Supporting Your Middle and High School Learners at Home

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What Specific Questions Do You Have?

• Please take a few minutes to write down some questions you have and would like us to address today during our workshop.

• Please take a copy of the PowerPoint.
Differences between Elementary School and Middle School

• Students change classes every 52 minutes
• Students use lockers – Must establish locker schedule
• Changing for gym – Preparedness counts!!
• More homework
• Greater need to reference Parent Access
• More note-taking
• Spanish/PBL Math classes
Differences between Middle School and High School

- Size – 800 versus 2000 students – 3 floors
- AB Block Schedule
- Homework is substantial part of the grade
- iPad for each student (so greater iPad use)
- Greater integration of AVID strategies (Marking the text, Cornell notes)
How Parents Can Help

- Organization
  - Personal Organization
  - Time Management
- Reinforcement/Retention
  - Informal Review
  - Memory Strategies
- Metacognitive Strategies (Learning Strategies)
  - Sequential Strategic Thinking
  - Think-Aloud
Getting Organized
Promoting Independence at Home

“You’re Hired!”
Help Set/Clear the Table
Dishes in sink/dishwasher
Vacuuming, cleaning, and sorting laundry

Self-Care Checklist (include photo)
Shower
Deodorant
Brushing/Flossing Teeth
Clean Clothing
Hair

Responsibility of Their Bedroom
Neat Bed (include photo)
Dirty Clothes in Hamper
Changing Sheets
Making sure lights are off when leaving
Binders and Backpacks

- Clean out backpack weekly
- 3-hole punch at home
- Separate sections (or separate binders) for each subject – Color coding may be helpful
- Pocket/folder for homework – HS moving to eBackPack
- HS: Some students may need an A pack and a B pack to help manage the AB Block Schedule
Homework Tips
Establish a Homework Habit

- Set a specific time (After school? Evening?)
- Set a specific place ("No disturbance zone")
- Have all necessary materials handy
- Provide student-driven incentives (snack, easy-to-difficult)
- Help student manage his/her time and attention (Time checks, time limits, "Beat the Clock")
- HS: Completing homework at school is an option (Tues/Thurs late bus: Afterschool tutoring, Coaches Club, Open Cafeteria/Media Center)
Helping with Homework

• Support. Do not do your student’s homework.
• Encourage student to seek information in his/her notes, textbook, teacher wiki/website)
• Encourage step-by-step thinking (What do you do first?)
• Encourage student to try/start all problems
• Encourage student to seek help the next day from their teacher(s) or make use of after-school resources
Organizing and Monitoring Homework

- Check agenda book/iPad (MS: Sign agenda pad)
- Create checklist of assignments to be completed that night
- Calendar long-term assignments
- Check if homework is completed AND have student show parent where they placed the completed homework (i.e. homework folder, binder, eBackpack, etc.)
- Check Parent Access for missed assignments
- Step back in increments (“Scaffolding”)
Technology and Homework

• Learn iPad basics
• Ask student to teach you about wikis/websites
• Contact teacher/case manager if student is having difficulty (Teacher/peer tutors can assist)
• Tech help is available at high school everyday
• “Going green” → eBackpack
• Students can always request paper copies
What’s a Wiki?

A wiki is a collaborative learning tool that can be accessed via the internet.

It functions like an interactive website.

Teachers can use wikis to communicate information to all students simultaneously (notes, resources, assignments) and enables students to communicate back with questions or comments.

Wikis can be updated and added to easily as new content is taught and new work assigned.

It literally gets all students on the same [wiki] page.

http://msweissmonroe.pbworks.com/w/page/58354893/Front Page

http://demarcoela.pbworks.com/w/page/68289143/FrontPage
Seven Common Homework Problems

1. Child does not do his/her best work
   • State clearly how you expect homework to be done
   • Maintain set homework period so there is no incentive for rushing through assignments
   • Provide praise and positive support when student makes an effort to do homework responsibly.
   • Provide additional incentives when appropriate.
   • Back up words with actions
2. Child refuses to do assignments

• No fighting/arguing. State clearly that you expect homework to be completed (“Broken record”).

• Start with easiest task. Break assignments into small parts.

• Stick to homework schedule (i.e., no TV or music during )

• “Natural consequences” will take place when the work is not completed. Collaborate with teacher.

• Praise and incentives
3. Child fails to bring assignments home

- Use Parent Access or teacher wiki/website to see what is assigned.
- Collaborate with the teacher to provide additional monitoring
4. Child takes all night to finish homework

- Understand why it is taking all night (overly critical, can’t sustain attention, difficulty retrieving procedures)
- Generally, homework should take no more than two hours.
- Have student predict and set time limits.
- Confer with teacher, work may need to be modified.
5. Child will not do homework on his/her own

- Help student initiate, then step back.
- Set short-term goals. Check in periodically.
- When a child does need help, use the process of encouragement to build his confidence.
- Praise and incentives
- Back up your words with action.
6. Child waits until the last minute to finish assignments

- State clearly that you expect long-range projects to be planned and completed responsibly.
- Use a long-range plan.
- Monitor your child to make sure each step of the project is completed on time.
- Praise and incentives
- Back up your words with action.
7. Child does not do homework if you’re not at home

- State clearly that you expect homework to be done whether you’re home or not.
- Make sure that the person responsible for child care/supervision knows and maintains homework schedule.
- Monitor completion of homework when you are at home.
- Provide praise and positive support.
Effective Studying
Study Habits and Tips

• Ask student weekly about upcoming test dates (reference a calendar)
• Help them identify what the test will cover
• Help them organize all study materials (study guides, notes, text)
• Schedule time for spaced studying
• Use effective study techniques
• Review homework and class notes
• Review study questions, past quizzes, and tests
• Make a list of sample test questions
Study Strategies

• How will I remember this?
• Flash cards
• Talk it out (Tell me what you know)
• Organize a study group
• Go to afterschool reviews
• Mnemonics (e.g., key word, logical connections)
Support Strategies
Metacognitive Strategies

Step 1
Step 2
Step 3
The Goal: The Reflective Learner

- Metacognition is teachable at any age level. Teachers and parents should use techniques to make thinking visible.

Four levels of metacognitive learners:

1. **Silent learner**: Students who lack awareness of their thinking as they read or work.

2. **Aware learners**: Students who know when comprehension breaks down and are able to use a strategy or strategies to fix meaning.

3. **Strategic learners**: Students who know when comprehension breaks down and are able to use a strategy to fix meaning.

4. **Reflective learners**: Students who reflect on their understanding and intentionally apply a strategy.

*Source*: “Comprehension Shouldn’t Be Silent” by Michelle J. Kelley and Nicki Clausen-Grace
Support Strategy: Comprehension

• Cognitive strategies that are used to enhanced learning across content areas:
  ➢ Predicting - using context clues or prior knowledge
  ➢ Making Connections – relating something they have experienced or seen
  ➢ Questioning – students ask questions or read on for answers
  ➢ Visualizing – using their senses to create their own image
  ➢ Summarizing - identifying and reporting essential details from a lesson or text.

• Encourage emerging readers to read aloud and in short chunks.

• Marking the Text
  ➢ Draw pictures to “map” a story
  ➢ Ask a question
  ➢ Define vocabulary words
  ➢ Identify figurative language
  ➢ Identify literary elements

“The more that you read, the more things you will know. The more that you learn, the more places you’ll go.”
- Dr. Seuss
Support Strategy: Comprehension

- Pre-Reading Strategies:
  - Reading the first sentence of each paragraph
  - Making predictions
  - Discuss the pictures
  - Review vocabulary words in textbook
  - Preview headings/subtitles
  - Read all comprehension questions PRIOR to reading
Support Strategy: Comprehension

- There are four types of comprehension questions. Identifying what type of a question is posed can assist the student to determine where to look for the answer.

  - **Right There Questions:** Literal questions whose answers can be found in the text. Often the words used in the question are the same words found in the text.

  - **Think and Search Questions:** Answers are gathered from several parts of the text and put together to make meaning.

  - **Author and You:** These questions are based on information provided in the text but the student is required to relate it to their own experience. Although the answer does not lie directly in the text, the student must have read it in order to answer the question.

  - **On My Own:** These questions do not require the student to have read the passage but he/she must use their background or prior knowledge to answer the question.
In the Book

Right There
Example:
What day is the birthday party?

Think and Search
Example:
How did the character feel when his friend missed the party?

Author and You
Example:
What are two items that could have changed the party?

On Your Own
Example:
Communication is an important life skill. How do you use communication in your daily routine?
Reading the Textbook – SQ3R

• **Scan/Survey** the chapter
  • *Look at the headings of each main section*
  • *Look over all pictures, maps, charts, table, and graphs*
  • *Scan end of the chapter summary/questions*

• Go back and formulate a **Question** from each main heading

• **Read** each section for the answer

• **Recite**

• **Review** the chapter
Cornell Notetaking

- Notes here
- Questions or key words
- Summary
Support Strategy: Writing Process

• Written expression is the highest form of human communication and a natural necessary link in the language chain.

• Writing is like a road map, the more a student uses a system or process, the more likely they are to manage it independently.

• Structure and frequent constructive criticism is needed.

• The focus needs to grow from three areas:
  ➢ *Writing Sentences*
  ➢ *Narrative Descriptions*
  ➢ *Letters*

*Source: “When They Can’t Write…” by Charlotte G. Morgan*
Support Strategy: Writing Process

Strategies for Writing

- Make lists
- Edit and organize the list
- Place information into a graphic organizer
- Write a rough draft (skip every other line)
- Edit!
- Write the final in chunks
Supporting Student Writing

- Do not write for your student
- Have student read the rubric carefully
- Help him/her to use a graphic organizer
- Encourage student to find evidence
- Encourage student to write more
- Avoid plagiarizing!
- Have student read aloud to hear grammar mistakes
Support Strategy: Mathematics

• Use EVERY chance to build enriched number sense.
  ➢ Which is most or greatest? How do you know?
  ➢ What can you tell me about these numbers? (i.e. even, odd, prime, rational, positive, negative, fraction)
  ➢ How else can be express $\frac{1}{2}$?

• Talk and visualize!
  ➢ The weatherman said we have 8 inches of snow on the ground. Can you show me that with your hands?
Support Strategy: Mathematics

- Mastery with extensive practice is key to numeracy understanding.
- Moving math facts to memory:
  - Spiral math reviews
  - Use manipulatives, multiplication charts and calculators
  - Incorporate games and activities to enhance working memory, visual spatial and language deficits
    - Checkers, puzzles, Lego toys, video games (monitored), Monopoly

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*Source: Kemp, Maccow (2013), “Identifying Subtypes of Mathematical Disabilities”. Pearson*
Support Strategies for Math

- Always TRY
- Encourage step-by-step thinking
- Find sample problems in student notes
- Google it!
- ROSE
  - **R**ead the question & underline the data
  - **O**peration (key words)
  - **S**et up & **S**olve
  - **E**stimate & Check