

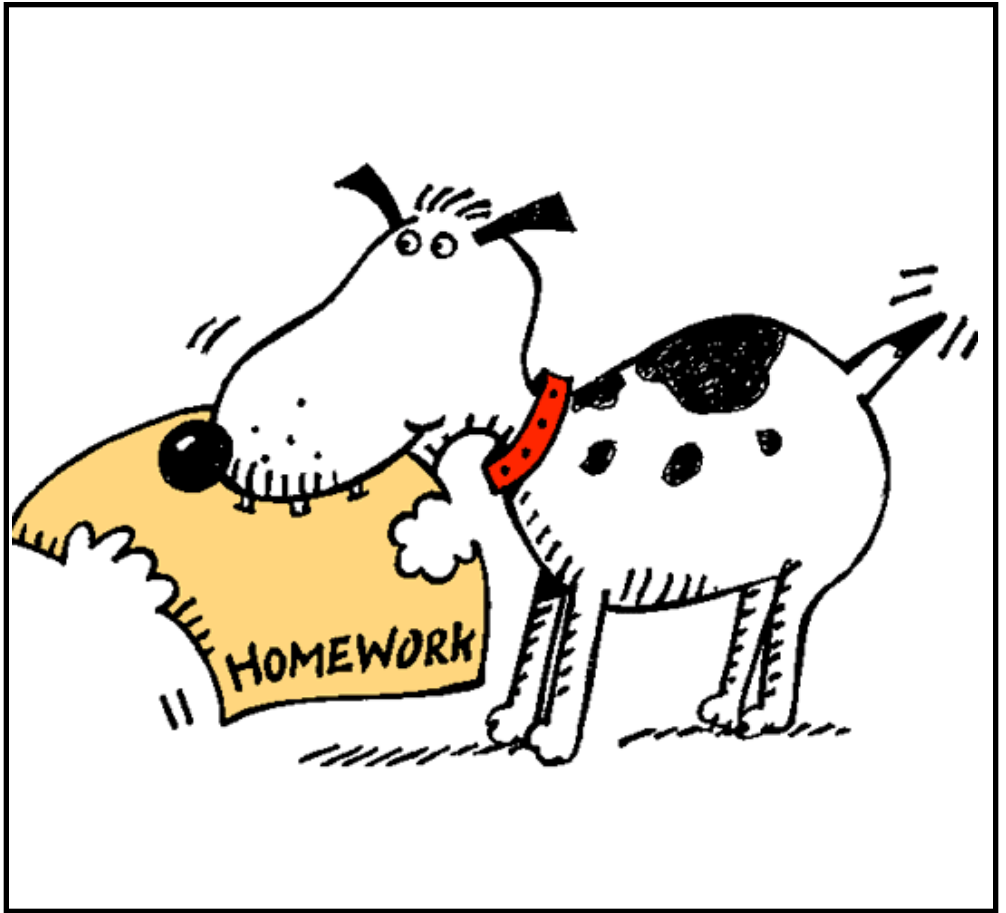


Teacher Tutorial #9

from

Marcia:

## How to Deal with Homework



## How to Deal with Homework

My school's Student Council did a survey once many years ago about cheating. Survey results? **Most kids cheat and don't think it's a bad thing.** The reasons ranged from helping a friend who gets beaten for bad grades to my parents expect me to get a college scholarship and I don't think I can do it without cheating. It opened my eyes. That along with my own observations helped me redefine my ideas about homework and classroom points.

**Here's what I know to be true, meaning it worked for me!**

(1) **I never collected or graded daily homework.** I gave **EFFORT POINTS** only. This took the element of cheating out of the picture, which was my main goal. I had my students **LINE UP FOR POINTS** every day right after bellwork was done. I trained my students how to line up for points on the second day of class. I did a quick **TEACHER EDIT** of each student's work

and usually gave 10 points per page. **Even if their answers were wrong they got the full points, just for the effort.**

(I wrote the points down on a class list of names with lots of blank squares which I added up on Friday. I recorded these in one big score every week as weekly points.) After they were all back in their seats, we went over the correct answers quickly together. **QUICKLY!**

(2) **THE IMPORTANT PART:**  
**I made it their responsibility to learn!** I told them I



**Marcia's Science Teaching Ideas** was founded by Marcia Krech, a retired Earth Science Teacher from Missouri, who believes passionately in passing on what she knows about good science teaching. I encourage teachers to use the active learning model including team games and foldables which puts the student to work and assigns the teacher the role of facilitator.

**Email me with questions!**

# How to Deal with Homework

didn't care if they copied their daily homework from someone or not. It didn't matter to me **BUT** it **would** matter to **them**. I told them they needed to learn the material. If they made a daily effort, then they would be learning the material and would need to study less for each test. **AND** I was going to find out if they had learned the material when I gave quizzes and tests! So if they did sloppy work or didn't pay attention in class or skipped OR COPIED homework, then their test grades would suffer. **They had to make a choice to learn or not.**

(3) **This was one of the best things I ever did.** I got out of the **police role**. They made a choice to learn or not. I was there to teach those who had decided to learn in my class.

(4) **I told them at the beginning of the course that their exams would be open notebook** so it was important that they kept a good organized notebook with all the correct answers. When we went over homework together I reminded them frequently this was on the exam, which was open notebook, so they should be correcting their answers!

(5) **I DID collect Lab Write Ups and other similar things to grade.** Once or twice a week. More than that and you don't have a personal life. If your **ULTIMATE OBJECTIVE** is for our students to learn (Okay, and to be honest, pass the state test) then policing their homework every day doesn't matter. What matters is that you inundate them

with learning experiences that are active and hands-on, change activities frequently, always keeping their interest high. Every one of your days should be crammed full of meaningful activities. They should never be bored. Well, almost never. **AND THEY WILL LEARN!** Because they want to, for the most part!

(6) I did at least one Foldable per unit. **I didn't collect them to grade.** Instead, the kids lined up for points when they got done making them, got their points, and then sat back down and moved on to the next activity, which usually had them using the Foldable to answer some questions. I always had a required standard they had to meet to get all the points on a Foldable. If not met, I gave them one chance to sit back down and fix any problems. This built in a desire to do a good job!

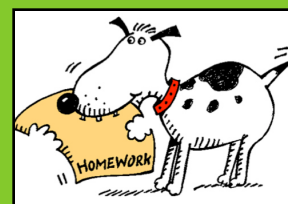
(7) **I loved LINE UP FOR POINTS!** Think about it. How many kids have a teacher look them in the eye and say their name on any given day? I tried to do that every day with every student! I always used their name when they lined up for points. "Thank you, Mary. Nice job," as I was looking at her eyes and smiling.

(8) **One last thing:** Try to schedule in to each day at least five or ten minutes at the end of class for students to get their homework started. Gives you a chance to help those who need it and settles them down for the end of class. They can organize their table baskets during this time and clean up if needed, too.

## Goodies for the Science Teacher:



### A Basic Homework Page



[Click here for a peak!](#)

### A Basic Class List

Class List for: _____	
Student Names	

[Click here for a peak!](#)

### Line Up For Points!

A transparency to use while training your students



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