



**United States Department of the Interior
BUREAU OF INDIAN AFFAIRS
SHIPROCK AGENCY
OFFICE OF INDIAN EDUCATION PROGRAMS
RED ROCK DAY SCHOOL
PO DRAWER #2007
HIGHWAY NAVAJO ROUTE #33
RED VALLEY, ARIZONA 86544**



PH: 928.653.4456

Fax: 928.653.5711

Learning Support Kits: October 04, 2021/22

Contact: (Work) 480-236-1147

Teacher: Ms. Roselyn John

E-Mail: roselyn.john@bie.edu

Student Name: _____

Grade: EIGHTH

Below are the assignment & instructions (points for each) for each day for each student --

See attached pages for Monday's assignments:

MONDAY	READING/ELA:	MATH:
Estimated time lesson complete	_____minutes	_____minutes
Student Assignment 10-04-2021.22	<p>HMH READING Into Literature: "The Hollow" FIRST READ pp. 107-108. Also important to read all information presented pp. 105-111 ❖ Note Taking (bold words): <input type="checkbox"/> Complete worksheet <ul style="list-style-type: none"> • Make Connection p. 105 • Genre Elements: Lyric Poetry p.105 • Allusion p. 105 Writing Assignment: ❖ Write a Poem p. 111 <input type="checkbox"/> Write a poem inspired by a favorite story, movie, or character. NOTE: Write more than 1 paragraph <ul style="list-style-type: none"> • BRAINSTORM- jot down ideas • Use graphic organizer and resources to plan LANGUAGE ARTS (Write Source SkillsBook) <ul style="list-style-type: none"> • Using the Right Word Review 2 pp. 61/62 Points: _____/100</p>	<p>HMH Into Math Module 1 Transformation and Congruence <input type="checkbox"/> MODULE 1: ASSESSMENT <ul style="list-style-type: none"> • Look at resource papers for more example. • Read questions closely • Write down the definitions found in the workbook, use your graph notebook • <i>Definitions are highlighted in yellow in the math notebook</i> Points: _____/100</p>
Parent support for Monday	Plan out the writing on a graphic organizer Child will be jotting down notes to use in their writing. Use/refer to Write Source Guide (Index) for more example on grammar.	Use resource paper to see example for understanding transformation and congruence



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Items to be returned in folder for the week:	Write first draft (Brainstorm) on filler paper of Writing Assignment Turn-in and complete notetaking Use/refer to Write Source Guide (Index) for more example. Turn-in: <ul style="list-style-type: none"> • Worksheets: Notes taking • Writing: Brainstorm paper • Language Arts pp. 61/62 	Tear out/Turn-in: <input type="checkbox"/> HMH Into Math p. 43/44
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Parent Notes: _____

Oct. 04: MONDAY'S Items to be **COMPLETED**

Please **check off items you have complete** and put in packet to be graded.

READ story	The Hollow	First read
Worksheet: Note Taking	Make Connection Genre Elements: Lyric Poetry Allusion	Page 105
Writing: Lyric Poetry	Poem inspired by a favorite story, movie, or character	Brainstorm: How the poem will relate to the subject, decide the mood, and rhyme scheme
Language Arts (Write Source)	Using the Right Words Review 2	Pages 61 and 62 (tear-out/turn in)
HMH: into Math workbook	Module 1: Assessment	
Curriculum Associates Ready Core: Reading	Category	Pages 38/39 Don't tear out



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Sheet for Homework: Teacher: Ms. Roselyn John Grade: Eighth

Homework should be assigned for each day but, it may not cover each content area every day. Homework Instruction for the week of: October 04, 2021.22. **See attached sheets.** Each sheet should have the day the assignment is to be done:

MONDAY:

Date:	Est. time 2 complete lessons:	Student Instruction:	Parent Instruction:
10-04	__ mins.		
Math	__ mins.		
ELA	__ mins.	Curriculum Associates Ready Common Core Reading Workbook <ul style="list-style-type: none"> • Words to know: Category <input type="checkbox"/> Complete pp. 38/39 	Child reads carefully for information needed Reread aloud if he/she doesn't understand Complete all assigned lessons Understand central idea/supporting details Don't tear out
Writing	__ mins.		
Sci./SS	__ mins.		

Parent **Feedback Sheet** – let teachers know how the assignment went: On the **“teacher expectation”** sheet parents/students received at the beginning of the year – Week of August 2021. Teachers indicated the amount of time each lesson/assignment should take, follow the recommended time. Once time has lapsed document on the assignment for that day. Draw a line and parent initial, date, and length of time/number of minutes.

Monday:	Start Time: _____	Start Time: _____	Start Time: _____
Tell us how did this assignment go?			
	END Time: _____	END Time: _____	END Time: _____
Time for assignment:	_____ minutes	_____ minutes	_____ minutes
Mark an “X” on the statement that best shows student & parent understanding:	Student completed assignment... ___ ...by his/herself, w/ NO help.	Student completed assignment... ___ ...by his/herself, w/ NO help.	Student completed assignment... ___ ...by his/herself, w/ NO help.
	...with support from: __ parent __ sibling __ other.	...with support from: __ parent __ sibling __ other.	...with support from: __ parent __ sibling __ other.
	___ ...with support/examples/step-by-step from the learning support kit. ___ ... support/examples/step-by-step were missing the learning support kit.	___ ...with support/examples/step-by-step from the learning support kit. ___ ... support/examples/step-by-step were missing the learning support kit.	___ ...with support/examples/step-by-step from the learning support kit. ___ ... support/examples/step-by-step were missing the learning support kit.
	___ ...parent understood concept. ___ ...assignment was too difficult. ___ ...assignment was too easy.	___ ...parent understood concept. ___ ...assignment was too difficult. ___ ...assignment was too easy.	___ ...parent understood concept. ___ ...assignment was too difficult. ___ ...assignment was too easy.



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Learning Support Kits: October 05, 2021/22

Contact: (Work) 480-236-1147

Teacher: Ms. Roselyn John

E-Mail: roselyn.john@bie.edu

Student Name: _____

Grade: EIGHTH

Below are the assignment & instructions (points for each) for each day for each student --

See attached pages for **Tuesday's** assignments:

TUESDAY	READING/ELA:	MATH:	SCIENCE/SOCIAL STUDIES /NAVAJO CULTURE:
Estimated time lesson complete	_____ minutes	_____ minutes	_____ minutes
Student Assignment 10-05-2021.22	HMH READING Literature: "The Hollow" SECOND READ pp. 107-108. Also important to read all information presented pp. 105-111 <input type="checkbox"/> Complete worksheet <ul style="list-style-type: none"> Allusion Rhyme Scheme Check Your Understanding p. 109 Writing Assignment: ❖ Write a Poem p. 111 <input type="checkbox"/> <i>Write a poem inspired by a favorite story, movie, or character.</i> NOTE: Write more than 1 paragraph <ul style="list-style-type: none"> FIRST DRAFT/ first write Put your notes/ideas into sentences. Use graphic organizer and resources to plan LANGUAGE ARTS (Write Source SkillsBook) <input type="checkbox"/> Subject/Predicate pp. 65/66 Points: _____/100	HMH Into Math: Module 2 Lesson 2: Explore Dilations <i>Spark Your Learning</i> <i>Build Understanding</i> <input type="checkbox"/> Complete p. 57/58 <ul style="list-style-type: none"> Look at resource papers for more example. Read questions closely Write down the definitions found in the workbook in your graph notebook Definitions are highlighted in yellow in the math notebook Points: _____/100	HMH Science Dimensions EARTH AND HUMANS UNIT 1: Earth's Natural Hazards Lesson 3: Reducing the Effects of Natural Hazards Engineer It <input type="checkbox"/> Can You Explain It pp.49 <input type="checkbox"/> Answer questions 1 Exploration <input type="checkbox"/> Describe Natural Hazard Mitigation pp. 50-53 <input type="checkbox"/> Answer questions 2-7 Points: _____/100
Parent support for Tuesday	Write first draft on filler paper. Complete worksheet Understand and read instructions on grammar Use/refer to Write Source Guide (Index) for more example	Understand dilation Use resource paper to see example And cross reference	Check child's understanding Ask questions Reread if child doesn't understand Use clue words to scan for information (Look for answers).. Check for completion



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Items to be returned in folder for the week:	Turn-in: <input type="checkbox"/> Write Source SkillsBook pp. 65/66 <input type="checkbox"/> Worksheet: <ul style="list-style-type: none"> • Allusion • Check your Understanding • Rhyme Scheme 	Tear out/Turn-in: <input type="checkbox"/> HMH Into Math p.57/58	Turn-in Complete:worksheet: <input type="checkbox"/> Answer all questions <i>Do not turn in pages</i>
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Parent Notes: _____

Oct. 05: TUESDAY'S Items to be COMPLETED

Please **check off items you have complete** and put in packet to be graded.

READ story	The Hollow	Second read
Complete Worksheets	Allusion Check Your Understanding Rhyme Scheme	pages 80/88 page 85
Writing: Lyric Poetry	Poem inspired by a favorite story, movie, or character	First Write. Put your ideas into sentences. How the poem will relate to the subject, decide the mood, and rhyme scheme
Language Arts (Write Source)	Subject and Predicate	pages 65 and 66 (tear-out/turn in)
HMH: into Math workbook	Explore Dilation	pages 57 and 58 (tear-out/turn in)
AIMS Web worksheet	Computations	
Science Dimensions	Engineer It: Can You Explain It <input type="checkbox"/> Answer questions 1 Exploration: Describe Natural Hazard Mitigation <input type="checkbox"/> Answer questions 12-7	pages 49 pages 50-53



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Sheet for Homework: Teacher: Ms. Roselyn John Grade: Eighth

Homework should be assigned for each day but, it may not cover each content area every day. Homework Instruction for the week of: October 05, 2021.22. See attached sheets. Each sheet should have the day the assignment is to be done:

TUESDAY

Date:	Est. time 2 complete lessons:	Student Instruction:	Parent Instruction:
10-05			
Math	__ mins.	AIMS Web Probe 6 p. 2 <input type="checkbox"/> Complete Set 2	Check the work of child Ask questions of understanding Note the progress of child Did child attempt all problems Turn-in worksheet Probe 5 set 2
ELA	__ mins.		
Writing	__ mins.		
Sci./SS	__ mins.		

Parent **Feedback Sheet** – let teachers know how the assignment went: On the **“teacher expectation”** sheet parents/students received at the beginning of the year – Week of August 2021. Teachers indicated the amount of time each lesson/assignment should take, follow the recommended time. Once time has lapsed document on the assignment for that day. Draw a line and parent initial, date, and length of time/number of minutes.

Tuesday:	Start Time: _____	Start Time: _____	Start Time: _____
Tell us how did this assignment go?			
	END Time: _____	END Time: _____	END Time: _____
Time for assignment:	_____ minutes	_____ minutes	_____ minutes
Mark an “X” on the statement that best shows student & parent understanding:	Student completed assignment... ___ ...by his/herself, w/ NO help. ...with support from: __ parent __ sibling __ other.	Student completed assignment... ___ ...by his/herself, w/ NO help. ...with support from: __ parent __ sibling __ other.	Student completed assignment... ___ ...by his/herself, w/ NO help. ...with support from: __ parent __ sibling __ other.
	___ ...with support/examples/step-by-step from the learning support kit.	___ ...with support/examples/step-by-step from the learning support kit.	___ ...with support/examples/step-by-step from the learning support kit.
	___ ... support/examples/step-by-step were missing the learning support kit.	___ ... support/examples/step-by-step were missing the learning support kit.	___ ... support/examples/step-by-step were missing the learning support kit.
	___ ...parent understood concept. ___ ...assignment was too difficult. ___ ...assignment was too easy.	___ ...parent understood concept. ___ ...assignment was too difficult. ___ ...assignment was too easy.	___ ...parent understood concept. ___ ...assignment was too difficult. ___ ...assignment was too easy.



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Learning Support Kits: October 06, 2021/22

Contact: (Work) 480-236-1147

Teacher: Ms. Roselyn John

E-Mail: roselyn.john@bie.edu

Student Name: _____

Grade: EIGHTH

Below are the assignment & instructions (points for each) for each day for each student --

See attached pages for Wednesday's assignments:

WEDNESDAY	READING/ELA:	MATH:	SCIENCE/SOCIAL STUDIES /NAVAJO CULTURE:
Estimated time lesson complete	_____minutes	_____minutes	_____minutes
Student Assignment 10-06-2021/22	<p>HMH READING Into Literature: "The Hollow" THIRD READ pp. 107-108. Also important to read all information presented pp. 105-111 <input type="checkbox"/> COMPLETE worksheet:</p> <ul style="list-style-type: none"> • Lyric poetry • Imagery • Analyze Text p. 110 <p>WRITING Assignment: ❖ Write a Poem p. 111</p> <p><input type="checkbox"/> <i>Write a poem inspired by a favorite story, movie, or character.</i></p> <p>EDITING (fix up paper)</p> <ul style="list-style-type: none"> • Use graphic organizer and resources to plan <p>LANGUAGE ARTS (Write Source SkillsBook)</p> <ul style="list-style-type: none"> • Compound Subject/Predicate pp. 67/68 <p>Points: _____/100</p>	<p>HMH Into Math: Module 2 Lesson 2: Transformations and Similarity</p> <p>Step It Out Check Understanding</p> <ul style="list-style-type: none"> • Complete p. 59/60 • Look a resource papers for more example. • Read questions closely • Write down the definitions found in the workbook in your graph notebook • Definitions are highlighted in yellow in the math notebook <p>Points: _____/100</p>	<p>Social Studies: myWorld Topic 1: The Early Americas and European Exploration <i>Lesson 3: Early Europe, Africa, and Asia</i></p> <p>THIRD Read p. 27-38</p> <p>Complete worksheet: <input type="checkbox"/> Lesson Check p. 38</p> <p>Points: _____/100</p>
Parent support for Wednesday	<p>Edit draft on filler paper. Worksheet: Vocabulary/ Analyze Text Use/refer to Write Source Guide (Index) for more example</p>	<p>Understand dilation Use resource paper to see example for cross reference.</p>	<p>Check child's understanding Ask questions Reread if child doesn't understand Use clue words to scan for information. Look for answers. Check for completion</p>



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Items to be returned in folder for the week:	Turn-in: <input type="checkbox"/> Write Source SkillsBook p. 67/68 Turn-in <input type="checkbox"/> Worksheet: <ul style="list-style-type: none"> • Lyric Poem • Imagery • Analyze Text p.100 	Tear out/Turn-in: <input type="checkbox"/> HMH Into Math p. 59/60	Turn-in: <input type="checkbox"/> Complete questions worksheet <ul style="list-style-type: none"> • Lesson Check
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Parent Notes:

Oct. 06: WEDNESDAY'S Items to be COMPLETED

Please **check off items you have complete** and put in packet to be graded.

READ story	The Hollow	Third read
Complete worksheet	Lyric Poem Imagery Analyze Text	Page 110
Writing: Lyric Poetry	Poem inspired by a favorite story, movie, or character	Editing. Fix your paper and let someone read it (Proof Read). Make sure you address how the poem will relate to the subject, decide the mood, and rhyme scheme
Language Arts (Write Source)	Compound Subjects and Predicates	pages 67 and 68 (tear-out/turn in)
HMH: into Math workbook	Dilation	pages 59 and 60 (tear-out/turn in)
Curriculum Associates Ready Core: Reading	Category	pages 40-42 (tear-out/turn in pp. 35-42)
Social Studies: myWorld	Lesson Check	pages: 38



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Sheet for Homework: Teacher: Ms. Roselyn John Grade: Eighth

Homework should be assigned for each day but, it may not cover each content area every day.
 Homework Instruction for the week of: October 06, 2021.22. **See attached sheets**. Each sheet should have the day the assignment is to be done:

WEDNESDAY:

Date:	Est. time 2 complete lessons:	Student Instruction:	Parent Instruction:
10-06	__ mins.		
Math	__ mins.		
ELA	__ mins.	Curriculum Associates Ready Common Core Reading Workbook <input type="checkbox"/> Words to know: Category <input type="checkbox"/> Complete pp. 40-42	Child reads carefully for information needed Reread aloud if he/she doesn't understand Highlight information for comprehension Check/Complete all assigned lessons Answer questions using clue words Complete and Tear out 35-42
Writing	__ mins.		
Sci./SS	__ mins.		

Parent **Feedback Sheet** – let teachers know how the assignment went: On the **“teacher expectation”** sheet parents/students received at the beginning of the year – Week of August 2021. Teachers indicated the amount of time each lesson/assignment should take, follow the recommended time. Once time has lapsed document on the assignment for that day. Draw a line and parent initial, date, and length of time/number of minutes.

Wednesday:	Start Time: _____	Start Time: _____	Start Time: _____
Tell us how did this assignment go?			
	END Time: _____	END Time: _____	END Time: _____
Time for assignment:	_____ minutes	_____ minutes	_____ minutes
Mark an “X” on the statement that best shows student & parent understanding:	Student completed assignment... ___ ...by his/herself, w/ NO help. ...with support from: ___ parent ___ sibling ___ other.	Student completed assignment... ___ ...by his/herself, w/ NO help. ...with support from: ___ parent ___ sibling ___ other.	Student completed assignment... ___ ...by his/herself, w/ NO help. ...with support from: ___ parent ___ sibling ___ other.
	___ ...with support/examples/step-by-step from the learning support kit.	___ ...with support/examples/step-by-step from the learning support kit.	___ ...with support/examples/step-by-step from the learning support kit.
	___ ... support/examples/step-by-step were missing the learning support kit.	___ ... support/examples/step-by-step were missing the learning support kit.	___ ... support/examples/step-by-step were missing the learning support kit.
	___ ...parent understood concept. ___ ...assignment was too difficult. ___ ...assignment was too easy.	___ ...parent understood concept. ___ ...assignment was too difficult. ___ ...assignment was too easy.	___ ...parent understood concept. ___ ...assignment was too difficult. ___ ...assignment was too easy.



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Learning Support Kits: October 07, 2021/22

Contact: (Work) 480-236-1147

Teacher: Ms. Roselyn John

E-Mail: roselyn.john@bie.edu

Student Name: _____

Grade: EIGHTH

Below are the assignment & instructions (points for each) for each day for each student -

See attached pages for Thursday's assignments:

THURSDAY	READING/ELA:	MATH:	SCIENCE/SOCIAL STUDIES /NAVAJO CULTURE:
Estimated time lesson complete	_____minutes	_____minutes	_____minutes
Student Assignment 10-07-2021.22	<p>HMH READING Into Literature: "The Hollow" REVIEW READ pp.107-108. Also important to read all information presented pp. 105-111</p> <p><input type="checkbox"/> Complete Worksheet:</p> <p><input type="checkbox"/> Pattern of Organization</p> <p><input type="checkbox"/> Context Clues</p> <p>Writing Assignment: ❖ Write a Poem p. 111</p> <p><input type="checkbox"/> Write a poem inspired by a favorite story, movie, or character.</p> <p>NOTE: Write more than 1 paragraph</p> <p><input type="checkbox"/> FINAL DRAFT Rewrite legibly for final draft</p> <ul style="list-style-type: none"> Use graphic organizer and resources to plan <p>Check: You have to proof read your writing.</p> <p>Language (Write Source SkillsBook)</p> <p><input type="checkbox"/> Phrase and Clauses1 pp. 69/70</p> <p>Points: _____/100</p>	<p>HMH Into Math: Module 2 Lesson 2: Explore Dilation</p> <p><i>Own Your Own Reason Tools</i></p> <ul style="list-style-type: none"> Complete p. 61/62 Look a resource papers for more example. Read questions closely Write down the definitions found in the workbook in your graph notebook Definitions are highlighted in yellow in the math notebook <p>Points: _____/100</p>	<p>Navajo History The Long Walk</p> <p><input type="checkbox"/> Complete worksheet</p> <p>Points: _____/100</p>
Parent support for Thursday	<p>Use proofreading marks on the editing part of your writing paper. Have one of your family proofread your writing paper. Complete Worksheet Use/refer to Write Source Guide (Index) for more example.</p>	<p>Understand reduction/enlargement Use resource paper for more example to cross reference</p>	<p>Check child's understanding Ask questions Have child read about the Navajo Tribe Answer questions on article</p>



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Items to be returned in folder for the week:	Tear out/turn-in: <input type="checkbox"/> Write Source SkillsBook pp. 69/70 <input type="checkbox"/> Worksheet: <ul style="list-style-type: none"> • Pattern of Organization • Context Clues 	Tear out/Turn-in: <input type="checkbox"/> HMH Into Math p. 61/62	Turn-in worksheet <input type="checkbox"/> The Long Walk
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Parent Notes:

Oct. 07: THURSDAY'S Items to be COMPLETED

Please **check off items you have complete** and put in packet to be graded.

READ story	The Hollow	REVIEW read
Complete worksheet	Pattern of Organization Context Clues	
Writing: Lyric Poetry	Poem inspired by a favorite story, movie, or character	FINAL Draft. Rewrite the paper legible. Make sure you address how the poem will relate to the subject, decide the mood, and rhyme scheme
Language Arts (Write Source)	Phrase and Clauses	pages 69 and 70 (tear-out/turn in)
HMH: into Math workbook	Explore Dilation	Pages 61 and 62 (tear-out/turn in)
Curriculum Associates Ready Core: Mathematics	Square roots and Cube roots	Pages 21-23
Navajo Language/Culture	The Long Walk	Worksheet



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Sheet for Homework: Teacher: Ms. Roselyn John Grade: Eighth

Homework should be assigned for each day but, it may not cover each content area every day. Homework Instruction for the week of: October 07, 2021. **See attached sheets**. Each sheet should have the day the assignment is to be done:

THURSDAY:

Date:	Est. time complete	Student Instruction:	Parent Instruction:
10-07			
Math	__ mins.	Curriculum Associates Ready Common Core Mathematics workbook <input type="checkbox"/> Words to know: rational/irrational number <input type="checkbox"/> READ pp. 24-26 <input type="checkbox"/> Complete pp. 24-26	Child reads carefully for information needed Highlight important details Reread second time aloud, if he/she don't understand. Check example provided in workbook. Complete all assigned lessons Examine Reference Resources Don't tear out
ELA	__ mins.		
Writing	__ mins.		
Sci./SS	__ mins.		

Parent **Feedback Sheet** – let teachers know how the assignment went: On the **“teacher expectation”** sheet parents/students received at the beginning of the year – Week of August 2021. Teachers indicated the amount of time each lesson/assignment should take, follow the recommended time. Once time has lapsed document on the assignment for that day. Draw a line and parent initial, date, and length of time/number of minutes.

Thursday:	Start Time: _____	Start Time: _____	Start Time: _____
Tell us how did this assignment go?			
	END Time: _____	END Time: _____	END Time: _____
Time for assignment:	_____ minutes	_____ minutes	_____ minutes
Mark an “X” on the statement that best shows student & parent understanding:	Student completed assignment...	Student completed assignment...	Student completed assignment...
	___ ...by his/herself, w/ NO help.	___ ...by his/herself, w/ NO help.	___ ...by his/herself, w/ NO help.
	...with support from: ___ parent ___ sibling ___ other.	...with support from: ___ parent ___ sibling ___ other.	...with support from: ___ parent ___ sibling ___ other.
	___ ...with support/examples/step-by-step from the learning support kit.	___ ...with support/examples/step-by-step from the learning support kit.	___ ...with support/examples/step-by-step from the learning support kit.
	___ ... support/examples/step-by-step were missing the learning support kit.	___ ... support/examples/step-by-step were missing the learning support kit.	___ ... support/examples/step-by-step were missing the learning support kit.
	___ ...parent understood concept.	___ ...parent understood concept.	___ ...parent understood concept.
	___ ...assignment was too difficult.	___ ...assignment was too difficult.	___ ...assignment was too difficult.
	___ ...assignment was too easy.	___ ...assignment was too easy.	___ ...assignment was too easy.



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Learning Support Kits: October 08, 2021/22

Contact: (Work) 480-236-1147

Teacher: Ms. Roselyn John

E-Mail: roselyn.john@bie.edu

Student Name: _____

Grade: EIGHTH

Below are the assignment & instructions (points for each) for each day for each student --

See attached pages for Friday's assignments:

FRIDAY	Science:	Social Studies/Navajo Culture:
Estimated time lesson complete	_____minutes	_____minutes
Student Assignment 10-08-2021.22	HMH Science Dimensions Earth and Human UNIT 1: Earth's Natural Hazards Lesson 3: Reducing the Effects of Natural Hazards Engineer It <input type="checkbox"/> Can You Explain It pp.49 <input type="checkbox"/> Answer questions 1 Exploration <input type="checkbox"/> Describe Natural Hazard Mitigation pp. 50-53 <input type="checkbox"/> Answer questions 2-7 Points: _____/100	Social Studies: myWorld Topic 1: The Early Americas and European Exploration <i>Lesson 3: Early Europe, Africa, and Asia</i> THIRD Read p. 27-38 Complete worksheet: <input type="checkbox"/> Lesson Check p. 38
Parent support for Friday	Check child's understanding Read and reread to find the answers to each questions. Extra time to complete Science	Check child's understanding Read and reread to find the answers to each questions. Extra time to complete Social Studies.
Items to be returned in folder for the week:	Complete and Turn-in <input type="checkbox"/> Workbook pages	Complete and Turn-in <input type="checkbox"/> Worksheet- Lesson Check

Parent Notes:



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 RED VALLEY, ARIZONA 86544



PH: 928.653.4456

Fax: 928.653.5711

Homework should be assigned for each day but, it may not cover each content area every day. Homework Instruction for the week of: October 08, 2021. **See attached sheets**. Each sheet should have the day the assignment is to be done:

FRIDAY:

Date:	Est. time 2 complete lessons:	Student Instruction:	Parent Instruction:
10-08			
Navajo	__ mins.		
Soc. St.	__ mins.		
Sci.	__ mins.	Points: _____/100	

Parent **Feedback Sheet** – let teachers know how the assignment went: On the **“teacher expectation”** sheet parents/students received at the beginning of the year – Week of August 2021. Teachers indicated the amount of time each lesson/assignment should take, follow the recommended time. Once time has lapsed document on the assignment for that day. Draw a line and parent initial, date, and length of time/number of minutes.

FRIDAY	READING/ELA:	MATH:	SCIENCE/SOCIAL STUDIES/NAVAJO CULTURE:
Tell us how did this assignment go? 02-05-2021	Start Time: _____	Start Time: _____	Start Time: _____
	END Time: _____	END Time: _____	END Time: _____
Time for assignment:	_____ minutes	_____ minutes	_____ minutes
Mark an “X” on the statement that best shows student & parent understanding:	Student completed assignment... ___ ...by his/herself, w/ NO help. ...with support from: __parent __sibling __other.	Student completed assignment... ___ ...by his/herself, w/ NO help. ...with support from: __parent __sibling __other.	Student completed assignment... ___ ...by his/herself, w/ NO help. ...with support from: __parent __sibling __other.
	___ ...with support/examples/step-by-step from the learning support kit.	___ ...with support/examples/step-by-step from the learning support kit.	___ ...with support/examples/step-by-step from the learning support kit.
	___ ... support/examples/step-by-step were missing the learning support kit.	___ ... support/examples/step-by-step were missing the learning support kit.	___ ... support/examples/step-by-step were missing the learning support kit.
	___ ...parent understood concept. ___ ...assignment was too difficult. ___ ...assignment was too easy.	___ ...parent understood concept. ___ ...assignment was too difficult. ___ ...assignment was too easy.	___ ...parent understood concept. ___ ...assignment was too difficult. ___ ...assignment was too easy.



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Independent Work/Skills PRACTICE for FRIDAY:

Teacher: Ms. Roselyn John

Grade: Eighth

Independent student work should be skill based. Should be practice that students can do with little to no support, for example “review math factors, letter names/sounds, flashcards, reading independently, journal entry, etc. Independent Instruction for the week of October 04-08, 2021.22 (See attached sheets for practice):

Monday – Tuesday – Wednesday – Thursday - Friday:

Date:	Est. time 2 complete lessons:	Student Instruction:	Parent Instruction:
10-08			
Math	__ mins.		
ELA	__ mins.	HMH into Literture Assessment: “The Tell-Tale Heart” Independent Reading <input type="checkbox"/> Tumblebooks.com Select a book to read Read daily until completion	Read with child of their choice Look over each page with child Child understands what he/she is learning Child knows how to decode words (say the word using the pronunciation key)
Writing	__ mins.		
Sci./SS	__ mins.		

Friday:	Start Time: _____	Start Time: _____	Start Time: _____
Tell us how did this assignment go?			
	END Time: _____	END Time: _____	END Time: _____
Time for assignment:	_____ minutes	_____ minutes	_____ minutes
Mark an “X” on the statement that best shows student & parent understanding:	Student completed assignment... ___ ...by his/herself, w/ NO help. ...with support from: ___ parent ___ sibling ___ other.	Student completed assignment... ___ ...by his/herself, w/ NO help. ...with support from: ___ parent ___ sibling ___ other.	Student completed assignment... ___ ...by his/herself, w/ NO help. ...with support from: ___ parent ___ sibling ___ other.
	___ ...with support/examples/step-by-step from the learning support kit.	___ ...with support/examples/step-by-step from the learning support kit.	___ ...with support/examples/step-by-step from the learning support kit.
	___ ... support/examples/step-by-step were missing the learning support kit.	___ ... support/examples/step-by-step were missing the learning support kit.	___ ... support/examples/step-by-step were missing the learning support kit.
	___ ...parent understood concept. ___ ...assignment was too difficult. ___ ...assignment was too easy.	___ ...parent understood concept. ___ ...assignment was too difficult. ___ ...assignment was too easy.	___ ...parent understood concept. ___ ...assignment was too difficult. ___ ...assignment was too easy.