Name of Strategy:	Menu Choice Boards
Organising Element:	General Capability of Critical and Creative thinking, General Capabilities of Numeracy and Literacy

Purpose of Strategy:

A learning menu provides a menu of activities: some that all students must do and some that allows student choice. All learners focus on the core knowledge, understanding and skills, but differentiation is provided to cater for student readiness, interests and learning preferences.

Description of Strategy:

A learning menu offers a main course that all students are required to complete. The learning menu also offers some optional courses: appetiser, side dishes and desserts. Desserts offer enrichment opportunities for students and the learning menu can be of a short duration or a long duration.

Teaching Examples:	Year level: Can be adapted for all year levels

Please see below for a Year 2 example of a Menu board focussing upon multiplication and division.

References:

Dare to Differentiate, 2017, https://daretodifferentiate.wikispaces.com/Choice+Boards
Choice Boards, Menus, & Tic-Tac-Toe – Smore; https://www.smore.com/z12ay-tic-tac-toe-choice-boards-menus
Coil, C., 2004, "Activities and Assessments for the Differentiated Classroom" in *Pieces of Learning*, https://yoest.pbworks.com/f/ACTIVITIES%26ASSESSMENTS.pdf

Menu Choice Board Year 2 Example

Menu rationale:

- Empowers students through CHOICE while ensuring adherence to important LEARNING GOALS
- A type of learning that provides a "menu" of learning experiences that all students must do, and some that allow students choices.
- Ensures that each learner focuses on essential knowledge, understanding and skills
- Designed to support student readiness and interest.

Menu:

APPETISER: this is an optional "course" – a choice of "warm up tasks"

MAIN DISH: A learning experience for everyone – no choice (compulsory)

SIDE DISHES: A selection of learning tasks – students choose one or two (compulsory)

DESSERTS: A selection of enrichment (high engagement and challenging) tasks – free choice (students do not have to do any)

EXAMPLE:

Year 2 Achievement Standards

By the end of Year 2, students recognise increasing and decreasing number sequences involving 2s, 3s and 5s. They represent multiplication and division by grouping into sets. They associate collections of Australian coins with their value. Students identify the missing element in a number sequence. Students recognise the features of three-dimensional objects. They interpret simple maps of familiar locations. They explain the effects of one-step transformations. Students make sense of collected information.

Students count to and from 1000. They perform simple addition and subtraction calculations using a range of strategies. They divide collections and shapes into halves, quarters and eighths. Students order shapes and objects using informal units. They tell time to the quarter-hour and use a calendar to identify the date and the months included in seasons. They draw two-dimensional shapes. They describe outcomes for everyday events. Students collect, organise and represent data to make simple inferences.

Supporting content descriptors:

- Recognise and represent multiplication as repeated addition, groups and arrays (ACMNA031)

- Recognise and represent division as grouping into equal sets and solve simple problems using these representations (ACMNA032)

- Recognise and interpret common uses of halves, quarters and eighths of shapes and collections (ACMNA033)

https://www.australiancurriculum.edu.au/f-10-curriculum/mathematics

For the student		Teacher notes
Appetiser **Choose a warm up task!**	- On a 100 chart, shade in the multiples for a given number (roll a ten sided dice to choose the multiple) - Roll two dice to make multiplication arrays – use grid paper or linking cubes. Make as many arrays as possible in a given time. - Count different collections – what different equal groups can you make?	This is an optional course Multiplication array example: Roll 2 and 5 – make an array showing 2 x 5 (5 +5 or 2 rows of 5) OR / AND 5 x 2 (2+2+2+2+2) Make bags with collections (even numbers) - eg bag of pebbles, buttons, counters, gum nuts etc.
Main course **Everyone have a go!**	**There are 5 cars parked in the car park today.** **How many wheels might there be**? **Is there only one answer?** **What other answers might be possible?** **Explain your thinking**	Students are given this question in writing and orally. Students are asked to choose a range of resources to show their thinking, how they solved the problem and what their answers might be.) **Suggested resources:** **1**.Blank paper and pencils, Textas etc **2**.A box of toy cars / vehicles **3**.Pictures of different vehicles
Side dishes **Choose one or two of these problems to solve!**	**Problem 1**: We need to take 16 students to the sports carnival. We have got 4 large cars. How many people might travel in each car? Give at least 3 possible answers! **Problem 2:** What things do you know that come in 2's (or pairs)? What things to you know that come in 5's? Draw / write/ photograph …. **Problem 3:** I have got 18 new pencils. I want to share them evenly. How many people can I share them evenly with?	Students are given this question in writing and orally. Students are asked to choose a range of resources to show their thinking, how they solved the problem and possible answers). **Suggested resources:** **1**.Blank paper and pencils, Textas etc **2**. A box of toy cars / vehicles **3**. Pictures of different vehicles **4**. Access to internet search **5**. Picture books **6**. 18 pencils
Desserts **Your choice!**	Write some sentences that have the same number of letters in each word. ☐ words x ☐ letters = ☐ letters altogether Design a chocolate box that holds 24 chocolates. The chocolates are all the same size. Can you work out how many $1 coins fit onto an A4 page if you only have 5 coins? Show me!	Junk materials to make a chocolate box Sticky tape, glue etc Photos of chocolates 5, $1.00 coins Measuring equipment Calculators