

Student's Name _____

Date _____

TIPS: Hairy Tales

Dear Family Partner,

In language arts I am working on using information gathered from others to write explanations. For this assignment, I am comparing today's hairstyles with those of the past. I hope that you enjoy this activity with me. This assignment is due _____.

Sincerely,

Student's signature**Family Interview****FIND A FAMILY MEMBER TO INTERVIEW.**

Who is it? _____

Ask:

1) In what decade were you born? (1960s, 1970s, etc.) _____

2) What is one hairstyle that was popular when you were my age?

For boys: _____

For girls: _____

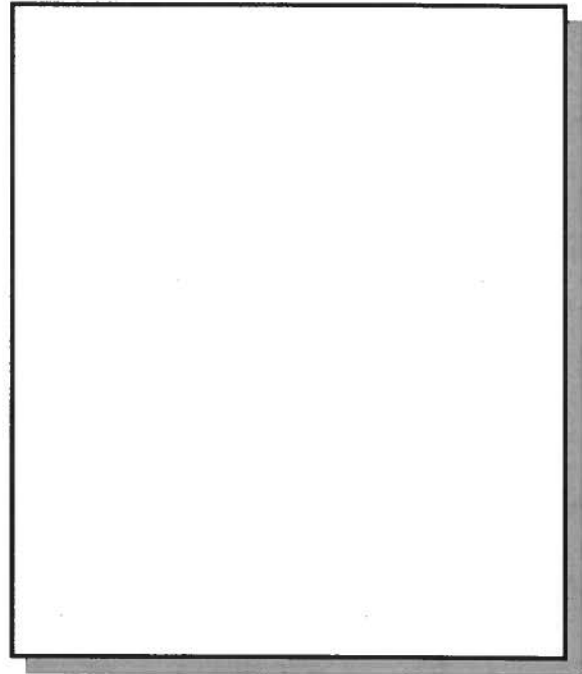
3) What hairstyle did you have when you were my age? _____

4) Did your family agree with your choice of hairstyle? _____

5) What is your favorite current hairstyle and why? _____

6) What is your least favorite current hairstyle and why? _____

Ask your family member to show you a picture of a hairstyle from the past. Draw a picture of the hairstyle here.

**First Draft**

Use the information from your interview to write a paragraph about hairstyles.

Remember to:

- Give a paragraph a title.
- Be sure all of your sentences related to your topic.
- Use descriptive words to help explain the ideas.
- If you compare hairstyles, tell how they are alike and how they are different.

Write your paragraph here

Title: _____

Read your paragraph aloud to your family partner. Revise or add sentences, as needed.

Extension Activity

Select another topic for comparison—for example, clothing styles, ways to have fun, or rules at home or school. What topic did you choose? _____

Next to each "Q" line, write a question about your topic. Use your questions to interview a family member. Write the family member's answer next to each "A" line.

1. Q: _____
A: _____
2. Q: _____
A: _____
3. Q: _____
A: _____

Home-to-School Connection

Dear Parent/Guardian,

Your comments about your child's work in this activity are important.

Please write YES or NO for each statement:

____ My child understood the homework and was able to discuss it.

____ My child and I enjoyed this activity.

____ This assignment helps me understand what my child is learning in language arts.

Other comments: _____

TIPS MATH-ELEMENTARY

Student's Name _____ Date _____

FRACTIONAL PARTS

Dear Parent,

Let me show you what we learned in math. We can enjoy "Let's Find Out" together.

This assignment is due _____.

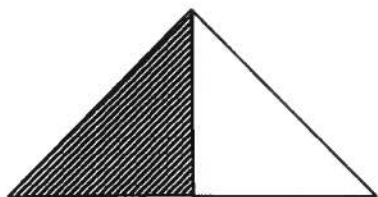
Sincerely,

Student's signature**LOOK THIS OVER**

Explain this to your family partner.

Who is your family partner? _____

SAMPLE: What part of the shape is shaded?



Answer:

$$\frac{1}{2}$$

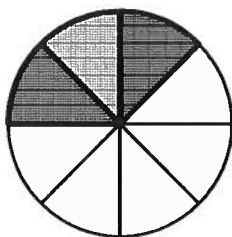
of the shape is shaded.

Count the parts: **2 parts**How many are shaded?: **1 part**

$$1 \text{ part out of } 2 \text{ parts} = \frac{1}{2} \text{ part out of parts}$$
NOW TRY THIS

Show your family partner how you do this example.

EXAMPLE: What part of the shape is shaded?



Count the parts:

How many are shaded?:

Answer:

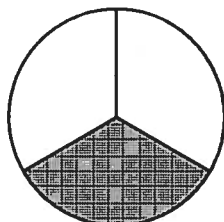
If you need help, ask your family partner to go over the example with you.
When you understand the work, explain what you did.

PRACTICE SECTION

Complete these examples on your own. Show your work.
Explain one example to your family partner.

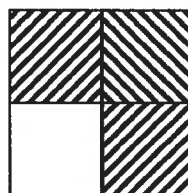
What part of each shape is shaded?

1.



Answer:

2.

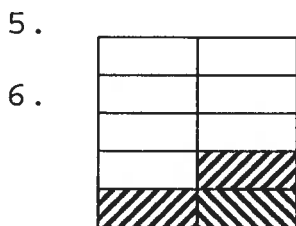


Answer:

****CONTINUE YOUR WORK ON THE BACK OF THIS PAGE****

MORE PRACTICE

What part of each shape is shaded?

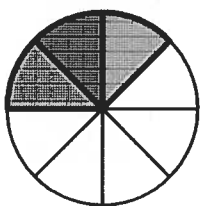
**Answer:****Answer:**

6.

6. Create a shape of your own. Divide it into equal parts. Shade some parts. Write the fraction.

Answer:**Answer:**

- DISCUSSION:** 1) With a family partner, look over the examples you finished and tell what fractional parts are NOT SHADED
2) Ask a family partner: When do you use fractions at home?

ANSWER TO NOW TRY THISCount the parts: **8 parts**How many are shaded?: **3 parts**

3 parts out of 8 parts = **3 parts**
— out of
8 parts

Answer: $\frac{3}{8}$ is shaded

HOME-TO-SCHOOL COMMUNICATION

Dear Parent,

Please let me know your reactions to your child's work on this activity.

____ O.K. My child seems to understand this skill

____ PLEASE CHECK. My child needed some help on this, but seems to understand.

____ PLEASE HELP. My child still needs instruction on this skill.

____ PLEASE NOTE. (other comments) _____

Parent's signature: _____

Student's Name _____

Date _____

TIPS: LIVING THINGS—THE IMPORTANCE OF ANIMALS

Dear Family Partner,

We are learning to identify useful products that come from animals. This activity will help build science skills in observing, recording information, and drawing conclusions. I hope you enjoy this activity with me. The assignment is due _____.

Sincerely,

Student's signature**OBJECTIVE:**

To identify useful products from animals and to draw conclusions about the importance of animals in our lives.

MATERIALS:

Pen or pencil

PROCEDURE:

1. Discuss with your family partner different kinds of products that come from animals. Write a list of these products at the top of the Lab Report.
2. Observe objects in your living room, bedroom, and kitchen. In the kitchen, make sure to look in the refrigerator and cupboards for products that come from animals.
3. Record on the Lab Report the items that come from animals or animal products.
4. Next to each item on the Lab Report, write the animal the item is from.
5. Read your list of animal products to your family member. Add any other items that your family member suggests.



LAB REPORT:

Fill in the animal products you found and the animals the items come from:

ROOM	ITEMS FROM ANIMALS OR ANIMAL PRODUCTS	WHICH ANIMAL?
LIVING ROOM	1. 2. 3.	1. 2. 3.
BEDROOM	1. 2. 3.	1. 2. 3.
KITCHEN	1. 2. 3.	1. 2. 3.

CONCLUSIONS:

Discuss the following questions with your family member. Write complete sentences.

1. Which animal gave important food products to your home? _____

2. Which animal gave important non-food items to your home? _____

3. Which animal do you think is the most important to people? Why? _____

HOME TO SCHOOL COMMUNICATION:

Dear Parent/Family Partner,

Please give me your reactions to your child's work on this activity.

Write YES or NO for each statement.

____ My child understood the homework and was able to discuss it.

____ My child and I enjoyed the activity.

____ This assignment helped me know what my child is learning in science.

Any other comments: _____

Parent's Signature: _____

Student's Name _____

Date _____

TIPS: A HELPING HAND

Dear Family Partner,

We are writing narrative paragraphs that include the use of specific details. I hope you enjoy this activity with me. This assignment is due _____.

Sincerely,

Student's signature**THINGS TO REMEMBER:**

Narrative writing—

- Tells a story
- Includes a definite beginning, middle, and end
- Uses details to support the main ideas in a clear sequence of events

PROCEDURE:

1. Read the following prompt. You may discuss it with your family member.

**PROMPT: A Helping Hand**

Think of a time when you needed help and someone helped you. This person may have been a teacher, a neighbor, a classmate, a friend, or a family member. Write one paragraph or more to tell your teacher about a time when someone helped you.

Before you write, think about how the situation began. Think about who was involved and when and where it occurred. Think about what happened as it continued and how it ended. Think about your feelings toward the person who helped you.

2. Complete the pre-writing chart below.

Topic: _____

Purpose: _____

Audience: _____

Form: _____

QUESTIONS	ANSWERS	DETAILS
Who helped you?		
What happened first?		
Second?		
Next?		
Next?		
Last?		
Reactions?		

3. Now, write the rough draft of your paragraph. Remember your title, topic sentence, and closing sentence.

Title: _____

4. Read what you have written to your family member.

Who is listening to you? _____

Add or delete details, or make other changes to improve your work.

FAMILY SURVEY—Ask: What experience do you remember when you were a teen and someone helped you? You write the example that your family partner shares. Use complete sentences.

HOME TO SCHOOL COMMUNICATION:

Dear Parent,

Please give me your reactions to your child's work on this activity.

Write YES or NO for each statement.

___ My child understood the homework and was able to discuss it.

___ My child and I enjoyed this activity

___ This assignment helped me know what my child is learning in language arts

Any other comments: _____

Parent's Signature: _____

Student's Name _____

Date _____

TIPS: I MEAN IT!

Dear Family Partner:

In math, we are finding and using averages to discuss some common facts. I hope you enjoy this activity with me. This assignment is due _____.

Sincerely,

Student's signature**I. LOOK THIS OVER:**

Explain this example to your family partner.

Remember: To find the average (mean) for a set of data:

- 1) add all of the data;
- 2) divide by the number of pieces of data; and
- 3) round to the nearest whole number if necessary.

DATA: 4, 9, 5, 6, 11

ADD: $4 + 9 + 5 + 6 + 11 = 35$

5 pieces of data

DIVIDE by Number of Items in Set: $35 \div 5 = 7$

AVERAGE (MEAN) = 7

II. NOW, TRY THIS:

Show your family member how you do this example.

DATA: 7, 13, 23, 3, 17, 9, 12

ADD:

DIVIDE by Number of Items:

AVERAGE (MEAN) =

III. PRACTICE SECTION:

Complete these examples on your own. Show your work. Explain one example to your family partner.

1. List the ages of all your family and find the mean age.

DATA:

ADD:

DIVIDE by Number of Items

AVERAGE (MEAN) =

Is your age close to the mean? _____

2. Find the mean shoe size for all of your family (round half sizes up).

DATA:

ADD:

DIVIDE by Number of Items

AVERAGE (MEAN) =

Is your shoe size close to the mean? _____



3. Find the mean height (in inches) of all of your family.

DATA:

ADD:

DIVIDE by Number of Items

AVERAGE (MEAN) =

Is your height close to the mean? _____

IN THE REAL WORLD...

People use averages or means to report survey results. Poll four family members or friends. Include at least one family member.

ASK: How many hours each day do you work (at school, at a job, or at home)?

How many hours each night do you sleep? (Fill in the chart below with your data)

Names of people you surveyed	Number of hours of <u>work</u> each day (at school, at a job, or at home)	Number of hours of sleep each day
1.		
2.		
3.		
4.		
_____	AVERAGE (MEAN) =	AVERAGE (MEAN) =

Find the average (mean) amount of time the people you selected work and sleep each day.

WORK SPACE:

Explain your results to a family member. Discuss with your family member:

Would I find the same means if I surveyed only friends my own age? Why or why not?

ANSWER TO "NOW, TRY THIS":

ADD: $7 + 13 + 23 + 3 + 17 + 9 + 12 = 84$

DIVIDE by Number of Items: $84 \div 7 = 12$

AVERAGE (MEAN) = 12

IV. HOME TO SCHOOL COMMUNICATION:

Dear Parent/Family Partner,

Please give me your reactions to your child's work on this activity.

Write YES or NO for each statement.

____ My child understood the homework and was able to complete it.

____ My child and I enjoyed the activity.

____ This assignment helped me know what my child is learning in math.

Any other comments: _____

Parent's signature: _____

Epstein, J.L., Salinas, K.C., & Jackson, V. (revised 2000). Teachers Involve Parents in Schoolwork (TIPS) Interactive Homework for the Middle Grades. Baltimore: Center on School, Family, and Community Partnerships, Johns Hopkins University.

Name: _____ Date: _____ Class: _____

ON YOUR MARK, GET SET, GO!

Dear Parent or Guardian:

In science we are studying the phases of matter. This activity focuses on liquids to help build skills in observing, recording, and drawing conclusions. I hope you enjoy this activity with me. This activity is due _____.

Sincerely,

OBJECTIVE To understand **viscosity** -- a liquid's resistance to **flow**.

MATERIALS ONE TEASPOON of **4 liquids** that have different thicknesses -- such as ketchup, mustard, water, syrup, honey, milk, or others that your family partner will allow you to use, baking pan, teaspoon, a clock that shows the seconds or someone to count seconds.



PROCEDURE

1. Explain the following to a family partner to share what we are learning in class:

Who is working with you? _____

Some liquids are thicker and **more viscous** than others. They **flow slowly**.

Some liquids are thin and **less viscous** than others. They **flow quickly**.



2. With your family partner decide: **Which 4 liquids will you test?**

a. _____ c. _____

b. _____ d. _____

3. Tilt the pan and prop it up against something like a phone book or against another pan so that it is at an angle (between 45° - 60°). At about what angle is your pan tilted? _____
One of you will put each liquid in the pan and identify the finish line. The other will serve as the timer. You can check each other to get an accurate observation. When you are ready with all of the materials, do these steps:

- a. Place one teaspoon of liquid at the "starting line" at the top of your pan.
- b. Time the seconds it takes for the liquid to reach the "finish line" at the bottom of the pan.
- c. Record the information in the Data Chart.
- d. Continue until you have tested each teaspoon of liquid. Make sure that you start each liquid at the same level at the very top of the pan, but at least one inch away from the previous liquid. Make sure the pan remains tilted at the same angle for each test.

DATA CHART

LIQUID	SECONDS TO "FINISH" LINE	OBSERVATION HOW VISCOUS IS IT?
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

CONCLUSIONS

- Which liquid finished:
 first (fastest) _____
 midway _____
 last (slowest) _____
- Which liquid has **high viscosity**? _____
- Which liquid has **low viscosity**? _____
- Why was it important that your pan remained at the same angle for each test?

FAMILY SURVEY. ASK: Can you think of any foods or other products that use **viscosity (how fast or slow the flow)** as part of the advertising to get you to buy it?

Family partner's idea _____

My idea _____

Why is high viscosity (slow flow) a good feature (or a bad feature) of a product you use?

Why is low viscosity (quick flow) a good feature (or a bad feature) of a product you use?

HOME-TO-SCHOOL COMMUNICATION

Dear Parent or Guardian,

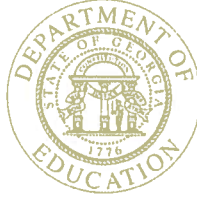
Please give me your reactions to your child's work on this activity.

Write YES or NO for each statement.

- _____ 1. My child understood the homework and was able to discuss it.
- _____ 2. My child and I enjoyed the activity.
- _____ 3. This assignment helped me know what my child is learning in science.

Any other comments: _____

Signature: _____



Dr. John D. Barge, State School Superintendent
"Making Education Work for All Georgians"

Upper Level Math Homework Assignment

Student's Name: _____

Date: _____

Family Partner's Name: _____

Period: _____

Dear Family Partner,

I hope that you will work with me on this assignment! In Algebra 1 class, we have been developing ourselves as mathematicians by working on representing real world situations mathematically so that we can solve problems in the community. This assignment is on representing real world situations in **Slope Intercept Form**, (the first format that we are learning for writing equations).

This assignment is due: _____.

Sincerely,

Student Signature

Part 1: Refresh Our Minds

Using the example below, explain to your family partner what slope-intercept form is and what the different components of it represent.

When Marissa picked her puppy up from the pet shop, the puppy only weighed 3 pounds. Since the time she brought him home, the puppy has gained 2 pounds every month. Write an equation to represent the puppy's weight over time.

Slope-Intercept Form →

$$y = m \cdot x + b$$

1. Remember that x is the **independent** variable, y is the **dependent** variable, m represents **slope** (the rate), and b represents the **starting point**.
2. Discuss what information is represented by each part of the equation:

$$\text{total weight} = \text{rate of weight gain} \cdot \# \text{ of months} + \text{starting weight}$$

3. Write an equation to represent the story problem:

$$y = 2 \cdot x + 3$$

Part 2: Let Me Show You

Show your family partner how to write an equation to represent the following situation (once you have discussed the problem, flip to the last page to check your answer):

1. Each day after school, Isabella has to read for 20 minutes. In addition, it takes her about 15 minutes for each homework assignment that she has to complete. Write an equation to represent the amount of time she needs daily for school assignments.

Part 3: Let's Practice Together

With your family partner, write equations to represent the following situations.

2. Dave got a part -time job helping his cousin clean up a construction site. Dave gets paid a flat amount of \$20 for coming to help, and he earns an additional \$0.50 for every screw or nail that he picks up off of the ground. Write an equation to model how much money Dave can earn.

3. Mable is trying to decide whether to purchase a gym membership at her local gym. To become a member, the gym would charge her \$45.50. Once Mable becomes a member, it will cost her \$2.50 each time she goes to the gym to work out. Help her decide whether to join by writing an equation to represent the cost.

4. Oscar's teacher told him that he has twenty minutes of detention for throwing a paper airplane during class. When he started to protest, she told him that he would get five more minutes of detention for every excuse she hears. Help Oscar make the right decision by writing an equation to show him how much time he may have to spend in detention.

Part 4: Our Own Lives

With your family partner, brainstorm a situation in your lives that could be represented by an equation in slope intercept form (some ideas: cell phone plan plus texting costs, birth height plus approximate monthly growth, down payment plus monthly payments). Ask your family partner what he or she thinks the rate is, what the starting points is, and then together write an equation.

Describe the situation you chose: _____

What is the rate? _____ What is the starting point? _____

Write an equation to represent the situation: _____

Talk to your family partner about situations in your own lives where using an equation in slope intercept form could be helpful. Think about what you can do with the equation once you write it and what types of information you can solve for.

In two sentences, describe what you and your family partner came up with.

Part 5: Let My Teacher Know...

Dear Parent or Guardian,

Thank you for working with your student on this assignment! Please help me help your student by completing the following questions.

1. Did your child understand how to complete this assignment?
 2. Did you and your child enjoy working together on this assignment?
 3. Are you interested in completing more family assignments with your child in the future?
 4. Do you have any suggestions for ways I can further engage your child?
-

Let Me Show You **Answer Key**

1. $y = 15x + 20$, can also be written as $y = 20 + 15x$