



**HELPING WITH HOMEWORK:  
A Parent's Guide to Information Problem Solving**

**THE BIG SIX**



## PARENT/ADULT INVOLVEMENT IMPORTANT

- Can make a difference in children's learning
- Can enhance learning process
- Provide opportunities for children to learn how to complete tasks and solve problems
- Provides excellent opportunities for parent-student connection

# PRESENTATION GOAL



Give parents effective approach  
and tools to help their children  
*learn and achieve*

# KEYS TO HELPING

- Key to helping students succeed lies in helping them, not doing the work or trying to teach
- Leave teaching to the teachers and the work to the students
- Accept role of guide, not teacher
- Learn how to ask questions

# THE SUPER THREE

## (Kindergarten and First Grade)

- **BEGINNING:** What am I supposed to do? What will the result look like if I do a really good job? What do I need to find out about to do the job?
- **MIDDLE:** Find necessary resources, reading or viewing the information and putting it all together.
- **END:** Is this done? Did I do what I was supposed to do? Do I feel OK about this? Should I do something else before I turn it in?

# THE BIG SIX

- Task Definition
- Information Seeking Strategies
- Location and Access
- Use of Information
- Synthesis
- Evaluation

# TASK DEFINITION

(Define, identify information needed)

- Number one problem – students not knowing what's expected of them
- Not paying attention, task confusing, teacher not clear
- Parent – look at assignment sheet, ask what teacher looking for when grading
- Make sure students truly understand what they are to do and how assignment will be evaluated
- What types of information needed to get job done (facts, opinions, pictures, numerical info, etc.)

# INFORMATION SEEKING STRATEGIES

(brainstorm, select)

- Range of possible information sources
- Think broadly
- Parents help brainstorm a wide range and let student determine which ones to check first, second, etc.

# LOCATION & ACCESS

(Locate sources, find info within)

- Locate sources selected in previous task
- Obtain information
- Utilize indexes
- Parents help by driving to library, friend's home, etc.

# USE OF INFORMATION

(examine and extract)

- Read, view or listen
- Decide what is important
- Extract information needed
- Parent may “walk” student through some tough reading
- Various info capturing methods (e.g. photocopy, highlight)

# SYNTHESIS

(organize, present result)

- May be simple or complex depending on assignment
- May require use of computer – parent can help with access

# EVALUATION

(judge effectiveness and efficiency)

- Reflect – what might be done differently?  
(where did they get stuck? Where did they waste time?)
- If problems during project, parents can help with review
- May need to reconsider task definition

# CASE STUDIES

## Sample Assignment: Science Vocabulary Words (page 36)

*Sue is a sixth grader who has a science vocabulary homework assignment. Her task is to define in her own words the 12 vocabulary words from the back of the chapter on the subject of volcanoes. All homework must be done in ink.*

# CASE STUDIES

## Sample Assignment: English/Language Arts Assignment (page 116)

*Maria is in first grade. Her teacher gives her a homework assignment that requires her to make an ABC book. In addition to writing the book, she must share it with the class.*

# CASE STUDIES

Sample Math Assignment (page 122)

*Joanne, a tenth grade student, is working on probability problems from her math book. For homework, she is to complete questions 1-3-5-7-9-11 on page 116 in her math textbook. But Joanne was sick earlier in the week and missed two days of school.*