**Tic-Tac-Toe**

**Pre-Algebra Unit – Choice Board**

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| Create a **song/jingle** that will remind your classmates of how to follow the “order of operations” to solve algebraic expression/equations.  **(Musical – Rhythmic)** | In the form of a **cartoon**, give a frame by frame, step by step demonstration on how to combine like terms.  **(Visual/Spatial)** | **Interview** a high school junior or senior math student for tips on organizing/showing their work solving longer equations. Give an **oral report** of your findings.  **(Interpersonal)** |
| Create a **poster using natural elements** to demonstrate how a given variable can stand in for an unknown value.  **(Naturalist)** | Create a **review game** that your fellow classmates could play that will review/practice each of the learning targets contained in this unit.  **(Interpersonal)** | Write a **poem** about an algebra topic.  **(Linguistic)** |
| As a **reporter at the scene** of an equation, describe to your viewers why addition & subtraction and multiplication & division are inverse operations.  **(Verbal-linguistic)** | **Write and act out a play** about variables and their uses in algebra.  **(Bodily-Kinesthetic)** | Create a **sequence chart** for the steps to follow to solve 2-step equations.  **(Logical-Math)** |

My **three** choice activities are:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Due Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Tic-Tac-Toe Grading Rubric**

**Pre-Algebra Unit Choice Board**

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| --- | --- | --- |
| **Song/Jingle**  •Follows song criteria   card \_\_\_\_/5  •Demonstrates knowledge   of order of operations   \_\_\_\_/5  **Total: \_\_\_\_\_/10** | **Cartoon**  •Follows cartoon criteria   card \_\_\_\_/4  •Demonstrates   understanding of   combining like terms   \_\_\_\_/4  •Includes an example   \_\_\_\_/2  **Total: \_\_\_\_\_/10** | **Oral Report of Interview**  •Follows oral report criteria   card \_\_\_\_/6  •Questions for interview   written out ahead of   time \_\_\_\_/4  **Total: \_\_\_\_\_/10** |
| **Poster**  •Follows poster criteria   card \_\_\_\_/4  •Demonstrates   understanding of   substituting a value in for   a variable \_\_\_\_/4  •Use of natural elements   \_\_\_\_/2  **Total: \_\_\_\_/10** | **Review Game**  •Follows game criteria   card \_\_\_\_/3  •Game activities represent unit learning targets\_\_\_\_/3  •Demonstrates   understanding of unit   learning targets \_\_\_\_/4  **Total: \_\_\_\_\_/10** | **Poem**  •Follows poem criteria   card \_\_\_\_/4  • Demonstrates under-  standing of chosen   algebra topic \_\_\_\_/4  •Includes an example   \_\_\_\_/2  **Total: \_\_\_\_\_/10** |
| **TV Reporter**  •Follows TV reporter   criteria card \_\_\_\_/4  • Demonstrates under-  standing of inverse   operations \_\_\_\_/4 •Includes an example   \_\_\_\_/2  **Total: \_\_\_\_\_/10** | **Write/Act a Play**  • Follows play criteria   card \_\_\_\_/4  • Demonstrates under-  standing of the purpose   and uses of variables   \_\_\_\_/4  •Includes an example   \_\_\_\_/2  **Total: \_\_\_\_\_/10** | **Sequence Chart**  •Follows sequence chart   criteria card \_\_\_\_/4  •Demonstrates under-  standing of solving 2-step   equations \_\_\_\_/4  •Includes an example   \_\_\_\_/2  **Total: \_\_\_\_\_/10** |

**Total: \_\_\_\_\_\_\_\_\_\_ / 30**

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