

# Satellite Learning Sheet

Monday, March 4<sup>th</sup>

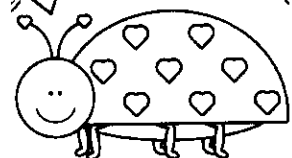
<b>BIBLE/DEVOTION</b>
1. <u>Practice the Bible Verse:</u> Practice Psalm 23 NKJV (on the back of your February newsletter) 2. <u>Bible Devotion:</u> Parents, please do a Bible devotion with your child.
<b>READING / WRITING</b>
1. <b>Balto:</b> Chapter 10 - Read chapter 10 in your Balto book. (Optional: for extra fluency practice, read out loud to an adult or sibling) - Answer the <u>Chapter 10 Questions</u> in your Balto Packet ( <b>pages 16 &amp; 17</b> ) 2. <b>Book Report:</b> - Find the Flower Pot Book Report in the reading section of your binder. - Begin reading your book. - This will be our last book report for the school year and will not be due until the end of April.
<b>LANGUAGE ARTS / WRITING</b>
<b>Prefix Mix-Up:</b> - Add the correct prefixes so the story makes sense.
<b>SPELLING / CURSIVE</b>
1. <u>Spelling:</u> Use your spelling words to complete an activity on your March Spelling Menu. 2. <u>Cursive:</u> Complete page 53 (letter v practice) in your cursive workbook.
<b>MATH</b>
1. <b>Math Packet:</b> Page 223 - 224 - Find the area of each shape using repeated addition and multiplication. - Skip the review on angles and lines on page 224 (this is not one of our 3 <sup>rd</sup> grade standards).
<b>SCIENCE</b>
<b>Volcano Models / Lava Barriers</b> Due Friday, March 22 <sup>nd</sup> - Find your Volcano Project in the Keep at Home section of your Homework folder. - Please read through the directions and begin planning your volcano.

Student's Name: \_\_\_\_\_

My child has completed all Satellite Learning assignments \_\_\_\_\_ (initials)

Parent Comments (questions/concerns):

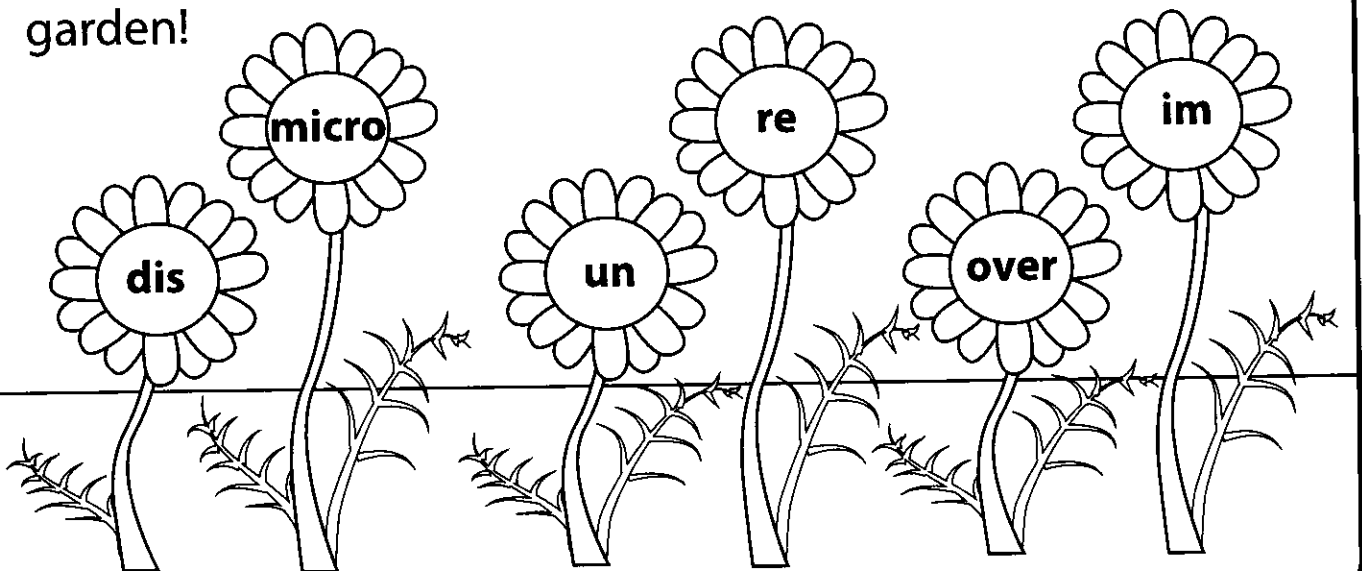
Don't forget to  
read and fill out  
your reading log!

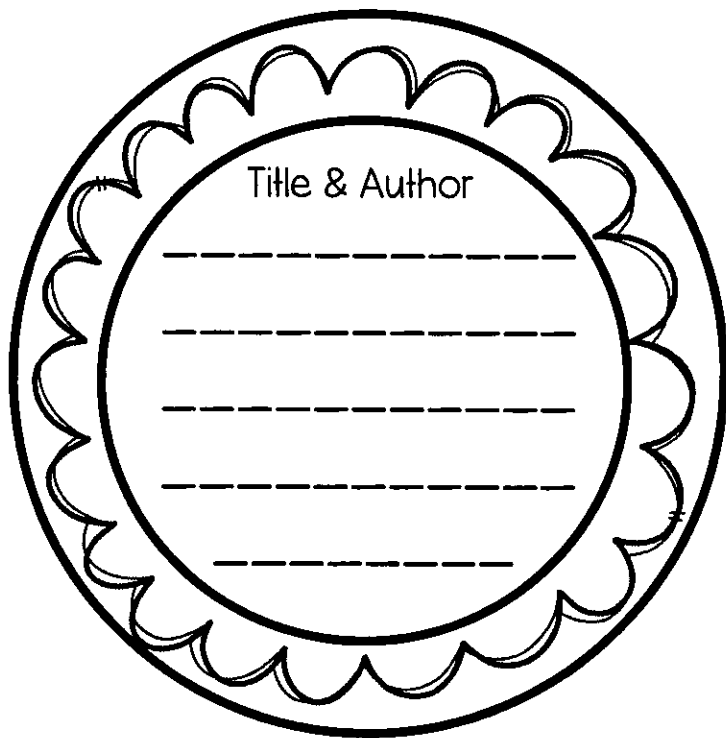


# Prefix Mix-Up

Each daisy in the garden contains a prefix you'll need to complete the story below. Fill in the blanks to complete the words.

Katherine wanted to plant a garden, but she was \_\_\_\_\_ sure which kind of flower she wanted to grow. Her mother took her to the gardening store to help her decide. She liked all the flowers so much, she wished she could plant one of every kind! Katherine was \_\_\_\_\_ appointed when her mother told her that would be \_\_\_\_\_ possible. Katherine was having trouble choosing just one kind of flower. There were so many, Katherine felt \_\_\_\_\_whelmed. Some had large blooms, and some were so small they seemed almost \_\_\_\_\_scopic! Katherine's mother \_\_\_\_\_minded her that they could choose a different flower next season. Katherine settled on daisies and was very happy with her garden!

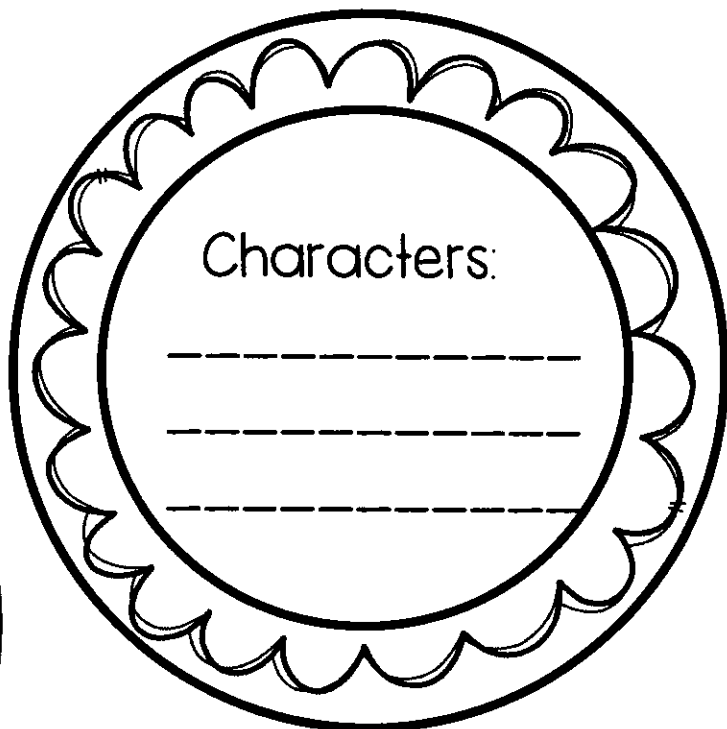




Title & Author

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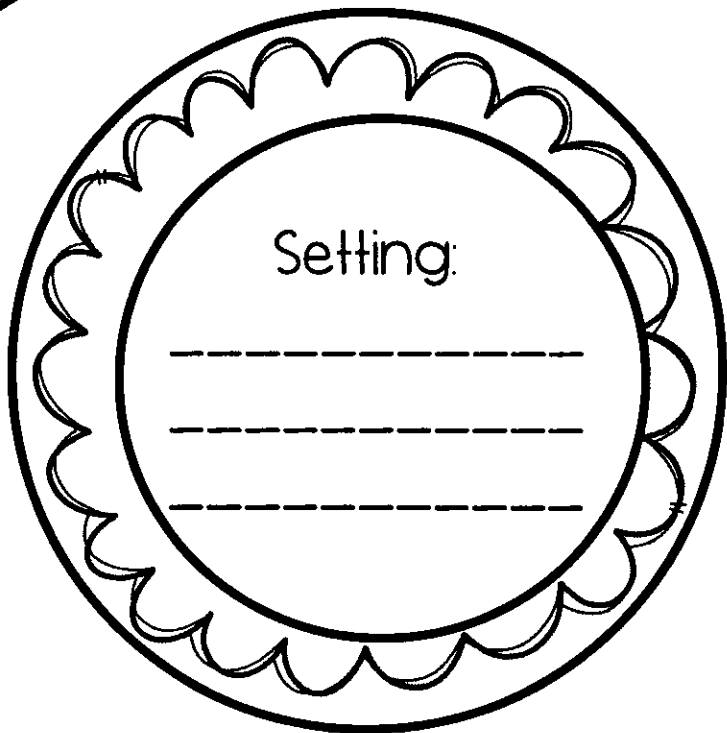
This circular graphic organizer features a decorative scalloped outer border. Inside, the text "Title & Author" is positioned at the top. Below the text are five horizontal dashed lines for writing.



Characters:

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This circular graphic organizer features a decorative scalloped outer border. Inside, the text "Characters:" is positioned at the top. Below the text are three horizontal dashed lines for writing.



Setting:

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This circular graphic organizer features a decorative scalloped outer border. Inside, the text "Setting:" is positioned at the top. Below the text are three horizontal dashed lines for writing.

I wonder....

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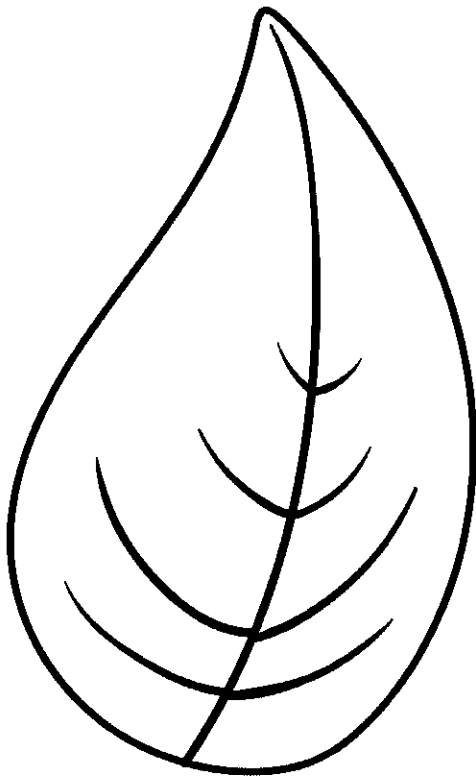
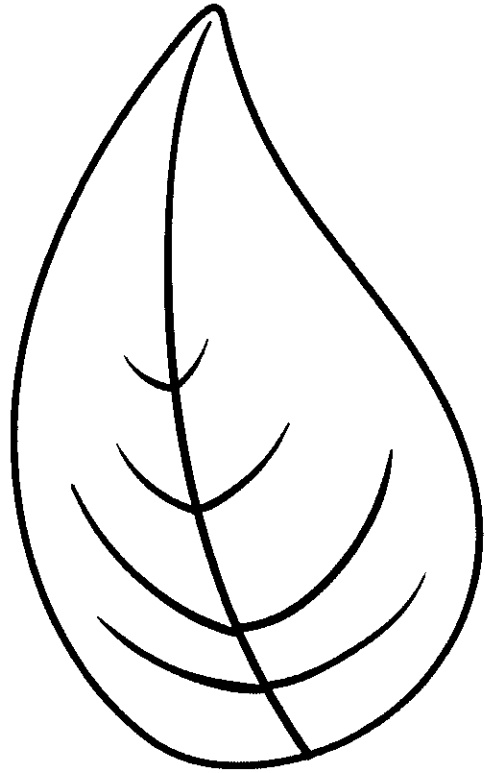
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I liked it when...

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First \_\_\_\_\_

Then \_\_\_\_\_

Next \_\_\_\_\_

Last \_\_\_\_\_

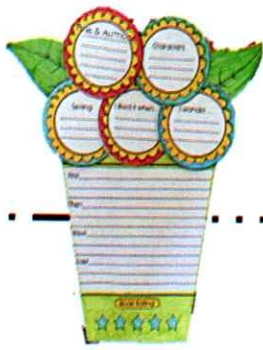
Book Rating:



# Flowerpot Book Report Grading Rubric

Name: \_\_\_\_\_ Book: \_\_\_\_\_ Date: \_\_\_\_\_

	1 point	2 points	3 points	Total Points
<b>Report</b>	The report is incomplete. Two or more of the elements are blank or missing.	The report is mostly complete. Some information is incomplete or missing.	The report is complete. There are no missing elements or information.	___ / 3
<b>Grammar</b>	Consistent capitalization and punctuation errors. Did not use complete sentences on flowerpot summaries.	Some punctuation and/or capitalization errors. Some incomplete sentences on flowerpot summaries.	Proper use of capitalization and punctuation throughout the report. Used complete sentences on flowerpot summaries.	___ / 3
<b>Coloring &amp; Neatness</b>	Flowers and flowerpot are not colored. Handwriting is not legible.	Coloring is messy or looks rushed. Handwriting is messy or looks rushed.	Flowers and flowerpot are nicely colored. Handwriting is nice and neat.	___ / 3
<b>Presentation</b>	Presentation is not complete (child chose not to present).	Only some of the elements are presented.	Each element is presented with a clear voice.	___ / 3
<b>Teacher Comments:</b>				<b>Total Score</b>  ___ / 3



# Flowerpot Book Report

Due: April 30<sup>th</sup>

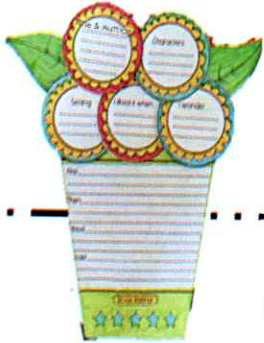
For the March/April book report, you will be creating a flowerpot to tell about the book you read!

**Flowerpot:** Summarize your book on the flowerpot. Use complete sentences to tell what happened first, next, last, etc. At the bottom of the flowerpot, rate your book by coloring in the stars.

**Flowers:** Fill out each “flower” with the required information. These do NOT need to be complete sentences but please make sure to use correct capitalization of titles and names.

**Assembly:**

1. Color the flowers, leaves, and flowerpot.
2. Cut out the flowers, leaves, and flowerpot.
3. Glue the flowers and leaves to the top of the flowerpot.
4. Write your name on back of the flowerpot.



# Flowerpot Book Report

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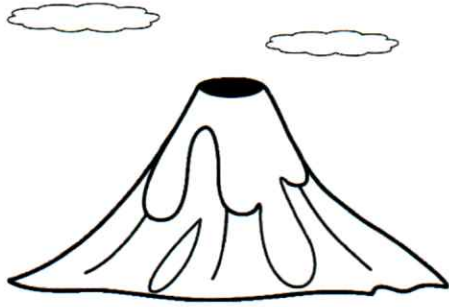
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# Volcano Models

**Due: Friday, March 22<sup>nd</sup>**

Science Standard: ESS3.B: Natural Hazards  
*A variety of natural hazards result from natural processes. Humans cannot eliminate natural hazards but can take steps to reduce their impacts.*

In class, students have been learning about the Earth's surface and natural disasters. We will be putting the two concepts together to meet one of our Earth science standards: reducing the impact of natural disasters. Many countries around the world have developed successful barriers to divert lava flow away from villages. For this project, students will build a volcano, a village, and a lava-flow barrier on the provided cardboard.

## Project Instructions:

### 1. Build the Model:

Use the provided air-dry clay recipe (on the back) to build a volcano and land model on the provided piece of cardboard. Please do NOT use purchased air-dry clay. It will not work with the cardboard or the experiment.

#### Model specifications:

- Use the clay to build a small volcano on the cardboard (at least 6 inches tall).
- Make a 2-inch divot in the top of the volcano (we will be "exploding" the volcanoes in class to test the barriers).

2. Build the Village: Use air-dry clay or other materials to build a village near the volcano. You can use Legos, popsicle sticks, etc. Please keep in mind that any materials you use will need to be secured to the board using clay, hot glue, or other bonding materials, so do not use anything you don't want to potentially ruin.

3. Build the Barrier: This is where your creativity gets to shine. You can use whatever you would like to make the barrier. Again, it needs to be secured to the board and must also protect the village from the lava flow.

### 4. Use markers and/or paint to color your model:

Once the clay is dry, you can use markers and/or paint to color it. You may also color your clay ahead of time with food coloring, but it will lose some of its color as it dries. If you would like, you may also add other details to your models such as trees, rivers, animals, rocks, etc. These additions are completely optional.

**Clay recipe on the back**



# Homemade Salt Dough

## Ingredients

2 cups flour

½ cup salt

1 ½ cups warm water



## Directions:

1. Mix the flour and salt together in a medium sized bowl.
2. Mix in the water to form a dough.
  - a. If the dough is too sticky, add more flour.
  - b. If the dough is too dry, add more water.

## Coloring the dough: (Optional)

1. Split the dough into sections and add two-three drops of food coloring to color the dough.
  - This works best if you mix the dough with your hands to fully incorporate the coloring. Make sure to use gloves so that the dye doesn't stain your hands.
  - Once the coloring is fully mixed in, it will no longer transfer to skin.

## Drying the dough:

1. Once you've shaped your dough, leave it out to dry (uncovered) for 2-3 days.
  - a. Thicker dough can take longer to dry.
  - b. If needed, dough can be painted before it is fully dry.

# Volcano Model Grading Rubric

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Required Elements	1 point	2 points	3 points	Total Points
Volcano Village Lava Barrier	Missing most or all of the required elements.	Missing one or more of the required elements.	All required landforms are present.	___ / 3
<b>Barrier</b>	<b>1 point</b>	<b>2 points</b>	<b>3 points</b>	<b>Total Points</b>
Barriers should successfully divert lava away from the village.	Barrier doesn't block any of the lava from reaching the village.	Barrier diverts some of the flow from the village.	All lava flow is successfully diverted from the village.	___ / 3
<b>Painting/Coloring</b>	<b>1 point</b>	<b>2 points</b>	<b>3 points</b>	<b>Total Points</b>
Models should be appropriately colored (volcano should be brown, grass should be green, etc.). Due to the difficulty painting salt dough, the coloring doesn't need to be perfectly neat.	Model is not colored.	Model is mostly colored and/or some areas are not the correct color.	Land model is completely colored, and all elements are the correct color.	___ / 3
<b>Presentation</b>	<b>1 point</b>	<b>2 points</b>	<b>3 points</b>	<b>Total Points</b>
Students will need to present their models and explain their barriers including what they are made of and how they will direct the flow of lava.	Not complete: chooses not to present.	Model is shown but not presented with a clear voice and/or barrier is not described.	Model is presented with a clear voice and barrier is properly explained.	___ / 3
<b>Teacher Comments:</b>				<b>Total Score</b>
				___ / 3