

# BEYOND BEHAVIOR MANAGEMENT: ACADEMIC CHOICE

**Brought to you by: Team Gallegallieri**

GET YO BOOTIES OFF THOSE CHAIRS!!



# START SMALL

Before you begin academic choice, prepare students to make little choices and stick with them.

Practice choosing and sticking with your choice through interactive modeling.

1. Choose one to two math problems to solve on your own
2. Copy your spelling words in either pencil, pen, or colored pencils
3. Work at your assigned desk, on the rug, or in the hallway
4. Choose to either go on the computer, read a book, or draw a picture during quiet time

# GUIDED DISCOVERY

Students observe, brainstorm, and explore materials before academic choice begins.

## Five Steps:

1. Show & name the material
2. Ask students to come up with ways to use materials
  - a. Open-ended questions!
3. Students explore materials
4. Students share their creations
5. Cleanup and review care of materials

# EXAMPLE #1

**Goal of lesson:** Students will use rulers to measure classroom objects to the nearest inch.

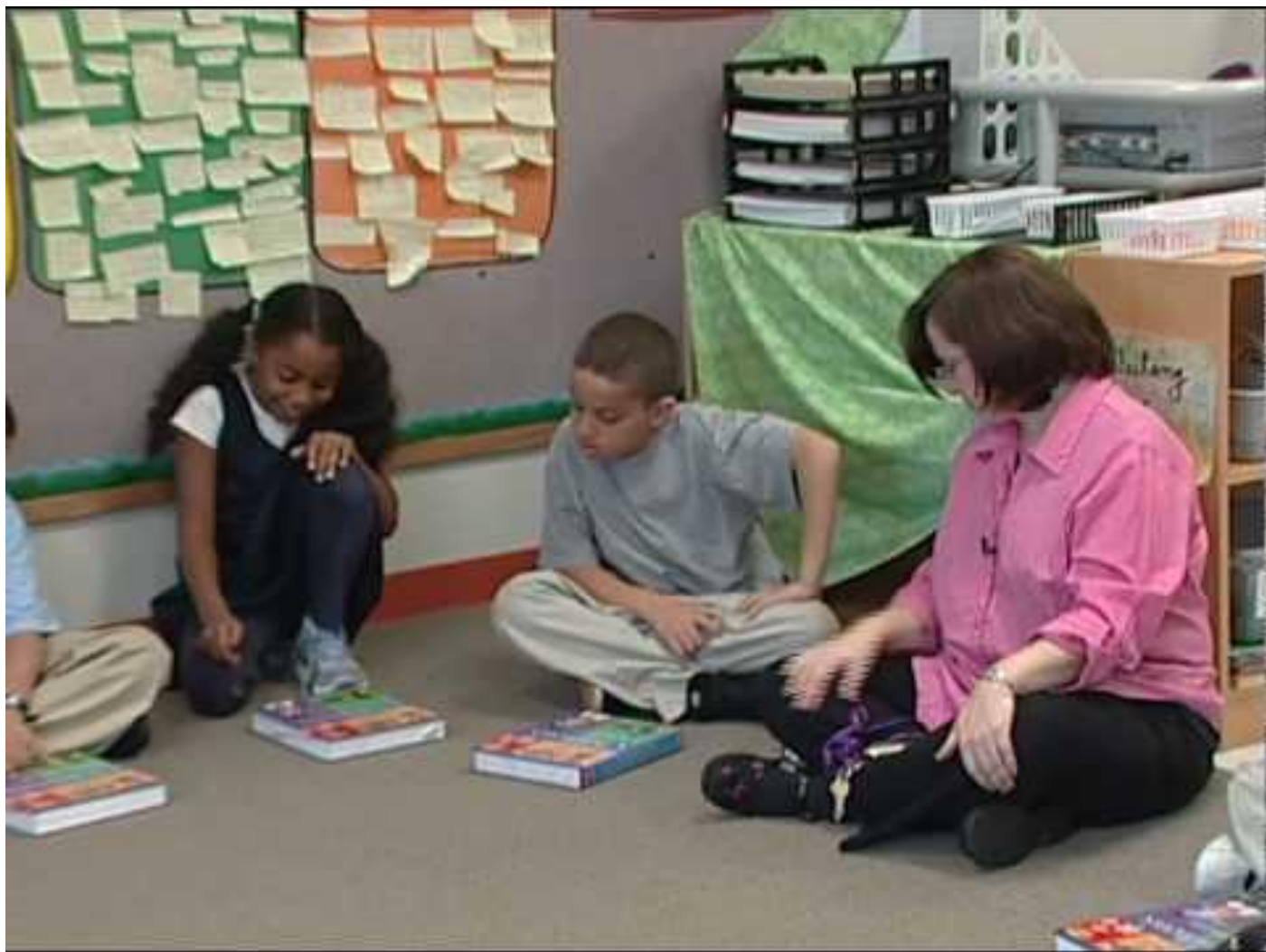
1. This is a ruler. What do you know about rulers? (Make sure students understand the difference between inches and centimeters and to line objects up at 0.)
2. When might we use a ruler?
3. I am going to give you a ruler. You will have 2 minutes to measure something in your desk.
4. Have a few students share out what they measured. Discuss.
5. We are going to be keeping our rulers in this bin. Use interactive modeling to demonstrate how to care for rulers.

# EXAMPLE #2

## Using Clay for the First Time

Students will be creating diorama in shoe boxes. They have the choice of several materials to use. Clay is one of them.

1. This is clay. What do you know about clay?
2. I am going to give you each a small piece of clay. What do you notice about the clay? What could you use this for?
3. Send kids back to tables to explore clay with their partner. (use interactive modeling)
4. Back to the rug - tell us about your creations!
5. How should we care for the clay? What does cleaning up clay look like? (use interactive modeling)



# ACADEMIC CHOICE

First, set a goal for the lesson or activity.

Then, develop a list of options students can choose to meet the goal.

Choices could include:

- Where to work - at seat, on rug, in hallway
- Materials used - paper/pencil, clay, markers, puppets
- Type of responses - writing, drawing, telling, acting, creating
- Which problems to complete (choose 4 out of 8)



# EXAMPLE #1

**Goal of lesson:** Students will demonstrate knowledge of vocabulary words.

## **Activity Choices:**

1. Create a word and definition puzzle
2. Create a picture dictionary of your vocabulary words
3. Act out the vocabulary words with friends
4. Write a short story, poem, or song using the vocabulary words

# EXAMPLE #2

**Goal of lesson:** Students will demonstrate knowledge of sight words.

## **Activity Choices:**

1. Write sight words in sand with their fingers
2. Build sight words with magnetic letters
3. Use playdough to make sight words
4. Sight word hopscotch
5. Create sight word songs

<https://www.teachingchannel.org/videos/academic-choice-lesson>

# LET'S GIVE IT A WHIRL!

Please break up into your grade teams.

Each grade team will get a informational text.

Come up with at least 5 student choices of activities related to the text!

**\*Keep in mind the multiple modes of learning (writing, drawing, singing, acting, dancing, building, talking, reading, listening, looking/observing, teaching, etc.)**

# BENEFITS

- Higher level of engagement and productivity
- Fosters a project-based learning approach
- Kids have more control = fewer behavior problems
- Deeper understanding of content
- Draws on student's strengths, abilities, and interests
- Allows students to work together and learn from each other
- Differentiation is built in
- Students feel pride and commitment to their projects

# ENGAGING LESSONS ARE...

Active - Students spend most of the time doing rather than listening or watching.

Interactive - Students work with partners

Appropriately challenging - not too hard or too easy

Purposeful - They connect to students' lives, other learning, and the world

Personalized - connected to students' interests and strengths

Reflective - opportunities to think about what they have learned and the how they learned it

# EXAMPLES

**Goal of Lesson:** Students will learn about different types of service workers.

1. Read books about different service workers
2. Research service workers online
3. Write a letter to a service worker
4. Design clothes and tools for a service worker
5. Create a short play or song about a service worker
6. Debate the impact two different service workers make in our community

# FINAL THOUGHTS...

1. Make behavior and work expectations clear
2. Use interactive modeling and guided discovery to introduce choices and practice expectations
3. Monitor students' work and engage them in discussion about what they are doing
4. Provide logical consequences for not following expectations
5. Need ideas??? Check out Pinterest!!!



## FURTHER READING . . .

*Learning Through Academic Choice* by Paula Denton, EdD

Very thorough Responsive Classroom book that helped us make this presentation!

**LEAVING WORK**



**ON FRIDAY**