

MODIFYING HOMEWORK

Quick, Easy, and Efficient

The Fundamental Five

- **Purpose**
- **Efficiency**
- **Ownership**
- **Competence**
- **Aesthetic Appeal**

Vatterott, C. (2009). *Rethinking homework: Best practices that support diverse needs*. Alexandria, VA: ASCD.

Start Easy

□ Three Levels of Differentiation toward a Standard:

- ✓ Advanced (Already Mastered)
- ✓ Working Toward Mastery
- ✓ Modified/Individualized

Example: CCLS 4.NBT.5: *Multiply two 2-digit numbers, using strategies based on place value and the properties of operation.*

$$\begin{array}{r} 45 \\ \times 32 \\ \hline \end{array}$$

Start Easy



- What might students that have already mastered this need to do? Where can you look if you don't know?
- What skills are needed for students that cannot do this yet? What supports can I put into place/or should individualized HW apply?

Start Easy:

□ **Three Levels of Differentiation toward a Standard:**

- ✓ Advanced (Already Mastered)
- ✓ Working Toward Mastery
- ✓ Modified/Individualized

Example: CCLS 1.RF.3a: Know the spelling-sound correspondences for common consonant digraphs

Start Easy



- What might students that have already mastered this need to do? Where can you look if you don't know?
- What skills are needed for students that cannot do this yet? What supports can I put into place/or should individualized HW apply?

Let's Look at Data:

Student	th	sh	ch	wh	ph	ng	gh	ck
Alyssa	✓	✗	✓	✓	✗	✓	✗	✓
Benjamin	✓	✓	✓	✓	✓	✓	✓	✓
Carly	✓	✓	✓	✗	✗	✓	✗	✓
Chris	✗	✗	✗	✗	✗	✗	✗	✗
Deena	✓	✓	✓	✓	✗	✓	✗	✓
Edward	✓	✓	✓	✗	✗	✗	✗	✓
Edmund	✗	✗	✗	✗	✗	✗	✗	✗
Gracie	✓	✓	✓	✓	✓	✓	✓	✓
Hezekiah	✓	✓	✓	✓	✗	✓	✗	✓
Jaylah	✓	✓	✓	✓	✓	✓	✗	✓
Jaden	✓	✓	✓	✓	✗	✓	✗	✓
Larell	✗	✗	✗	✗	✗	✗	✗	✗
Phalicia	✓	✓	✓	✓	✓	✓	✓	✓
Reece	✗	✓	✗	✗	✗	✓	✓	✓
Samantha	✗	✗	✗	✓	✗	✓	✗	✓
Sayeh	✓	✓	✓	✓	✓	✗	✗	✓
Shakerrah	✗	✗	✗	✓	✗	✓	✗	✓

Whose Job is it to Modify HW?

It depends on your grade level team!

Things to discuss:

- content knowledge
- rapport with student
- time availability

Best Case Scenario:

Your grade level team collaborates to differentiate to the best of their ability and not re-invent the wheel! Use materials that easily adapt to varying levels with the click of a button or switch of a manipulative!!!

Examples Included in Packet!

Possible Models: First Grade

Subject:	Responsibility:
Reading	Each teacher assigns an independent book based on student's reading level. Students that see Sped teacher for conferencing/small group instruction will be assigned that material.
Math:	Classroom teachers divide responsibility to create the "working towards mastery" HW assignments, then relieving each teacher to add accommodations or modify as needed for his/her classroom. To aid, the special education teacher would create the HW for two students in that grade with completely modified curriculum that is working towards Pre-K and K level math goals.
Spelling:	Students are responsible for accurately spelling their "heart words" from their book baggies. Quizzes given at conferences.
Word Study:	Teachers divide responsibility to create picture cards, CVC cards, CVCE cards, and digraph cards for use to differentiate the "Snake Game".

Possible Models Kindergarten

Subject:	Responsibility:
Reading	Each teacher (including the reading specialist) creates 3 sets of “storytelling board pictures” that relate to shared books from RW or Emergent Storybook for students to practice taking home and retelling to an adult. Students already reading receive a book at his/her independent level. Teachers share materials to differentiate.
Math:	Individual Teachers send home assignments for all of their own students and individualize accordingly. One teacher that has taught first grade volunteers to create some weekly assignments for students having met the standard already.
Handwriting:	Special Education Teacher compiles a packet for Handwriting for all students at this grade level, modifying packets for students with accommodations in any classroom that needs it.

Possible Models: Third Grade

Subject:	Responsibility:
Reading	Each teacher assigns an independent book based on student's reading level with related assignment. SpEd teacher will do an additional daily HW check-in (for students with Reading Goals) in all 3 classrooms to monitor child's level, materials, and progress and collaborate on next steps with teacher.
Math:	Classroom teachers take one lunch per week to develop 5 assignments for the upcoming week. Classroom teachers and SpEd teacher work out their own strategy for modifying HW based on time constraints each week.
Spelling:	Only students who continue to need additional spelling support with high-frequency words are given spelling HW by the intervention teacher (SpEd or Reading Specialist).
Vocabulary	Teachers choose words that relate to their own classroom's Read Aloud for the week.
Language:	Given by any teacher when a particular problem is noticed (i.e. Reading Specialist notices a child has irregular verb tense issues and assigns a HW nightly based on that skill.)

Possible Models Fifth Grade

Subject:	Responsibility:
Reading	Each teacher assigns an independent book based on student's reading level. Students that see another support specialist for small group or 1:1 instruction will be assigned intervention material. Classroom teacher will check-in that HW and conference on material if not accurate.
Math:	Teacher A creates 3 levels for HW for all fifth grade math students. The rest of the team simply adds accommodations if needed. The special education teacher individualizes math HW based on IEP goals alone for 5 students at this grade level.
Word Analysis:	Teacher B creates 3 levels for HW for all fifth grade students. The rest of the team simply adds accommodations or modifies if needed.
Language:	Teacher C creates 3 levels for HW for all fifth grade students. The rest of the team simply adds accommodations or modifies if needed.

Examples:

Take a few minutes to look at examples of real homework assignments, modified for individuals or groups of students. Answer the following:

- **What is the modification made to this assignment?**
- **Why would the teacher have made this modification?**

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