Planning Sheet

Name _____ Date _____

Instructions: *Type instructions here.*

Date due: