

Menu

Content:

Topic:

Tic-Tac-Toe

Tic-Tac-Toe Examples

Larisa Bailey, Lead-Deadwood Middle School, created the following Tic-Tac-Toe Choice Board for a 6th grade math unit on fractions, decimals, and percents. (See page 7 for Bailey's KUD elements.)

Define fraction, decimal, and percent. Draw a picture to illustrate each word.	Complete a chart of conversions for fractions, decimals, and percents.	Play the game Request or Request Challenge. (The game is like Go Fish, but you need to match up fractions, decimals, and percents.)
Complete lesson using equivalent fraction, decimal, and percent dominoes.	All Notetaking Guide 5.7 5.8 8.5	Illustrate ways in which fractions, decimals, and percents are used in everyday life. You need two examples for each.
Color equivalent squares to reveal a hidden picture of an endangered species!	Play the game Recall or Recall Challenge. (The game is like Concentration, but you need to match up fractions, decimals, and percents.)	Complete the Hidden Name Puzzle and then create a puzzle of your own.

Lead-Deadwood High School teachers Kim Fundaun, Laura Shuck, and Brook Kilian developed a choice board for a 9th grade general science unit on heredity and genetics. (See page 7 for their KUD elements.)

Summarize Facts or ideas which are important in determining genetics	Classify Dominant and recessive traits as they relate to Mendel's Pea Plants	Draw Meiosis and mitosis
Predict What a person might look like using the Punnett square	Unit Test	Show A model of a DNA strand with a key
Survey Genetics – hair color, eye color – graph your findings in a chart of your choice (Pie, bar, line, etc.)	Interview A person whose career or hobby deals with genetic/reproduction	Judge 3 websites on genetics and heredity

1ST GRADE PLANT LEARNING CHOICES

<p>Make an acrostic poem using one of the main parts of a plant. Use the letters in the word to begin your poem. Draw a picture to illustrate your poem.</p>	<p>Read the book <i>The Little Seed</i>. Choose a plant and draw the life cycle, beginning with the seed.</p>	<p>Make a flip book about plants. Label each page with a different plant part (soil, seed, root, stem, leaf, and flower). Include a sentence and a picture on each page.</p>
<p>Write a creative story about a plant and what it needs to survive. Illustrate your story and then read your story to a friend.</p>	<p>Go to the enchanted learning website and choose the Little Explorers English picture dictionary. Choose five words to research. Write the words and the definition on index cards.</p>	<p>Draw a plant and label each part. Be sure to include the soil, seed, roots, stem, leaves and flower. Draw two things the plant needs to survive in the background.</p>

Personal Agenda for: _____ # _____
(name)

You must complete all of the following activities for Language Arts. Items must be completed during center times or for homework. Check off each item as you finish. ALL ITEMS DUE ON _____

<u>Vocab Lab</u>	<u>Skill: Vocabulary Unit 5</u>
<ul style="list-style-type: none">○ Highlight a familiar synonym in your workbook UNIT 5○ Complete the Sort It Out worksheet○ Complete Study Tool worksheet○ Complete Unit 5 in your workbook○ WEB ACTIVITY! Visit and complete the QUIA vocab unit 5 activity	
<u>Poetry Cafe</u>	<u>Skill: Poetry Writing</u>
<p>You will create two poems for this unit. Follow directions posted at the center.</p> <ul style="list-style-type: none">○ 1. Color Poem in the spirit of the poems we read by author Mary O'Neil.○ 2. Free Choice Poem: Create a poem that has three stanzas on a topic of your choice.	
<u>Poetry Prep</u>	<u>Skill : Test Taking:Reading Poetry</u>
<ul style="list-style-type: none">○ Play 3 Quia Poetry Games○ Complete Poetry Test Practice	
<u>Poet's Corner</u>	<u>Skill:Interpreting Poetry</u>
<ul style="list-style-type: none">○ With a partner read through poetry books and select two poems to analyze. Each person fills out a Poem Analysis Sheet on one poem to prepare for your presentation. You will present your poems to the class using the Eno.○ On your own read through the 3 selections from Seeing the Blue Between: Select one poet's advice you would follow. Write an entry in your writer's notebook about why you think this advice is helpful.	



Personal Agenda for: _____ # _____
(name)

You **must** complete all of the following activities for Language Arts. Items must be completed during center times or for homework. Check off each item as you finish. ALL ITEMS DUE ON _____

<u>Vocab Lab</u>	<u>Skill: Vocabulary Unit 5</u>
<ul style="list-style-type: none">○ Complete Unit 5 in your workbook/ highlight the words○ WEB ACTIVITY! Visit and complete the QUIA vocab unit 5 activity○ Vocab Review: Units 1-3 Complete pages 45,48,49,50	
<u>Poetry Cafe</u>	<u>Skill: Poetry Writing</u>
<p>You will create two poems for this unit. Follow directions posted at the center.</p> <ul style="list-style-type: none">○ 1. Color Poem in the spirit of the poems we read by author Mary O'Neil.○ 2. Free Choice Poem: Create a poem that has three stanzas on a topic of your choice.	
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#2

Name _____



4.1.2 Main Idea & Details

Activities due on _____

Must Do:

- _____ Context Clues ~ Vocabulary Worksheet
- _____ Complete "Tangled Up!" worksheet.
- _____ Main Idea & Details Organizer for "*Survival in the Sahara Desert*" ~ Only after you've met with teacher!
- _____ Do the Think Dots for "*Survival in the Sahara Desert*" with a partner. Write your responses on the back on the Think Dots worksheet. You may only work on this after you've read the book with teacher!

Can Do:

- _____ Research Desert Animals on the Internet ~ See folder for the directions and organizer. Look at teacher's sample poster on "The Desert Tortoise" and use it as a model.
- _____ Super Science Magazine Project ~ See folder for the directions, magazines, and organizers. You may read the article with a partner, but you must complete the activity independently.
- _____ Main Idea Board Game ~ Work with a partner or a small group of three. Read the directions before you begin!
- _____ Main Idea Mania ~ See the folder for directions, a book, and an organizer. You may work with a partner!
- _____ Complete the activity on the back cover of your guided reading book. Wait until you've met with teacher before starting this activity!

Name _____



4.1.2 Main Idea & Details

Activities due on _____

Must Do:

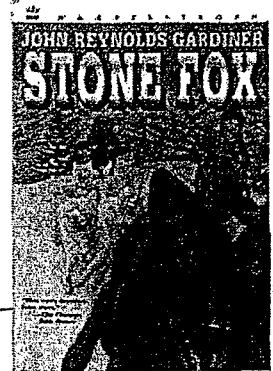
- _____ Surrounding Words ~ Vocabulary Worksheet
- _____ Complete "What a Catch!" worksheet.
- _____ Main Idea & Details Organizer for *Survival in the Great Sandy Desert* ~ Only after you've met with teacher!
- _____ Do the Think Dots for *Survival in the Great Sandy Desert* with a partner. Write your responses on the back on the Think Dots worksheet. You may only work on this after you've read the book with teacher!

Can Do:

- _____ Research Desert Animals on the Internet ~ See folder for the directions and organizer. Look at sample poster on "The Desert Tortoise" and use it as a model.
- _____ Super Science Magazine Project ~ See folder for the directions, magazines, and organizers. You may read the article with a partner, but you must complete the activity independently.
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Stone Fox by John Reynolds Gardiner

Tic-Tac-Toe Activities



Directions: Choose three activities to complete that make Tic-Tac-Toe horizontally, vertically, or diagonally.










<p>Create an advertisement for the National Dogsled Races that would hang around the town of Jackson, Wyoming. Include details from the book that tell about the upcoming race.</p>	<p>Write a letter to John Reynolds Gardiner, the author of <u>Stone Fox</u>. Let him know what you thought of the book by writing about your favorite part. Remember to use details from the story in your letter!</p>	<p>Create a crossword puzzle on grid paper using at least 12 vocabulary words from Stone Fox. Your clues should tell the word's meaning. Remember to include a word box!</p>
<p>Write a letter to a friend or family member recommending Stone Fox. Include a summary of the story (without giving away the ending!) and why you think the person would like to read the book.</p>	<p><i>Free Space ~ Create your own activity to complete. Clear it with your teacher before you begin!</i></p>	<p>Design a new book cover for Stone Fox. You must include the title and author on your book cover, but you are the illustrator! On the back, write a brief summary that makes others want to read it. Rate the book!</p>
<p>Pretend you are an author. John Reynolds Gardiner has given you the first 9 chapters of <u>Stone Fox</u>, and has asked you to write the last chapter of the book. Write an alternate ending for <u>Stone Fox</u>.</p>	<p>Pretend you are the illustrator for <u>Stone Fox</u>. Draw a scene from the story and write a caption to go underneath the illustration. Your detailed caption should tell about the scene you illustrated.</p>	<p>Compare and contrast Willy and Stone Fox using a Venn Diagram. How are the two main characters alike and different? Draw a portrait of each character to go along with your Venn Diagram.</p>

Tic-Tac-Question #1

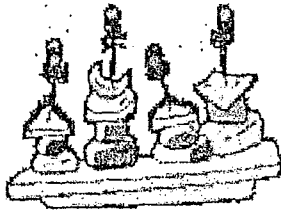
Title: _____

Author: _____

Choose three question starters across, down, or diagonally. Think of a question that begins with these words.

Who is/are . . . ? 	What did . . . ? 	Where is/are . . . ? 
Where did . . . ? 	Who did . . . ? 	What can . . . ? 
What is . . . ? 	Where can . . . ? 	Who can . . . ? 

Menu

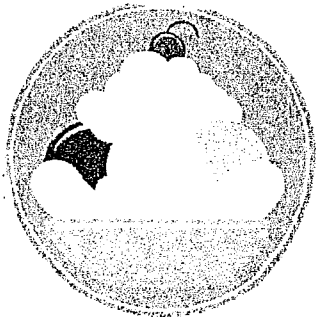


Appetizers: (Choose 1 of the following)

- ❖ Create a colored poster of a rainforest animal and give 3 facts about your animal.
- ❖ Create a colored poster of a rainforest plant and give 3 facts about the plant.
- ❖ Create a colored poster of a rainforest insect and give 3 facts about the insect.

Main Dish: (Choose 1 of the following)

- ❖ Present a rainforest skit with a partner
- ❖ Create a Powerpoint presentation on the rainforest
- ❖ Complete a rainforest report
- ❖ Create a brochure on the rainforest



Dessert: (Choose 1 of the following)

- ❖ Create a rainforest habitat with a partner
- ❖ Play rainforest matching game with partner
- ❖ Create a story about "A day in the life" of your chosen animal, plant or insect

Name _____

Due Date _____

State _____

State Tic-Tac-Toe

Choose and complete three of the boxes/prompts forming tic-tac-toe (3 in a line). Show which ones you choose by drawing a line across, up and down, or diagonal.

<p>Illustrate at least three of your state's symbols.</p>	<p>List and give a short description of at least 3 places or facts of interest in your state.</p>	<p>Draw your state and describe where it is located in terms of other states.</p>
<p>Name and provide details about the capital of your state.</p>	<p>Your Choice (with teacher approval)</p> <hr/> <hr/>	<p>Compare your state with Pennsylvania. Give at least 3 ways they are alike, and 3 ways they are different.</p>
<p>Design a brochure about your state that is geared toward convincing people to visit there.</p>	<p>Explain why your state is a benefit to our country.</p>	<p>Create a Power Point about your state.</p>

Name _____

Date _____

State Tic-Tac-Toe Rubric

Accuracy	All information is correct.	Most information is correct.	Some information is correct.	Little or no information is correct.
Research	Student clearly researched the topic/focus to develop well thought out products.	Student researched the topic/focus to develop his/her products.	Very little research was done to form the products.	The products show no evidence of research.
Neatness and Appeal	Products are all neat and attractive.	Most of the products are neat and attractive.	Some of the products are neat and attractive.	The products are sloppy and seem rushed in production.
Time on Task	The student used his/her class time wisely.	The student used most of his/her class time wisely.	The student used very little of his/her class time wisely.	The student did not use his/her class time wisely.

Comments:
