



Effective Homework Time

Objectives



YOU FOR YOUTH

- Identify 21st century, study and learning skills that can be developed during homework time.
- Describe the use of specific skill-building tools and techniques that support success in school.
- Explain homework time challenges and identify strategies to address them.





Homework



Rethinking Homework



Assets of Afterschool

- Friends
- Resources
- Peer help
- Adult help
- Adult support and feedback
- Tools for keeping up with assignments

Skills for Success in School and Life

- Learning and Thinking Skills
 - Problem solving
 - Communication
 - Collaboration
- Life Skills
 - Leadership
 - Personal responsibility
 - Self-Direction
 - Accountability
- Core Subject Knowledge



Keeping Homework Time Engaging



- Use transition activities.
- Incorporate social elements.
- Have activities for youth who finish early.

Offering Choice



A+ Math Worksheet

$\begin{array}{r} 2 \\ + 3 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ + 4 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ + 2 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ + 7 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ + 3 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ + 6 \\ \hline \end{array}$	$\begin{array}{r} 1 \\ + 7 \\ \hline \end{array}$
---	---	---	---	---	---	---

$\begin{array}{r} 5 \\ + 8 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ + 1 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ + 4 \\ \hline \end{array}$	$\begin{array}{r} 1 \\ + 7 \\ \hline \end{array}$	$\begin{array}{r} 0 \\ + 3 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ + 0 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ + 2 \\ \hline \end{array}$
---	---	---	---	---	---	---

$\begin{array}{r} 2 \\ + 3 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ + 1 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ + 6 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ + 3 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ + 5 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ + 3 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ + 2 \\ \hline \end{array}$
---	---	---	---	---	---	---

$\begin{array}{r} 3 \\ + 0 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ + 4 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ + 2 \\ \hline \end{array}$	$\begin{array}{r} 1 \\ + 7 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ + 1 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ + 8 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ + 3 \\ \hline \end{array}$
---	---	---	---	---	---	---



Odds or Evens

Players: Two

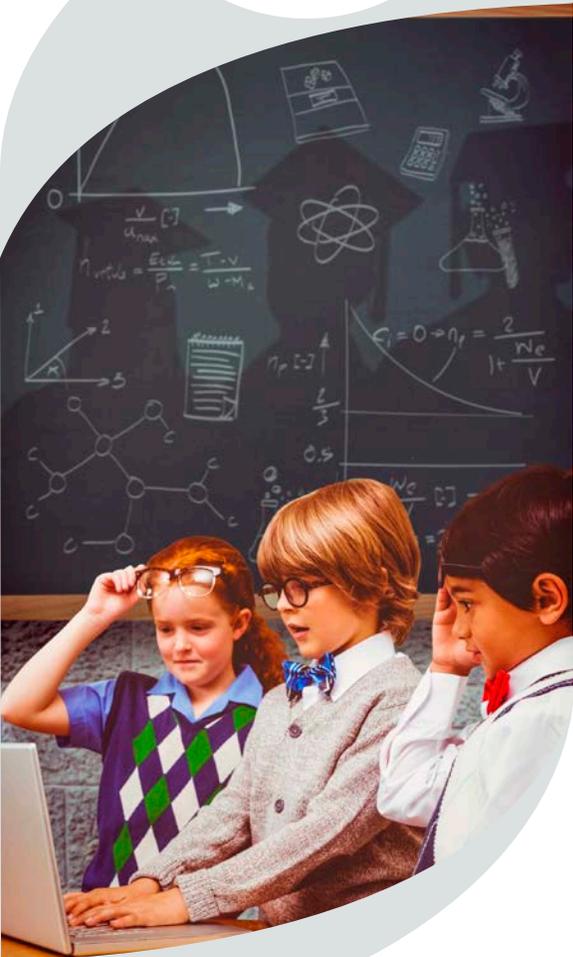
Goal: Be the first to make 15 from three cards in a row, column, or diagonal.

How to Play:

1. Make a set of cards 1-9.
2. One player takes the five odd-number cards and one takes the four even-number cards.
3. Player with odd cards places one card on the grid.
4. The player with the even cards puts one on the grid.
5. Keep it going! The first player who makes a row, column, or diagonal that equals 15 wins!



Grouping



- Promote 21st century skills such as collaboration.
- Free staff to help youth with greatest needs.
- Youth teach other youth, fostering content mastery.

Grouping Sort



Student Grouping Cards

Warren Johnson

- 5th grade
- Excellent reader and writer; good student
- Competitive; able to set and achieve goals; impatient

Homework: Pick a state for your "state project" and write a proposal on why you should be able to do a report on that state.

Francis Chan

- 5th grade
- English language learner; likes science
- Natural leader; excellent artist

Homework: Think of two project ideas for the science fair. Write down your question and two possible hypotheses for each idea.

Elizabeth Stewart

- 4th grade
- Excellent reader; very creative thinker
- Bundle of energy; likes to dance and sing

Homework: Turn in corrections on the "Matter" test.

Boomer Okara

- 4th grade
- Excellent student; math and science are his favorite subjects
- Friendly; outgoing nature; relatively

Maryam Bello

- 3rd grade
- Good student; likes to write stories
- Very patient; somewhat quiet; able to set goals

Homework: Complete worksheet comparing fractions using less-than, equal, and greater-than symbols.

Ana Maria Schwartz

- 2nd grade
- Average student; likes spelling and reading
- Bundle of energy; likes working with the older kids

Homework: Write a story about the day after Alexander's bad day in *Alexander and the Terrible, Horrible, No Good, Very Bad Day*.

Mikey Dillon

- Kindergarten
- Learning how to read; likes to play games
- Has trouble following direction; likes working with others

Homework: Draw pictures of three animals and three foods that begin with the letter of the week, "R."

Edith Carmen Moreno



Student Grouping Cards

Sheila Rodriguez

- 5th grade
- Very good in math; has trouble completing homework
- Very patient; likes number and logic games

Homework: Develop questions for your interview with an older person. Ask about his/her life and community when he/she was your age.

Khalil Peters

- 5th grade
- Average student; has trouble staying focused
- Good athlete; likes to create and play games; likes to help the younger students

Homework: Read section 1.4 in the Social Studies book. Answer the end of the chapter questions.

Elliot Monroe

- 4th grade
- Good student; likes Social Studies best
- Prefers to work independently; very imaginative

Homework: Write a story about what happens to Wilbur or one of Charlotte's baby spiders at the end of *Charlotte's Web*.

Jamie Freemont

- 3rd grade
- Has difficulties with reading; good with numbers
- Easygoing nature; likes to work with others

Homework: Identify and write a description of the clouds that you see in the sky this afternoon after school.

Mike Pascal

- 2nd grade
- Has difficulties with math; likes Social Studies; good reader
- Competitive; likes riddles and jokes

Homework: Write a paragraph on how you would have handled the bad incidents, if you were Alexander in *Alexander and the Terrible, Horrible, No Good, Very Bad Day*.

William Ortiz

- 1st grade
- Likes spelling and math; has trouble focusing during homework time
- Prefers to work in groups; likes word games

Homework: Write a sentence from Tar Beach and illustrate it; write five sentences using this week's vocabulary words.



Options for Grouping



- Age or grade level.
- Similar subjects or assignments.
- Pairing more advanced students with those who struggle.



Next Steps



- Homework strategies to pursue.
- Ideas for creating an engaging environment, homework systems and new methods.
- Timeline.