

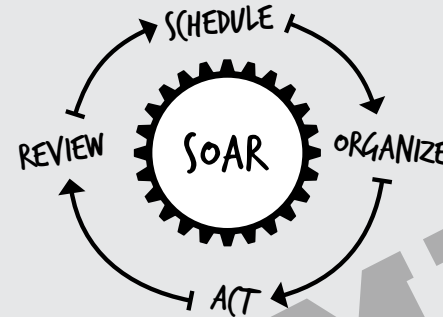
THE MENTOR  
ASSIGNMENT  
NOTEBOOK

# THE ASSIGNMENT NOTEBOOK

## 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, ORGANIZE, ACT, REVIEW



**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: \_\_\_\_\_

Planners WITH A  
PURPOSE  
by SUCCESS BY DESIGN, INC.

3741 Linden Ave. SE, Wyoming, MI 49548  
1-800-327-0057  
www.successbydesign.com

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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						
Room/Time						
Subject						
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Subject						
Room/Time						

Notes:

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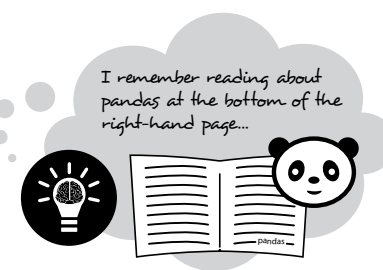
# READING AND TECHNOLOGY

## 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.<sup>1</sup>



I remember reading about pandas at the bottom of the right-hand page...

### 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!<sup>1</sup>

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.<sup>3</sup>

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

- 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 FYILiving. "Why Does Writing Make Us Smarter?" *HuffPost*, HuffPost, 7 Dec. 2017. [https://www.huffpost.com/entry/why-does-writing-make-us-smarter\\_n\\_900638](https://www.huffpost.com/entry/why-does-writing-make-us-smarter_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-b3d0a1ec335c\\_story.html](https://www.washingtonpost.com/local/why-digital-natives-prefer-reading-in-print-yes-you-read-that-right/2015/02/22/8596ca86-b871-11e4-9423-b3d0a1ec335c_story.html).



### Students in the U.S. report:<sup>2</sup>

**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!**

**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 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.

Your Student Planner may have preprinted subjects, or you may be able to write in

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."

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# ENGLISH STUDY SKILLS

## 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)

(future) He *will present* his report tomorrow.

**ADJECTIVE: Adjectives** describe nouns by modifying them. They can specify color, size, number, etc.

(Continued next column)

*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!

## 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.

## 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.

4

# 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—itsself 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. → **4**

**DENOMINATOR:** The number below the line in a fraction. → **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

$$\frac{1}{5} - \frac{2}{10} = \frac{2}{10} - \frac{2}{10} = \frac{0}{10} = 0$$

$$\frac{1}{5} + \frac{2}{10} = \frac{2}{10} + \frac{2}{10} = \frac{4}{10} = \frac{2}{5}$$

**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:**

$$1 = 1.0 = 100\%$$

$$3/4 = 0.75 = 75\%$$

$$2/3 = 0.\bar{6} = 66.\bar{6}\% \text{ or } 66 \frac{2}{3}\%$$

$$1/2 = 0.5 = 50\%$$

$$1/3 = 0.\bar{3} = 33.\bar{3}\% \text{ or } 33 \frac{1}{3}\%$$

$$1/4 = 0.25 = 25\%$$

$$1/5 = 0.2 = 20\%$$

$$1/6 = 0.1\bar{6} = 16.\bar{6}\%$$

$$1/8 = 0.125 = 12.5\%$$

$$1/10 = 0.1 = 10\%$$

# 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:

$$\text{If } ax^2 + bx + c = 0$$

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

### Special Products:

$$(a - b)^2 = a^2 - 2ab + b^2$$

$$(a - b)(a + b) = a^2 - b^2$$

$$a^3 + b^3 = (a + b)(a^2 - ab + b^2)$$

$$a^3 - b^3 = (a - b)(a^2 + ab + b^2)$$

$$(a + b)^2 = a^2 + 2ab + b^2$$

$$a(b + c) = ab + ac$$

$$(a + b)^2 = a^2 + 3a^2b + 3ab^2 + b^3$$

$$(a - b)^2 = a^2 - 3a^2b + 3ab^2 - b^3$$

### Logarithms:

$$\text{Log } x^r = r \text{ Log } x$$

$$\text{Log } (xy) = \text{Log } x + \text{Log } y$$

$$\text{Log } (x/y) = \text{Log } x - \text{Log } y$$

$$\text{Log } x = n \leftrightarrow x = 10^n \text{ (common log)}$$

$$\text{Log }_a x = n \leftrightarrow x = a^n \text{ (log to the base } a)$$

$$\text{Ln } x = n \leftrightarrow x = e^n \text{ (natural log)}$$

$$\pi \approx 3.14159265$$

$$e \approx 2.71828183$$

### Equations of a Line:

$$(m = \text{slope}; b = y \text{ intercept})$$

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

$$\text{Slope-Intercept Form: } y = mx + b$$

### Point-Slope Form:

$$(y - y_1) = m(x - x_1)$$

### Law of Exponents:

If  $a, b \in \mathbb{R}$ ,  $a, b \geq 0$ , and  $p, q, r, s$  are in  $\mathbb{Q}$  then:

- $a^a \cdot a^b = a^{a+b}$
- $a^a / a^b = a^{a-b}$
- $(a^a)^b = a^{ab}$
- $(ab)^a = a^a b^a$
- $(a/b)^a = a^a / b^a$  ( $b \neq 0$ )
- $a^0 = 1$  ( $a \neq 0$ )
- $a^{-a} = 1/a^a$  ( $a \neq 0$ )
- $a^{a/b} = \sqrt[b]{a^a} = (\sqrt[b]{a})^a$   
 $a^{1/2} = \sqrt{a}$   
 $a^{1/3} = \sqrt[3]{a}$

### 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  $xy = k$

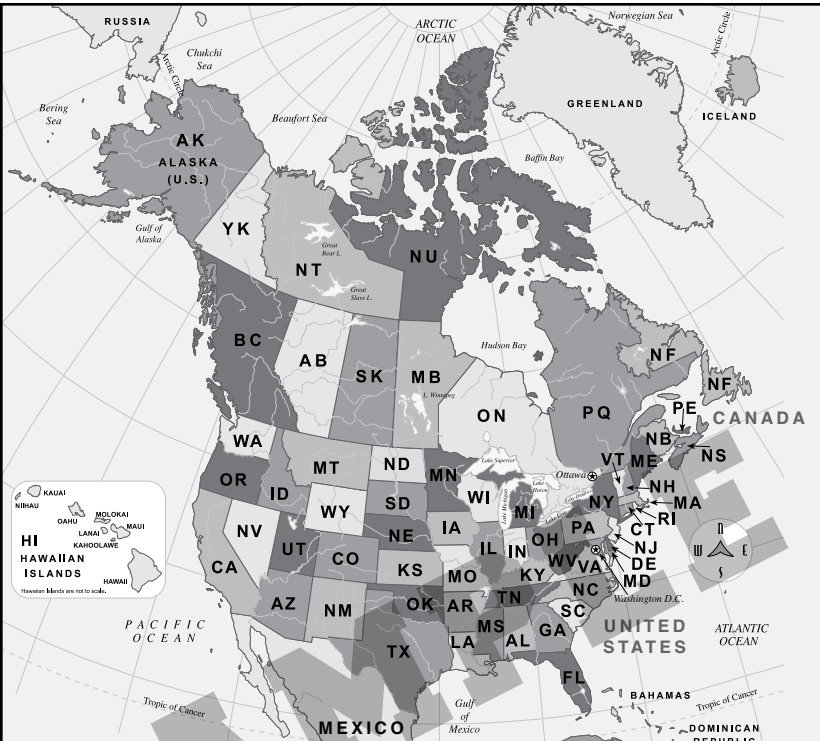
**Joint Variation:**  $z = kxy$

## ORDER OF OPERATIONS

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

1	Simplify the items in parentheses first.	( )
2	Then calculate the exponents, powers, and roots next.	$2\sqrt{\quad}$
3	Then multiply and divide in order from left to right.	$\times \div$
4	Finally, add or subtract in order from left to right.	$+ -$

# NORTH AMERICA



## CANADIAN CAPITALS

- ⊙ **Ottawa, Ontario – Canadian Capital**
- AB** Alberta – Edmonton
- BC** British Columbia – Victoria
- NB** Manitoba – Winnipeg
- PE** 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

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

## 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

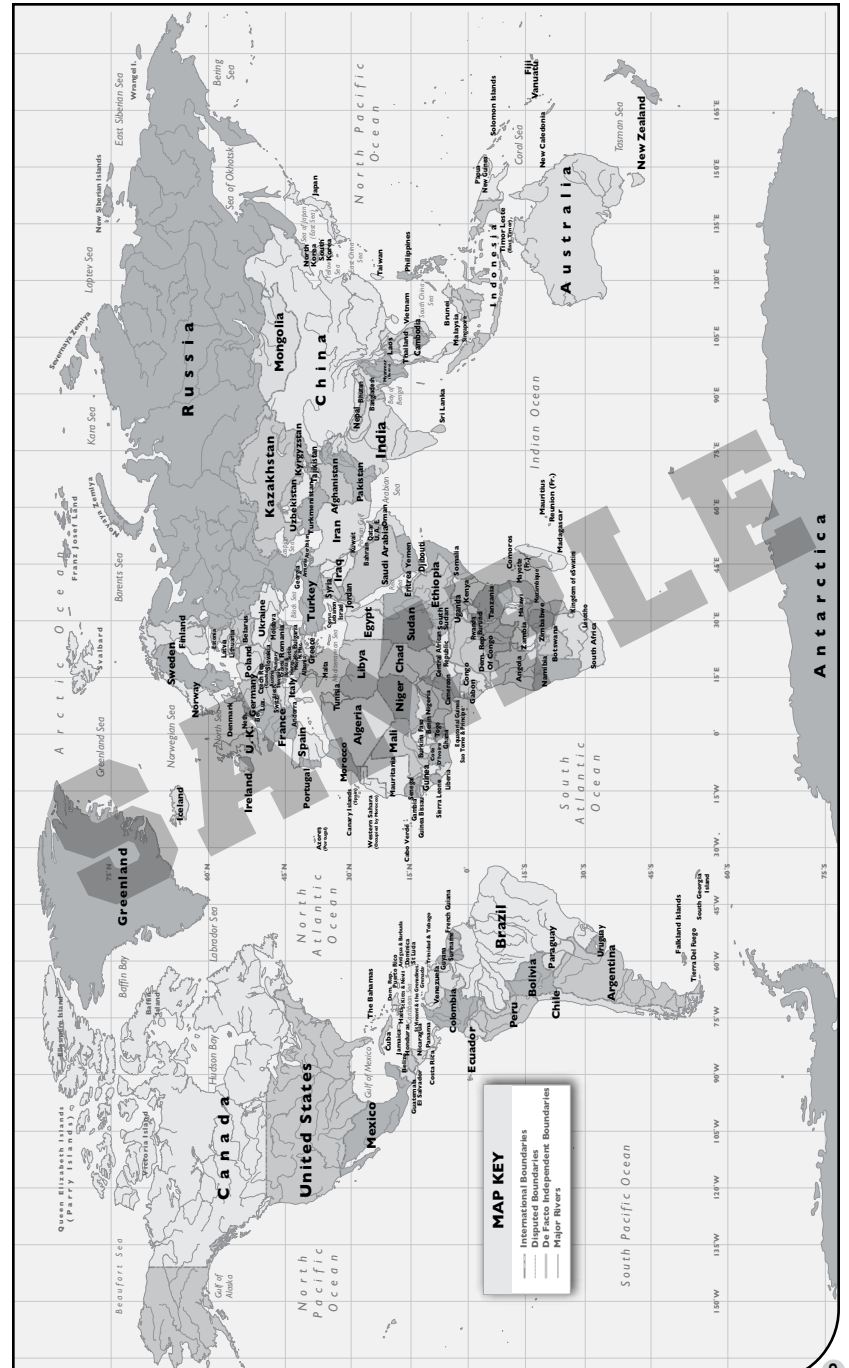
## CARIBBEAN

- Dominican Republic – Santo Domingo
- Haiti – Port-au-Prince
- Jamaica – Kingston
- Bahamas – Nassau
- Cuba – Havana

## 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

# WORLD MAP



**MAP KEY**

- International Boundaries
- - - Disputed Boundaries
- Major Rivers

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# SCIENCE STUDY SKILLS

## THE PERIODIC TABLE OF ELEMENTS

PERIOD	GROUP	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
1		1 <b>H</b> HYDROGEN 1.00794																	2 <b>He</b> HELIUM 4.00260
2		3 <b>Li</b> LITHIUM 6.941	4 <b>Be</b> BERYLLIUM 9.0122																10 <b>Ne</b> NEON 20.1797
3		11 <b>Na</b> SODIUM 22.98977	12 <b>Mg</b> MAGNESIUM 24.304																18 <b>Ar</b> ARGON 39.948
4		19 <b>K</b> POTASSIUM 39.0983	20 <b>Ca</b> CALCIUM 40.078	21 <b>Sc</b> SCANDIUM 44.9559	22 <b>Ti</b> TITANIUM 47.867	23 <b>V</b> VANADIUM 50.9415	24 <b>Cr</b> CHROMIUM 51.9961	25 <b>Mn</b> MANGANESE 54.938	26 <b>Fe</b> IRON 55.845	27 <b>Co</b> COBALT 58.9332	28 <b>Ni</b> NICKEL 58.6934	29 <b>Cu</b> COPPER 63.546	30 <b>Zn</b> ZINC 65.38	31 <b>Ga</b> GALLIUM 69.723	32 <b>Ge</b> GERMANIUM 72.630	33 <b>As</b> ARSENIC 74.9216	34 <b>Se</b> SELENIUM 78.9718	35 <b>Br</b> BROMINE 79.904	36 <b>Kr</b> KRYPTON 83.798
5		37 <b>Rb</b> RUBIDIUM 85.4678	38 <b>Sr</b> STRONTIUM 87.62	39 <b>Y</b> YTTERBIUM 88.906	40 <b>Zr</b> ZIRCONIUM 91.224	41 <b>Nb</b> NIOBIIUM 92.906	42 <b>Mo</b> MOLYBDAENUM 95.94	43 <b>Tc</b> TECHNETIUM 98.906	44 <b>Ru</b> RUTHENIUM 101.07	45 <b>Rh</b> RHODIUM 102.91	46 <b>Pd</b> PALADIUM 106.42	47 <b>Ag</b> SILBER 107.868	48 <b>Cd</b> CADMIUM 112.411	49 <b>In</b> INDIUM 114.818	50 <b>Sn</b> ZINN 118.710	51 <b>Sb</b> ANTIMON 121.757	52 <b>Te</b> TELLUR 127.6	53 <b>I</b> JOD 126.905	54 <b>Xe</b> XENON 131.29
6		55 <b>Cs</b> CESIUM 132.905	56 <b>Ba</b> BARIUM 137.327	57-71 <b>Lanthanides</b> LANTHANOIDS	72 <b>Hf</b> HAFNIUM 178.49	73 <b>Ta</b> TANTALUM 180.948	74 <b>W</b> WOLFRAM 183.84	75 <b>Re</b> REHMNIUM 186.207	76 <b>Os</b> OSMIUM 190.23	77 <b>Ir</b> IRIDIUM 192.222	78 <b>Pt</b> PLATINUM 195.084	79 <b>Au</b> GOLDBAR 196.967	80 <b>Hg</b> QUECKSILBER 200.59	81 <b>Tl</b> THALLIUM 204.383	82 <b>Pb</b> BLEI 207.2	83 <b>Bi</b> BISMUT 208.980	84 <b>Po</b> POLONIUM 209	85 <b>At</b> ASTATIN 210	86 <b>Rn</b> RADON 222
7		87 <b>Fr</b> FRANZIUM 223	88 <b>Ra</b> RADIUM 226	89-103 <b>Actinides</b> AKTINOIDS	104 <b>Rf</b> RUFORDIUM 261	105 <b>Db</b> DUBNIUM 262	106 <b>Sg</b> SEBORGIIUM 263	107 <b>Bh</b> BOHRIUM 264	108 <b>Hs</b> HASIUM 265	109 <b>Mt</b> MITHNERIUM 266	110 <b>Ds</b> DARMSTADTIUM 267	111 <b>Rg</b> ROSGOLDIUM 268	112 <b>Cn</b> COHENIUM 269	113 <b>Nh</b> NIHONIUM 270	114 <b>Fl</b> FLEROVIUM 271	115 <b>Mc</b> MOSKOWIIUM 272	116 <b>Lv</b> LIVERMORIIUM 273	117 <b>Ts</b> TENNESSEE 274	118 <b>Og</b> OGANESSON 274

<input type="checkbox"/> METALLOIDS	<input type="checkbox"/> OTHER NONMETALS	<input type="checkbox"/> HALOGENS	<input type="checkbox"/> NOBLE GASES	<input type="checkbox"/> ALKALI METALS	<input type="checkbox"/> ALKALINE EARTH METALS	<input type="checkbox"/> LANTHANOIDS	<input type="checkbox"/> ACTINOIDS	<input type="checkbox"/> TRANSITION METALS	<input type="checkbox"/> POSTER-TRANSITION METALS
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**Atomic Number**  
**Symbol**  
**Element Name**  
**Atomic Weight**

# CALENDARS

MONTH \_\_\_\_\_ YEAR \_\_\_\_\_

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY

MONTH \_\_\_\_\_ YEAR \_\_\_\_\_

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY

# CALENDARS

MONTH \_\_\_\_\_ YEAR \_\_\_\_\_

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY

MONTH \_\_\_\_\_ YEAR \_\_\_\_\_

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY

# CALENDARS

MONTH \_\_\_\_\_ YEAR \_\_\_\_\_

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY

MONTH \_\_\_\_\_ YEAR \_\_\_\_\_

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY



# CALENDARS

MONTH \_\_\_\_\_ YEAR \_\_\_\_\_

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY

MONTH \_\_\_\_\_ YEAR \_\_\_\_\_

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY

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MONTH \_\_\_\_\_ YEAR \_\_\_\_\_

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY

MONTH \_\_\_\_\_ YEAR \_\_\_\_\_

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY

# CALENDARS

MONTH \_\_\_\_\_ YEAR \_\_\_\_\_

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY

MONTH \_\_\_\_\_ YEAR \_\_\_\_\_

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY

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DAY	MONTH	DATE	YEAR	
SUBJECT	ASSIGNMENTS		DATE DUE	TEST DAY
READING				
ENGLISH/ L. ARTS				
SPELLING				
MATH				
SCIENCE				
SOCIAL STUDIES				
ITEMS TO TAKE HOME		DAILY GOALS		
1)		1)		
2)		2)		
3)		3)		
4)		4)		
ITEMS TO BRING TO SCHOOL		MESSAGES		
1)		SIGNATURE: _____		
2)				
3)				
4)				

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DAY		MONTH		DATE		YEAR	
SUBJECT	ASSIGNMENTS				✓ DATE DUE	TEST DAY	
READING							
ENGLISH/ L. ARTS							
SPELLING							
MATH							
SCIENCE							
SOCIAL STUDIES							
<b>ITEMS TO TAKE HOME</b>				<b>DAILY GOALS</b>			
1) _____				1) _____			
2) _____				2) _____			
3) _____				3) _____			
4) _____				4) _____			
<b>ITEMS TO BRING TO SCHOOL</b>				<b>MESSAGES</b>			
1) _____				SIGNATURE: _____			
2) _____							
3) _____							
4) _____							

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DAY		MONTH		DATE		YEAR	
SUBJECT	ASSIGNMENTS				✓ DATE DUE	TEST DAY	
READING							
ENGLISH/ L. ARTS							
SPELLING							
MATH							
SCIENCE							
SOCIAL STUDIES							
<b>ITEMS TO TAKE HOME</b>				<b>DAILY GOALS</b>			
1) _____				1) _____			
2) _____				2) _____			
3) _____				3) _____			
4) _____				4) _____			
<b>ITEMS TO BRING TO SCHOOL</b>				<b>MESSAGES</b>			
1) _____				SIGNATURE: _____			
2) _____							
3) _____							
4) _____							

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