

Homework Menus

Capital Preparatory Magnet School

What are homework menus?

- Homework menus consist of a list of homework assignment options
- Assignment choices address multiple levels of Bloom's Taxonomy
- Menu addresses a variety of modalities (writing, active/hands-on, technology, games)

What is the purpose of homework menus?

- Reinforce the skills and concepts that are taught in class
- Allow for differentiation outside of class
- Provide some flexibility for families
- Involve parents in the learning process

What is a typical homework menu?

- A homework menu consists of homework options that may be available for 1- 3 weeks
- There are also some time-sensitive or mandatory assignments that students must complete as part of their weekly assignments
- Each grade level has a minimum requirement of minutes that they must complete each week

Examples: Homework menus

Third Grade Humanities

- Homework Menu
- (Updated for the week of February 27th – March 5th)
- Please choose assignments from **EACH** section on the menu to complete for homework. You must complete a **minimum of 70 minutes** of Humanities homework. Please bring in your homework log every **Thursday** for a mid-week check (please complete the mid-week check total at the bottom of the homework log). All work that you complete must be handed in on **Monday** of the following week (please complete the total number of minutes on the back of the homework log).
- **ATTENTION**: Remember to continue to collect items for your project which is due on **WEDNESDAY FEBRUARY 29TH**. There will be a spelling test on **Monday March 5th**. There are also **2 mandatory** assignments in the Reading section of the menu.
- **Word Study**:
 - ✓ Write each word from your spelling list **5 times** (no more than **5 minutes** per night).
 - ✓ Select and define **10** spelling words. Then use them in a sentence. Write the definitions and sentences on a piece of paper.
 - ✓ Describe an event using at least **10** spelling words. An event is something that happens.
 - ✓ Write **6** opinions using at least **8** spelling words in all. An **opinion** is a personal view, something that is not based on facts.

- **SAT Prep ~**

- ✓ Complete **Word Webs** for **2** challenging SAT Prep vocabulary words from the SAT Prep list.
- ✓ Complete **Word Webs** for at least **5** challenging vocabulary words found in the independent books you are reading at home.
- ✓ Create questions with half of your SAT Prep words. Then use the other half to answer the questions. Underline the words.
- ✓ Create a cartoon using all of your SAT Prep words. Underline the words in your cartoon.
- ✓ Create your own cloze passages (create at least 4) using your SAT Prep or Word Study words.
- ✓ Complete the D.R.P activity sheet to practice the strategies that we use in class.
- ✓ Complete the **Elijah McCoy-Synonyms** activity sheet.

- **Writing:**

- ****CTY STUDENTS→ The following activities can be completed using your CTY reading book:**

- ✓ Write a letter to the author of one of the books you are reading about using the topics below to help you write your letter :
 - Your favorite part of the book
 - Other things you liked about the book (i.e. setting, connections, characters, events)
 - Questions about the book
- ✓ Create an alternate ending for a book or chapter that you read. Include reasons why you would change the ending based on details in the story.
- ✓ Create a postcard for your book. Include the title, author, and a brief summary of the book. In your summary include a sentence or two about each of the following: characters, setting, problem, solution.
- ✓ Write a nonfiction informational story using at least **10** of your spelling words. A **nonfiction informational story** is a story that is true.
- ✓ Write a letter to a character in a book you read telling them whether you agreed or disagreed with their actions in the book. Tell the character what you would have done if you were in his or her position.
- ✓ Respond to one of the February writing prompts on the February Calendar. Write the prompt at the top of the page and then respond to it in complete sentences and with a lot of details. You can only do each prompt **once!!**

- **Reading:**
- ***CTY STUDENTS: These activities can also be completed using your CTY reading book**
- ***Students are expected to read independently for at least 25 minutes and then respond to their reading by choosing one of the following activities. Please be sure to write the **TITLE OF THE BOOK** and **AUTHOR** of the story that you read on your assignment paper. Remember to use **R.A.P.** when answering the open-ended questions.**
- ✓ Identify the problem in your story and think of three ways on how you would solve the problem. Answer the following question in complete sentences: What is the problem in your story and how would you solve it.
- ✓ Determine the main idea of the book by answering the following question: what is this book/article mainly about? Use details from the story to support your answer (nonfiction book).
- ✓ Predict what will happen next in the story. Use details from the story to support your prediction (fiction book).
- ✓ If the author added another paragraph to the end of the story or chapter (or article) it would most likely tell about _____. Use information from the story (or article) to support your answer.
- ✓ Describe your favorite part of the story and explain why the part you choose is your favorite using details from the story. Draw a picture of the part that you chose.
- ✓ Complete both sides of the **Check Out What I Read**, read and respond sheet. Answer the questions based on the type of book you are reading (non-fiction or fiction).
- ✓ **MANDATORY:** Complete the **Problem and Solution** activity sheet for this week. Remember a **problem** is something that causes trouble. The **solution** is the way the character solves the problem/how the problem is solved.
- ✓ **MANDATORY:** Complete the **Making Reader to Text Connections** reading comprehension activity sheet. Remember to use the S.U.R.E. strategy when answering the open-ended questions.

- Question and Answer
- Vocabulary

*Quiz (print out a copy of your quiz)

How do students organize and document their work?

- Homework logs allow students to keep track of minutes worked and also serves as our communication between families for providing feedback and comments on student progress

Example of a homework log

Name: _____ Dates: 5/7-5/11

Miss Gambino's Homework Log:

Students will be graded on MANDATORY ITEMS. Please make sure those are completed first. Then choose any items from the menu to fulfill your time requirements.



Date	Time Started	Time Ended	Total Time (minutes)	Activity(ies) Chosen	Adult signature:
Mon.					
Comments: (Difficulties, strategies, new learning, etc...)					

Date	Time Started	Time Ended	Total Time (minutes)	Activity(ies) Chosen	Adult signature:
Tues.					
Comments: (Difficulties, strategies, new learning, etc...)					

Date	Time Started	Time Ended	Total Time (minutes)	Activity(ies) Chosen	Adult signature:
Wed.					
Comments: (Difficulties, strategies, new learning, etc...)					

Mid-week checkpoint (Thursday): ____ / 60 minutes completed

Date	Time Started	Time Ended	Total Time (minutes)	Activity(ies) Chosen	Adult signature:
Thurs.					
Comments: (Difficulties, strategies, new learning, etc...)					

Date	Time Started	Time Ended	Total Time (minutes)	Activity(ies) Chosen	Adult signature:
Fri.					
Comments: (Difficulties, strategies, new learning, etc...)					

End of week total (Monday): _____ / 60 minutes completed

How do teachers use menus to assess?

- Assignments from homework menus are used as formative assessments in our standards-based grading system
- Teachers provide students with feedback on their logs as to whether they are choosing assignments with an appropriate level of challenge and on their overall independent work habits