



**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:** September 20-24, 2021/22

**Contact: (Work) 480-236-1147**

**Teacher:** Ms. Roselyn John

**E-Mail:** [roselyn.john@bie.edu](mailto: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:**

<b>MONDAY</b>	<b>READING/ELA:</b>	<b>MATH:</b>
Estimated time lesson complete	_____ minutes	_____ minutes
Student Assignment 09-20-2021.22	<p><b>HMH READING</b>  <b>Into Literature:</b> "What the Horror Genre"  <b>FIRST READ</b> pp. 81-85. Also important to read all information presented pp. 79-89  <b>❖ Note Taking (bold words):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Complete worksheet</li> <li>• Literary Criticism p. 79</li> <li>• Genre Elements: Literary Criticism p. 79</li> <li>• Paraphrase/Summarize Text p. 79</li> </ul> <p><b>Writing Assignment:</b>  <b>❖ Write a Letter</b> p. 87</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Write a letter to Motion Picture Association of America or to the Entertainment Software Rating Board, in which you complain about the movie rating.</li> </ul> <p><b>NOTE: Write more than 1 paragraph</b></p> <ul style="list-style-type: none"> <li>• <b>BRAINSTORM-</b> jot down ideas</li> <li>• Use graphic organizer and resources to plan</li> </ul> <p><b>LANGUAGE ARTS (Write Source SkillsBook)</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Capitalization /Abbreviations pp. 45/46</li> </ul> <p>Points: _____/100</p>	<p><b>HMH Into Math</b> Module 1  Lesson 5: Understand and Recognize Congruent Figures  <b>Reason</b>  <b>Pretest</b>  <b>Spiral Review</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Complete p. 43/44</li> <li>• Look at resource papers for more example.</li> <li>• Read questions closely</li> <li>• Write down the definitions found in the workbook, use your graph notebook</li> <li>• Definitions are highlighted in yellow in the math notebook</li> </ul> <p>Points: _____/100</p>



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Parent support for Monday	Plan out your writing on a graphic organizer Child will be jotting down notes to use in their writing. Complete note taking worksheet Understand and read top explanation on Comma usage. Use/refer to Write Source Guide (Index) for more example on punctuations (commas) pp. 582-900	Understand congruent figures Use resource paper to see example for understanding transformation
Items to be returned in folder for the week:	Write first draft (Brainstorm) on filler paper of Writing Assignment Turn-in and complete notetaking Understand and read instructions on mechanics usage Use/refer to Write Source Guide (Index) for more example. Turn-in: <ul style="list-style-type: none"> <li>• Worksheets: Notes taking</li> <li>• Writing: Brainstorm paper</li> <li>• Language Arts pp. 38/39</li> </ul>	Understand congruent figures. Use resource paper to see example for understanding transformation. Tear out/Turn-in: <ul style="list-style-type: none"> <li>• HMH Into Math p. 43/44</li> </ul>

Parent Notes: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**MONDAY'S Items to be COMPLETED**

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

READ story	What the Horror	First read
Worksheet: Note Taking	Literary Criticism Genre Elements: Literary Criticism Paraphrase/Summarize	Page 79
Writing: Business Letter	Complaint about movie rating	Brainstorm: What to say to the company that makes movies about their rating.
Language Arts (Write Source)	Capitalization/Abbreviation	Pages 45 and 46 <b>(tear-out/turn in)</b>
HMH: into Math workbook	Congruent figures	Pages 43 and 44 <b>(tear-out/turn in)</b>
Curriculum Associates Ready Core: Reading	Analyze Comparisons and Analogies	Pages 27 -29 <b>Tear-out/turn in pages 19-26</b>



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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: September 20-24, 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:
09-20	__ mins.		
Math	__ mins.		
ELA	__ mins.	Curriculum Associates <b>Ready Common Core Reading</b> Workbook <ul style="list-style-type: none"> <li>Words to know: Analogy Analyze Comparison</li> <li><b>Complete pp. 27-29</b></li> </ul>	Child reads carefully for information needed Reread aloud if he/she doesn't understand Complete all assigned lessons Understand central idea/supporting details <b>Tear pages and turn in pages 19-26</b>
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. ...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. ___ ... 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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**Contact:** (Work) 480-236-1147

**Teacher:** Ms. Roselyn John

**E-Mail:** [roselyn.john@bie.edu](mailto: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 09-21-2021.22	<b>HMH READING</b> <b>Into Literature:</b> "What the Horror Genre" <b>SECOND READ</b> pp. 81-85. Also important to read all information presented pp. 79-89 <input type="checkbox"/> <b>Complete worksheet:</b> <ul style="list-style-type: none"> <li>Critical Vocabulary pp. 80/88</li> <li>Check Your Understanding p. 85</li> </ul> <b>Complete worksheet:</b> <ul style="list-style-type: none"> <li>Summarize</li> <li>Author's Purpose</li> </ul> <b>Writing Assignment:</b> ❖ <b>Write a Letter</b> p. 87 <input type="checkbox"/> Write a letter to Motion Picture Association of America or to the Entertainment Software Rating Board, in which you complain about the movie rating. <b>NOTE: Write more than 1 paragraph</b> <input type="checkbox"/> <b>FIRST DRAFT/</b> first write Put your notes/ideas into sentences.	<b>HMH Into Math:</b> Module 1 <b>REVIEW</b> <b>Vocabulary</b> <b>Concept Skills</b> <input type="checkbox"/> Complete p. 45/46 <ul style="list-style-type: none"> <li>Look at resource papers for more example.</li> <li>Read questions closely</li> <li>Write down the definitions found in the workbook in your graph notebook</li> <li>Definitions are highlighted in yellow in the math notebook</li> </ul> Points: _____/100	<b>HMH Science Dimensions</b> Earth and Human UNIT 1: Earth's Natural Hazards <b>Lesson 2:</b> Natural Hazard Prediction <b>Exploration 3</b> <input type="checkbox"/> Read Predicting Weather and Climate Hazards pp.37-43 <input type="checkbox"/> Answer questions 11-16 <b>Take It Further</b> <input type="checkbox"/> Continue Your Exploration pp. 43-44 <input type="checkbox"/> Answer questions 1-3 Points: _____/100



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	<ul style="list-style-type: none"> <li>Use graphic organizer and resources to plan <b>Language (Write Source SkillsBook)</b></li> <li><input type="checkbox"/> <b>Abbreviations/Numbers</b> pp. 47/48 Points: _____/100</li> </ul>		
Parent support for Tuesday	Write first draft on filler paper. Complete worksheet Understand and read instructions on mechanics usage Use/refer to Write Source Guide (Index) for more example	Understand Rotation Use resource paper to see example for transformation	Check child's understanding Ask questions Read silent or aloud Reread if child doesn't understand Use clue words to scan for information. Look for answers. Check for completion
Items to be returned in folder for the week:	Turn-in: <ul style="list-style-type: none"> <li>Write Source SkillsBook pp. 47/48</li> <li>Worksheet:               <ul style="list-style-type: none"> <li><input type="checkbox"/> Critical Vocabulary</li> <li><input type="checkbox"/> Check your Understanding</li> <li><input type="checkbox"/> Summarize</li> <li><input type="checkbox"/> Author's Purpose</li> </ul> </li> </ul>	Tear out/Turn-in: <ul style="list-style-type: none"> <li>HMH Into Math p.45/46</li> </ul>	Turn-in Complete:worksheet: <ul style="list-style-type: none"> <li>Answer all questions <i>Do not turn in pages</i></li> </ul>

Parent Notes: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**TUESDAY'S Items to be COMPLETED**

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

<b>READ</b> story	What the Horror	Second read
<b>Complete Worksheets</b>	Critical Vocabulary Check Your Understanding Summarize Author's Purpose	pages 80/88 page 85
<b>Writing:</b> Business Letter	Complaint about movie rating	First write: Put your ideas into sentences.
<b>Language Arts</b> (Write Source)	Abbreviations and Numbers	pages 47 and 48 <b>(tear-out/turn in)</b>
HMH: into <b>Math</b> workbook	Module 1 Review	pages 45 and 46 <b>(tear-out/turn in)</b>
<b>AIMS Web</b> worksheet	Computations	
<b>Science Dimensions</b>	Exploration 3 Take It Further	pages 37-42 pages 43-44



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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: September 20-24, 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:
09-21			
Math	__ mins.	<b>AIMS Web Probe 6 p. 1</b> <ul style="list-style-type: none"> <li>Complete Set 2</li> </ul>	Check the work of child Ask questions of understanding Note the progress of child Did child attempt all problems <b>Turn-in worksheet Probe 5 set 2</b>
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. ___ ... 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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**E-Mail:** [roselyn.john@bie.edu](mailto: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 09-22-2021/22	<p><b>HMH READING</b>  <b>Into Literature:</b> "What the Horror Genre"  <b>THIRD READ</b> pp. 81-85. Also important to read all information presented pp. 79-89  <input type="checkbox"/> Complete worksheet:  <ul style="list-style-type: none"> <li>• Vocabulary Definition</li> <li>• Analyze Text p. 86</li> </ul> <b>Writing Assignment:</b>            ❖ <b>Write a Letter</b> p. 87  <input type="checkbox"/> Write a letter to Motion Picture Association of America or to the Entertainment Software Rating Board, in which you complain about the movie rating.</p> <p><b>EDITING</b> (fix up paper)  <ul style="list-style-type: none"> <li>• Use graphic organizer and resources to plan</li> </ul> <b>Language (Write Source SkillsBook)</b>  <ul style="list-style-type: none"> <li>• Mechanics Review pp. 49/50</li> </ul>           Points: _____/100</p>	<p><b>HMH Into Math:</b> Module 2            Lesson 1: Transformations and Similarity  <b>Are You Ready</b>  <ul style="list-style-type: none"> <li>• Complete p. 47/48</li> <li>• Look a resource papers for more example.</li> <li>• Read questions closely</li> <li>• Write down the definitions found in the workbook in your graph notebook</li> <li>• Definitions are highlighted in yellow in the math notebook</li> </ul>           Points: _____/100</p>	<p><b>Social Studies:</b> <a href="#">myWorld</a>  <b>Topic 1: The Early Americas and European Exploration</b>            Lesson 3: <i>Early Europe, Africa, and Asia</i>  <b>First Read</b> p. 27-38            Complete worksheet:  <input type="checkbox"/> Vocabulary pp.27-38  <input type="checkbox"/> Workbook pp. 17/18            Points: _____/100</p>



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Parent support for Wednesday	Edit draft on filler paper. Worksheet: Vocabulary/ Analyze Text Use/refer to Write Source Guide (Index) for more example pp. 582-900	Understand rotation Use resource paper to see example for transformation.	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
Items to be returned in folder for the week:	<b>Turn-in:</b> <ul style="list-style-type: none"> <li>Write Source SkillsBook p. 49/50</li> </ul> <b>Turn-in</b> <ul style="list-style-type: none"> <li><b>Worksheet:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Vocabulary Definition</li> <li><input type="checkbox"/> Analyze Text p.86</li> </ul> </li> </ul>	<b>Tear out/Turn-in:</b> <ul style="list-style-type: none"> <li>HMH Into Math p. 47/48</li> </ul>	<b>Turn-in:</b> <ul style="list-style-type: none"> <li>Complete questions worksheet           <ul style="list-style-type: none"> <li><input type="checkbox"/> Vocabulary</li> <li><input type="checkbox"/> Workbook pp. 17/18</li> </ul> </li> </ul>

Parent Notes:

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**WEDNESDAY'S Items to be COMPLETED**

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

<b>READ</b> story	What the Horror	First read
Complete <b>worksheet</b>	Vocabulary Mapping (definitions) Analyze Text	page 86
<b>Writing:</b> Business Letter	Complaint about movie rating	<b>Editing:</b> fix the writing you have made and let someone read it for you.
<b>Language Arts</b> (Write Source)	Mechanics Review	pages 49 and 50 <b>(tear-out/turn in)</b>
HMH: into <b>Math</b> workbook	Transformation and Similarity	pages 47and 48 <b>(tear-out/turn in)</b>
Curriculum Associates <b>Ready Core: Reading</b>	Analogy and Analyze Comparison	pages 30-31
<b>Social Studies:</b> myWorld	Vocabulary worksheet Workbook	pages: 27-38 pages: 17, 18





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**WEDNESDAY:**

Date:	Est. time 2 complete lessons:	Student Instruction:	Parent Instruction:
09-22	__ mins.		
Math	__ mins.		
ELA	__ mins.	Curriculum Associates <b>Ready Common Core Reading Workbook</b> <ul style="list-style-type: none"> <li>• Words to know: Analogy Analyze Comparison</li> <li>• Complete pp. 30-31</li> </ul>	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 <b>Don't tear out</b>
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.

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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. ___ ... 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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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 09-23-2021.22	<p><b>HMH READING Into Literature</b> "What the Horror Genre"  <b>REVIEW READ</b> pp. 81-85.            Also important to read all information presented pp. 79-89  <input type="checkbox"/> <b>Complete Worksheet:</b></p> <ul style="list-style-type: none"> <li>Paraphrase</li> <li>Context Clues</li> </ul> <p><b>Writing Assignment:</b>  <input checked="" type="checkbox"/> <b>Business Letter</b> p. 87  <input type="checkbox"/> Write a letter to Motion Picture Association of America or to the Entertainment Software Rating Board, in which you complain about the movie rating.</p> <p><b>NOTE: Write more than 1 paragraph</b></p> <input type="checkbox"/> <b>FINAL DRAFT</b> Rewrite legibly for final draft <ul style="list-style-type: none"> <li>Use graphic organizer and resources to plan</li> </ul> <p><i>Check: You have to proof read your writing.</i></p> <p><b>Language (Write Source SkillsBook)</b></p> <input type="checkbox"/> Plurals and Spelling 1 pp. 51/52	<p><b>HMH Into Math:</b> Module 2            Lesson 1: Investigate Reduction and Enlargement  <i>Spark Your Learning</i>  <i>Build Understanding</i></p> <ul style="list-style-type: none"> <li><b>Complete p. 49/50</b></li> <li>Look a resource papers for more example.</li> <li>Read questions closely</li> <li>Write down the definitions found in the workbook in your graph notebook</li> <li>Definitions are highlighted in yellow in the math notebook</li> </ul> <p>Points: _____/100</p>	<p><b>Navajo Kinship System Extended Family</b></p> <input type="checkbox"/> <b>Complete worksheet</b> <p>Points: _____/100</p>



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	Points: _____/100		
Parent support for Thursday	Use proofreading marks on the editing part of your writing paper. Have one of your family proofread your writing paper. Complete Worksheet-Analyze Text, Theme, Paradox Understand and read mechanics Use/refer to Write Source Guide (Index) for more example.	Understand reduction/enlargement Use resource paper for more example to understand transformation	Check child's understanding Ask questions Have child read about the Navajo Tribe Answer questions on article
Items to be returned in folder for the week:	<b>Tear out/turn-in:</b> <ul style="list-style-type: none"> <li>Write Source SkillsBook pp. 51/52</li> <li><b>Worksheet:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Paraphrase</li> <li><input type="checkbox"/> Context Clues</li> </ul> </li> </ul>	<b>Tear out/Turn-in:</b> <ul style="list-style-type: none"> <li>HMH Into Math p. 49/50</li> </ul>	<b>Turn-in worksheet</b> <ul style="list-style-type: none"> <li>Kinship System</li> </ul>

Parent Notes:

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**THURSDAY'S Items to be COMPLETED**

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

<b>READ</b> story	What the Horror	Review read
Complete <b>worksheet</b>	Paraphrase Context Clues	
<b>Writing:</b> Business Letter	Complaint about movie rating	<b>Final Draft:</b> Rewrite paper legibly
<b>Language Arts</b> (Write Source)	Plurals and Spelling 1	pages 51 and 52 ( <b>tear-out/turn in</b> )
HMH: into <b>Math</b> workbook	Investigate Reductions and Enlargements	Pages 49 and 50 ( <b>tear-out/turn in</b> )
Curriculum Associates <b>Ready Core: Mathematics</b>	Square roots and Cube roots	Pages 21-23
<b>Navajo Language/Culture</b>	Extended Family	Worksheet



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 PO DRAWER #2007  
 HIGHWAY NAVAJO ROUTE #33  
 RED VALLEY, ARIZONA 86544



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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: September 20-24, 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:
09-23			
Math	__ mins.	<b>Curriculum Associates</b> Ready Common Core <b>Mathematics</b> workbook • <b>Words to know:</b> square roots, cube roots <input type="checkbox"/> READ pp. 22-23 <input type="checkbox"/> <b>Complete pp. 22-23</b>	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 <b>Don't tear out</b>
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:** September 20-24 2021/22

**Contact:** (Work) 480-236-1147

**Teacher:** Ms. Roselyn John

**E-Mail:** [roselyn.john@bie.edu](mailto: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 09-24-2021.22	<b>HMH Science Dimensions</b> Earth and Human UNIT 1: Earth's Natural Hazards <b>Lesson 2:</b> Natural Hazard Prediction <b>Exploration 3</b> <input type="checkbox"/> Read Predicting Weather and Climate Hazards pp.37-43 <input type="checkbox"/> Answer questions 11-16 <b>Take It Further</b> <input type="checkbox"/> Continue Your Exploration pp. 43-44 <input type="checkbox"/> Answer questions 1-3 Points: _____/100	<b>Social Studies: myWorld</b> <b>Topic 1:</b> The Early Americas and European Exploration <i>Lesson 3: Early Europe, Africa, and Asia</i> <b>First Read</b> p. 27-38 Complete worksheet: <input type="checkbox"/> Vocabulary pp.27-38 <input type="checkbox"/> Workbook pp. 17/18 Points: _____/100
Parent support for Friday	Check child's understanding Read and reread to find the answers to each questions. <b>Extra time to complete Science</b>	Check child's understanding Read and reread to find the answers to each questions. <b>Extra time to complete Social Studies.</b>
Items to be returned in folder for the week:	Complete and Turn-in Workbook pages	Complete and Turn-in <ul style="list-style-type: none"> <li>• Worksheet: Vocabulary</li> <li>• Workbook pp. 17, 18</li> </ul>

Parent Notes:

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Homework should be assigned for each day but, it may not cover each content area every day. Homework Instruction for the week of: September 20-24, 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:
09-24	__ mins.		
Navajo	__ mins.		
Soc. St.	__ mins.	<b>Social Studies: myWorld Topic 1</b> <i>Lesson 3: Early Europe, Africa, and Asia</i> Complete worksheet: <input type="checkbox"/> Vocabulary pp.27-38 <input type="checkbox"/> Workbook pp. 17/18	Check child's understanding Read and reread to find the answers to each questions. Extra time to complete Social Studies.
Sci.	__ mins.	<b>HMH Science Dimensions</b> <b>Lesson 2: Natural Hazard Prediction</b> <b>Exploration 3</b> <input type="checkbox"/> Read Predicting Weather and Climate Hazards pp.37-43 <b>Answer questions 11-16</b> <input type="checkbox"/> Continue Your Exploration pp. 43-44 <b>Answer questions 1-3</b> Points: ____/100	Check child's understanding Read and reread to find the answers to each questions. Extra time to complete Science.

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. ___ ...with support/examples/step-by-step from the learning support kit. ___ ... support/examples/step-by-step were missing the learning support kit.	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. ___ ... support/examples/step-by-step were missing the learning support kit.	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. ___ ... 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.