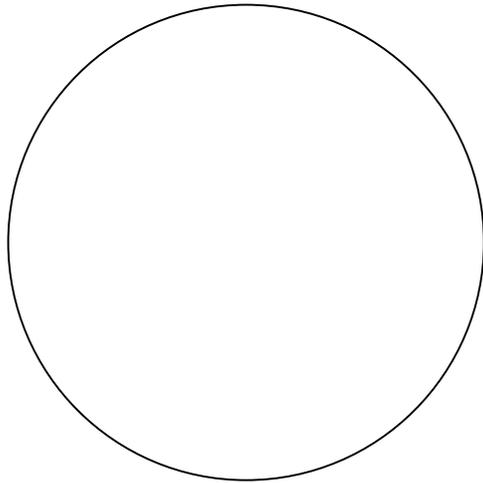
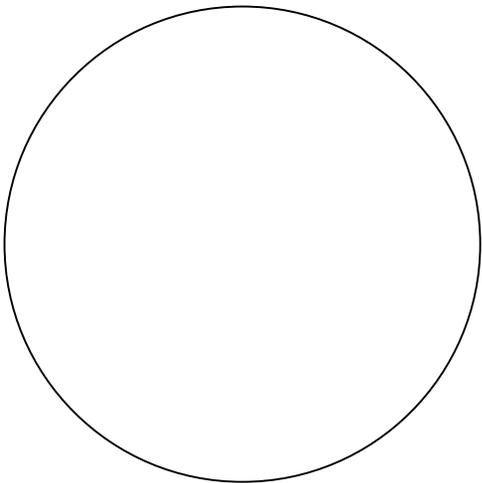
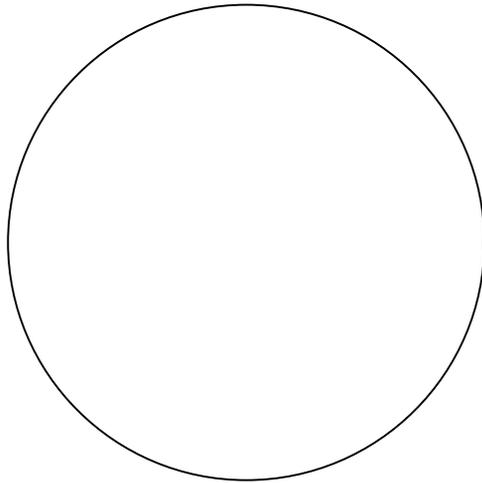
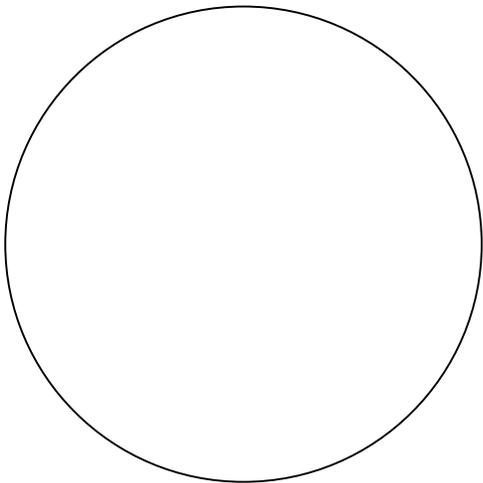
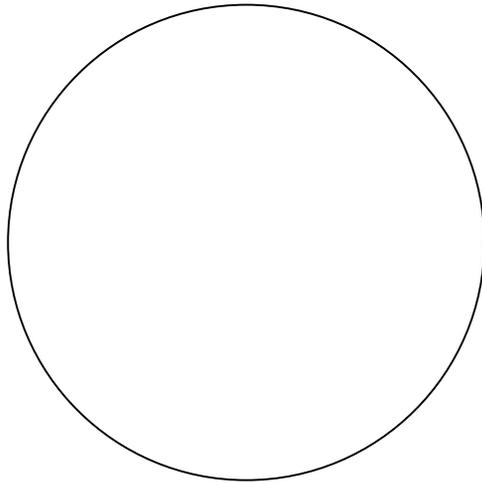
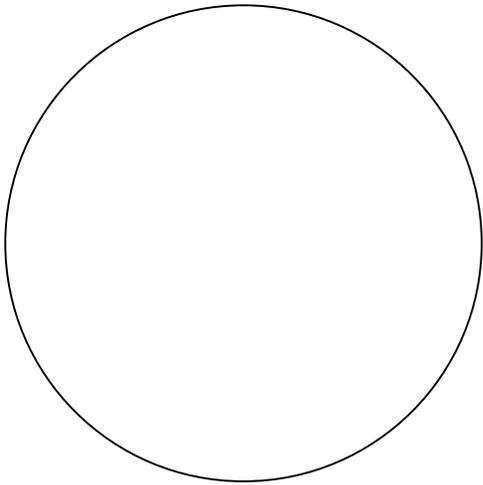
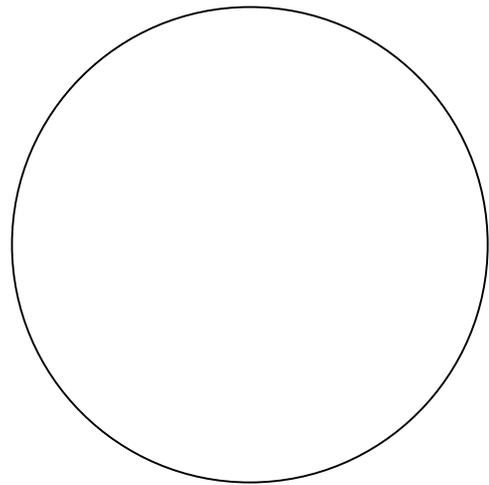
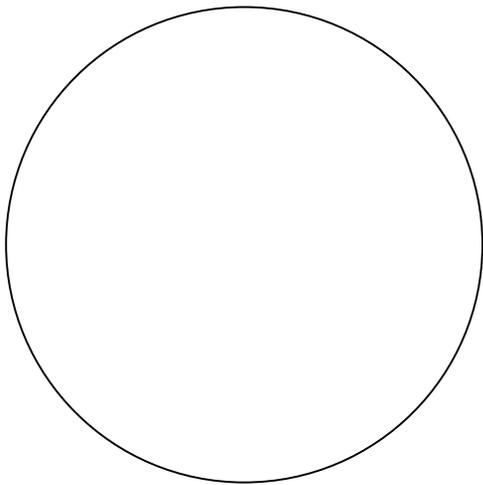
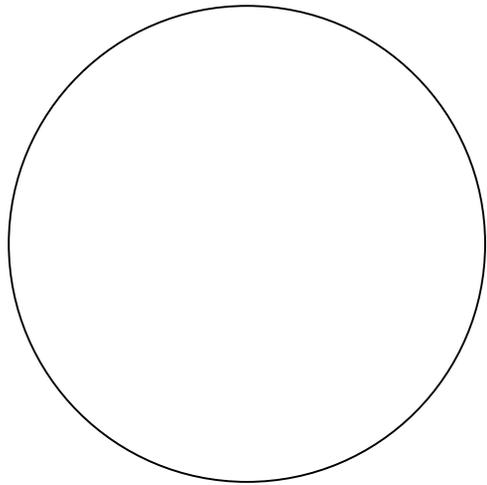
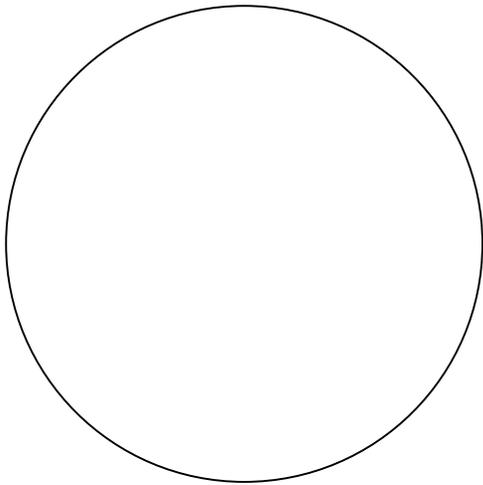
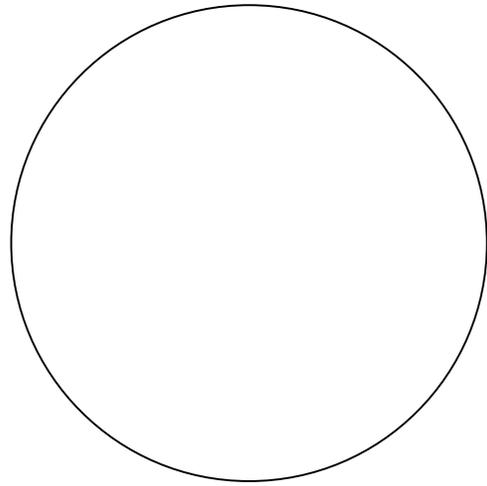
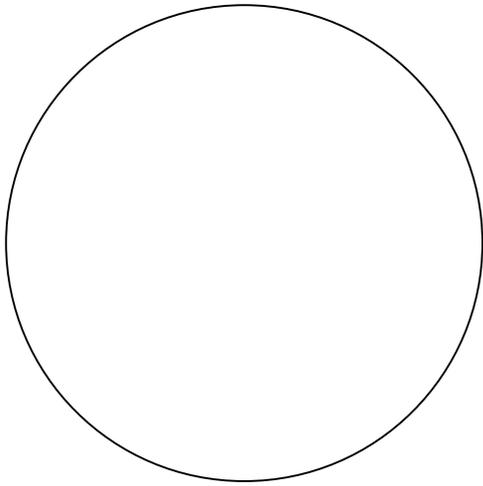


Cookie Template: The Doorbell Rang





## Tic-tac-toe

Tic-tac-toe, also known as Think-tac-toe, is a differentiation tool that offers collection of activities from which students can choose to do to demonstrate their understanding. It is presented in the form of a nine square grid similar to a tic-tac-toe board and students may be expected to complete from one to “three in a row”. The activities vary in content, process, and product and can be tailored to address different levels of student readiness, interests, and learning styles. The center square may be left open for the student to select an activity of their own. Tic-tac-toe activities may be given to every student in the class, higher ability students for extension activities, or lower students for review and practice. Involvement in this strategy encourages independent learning. Teachers should check in with students periodically and require students to keep a log of their progress.

In place of lengthy activities, the tic-tac-toe board may also be used with shorter, open-ended questions posed at varying levels of Blooms Taxonomy.

## Novel Think-Tac-Toe

Another choice board which is a variation of the Tic-tac-toe board is called Novel Think-Tac-Toe developed by Carol Ann Tomlinson. In addition to offering nine choice activities, Novel Think-Tac-Toe is a differentiation strategy designed for students to explore character, setting, and theme in novels of their choice. Two versions of the grid are used to make this a tiered strategy in order to address students at different readiness levels. To view samples of this choice board, please consult the following book, available in the PACE department at Derry Village School.

*Tomlinson, C. (2003). Fulfilling the Promise of the Differentiated Classroom. Alexandria, VA: Association for Supervision and Curriculum Development, (ASCD).*

Example Tic-tac-toe board for reviewing a place value math unit:

<p>Complete a 0-99 number puzzle. Cut a 0-99 chart into seven to twelve pieces to make a puzzle. Have 5 students complete your puzzle.</p>	<p>Make a strip of 100 stickers, stamps, or thumbprints. Count the strip by twos, fives, and tens. Then cut the strip into ten strips to make a hundred's chart.</p>	<p>Have someone time how many dollar signs you can make in one minute. Count the dollar signs two different ways and write how you counted them.</p>
<p>Play the Five Tower game. Roll two dice and snap that many cubes into a tower. Do this until you have five towers. Count your cubes in two ways. Compare your train to a partners to see who has more.</p>	<p>Play the Game of Tens and Ones. Each partner has a 0-99 chart and a marker placed on zero. Roll a die labeled +10, -10, +10, -10, +1, -1. Winner is first person to land on 99.</p>	<p>Play Race to \$1.00. Each pair receives a baggie with 30 pennies, 20 dimes, and 2 play dollars. Roll the dice and take that number of pennies. Determine when you need to exchange. Play until someone has \$1.00</p>
<p>Determine what happens when you add an odd number and an even number. Is the result always odd or even? Prove how you know it will always work.</p>	<p>Determine what happens when you add a series of odd numbers. Can you determine whether the result will be odd or even? Prove how it can be true for any number of odd numbers you add.</p>	<p>Determine what happens when you subtract an odd number and an even number. Is the result always odd or even? Prove how you know it will always work.</p>