

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 Ti-Tac-Toe game. The number of rows and cells can, of course, be adjusted. As with related strategies, it is important that no matter which choices students make, they must grapple with the key ideas and use the keys skills central to the topic or area of study. A well-designed Think-Tac-Toe allows for differentiation by readiness, interest, and learning styles. Choices must reflect the upper levels of Bloom’s Taxonomy, as well as Gardner’s Multiple Intelligences. Below are current Think-Tac-Toe examples used by some teachers our district. Students must complete at least 3 squares; horizontal, vertical, or diagonal.

5th Grade Language Arts Unit based on “Peanuts” Comic Strip		
Compare/Contrast someone you know (change names, please) with a “Peanuts” character. Write a paragraph to compare the fictional character and real person.	Write an autobiography of one character from the strip.	Imagine Charlie Brown as a senior in high school. What courses has he taken? What extracurricular activities has he been in? Has he won any awards? What will he do next fall?
Your character is the most interesting one in the strip. Persuade everyone to believe this. Give or tape a persuasive speech.	Write a one-page paper responding to the question: Why do so many children and adults relate to Charlie Brown?	Is Charlie Brown a good baseball manager? Defend your position.
Write a biography of Charles Schulz.	Write an essay that expresses your opinion of why Lucy is drawn to Schroeder.	Create a new character for the strip. How is the character introduced? Include an illustration.
6th Grade Science		
Label 5-7 physical traits the killer whale, narwhal, walrus, and the Greenland shark have in order to adapt to the cold Arctic weather.	Read and find the coldest average temperature and the warmest average temperature of the Arctic and color these in on the provided thermometer. Use a blue color pencil for the coldest average and a red color pencil for the warmest average.	Use this website to identify and compare tracks, as well as bird beaks and bird feet. Record your scores on the paper provided. http://www.gp.com/educationalinnature/topics/index.html
Answer questions about reindeer using the provided worksheet. You will need to research reindeer before you answer the questions!	Using the list of Arctic animals at the bottom of this page, complete the “Arctic Animals Quiz” worksheet.	Choose 4 Arctic land animals from the provided pictures, and label 5-7 physical traits they each have in order to adapt to the cold Arctic weather.
Complete the provided chart called “Hot Places/Cold Places,” after reading the paragraph of surviving in difficult places.	Choose 4 Arctic birds from the provided pictures, and label 5-7 physical traits they each have in order to adapt to the Arctic environment.	Complete the provided worksheet that discusses Arctic plants, such as lichens, moss and Arctic/dwarf willows.