



Satellite Learning Sheet

Thursday, January 25th

BIBLE/DEVOTION

1. Practice the Bible Verse: Practice all of Psalm 100 (use the motions we learned in class to help you).
2. Chapel Questions: Is it okay to go to God when you're sad?

READING / WRITING

1. **Iron Ike** – Language Arts Packet Pages 159 – 160
 - Read the story out loud to an adult
 - Answer the questions on pages 159 and 160
2. **Book Report: Due Tuesday, Jan. 30**
 - Finish filling out your book report pages so you can focus on decorating and assembling it on Monday.

LANGUAGE ARTS

1. **Quotation Marks Fix Up:**
 - Rewrite each sentence and add capitals, commas, and quotation marks wherever needed.

SPELLING

Spelling:

- Find your new spelling list in your homework folder (remember to keep this list for a full week)
- Choose an activity on your January Spelling Activity Menu (in the writing section of your binder)

MATH

1. **Fractions on a Number Line: two sides**
 - Find the missing fractions on the number lines
2. **Math Review Packet:**
 - Find the math review packet in the math section of your binder.
 - Complete about 10 problems.

SCIENCE

Science Packet:

- Weather and Climate page 153

SOCIAL STUDIES

Saving Money:

- Read the passage on saving money.
- Answer the questions on the back.

Student's Name: _____

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

Parent Comments (questions/concerns):

Don't forget to read and fill out your reading log!



Reading Comprehension

Read the story.

The Tale of Iron Ike

In the quiet town of Steel, a baby boy was left on the church steps. No one knew what to do, so Pastor Finn took him in. People say that the baby grew so fast and strong that it took the whole town to feed him. His strength was extraordinary, so they named him Iron Ike.

When Ike was 10 years old, his arms were as long as a bridge and as strong as 50 men. Why, he could even lift a car with one hand! By the time Ike was 20 years old, he was taller than a 10-story building and as strong as 100 oxen. He could see tornadoes 30 miles yonder and would move houses out of the way. Iron Ike so loved the townspeople of Steel that he did everything to help them. Ike especially loved Pastor Finn because he raised him.

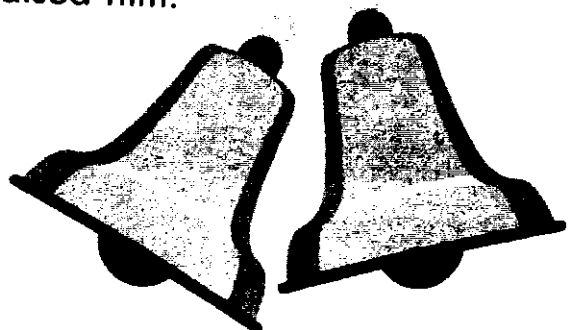
Iron Ike plowed fields with his fingers and cut down trees with the chop of his hand. With the stomp of his boot, he could even flatten hills. On Sundays, his favorite day, he rang the church bells with his pinkies while opening doors with his toes. Iron Ike once fought 1,000 wolverines as they tried to attack the town of Steel.



Circle the word that links the cause and effect in the sentence from the story.

1. Ike especially loved Pastor Finn because he raised him.

2. His strength was extraordinary, so they named him Iron Ike.



Fill in the circle next to the correct answer.

3. What event causes Pastor Finn to raise Ike?
 A baby boy quickly grows tall and strong.
 A baby boy is left on the church steps.
 A baby boy is fed by the whole town.
4. What is the effect of Ike being tall?
 He can move houses out of the way.
 He can stomp on hills to make them flat.
 He can see tornadoes 30 miles yonder.
5. Which cause allows Ike to lift a car with one hand?
 Ike is as strong as 50 men.
 Ike does the work of 100 oxen.
 Ike is from the town of Steel.
6. What is the effect of the chop of Ike's hand?
 Fields are plowed.
 Trees are cut down.
 Hills are flattened.



Answer the questions.

7. Why does it take the whole town to feed Iron Ike?

8. Why does Iron Ike fight 1,000 wolverines?

Name: _____

Date: _____

Quotation Marks (Fix it Up)

Directions: Rewrite the sentences.

Add commas, quotation marks and capital letters where needed.

1. are you ready to go pick apples? Mom asked.

2. i made a delicious apple pie Jenny said.

3. Ben said don't eat that apple! It has a worm in it.

4. i drank too much apple juice Liam moaned.

5. Wow! We picked three baskets of apples! Patty exclaimed.

6. Would you like some ice cream with your apple pie? Mrs. Smith asked.

7. Yvonne said I would like two red apples one green apple and two yellow apples.

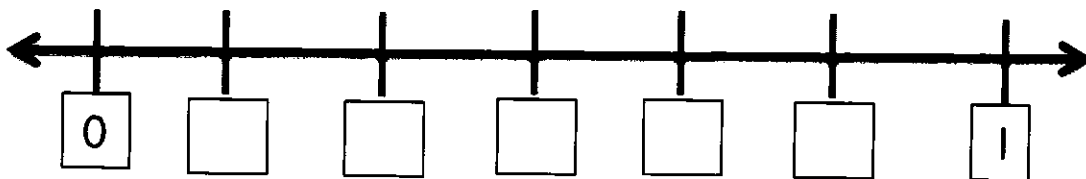
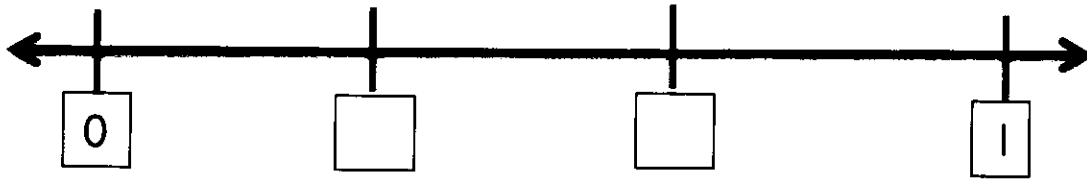
8. Mr. Banks replied no, I don't have any apple butter left.

Name _____ Date _____

Score:

3.NF.A.3.A – Equivalent Fractions on a Number Line

1. Label the two number lines below with fractions.

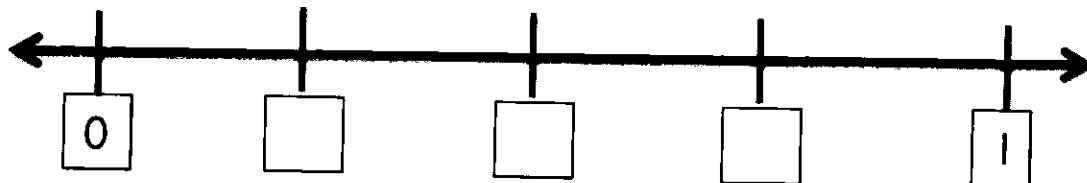
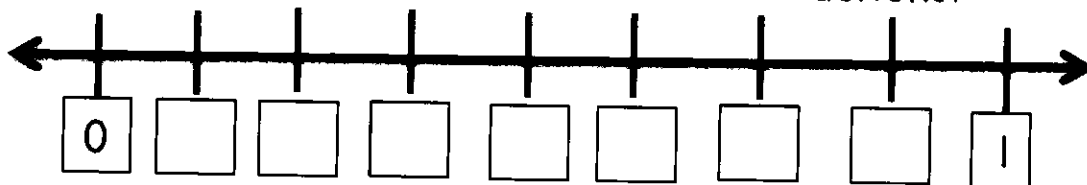


Use the number lines above to identify two sets of equivalent fractions.

2. _____ = _____

3. _____ = _____

4. Label the two number lines below with fractions.



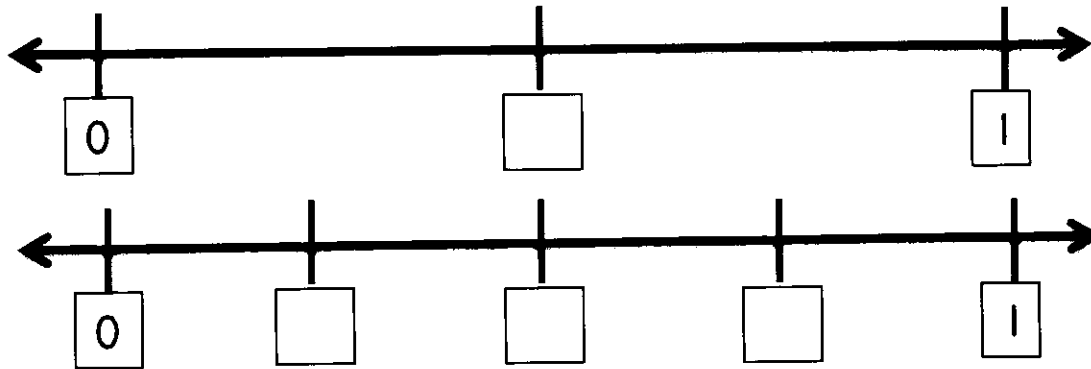
Use the number lines above to identify two sets of equivalent fractions.

5. _____ = _____

6. _____ = _____

3.NF.A.3.A – Equivalent Fractions on a Number Line

7. Label the two number lines below with fractions.



Use the number lines above to identify one pair of equivalent fractions.

8. _____ = _____

9. Draw and label two number lines below. Circle the fractions that are equivalent.

10. How do you know the fractions in your number line are equivalent? Give an example to help explain your reasoning.

Name: _____

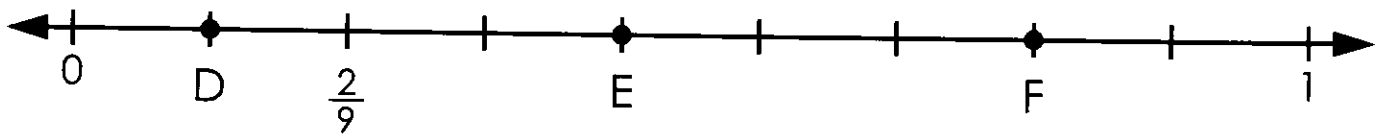
Fractions on Number Lines



A =

B =

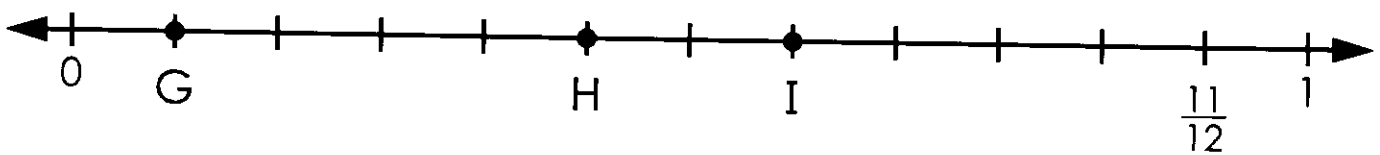
C =



D =

E =

F =



G =

H =

I =

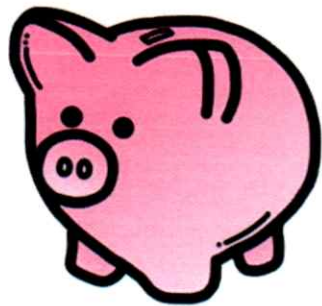
SAVING MONEY

WHY SAVE MONEY?

People save money so they can use it in the future. Then they are able to buy the things they need and want. **Needs** are things people must have to survive. **Wants** are things people would like to have. Saving money also helps people prepare for unplanned costs. Some people save their money until they reach a **goal**. They must save until they buy what they want. Some people save money for **sales**. This allows them to spend less to make their purchase. Adults often save money in an **emergency fund**. This money can be used for unexpected events like doctor visits, car repairs, and home projects.



HOW TO SAVE



Kids can save money too. Many children have **piggy banks** where they keep the money they earn and receive. Some kids save all the money they earn, while others spend some money and save the rest. Other people put money into a **savings account** at their **bank**. A bank is a

business where people keep their money. They are allowed to take this money out if they need it. Some people buy **savings bonds** from the United States government. These earn money for a certain length of time. Savings accounts and savings bonds grow over time because they earn **interest**. Interest is money that is paid to people for keeping their money in a bank account, savings bond, or other account.



It is wise to save money because then people can pay for things like houses, college, and trips. Saving just a little each month can add up to a lot!

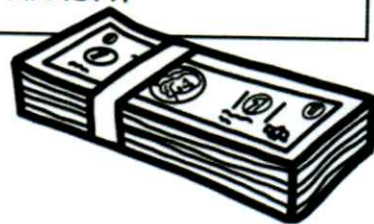
Name _____

SAVING MONEY

IDENTIFY: Use the word bank to identify each description.

goal	bank	emergency	wants
needs	sales	savings	bonds

	1. Times when items are sold cheaper
	2. A business where people keep their money
	3. Things people must have to survive
	4. Funds set aside for unexpected costs
	5. Things people would like to have
	6. Something a person aims for
	7. An account kept at a bank to save money
	8. Money loaned to the government



SHORT ANSWER: Answer each question.

Why is it important to save money?

Name something an emergency fund would be used for.

What is one thing you want to save money for?

Spelling Words

More Words with Silent Consonants

Generalization: Silent consonants may occur at the beginning, in the middle, or at the end of words.

Silent K

doorknob

knee

knuckle

knight

Silent H

rhyme

honor

honest

hour

Silent GH

thought

brought

though

neighbor

Challenge Word: knowledgeable

Spelling Words

Soft C and Soft G

Generalization: The sounds and *g* and *c* are influenced by the vowel that follows. Hard *g* (/g/) and *c* (/c/) come before *a*, *o*, and *u*. Soft *g* (/j/) and *c* (/s/) come before *e*, *i*, and *y*.

Hard C

claim
crunch

Soft C

cell
cent
city
ice

Hard G

goose
guest

Soft G

germ
gym
giant
gel

Challenge Word: cylinder

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