



**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:** Aug. 30-Sept. 03, 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:**

MONDAY	READING/ELA:	MATH:
Estimated time lesson complete	_____ minutes	_____ minutes
Student Assignment 08-30-2021.22	<p><b>HMH READING</b>  <b>Into Literature:</b> "Interflora"  <b>FIRST READ</b> pp. 32. Also important to read all information presented pp. 29-35  <b>Note Taking</b> (bold words):  <i>Complete worksheet</i></p> <ul style="list-style-type: none"> <li>Analyze Structure p. 29</li> <li>Genre Elements: Informational Text p. 29</li> <li>Analyze Irony p. 30</li> </ul> <p><b>Writing Assignment:</b>  ❖ <b>Poetry- Sonnet</b> p. 35  <i>Write a sonnet poem that includes irony, humor, rhyme scheme, and theme.</i></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>Semicolon pp. 19/20</li> </ul> Points: _____/100	<p><b>HMH Into Math</b> Module 1            Lesson 2: Explore Translation  <b>Construct Argument</b>  <b>Test Prep</b></p> <ul style="list-style-type: none"> <li>Complete p. 19/20</li> <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              Definitions are highlighted in yellow in the math notebook</li> </ul> Points: _____/100
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 transformation. 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 semicolon usage Use/refer to Write Source Guide (Index) for more example. Turn-in: <ul style="list-style-type: none"> <li>Worksheets on notes taking</li> <li>Writing: Brainstorm paper</li> </ul>	Understand transformation. Use resource paper to see example for understanding transformation. Tear out/Turn-in: <ul style="list-style-type: none"> <li>HMH Into Math p. 19/20</li> </ul>



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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: Aug. 30-Sept. 03, 2021. **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:
08-30	__ mins.		
Math	__ mins.		
ELA	__ mins.	Curriculum Associates Ready Common Core Reading Workbook <ul style="list-style-type: none"> <li>Words to know: Summarize Central Idea Objective Supporting Detail</li> <li>Complete pp. 11-13</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
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.	___ ...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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**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 08-31-2021	<p><b>HMH READING</b>  <b>Into Literature:</b> "Interflora"            First read pp. 32. Also important to read all information presented pp. 29-35            Complete worksheet:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Sonnet</li> <li><input type="checkbox"/> Rhyme Scheme</li> </ul> <p><b>Writing Assignment:</b>            ❖ <b>Poetry- Sonnet</b> p. 35  <i>Write a sonnet poem that includes irony, humor, rhyme scheme, and theme.</i></p> <ul style="list-style-type: none"> <li>• <b>FIRST DRAFT/</b> first write Put your notes into sentences.</li> <li>• Use graphic organizer and resources to plan</li> </ul> <p><b>Language (Write Source SkillsBook)</b></p> <ul style="list-style-type: none"> <li>• Colons pp. 21/22 Points: _____/100</li> </ul>	<p><b>HMH Into Math:</b> Module 1            Lesson 3: Explore Reflection  <i>Spark Your Learning</i>  <i>Build Your Understanding</i>            Complete p. 21/22</p> <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 Highlighted in yellow in your graph notebook</li> </ul> <p>Points: _____/100</p>	<p><b>HMH Science Dimensions</b>            Earth and Human            UNIT 1: Earth's Natural Hazards</p> <p>Exploration 3: Interpreting Patterns in Tornado Data</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Read</b> pp. 18-22</li> <li><input type="checkbox"/> Answer questions 13-16</li> <li><input type="checkbox"/> Continue Exploration Answer questions 1-3</li> </ul> <p>Points: _____/100</p>
Parent support for Tuesday	<p>Write first draft on filler paper.            Complete sonnet, rhyme scheme worksheet            Understand and read instructions on colon usage            Use/refer to Write Source Guide (Index) for more example</p>	<p>Understand Translation            Use resource paper to see example for transformation and translation</p>	<p>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</p>



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Items to be returned in folder for the week:	Turn-in: <ul style="list-style-type: none"><li>• Write Source SkillsBook p. 21/22</li><li>• Check your Understanding p. 23</li><li>• Research</li></ul>	Tear out/Turn-in: <ul style="list-style-type: none"><li>• HMM Into Math p. 21/22</li></ul>	Complete pp. 18-22
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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: Aug. 30-Sept. 03, 2021. **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:
08-31			
Math	__ mins.	AIMS Web Probe 4 • Complete Set 3	Check the work of child Ask questions of understanding Note the progress of child Did child attempt all problems <b>Turn-in worksheet Probe 4 set 3</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.	___ ...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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**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 Wednesday's assignments:**

WEDNESDAY	READING/ELA:	MATH:	SCIENCE/SOCIAL STUDIES /NAVAJO CULTURE:
Estimated time lesson complete	_____minutes	_____minutes	_____minutes
Student Assignment 09-01-2021/22	<p><b>HMH READING</b>  <b>Into Literature:</b> "Interflora"            First read pp. 32. Also important to read all information presented pp. 29-35            Complete worksheet:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Irony</li> <li><input type="checkbox"/> Analyze Text p. 34</li> </ul> <p><b>Writing Assignment:</b>            ❖ <b>Poetry- Sonnet</b> p. 35  <i>Write a sonnet poem that includes irony, humor, rhyme scheme, and theme.</i></p> <ul style="list-style-type: none"> <li>• EDITING (fix-up paper)</li> <li>• Use proof reading marks to correct your writing.</li> </ul> <p><b>Language (Write Source SkillsBook)</b></p> <ul style="list-style-type: none"> <li>• Quotation Marks Na Italic p. 25/26</li> </ul> <p>Points: _____/100</p>	<p><b>HMH Into Math:</b> Module 1            Lesson 3: Explore Reflection  <b>Step It Out</b>  <b>Check Your Understanding</b></p> <ul style="list-style-type: none"> <li>• Complete p. 23/24</li> <li>• Look a resource papers for more example.</li> <li>• Read questions closely</li> <li>• Write down the definitions Highlighted in yellow in your graph notebook.</li> </ul> <p>Points: _____/100</p>	<p><b>Social Studies: myWorld</b>  <b>Topic 1:</b> The Early Americas and European Exploration            Lesson 2: Cultures of North America  <b>FIRST Read</b> p. 52-65</p> <p>Complete worksheet</p> <ul style="list-style-type: none"> <li>• Practice Vocabulary Define each word</li> </ul> <p>Complete Workbook</p> <ul style="list-style-type: none"> <li>• Take notes p. 12</li> <li>• Practice vocabulary p. 13</li> </ul> <p>Points: _____/100</p>
Parent support for Wednesday	Edit draft on filler paper. Worksheet: Irony Worksheet: Analyze Text Understand and read instructions on Quotation Marks pp. 582-900 Use/refer to Write Source Guide (Index) for more example	Understand translation Use resource paper to see example for transformation and translation	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



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Items to be returned in folder for the week:	Turn-in: <ul style="list-style-type: none"><li>• Write Source SkillsBook p. 25/26</li></ul> Turn-in: <ul style="list-style-type: none"><li>• Worksheet Irony</li><li>• Worksheet Analyze Text</li></ul>	Tear out/Turn-in: <ul style="list-style-type: none"><li>• HMH Into Math p. 23/24</li></ul>	Turn-in: <ul style="list-style-type: none"><li>• Vocabulary worksheet</li><li>• Workbook pp. 12/13</li></ul>
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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: Aug. 30-Sept. 03, 2021. **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:
09-01	__ mins.		
Math	__ mins.		
ELA	__ mins.	Curriculum Associates <b>Ready Common Core Reading Workbook</b> <ul style="list-style-type: none"> <li>Words to know: Summarize Central Idea Objective Supporting Detail</li> <li>Complete pp. 14-15</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>Keep pages 14-14, 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.

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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**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 Thursday's assignments:**

THURSDAY	READING/ELA:	MATH:	SCIENCE/SOCIAL STUDIES /NAVAJO CULTURE:
Estimated time lesson complete	_____minutes	_____minutes	_____minutes
Student Assignment 09-02-2021	<b>HMH READING</b> <b>Into Literature:</b> ""Interflora"" First read pp. 32. Also important to read all information presented pp. 29-35 Complete Worksheet: <input type="checkbox"/> Check Your Understanding p. 33 <input type="checkbox"/> Research p. 34 <b>Writing Assignment:</b> ❖ <b>Poetry- Sonnet</b> p. 35 <i>Write a sonnet poem that includes            irony, humor, rhyme scheme, and            theme.</i> <ul style="list-style-type: none"> <li>• <b>FINAL DRAFT</b></li> </ul> <i>Check: You have to proof read            your writing.</i> <b>Language (Write Source            SkillsBook)</b> <ul style="list-style-type: none"> <li>• Apostrophes 1                      p. 27/28</li> </ul> Points: _____/100	<b>HMH Into Math:</b> Module 1 Lesson 3: Relection <i>On Your Own</i> <i>Attend to Precision</i> <i>Use Tools</i> <ul style="list-style-type: none"> <li>• Complete p. 25/26</li> <li>• Look a resource papers for              more example.</li> <li>• Read questions closely</li> <li>• Write down the definitions              Highlighted in yellow in              your graph notebook</li> </ul> Points: _____/100	<b>Navajo Clan System</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Introduce self using your clan</li> <li><input type="checkbox"/> Practice saying your clan</li> <li><input type="checkbox"/> Understand who are your              relatives</li> <li><input type="checkbox"/> Tell about self using chart</li> </ul> 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/Research Understand and read on comma usage Use/refer to Write Source Guide (Index) for more example.	Understand translation Use resource paper for more example to understand transformation and translation	Check child's understanding Ask questions Have child recite their clan to family members. Answer questions on The Clan system



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Items to be returned in folder for the week:	Tear out/turn-in: <ul style="list-style-type: none"><li>• Write Source SkillsBook p. 27/28</li><li>• <b>Worksheet:</b> Check Your Understanding Research</li></ul>	Tear out/Turn-in: <ul style="list-style-type: none"><li>• HMH Into Math p. 17/18</li></ul>	Turn-in worksheet <ul style="list-style-type: none"><li>• Complete questions on Navajo Clan</li></ul>
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Thursday:

Date:	Est. time 2 complete lessons:	Student Instruction:	Parent Instruction:
09-02			
Math	__ mins.	Curriculum Associates Ready Common Core <b>Mathematics</b> workbook <ul style="list-style-type: none"> <li>• <b>Words to know:</b> integer exponents, base product of powers, squared, zero exponent negative exponent, associative property of multiplication               <ul style="list-style-type: none"> <li><input type="checkbox"/> READ pp. 11-13</li> <li><input type="checkbox"/> Complete pp. 11-13</li> </ul> </li> <li>• <b>Tear out/turn 11/12.....not 13</b></li> </ul>	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
ELA	__ mins.		
Writing	__ mins.		
Sci./SS	__ mins.		

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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... ___ ...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.
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**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 09-03-2021	<b>HMH Science Dimensions</b> Earth and Human UNIT 1: Earth's Natural Hazards  Exploration 3: Interpreting Patterns in Tornado Data <input type="checkbox"/> <b>Read</b> pp. 18-22 <input type="checkbox"/> Answer questions 13-16 <input type="checkbox"/> Continue Exploration Answer questions 1-3  Points: _____/100	<b>Social Studies: myWorld</b> <b>Topic 1:</b> The Early Americas and European Exploration Lesson 2: Cultures of North America <b>FIRST Read</b> p. 52-65 Complete worksheet <ul style="list-style-type: none"> <li>• Practice Vocabulary</li> <li>Define each word</li> </ul> Complete Workbook <ul style="list-style-type: none"> <li>• Take Notes p. 12</li> <li>• Practice Vocabulary p. 13</li> </ul> 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. 12/13</li> </ul>

Parent Notes:

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



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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: Aug. 30-Sept. 03, 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:
09-03	__ mins.			
Navajo	__ mins.			
Soc. St.	__ mins.		<b>Social Studies Lesson 2</b> Complete worksheet <ul style="list-style-type: none"> <li>• Practice Vocabulary</li> </ul> Complete Workbook <ul style="list-style-type: none"> <li>• Take Notes p. 12</li> <li>• Practice Vocabulary p. 13</li> </ul>	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>Read</b> pp. 18-22 <input type="checkbox"/> Answer questions 13-16 <input type="checkbox"/> Continue Exploration Answer questions 1-3	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.	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.
	___ ...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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