# Homework Cover Sheet

1. **Purpose of this assignment:**

2. **Expected time to complete the assignment for a typical student:**
   - Less than 10 minutes
   - More than 60 minutes

3. **Clarity of assignment:**
   - Not clear
   - Very clear

4. **Level of parent involvement:**
   (Parent discussion or action needed to complete work, help with the work, check the finished work, etc.)
   - No parent involvement
   - High parent involvement

5. **Student engagement level:**
   - Low engagement
   - High engagement

6. **To what extent does this assignment support a big concept, central theme, or enduring understanding of the unit?**
   - Low support
   - High support
Sample Homework Assignment: 
Algebra

What Happened to the Guy Who Lost His Left Side?

Solve each problem and find your solution below. Cross out the box containing that solution. When you finish, write the letters from the remaining boxes in the spaces at the bottom of the page.

1. The second of two numbers is 6 times the first. Their sum is 77. Find the numbers.
2. The second of two numbers is 3 less than twice the first. Their sum is 36. Find the numbers.
3. The sum of two numbers is 94. The first is 9 more than 4 times the second. Find the first number.
4. The larger of two numbers is 1 less than 8 times the smaller. Their sum is 179. Find the numbers.
5. An 84-meter length of cable is cut so that one piece is 18 meters longer than the other. Find the length of each piece.
6. A bottle filled with water weighs 9.6 kilograms. If the water by itself weighs 5 times as much as the bottle, what is the weight of the bottle?

<table>
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<tr>
<th>LP</th>
<th>LE</th>
<th>FT</th>
<th>SA</th>
<th>LL</th>
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<tbody>
<tr>
<td>35 m, 49 m</td>
<td>11, 66</td>
<td>$237</td>
<td>69</td>
<td>$245</td>
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<td>16, 32, 36</td>
<td>20, 159</td>
<td>35°, 55°, 90°</td>
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<table>
<thead>
<tr>
<th>HE</th>
<th>HI</th>
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<tbody>
<tr>
<td>35 kg, 65 kg</td>
<td>35 m, 49 m</td>
</tr>
<tr>
<td>11, 66</td>
<td>$237</td>
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</tbody>
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<th>DE</th>
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<th>AD</th>
<th>TN</th>
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<tbody>
<tr>
<td>21 kg</td>
<td>1.6 kg</td>
<td>2.1 kg</td>
<td>2.1 kg</td>
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<tr>
<td>33 m, 51 m</td>
<td>13, 23</td>
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<td></td>
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<tr>
<td>35°, 85°</td>
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</tbody>
</table>

Objective 5-b: To solve word problems involving two or three numbers.
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6. To what extent does this assignment support a big concept, central theme, or enduring understanding of the unit?

   Low support   High support
Sample Homework Assignment:
Pick-A-Prompt

Context for 6th Grade Writing Homework Sample
Language Arts

In addition to writing workshops done in class, students are assigned one “Pick-A-Prompt” each week. Prompts are given out on Monday and are due back on Friday. Kids are given a choice of three different topics each week. Topics and finished products are varied, from whimsical to worldly. They always invite imagination! (Students could be writing a formal three paragraph essay, a letter to the editor, a restaurant/movie/book review, an advertisement, a diary entry, or ?????) The editorial requirements are formal and non-negotiable! Prompts are “worth” the equivalent of a big test – 30-50 points. All prompts are kept in a class file so students, parents, and teachers can refer to them throughout the year.

(Continued on next page)
Pick-A-Prompt (cont.)

Pick-A-Prompt

You are required to write three paragraphs for this writing prompt. Your response should have a beginning, a middle, and an end. (Introduction, body, and conclusion.) Please plan carefully, word process (double space) and spellcheck.

Choose one of the following three writing prompts and respond:

• Imagine your town is going to be renamed. What do you think its new name should be? Write a letter to the editor of your own town newspaper making a case for your choice.

• Do you think a dog or a cat makes a better pet? Fully explain your choice.

• What’s your favorite restaurant? Pretend you’re a restaurant critic. Write a review of this restaurant.
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Sample Homework Assignment:  
Race Car

8th Grade Science

**Context:** Simultaneously, students complete an experiment on “acceleration” and read information pertaining to acceleration in their texts. They work together in groups. Teacher checks for understanding, and goes over concepts one on one with students needing more reinforcement. The last 10 minutes of class are used to review concepts learned from the experiment and reading with the entire class.

“Acceleration Problems” are then assigned for homework.

**Follow Up:** Teacher uses whole class discussion to correct and review the worksheet completed for homework.

(Continued on next page)
Race Car (cont.)

Name__________________________  Date__________
Period__________

**Acceleration Problems**
Solve the following problems. You may use a calculator, but you must show your work. Label all of your work.

1. The velocity of a jet plane is increased from 170 meters per second to 225 meters per second in 10 seconds. What is the average acceleration of the plane?

2. A parachute on a drag race car opens and changes the velocity of the car from 70 meters per second to 40 meters per second in 8 seconds. Calculate the average deceleration of the car.

3. A car travels 120 kilometers in 2 hours. What is its average speed?

4. A bobsled accelerates in a straight line at the rate of 1m/s² starting from rest. What is the velocity of the sled after 6 seconds?

5. In 6 seconds, a bobsled travels 18 meters. What is the average speed of the bobsled?

6. How long will it take a bobsled with a velocity of 6m/s to stop if it decelerates at a rate of 3m/s²?
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Sample Homework Assignment:
Colonial Days

Middle School Social Studies

This home assignment is a week-long project that follows a chapter on early colonial life in Colonial Williamsburg. During the week before this was assigned, the class has:

- Previewed a map of a simplified version of the main buildings in Colonial Williamsburg
- Read information in their text about life in each of these areas
- Taken notes in their interactive notebooks on a replica of the same map
- Taken a “walking tour” around the classroom that has been set up to represent the 6 sites. Each site has been supplied with written and visual information about the life in this place and an activity for each student to complete
- Had a class discussion regarding their favorites and why, as well as similarities and differences of life then and now
- Practiced a colonial alphabet

For the project, students had to pretend they were colonists who settled in Colonial Williamsburg and write a letter home describing these places, pick their favorite and tell why. They were to incorporate the activities that took place in each and write using colonial lettering. I gave them scroll paper for their copy of their letter. They were to use friendly letter form, yet be somewhat formal in voice. I had them bring in a rough draft for editing before using the good paper for their final drafts.

Follow up: class share, posted letters, tested on the material

(Continued on next page)
Writing a Letter About Colonial Williamsburg

You have just finished a walking tour of colonial Williamsburg. Now write a letter home describing what you learned about life in Williamsburg. Use your Reading Notes to help you. Your letter must include the following:

- a date and proper greeting
- an introduction that gives a general description of colonial Williamsburg
- a description of at least three places you visited on your walking tour
- an explanation of how life in colonial Williamsburg compares with life in your community today
- simple drawings or sketches that illustrate at least one site you visited
- a proper closing and signature

Your letter should be at least one page long and should be typed or written neatly in ink.