



**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 12, 2021/22  
**Teacher:** Ms. Roselyn John

**Contact: (Work) 480-236-1147**  
**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:
Estimated time lesson complete	_____ minutes	_____ minutes
Student Assignment 10-12-2021.22	<b>HMH READING</b> <b>Into Literature:</b> Unit 1 Assessment Gidgets and Glitches "A School For Robots"  <input type="checkbox"/> Complete Worksheet <ul style="list-style-type: none"> <li>• Context Clues</li> </ul> <b>LANGUAGE ARTS</b> <b>(Write Source SkillsBook)</b> <ul style="list-style-type: none"> <li>• Phrases and Clauses 2 pp. 71/72</li> </ul> Points: _____/100	<b>HMH Into Math</b> <b>Unit 1: Transformational Geometry</b> <b>Module 2: Transformation and Similarity</b> Lesson 2: Explore Dilations <i>Reason</i> <i>Test Prep</i> <i>Use Tools</i> <i>Spiral Review</i>  <input type="checkbox"/> Complete p. 63/64 <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, use your graph notebook</li> <li>• <i>Definitions are highlighted in yellow in the math notebook</i></li> </ul> Points: _____/100
Parent support for Monday	Check for completion.	Use resource paper to see example for understanding transformation and congruence
Items to be returned in folder for the week:	Use/refer to Write Source Guide (Index) for more example. Turn-in: <ul style="list-style-type: none"> <li>• Unit 1 Assessment</li> <li>• Context Clues</li> <li>• Language Arts pp. 71/72</li> </ul>	Tear out/Turn-in: <ul style="list-style-type: none"> <li><input type="checkbox"/> HMH Into Math p. 63/64</li> </ul>

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



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**Oct. 12: TUESDAY'S** Items to be **COMPLETED**

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

<b>READ</b> story	Unit 1 Assessment Gidgets and Glitches	FIRST read
<b>WORKSHEET</b>	Context Clues	
<b>WRITING:</b>		
<b>LANGUAGE ARTS</b> (Write Source)	Phrases and Clauses 2	Pages 71 and 72 <b>(tear-out/turn in)</b>
HMH: into <b>MATH</b> workbook	Similar Figures	Pages 63/54 <b>(tear-out/turn in)</b>
Curriculum Associates <b>Ready Core: Reading</b>	Category	Pages 38/39 <b>Don't tear out</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: October 12, 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:
10-12	__ mins.		
Math	__ mins.		
ELA	__ mins.	Curriculum Associates <b>Ready Common Core Reading</b> Workbook • Words to know: Category <b>Interim Assessment</b> <input type="checkbox"/> Complete pp. 43-50	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 out / turn-in</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.

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.	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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**Learning Support Kits:** October 13, 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 **Wednesday's** assignments:

WEDNESDAY	READING/ELA:	MATH:	SCIENCE/SOCIAL STUDIES /NAVAJO CULTURE:
Estimated time lesson complete	_____ minutes	_____ minutes	_____ minutes
Student Assignment 10-13-2021.22	<b>HMH READING</b> <b>Into Literature:</b> "My Favorite Chaperone" <b>FIRST READ</b> pp. 157-179. Also important to read all information presented pp. 155-183. <b>❖ Note Taking (bold words):</b> <input type="checkbox"/> Complete worksheet on: <ul style="list-style-type: none"> <li>Analyze Plot. 155</li> <li>Genre Elements: Realistic Fiction p.155</li> <li>Analyze Character p. 155</li> </ul> <b>Writing Assignment:</b> <b>❖ Write a Summary</b> p. 181 <input type="checkbox"/> Write summary of "My Chaperone". Briefly retell the plot of the story in your words.. <b>NOTE: Write more than 1 paragraph</b> <ul style="list-style-type: none"> <li><b>BRAINSTORM-</b> jot down ideas</li> <li>Use graphic organizer and resources to plan</li> </ul> <b>LANGUAGE ARTS</b> <b>(Write Source SkillsBook)</b> <ul style="list-style-type: none"> <li>Phrases and Clauses 2 pp. 71/72</li> </ul> Points: _____/100	<b>HMH Into Math:</b> <b>Unit 1: Transformational Geometry</b> <b>Module 2: Transformation and Similarity</b>  Lesson 3: Understand and Recognize Similar Figures  <b>Spark Your Learning</b> <b>Build Understanding</b>  <input type="checkbox"/> Complete p. 65/66 <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> <b>EARTH AND HUMANS</b>  Show Video  UNIT 1: Earth's Natural Hazards <b>Lesson 3:</b> Reducing the Effects of Natural Hazards  <b>Exploration 2:</b> Develop Natural Hazards Mitigation Plan <input type="checkbox"/> Read pp.54-57 <input type="checkbox"/> Answer questions 8, 9, 10, 11  Points: _____/100



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Parent support for Wednesday	Brainstorm on filler paper of Writing Assignment Read instructions on grammar Use/refer to Write Source Guide (Index) for more example	Use resource paper to see example and cross reference	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: <input type="checkbox"/> Write Source SkillsBook pp. 71/72 <input type="checkbox"/> Worksheet: • Notetaking	Tear out/Turn-in: <input type="checkbox"/> HMH Into Math p.65/66	Keep in book Complete pages 54-57

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

\_\_\_\_\_

\_\_\_\_\_

**Oct. 13: WEDNESDAY'S Items to be COMPLETED**

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

<b>READ</b> story	My Favorite Chaperone	SECOND read
Worksheet: <b>NOTE TAKING</b>	Analyze Plot Analyze Character Genre Elements	Page 155
<b>Writing: SUMMARY</b>	Briefly retell the story in your own words	Brainstorm: brief retell of story. Write out ideas
<b>Language Arts</b> (Write Source)	Phrases and Clauses 3	pages 73/74 <b>(tear-out/turn in)</b>
HMH: into <b>Math</b> workbook	Similar Figures	pages 65 and 66 <b>(tear-out/turn in)</b>
<b>AIMS Web</b> worksheet	Computations	
<b>Science Dimensions</b>	<b>Exploration 2: Develop Natural Hazards Mitigation Plan</b> <b>Answer questions 8, 9, 10, 11</b>	Read pp.54-57



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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 13, 2021.22. **See attached sheets**. Each sheet should have the day the assignment is to be done:

**WEDNESDAY**

Date: 10-13	Est. time 2 complete lessons:	Student Instruction:	Parent Instruction:
Math	__ mins.	<b>AIMS Web Probe 7 p. 1</b> <input type="checkbox"/> Complete Set 1	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.

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.	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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**Learning Support Kits:** October 14, 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 Thursday's assignments:**

THURSDAY	READING/ELA:	MATH:	SCIENCE/SOCIAL STUDIES /NAVAJO CULTURE:
Estimated time lesson complete	_____minutes	_____minutes	_____minutes
Student Assignment 10-14-2021/22	<p><b>HMH READING</b>  <b>Into Literature:</b> "My Favorite Chaperone"  <b>SECOND READ</b> pp. 157-179.            Also important to read all information presented pp. 155-183.</p> <p><input type="checkbox"/> <b>Complete worksheet</b></p> <ul style="list-style-type: none"> <li>• Critical Vocabulary Define</li> <li>• Characterization</li> </ul> <p><b>Writing Assignment:</b>  <b>❖ Write a Summary</b> p. 181</p> <p><input type="checkbox"/> Write summary of "My Chaperone". Briefly retell the plot of the story in your words..</p> <p><b>NOTE: Write more than 1 paragraph</b></p> <ul style="list-style-type: none"> <li>• <b>FIRST DRAFT/</b> first write Put your notes/ideas into sentences.</li> <li>• Use graphic organizer and resources to plan</li> </ul> <p><b>LANGUAGE ARTS</b>  <b>(Write Source SkillsBook)</b></p> <ul style="list-style-type: none"> <li>• Phrases and Clauses 4 pp. 75/76</li> </ul> <p>Points: _____/100</p>	<p><b>Complete Lessons</b></p> <p>Points: _____/100</p>	<p><b>Social Studies: myWorld</b>  <b>Topic 1: The Early Americas and European Exploration</b></p> <p><i>Lesson 4: European Exploration the Americas</i></p> <p><b>FIRST Read</b> p. 39-47</p> <p>Complete worksheet:</p> <p><input type="checkbox"/> Practice Vocabulary pp. 39-47</p> <p><input type="checkbox"/> Interactive Journal (workbook) p. 19</p> <p>Points: _____/100</p>



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Parent support for Thursday	First draft on filler paper. Use/refer to Write Source Guide (Index) for more example		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> <input type="checkbox"/> Write Source SkillsBook p. 75/76 <b>Turn-in</b> <input type="checkbox"/> <b>Worksheet:</b> <ul style="list-style-type: none"> <li>• Characterization</li> <li>• Critical Vocabulary Define</li> </ul>		<b>Turn-in:</b> <input type="checkbox"/> Complete questions worksheet <ul style="list-style-type: none"> <li>• Practice Vocabulary</li> <li>• Workbook p. 19</li> </ul>

Parent Notes:

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**Oct. 14: THURSDAY'S Items to be COMPLETED**

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

READ story	My Favorite Chaperone	THIRD read
Complete <b>worksheet</b>	Critical Vocabulary Define Characterization	
<b>Writing:</b> SUMMARY	Briefly retell the story in your own words	<b>FIRST/Final DRAFT:</b> brief retell of story. Write out your ideas and fix each sentences.
<b>Language Arts</b> (Write Source)	Phrases and Clauses	pages 75 and 76 ( <b>tear-out/turn in</b> )
Curriculum Associates <b>Ready Core: Mathematiciacs</b>	Rational/irrational numbers	pages 27-29
<b>Social Studies:</b> myWorld	Cite Textual Evidence Interactive Journal (workbook)	pages:39-47 Read page 19
<b>Navajo Culture/Language</b>	The Navajo Code Talkers	





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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 14, 2021.22. **See attached sheets.** Each sheet should have the day the assignment is to be done:

**THURSDAY:**

Date:	Est. time 2 complete lessons:	Student Instruction:	Parent Instruction:
10-14	__ mins.		
Math	__ mins.		
ELA	__ mins.	<b>Curriculum Associates</b> Ready Common Core <b>Mathematics</b> workbook <input type="checkbox"/> <b>Words to know:</b> rational/irrational number <input type="checkbox"/> READ pp. 27-29 <input type="checkbox"/> <b>Complete pp.</b> 27-29	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 <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.

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.
	___ ...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 15, 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	READING/ELA:	MATH:	SCIENCE/SOCIAL STUDIES /NAVAJO CULTURE:
Estimated time lesson complete	_____ minutes	_____ minutes	_____ minutes
Student Assignment 10-15-2021.22	_____/100	Points: _____/100	Points: _____/100
Parent support for Friday			
Items to be returned in folder for the week:			

Parent Notes:

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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 15, 2021. **See attached sheets**. Each sheet should have the day the assignment is to be done:

**FRIDAY:**

Date:	Est. time complete	Student Instruction:	Parent Instruction:
10-15			
Math	__ mins.		
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.

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...	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 11, 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>Science:</b>	<b>Social Studies/Navajo Culture:</b>
Estimated time lesson complete	_____minutes	_____minutes
Student Assignment 10-11-2021.22	<input type="checkbox"/> <b>NO School HOLIDAY</b>	
Parent support for Monday		
Items to be returned in folder for the week:		

Parent Notes:

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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 15, 2021.22 (See attached sheets for practice):

Monday – Tuesday – Wednesday – Thursday - Friday:

Date: 10-15	Est. time 2 complete lessons:	Student Instruction:	Parent Instruction:
Math	__ mins.		
ELA	__ mins.	<input type="checkbox"/> <b>The Navajo Code Talkers (worksheet)</b> <input type="checkbox"/> <b>Tumblebooks.com</b> 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...	Student completed assignment...	Student completed assignment...
	___ ...by his/herself, w/ NO help. ...with support from: __ parent __ sibling __ other.	___ ...by his/herself, w/ NO help. ...with support from: __ parent __ sibling __ other.	___ ...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.