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Using Homework to Support Standards

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USING HOMEWORK TO SUPPORT STANDARDS

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ABSTRACT

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Historically, homework has been a controversial issue that has impacted teachers, students, and parents (Gill & Schlossman, 1996, 2004). Opponents of homework are quick to talk about the hours of meaningless homework that students are required to complete and how homework detracts from family time (Kralovec & Buell, 2000). However, this is no reason to completely do away with homework. Teachers may lack access to meaningful homework that is aligned with what students are expected to know. Homework is an important part of a student's education (Cooper, 1989). Homework that has a defined purpose before it is assigned has been shown to impact student achievement (Marzano, Pickering, & Pollock, 2001). The purpose of this project is to provide grade 2 teachers in North Central Washington with purposeful mathematics homework that is aligned with state and national standards.

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CHAPTER I

PROJECT BACKGROUND

Should students get homework? Does homework produce student achievement? What can be done to alleviate the concerns of parents? How can educators make homework more effective? These are all questions that will guide this project.

Historically, homework has been a controversial issue (Gill & Schlossman, 1996). Early in the 20th century homework was used as a method to help students memorize what they were learning at school (Gill & Schlossman, 1996). Opponents of homework viewed it as a threat to student health (Gill & Schlossman, 1996). After the launch of Sputnik homework was viewed as a way to accelerate learning. In 1983, upon the release of *A Nation At Risk* homework was viewed as an instructional method to increase student achievement (Gill & Schlossman, 2004).

Most recently homework critics believe that homework detracts from family time and creates tension between parents and their children (Kohn, 2007). According to Kralovec and Buell (2001) family life has been radically transformed over the last twenty years. Parents are working longer hours and there are more single-family households (Kralovec & Buell, 2001). They believe that homework only puts more demands on the most needy families. Other critics such as Kohn (2006c) suggest that homework is ineffective, meaningless, and should be abolished.

However, Cooper (1989) found that homework increases student achievement for middle and high school students. He suggests that teachers should assign homework to elementary school students to build the independence and study skills necessary to

complete homework when they reach middle and high school. Cooper, Robinson, Patall (2006) supported the same findings, but also found studies that suggest that homework can help students as young as second grade, perform better on unit tests.

Students that do more homework and watch less television have better grades. However, this does not mean that teachers should pile on the homework. In order for homework to be effective, it must be connected to what students are learning in class (Woolfolk, 2001). In Washington State, standards determine what students need to know and be able to do (Office of Superintendent of Public Instruction (OSPI), 2008b).

Homework should be given to students. There is research that suggests that students who receive homework show gains in the classroom (Marzano, Pickering, & Pollock, 2001). By defining a clear purpose for homework, parents can see how homework will help their child learn important academic and life skills. A good way of ensuring that homework has a clear purpose is by aligning the homework with Washington State standards since standards state what students should know and be able to do.

This project will bring homework and standards together to form a product that will provide students with homework that has a clearly defined purpose. It will also help teachers be more intentional with homework, and decrease homework problems by informing teachers and parents about homework research and encouraging communication.

Statement of the problem

According to Marzano et al. (2001) homework should have a clear purpose. Many curricula have a purpose for the homework that they provide in their resources.

The purpose is listed in parent and student friendly language. However, when a publisher makes these materials they are usually very broad in scope since the materials cater to various states (National Academy of Education, 2009). Currently, as of 2010, every state has its own standards and benchmarks that students must meet (Spring, 2008). Since the materials are not specifically made to meet the standards and benchmark of a particular state they may lose their purpose. They become busy work or something that is just assigned as part of the curriculum. This can be problematic. Without a clearly defined purpose homework loses its impact on student learning. A 2008 review of math curricula in the state of Washington identified some gaps in the coverage of state standards by various curricula (OSPI, 2008b). According to (OSPI, 2008b) gaps were identified for the Bridges curriculum. The following standards need to be supplemented:

- Performance Expectation 2.4.C: Model and describe multiplication situations in which sets of equal size are joined.
- Performance Expectation 2.4.D: Model and describe division situations in which sets are separated into equal parts.

Currently, Lincoln Elementary uses the Bridges curriculum and lacks homework for the specific Washington State math standards for which gaps exist. To supplement for the gaps in the Bridges curriculum this project will provide homework that aligns with Washington State Performance Expectations 2.4.C and 2.4.D.

Purpose of the project

The No Child Left Behind Act of 2001 required states to develop academic standards (Spring, 2008). The National Council for Teachers of Mathematics (NCTM) developed standards for teaching mathematics in 2000. These standards have influenced

state math standards (NCTM, 2001). The NCTM standards of 2000 are reflected in the Washington state grade level expectations (OSPI, 2008a). The purpose of this project is to provide grade two math educators at Lincoln Elementary with homework that is aligned with national and state standards. The purpose of this project will also provide teachers and parents with homework guidelines. The guidelines will help teachers develop more effective and meaningful homework. Parent guidelines will help parents understand their role in their child's homework.

Significance of the project

According to Kralovec and Buell (2001) homework is very disruptive to family life and leads students to drop out of school. Others homework critics believe that homework should be abolished (Kohn, 2006c). In all this chaos it is easy to forget that homework is an effective instructional tool. According to Marzano et al. (2001) research suggests that homework can increase student achievement for students as low as second grade. This project will provide grade two math teachers and students with well-defined homework in which they will be able to practice the concepts learned in class. Homework will be correlated with national and state math standards. This project will provide guidelines for teachers so they can produce homework with well-defined objectives. The parent guidelines will encourage communication and will reduce homework problems by helping parents understand the importance of homework and how homework problems can be avoided.

Limitations of the project

As with any project with a clear focus there are limitations to its use. The limitations are as follows:

- The homework is specifically aligned with the Washington State grade 2 mathematics standards.
- The homework is for grade 2 math teachers and students.
- The impact for some students may vary depending on parent support and access to resources
- The amount of home communication is dependent on the teachers and parents.

Definition of terms

The following is a list of some of the terms that will be used throughout the project and also a definition of the term:

Homework: A focused assignment that correlates with the concepts, which are being learned in class (Woolfolk, 2001).

Project overview

This project is organized into five chapters. Chapter one contains the statement of the problem, purpose of the project, significance of the project, limitations of the project, and the definition of terms. Chapter two contains a literature review that provides research, which supports this project. Chapter three contains the background of the project and project procedure, development, and implementation. Chapter four contains a written description of the project. Lastly, chapter five contains a summary, conclusions, implications, and recommendations.

CHAPTER II

INTRODUCTION

In a time when standards prescribe what teachers should teach it is important that teachers ensure that all instructional materials and resources are aligned with standards. Standards can provide a purpose for why students are learning what they are learning. It is important that all school districts across the nation teach students using standards as a guide so that all students receive an equitable education (McDonald, 2002).

Homework has long been a part of the American education system and has been used to support learning in the classroom (Gill & Schlossman, 1996, 2003, 2004). Homework requires time from teachers, students, and parents. As an instructional material, homework should be aligned with standards so that all involved understand the purpose.

Chapter II of this project will focus on the history of math standards and homework. It also presents the concerns of opponents of math standards and homework. This chapter will present research that suggests a link between homework and student achievement and also consider the effects of homework beyond achievement. Lastly, this chapter will review the multicultural perspective of homework and close by examining what purposeful homework should look like.

History of Standards

Despite what some may think standards are not new to education (Ravitch, 2010). In *We've Always Had National Standards*, Ravitch (2010) discusses how teachers in the late 19-century used textbooks as a guide for what students needed to learn. In 1892, the

National Education Association formed the Committee of Ten to address the growing dissatisfaction with secondary education (Center for the Study of Mathematics Curriculum, 2004). Gutek (1992) explains, "...college and university administrators in particular, wanted to standardize the high school curriculum to facilitate the evaluation of the transcripts of high school graduates" (p. 301). Between the 1890s and the early 1950s progressive education focused standards more on the needs of individuals instead of academics. Other movements such as the life-adjustment movement also transformed standards during this time period (Gutek, 1992). The launch of Sputnik in 1957 and the passage of the National Defense Education Act of 1958 called for higher academic standards (Gill & Schlossman, 2003, 2004).

In 1983 the United States Department of Education published *A Nation At Risk* (1983). Before this report was released it was believed that the United States education system was strong (U.S. Department of Education, 2008). However, The National Commission on Excellence in Education (1983) found that the United States educational system was not progressing as well as other countries. They described how the United States education system was failing students. According to The National Commission on Excellence in Education (1983):

- "Some 23 million American adults are functionally illiterate by the simplest tests of everyday reading, writing, and comprehension" (p. 8).
- "About 13 percent of all 17-year-olds in the United States can be considered functionally illiterate. Functional illiteracy among minority youth may run as high as 40 percent" (p. 8).
- "In most schools, the teaching of study skills is haphazard and unplanned.

Consequently, many students complete high school and enter college without disciplined and systematic study habits" (p. 22).

- "Too few experienced teachers and scholars are involved in writing textbooks. During the past decade or so a large number of texts have been "written down" by their publishers to ever-lower reading levels in response to perceived market demands" (p. 21).
- "In England and other industrialized countries, it is not unusual for academic high school students to spend 8 hours a day at school, 220 days per year. In the United States, by contrast, the typical school day lasts 6 hours and the school year is 180 days" (p. 21).

Based on these and other findings The National Commission on Excellence in Education (1983) recommended changes to the U.S. education system. In regards to standards and expectations they recommended, "...schools, colleges, and universities adopt more rigorous and measurable standards, and higher expectations, for academic performance and student conduct..."(p. 27). These recommendations influenced a standards movement across the country in the 1980s and 1990s (U.S. Department of Education, 2008).

Many of the early standards were not very strong because they lacked clarity and rigor (U.S. Department of Education, 2008). In 1989 NCTM released the NCTM Standards of 1989. These standards influenced the development of math standards across the country (Raimi & Braden, 1998). In 1994, congress passed the Improving America's Schools Act of 1994, which required states to adopt academic standards (U.S. Department of Education, 2008). During the 1990s NCTM worked on revising their

standards, which led to the publication of the *Principles and Standards for School Mathematics* in 2000.

In Washington State in 1993, the Education Reform Act of 1993 was passed. This Act led to the creation of the Commission of Student Learning (Holayter, 1998). The Commission of Student Learning was directed to develop "clear, challenging academic standards" (Holayter, 1998). What was developed became known as the Essential Academic Learning Requirements (EALRs). The EALRs established benchmarks at 4th, 7th, and 10th grades. They stated what students should know and be able to do (OSPI, 2004).

In 1997, the Commission for Student Learning approved the EALRs for math. That same year the math EALRs where criticized for lack of clarity, content, reason, and negative qualities (Raimi & Braden, 1998). Raimi and Braden (1998) noted that the document that they reviewed was stamped approved but also stated that the document was a work in progress. However, the same document was reformatted in 1998 and was basically identical to the original document (Finn & Petrilli, 2000). In 2000 the same math EALRs again received a failing grade for lack of clarity, content, reason, and negative qualities (Finn & Petrilli, 2000).

In 2004, OSPI released a new and improved math standards document named the *Mathematics K-10 Grade Level Expectations: A New Level of Specificity* (GLEs). The GLEs stated what students should learn and be able to do at each grade level (OSPI, 2004). It should be noted that the 1989 and 2000 NCTM standards were used as a guide to develop the GLEs (OSPI, 2004). The GLEs were also correlated with the EALRs (OSPI, 2004). In the introduction to *Mathematics K-10 Grade Level Expectations: A*

New Level of Specificity (OSPI, 2004) noted that,

> The original EALRs defined benchmarks, or cumulative indicators, for grades 4, 7, and 10. Written in very broad terms to provide flexibility and local control, each district had the responsibly to determine the learning expectations for students in the other grades. Content frameworks were developed to provide grade level guidance (p. 1).

In 2005, even though the *K-10 Grade Level Expectations: A New Level of Specificity* was a step in the right direction, it was once again given a failing grade for clarity, content, reason, and negative qualities (Klein, Braams, Parker, Quirk, Schmid, & Wilson, 2005). This time the standards were described as being too dense and difficult to understand (Klein et al., 2005).

In 2007, OSPI requested an independent review of the Washington State math standards. The review conducted by Strategic Teaching: Better Learning by Design also found similar defects with the state math standards (Plattner, 2007). According to Plattner (2007) the EALRs and GLEs were evaluated on content, rigor, specificity, clarity, depth, grade-to-grade coherence, measurability, accessibility, and balance. The review found that math standards in the State of Washington needed to be improved. The evaluation stated that expectations were too low for students for the content they should be learning (Plattner, 2007). They also found that the GLEs lacked clarity (Plattner, 2007). Several recommendations came from the independent review. The recommendations were that math standards be raised and clarified, and that the standards document be user-friendly, among other recommendations (Plattner, 2007).

Based on these recommendations OSPI released a new standards document in

2008. The EALRs and GLEs where replaced by grade level Performance Expectations (OSPI, 2008a). The number of standards was lessened and the document became easier to use and understand. Currently, the *Washington State K-12 Mathematics Standards* document is what is used to guide math instruction in the State of Washington (OSPI, 2008a).

Opposition to Standards

The most recent standards movement that was set off by *A Nation At Risk* has not come without its critics. Some believe that developing standards can be problematic because it must be determined who should decide what is important (Spring, 2008). Spring (2008) asks the question whom should determine what is deemed important to become a standard. In the 1990s when NCTM was revising the NCTM 1989 standards it involved math teachers, mathematicians, administrators, and researchers in the process (NCTM, 2000). In Washington State, teachers, administrators, parents, and the community were all involved in the development of the EALRs and GLEs (OSPI, 2004). These examples demonstrate that no one person is given the power to determine what is important, but rather many groups are involved in the development of standards.

Another concern that critics hold is that standards take away freedom from teachers and local school districts to determine what they believe they should teach (Kohn, 2010). Kohn (2010) states, "countless inventive learning activities have been eliminated in favor of prefabricated lessons pegged to numbingly specific state standards" (p. 28). Kohn (2010) believes that local schools should determine what is taught. The *Principles and Standards for School Mathematics* specifically states that, "Principles and Standards supplies guidance and vision while leaving specific curriculum

decisions to the local level" (NCTM, 2000, p. 6). The idea of reserving some decisions for local school districts and teachers is also shared by OSPI. OSPI (2008a) states that, "decisions about instructional methods and materials are left to professional teachers who are knowledgeable about the mathematics being taught and about the needs of their students" (p. ii). The standards are not described as comprehensive. Flexibility is given to teachers so they can determine if more should be taught (OSPI, 2008a). This flexibility allows for differentiated instruction.

History of Homework

The early history of homework is difficult to determine (Gill & Schlossman, 1996). Historians are uncertain about how homework was assigned by teachers and completed by students (Gill & Schlossman, 1996). According to Gill and Schlossman (1996) during the 19th century, "...drill, memorization and recitation was integrated fully into the instructional process" (p. 30). During this time school was divided into elementary school (grades 1-4), grammar school (grades 5-8) and high school (Gill & Schlossman, 1996).

Homework was not very common at the elementary level because of poor attendance (Gill & Schlossman, 1996). Elementary schools were overcrowded and the multiage classrooms also made it difficult to assign homework (Gill & Schlossman, 1996). However, students in grammar and high school had homework. "The centerpiece of classroom life in almost all academic subjects was the recitation" (p. 30). It is not clear how much time grammar school students spent on homework, but evidence suggests large chunks of time were set aside for recitation (Gill & Schlossman, 1996). Students at the high school level were required to complete 2-3 hours of homework 7

days a week (Reese, 1995, as cited in Gill & Schlossman, 2004, p. 174). Parents were required to reduce the number of chores that students had and also ensure that their child had a place to study (Gill & Schlossman, 1996). Since school was optional after the age of 14, few parents complained about homework (Gill & Schlossman, 2004).

During the 19-century parent complaints about homework had little effect on changing policy (Gill & Schlossman, 1996). Gill and Schlossman (1996) note some examples in Boston and San Francisco where there were concerns that too much homework was affecting students' health. This led to changes in school policies on homework. In these cases homework was prohibited, limited, or optional. However, these policies rarely lasted because educators at the time believed that since high school was optional students should have to work hard. If students could not handle the demands of school it was believed they could simply drop out (Gill & Schlossman, 1996). "As the century came to a close, however, this broad base of support for homework began to weaken noticeably, as many respected educators and influential parents joined a growing national movement against homework" (Gill & Schlossman, 1996, p. 32).

In the 1880s the president of the Boston School Board openly criticized homework (Gill & Schlossman, 1996). The president was Civil War hero Francis Walker. According to Gill and Schlossman (1996), Walker believed that the learning capacity of his children was diminished by the hours of homework they had to complete. He was also concerned, "...that homework sapped children's health, mentally and emotionally as well as physically" (p.32). His message became the central theme of anti-homework advocates in the 20th century (Gill & Schlossman, 1996). The anti-homework

movement became part of the progressive education movement (Gill & Schlossman, 1996).

At the beginning of the 20th century it was believed that homework was a way to discipline the mind (Brink, 1937 as cited in Cooper, Lindsay, Nye, & Greathouse, 1998, p.71). "The mind was viewed as a muscle, and memorization not only led to knowledge acquisition but was also good mental exercise" (Cooper et al., 1998, p.71). Homework was viewed as an instrumental tool in helping with memorization at home (Gill & Schlossman 1996, 2004; Cooper et al., 1998). Dr. Joseph Mayer Rice discredited this belief when he studied the effects of spelling homework. Rice (1897) found that spelling homework exhausted children and did not have any positive gains in achievement or future spelling ability (as cited in Gill & Schlossman, 2004, p.175).

As progressive education began to transform schools, homework gained a reputation for threatening students' health (Gill & Schlossman, 2004). "Local and state women's organizations (notably the PTA) pressed school boards to regulate and minimize how much homework teachers could assign" (p.175). The editor of *Ladies' Home Journal*, Edward Bok also held the belief that homework was unhealthy. He was also against presenting academic material to students that was developmentally inappropriate (Gill & Schlossman, 1996). Bok believed that no homework should be assigned to students under the age of 15. He also believed that students should not begin school until the age of 7 and even then believed that the focus should not be on academics.

In the 1920s and 1930s progressive education put the responsibility of instruction solely on the teacher since they were viewed as the experts. Critics opposed homework

because they feared that parents would get involved in the education of their children. This was problematic since only the teacher was prepared with the skills to effectively teach (Gill & Schlossman, 1996).

According to the American Child Health Association (1930) homework and child labor were the leading cause of child death due to tuberculosis and heart disease (as cited in Gill & Schlossman, 2004, p.175). There were also concerns about the amount of time that homework was taking away from leisure and family time (Gill & Schlossman, 2004). Homework critics began to express the concern that students were not getting enough sun in order to grow healthy (Gill & Schlossman, 1996). According to Gill and Schlossman (2004) evidence suggests that despite all of the negative commentary about homework most parents tended to be in favor of homework as long as it was not overly demanding. Parents believed that homework increased student achievement, helped develop character, and viewed homework as a good way to see what their child was working on in school (Gill & Schlossman, 2004).

In the 1940s developing problem solving skills and developing a joy for learning became more important than memorization (Cooper et al., 1998). Homework continued to be questioned because of its focus on memorization (Cooper et al., 1998). It was not until the 1950s that homework became more acceptable. In 1957 the Soviet Union launched *Sputnik*. Russian students were viewed as smarter and harder working than U.S. students (Gill & Schlossman, 2004). According to Cooper et al. (1998), "Homework was viewed as a means for accelerating the pace of knowledge acquisition" (p.71).

During the 1950s and 1960s when homework was viewed as more favorable Avram Goldstein reanalyzed data from homework studies conducted in the 1930s. Goldstein (1960) found that some previous homework studies had been skewed by bias (as cited in Gill & Schlossman, 2004, p. 177). His new analysis suggested that homework affected achievement in a positive way and he suggested that all schools assign homework. During this time many schools took steps to reverse policies that limited or abolished homework (Gill & Schlossman, 2004).

In 1983 The National Commission on Excellence in Education (1983) put homework back in the spotlight when it recommended that, "Students in high school should be assigned far more homework than is now the case" (p. 29). This recommendation was followed by the publication of *What Works: Research About Teaching and Learning* in 1986. In the opening to *What Works* (1986), U.S. Secretary of Education William J. Bennett stated, "It is intended to provide accurate and reliable information about what works in the education of our children..." (p. v). *What Works* was divided into three sections; home, classroom, and school (Gutek, 1992). There were 41 topics that were covered and there was a one-page summary of all of the research findings for each topic (U.S. Department of Education, 1986). Homework was one of the topics covered in the classroom section.

What Works (1986) stated that homework helped students "at all levels of ability" (p. 41). It also stated that, "Homework boosts achievement because the total time spent studying influences how much is learned" (p. 41). It went one step further and addressed homework quality by recommending that teachers directly relate homework to what students are learning in the classroom. Teachers should also review homework

assignments and clarify instructions. Lastly, *What Works* (1986) noted that teachers should provide feedback after the homework was completed. The support towards homework continued into the 1990s since teachers saw it as a way to support standards (Cooper, 2001). However, support for homework also began to fade in the 1990s and anti-homework sentiment began to set in (Gill & Schlossman, 1996, 2006; Cooper, 2001).

Opposition to Homework

Homework has a long history of support and opposition (Gill & Schlossman 1996, 2001; Cooper et al., 1998; Cooper 2001). According to Cooper (2001), "Homework controversies follow a 30-year cycle, with outcries for more or less homework occurring about 15 years apart" (p. 34). In the early history of homework Boston and San Francisco limited or abolished homework out of concerns for students' health (Gill & Schlossman, 1996). Civil War hero Francis Walker said homework was ineffective. This view was later supported by a study conducted by Dr. Joseph Mayer Rice (1897, as cited in Gill & Schlossman, 1996). Many of these early concerns had to do with the health of the child. During the progressive education period the education of the whole child was viewed as important. Concerns about the impact homework was having on family life were also raised (Gill & Schlossman, 2004). In the 1960s there were also concerns about homework putting too much pressure on students (Wildman, 1968, as cited in Gill & Schlossman, 2004). The controversy over homework continued through the rest of the century and resurfaced again at the end of the century. In 2001, Cooper (2001) stated, "Almost like clockwork, the controversy regarding the value of homework has begun again" (p. 34).

In 2000, Etta Kralovec and John Buell published *The End of Homework: How Homework Disrupts Families, Overburdens Children, and Limits Learning*, which some researchers view as, "the first high-profile attack on homework" (Marzano & Pickering, 2007, p.74). In 2006, *The Case Against Homework: How Homework Is Hurting Our Children and What We Can Do About It* by Sara Bennett and Nancy Kalish and *The Homework Myth: Why Our Kids Get Too Much of a Bad Thing* by Alfie Kohn were published. Also, in 2006 *The Myth About Homework* was published in Time magazine. According to Marzano and Pickering (2007a), "arguments against homework are becoming louder and more popular..." (p. 74).

Kralovec and Buell's (2000) arguments against homework were summarized in *End Homework Now*, which was published in 2001. They had five reoccurring concerns: homework puts too much pressure on students, homework detracts from family time, homework is a form of social discrimination, no research exists to support homework, and homework endangers the health of students.

Kralovec and Buell (2000) state that when they interviewed some high school dropouts they mentioned that one of the factors that led them to dropout was their inability to finish their homework. They cite Cooper (1989) as evidence that homework is not correlated with higher student achievement. They only focus on the part in which Cooper (1989) states that his study could not find any correlation with achievement in the elementary grades. However, Kralovec and Buell (2000) neglect to focus on the evidence that supports giving homework to high school students. Another serious flaw that exists in Kralovec and Buell's (2000) claim that homework puts too much pressure on students is their inaccurate reporting of a University of Michigan survey that stated

how much time elementary school students spent on homework. Kralovec and Buell (2000) state, "...[elementary] homework has increased to 134 minutes a day from its figure of 85 minutes" (p. 20). However, "In 1981, time diaries indicated that primary-grade children spent an average of 52 minutes per week; this figure increased to 128 minutes per week in 1997" (Hofferth & Sandberg, 2000, Table 2, as cited in Gill & Schlossman, 2003).

During the 20th century educational reform had little impact on increasing the amount of homework high school students completed with the exception of the decade after Sputnik was launched (Gill & Schlossman, 2003). Gill and Schlossman (2003) acknowledge that homework for elementary students had increased 146% between 1981 and 1997 (Hofferth & Sandberg, 2000, Figure 6, as cited in Gill & Schlossman, 2003) but note that the jump seems very large because of the small baseline measurement. Loveless (2003) states, "based on a seven day week, the daily equivalents are about 7 minutes of homework in 1981 and 18 minutes in 1997, an increase of 10-11 minutes per day" (p. 11).

Another contradictory point that Kralovec and Buell (2000) make is that homework detracts from family time while at the same time stating that unstructured family time is shrinking. They suggest that parents need more time to teach their children their beliefs while at the same time recognizing that parents of poverty have to work long hours and at times night shifts (Kralovec & Buell, 2000, 2001). After examining the Michigan Study, Loveless (2003) attributes some of the decrease in unstructured family time to an increase of structured activities for children.

According to Gill and Schlossman (2003), "...the perception of a heavy and growing homework load has been based almost entirely on anecdote (with the exception of the Michigan study)" (p. 320). It is important to recognize that extreme cases of overworked students exist, but also that they are not common (Skinner, 2004). Loveless (2003) states that many students do not have homework at all and says, "anecdotes can be woven together to create dramatic stories, but if they apply only to a small minority of people, they should not be construed to depict the experience of the average person" (p. 10). He also encourages parents to work out unique homework issues with teachers.

The Metropolitan Life Insurance Company (MetLife) has funded the *MetLife Survey of the American Teacher* since 1984. *MetLife Survey of the American Teacher* is an annual publication that seeks to provide the public with the perspective of teachers, parents, and students on various educational issues (MetLife, 2007). In 2007, MetLife published *MetLife Survey of the American Teacher: The Homework Experience*, which strived to, "ask students, teachers, and parents to share their perspectives on homework, its purposes, the time involved, the benefit" (MetLife, 2007, p. 3). MetLife (2007) found that 60% of parents thought that their child received the right amount of homework and that 25% thought that not enough homework was assigned. Parents that disagreed with homework were more likely to view homework as a burden and as busywork. They were also more likely to agree that homework took time away from family time.

Despite struggles that some parents may have with their children over homework they still continue to ask for it (Dudley-Marling, 2003). When students are struggling, parents sometimes make an effort to go above and beyond the teacher's homework expectations (Dudley-Marling, 2003). Dudley-Marling (2003) does not recommend that

homework be abolished but rather that parents, teachers, and administrators come up with a flexible homework policy that addresses the needs of students with special needs. Homework proponents agree (Marzano & Pickering, 2007a, c).

Kohn (2006c) acknowledges that homework can provide extra practice for students, yet he does not believe that homework should be part of schools. Kohn (2006b) cites lack of evidence that homework is effective and that it provides non-academic benefits such as self-discipline, time management skills, and fostering independence as reasons for doing away with homework. He also echoes the same concerns of Kralovec and Buell (2000) that homework cuts into family time. Kohn (2006b) refers to Dudley-Marling (2003) as evidence of how homework should be abolished because it causes family conflict. Kohn (2006a, 2007a) go a step further and accuses homework researchers of misrepresenting research in support of homework. In response to Kohn (2006a), Marzano and Pickering (2007b) continue to encourage teachers to provide homework within reason and encourage debate on the issue of homework. "However, opinions and support for those interpretations [of homework research] should be stated in a manner that is respectful to all parties concerned and does not ascribe the worst intentions to those who disagree with a specific position" (Marzano & Pickering, 2007b, p.513).

Kohn (2007b) again expresses his dislike for homework, but this time offers many suggestions for improving homework practices. One of the suggestions that Kohn offers is to ask students what they think about homework. MetLife (2007) found that 83% of elementary school students believe homework is important and 77% state that homework helps them learn.

Student Diversity and Homework

Homework critics cite the changing demographics of the American family and lack of educational resources as reasons to do away with homework (Kralovec & Buell, 2000). Kralovec and Buell (2000) even go as far as saying that, "...homework reinforces the social inequalities inherent in the unequal distribution of educational resources in the United States" (p.40). Dudley-Marling (2004) also shares stories about endless hours of homework and family arguments over homework. However, despite changing demographics and negative homework experiences it is important to examine these issues from a multicultural perspective and also recognize that these cases are not commonplace.

"Teachers' expectations may also be influenced by the behavior and physical appearance of the children" (Ritts, Patterson, & Tubbs, 1992, as cited in Banks & Banks, 2004, p.98). Banks and Banks (2004) state, "...teacher expectations are influenced more by negative information about pupil characteristics than by positive data" (p.98). Negative assumptions about students lead teachers to lower their expectations (Banks & Banks, 2004). Kralovec and Buell (2000) want to eliminate homework for low income and minority students because they see it as too much of a burden on them. What seems wrong is how they lump all individuals of a group together and then claim that they are fighting social inequality. Again, this is perhaps why minority and low-income students have less expected of them (Rosenthal & Jacobson, 1968, as cited in Banks & Banks, 2004).

Instead of making excuses for students, educators should look for ways to improve their practices. Students pick up on low expectations and begin to think that

they are not capable of achieving the same as students with high expectations (Banks & Banks, 2004). Banks and Banks (2004) suggest that, "Every exceptional student must be treated first as an individual, not as a member of a labeled group or category" (p.341). This thinking can extend to the parents.

Kralovec and Buell (2000) suggest that homework also puts too much pressure on parents. Again they use changing demographics and decreases in family time to support their agenda to abolish homework. However, despite the lack of resources at home, low-income parents strive to support their child's education (Banks & Banks, 2004). Banks and Banks (2004) recommend that teachers get to know parents rather than accepting stereotypical views about the particular groups they are from, being flexible and understanding, asking parents how they help their child at home, and having open communication with parents.

According to MetLife (2008) African American and Hispanic parents have a greater expectation of homework than white parents, 89% to 70% (p.23). Banks and Banks (2004) propose that teachers provide parents with specific suggestions for how they can help at home and also send educational resources and materials home to ameliorate any lack of resources that may exist in the home. Homework can serve as one of these educational materials.

Is Homework Effective?

In order to address the concerns of homework critics it is important to examine what research says about the effectiveness of homework. Paschal, Weinstein, and Walberg (1984) looked at empirical research between 1966 and 1981 that looked at the effects of homework. Based on there synthesis of 15 studies they were able to establish

several findings. First, they found a link between homework and achievement. The link between homework and achievement was further strengthened when homework was graded or feedback was given to students. They also found that homework was more effective when it was assigned on a consistent and daily basis versus when it was assigned inconsistently or sporadically.

Cooper (1989) looked at 120 studies that looked at the effects of homework "...to gather, summarize, and integrate the research on the effects of homework" (p. 86). Cooper (1989) looked at different sets of studies to see "...whether homework improves students' achievement" (p. 86). In one set of studies he looked at 20 studies conducted between 1962 and 1986 that compared the achievement of students that were given homework to the achievement of students that were not given homework. He found that 14 studies favored the group that was given homework and 6 that did not. Cooper (1989) found that,

> Homework has a positive effect on achievement, but the effect varies dramatically with grade level. For high school students, homework has substantial positive effects. Junior high school students also benefit from homework, but only about half as much. For elementary school students the effects of homework on achievement is negligible (p. 88).

In a second set of studies Cooper (1989) looked at 50 studies to see how time affected achievement. All 50 studies correlated student self reported time spent on homework with achievement. He found that in 43 studies the more homework students did the better their achievement. Again, Cooper (1989) noted grade level differences as he stated,

> The optimum amount of homework also varies with grade level. For elementary students, no amount of homework-large or small-affects achievement. For junior high school students, achievement continues to improve with more homework until assignments last between one and two hours a night. For high school students, the more homework, the better achievement-within reason, of course (p. 88).

Cooper (1989) acknowledged that some of the studies had poor research design. This is one of the reasons why Cooper et al. (2006) felt that a new synthesis of research on homework was warranted. A new synthesis of research was needed to examine the large amount of homework research conducted between 1987 and 2003.

Cooper et al. (2006) found similar results to Cooper (1989); grade level differences in regards to the relationship between homework and achievement. This time though they found evidence that homework can improve student performance on unit tests in mathematics as early as second grade. In a study conducted by Finstad (1987 as cited in Cooper et al., 2006) the performance of two classes was compared as they worked through a unit on place value. He reported no difference in performance on the pretest between the two classes. Homework was given to one class, but not the other. He found that the class that was given homework significantly outperformed the class which received no homework.

According to Cooper et al. (2006) "there are several possible explanations for why the homework-achievement relationship differs at different grade levels" (p. 50). First, younger students are less able to ignore distractions and their study skills are not developed. Second, teachers may be assigning homework for other purposes that are not

measured by achievement tests. Despite its link to achievement and better performance on unit tests, homework can have additional benefits.

Homework Effects Beyond Achievement

The purpose of homework goes beyond raising achievement. Early in the 20th century parents viewed homework as a good way to develop character and see what their child was working on in school (Gill & Schlossman, 2004). *What Works* (1986) stated that effective homework could foster independent learners and develop responsibility and self-discipline. *Helping Your Child With Homework* (U.S. Department of Education, 2005) still lists these as reasons teachers give homework.

Even though Cooper (1989) found no significant link between homework and achievement in the elementary grades he still recommended that elementary school students receive homework. Cooper (1989) encouraged homework so that young students could, "...develop good study habits, foster positive attitudes toward school, and communicate to students the idea that learning takes place at home as well as at school" (p. 90). Some of the immediate benefits that he listed were that students had better understanding and retention of knowledge that was being taught.

Homework also helps parents become more active in their child's education (Cooper, 1989). According to Cooper et al. (2006, Table 1) parents become more interested in their child's academic progress. Also, the connections between home and school become more obvious to students.

Effective Homework Strategies

Despite what the popular media states, teachers should try to be prepared to assign homework. MetLife (2007) found that 81% of parents believe homework is important

and 89% of parents believe homework helps their child learn. Focusing efforts on eliminating homework, as Kralovec and Buell (2000) and Kohn (2006 a, b, c, 2007a) suggest, will not help teachers address this need. Instead, the focus should shift to find ways of improving homework. There has been work that has focused on improving the instructional effectiveness of homework (Sullivan & Sequira, 1996; Marzano & Pickering, 2007). Even homework critics such as Kohn (2007b) have recently looked at how to improve homework instead of solely focusing on abolishing it.

The following summarizes recommendations for the amount of time students should spend on homework, purpose, feedback, and parent involvement in homework.

Time

The 10-minute rule for homework is supported by research (Cooper, 2001). The 10-minute rule states that the optimal amount of homework can be determined by multiplying the student's grade by 10 minutes (Cooper, 2001). For example, the optimal amount of time spent on homework for second grade students is determined by multiplying 2 by 10, which equals 20 minutes total per night. Cooper et al. (1998) state, "teachers should avoid lengthy homework assignments that lead to fatigue and the extinction of interest in the covered material" (p. 82). Coutts (2004) suggests that if teachers are providing homework to develop a routine or attempt to foster effective study habits they should assign "...very small but regular amounts of homework in order to establish a routine" (p. 187).

Purpose

Not all homework is created equal. Some homework is not worth doing and teachers should reflect on whether or not the homework will contribute to the child

learning the skill that is being taught (Kohn 2007b). Glasser (1990) states that "homework as busywork can be replaced with work that has a meaningful focus" (as cited in Sullivan and Sequeira, 1996, para. 9). According to Jensen (2005), teachers need to "provide relevant curriculum and coherent activities" (p. 110). Relevance and coherence motivate students (Jensen, 2005). Jensen (2005) states, "When students are actively involved in something they care about, motivation is nearly automatic. Choice can and should be part of this strategy, too" (p. 110).

Cooper (1989) states that homework for elementary students should be focused on developing good study habits, positive attitude towards school, and developing independence among other things. For older students it should be used to improve student achievement (Cooper, 2007 as cited in Marzano & Pickering, 2007). Whatever the purpose is for homework, teachers should ensure that students understand why they are doing the homework and why it matters, so the homework carries meaning (Sullivan & Sequeira, 1996)

Feedback

Feedback is "...one of the greatest sources of intrinsic motivation" (Jensen, 2005, p. 110). According to Jensen (2005) feedback can take many different forms and does not necessarily have to be from the teacher. He states that self-reflection can serve as a method of feedback. Other methods of feedback include checklist, group work, rubrics, and peer editing among others. Homework critic Kohn (2007b) agrees with feedback.

Kohn (2007b) suggests that teachers discontinue grading homework and rather give students an opportunity to receive immediate feedback. He suggests grouping students and getting them to discuss their homework. Lastly, he believes that homework

that is shared is more meaningful to students because they get to see what happens to their homework. Getting a grade and then not seeing what happens to the homework is meaningless to students.

Parent Involvement

Cooper (1989) recommends that parent involvement be kept to a minimum because parents might not have the knowledge or the time to work with their child. However, he did state that parents should help their child by helping them set up a routine so that they can complete their homework. This is important since young students are less able to ignore distractions. Parents can also use homework time to express the importance of school as they worked with their child (Cooper, 1989).

Cooper et al. (1998) found evidence that parent attitudes about homework are important and influence their child's attitude. Evidence suggests that students who have less positive homework effects may be influenced by less supportive parents. It is important for teachers to give parents a clear role in homework because this will help them develop a positive attitude towards homework.

Summary

Homework can be an effective instructional tool when used correctly. Homework should not be abolished because there are some negative anecdotal accounts. As was mentioned in this chapter most teachers, parents, and students still believe that homework is effective. Teachers need to understand the positive effects of homework, but also recognize the negative effects of homework so that they can improve their practices. Homework needs to be connected to what students need to know which is stated by state standards. However, homework should also be meaningful to students.

There are several methods that teachers can use to make homework meaningful to students. Teachers should also strive to help parents and students build positive attitudes towards homework. Lastly, teachers need to understand the unique circumstances that some students face at home and be prepared to meet their individual needs.

CHAPTER III

PROJECT BACKGROUND

Students should be provided with meaningful and purposeful homework. They should have an opportunity to practice what they are learning at school. Homework provides students with an opportunity to practice. Cooper (1989) and Cooper et al. (2006) suggest that homework can help students on unit tests and also help them develop study skills that they will need in the future. However, this does not mean that teachers should just pile on the homework. Teachers should understand what homework should look like so it does not turn students off to learning. This project will provide teachers with some guidelines on what research suggests homework should look like. The homework in the project is connected to standards and also allows students to self-reflect and self-assess their own progress towards meeting the standards. A parent guide is also provided to avoid teacher, parent, and student conflict.

Project Development and Procedure

To make homework more purposeful for teachers, students, and parents the homework in this project is connected to the Washington State grade 2 math standards. A state review of the math curricula used around the state found that there was not one curricula that thoroughly covered all of the Washington State math standards for grade 2. Each math curricula that was examined contained gaps for which teachers need to supplement (OSPI, 2008b). For this project, Performance Expectations 2.4C and 2.4D were chosen, because of their lack of resources in the current math curriculum used at Lincoln Elementary. Also, in an effort to help students build independence a checklist is

included in the homework so that students can check their own homework upon completion. Lastly, to meet the needs of the diverse student population at Lincoln Elementary all of homework is written in English and in Spanish.

Project Implementation

The project will be implemented from the beginning of the year. Teachers should use the homework guidelines to meet the homework needs of students. By clearly setting the expectation for homework teachers will engage students in their homework and help students understand the purpose of homework. Teachers should also use the parent guide to help parents clearly understand what their role in homework should be and how they can help their child. Teachers should not give students more than one math homework daily from this project since students are likely to receive homework for other subjects. This will help minimize the chance of students receiving too much homework. Upon completion of the homework teachers should provide students with an opportunity to share their homework strategies so that students can learn from each other. Perhaps most importantly teachers should communicate clearly with students and parents so that any homework issues can be address immediately.

CHAPTER IV

A WRITTEN SUMMARY OF THE PROJECT

Historically, homework has been a controversial issue. There are several concerns with homework, which include time spent on homework, purpose of the homework and family involvement in homework (Gill & Schlossman, 1996, 2003, 2004). The purpose of this project is to provide grade 2 mathematics teachers with purposeful homework that is aligned with Washington State math standards. However, recognizing the controversial history of homework this project also provides a guide for teachers on what effective homework should look like and also offers suggestions for parents as to how they can help their child with homework at home.

Most parents continue to believe that homework is important to their child's education (MetLife, 2007). It is imperative that teachers be prepared to meet these needs in a way that does not create conflict between parents and their children. Cooper (1989) suggests that homework can improve student achievement at the middle school and high school level. However, Cooper et al. (1998) suggest that homework can negatively impact student's attitudes. Since most teachers never receive formal education or professional development on how to develop homework this project starts out by explaining some basic homework guidelines that can be applied in any academic area or grade level. Topics that are covered in the homework guidelines include time spent on homework, purpose of homework, feedback on homework and parent involvement. These guidelines will help teachers provide students with homework that diminishes the concerns of all involved.

Equally as important to a teacher guide for homework is a parent guide. A parent guide is included so that parents understand their role in their child's education. To prevent frustration on the part of parents this guide will provide parents will clear suggestions on their role. The parent guide will help parents understand how they can monitor their child's progress and also communicate with the teacher if they disagree with the amount of homework or the purpose of the homework.

Perhaps the most important part of the homework process is the student. Students need to be provided with homework that is not just busywork or work that is not disconnected from their learning. Teachers must clarify what the purpose of the homework is so that students understand how it is helping them. Students must also understand what their homework should look like and have the opportunity to self assess and reflective when they are done with their homework. The homework in this project includes various components that integrate all of these ideas into homework.

The homework that is provided in this project is for multiplication and division. This homework is based on the teacher guide that is provided in the project. To consider students, the homework length is viewed from the students' perspective and how long they might take to complete the homework. A work sample is included in the guide so that students and parents understand the expectations for the homework. The work sample can also scaffold student thinking. The purpose of the homework is clearly list on all homework so that teachers, students, and parents understand the purpose of the homework. Since Cooper (1989) suggests that homework should serve a variety of purposes in the elementary grades, a checklist is included to help foster independence and self-monitoring. The checklist will help students check their work and review their

thinking after they are done with their homework. Another way that the sample work is valuable is that struggling students are provided with a visual example of the checklist. Lastly, the homework is written in both English and Spanish to help increase the communication and participation of non-English speaking parents. The Spanish translation is also intended to help students understand their homework if they do not fully understand the English portion.

CHAPTER V

SUMMARY

Research suggests that homework can positively impact student achievement in middle and high school (Cooper, 1989). Recent research also suggests that students as young as second grade can perform better on unit tests when homework is given (Cooper et al., 2006). However, the importance of homework goes beyond performance. Homework can help students build important life skills such as responsibility, independence and help them learn that learning can take place outside of school (Cooper, 1989). Historically, homework has been a controversial issue because it has the potential to negatively impact parents and students. The resources provided in this project will provide guidelines for teachers and parents so that homework problems can be avoided and allow attention to be kept on student learning. The homework provided in this project is aligned with standards and the purpose is clearly stated so that students understand why they are completing the work.

Conclusions

This project provides teachers and students with mathematics homework that is specifically aligned with state standards. The teacher guidelines summarize what research suggests homework should look like. By providing students will relevant homework teachers can increase homework's effectiveness and purpose while reducing negative aspects of homework. It important that students develop a habit of completing homework early on in there education because they will more than likely receive more

homework as they grow older. Also, homework impact on achievement increases, as students grow older (Cooper, 1989).

Implications

The homework presented in this project will provide grade 2 teachers in North Central Washington with homework to supplement standards that are not covered as effectively as others. However, teachers should also be concerned about the manner in which they treat homework. Homework should not be assigned as punishment or out of practice. Homework can negatively impact students if it is not meaningful (Cooper, 1989). The homework guidelines for teachers will help teachers understand how to construct and assign homework more effectively. Lastly, parents are not teachers and should not be expected to teach their child at home. Expecting all parents to be able to help their child at home will only frustrate some parents that do not understand the material and will defeat the purpose of building independence.

Recommendations

To avoid homework problems it is important that parents and teachers communicate with each other. Teachers should set homework expectations early in the year so that parents and students clearly understand what they are expected to do. Since students are expected to meet grade level standards by the end of the year it is important to tie homework with standards. To be more proactive about homework problems, schools should consider offering their staff some professional development on homework. The research presented in this project can be used to plan and provide such professional development.

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APPENDIX A

Mathematics Homework

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Page

Description of Homework Resources

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Cooper et al. (1998) found evidence that parent attitudes about homework are important and influence their child's attitude. Evidence suggests that students who have less positive homework effects may be influenced by less supportive parents. It is important for teachers to give parents a clear role in homework because this will help them develop a positive attitude towards homework.

Homework Suggestions For Parents (English)

Dear parents:

Your child will be receiving homework that is aligned with the Washington State Performance Expectations for math. The homework that will be coming home for math has a clear purpose. The purpose for the homework will be to help your child learn some early multiplication and division strategies. To help you understand your role in your child's education at home some general homework suggestions are provided.

We live in a diverse community and we all have different backgrounds and experiences. The following homework suggestions are just that, suggestions and not requirements. It is understandable if you are not able to follow some of the suggestions, but it is important that you communicate with teachers as they maybe able to provide additional suggestions or support.

Time

The general rule of thumb for the amount of time a second grader should spend on homework is 20 – 30 minutes daily. However, it is important to recognize that daily amount of time spent on homework may vary. For example some days students may not receive any homework while on other days they may receive more. The important thing to remember is to communicate with the teacher and ask questions if you think too much homework is being assigned or if you think your child is taking more than the recommended time.

Purpose

It is important that teachers, parents, and students understand the purpose of homework. If a purpose is not understood homework can quickly become meaningless

busywork. By understanding the purpose students can also understand the skills that they are working on. If you or your child do not understand the purpose talk to the teacher and ask.

Home Environment

The home is a place where learning can and should take place. Your child needs a quiet place to do homework. All distractions should be removed. It is understandable that parents cannot always provide the space. Another idea is that parents set aside a time when the whole family is involved in reading or studying so that students can see that it is time to study. Students all need school supplies at home so they can do their work. For some families these supplies may not always be available. Many times the teacher can provide supplies or can help find supplies for your home. It is important that you make the teacher aware of your specific situation or needs.

Parent Responsibilities in Homework

Homework is the child's responsibility. Parents should never at anytime complete their child's homework because it defeats the purpose of providing homework. Parents should set up a daily routine and space for their child to complete their homework. By allowing them a space and time this will help them build their independence. Parents' only responsibility should be in asking students guiding questions such as:

- Does that make sense?
- Can you explain to me how you did that?
- Can you share with me what you are working on?
- Can you share the strategies you used?

If your child does not understand how to do their homework it is important to communicate this issue with the teacher immediately. If you feel comfortable helping your child that is okay, but it is still important to talk to the teacher since your child may be asked to practice a specific strategy. When helping your child with their homework give them an example rather than completing their homework. You can also walk through the examples that the teacher has provided. It is understandable that not all parents have the same educational background or the time to walk their child through they homework that is why a limited role is suggested. Most importantly encourage your child to complete their homework. Let them now that homework is an important part of their education and they will be expected to compete more as they get older.

Communication

As you can see communication is extremely important when it comes to homework. Homework is a meaningful tool in a child's education. However, it can quickly become a source of great frustration for teachers, parents, and students. All problems can easily be avoided by simply communicating with the teachers any concerns you may have. Some families face unique circumstances and it is important that you share with the teacher if you feel that homework is not working for your child.

Sugerencias Para Padres Acerca de Tarea (Spanish)

Estimados Padres,

Su hijo recibira tarea que concuerda con las metas de el estado de Washington para matematicas. La tarea que ira a casa tiene un proposito claro. El proposito para tarea sera ayudar a su hijo a aprender strategies de multiplicacion y division. Para poder ayudar su desempeño en la edcuacion de su hijo en casa, se le proveera algunas sugerencias relacionadas con tarea.

Nosotros vivimos en una comunidad muy diversa y todos venimos de diferentes lugares y tenemos diferentes experiencias. La siguientes son solo sugerencias de tarea y no necesariamente algo obligatorio. Se puede entender que no siga al pie de la letra las sugerencias. Sin embargo es importante que se communiqué con los maestros ya que ellos le ayudaran con otras sugerencias.

Tiempo

La regla ideal seria que un estudiante de segundo grado deba invertir al menos de 20 a 30 minutos en tarea diariamente. Sin embargo, es importante que reconozca que quiza la cantidad de tiempo pueda variar. Por ejemplo, algunos dias los estudiantes no lleven tarea mientras que otros dias tengan que invertir mas tiempo haciendo tarea. Lo mas importante es recordar que puede comunicarse con el maestro y puede hacer preguntas si piensa que es demasiada tarea o si piensa que su hijo toma mas tiempo de lo que deberia cuando hace su tarea.

Proposito

Es importante que los maestros, padres y estudiantes entiendan el proposito de la tarea. Si el proposito no se entiende puede convertirse en algo sin sentido y tedioso.

Cuando se entiende el proposito los estudiantes comprenden las destrezas en las cuales necesitan trabajar. Si su hijo no entiende el proposito hable con el maestro y pregunte.

Ambiente de la Casa

La casa es el lugar donde el aprendizaje puede y debe darse. Su hijo necesita un lugar callado para hacer tarea. Las distracciones deben ser removidas. Se puede entender que los padres no siempre pueden proveer un lugar asignado en casa. Otra idea es que los padres piensen en invertir un poco de tiempo cuando todoa la familia puede estar leyendo o estudiando para que los estudiantes vean que es hora de estudiar. Los estudiantes necesitan utiles escolares en casa para que puedan hacer su trabajo. Algunas familias quiza no tengan utiles escolares en casa. Normalmente el maestro puede proveer los utiles escolares que los estudiantes pueden tener en casa. Es importante que le haga saber al maestro acerca de su situacion o sus necesidades.

Las Responsabilidades de los Padres en la Tarea

La tarea es la responsabilidad de su hijo. Los padres no deben hacer la tarea por los hijos porque esto le quita el proposito a la tarea. Los padres deben hacer una rutina diaria donde su hijo tenga tiempo y espacio para completar la tarea. Cuando usted le da a su hijo el espacio y el tiempo esto le ayuda para que sea mas independiente. La responsabilidad de los padres debe ser solamente de preguntar esto:

- Tiene sentido?
- Explicame como lo hiciste?
- Puedes compartir con migo algo acerca de lo que estas trabajando?
- Puedes compartir las estrategias que usastes?

Si su hijo no entiende como hizo su tarea, es importante que se communiqué con el maestro. Si siente que puede ayudar a su hijo esta bien. Recuerde que es importante hablar con el maestro acerca de la estrategia que se esta usando. Cuando ayude a su hijo con su tarea dele un ejemplo de lo que necesita hacer en vez de hacer la tarea por el. Se puede entender que no todos los padres pueden ayudar a sus hijos o no tienen el tiempo para hablar con su hijo es por eso que no tiene que sentirse que tiene que estar con su hijo y entender su tarea. Lo mas importante es que anime a su hijo para que complete su tarea. Hagale saber que la tarea es una parte importante de su educacion y que el tiene que hacerla para salir adelante cuando sea grande.

Comunicacion

Como puede ver la comunicacion es importantisima cuando se trata de tarea. La tarea es un instrumento muy importante en la educacion de su hijo. Sin embargo, puede convertirse en una manera de frustracion para los maestros, padres y estudiantes. Todos los problemas se pueden omitir facilmente con la simple comunicacion que usted tenga con los maestros acerca de algunos problemas. Algunas familias enfrentan situaciones unicas y es importante que se communiqué con el maestro si siente que la tarea no esta funcionando con su hijo.

Example of Problem/*Ejemplo del Problema* (Multiplication/*Multiplicacion)*

PE: 2.4.C
Purpose: Make and add equal groups to represent multiplication.
Proposito: *Hacer y juntar grupos iguales para representar mutliplicacion.*

Name/*Nombre*_____

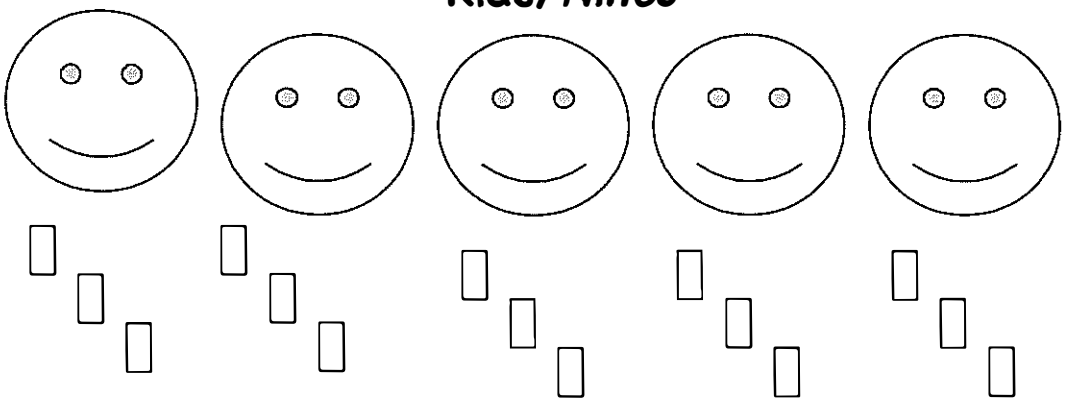
Date/*Fecha*_____

Directions/*Direcciones*:
Show your work using pictures, labels, words, and equation.
Muestra tu trabajo usando dibujos, etiquetas, palabras y ecuacion.

5 kids went to the store. Each kid bought 3 pieces of candy. How much candy did they buy in all?

5 ninos fueron a la tienda. Cada nino compro 3 dulces. Cuantos dulces compraron todos en total?

Kids/*Niños*



Candies/*Dulces*

3 + 3 + 3 + 3 + 3 = 15

Each student has 3 candies. There are 15 candies in all.
Cada estudiante tiene 3 dulces. Hay 15 dulces en total.

15 candy/*dulces*

I showed my work by using:
Enseñe mi trabajo si use:

☑ pictures *dibujos* ☑ labels *etiquetas* ☑ words *palabras* ☑ equation *ecuacion*

Example of Problem/*Ejemplo del Problema* (Division/*Division)*

PE: 2.4.D
Purpose: Divide into equal groups to represent division.
Proposito: *Dividir en grupos iguales para representar division.*

Name/*Nombre*_____

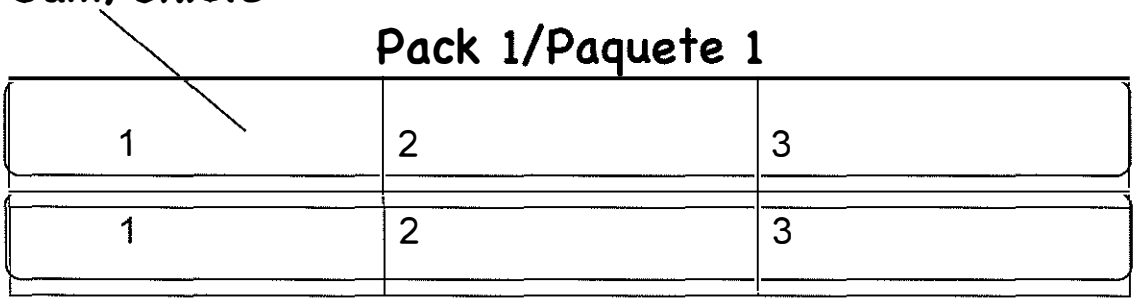
Date/*Fecha*_____

Directions/*Direcciones*:
Show your work using pictures, labels, words, and equation.
Muestra tu trabajo usando dibujos, etiquetas, palabras y ecuacion.

6 sticks of gum were equally divided into packs of 3. How many packs of gum are there?

6 pedazos de chicle fueron divididos en 3. Cuantos paquetes de chicles hay?

I made groups of 3 until all the gum was gone.
I made 2 groups.
Hice grupos de 3 chicles hasta que ya no habia.
Hice dos grupos.



2 Packs of gum/*Paquetes de chicles*

I showed my work by using:
Enseñe mi trabajo si use:

☑ pictures *dibujos* ☑ labels *etiquetas* ☑ words *palabras* ☑ equation *ecuacion*

Multiplication Homework

Aligned with Performance Expectation:

2.4.C: Model and describe multiplication situations in which sets of equal size are joined.

PE: 2.4.C
Purpose: Make and add equal groups to represent multiplication.
Proposito: *Hacer y juntar grupos iguales para representar multiplicacion.*

Name/*Nombre*_____

Date/*Fecha*_____

Directions/*Direcciones*:
Show your work using pictures, labels, words, and equation.
Muestra tu trabajo usando dibujos, etiquetas, palabras y ecuacion.

3 kids went to the store. Each kid bought 4 pieces of candy. How much candy did they buy in all?

3 ninos fueron a la tienda. Cada niño compro 4 dulces. Cuantos dulces compraron todos en total?

candy/*dulces*

I showed my work by using:
Enseñe mi trabajo si use:

☐ pictures *dibujos* ☐ labels *etiquetas* ☐ words *palabras* ☐ equation *ecuacion*

PE: 2.4.C
Purpose: Make and add equal groups to represent multiplication.
Proposito: *Hacer y juntar grupos iguales para representar multiplicacion.*

Name/*Nombre*_____

Date/*Fecha*_____

Directions/*Direcciones*:
Show your work using pictures, labels, words, and equation.
Muestra tu trabajo usando dibujos, etiquetas, palabras y ecuacion.

There were 5 bikes. Each bike had 2 wheels. How many wheels are there in all?

Habia 5 bicicletas. Cada bicicleta tenia 2 llantas. Cuantas llantas hay en total?

_____ Wheels/*llantas*

I showed my work by using:
Enseñe mi trabajo si use:

☐ pictures *dibujos* ☐ labels *etiquetas* ☐ words *palabras* ☐ equation *ecuacion*

PE: 2.4.C
Purpose: Make and add equal groups to represent multiplication.
Proposito: *Hacer y juntar grupos iguales para representar multiplicacion.*

Name/*Nombre*_____

Date/*Fecha*_____

Directions/*Direcciones*:
Show your work using pictures, labels, words, and equation.
Muestra tu trabajo usando dibujos, etiquetas, palabras y ecuacion.

Jose saw 8 cookies. Each cookie had 4 chocolate chips. How many chocolate chips are there in all?

Jose miro 8 galletas. Cada una tenia 4 pedazos de chocolate. Cuantos pedazos de chocolate son en total?

cholocate chips/*pedazos de chocolate.*

I showed my work by using:
Enseñe mi trabajo si use:

☐ pictures *dibujos* ☐ labels *etiquetas* ☐ words *palabras* ☐ equation *ecuacion*

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Purpose: Make and add equal groups to represent multiplication.
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Date/*Fecha*_____

Directions/*Direcciones*:
Show your work using pictures, labels, words, and equation.
Muestra tu trabajo usando dibujos, etiquetas, palabras y ecuacion.

There were 7 tricycles at the store. Each had 3 wheels. How many wheels are there in all?

Habia 7 triciclos en la tienda. Cada uno tenia 3 llantas. Cuantos llantas hay en total?

_____ Wheels/*llantas*

I showed my work by using:
Enseñe mi trabajo si use:

☐ pictures *dibujos* ☐ labels *etiquetas* ☐ words *palabras* ☐ equation *ecuacion*

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Date/*Fecha*_____

Directions/*Direcciones*:
Show your work using pictures, labels, words, and equation.
Muestra tu trabajo usando dibujos, etiquetas, palabras y ecuacion.

9 students sharpened 2 pencils each. How many pencils did they sharpen all together?

9 estudiantes sacaraon punta a 2 lapices cada uno. A cuantos lapices le sacaron punta en total?

pencils/*lapices*

I showed my work by using:
Enseñe mi trabajo si use:

☐ pictures *dibujos* ☐ labels *etiquetas* ☐ words *palabras* ☐ equation *ecuacion*

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Date/*Fecha*_____

Directions/*Direcciones*:
Show your work using pictures, labels, words, and equation.
Muestra tu trabajo usando dibujos, etiquetas, palabras y ecuacion.

There were 4 cars parked at the store. Each car had 4 wheels. How many wheels are there in all?

Habia 4 carros estacionados en la tienda? Cada carro tenia 4 llantas. Cuantas llantas hay en total?

_____ wheels/*llantas*

I showed my work by using:
Enseñe mi trabajo si use:

☐ pictures *dibujos* ☐ labels *etiquetas* ☐ words *palabras* ☐ equation *ecuacion*

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Date/*Fecha*_____

Directions/*Direcciones*:
Show your work using pictures, labels, words, and equation.
Muestra tu trabajo usando dibujos, etiquetas, palabras y ecuacion.

The classroom had 3 groups of students. Each group had 5 students. How many students are in the classroom?

El salon tenia 3 grupos de estudiantes. Cada grupo tenia 5 estudinates. Cuantos estudiantes hay en el salon?

_____ students/*estudiantes*

I showed my work by using:
Enseñe mi trabajo si use:

☐ pictures *dibujos* ☐ labels *etiquetas* ☐ words *palabras* ☐ equation *ecuacion*

PE: 2.4 C
Purpose: Make and add equal groups to represent multiplication.
Proposito: *Hacer y juntar grupos iguales para representar multiplicacion.*

Name/*Nombre*_____

Date/*Fecha*_____

Directions/*Direcciones*:
Show your work using pictures, labels, words, and equation.
Muestra tu trabajo usando dibujos, etiquetas, palabras y ecuacion.

Alex has 4 packs of gum. Each pack of gum has 5 pieces. How many pieces of gum does Alex have in all?

Alex tenia 4 paquetes de chicles. Cada paquete tiene 5 chicles. Cuantos chicles tiene Alex en total ?

_____ Pieces of gum/*chicles*

I showed my work by using:
Enseñe mi trabajo si use:

☐ pictures *dibujos* ☐ labels *etiquetas* ☐ words *palabras* ☐ equation *ecuacion*

PE: 2.4 C
Purpose: Make and add equal groups to represent multiplication.
Proposito: *Hacer y juntar grupos iguales para representar multiplicacion.*

Name/*Nombre*_____

Date/*Fecha*_____

Directions/*Direcciones*:
Show your work using pictures, labels, words, and equation.
Muestra tu trabajo usando dibujos, etiquetas, palabras y ecuacion.

There are 7 chairs at the reading table. Each chair has 4 legs. How many chair legs are there in all?

Hay 7 sillas en la mesa de lectura. Cada silla tiene 4 patas. Cuantas patas son en total?

_____ Chair legs/ *patas*

I showed my work by using:
Enseñe mi trabajo si use:

☐ pictures *dibujos* ☐ labels *etiquetas* ☐ words *palabras* ☐ equation *ecuacion*

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Date/*Fecha*_____

Directions/*Direcciones*:
Show your work using pictures, labels, words, and equation.
Muestra tu trabajo usando dibujos, etiquetas, palabras y ecuacion.

Freddy and 3 friends were having a pizza party. Everyone had 2 slices of pizza. How many slices of pizza did they have altogether?

Freddy y 3 amigos tuvieron una fiesta de pizza. Cada uno comio dos pedazos de pizza. Cuantos pedazos de pizza se comieron todos juntos?

_____ Slices/*pedazos*

I showed my work by using:
Enseñe mi trabajo si use:

☐ pictures *dibujos* ☐ labels *etiquetas* ☐ words *palabras* ☐ equation *ecuacion*

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Date/*Fecha*_____

Directions/*Direcciones*:
Show your work using pictures, labels, words, and equation.
Muestra tu trabajo usando dibujos, etiquetas, palabras y ecuacion.

Jose had 3 triangles. Each triangle had 3 sides. How many sides were there in all?

Jose tenia 3 traingulos. Cada triangulo tenia 3 lados. Cuantos lados hay en total ?

_____ Sides/lados

I showed my work by using:
Enseñe mi trabajo si use:

☐ pictures *dibujos* ☐ labels *etiquetas* ☐ words *palabras* ☐ equation *ecuacion*

PE: 2.4 C
Purpose: Make and add equal groups to represent multiplication.
Proposito: *Hacer y juntar grupos iguales para representar multiplicacion.*

Name/*Nombre*_____

Date/*Fecha*_____

Directions/*Direcciones*:
Show your work using pictures, labels, words, and equation.
Muestra tu trabajo usando dibujos, etiquetas, palabras y ecuacion.

Daniel is counting frog legs. He sees 6 frogs. Each frog has 4 legs. How many legs does Daniel see in all?

Daniel esta contando patas de ranas. El ve 6 ranas. Cada rana tiene 4 patas. Cuantas patas ve Daniel en total ?

_____ legs/*patas*

I showed my work by using:
Enseñe mi trabajo si use:

☐ pictures *dibujos* ☐ labels *etiquetas* ☐ words *palabras* ☐ equation *ecuacion*

PE: 2.4 C
Purpose: Make and add equal groups to represent multiplication.
Proposito: *Hacer y juntar grupos iguales para representar multiplicacion.*

Name/*Nombre*_____

Date/*Fecha*_____

Directions/*Direcciones*:
Show your work using pictures, labels, words, and equation.
Muestra tu trabajo usando dibujos, etiquetas, palabras y ecuacion.

If there are 7 days in a week. How many days are there in 2 weeks?

Si una semana tiene 7 dias. Cuantos dias hay en 2 semanas ?

_____ days/*dias*

I showed my work by using:
Enseñe mi trabajo si use:

☐ pictures *dibujos* ☐ labels *etiquetas* ☐ words *palabras* ☐ equation *ecuacion*

PE: 2.4 C
Purpose: Make and add equal groups to represent multiplication.
Proposito: *Hacer y juntar grupos iguales para representar multiplicacion.*

Name/*Nombre*_____

Date/*Fecha*_____

Directions/*Direcciones*:
Show your work using pictures, labels, words, and equation.
Muestra tu trabajo usando dibujos, etiquetas, palabras y ecuacion.

Leslie is looking at glue sticks. She sees 8 packs of glue sticks. Each pack has 3 glue sticks. How many glue sticks are there in all?

Leslie esta mirando paquetes de pegamento. Ella mira 8 paquetes de pegamento. Cada paquete tiene 3 pegamentos. Cuantos pegamentos hay en total ?

_____ Glue sticks/*pegamentos*

I showed my work by using:
Enseñe mi trabajo si use:

☐ pictures *dibujos* ☐ labels *etiquetas* ☐ words *palabras* ☐ equation *ecuacion*

Division Homework

Aligned with Performance Expectation:

2.4.D: Model and describe division situations in which sets are separated into equal parts.

PE: 2.4.D
Purpose: Divide into equal groups to represent division.
Proposito: *Dividir en grupos iguales para representar division.*

Name/*Nombre*_____

Date/*Fecha*_____

Directions/*Direcciones*:
Show your work using pictures, labels, words, and equation.
Muestra tu trabajo usando dibujos, etiquetas, palabras y ecuacion.

The class collected 20 apples in 5 bags. The students put the same amount in each bag. How many apples were in each bag?

La clase junto 20 manzanas en 5 bolsas. Los estudiantes pusieron la misma cantidad en cada bolsa. Cuantas manzanas tenia cada bolsa?

_____ Apples/*Manzanas*

I showed my work by using:
Enseñe mi trabajo si use:

☐ pictures *dibujos* ☐ labels *etiquetas* ☐ words *palabras* ☐ equation *ecuacion*

PE: 2.4.D
Purpose: Divide into equal groups to represent division.
Proposito: *Dividir en grupos iguales para representar division.*

Name/*Nombre*_____

Date/*Fecha*_____

Directions/*Direcciones*:
Show your work using pictures, labels, words, and equation.
Muestra tu trabajo usando dibujos, etiquetas, palabras y ecuacion.

There are 18 students in the classroom. There are 3 groups and each has the same amount of students. How many students are in each group?

Hay 18 estudiantes en el salon. Hay 3 grupos y cada grupo tiene el mismo numero de estudiantes. Cuantos estudiantes hay en cada grupo?

_____ students/*estudiantes*

I showed my work by using:
Enseñe mi trabajo si use:

☐ pictures *dibujos* ☐ labels *etiquetas* ☐ words *palabras* ☐ equation *ecuacion*

PE: 2.4.D
Purpose: Divide into equal groups to represent division.
Proposito: *Dividir en grupos iguales para representar division.*

Name/*Nombre*_____

Date/*Fecha*_____

Directions/*Direcciones*:
Show your work using pictures, labels, words, and equation.
Muestra tu trabajo usando dibujos, etiquetas, palabras y ecuacion.

There are 24 oranges in 3 boxes. Each box has the same amount of oranges. How many oranges are in each box?

Hay 24 naranjas en 3 cajas. Cada caja tiene la misma cantidad de de naranjas. Cuantas naranjas hay en cada caja?

oranges/*naranjas*

I showed my work by using:
Enseñe mi trabajo si use:

☐ pictures *dibujos* ☐ labels *etiquetas* ☐ words *palabras* ☐ equation *ecuacion*

PE: 2.4.D
Purpose: Divide into equal groups to represent division.
Proposito: *Dividir en grupos iguales para representar division.*

Name/*Nombre*_____

Date/*Fecha*_____

Directions/*Direcciones*:
Show your work using pictures, labels, words, and equation.
Muestra tu trabajo usando dibujos, etiquetas, palabras y ecuacion.

The class is at the farm. The students looked under a door to see the sheep and saw 28 legs. Each sheep has 4 legs. How many sheep are at the farm?

La clase esta en la granja. Los estudiantes se asomaron debajo de una puera para ver a las ovejas y vieron 28 patas. Cada oveja tiene 4 patas. Cuantas ovejas hay en la granja?

_____ Sheep/*ovejas*

I showed my work by using:
Enseñe mi trabajo si use:

☐ pictures *dibujos* ☐ labels *etiquetas* ☐ words *palabras* ☐ equation *ecuacion*

PE: 2.4.D
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Date/*Fecha*_____

Directions/*Direcciones*:
Show your work using pictures, labels, words, and equation.
Muestra tu trabajo usando dibujos, etiquetas, palabras y ecuacion.

The class got 30 slices of pizza for a pizza party. A pizza has 6 slices. How many pizzas did the class get?

La clase tenia 30 pedazos de pizza para una fiesta. Una pizza tiene 6 pedazos. Cuantas pizzas tenia la clase?

_____ Pizzas/*Pizzas*

I showed my work by using:
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☐ pictures *dibujos* ☐ labels *etiquetas* ☐ words *palabras* ☐ equation *ecuacion*

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Directions/*Direcciones*:
Show your work using pictures, labels, words, and equation.
Muestra tu trabajo usando dibujos, etiquetas, palabras y ecuacion.

There were 16 eggs. Tomas equally divided the eggs in 4 buckets. How many eggs are in each bucket?

Hay 16 huevos. Tomas divide los huevos igual en 4 cubetas. Cuantos huevos hay en cada cubeta?

Eggs/*Huevos*

I showed my work by using:
Enseñe mi trabajo si use:

☐ pictures *dibujos* ☐ labels *etiquetas* ☐ words *palabras* ☐ equation *ecuacion*

PE: 2.4.D
Purpose: Divide into equal groups to represent division.
Proposito: *Dividir en grupos iguales para representar division.*

Name/*Nombre*_____

Date/*Fecha*_____

Directions/*Direcciones*:
Show your work using pictures, labels, words, and equation.
Muestra tu trabajo usando dibujos, etiquetas, palabras y ecuacion.

Jake has 12 pencils. He gave the same amount of pencils to 3 friends. How many pencils did each friend get?

Jake tenia 12 lapices. El dio la misma cantidad de lapices a 3 amigos. Cuantos lapices le tocaron a cada amigo?

_____ *Pencils*/Lapices

I showed my work by using:
Enseñe mi trabajo si use:

☐ pictures *dibujos* ☐ labels *etiquetas* ☐ words *palabras* ☐ equation *ecuacion*

PE: 2.4.D
Purpose: Divide into equal groups to represent division.
Proposito: *Dividir en grupos iguales para representar division.*

Name/*Nombre*_____

Date/*Fecha*_____

Directions/*Direcciones*:
Show your work using pictures, labels, words, and equation.
Muestra tu trabajo usando dibujos, etiquetas, palabras y ecuacion.

Gonzalo had 15 fish. He put an equal amount of fish in 3 tanks. How many fish are in each tank?

Gonzalo tenia 15 pescados. El puso la misma cantidad de pescados en cada acuario. Cuantos pescados hay en cada acuario?

_____ Fish/*Pescados*

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There are 20 students in a long line. To make the line shorter, they formed 2 equal lines. How many students are in each line?

Hay 20 estudiantes formados en una sola linea. Para hacer la linea mas corta, ellos formaron 2 lineas iguales. Cuantos estudiantes hay en cada linea?

_____ Students/*Estudiantes*

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Aleri had 10 pieces of gum. She gave the same amount of gum to 5 students. How much gum did each student get?

Aleri tenia 10 chicles. Ella le dio la misma cantidad de chicles a 5 estudiantes. Cuantos chicles le toco a cada estudiante?

_____ Gum/*Chicles*

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There were 20 tires put on cars. 4 tires were put on each car. How many cars were there?

Habia 20 llantas puestas en carros. Cada carro tenia 4 llantas. Cuantos carros habia?

Cars/*Carros*

I showed my work by using:
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2 friends equally divided 4 chocolate bars. How many chocolate bars did each friend get?

2 amigos dividieron 4 barras de chocolate en cantidades iguales. Cuantas barras de chocolate le tocaron a cada amigo ?

Chocolate bars/*Chocolates*

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8 sticks of gum were equally divided into packs of 4. How many packs of gum are there?

8 pedazos de chicle fueron divididos en 4 paquetes. Cuantos paquetes de chicles hay?

_____ Packs of gum/*Paquetes de chicles*

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Muestra tu trabajo usando dibujos, etiquetas, palabras y ecuacion.

Brian is looking at some butterflies. He sees 22 wings. Each butterfly has 2 wings. How many butterflies does Brian see?

Brian esta mirando mariposas. El ve 22 alas. Cada mariposa tiene 2 alas. Cuantas mariposas ve Brian?

_____ Butterflies/*Mariposas*

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Muestra tu trabajo usando dibujos, etiquetas, palabras y ecuacion.

Pedro sees some birds outside. He counts 14 feet. If each bird has 2 feet. How many birds are there?

Pedro mira algunos pajaros afuera. El cuenta 14 patas . Si cada pajaro tiene 2 patas. Cuantos pajaros hay?

_____ Birds/*Pajaros*

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Muestra tu trabajo usando dibujos, etiquetas, palabras y ecuacion.

George sees 21 apples. There are 3 trees with the same amount of apples on each. How many apples are on each tree?

George mira 21 manzanas. Hay 3 arboles con la misma cantidad de manzanas. Cuantas manzanas hay en cada arbol?

_____ Apples/*Manzanas*

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Muestra tu trabajo usando dibujos, etiquetas, palabras y ecuacion.

There are 6 oranges in 2 baskets. Each basket has the same amount of oranges. How many oranges are there in each basket?

Hay 6 naranjas en 2 cubetas. Cada cubeta tiene la misma cantida de naranjas. Cuantas naranjas hay en cada cubeta?

_____ Oranges/*Naranjas*

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Directions/*Direcciones*:
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M*uestra tu trabajo usando dibujos, etiquetas, palabras y ecuacion.*

There are 18 books in 3 baskets. Each basket has the same amount of books. How many books are there in each basket?

Hay 18 libros en 3 canastos. Cada canasto tiene la misma cantidad de libros. Cuantos libros hay en cada canasto?

_____ Books /*Libros*

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Directions/*Direcciones*:
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Muestra tu trabajo usando dibujos, etiquetas, palabras y ecuacion.

Fred and Josh equally divided 8 candies. How many candies did each of them get?

Fred y Josh se compartieron 8 dulces. Cada uno tuvo la misma cantidad de dulces. Cuantos dulces le tocaron a cada uno?

Candies/*Dulces*

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Directions/*Direcciones*:
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Muestra tu trabajo usando dibujos, etiquetas, palabras y ecuacion.

David was looking at some hexagons and counted 12 sides. Each hexagon has 6 sides. How many hexagons does David see?

David estaba mirando hexagonos y conto 12 lados. Cada hexagono tiene 6 lados. Cuantos hexagonos estaba mirando David?

_____ Hexagons/*Hexagonos*

I showed my work by using:
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