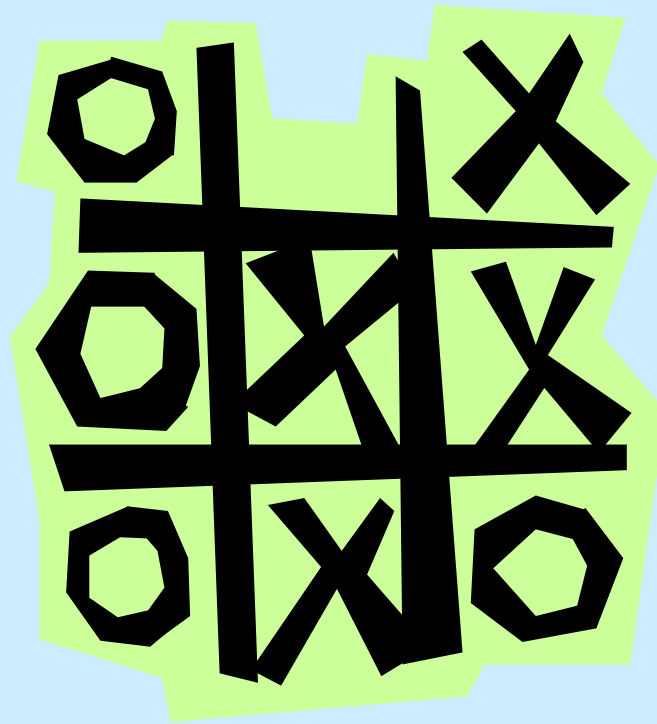


Think Tac Toe



Adapted from Fulfilling the Promise of the Differentiated Classroom,
Carol Ann Tomlinson, ASCD 2003

- Think-Tac-Toe plays off the familiar childhood game. It is a simple way to give students alternative ways of exploring and expressing key ideas and using key skills.
- Typically, the Think-Tac-Toe grid has nine cells in it like a Tic-Tac-Toe game. The number of rows and cells can, of course, be adjusted.

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- As with related strategies, it is important that no matter which choices students make, they must grapple with the key ideas and use the key skills central to the topic or area of study.
- In other words, whichever choices the student makes, he/she should be addressing the same KUDs as the others

Adaptations

- Allow students to complete any 3 tasks-- even if the completed tasks don't make a Tic-Tac-Toe.
- Assign student tasks based on readiness.
- Create different Tic-Tac-Toe boards based on readiness.
- Create Tic-Tac-Toe boards based on learning styles or learning preferences.
- Create Tic-Tac-Toe boards based on Multiple Intelligences. [Angela Cunningham](#)

Knowledge	Comprehension	Application
Analysis	Synthesis	Evaluation
Comprehension or Evaluation	Application or Evaluation	Knowledge or Analysis

Knowledge

list, define, tell, describe, identify, show, label, collect, examine, quote, name, who, when, where

Comprehension

summarize, describe, interpret, contrast, predict, associate, distinguish, estimate, discuss, extend

Application

apply, demonstrate, calculate, complete, illustrate, show, solve, examine, modify, relate, change, classify, experiment,

Analysis

analyze, separate, order, explain, connect, classify, arrange, divide, compare, select, explain, infer

Synthesis

combine, integrate, modify, rearrange, substitute, plan, create, design, invent, what if?, compose, formulate, prepare, generalize, rewrite

Evaluation

assess, decide, rank, grade, test, measure, recommend, convince, select, judge, explain, discriminate, support, conclude, compare

Comprehension or Evaluation

Application or Evaluation

Knowledge or Analysis

Learning Contract----Think Tac Toe

Ancient Civilizations – Grade 6

GEOGRAPHY	<p>As an ancient mapmaker, you are commissioned to create a map of your land including all natural land forms, a compass rose and a scale. Also find examples of each land form in a modern civilization.</p>	<p>Imagine that you are an ancient citizen who awakens to discover that all water has evaporated. Explain in detail how this would alter your way of life. Also, do this for the town where you live.</p>	<p>Assume you are persuading others to visit your ancient civilization. Design a descriptive, accurate travel brochure. Include both natural and man-made elements that would attract tourists.</p>
IMPORTANT PEOPLE	<p>You are an ancient scribe. Write and illustrate a thorough description of a famous character from each time period being studied. Profile yourself also.</p>	<p>Assume the identity of a famous person from the given time period. Create a journal entry reflecting the ideas, values, and components of daily life for that person & you.</p>	<p>You are a famous sculptor. Create a 3D representation of a well-known leader, god, goddess, or common citizen. Include a museum exhibit card.</p>
CONTRIBUTIONS	<p>Written language is an essential part of everyday life. Your task is to create an alphabet. Include a translation into modern English, a written description of the language development a & a 3D artifact of the new language.</p>	<p>Recreate in 3D form a famous work of architecture from your time period. Compare and contrast this piece to one piece of modern day architecture. Find one example of this architecture's presence in modern day society.</p>	<p>Find a way to explain and show the importance of music and the arts to your culture. Also show at least 2 examples with roots in our time.</p>

Novel Think Tac-Toe

Directions: Select and complete one activity from each horizontal row to help you and others think about your novel. Remember to make your work thoughtful, original, rich with detail, and accurate.

<p>Create a pair of collages that compares you and a character in the book. Compare and contrast physical and personality traits. Label your collages so viewers understand your thinking.</p>	<p>Write a bio-poem about yourself and another about a main character in the book so your readers see how you and the character are alike and different. Be sure to include the most important traits in each poem.</p>	<p>Write a recipe or set of directions for how you would solve a problem and another for how a main character in the book would solve a problem. Your list should help us know you and the character.</p>
<p>Draw/paint and write a greeting card that invites us into the scenery and mood of an important part of the book. Be sure the verse helps us understand what is important in the scene and why.</p>	<p>Make a model or a map of a key place in your life, and an important one in the novel. Find a way to help viewers understand both what the places are like and why they are important in your life and the characters'.</p>	<p>Make 2 timelines. The first should illustrate and describe a least 6-8 shifts in settings in the book. The second should explain and illustrate how the mood changes with the change in setting.</p>
<p>Using books of proverbs and/on quotations, find at least 6-8 that you feel reflect what's important about the novel's theme. Find at least 6-8 that do the same for your life. Display them and explain your choices.</p>	<p>Interview a key character from the book to find out what lessons he/she thinks we should learn from events in the book. Use a <u>Parade</u> magazine for material. Be sure the interview is thorough.</p>	<p>Find several songs you think reflect an important message from the book. Prepare an audio collage. Write an exhibit card that helps your listener understand how you think these songs express the book's meaning.</p>

Novel Title: _____ Author: _____

Activities Selected: _____, _____, _____

Student: _____

Novel Think Tac-Toe

Directions: Select and complete one activity from each horizontal row to help you and others think about your novel. Remember to make your work thoughtful, original, rich with detail, and accurate.

Write a bio-poem about yourself and another about a main character in the book so your readers see how you and the character are alike and different. Be sure to include the m most important traits in each poem.	A character in the book is being written up in the paper 20 years after the novel ends. Write the piece. Where has life taken him/her? Why? Now, do the same for yourself 20 years from now. Make sure both pieces are interesting feature articles.	You're a " profiler." Write and illustrate a full and useful profile of an interesting character from the book with emphasis on personality traits and mode of operating. While you're at it, profile yourself, too.
Research a town/place you feel is equivalent to the one in which the novel is set. Use maps, sketches, population and other demographic data to help you make comparisons and contrasts.	Make a model or a map of a key place in your life, and an important one in the novel. Find a way to help viewers understand both what the places are like and why they are important in your life and the characters'.	The time and place in which people find themselves and when events happen shape those people and events in important ways. Find a way to convincingly prove that idea using this book.
Find out about famous people in history or current events whose experiences and lives reflect the essential themes of this novel. Show us what you've learned.	Create a multi-media presentation that fully explores a key theme from the novel. Use at least 3 media (for example, painting, music, poetry, photography, drama, sculpture, calligraphy, etc.) in your exploration.	Find several songs you think reflect an important message from the book. Prepare an audio collage. Write an exhibit card that helps your listener understand how you think these songs express the book's meaning.

Novel Title: _____ Author: _____

Activities Selected: _____, _____, _____

Student: _____

A Planet “Show & Tell”

(Each student must pick one square from each horizontal row and use the two together)

Create One	Use the computer to make a drawing that shows how the rotation and revolution of the Earth works to create day and night and seasons.	Paint a picture that shows how the rotation and revolution of the Earth works to create day and night and seasons.	Construct a model that shows how the rotation and revolution of the Earth works to create day and night and seasons.	Create a book or puppet show that shows how the rotation and revolution of the Earth works.
Pick a Way to Explain	Make labels for the sun, Earth, day, night, orbit to attach to or use with your creation. Be ready to explain orally.	Write sentences* that identify and explain each part of your drawing or model and how each part works.	Write a story that explains the Earth’s rotation, revolution, day and night, and seasons.	Write a poem that explains the Earth’s rotation, revolution, day and night and seasons.

This differentiated review/synthesis task is based on Va. SOLS for science:

- 1.6 The student will investigate & understand the basic relationships between the Earth and sun, including *the sun is the source of heat & light *night & day are caused by the rotation of the Earth. 1.7 The student will investigate and understand the relationship of seasonal change (light and temperature) to the activities & life processes of plants and animals.

Tic-Tac-Toe Menu

1.	2.	3.
4.	5.	6.
7.	8.	9.

Directions: Choose activities in a tic-tac-toe design. When you have completed the activities in a row—horizontally, vertically, or diagonally—you may decide to be finished. Or you may decide to keep going and complete more activities.

I choose activities # _____, # _____, # _____, # _____

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 alternate activities: _____

Sample Think Tac Toes

- [Think Tac Toe](#) Language Arts
- [Environmental/Bio Think – Tac – Toe](#)
- [Template with student instructions and examples](#)
- [Da Vinci Think-Tac-Toe](#)
- [Several Examples](#)
- [Math Think-Tac-Toe](#)
- [Examples and Rubrics for Think-Tac-Toe](#)