



Satellite Learning Sheet

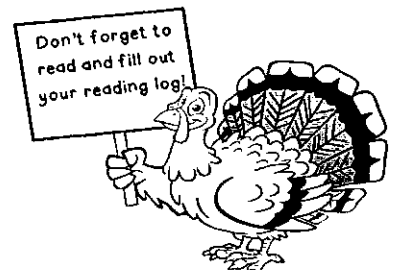
Thursday, November 30th

BIBLE/DEVOTION
<ol style="list-style-type: none">1. Bible Verse: We are so close to having all of 1 Corinthians 13:1-13 memorized. There still has not been an elementary class to learn the whole verse yet. Keep practicing – the first class gets a prize!2. Chapel Question: How should you treat people who are different than you? (Thoughts to consider: John the Baptist led people to Jesus, although he dressed funny, had funny hair, and ate funny food, he still led people to Jesus. Bonus question: John the Baptist ate weird things, what's the weirdest thing you've eaten?)
READING
<ol style="list-style-type: none">1. The Missing Dog: Language Arts Packet pages 125 – 126<ul style="list-style-type: none">- Read the story out loud to an adult- Complete the questions on page 125 and 126 (make sure to use complete sentences)2. Book Report:<ul style="list-style-type: none">- Continue working on your book report.
LANGUAGE ARTS
Helping Verbs: <ul style="list-style-type: none">- Complete the helping verb worksheet. Bonus: Memorize the helping verb song on the back of your SLS
SPELLING
Spelling: <ul style="list-style-type: none">- Find your new spelling list in homework folder.- Choose an activity on your November Spelling Activity Menu (in the <u>writing section</u> of your binder)
MATH
<ol style="list-style-type: none">1. Multiplication Word Problems:<ul style="list-style-type: none">- Use the multiplication strategies to answer the word problems.- Make sure to show your work! If you use skip counting, just write the multiplication math sentence ($3 \times 4 = 12$).2. Math Game Menu:<ul style="list-style-type: none">- Find your new Math Game Menu in the math section of your binder.- Choose a game to play with an adult or sibling (or play the independent game on your own).3. Multiplication Songs: Keep practicing your songs when you have time!
Science
Introduction to Simple Machines: Science Workbook page 110 <ul style="list-style-type: none">- Read through the information on robots and design your own robot!

Student's Name: _____

My child has completed all Satellite Learning assignments _____ (initials)

Parent Comments (questions/concerns):



Helping Verbs Song (Jingle Bells)

Helping verbs, helping verbs, there are 23.

Am, is, are,

Was and were,

Being, been, and be!

Have, has, had,

Do, does, did,

Shall, should, will, and would.

There are 5 more helping verbs,

May, might, must, can, and could.

Name: _____

Helping Verbs

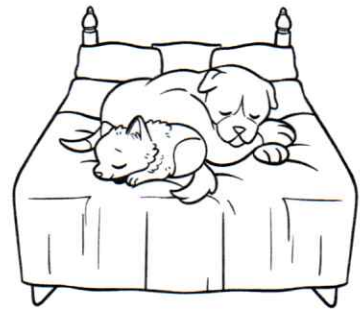
Underline the main verb in each sentence. Circle the helping verb.

1. Nick will eat spaghetti and meatballs for dinner tonight.
2. Mallory is walking to the park.
3. The dogs are sleeping on the bed.
4. Elizabeth and Cheyenne had gone to the library.
5. Those quick squirrels have run up the maple tree.
6. The girls were making colorful chalk drawings on the sidewalk.
7. I am going away for the weekend.
8. Nelson has built a huge castle in the sand.
9. Miranda can swim in the pool after dinner.
10. The car is making an awful noise.

Now write the number of the sentence above that is shown by each picture.







Name: _____ Date: _____

Multiplication Word Problems

Directions: Solve each multiplication problem. Make sure to show your work!

Eddie wants to buy three books. They cost \$5 each. How much money does he need?

Answer: \$ _____

The classroom has 5 table groups. Each table has 6 students. How many students are in the class?

Answer: _____ students

A dog eats three cups of food each day. How many cups will he eat in a week?

Answer: _____

Andrea earns \$3 for every chore she completes. If she does 4 chores, how much money will she earn?

Answer: _____

Rose goes to piano lessons 4 times a week. Each lesson is 20 minutes long. How long does Rose spend practicing each week?

Answer: _____

Ms. K buys 9 packs of pencils. Each pack has 6 pencils in it. How many pencils did she buy?

Answer: _____

Spelling Words

R-Influenced Vowel Patterns - *ire, ier*

Generalization: *i* combines with *r* to create r-influenced sounds and patterns. The *ire* and *ier* patterns come at the end of a word and represent the long *i* sound. Words that end in *ier* often have base words that end in *y* (cry → crier).

ire

hire
tired
fire
spire
umpire
expire

ier

crier
flier
frier
pliers
drier
shier

Challenge Word: sapphire

Spelling Words

Ambiguous Vowels - *wa, al, ough*

Generalization: *w* sometimes influences the vowel sound of *a*, changing it to sound like short *o* (as in *saw*). The same vowel sound can be spelled with *a/* and *ough*.

<u>wa</u>	<u>al</u>	<u>ough</u>
wasp	chalk	brought
swap	halt	fought
wash	stalk	cough
water	always	trough

Challenge Word: swallow

Spelling Words

Final S/soft C/soft G

Generalization: Both *c* and *g* have soft sounds when followed by an *e* in the middle or at the end of a word. The soft *c* sound at the end of a word can also be made by *ss*.

<u>-ce</u>	<u>-ss</u>	<u>-ge (end)</u>	<u>-ge (end)</u>
notice	express	fidget	bandage
distance	recess	budget	package
practice	address	challenge	message

Challenge Word: excellence