

Playlists and Choice Boards

Teacher Implementation Guide



What are playlists and choice boards?

Playlists are sequenced learning activities tied to standards. Designed to be completed in a specific order. Playlists are great for:

- Teaching complex topics when students are at different phases of their learning because everyone can start at the other spot and work at their own pace

Choice boards are a menu of learning activities tied to standards that can be completed in any order. Choice boards are great for:

- Letting students explore a topic in many different ways based on their needs or interests

Before the lesson

- Determine whether to use a playlist or choice board
- Create the playlist or choice board and decide how students will access it
 - **Playlists:** create pre-assessment, choose which students to pull during small group work time, create structures to allow for reflection at the end of the lesson.
 - **Choice boards:** create reflection and goal setting activities, choose which students to pull during small group work time, create structures to allow for reflection at the end of the lesson.

During the lesson

Playlists

- 1) **Pre-assess:** to determine where students should begin working
 - Use reactions to help students quickly reflect on what they already know and need to learn.
 - Use Google Forms to have students submit longer answers about what they already know.
- 2) **Work time & targeted support**
 - Students work independently while the teacher pulls students for support in a [breakout room](#) to provide targeted support to small groups of students.
 - As you work with a small group, monitor the rest of the students in the classroom tab to ensure that all students progress in their learning.
- 3) **Reflect on progress**
 - Students reflect on what they learned and how they spent their time during that block.

Choice Boards

- 1) **Reflect & set goal:** students reflect on their needs/interests and set a goal
 - Launch a poll to see what students are interested in learning more about, practicing or for students to self assess their mastery.
- 2) **Work time & targeted support**
 - Students can work independently or in pairs or small groups in [breakout rooms](#).
 - The teacher pulls students to provide targeted support.
- 3) **Reflect on progress**
 - Students revisit their goals set at the beginning of the lesson, reflect on their progress and demonstrate what they have learned either in writing or verbally.

After the lesson

- Use the [dashboard](#) to view and reflect on an individual student or whole-class data.
- Review students' reflections to see what they learned and need more support around.