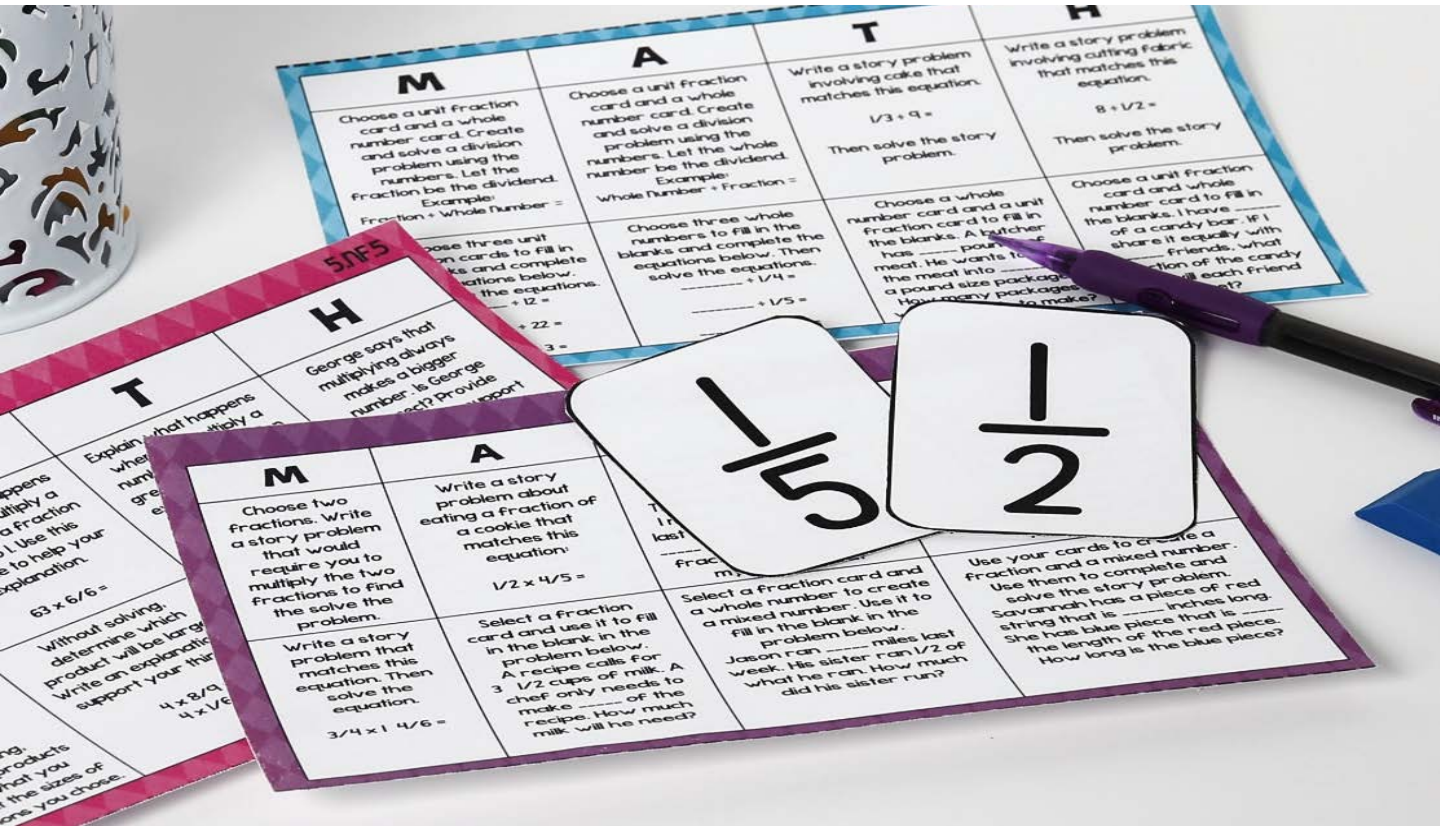
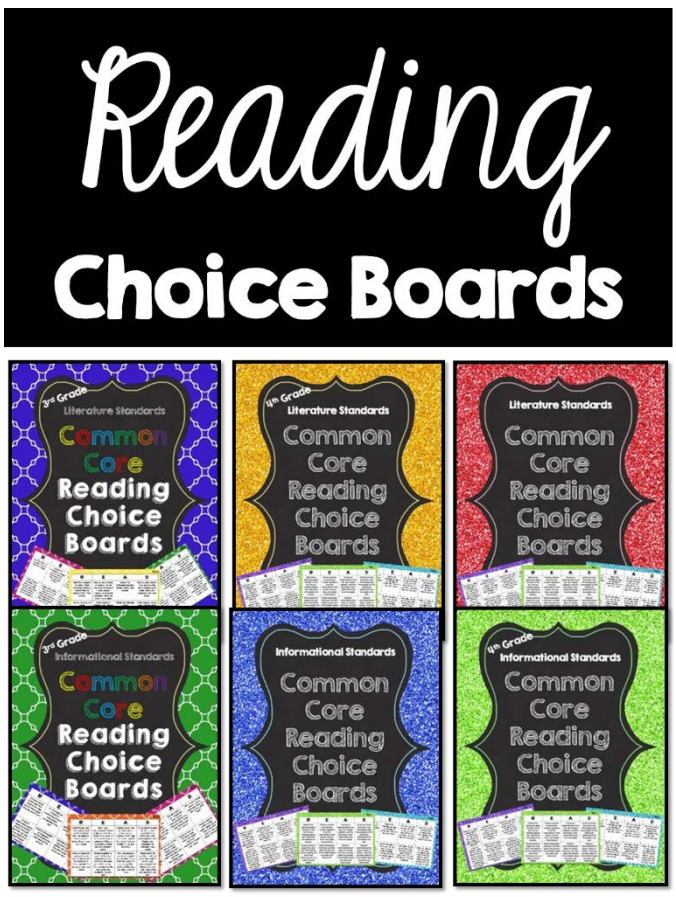
# FREE CHOICE BOARDS

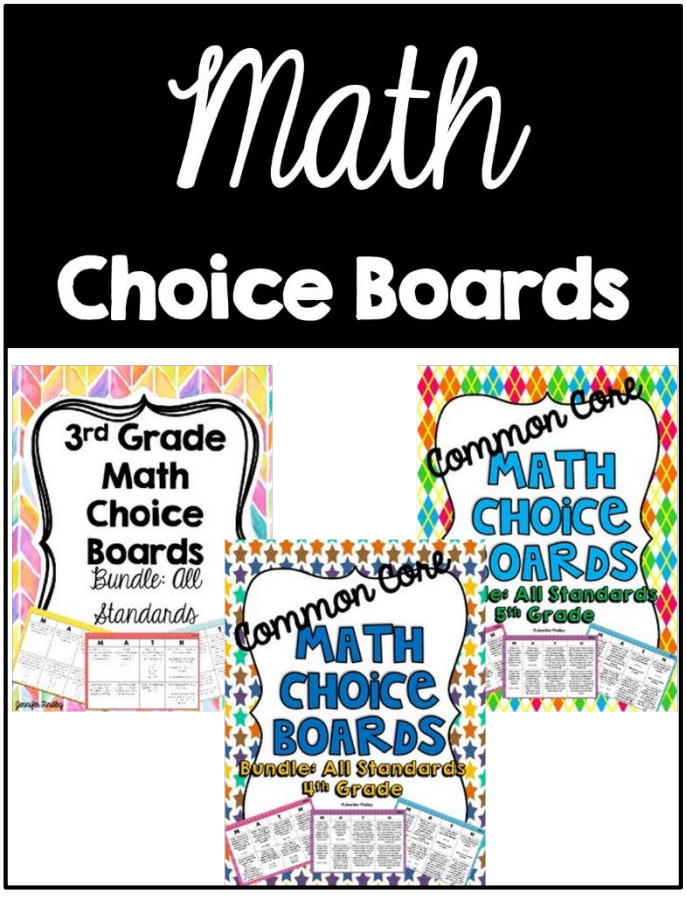


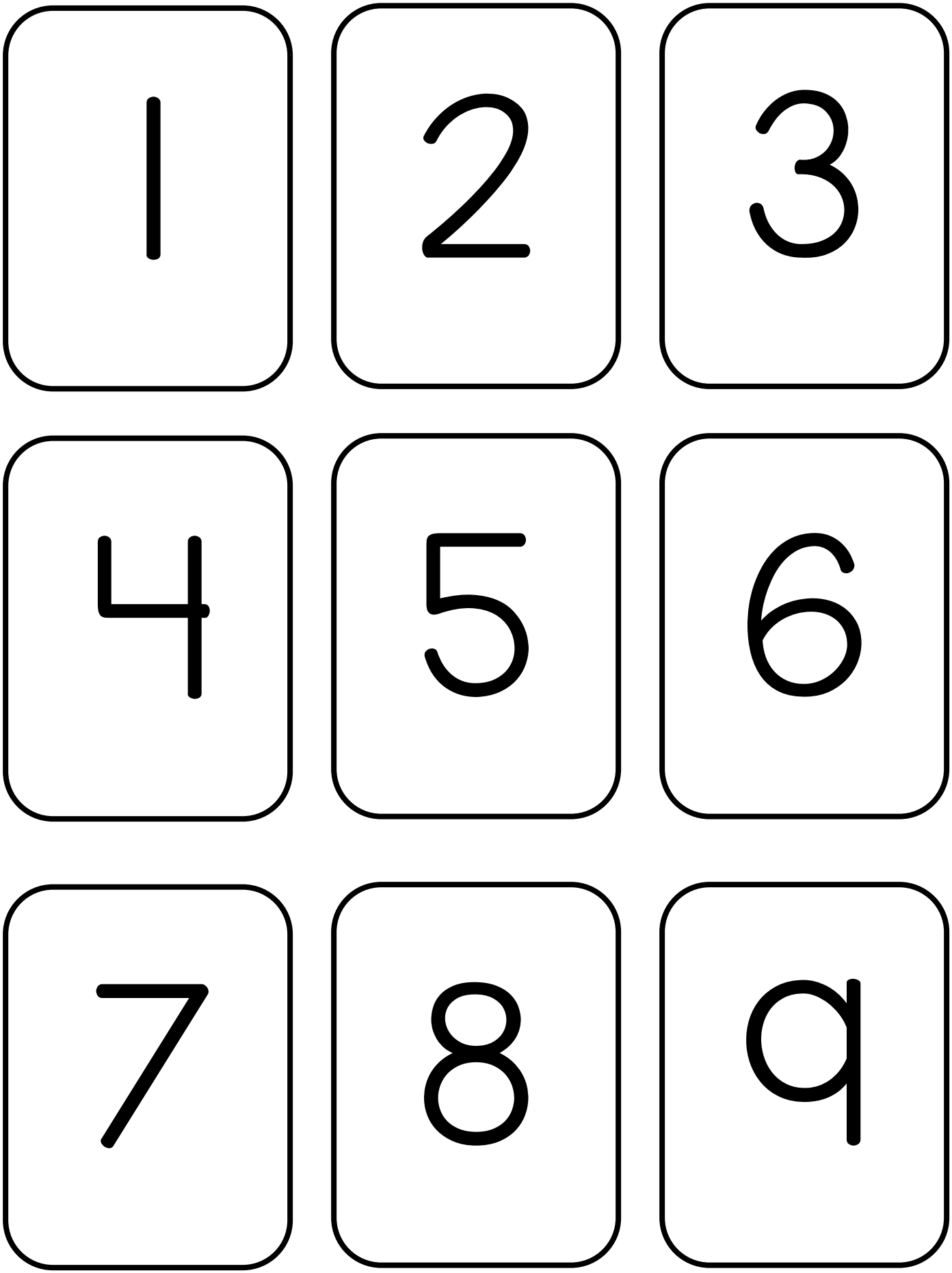
# ABOUT THIS FREEBIE

This free resource includes one reading and one math choice board for 3rd-5th grade. The choice boards are available in black and white.

If you like these choice boards and want more for all the Common Core standards, click on the images below to see each subject.




1
2
3
4
5
6
7
8
9

# 3RD GRADE CHOICE BOARDS

| R | E | A | D |
|---|---|---|---|
| Choose a page from your text. What is the main idea of that page? How do you know? | In 3-5 sentences, recount or summarize the key information presented in the text. | What is the main idea of the text? How do the different sections match the main idea? | Explain in detail three details that the author uses to explain the main idea of the text you read. |
| Read an informational book about an animal. What is the main idea that you took away about that animal? Explain your reasoning. | Read a newspaper or magazine article. What is the main idea of the article? | Complete a main idea and key details web with the information from your text. | What is the main idea of the book or section you are currently reading? Write three key details that would match that main idea. |


| R | E | A | D |
|---|---|---|---|
| Choose a page from your text. What is the main idea of that page? How do you know? | In 3-5 sentences, recount or summarize the key information presented in the text. | What is the main idea of the text? How do the different sections match the main idea? | Explain in detail three details that the author uses to explain the main idea of the text you read. |
| Read an informational book about an animal. What is the main idea that you took away about that animal? Explain your reasoning. | Read a newspaper or magazine article. What is the main idea of the article? | Complete a main idea and key details web with the information from your text. | What is the main idea of the book or section you are currently reading? Write three key details that would match that main idea. |


©Jennifer Findley

RI.3.2

| R | E | A | D |
|---|---|---|---|
| Choose a page from your text. What is the main idea of that page? How do you know? | In 3-5 sentences, recount or summarize the key information presented in the text. | What is the main idea of the text? How do the different sections match the main idea? | Explain in detail three details that the author uses to explain the main idea of the text you read. |
| Read an informational book about an animal. What is the main idea that you took away about that animal? Explain your reasoning. | Read a newspaper or magazine article. What is the main idea of the article? | Complete a main idea and key details web with the information from your text. | What is the main idea of the book or section you are currently reading? Write three key details that would match that main idea. |


| R | E | A | D |
|---|---|---|---|
| Choose a page from your text. What is the main idea of that page? How do you know? | In 3-5 sentences, recount or summarize the key information presented in the text. | What is the main idea of the text? How do the different sections match the main idea? | Explain in detail three details that the author uses to explain the main idea of the text you read. |
| Read an informational book about an animal. What is the main idea that you took away about that animal? Explain your reasoning. | Read a newspaper or magazine article. What is the main idea of the article? | Complete a main idea and key details web with the information from your text. | What is the main idea of the book or section you are currently reading? Write three key details that would match that main idea. |


©Jennifer Findley

| M | A | T | H |
|---|---|---|---|
| Explain the concept of multiplication. Use equations, models, and words in your explanation. | Label the parts of the multiplication problem. Explain what each part of the problem represents.<br><br>4 x 5 = 20 | Draw arrays to represent the following multiplication problems. Then solve the problems.<br><br>3 x 7<br>4 x 4<br>5 x 3<br>2 x 6<br>6 x 4 | Choose two number cards. Use the number cards to create a multiplication problem. Draw a picture to solve the multiplication problem. Repeat 3 times. |
| Write multiplication problems for the following scenarios:<br><br>6 groups of 4<br>4 groups of 3<br>7 groups of 5<br>5 groups of 8 | Describe two ways to model multiplication. Use this multiplication in your descriptions:<br><br>5 x 4 = | Explain the relationship between multiplication and addition. | Write a story problem about six groups of an object. Have each group contain four of the objects. |


| M | A | T | H |
|---|---|---|---|
| Explain the concept of multiplication. Use equations, models, and words in your explanation. | Label the parts of the multiplication problem. Explain what each part of the problem represents.<br><br>4 x 5 = 20 | Draw arrays to represent the following multiplication problems. Then solve the problems.<br><br>3 x 7<br>4 x 4<br>5 x 3<br>2 x 6<br>6 x 4 | Choose two number cards. Use the number cards to create a multiplication problem. Draw a picture to solve the multiplication problem. Repeat 3 times. |
| Write multiplication problems for the following scenarios:<br><br>6 groups of 4<br>4 groups of 3<br>7 groups of 5<br>5 groups of 8 | Describe two ways to model multiplication. Use this multiplication in your descriptions:<br><br>5 x 4 = | Explain the relationship between multiplication and addition. | Write a story problem about six groups of an object. Have each group contain four of the objects. |


©Jennifer Findley

| M | A | T | H |
|---|---|---|---|
| Explain the concept of multiplication. Use equations, models, and words in your explanation. | Label the parts of the multiplication problem. Explain what each part of the problem represents.<br><br>4 x 5 = 20 | Draw arrays to represent the following multiplication problems. Then solve the problems.<br><br>3 x 7<br>4 x 4<br>5 x 3<br>2 x 6<br>6 x 4 | Choose two number cards. Use the number cards to create a multiplication problem. Draw a picture to solve the multiplication problem. Repeat 3 times. |
| Write multiplication problems for the following scenarios:<br><br>6 groups of 4<br>4 groups of 3<br>7 groups of 5<br>5 groups of 8 | Describe two ways to model multiplication. Use this multiplication in your descriptions:<br><br>5 x 4 = | Explain the relationship between multiplication and addition. | Write a story problem about six groups of an object. Have each group contain four of the objects. |


| M | A | T | H |
|---|---|---|---|
| Explain the concept of multiplication. Use equations, models, and words in your explanation. | Label the parts of the multiplication problem. Explain what each part of the problem represents.<br><br>4 x 5 = 20 | Draw arrays to represent the following multiplication problems. Then solve the problems.<br><br>3 x 7<br>4 x 4<br>5 x 3<br>2 x 6<br>6 x 4 | Choose two number cards. Use the number cards to create a multiplication problem. Draw a picture to solve the multiplication problem. Repeat 3 times. |
| Write multiplication problems for the following scenarios:<br><br>6 groups of 4<br>4 groups of 3<br>7 groups of 5<br>5 groups of 8 | Describe two ways to model multiplication. Use this multiplication in your descriptions:<br><br>5 x 4 = | Explain the relationship between multiplication and addition. | Write a story problem about six groups of an object. Have each group contain four of the objects. |


©Jennifer Findley

# 4TH GRADE CHOICE BOARDS

| R | E | A | D |
|---|---|---|---|
| Think about the setting of the story. What can you infer about the setting based on the details provided by the author? | Write at least three inferences that you can make about a character based on his/her actions, dialogue, or thoughts. | Choose one piece of character dialogue. What can you infer from this dialogue? | Choose a section of the story where the character feels a strong emotion. Describe the emotion and explain in detail why they feel that way. |
| Describe the problem or challenge of the story. Include explicit details to support your description. | Write three statements about your story following this format: I can infer _____ because the text says, " ." | Create four questions using Who, What, Why, or How. Then answer the questions using explicit details from the story. | Look at the front cover and read the title of a book you have not read yet. What can you infer about the book just based on the title and front cover? |


| R | E | A | D |
|---|---|---|---|
| Think about the setting of the story. What can you infer about the setting based on the details provided by the author? | Write at least three inferences that you can make about a character based on his/her actions, dialogue, or thoughts. | Choose one piece of character dialogue. What can you infer from this dialogue? | Choose a section of the story where the character feels a strong emotion. Describe the emotion and explain in detail why they feel that way. |
| Describe the problem or challenge of the story. Include explicit details to support your description. | Write three statements about your story following this format: I can infer _____ because the text says, " ." | Create four questions using Who, What, Why, or How. Then answer the questions using explicit details from the story. | Look at the front cover and read the title of a book you have not read yet. What can you infer about the book just based on the title and front cover? |

| R | E | A | D |
|---|---|---|---|
| Think about the setting of the story. What can you infer about the setting based on the details provided by the author? | Write at least three inferences that you can make about a character based on his/her actions, dialogue, or thoughts. | Choose one piece of character dialogue. What can you infer from this dialogue? | Choose a section of the story where the character feels a strong emotion. Describe the emotion and explain in detail why they feel that way. |
| Describe the problem or challenge of the story. Include explicit details to support your description. | Write three statements about your story following this format: I can infer _____ because the text says, " ." | Create four questions using Who, What, Why, or How. Then answer the questions using explicit details from the story. | Look at the front cover and read the title of a book you have not read yet. What can you infer about the book just based on the title and front cover? |


| R | E | A | D |
|---|---|---|---|
| Think about the setting of the story. What can you infer about the setting based on the details provided by the author? | Write at least three inferences that you can make about a character based on his/her actions, dialogue, or thoughts. | Choose one piece of character dialogue. What can you infer from this dialogue? | Choose a section of the story where the character feels a strong emotion. Describe the emotion and explain in detail why they feel that way. |
| Describe the problem or challenge of the story. Include explicit details to support your description. | Write three statements about your story following this format: I can infer _____ because the text says, " ." | Create four questions using Who, What, Why, or How. Then answer the questions using explicit details from the story. | Look at the front cover and read the title of a book you have not read yet. What can you infer about the book just based on the title and front cover? |

| M | A | T | H |
|---|---|---|---|
| Define the following terms: divisor, dividend, quotient and remainder. Provide a labeled example of each. | With a deck of cards, create 5 "three digit divided by one digit division problems." Solve them. | Describe two different division situations. One situation where a remainder would need to be rounded and another situation where a remainder would be ignored. | With a deck of cards, create 5 "four digit divided by one digit division problems." Solve them. |
| Explain the two different types of division problems: number of groups unknown and group size unknown. | Write three division story problems. Then solve the story problems. | Explain at least two different methods that can be used to divide whole numbers. Use this problem to model each method: 2,386 ÷ 8 = | Explain the connection between subtraction and division. |


| M | A | T | H |
|---|---|---|---|
| Define the following terms: divisor, dividend, quotient and remainder. Provide a labeled example of each. | With a deck of cards, create 5 "three digit divided by one digit division problems." Solve them. | Describe two different division situations. One situation where a remainder would need to be rounded and another situation where a remainder would be ignored. | With a deck of cards, create 5 "four digit divided by one digit division problems." Solve them. |
| Explain the two different types of division problems: number of groups unknown and group size unknown. | Write three division story problems. Then solve the story problems. | Explain at least two different methods that can be used to divide whole numbers. Use this problem to model each method: 2,386 ÷ 8 = | Explain the connection between subtraction and division. |


©Jennifer Findley

| M | A | T | H |
|---|---|---|---|
| Define the following terms: divisor, dividend, quotient and remainder. Provide a labeled example of each. | With a deck of cards, create 5 "three digit divided by one digit division problems." Solve them. | Describe two different division situations. One situation where a remainder would need to be rounded and another situation where a remainder would be ignored. | With a deck of cards, create 5 "four digit divided by one digit division problems." Solve them. |
| Explain the two different types of division problems: number of groups unknown and group size unknown. | Write three division story problems. Then solve the story problems. | Explain at least two different methods that can be used to divide whole numbers. Use this problem to model each method: 2,386 ÷ 8 = | Explain the connection between subtraction and division. |


| M | A | T | H |
|---|---|---|---|
| Define the following terms: divisor, dividend, quotient and remainder. Provide a labeled example of each. | With a deck of cards, create 5 "three digit divided by one digit division problems." Solve them. | Describe two different division situations. One situation where a remainder would need to be rounded and another situation where a remainder would be ignored. | With a deck of cards, create 5 "four digit divided by one digit division problems." Solve them. |
| Explain the two different types of division problems: number of groups unknown and group size unknown. | Write three division story problems. Then solve the story problems. | Explain at least two different methods that can be used to divide whole numbers. Use this problem to model each method: 2,386 ÷ 8 = | Explain the connection between subtraction and division. |


©Jennifer Findley

# 5TH GRADE CHOICE BOARDS

| R | E | A | D |
|---|---|---|---|
| Find examples of figurative language in the story you are reading. Write the example, what type it is, and the meaning of the phrase. | Describe the main character of your story using 2 similes and 2 metaphors. Provide details from the stories to support the similes and metaphors you chose. | Find a phrase that confused you at first or that might be confusing to others. Restate the phrase in your own words. | Find five unknown words. Use context clues to define them. Write the word, the meaning of the word, and the clues you used to define them. |
| Find at least three idioms in the book you are reading. If you cannot find any, write three idioms that would match events or characters. Explain how they match the story. | Write a simile and a metaphor to describe the events in the book you read. Explain the connection between the simile and metaphor and the book. | Describe the setting of the story you read using a type of figurative language. Explain how the example figurative language matches the setting. | Find five interesting words used in your story. Write each word in an original sentence. |


| R | E | A | D |
|---|---|---|---|
| Find examples of figurative language in the story you are reading. Write the example, what type it is, and the meaning of the phrase. | Describe the main character of your story using 2 similes and 2 metaphors. Provide details from the stories to support the similes and metaphors you chose. | Find a phrase that confused you at first or that might be confusing to others. Restate the phrase in your own words. | Find five unknown words. Use context clues to define them. Write the word, the meaning of the word, and the clues you used to define them. |
| Find at least three idioms in the book you are reading. If you cannot find any, write three idioms that would match events or characters. Explain how they match the story. | Write a simile and a metaphor to describe the events in the book you read. Explain the connection between the simile and metaphor and the book. | Describe the setting of the story you read using a type of figurative language. Explain how the example figurative language matches the setting. | Find five interesting words used in your story. Write each word in an original sentence. |

RL.5.4

| R | E | A | D |
|---|---|---|---|
| Find examples of figurative language in the story you are reading. Write the example, what type it is, and the meaning of the phrase. | Describe the main character of your story using 2 similes and 2 metaphors. Provide details from the stories to support the similes and metaphors you chose. | Find a phrase that confused you at first or that might be confusing to others. Restate the phrase in your own words. | Find five unknown words. Use context clues to define them. Write the word, the meaning of the word, and the clues you used to define them. |
| Find at least three idioms in the book you are reading. If you cannot find any, write three idioms that would match events or characters. Explain how they match the story. | Write a simile and a metaphor to describe the events in the book you read. Explain the connection between the simile and metaphor and the book. | Describe the setting of the story you read using a type of figurative language. Explain how the example figurative language matches the setting. | Find five interesting words used in your story. Write each word in an original sentence. |


| R | E | A | D |
|---|---|---|---|
| Find examples of figurative language in the story you are reading. Write the example, what type it is, and the meaning of the phrase. | Describe the main character of your story using 2 similes and 2 metaphors. Provide details from the stories to support the similes and metaphors you chose. | Find a phrase that confused you at first or that might be confusing to others. Restate the phrase in your own words. | Find five unknown words. Use context clues to define them. Write the word, the meaning of the word, and the clues you used to define them. |
| Find at least three idioms in the book you are reading. If you cannot find any, write three idioms that would match events or characters. Explain how they match the story. | Write a simile and a metaphor to describe the events in the book you read. Explain the connection between the simile and metaphor and the book. | Describe the setting of the story you read using a type of figurative language. Explain how the example figurative language matches the setting. | Find five interesting words used in your story. Write each word in an original sentence. |

5.0A.1

| M | A | T | H |
|---|---|---|---|
| Explain the Order of Operations in your own words. | How are parentheses, braces, and brackets used in number sentences? How are the three symbols connected? | Randomly draw four cards from a deck of cards. Create 4 different equations using all four numbers and at least three different operations. Then solve the equations using order of operations. | Explain how multiplication and division operations are solved when they are in the same equation. Provide an example equation to support your thinking. |
| Explain how addition and subtraction operations are solved when they are in the same equation. Provide an example equation to support your thinking. | Randomly draw two cards from a deck. Have the first number be the base and the second be the exponent. Then write in factor form and standard form. Do this five times. | What process do you follow if you have a problem that involves braces, brackets, and parenthesis? | Create your own saying to remember order of operations (PEMDAS). |


| M | A | T | H |
|---|---|---|---|
| Explain the Order of Operations in your own words. | How are parentheses, braces, and brackets used in number sentences? How are the three symbols connected? | Randomly draw four cards from a deck of cards. Create 4 different equations using all four numbers and at least three different operations. Then solve the equations using order of operations. | Explain how multiplication and division operations are solved when they are in the same equation. Provide an example equation to support your thinking. |
| Explain how addition and subtraction operations are solved when they are in the same equation. Provide an example equation to support your thinking. | Randomly draw two cards from a deck. Have the first number be the base and the second be the exponent. Then write in factor form and standard form. Do this five times. | What process do you follow if you have a problem that involves braces, brackets, and parenthesis? | Create your own saying to remember order of operations (PEMDAS). |


©Jennifer Findley

5.0A.1

| M | A | T | H |
|---|---|---|---|
| Explain the Order of Operations in your own words. | How are parentheses, braces, and brackets used in number sentences? How are the three symbols connected? | Randomly draw four cards from a deck of cards. Create 4 different equations using all four numbers and at least three different operations. Then solve the equations using order of operations. | Explain how multiplication and division operations are solved when they are in the same equation. Provide an example equation to support your thinking. |
| Explain how addition and subtraction operations are solved when they are in the same equation. Provide an example equation to support your thinking. | Randomly draw two cards from a deck. Have the first number be the base and the second be the exponent. Then write in factor form and standard form. Do this five times. | What process do you follow if you have a problem that involves braces, brackets, and parenthesis? | Create your own saying to remember order of operations (PEMDAS). |


| M | A | T | H |
|---|---|---|---|
| Explain the Order of Operations in your own words. | How are parentheses, braces, and brackets used in number sentences? How are the three symbols connected? | Randomly draw four cards from a deck of cards. Create 4 different equations using all four numbers and at least three different operations. Then solve the equations using order of operations. | Explain how multiplication and division operations are solved when they are in the same equation. Provide an example equation to support your thinking. |
| Explain how addition and subtraction operations are solved when they are in the same equation. Provide an example equation to support your thinking. | Randomly draw two cards from a deck. Have the first number be the base and the second be the exponent. Then write in factor form and standard form. Do this five times. | What process do you follow if you have a problem that involves braces, brackets, and parenthesis? | Create your own saying to remember order of operations (PEMDAS). |


©Jennifer Findley

This resource was created by Jennifer Findley. It may be printed and photocopied for single classroom use. It may not be put on the Internet, sold, or distributed in any form. Check out my store for more resources that are common core aligned.

Follow my blog for updates and freebies.

Teaching to Inspire WITH JENNIFER FINDLEY

Thanks!
Jennifer Findley

Credits:

graphics FROM THE POND http://frompond.blogspot.com

KG Fonts