Planning for Effective Remote Learning

April/May 2020

Choice: Offer Options to All
Sample Math Menus

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Math Solutions®
FOUNDED BY MARILYN BURNS
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Supporting Choice: Math Menus

Choice is one way to differentiate instruction. Designing tasks that afford access to a wide range of learners requires purposeful planning, but the gains are worth it! Choice engages students in meaningful experiences and empowers them to take more responsibility for their learning.

Choices to Offer Your Students
- o   Which topics to study
- o   Which tasks to complete
- o   What materials to use
- o   With whom to partner
- o   Which technology tool to use
- o   How long to work on a particular task
- o   The order in which to complete assignments
- o   How to represent and present ideas
- o   How to demonstrate what is understood

Think-Tac-Toe
Think-Tac-Toe is a format for organizing choices for students. The board is a 3-by-3 matrix with nine cells. It can be organized in a variety of ways. Rows can offer increasingly more challenging tasks, and students can choose a row at the right level for them. Another organization format categorizes the type of tasks in each row. For example, the first row could focus on learning to perform operations with fractions. The tasks in the second row could provide computation practice with fractions, and the tasks in the third row could make connections to the real world and include word problems.
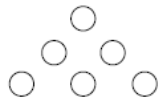
Helpful Tips for Digital Menus:
- o   Record a brief tutorial to teach students how to use the menu
- o   Provide clear and concise directions for each task
- o   Insert hyperlinks to the tools, mini-lessons, and resources students need to complete the menu
- o   Allow students to choose their own technology tool when appropriate
- o   Design tasks that elicit authentic evidence of student learning
- o   Explain where students should submit digital assignments

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Multiplication Think-Tac-Toe

Choose and complete one activity from each row.

Draw a picture that shows a model of 7 × 35. Make connections between your drawing and how you use the algorithm to find the product. Evidence: Share the connections you found in Flipgrid. Watch a few of your classmates' videos to learn about their strategies and comment on any you found intriguing!	Your brother multiplied 64 by 8 and got the answer 4,832. What could you show and tell your brother to help him understand why his answer is incorrect? Evidence: Use the tech tool of your choice to record a tutorial for your "brother." Submit it to Google Classroom under **Multiplication Tutorial**.	Create directions for two different ways to find the product of 92 and 25. Evidence: Submit either verbal or written directions with any tool of your choice. Submit it to Google Classroom under **Multiplication Strategies.**
Place the numbers 3, 4, 6, 15, 20, and 30, so that the product of each side of the triangle is 360. Evidence: Create a similar problem of your own and submit a picture of it to our class Padlet. Solve a classmate's problem and post your solution in the comments.	Place a multiplication sign to make the number sentence true. 6 3 9 4 5 = 31,970 Evidence: Explain your strategy for finding where the multiplication sign belongs. Make an audio or video recording of your strategy and submit to Google Classroom under **Make it True**.	Which two numbers could you exchange so that the product of the numbers on each card is the same? 120 4 102 / 85 6 8 3 / 3 17 30 2 Evidence: Create another problem like this one with your own numbers. Submit your problem to Flipgrid. Try to solve a classmate's problem. Leave your response in the comments.
Make a collage of items that come in equal groups. Evidence: Snap a picture of your collage or create it in a tech tool of your choice and submit to Google Classroom under **Equal Groups Collage.**	Interview a classmate (via phone, Google Meet, Facetime, etc.) to find out what he or she knows about multiplication. Learn as much as you can in three minutes. Evidence: Summarize your classmate's understanding in writing, using mathematically precise language. Submit your response in your choice of tool to Google Classroom under **Interview**.	Your friend solved a word problem by multiplying 3 by 24 and then subtracting 9. Write two interesting word problems that your friend could have solved this way. Evidence: Submit your problems to our class Padlet. Check a classmate's responses for accuracy. Respond in the comments with "I wonder . . ." if you see a problem that does not follow the solution path.

Grades 3–5 Sample Math Menu

Fraction Operations Think-Tac-Toe

Choose and complete one activity from each row.

Select two fractions. Draw a model showing the multiplication or division of the fractions chosen. Make connections between your drawing and how you use the algorithm to find the solution. Evidence: Share your model and the connections you found in Flipgrid. Watch a few of your classmates' videos to learn about their strategies and comment on any you found intriguing.	Your brother multiplied $\frac{3}{4}$ by $\frac{2}{7}$ and then subtracted $\frac{1}{7}$. He got an answer of $\frac{5}{21}$. What could you show and tell your brother to help him understand why his answer is incorrect? Evidence: Use the tech tool of your choice to record a tutorial for your "brother." Submit it to Google Classroom under **Fraction Tutorial**.	Create directions for two different ways to find the product of $\frac{2}{3} \times 6$. Evidence: Submit either verbal or written directions with any tool of your choice. Submit it to Google Classroom under **Strategies to Solve**.
Use a digit from 1–9 only once for each X in order to make the equation below correct. $$\frac{XX}{XXX} + \frac{XX}{XX} = 7$$ Evidence: Create a similar problem of your own and submit a picture of it to our class Padlet. Solve a classmate's problem and post your solution in the comments.	Replace the question mark with an operation sign ($+ - x \div$) to make the number sentence true. $$\frac{4}{7} \ ? \ \frac{1}{3} = 1\frac{5}{7}$$ Evidence: Explain your strategy for finding which operation sign is correct. Make an audio or video recording of your strategy and submit to Google Classroom under **Make it True**.	Which two fractions could you exchange so that the sum of the numbers on each card is the same? <table><tr><td>$\frac{1}{2}$</td><td>$\frac{1}{2}$</td><td>$\frac{2}{3}$</td></tr><tr><td>$\frac{2}{3}$</td><td>$\frac{3}{4}$</td><td>$\frac{7}{12}$</td></tr><tr><td>$\frac{5}{12}$</td><td>$\frac{1}{12}$</td><td>$\frac{3}{4}$</td></tr><tr><td>$\frac{1}{4}$</td><td>$\frac{1}{1}$</td><td>$\frac{5}{6}$</td></tr></table> Evidence: Create another problem like this one with your own fractions. Submit your problem to Flipgrid. Try to solve a classmate's problem. Leave your response in the comments.
Make a collage of real-world situations that involve operations with fractions. (Hint: an online search, magazine, or newspaper may help you out!) Evidence: Snap a picture of your collage or create it in a tech tool of your choice and submit to Google Classroom under **Fraction Collage**.	Interview a classmate (via phone, Google Meet, Facetime, etc.) to find out what he or she knows about operations with fractions. Learn as much as you can in three minutes. Evidence: Summarize your classmate's understanding in writing using mathematically precise language. Submit your response in your choice of tool to Google Classroom under **Interview**.	Your friend solved a word problem by multiplying 10 by $3\frac{1}{2}$ and then dividing by $\frac{1}{5}$. Write an interesting word problem that your friend could have solved this way. Evidence: Submit your problem to our class Padlet. Check your classmates' responses for accuracy by adding comments to two problems.

Grades 6–12 Sample Math Menu

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Choice Menus
Within a menu format, several activities are listed and, just as if in a restaurant, students can choose what to "order." Choice menus can be organized in a variety of ways to suit content needs, instruction modalities, and/or learning levels. During a given week, students self-select a given number of items on the board to complete. A check box on the menu or a separate recording sheet can be used to support students in keeping track of their completed choices. Menus can be used in an unplugged or digital learning environment. Digital menus often include items such as hyperlinks to mini-lessons or expert videos, external digital resources and websites, open-ended tasks, practice pages, etc.

Helpful Tips for Digital Menus:
o   Record a brief tutorial to teach students how to use the menu
o   Provide clear and concise directions for each task
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Literacy Menu (Week of XX–XX)

Choose and complete one activity from each column.

Vocabulary	Independent Reading	Writing
Using one of your self-selected texts, choose three words that stood out to you in some way, and explain why they drew your attention. Evidence: Respond in a tech tool and format of your choice. Submit to Google Classroom under **Vocab Work**.	Self-select a text and read 20 minutes per day for pure enjoyment! Evidence: Respond to the **20 Minutes Per Day** assignment in Google Classroom, telling me what was most interesting about what you read.	Select two items in your home or neighborhood to compare. Write a journal entry describing physical characteristics, uses, etc. Be descriptive! Evidence: Record your response in the tech tool of your choice or by hand. Submit your document or image to our class Padlet. (We will make additional comparisons across items next week together!)
From one of the nonfiction books, articles, or blogs you read this week, identify any words that you're not familiar with and record them. Discover the meaning of the words through research, context clues, or talking with a family member. Evidence: Record the words and what you learned about their meanings in writing. Submit an image or file of your response in Google Classroom under **Vocab Work**.	Self-select a text and read for two hours this week to learn more about something that interests you. Evidence: Submit a verbal response to me (via phone, education app, video, etc.) telling me about something new you learned. Send all files to Google Classroom under the **Tell Me What Your Learned** assignment.	Select two characters from a text you read this week. Create a graphic organizer to compare their physical and emotional characteristics, along with their actions and intentions. Evidence: Make the graphic organizer using the tool of your choice. Then, submit an image of the organizer to Flipgrid, with a verbal explanation of how you compared the two characters.

Grades 2–5 Sample Literacy Menu

Literacy Menu (Week of XX–XX)

Choose and complete one activity from each column.

Understand and Analyze Texts	Independent Reading	Writing
Select a piece of expository text to read this week. Create a summary that captures the main idea/elements of the text. Evidence: Create your summary in any tech or non-tech option of your choice. Submit to Google Classroom under **Understanding Text.**	Self-select a text and read 20 minutes per day for pure enjoyment! Evidence: Respond to the **20 Minutes Per Day** assignment in Google Classroom, telling me what was most interesting about what you read.	Read a blog post or article relating a current event. Identify an issue that needs action. Develop a persuasive letter to the author communicating your call to action. Evidence: Submit an image of your letter to our class Padlet. Read a couple of posts from your peers in preparation for our chatroom session next week.
Select a piece of expository text to read this week. Create a critique that takes a position and expresses your opinion. Evidence: Create your critique in any tech or non-tech option of your choice. Submit to Google Classroom under **Understanding Text.**	Self-select a text and read for two hours this week for pure enjoyment! Evidence: Respond to your reading in Flipgrid, providing a critique of the text for your peers. Watch some of your classmates' videos and look for ideas for your next good read!	From a self-selected work of fiction, develop a letter to the author expressing your feelings about a character's actions. Suggest alternate storylines that you feel would have made the text more powerful or interesting. Evidence: Develop your letter in any tech or non-tech option of your choice. Submit to Google Classroom under **Author Letter.**

Grades 6–12 Sample Literacy Menu

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