**Examples of activity choice boards**

**Differentiates by:**

* **- providing choice**
* **- providing variety of task**
* **- providing variety of text type**
* **- Providing a range of skill levels**

1. **Topic: Family**

|  |  |  |
| --- | --- | --- |
| **1.**  **Verb practice**  Complete Ex’s 2&3 in textbook. | **2.**  **Question practice**  Develop a survey to get information about number of brothers, sisters etc. Ask 5 classmates | **3.**  **Vocabulary practice**  Label the family tree on p57 of textbook. |
| **4.**  **Question practice**  Create 10 questions you might ask a new student to find out about his/her family. | **5.**  **Vocabulary practice**  Design a Findaword using the family and quantity vocabulary. | **6.**  **Verb practice**  Make a flaschcard list of all the verbs in this unit using [Quizlet](https://quizlet.com/) |
| **7.**  **Vocabulary practice**  Watch the family video clip and do the comprehension questions on the worksheet | **8.**  **Verb practice**  Draw a picture to represent each one of the new verbs. | **9.**  **Verb practice**  Create a song that will help you remember the questions used to ask about family. |
| **Choose 3 boxes to form a tic-tac-toe. Choose skill activities that will help you practise these new concepts.**  **The boxes I chose are , , and .**  **Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Class\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_** | | |

**\*Adapted from:** *Differentiated Instruction in the Foreign Language Classroom: Meeting the Diverse Needs of all Learners,* Toni Theisen

**Example 2**

**Topic: Party planning**

|  |  |  |
| --- | --- | --- |
| *1.*  *Design an invitation to the party* | *2.*  *List the food items you will buy* | *3.*  *Describe how you would like to decorate the house/party venue* |
| *4.*  *Write about how you feel about the party afterwards* | *5.*  *Student choice* | *6.*  *Provide a map and the directions to get to the party venue* |
| *7.*  *Design a menu for the party* | *8.*  *List the people you will invite and provide a reason* | *9.*  *Describe the clothes you will wear* |

**Example 3**

**Year 9 unit of work on “Weather”**

**Students to choose 3 of the 6 tasks to complete (1 from each row)**

Differentiation strategies:

* Providing choice
* Differentiating the product
* Providing variety of text type/skill

|  |  |
| --- | --- |
| Listen to the listening passage/s and complete the weather map of Japan  (from textbook)  ( L,Ind) | List all the adjectives you know that could be used to describe the weather. Use dictionaries to add another 5 adjectives to the list.  (Ind/Group,W,R) |
| Using the information from <http://www3.nhk.or.jp/weather/>  Write a short description (5-10 sentences) of Japan’s weather  (R,W,Ind) | Choose a season and create a book/poster/video using Educreations. Include the weather, adjectives, activities you do.  (W,Ind/Group) |
| Create a weather broadcast using [Tellagami](https://tellagami.com/) or [Educreations](https://www.educreations.com/) (W,Sp,Ind) | In pairs, write and present a weather forecast. Role-play or film.  (W,Sp,Group) |

**Example 4**

**Topic: The Home**

**Duration: 2 weeks**

**Task type:** (PR: Pair\GP: Group\I:Individual)

|  |  |  |
| --- | --- | --- |
| 1. Design poster(s) using your own drawings or downloaded/pictures that **illustrate the different rooms in your home (can be an imaginary home).**  Use captions and labels, in French, to explain **the positions of each room in the house.**  For this activity, students will need to identify on the back of the poster or additional notes, who did what particular parts of the poster. Work must be evenly divided amongst the students.  (PR) | 2. Develop an interview questionnaire in French and use it to interview at least **two** people **in the class and ask them to describe certain rooms in their home. Ask about 3 rooms or more. Make sure you ask about their impressions of the rooms they describe.**    **After you have finished asking the questions, draw a diagram of each person’s home and write a summary of their responses.**  (Describe at least 5 ways)  (PR) | 3. Write and perform a short one-act play, in French, that  **is a discussion between a group of students describing their homes. Make sure you include how everyone feels about their homes or rooms and anything else.**  Use support material from …  (GP) |
| 4. Read a text **that is about typical housing in France. Summarize** and describe **the text** which shows **a comparison between French and Australian homes. Give your impression of French homes. Write at least 200 words in French.**  (I) | 5. Wild Card!  Your choice. Please design an option and present it for approval by **(date)**  (I, PR or GP)  For example, producing a 3D dimensional model of a floor plan then labelling or describing the plan in French. | 6. Produce a Powerpoint (or similar) presentation using visuals, scripts and sound to present a representation of **housing in France and Australia. Compare the types of housing and write notes in French to describe each slide.**  (PR) |
| 7. Listen to a variety of  **recordings in French by students and teachers who are describing their homes.**  Referring to the  **content of the text briefly write your impressions of what they reported. (Write 50 words in French on each person)** (I) | 8. Collect a variety of pictures, newspaper articles, poems and stories. Noting different aspects of **French housing.**  Create a personal diary entry of **a visit to your billet’s family in Paris and compare their home to your home here in Sydney.**  (I) | 9. Create a board game designed to increase your understanding of **French homes and the differences and similarities to those in Australia. At least half of your questions are to be in French!**  (The game should have a Chance style Q and A card component)  (GP) |
| Sign up for three activities and finalise these choices with your teacher.  Choose options to help you consolidate what you have learnt.  Choose at least one option that will challenge you. | | |