Planners WITH A PURPOSE
by SUCCESS BY DESIGN, INC.

SAMPLE

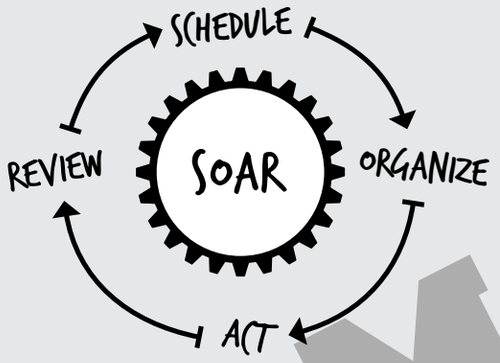
The Daily student planner

SCHOOL SUCCESS STARTS WITH PLANNING

SOAR into the Achievement Zone!

While learning the knowledge and skills for success in school, you need to stay organized. **Follow this easy 4-step plan** to make sure you do all the work and meet all the commitments that are expected of you at school and after school.

SCHEDULE, **O**RGANIZE,
ACT, **R**EVIEW



1) Schedule every commitment by writing it in this planner on the date it is assigned or the date you'll be completing it.

2) Organize all resources needed to complete each commitment you have recorded.

3) Act. Do each commitment to the best of your ability.

4) Review the work you have done and what you accomplished by completing all of your commitments.

This Notebook Belongs to:

Name: _____

Address: _____

Phone/Other: _____

School: _____

Emergency Contact: _____ **Phone:** _____

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Planners WITH A PURPOSE by SUCCESS BY DESIGN, INC.

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Please Recycle This Planner

CLASS SCHEDULE

Period	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	TEACHER
Subject						
Room/Time						
Subject						
Room/Time						
Subject						
Room/Time						
Subject						
Room/Time						
Subject						
Room/Time						
Subject						
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SAMPLE

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Notes:

READING AND TECHNOLOGY

INTEGRATING PRINT AND DIGITAL TECHNOLOGIES

Our Brains are Amazing and Complex!

The way the brain learns from paper and printed material/books is different than how it learns from reading on screens such as phones and tablets.

Since books have text that is set in a stationary place, the brain can latch on to that physical space and remember it better. For example, sentences and paragraphs are set in size, shape and location. A book has set left and right pages that give 8 total physical corners that our minds can remember.[1]

SCREEN READING

Most reading on a screen is scrolling and moving continuously so your brain doesn't have anything to latch onto and remember as easily![1]

Another reason your teacher may have you read or write with paper (and not review and type on screen) is to help your concentration and focus.[3]

It has been proven that students are most likely to skim, browse and jump around in an article on screen.[1] Most screen devices have many distractions—alerts and notifications, other programs, Internet interests, music, etc.—all of which pull attention away from the reading.[4]

SOURCES:
1 Jabr, Ferris. "The Reading Brain in the Digital Age: The Science of Paper versus Screens." *Scientific American*, Scientific American, 11 Apr. 2013, https://www.scientificamerican.com/article/reading-paper-screens/.
2 Baron, Naomi S., et al. "Reading in a Digital Age." *Kappanonline.org*, 5 Dec. 2018, https://kappanonline.org/reading-digital-age/.
3 FYI:Living. "Why Does Writing Make Us Smarter?" *HuffPost*, HuffPost, 7 Dec. 2017, https://www.huffpost.com/entry/why-does-writing-make-us-_n_900638.
4 Rosenwald, Michael S. "Why Digital Natives Prefer Reading in Print. Yes, You Read That Right." *The Washington Post*, WP Company, 22 Feb. 2015, https://www.washingtonpost.com/local/why-digital-natives-prefer-reading-in-print-yes-you-read-that-right/2015/02/22/8596ca86-b871-11e4-9423-f3d0a1ec335c_story.html.

Students in the U.S. report:[2]

85% multitask when reading **DIGITALLY**

only **26%** multitask when reading in **PRINT**

When asked what platform students' most preferred for reading (print, tablet, e-reader, phone, or computer), 92% said that they concentrated best when reading in… **PRINT!**

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INTEGRATION TIPS! However, using technology is important for well-rounded growth. Here are some tips as to how you may integrate your paper planner with technology!

In your digital calendar set alerts for events that you will be attending—games, work, family activities, etc. Also, note the time you set aside to do your homework. When you are alerted to do your homework, then you can refer to your Success By Design Student Planner.

Your Student Planner may have preprinted subjects, or you may be able to write in your specific subjects. In this paper planner you will have the space to write all the details and information you need to know in order to accomplish your assignments successfully and completely.

For example: Alert yourself digitally, "Do homework from 6–8 p.m.," and then in your planner have written, "Math, pages 76–77, numbers 1–10. Use the new formulas."

PARTS OF SPEECH

NOUN

Proper nouns are capitalized and refer to specific persons, objects, ideas, or places.
Examples: John, White House, Monday, Slovakia
Common nouns refer to any person, object, place, or idea.
Examples: house, building, boy, city, anger, desk

PRONOUN

Pronouns take the place of a noun.
Example: Tom washed *his* car on *his* day off.
There are three different kinds of pronouns.
Example: He is taking *him* to *his* house.
subjective objective possessive

VERB

Verbs show action or state of being. They also indicate the time of that state or action.
Examples: He *worked* on Friday. (past)
I *need* to place the order. (present)
He *will present* his report tomorrow. (future)

ADJECTIVE

Adjectives describe nouns by modifying them. They can specify color, size, number, etc.
Example: The *green* mini-van struck the *metal* pole near the *third* intersection.

ADVERB

Adverbs are words which describe verbs, other adverbs, or adjectives. They specify in what manner, when, how much, and where.
Example: The crowd reacted *violently* when it was confronted.

PREPOSITION

Prepositions indicate how nouns and pronouns are related to another word in a sentence.
Examples: Paul stood *behind* the fence.
The cat jumped *onto* the bed.

CONJUNCTION

Conjunctions join words, clauses, and phrases.
Examples: Your drink options are *either* coffee *or* tea.
John could not react fast enough *because of* a poorly healed foot.

INTERJECTION

Interjections, also known as exclamations, are indicated by the use of an exclamation point.
Example: Wow! What a beautiful car!

PUNCTUATION

PERIOD: Place a period at the end of a declarative sentence.
Example: We arrive at school each day at 8 am.
In addition, use a period at the end of an imperative sentence that does not express strong emotions.
Example: Sit down.

COMMA: Use commas to separate words and phrases in a series.
Example: Bill has two dogs, one cat, and a hamster.

QUESTION MARK: Use after all interrogative sentences.
Example: Where did you go on vacation?

EXCLAMATION MARK: Use after sentences that express surprise or feeling.
Example: His car looks fast!

SEMICOLON: Use when a conjunction is omitted; it indicates a greater degree of separation than a comma would.
Example: The road was bumpy and curvy; the scenery was grand.

COLON: Use colons to start a list or to formally introduce a statement.
Example: He has three cars: a Mustang, Camaro, and a Duster.

QUOTATION MARKS: Use quotation marks around a direct quotation.
Example: He said, "I want to go home."

APOSTROPHE: Use an apostrophe to show contracted words such as it's (for it is) or to show possession as in Bill's bike.

FIGURATIVE LANGUAGE

SIMILE

A **simile** is a comparison between unlike things using the words "like" or "as."
Examples: He was motionless *like* a statue.
She was quiet *as* a mouse.

HYPERBOLE

A **hyperbole** is an extended exaggeration.
Example: I have a *ton* of questions to ask.

METAPHOR

A **metaphor** is a comparison between unlike things in which one thing becomes another.
Example: He has a *heart of stone.*

PERSONIFICATION

Personification is attributing human characteristics to an inanimate object or animal.
Example: The fox *begged* the hunters to chase him.

PARAGRAPH WRITING

1. Write a topic sentence—It tells the main idea of your paragraph.
2. List supporting ideas.
3. Make a rough outline—Eliminate irrelevant items.
4. Write the paragraph.
5. Add the clincher—A clincher sums-up the paragraph.
6. Proofread—Read and correct grammar, spelling, etc.
7. Revise/edit—Correct and make the paragraph more interesting.
8. Write the final copy.

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ENGLISH STUDY SKILLS

CAPITALIZATION

Capitalize the following—

1. The first word in a sentence.
2. Days of the week, months, holidays, periods and eras in history, trade names, streets, formal documents, geographical names, political parties, holy days, and official titles.
3. Words such as history or math when the words are a part of a specific course. Do not capitalize such words when they indicate a field of study.
4. Words such as brother, mother, or doctor when they are a part of the title or when they are a substitute for the noun.
5. Points of the compass. Do not capitalize words which indicate simple direction.
6. Words which refer to the Supreme Being. Capitalize the word Bible, the books of the Bible, and the names of all holy books or sacred works.
7. The first word in a direct quote.
8. Words denoting religions, languages, nationalities, and races.
9. Names of organizations.
10. Degrees, titles, and abbreviations of organized groups.
11. The first word of a title, the last word, and all words in between except short conjunctions or prepositions.
12. The first word in a greeting or the closing of a letter.

WORDS OFTEN CONFUSED

accept: accept a gift
except: every day except today

advice: listen to good advice
advise: counselors advise students

affect: His speech affected the listeners.
effect: the effect of the sun

already: He already ate.
all ready: He was all ready to leave.

altar: church's altar
alter: alter the clothes; alter the report

angel: angel in heaven
angle: a right angle

breath: out of breath
breathe: breathe fresh air

capital: nation's capital; a capital idea
capitol: a capitol building

cite: to cite a source
site: a building site
sight: a terrible sight to see

clothes: to wear clothes
cloths: cloths for cleaning

coarse: a coarse fabric; coarse language
course: a race course; a history course

complement: An attractive tie complements the suit.
compliment: He complimented her attitude.

counsel: The teacher gave the student good counsel.
council: The council voted against the action.

desert: a dry, hot desert
dessert: pie for dessert

forth: go forth into the crowd
fourth: fourth in line

hoping: hoping for a good grade
hopping: a hopping rabbit

its: the color of its eyes
it's: It's cloudy outside.

loose: a loose connection; loose clothing
lose: lose a toy

mantel: the fireplace mantel
mantle: (cape or cloak) He put on the mantle.

passed: passed a test; passed a car
past: lived in the past; past errors

peace: live in peace
piece: piece of cake

precede: The National Anthem precedes the game.
proceed: Proceed with your report.

principal: the principal reason; a school's principal
principle: the principle of good manners

quiet: the quiet night
quite: quite handsome

right: the right direction
rite: the religious rites
write: write a letter

shone: The sun shone on the valley.
shown: He was shown the evidence.

sole: the sole survivor
soul: body, soul, and spirit

stationary: a stationary object
stationery: correspondence written on stationery

steal: to steal money
steel: a bridge made of steel

than: bigger than a bread box
then: We left then.

there: over there
their: their house
they're: They're not here.

to: to the car; to cheer
too: I want some too; too often
two: two soft drinks

troop: Boy Scout troop
troupe: a theatrical troupe

wander: He wandered aimlessly.
wonder: I wonder what happened.

weak: weak from starvation
week: a week from today

weather: hot, humid weather
whether: It doesn't matter whether we go or stay.

who's: Who's at the door?
whose: Whose house is this?

your: Your feet are dirty.
you're: You're angry.

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SAMPLE

MATH STUDY SKILLS

MULTIPLICATION TABLE

	1	2	3	4	5	6	7	8	9	10	11	12
1	1	2	3	4	5	6	7	8	9	10	11	12
2	2	4	6	8	10	12	14	16	18	20	22	24
3	3	6	9	12	15	18	21	24	27	30	33	36
4	4	8	12	16	20	24	28	32	36	40	44	48
5	5	10	15	20	25	30	35	40	45	50	55	60
6	6	12	18	24	30	36	42	48	54	60	66	72
7	7	14	21	28	35	42	49	56	63	70	77	84
8	8	16	24	32	40	48	56	64	72	80	88	96
9	9	18	27	36	45	54	63	72	81	90	99	108
10	10	20	30	40	50	60	70	80	90	100	110	120
11	11	22	33	44	55	66	77	88	99	110	121	132
12	12	24	36	48	60	72	84	96	108	120	132	144

NUMBERS

PRIME NUMBER: A whole number which has only two factors—itself and 1.
Examples: 2, 5, 7, 11, 17.

COMMON FACTOR: A number that is a factor of two or more numbers.
Examples: 1, 2, and 4 are common factors of the numbers 12 and 16.

GREATEST COMMON FACTOR: The greatest number that is a factor of two or more numbers.
Examples: 4 is the greatest common factor of the numbers 12 and 16.

LEAST COMMON MULTIPLE: The smallest number that is a multiple of two or more numbers.
Example: 12 is the least common multiple of the numbers 2, 3, 4, and 6.

NUMERATOR: The number above the line in a fraction. → $\frac{4}{}$

DENOMINATOR: The number below the line in a fraction. → $\frac{}{5}$

MATHEMATICAL SYMBOLS

Addition; plus	+	Greater than	>	Parallel	∥
Angle	∠	Greater than/equal to	≥	Percent	%
Arc	∩	Less than	<	Perpendicular	⊥
Cent	¢	Less than/equal to	≤	Pi	π
Decimal point	.	Line segment	—	Ray	→
Division	÷	Multiplication	x	Right angle	⌞
Dollar	$	Not equal	≠	Set	{ }
Equal	=	Number	#	Subtraction; minus	–

FRACTIONS & DECIMALS

Addition / Subtraction:
find common denominators

$$\frac{1}{5}\ {}_{(x2)} = \frac{2}{10}$$
$$\frac{1}{2}\ {}_{(x5)} = \frac{5}{10}$$
$$+\ \frac{7}{10}$$

Multiplication:
multiply straight across

$$\frac{1}{5} \times \frac{3}{4} = \frac{1 \times 3}{5 \times 4} = \frac{3}{20}$$

Division: multiply the first fraction by the reciprocal of the second fraction

$$\frac{1}{5} \div \frac{3}{4} = \frac{1}{5} \times \frac{4}{3} = \frac{4}{15}$$

Changing Fractions to Decimals:
change the denominator to a power of 10

$$\frac{4}{5}\ {}_{(x2)} = \frac{8}{10} = .8$$

Or divide by the denominator:

$$\frac{4}{5} = 4 \div 5 = .8$$

Common Fractions, Decimals & Percents:

1	1.0	100%
3/4	0.75	75%
2/3	$0.\overline{6}$	$66.\overline{6}$% or 66 2/3%
1/2	0.5	50%
1/3	$0.\overline{3}$	$33.\overline{3}$% or 33 1/3%
1/4	0.25	25%
1/5	0.2	20%
1/6	$0.1\overline{6}$	$16.\overline{6}$%
1/8	0.125	12.5%
1/10	0.1	10%

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MATH STUDY SKILLS

MEASUREMENTS

English System

Length	1 foot (ft)	=	12 inches (in)
	1 yard (yd)	=	3 feet
	1 yard	=	36 inches
	1 mile (mi)	=	1,760 yards
Liquid	1 cup (c)	=	8 fluid ounces (fl oz)
	1 pint (pt)	=	2 cups
	1 quart (qt)	=	2 pints
	1 gallon (gal)	=	4 quarts
Weight	1 pound (lb)	=	16 ounces (oz)
	1 ton (t)	=	2,000 pounds

Metric System

Length	1 centimeter (cm)	=	10 millimeters (mm)
	1 decimeter (dm)	=	100 millimeters
	1 decimeter	=	10 centimeters
	1 meter (m)	=	1,000 millimeters
	1 meter	=	100 centimeters
	1 meter	=	10 decimeters
	1 kilometer (km)	=	1,000 meters
Liquid	1 liter (L)	=	1,000 milliliters (mL)
Mass	1 gram (g)	=	1,000 milligrams (mg)
	1 kilogram (kg)	=	1,000 grams

CONVERTING MEASUREMENTS

Converting Length / Distance

from	*to*	*multiply by*
cm	in	0.3937
in	cm	2.54
m	ft	3.2808
ft	m	0.3048
km	mi	0.6214
mi	km	1.609

Converting Weight / Capacity

from	*to*	*multiply by*
g	oz	0.0353
oz	g	28.35
kg	lbs	2.2046
lbs	kg	0.4536
mL	fl oz	0.0338
fl oz	mL	29.575
L	gal	0.2642
gal	L	3.785

ALGEBRA

Quadratic Equation:
If $ax^2 + bx + c = 0$

then $x = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a}$

Special Products:
$(a - b)^2 = a^2 - 2ab + b^2$
$(a - b)(a + b) = a^2 - b^2$
$a^3 + b^3 = (a + b)(a^2 - ab + b^2)$
$a^3 - b^3 = (a - b)(a^2 + ab + b^2)$
$(a + b)^2 = a^2 + 2ab + b^2$
$a(b + c) = ab + ac$
$(a + b)^3 = a^3 + 3a^2b + 3ab^2 + b^3$
$(a - b)^3 = a^3 - 3a^2b + 3ab^2 - b^3$

Logarithms:
$\text{Log } x^r = r \text{ Log } x$
$\text{Log } (xy) = \text{Log } x + \text{Log } y$
$\text{Log } (x/y) = \text{Log } x - \text{Log } y$
$\text{Log } x = n \leftrightarrow x = 10^n$ (common log)
$\text{Log}_a x = n \leftrightarrow x = a^n$ (log to the base a)
$\text{Ln } x = n \leftrightarrow x = e^n$ (natural log)
$\pi \simeq 3.14159265$
$e \simeq 2.71828183$

Equations of a Line:
(m = slope; b = y intercept)

Slope of a Line: $m = \frac{y_2 - y_1}{x_2 - x_1}$

Slope–Intercept Form:
$y = mx + b$

Point–Slope Form:
$(y - y_1) = m(x - x_1)$

Law of Exponents:
If a, b ∈ R, a, b ≥ 0, and p, q, r, s are ∈ Q then:

1. $a^r a^s = a^{r+s}$
2. $a^r / a^s = a^{r-s}$
3. $(a^r)^s = a^{rs}$
4. $(ab)^r = a^r b^r$
5. $(a/b)^r = a^r / b^r$ $(b \neq 0)$
6. $a^0 = 1$ $(a \neq 0)$
7. $a^{-r} = 1/a^r$ $(a \neq 0)$
8. $a^{r/s} = \sqrt[s]{a^r} = (\sqrt[s]{a})^r$
   $a^{1/2} = \sqrt{a}$
   $a^{1/3} = \sqrt[3]{a}$

Variation Models:
For variables x, y, and z where k is a positive constant called the constant of variation.

Direct Variation: $y = kx$ or $y/x = k$

Inverse Variation: $y = k/x$ or $xy = k$

Joint Variation: $z = kxy$

ORDER OF OPERATIONS

Follow this set of rules to correctly evaluate a mathematical expression.

❶	Simplify the items in parentheses first.	( )
❷	Then calculate the exponents, powers, and roots next.	$^2\sqrt{}$
❸	Then multiply and divide in order from left to right.	x ÷
❹	Finally, add or subtract in order from left to right.	+ –

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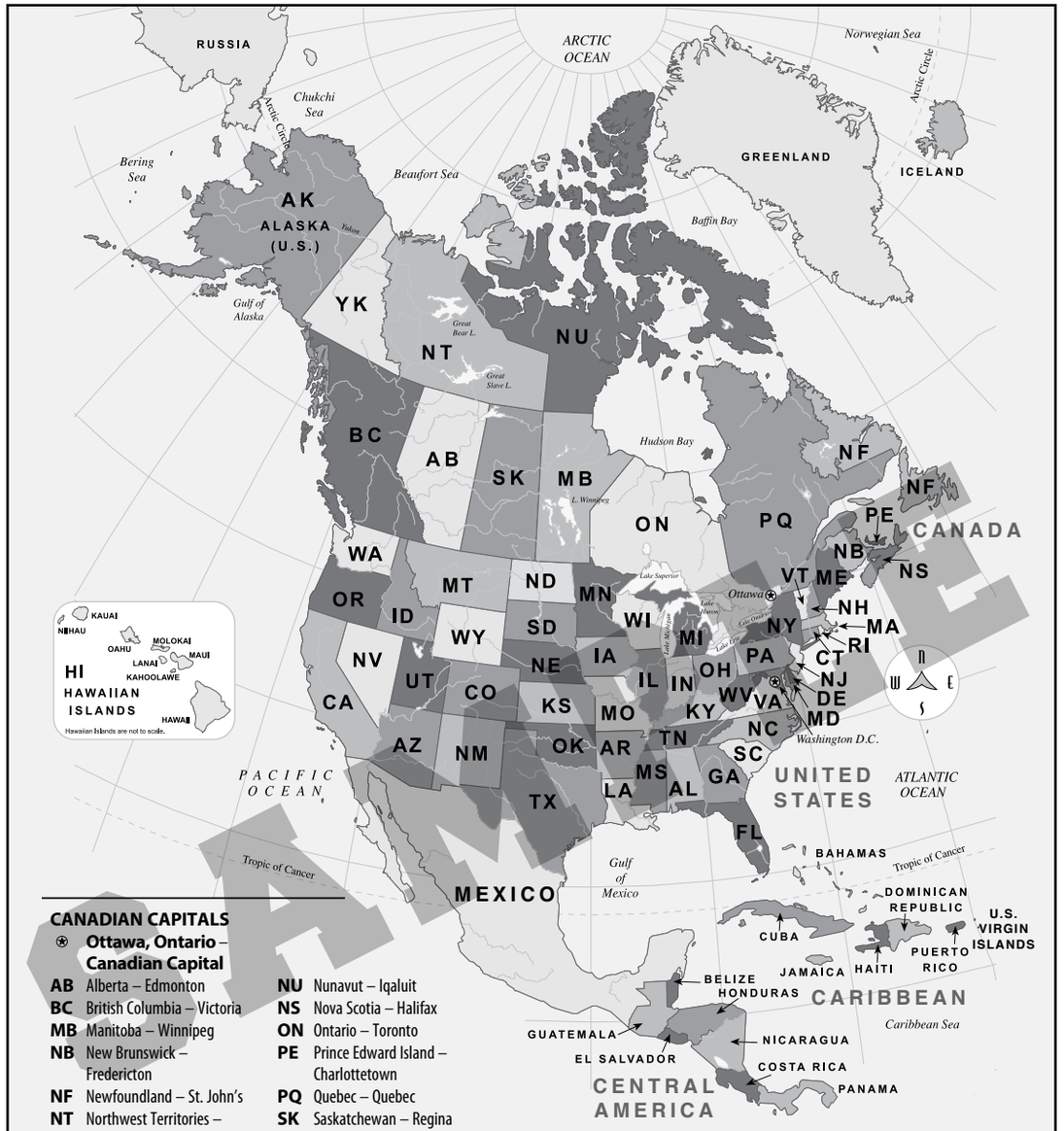
NORTH AMERICA



CANADIAN CAPITALS

- ⊛ **Ottawa, Ontario – Canadian Capital**
- **AB** Alberta – Edmonton
- **BC** British Columbia – Victoria
- **MB** Manitoba – Winnipeg
- **NB** New Brunswick – Fredericton
- **NF** Newfoundland – St. John's
- **NT** Northwest Territories – Yellowknife
- **NU** Nunavut – Iqaluit
- **NS** Nova Scotia – Halifax
- **ON** Ontario – Toronto
- **PE** Prince Edward Island – Charlottetown
- **PQ** Quebec – Quebec
- **SK** Saskatchewan – Regina
- **YK** Yukon – Whitehorse

MEXICO & CENTRAL AMERICA

Belize – Belmopan
Costa Rica – San José
El Salvador – San Salvador
Guatemala – Guatemala City
Honduras – Tegucigalpa
Mexico – Mexico City
Nicaragua – Managua
Panama – Panama City

CARIBBEAN

(Abbreviated List Based on Map Features)
Bahamas – Nassau
Cuba – Havana
Dominican Republic – Santo Domingo
Haiti – Port-au-Prince
Jamaica – Kingston

UNITED STATES CAPITALS

- ⊛ **Washington, D.C. – US Capital**
- **AL** Alabama – Montgomery
- **AK** Alaska – Juneau
- **AZ** Arizona – Phoenix
- **AR** Arkansas – Little Rock
- **CA** California – Sacramento
- **CO** Colorado – Denver
- **CT** Connecticut – Hartford
- **DE** Delaware – Dover
- **FL** Florida – Tallahassee
- **GA** Georgia – Atlanta
- **HI** Hawaii – Honolulu
- **ID** Idaho – Boise
- **IL** Illinois – Springfield
- **IN** Indiana – Indianapolis
- **IA** Iowa – Des Moines
- **KS** Kansas – Topeka
- **KY** Kentucky – Frankfort
- **LA** Louisiana – Baton Rouge
- **ME** Maine – Augusta
- **MD** Maryland – Annapolis
- **MA** Massachusetts – Boston
- **MI** Michigan – Lansing
- **MN** Minnesota – St. Paul
- **MS** Mississippi – Jackson
- **MO** Missouri – Jefferson City
- **MT** Montana – Helena
- **NE** Nebraska – Lincoln
- **NV** Nevada – Carson City
- **NH** New Hampshire – Concord
- **NJ** New Jersey – Trenton
- **NM** New Mexico – Santa Fe
- **NY** New York – Albany
- **NC** North Carolina – Raleigh
- **ND** North Dakota – Bismarck
- **OH** Ohio – Columbus
- **OK** Oklahoma – Oklahoma City
- **OR** Oregon – Salem
- **PA** Pennsylvania – Harrisburg
- **RI** Rhode Island – Providence
- **SC** South Carolina – Columbia
- **SD** South Dakota – Pierre
- **TN** Tennessee – Nashville
- **TX** Texas – Austin
- **UT** Utah – Salt Lake City
- **VT** Vermont – Montpelier
- **VA** Virginia – Richmond
- **WA** Washington – Olympia
- **WV** West Virginia – Charleston
- **WI** Wisconsin – Madison
- **WY** Wyoming – Cheyenne

U.S. TERRITORIES

- **AS** American Samoa – Pago Pago*
- **GU** Guam – Hagåtña*
- **PR** Puerto Rico – San Juan
- **MP** Northern Mariana Islands – Saipan*
- **VI** Virgin Islands – Charlotte Amalie

** not featured on this map*

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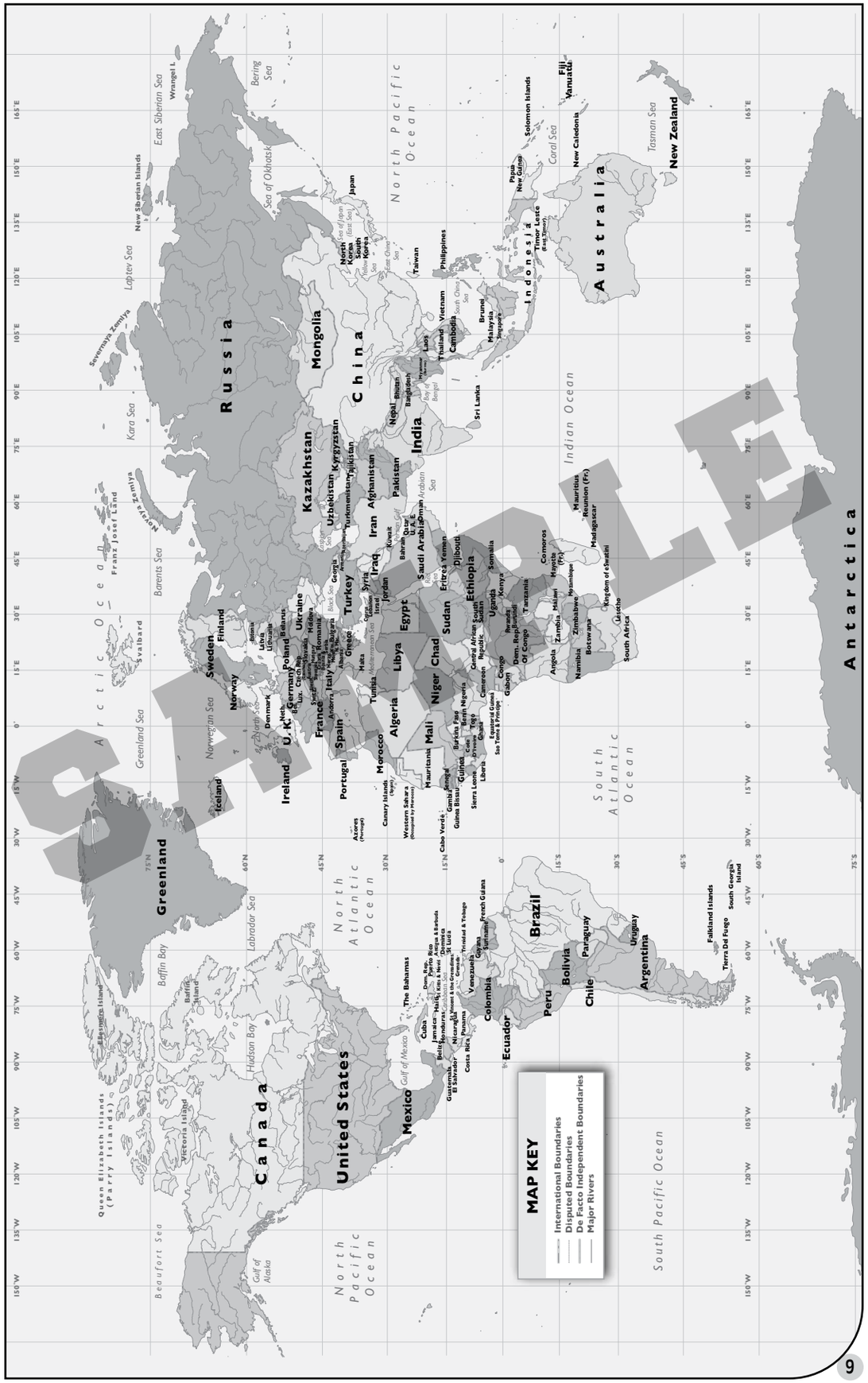
WORLD MAP



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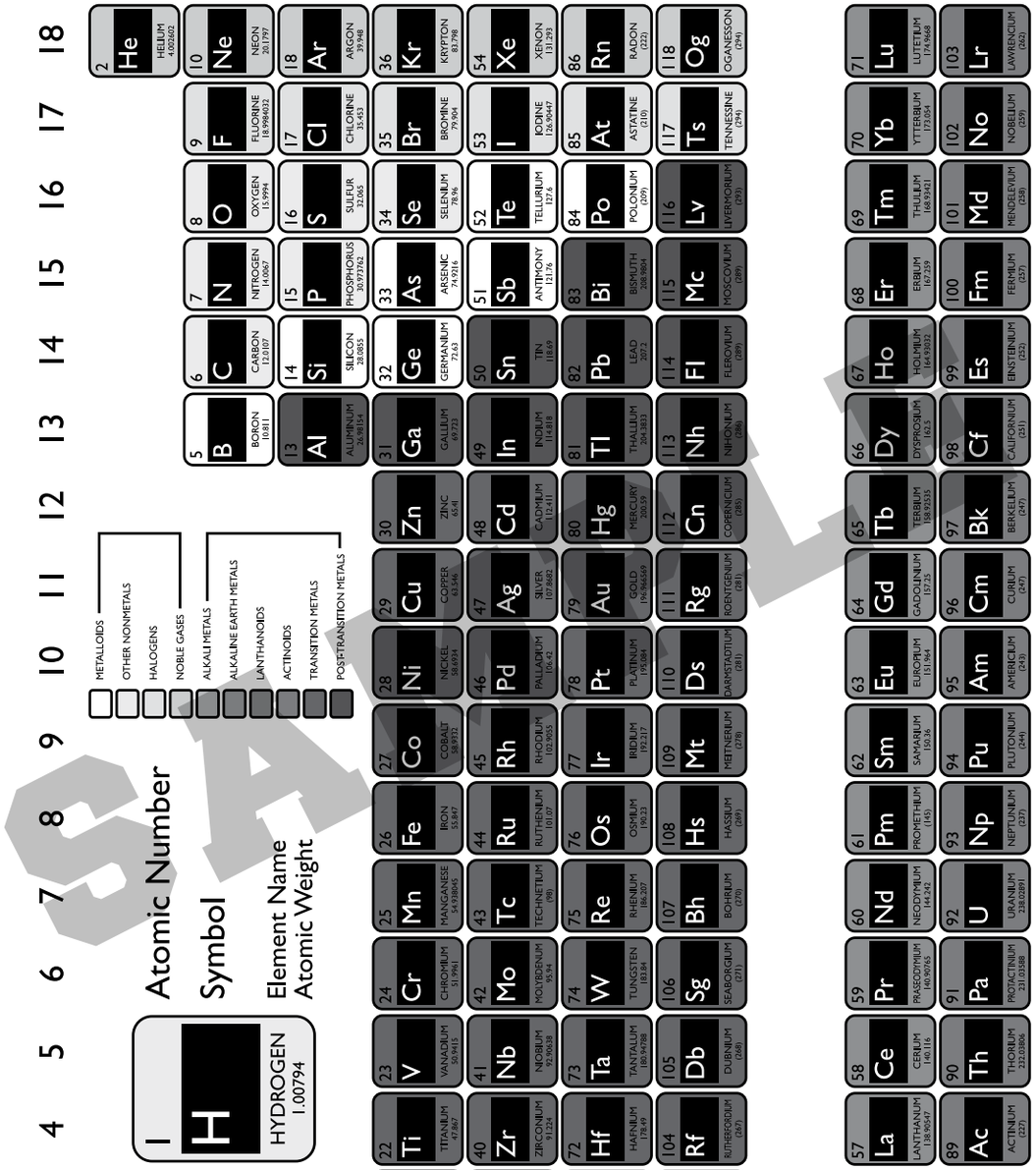
THE PERIODIC TABLE OF ELEMENTS



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MONTH _____ YEAR _____

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY

MONTH _____ YEAR _____

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY

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CALENDARS

MONTH _____ YEAR _____

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY

MONTH _____ YEAR _____

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY

SAMPLE

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CALENDARS

MONTH _____ YEAR _____

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY

MONTH _____ YEAR _____

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY

SAMPLE

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CALENDARS

MONTH _____ YEAR _____

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY

MONTH _____ YEAR _____

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY

SAMPLE

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CALENDARS

MONTH _____ YEAR _____

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY

MONTH _____ YEAR _____

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY

SAMPLE

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CALENDARS

MONTH _____ YEAR _____

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY

MONTH _____ YEAR _____

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY

SAMPLE

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TODAY'S PLAN!

Day _____ Month _____ Date _____ Year _____

SUBJECT	ASSIGNMENT	DUE
Religion		❑ Complete!
Reading		❑ Complete!
English/ Language Arts		❑ Complete!
Spelling		❑ Complete!
Math		❑ Complete!
Science		❑ Complete!
Social Studies		❑ Complete!
		❑ Complete!

SAMPLE

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REMEMBER!

Take Home: _____

_____

_____

Bring to School: _____

_____

_____

Missing Work: _____

_____

Teacher Messages: _____

_____

_____

_____

Parent Messages: _____

_____

_____

_____

Signature & Date: _____

TODAY'S PLAN!

Day Month Date Year

SUBJECT	ASSIGNMENT	DUE
Religion		❑ *Complete!*
Reading		❑ *Complete!*
English/ Language Arts		❑ *Complete!*
Spelling		❑ *Complete!*
Math		❑ *Complete!*
Science		❑ *Complete!*
Social Studies		❑ *Complete!*
		❑ *Complete!*

REMEMBER!

Take Home: _____

_____

_____

Bring to School: _____

_____

_____

Missing Work: _____

_____

Teacher Messages: _____

_____

_____

_____

Parent Messages: _____

_____

_____

_____

Signature & Date: _____

SAMPLE

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TODAY'S PLAN!

Day Month Date Year

SUBJECT ASSIGNMENT DUE

Religion ❑ Complete!

Reading ❑ Complete!

English/ Language Arts ❑ Complete!

Spelling ❑ Complete!

Math ❑ Complete!

Science ❑ Complete!

Social Studies ❑ Complete!

❑ Complete!

REMEMBER!

Take Home: _____

Bring to School: _____

Missing Work: _____

Teacher Messages: _____

Parent Messages: _____

Signature & Date: _____

SAMPLE

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