

TIPS Interactive Homework by Subject



You need Adobe Acrobat Reader to view the Sample Activities and Blank Templates (.pdf). If you don't have Acrobat Reader, click to download.

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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:**

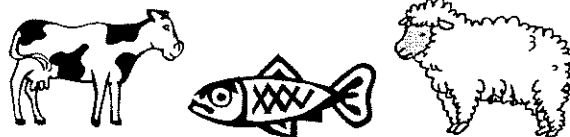
To identify useful products from animals and to draw conclusions about the importance of animals in our lives.

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: 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? _____

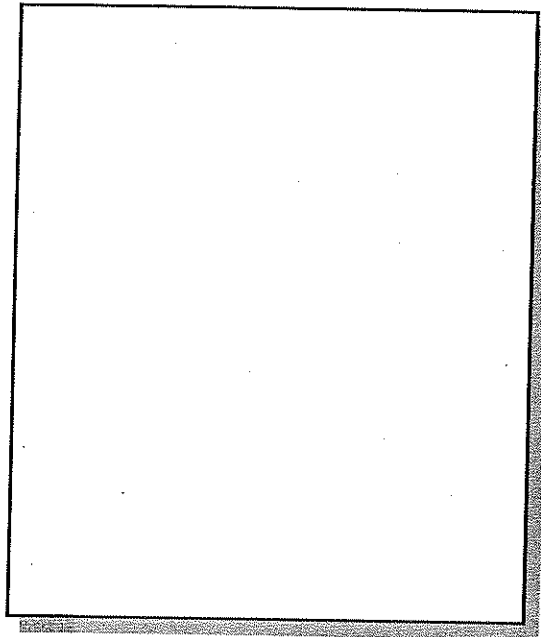
4) Did your family agree with your choice of hairstyle? _____

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: _____

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 _____

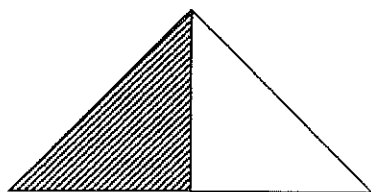
Sincerely,

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.

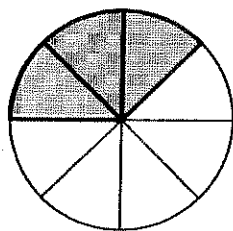
Count the parts: 2 parts

How many are shaded?: 1 part

1 part out of 2 parts = $\frac{1}{2}$ 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:

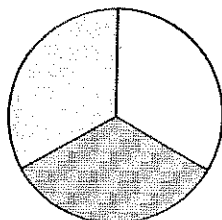
If you need help, ask your family partner to go over the example with you. When you understand the work, explain what you did.

PRACTICE SECTION

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

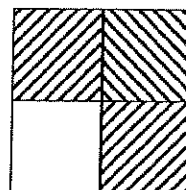
What part of each shape is shaded?

1.



Answer:

2.



Answer:

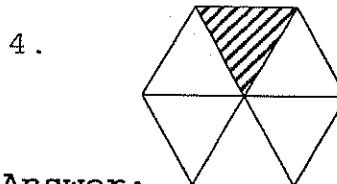
****CONTINUE YOUR WORK ON THE BACK OF THIS PAGE****

MORE PRACTICE

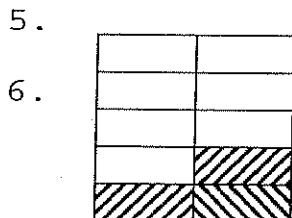
What part of each shape is shaded?



Answer:



Answer:



6.

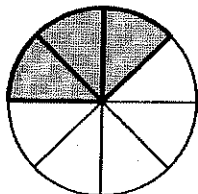
6. Create a shape of your own. Divide it into equal parts. Shade some parts. Write the fraction.

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 THIS



Count the parts: 8 parts

How many are shaded?: 3 parts

3 parts out of 8 parts = $\frac{3}{8}$ 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: 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":

$$\text{ADD: } 7 + 13 + 23 + 3 + 17 + 9 + 12 = 84$$

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

$$\text{AVERAGE (MEAN) = 12}$$

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.