

## B6 Homework That Makes Students Think

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## WHAT IS YOUR GREATEST CONCERN ABOUT HOMEWORK?

Think-Pair –Share

Turn to 2-3 colleagues and share what your concerns regarding homework.



## Homework History

- Long debated topic
- Even in the 19<sup>th</sup> century, educators debated the merits of homework.
- The role of rigor and homework.
- Homework research is inconsistent.
- Questions of equity: diversity, family, economical.
- Available resources.



## What we will do in this session:

- Consider the purpose of homework.
- Guidelines for homework.
- Technology and homework.



## Why do you give homework?



## Why do we assign homework?

Access prior student knowledge

Writing prompts

Anticipation Guides

Entrance Slips

Provides Practice Time

Formative Assessment

Student Reflection

Extend Class Activities and Learning



## Suggestions for Homework

- Connecting the homework to the class objectives rather than the page number from the textbook.
- Provide feedback
  - Not necessarily teacher feedback
  - Encourage peer and collaborative feedback



## Suggestions for Homework

- Homework assignment must be reasonable.
  - Meaning, students must be ready for what is assigned.
  - Evaluation is formative.
  - Students should be allowed to redo and revise homework.
  - Homework is a part of the LEARNING process.
- Grading Homework?
  - 75% of US teachers grade



## **FEDDBACK IS MORE MOTIVATING**

Than the grade.....



## **Differentiate Homework**

- Provide Choices for Students
- Vary amount and time for the homework



## **Some Ideas About Homework**

- TECHNOLOGY
  - Students are already using technology
  - Why not take advantage of social networking and technology?
  - Technology increases student motivation to complete homework.
  - Promoting dialogue, understanding of audience, and digital literacy.
  - No more lost papers!



## **Some Ideas for Using HW and Tech**

- Blogging
- Wikis
- Podcasts
- Wequests
- Twitter (student comments from reading)
- Facebook



### A Few Questions

1. How do your students study?
2. What kinds of homework do you typically assign?
3. How do you teach your students how to study in your content area?



### The Basics

Teach students how to organize their time each week.

Teach students how to prioritize the tasks that they must complete.

Teach students to write it down! – Personal organizers, charts, assignment notebooks.

There are some great Web 2.0 organizers like Evernote and Livebinder



### Strategies

- Remember to “front load” information and support the students’ development of new study skills.
- Review and Discuss what the students are assigned to study.



### Note Taking

- ABC Brainstorm: Select a topic and/or a vocabulary term and then summarize what they know.
- 2-3 Column Notes: Cornell Notes is probably the most used and well known.



Name \_\_\_\_\_  
Date \_\_\_\_\_

## ABC BRAINSTORM

Topic: \_\_\_\_\_

A	N
B	O
C	P
D	Q
E	R
F	S
G	T
H	U
I	V
K	X
L	Y
M	Z

As students brainstorm information, the ABC framework helps them organize their thoughts. Because a fact or point of information must be recorded for each letter of the alphabet, the students must dig more deeply to retrieve information for this kind of brainstorm.

### Tips For Classroom Implementation

Name \_\_\_\_\_  
Date: Jan 29, 2009

**CORNELL NOTES**

Topic: Legislative, The Medical

**Questions/Key points**

Why is the title called "Legislative"?

Why did the gov. do that?

Why is there a double check?

**Notes**

- Because a double check is needed and the mark is right to be there.
- Because the medical is not built for the medical.
- Because they wanted to add some of the things that are there.

**Summary**

The article is about the medical legislative. It shows how the legislators make the medical work better and how it is for.

Model this strategy for the students and remind them of the five Rs of note taking:

1. Record the most important or emphasized information.
2. Reduce and synthesize information whenever possible, making it as concise as you can.
3. Recite: read your notes aloud.
4. Reflect and consider how this information is connected to your personal experiences and what you already know.
5. Review: look over your notes more than once.

Cornell Notes are most frequently used at the high school level. Oftentimes when we assign textbooks for our students to read, they are faced with text that is densely packed with information. Cornell Notes are a structure that helps students pull out the key ideas and details.

### Cornell Notes

Topic: Macbeth, Act IV, scene iii

Main Idea(s)	Details/Important Lines
<ul style="list-style-type: none"> <li>• Macduff, Ross, and Malcolm are talking. Macduff has a bigger reason to kill Macbeth.</li> </ul>	<ul style="list-style-type: none"> <li>• Doctor informs about a disease called "evil".</li> <li>• King of England can't heal.</li> <li>• Ross tells the bad state of Scotland.</li> <li>• Ross lies to Macduff about family.</li> <li>• Ross tells Macduff about his dead family.</li> <li>• Malcolm says, "man up."</li> </ul>

Look back at lines 145-159 about sickness and King Edward healing the sick. What does this story have to do with the play? Hint: Think metaphor.

It is relevant because it is saying how Edward was a good king and technically making Macbeth because he is only worsening his country.

Sample from Macbeth

$f(x) = (x-4)(x+3)(x-1)^2$

$g(x) = \frac{1}{2x^2}$

- Plug in numbers in the calculator, plug in function
- look for x and y intercepts
- graph them in my graph - parenthesis graph - its continuous - doesn't stop.
- It has two points as the minimum.
- with these functions, I should get two curves minimum.
- plug in calculator - paper to find the asymptote of - graph the points (x,y) and see if there's a connection
- This graphs are close to the x but they never touch the x axis directly - I should at least get two curves

**Summary**

The function of the first graph needs to have two minimums and it has to be continuous. For the second function, I know it will have a vertical asymptote and two curves are going to be drawn/formed.

I have to remember to write the parenthesis to get the right answers.

Sample from Mathematics: Graphing

## Terms and Vocabulary

### Concept or Definition Map

### Vocabulary Word Maps

Name \_\_\_\_\_ Date \_\_\_\_\_

### VOCABULARY SLIDE

Name \_\_\_\_\_ Date \_\_\_\_\_

### CONCEPT OR VOCABULARY MAP II

Samples are from: McKnight, K. (2010). *The Teacher's Big Book of Graphic Organizers: 100 Reproducible Organizers that Help Kids with Reading, Writing, and the Content Areas.* Jossey-Bass.

Name \_\_\_\_\_ Date \_\_\_\_\_

### CONCEPT OR VOCABULARY MAP III

Name \_\_\_\_\_ Date \_\_\_\_\_

### CONCEPT OR VOCABULARY MAP IV

Samples are from: McKnight, K. (2010). *The Teacher's Big Book of Graphic Organizers: 100 Reproducible Organizers that Help Kids with Reading, Writing, and the Content Areas.* Jossey-Bass. 23

## Word Detective

- The importance of encouraging students to study words cannot be emphasized enough.
- In this center, students are prompted to research the etymology of words (and content area terms) and connect visual images to the words that they encounter.

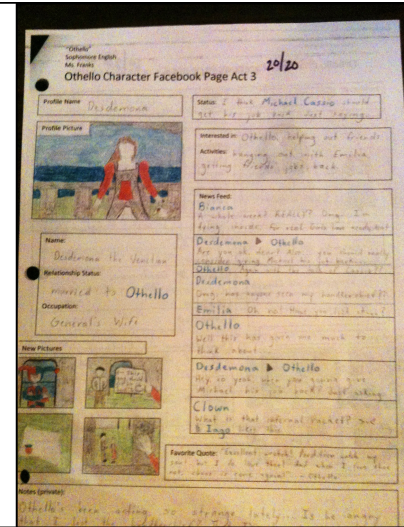
## Creating Slide Shows



- [www.photopeach.com](http://www.photopeach.com)



What are the instructional possibilities of a Fakebook page?



## Your Turn

What super cool homework assignments do you assign your students?

Please turn to 3-4 elbow partners and share your very best homework assignment.



## Some Final Reminders About Homework



- Make sure that the homework can be completed independently (Introducing new content is not a good idea.)
- Homework is an opportunity for students to practice and “play” with the content that they have learned.
- Use technology when possible---HUGE motivator for our teenagers (Edmodo, Blogs, Wikis, Photo Peach, Garage Band, Animoto, Google Docs)
- Use strategies that teach students to become more strategic readers and thinkers.

