**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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