



Satellite Learning Sheet

Thursday, April 18th

BIBLE/DEVOTION	
1. <u>Practice the Bible Verse:</u> Practice Psalm 23 NKJV – Students will be reciting this tomorrow.	
2. <u>Bible Devotion:</u> Parents, please do a Bible devotion with your child.	
READING / WRITING	
1. <u>Decomposers:</u> Language Arts Packet Pages 209 – 210 - Read the passage out loud to an adult. - Answer the questions on pages 209 and 210	
2. <u>Book Report:</u> - Keep working on your flowerpot book report.	
REVIEW / LANGUAGE ARTS	
1. <u>Spiral Review Day 137</u> - Complete the language arts and math review.	
2. <u>Rearranging Sentences:</u> - Rearrange each sentence and write the new sentence on the line.	
SPELLING / CURSIVE	
<u>Spelling:</u> - Find your new spelling list. - Choose an activity on the April Spelling Activity Menu.	
<u>Cursive:</u> Complete the cursive practice sheet.	
MATH	
1. <u>Telling time to the minute:</u> Side One: Write the time shown on each clock. Side Two: Write the time shown on each clock in different ways.	
2. <u>Practice your Multiplication Facts:</u> - You can do this on Education.com, Fun4theBrain.com, or you can use flash cards.	
SOCIAL STUDIES	
<u>Family Interview:</u> DUE TUESDAY, April 23 rd - Interview an adult family member (preferably a grandparent). - Ask him/her the questions on the interview sheet and record the answers.	
* To allow for availability issues, this assignment is due on Tuesday, April 23 rd *	

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!



Name: _____

DAY 137

Circle the 2 subjects and box the 2 predicates of each compound sentence.

Ava wrote it on the chalkboard, and she wrote it in a note.

Do you have a pet dog, or do you have a pet cat?

He has a new car, but it is not very fast.

I went to bed really late, so I am very tired today.

Shade the conjunction in each compound sentence.

He sleepwalks, and he snores at night.

The food was ready, but the kids weren't there.

A conjunction connects words or phrases. For, and, but, or, so are some conjunctions.

Circle words with the same vowel sound as: **all**

talk	swag	calm
draw	small	flame
clam	chalk	lawn

GLOSSARY

humidity noun
hu-mid-i-ty hyoo-mid-i-tee
the amount of water vapor in the air

1. What is word is being defined?
2. What part of speech is the word?

Start on the dot. Trace.

Wdwa
Wdwa

6 ●●●●●●●●
●●●●●●●●

Divide 20 into groups of 4.

$$20 \div 4 = \underline{\quad}$$

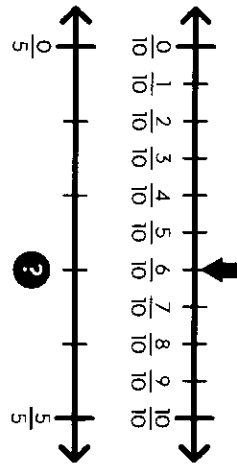
There are _____ groups.

Divide 20 into 4 groups.

$$20 \div 4 = \underline{\quad}$$

There are _____ in each group.

7 Write the equivalent fraction.



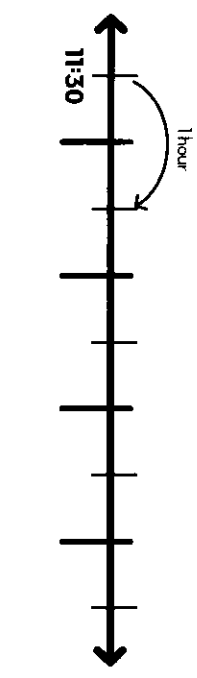
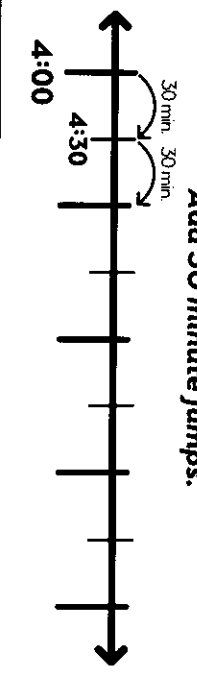
$$\frac{6}{10} = \frac{3}{5}$$

8 Use symbols > < = to compare the numbers.

1396	1396
4527	4752
9808	9088

9 Jack's house is 4 meters tall. Jack's beanstalk is 28 meters tall.

How many times taller is the beanstalk than the house?



Rearranging Sentences

Name: _____

Date: _____

Directions: Rearrange each compound sentence by moving the conjunction, adverb, or prepositional phrase. Write the new sentence on the line.

Example:

Sentence: It usually rains when there are dark clouds in the sky.

Rearranged Sentence: When there are dark clouds in the sky, it usually rains.

1. Read a book after you finish your math.

2. Make a snack if you are hungry.

3. We went to the store yesterday.

Name:

Date: - -

Bengal tigers live in China

and India.

Flamingos flock to Florida

and the Caribbean.

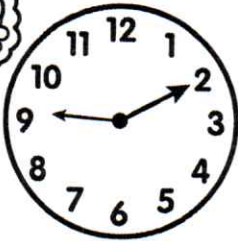
Giraffes love to eat Acacia

trees.

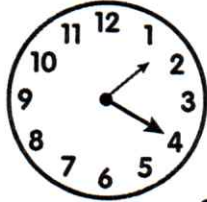
Name _____

Telling Time in Different Ways

Directions: Show the time in 3 different ways.
Look at the example given.



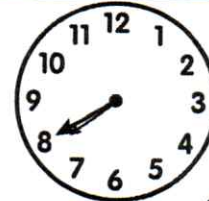
9 : 10 10 minutes after 9
50 minutes to 10



____ : ____

____ minutes after ____

____ minutes to ____



____ : ____

____ minutes after ____

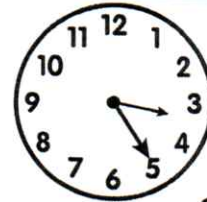
____ minutes to ____



____ : ____

____ minutes after ____

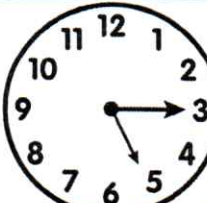
____ minutes to ____



____ : ____

____ minutes after ____

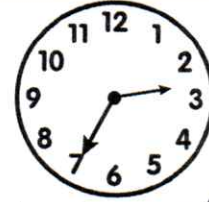
____ minutes to ____



____ : ____

____ minutes after ____

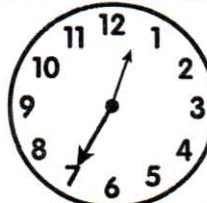
____ minutes to ____



____ : ____

____ minutes after ____

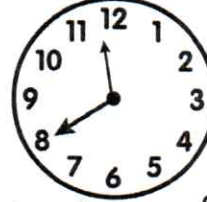
____ minutes to ____



____ : ____

____ minutes after ____

____ minutes to ____



____ : ____

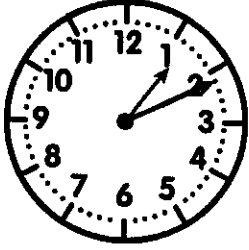
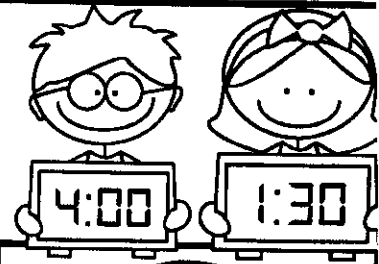
____ minutes after ____

____ minutes to ____

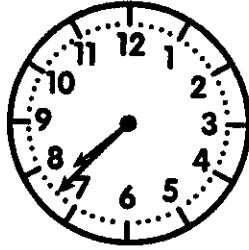
Name: _____

Time by the Minute

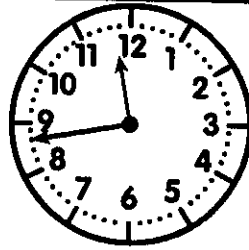
Directions: Write the time under each clock.



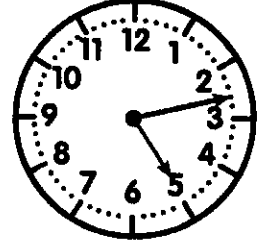
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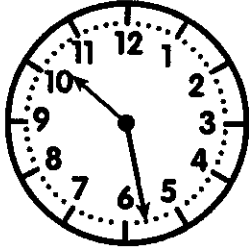
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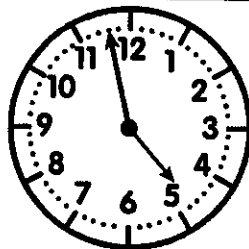
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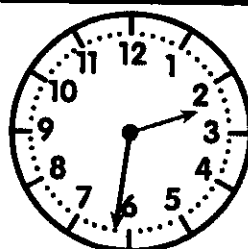
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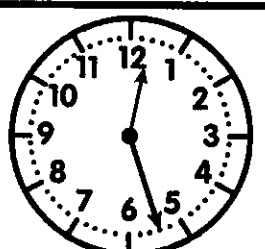
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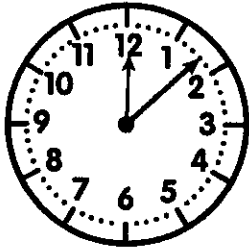
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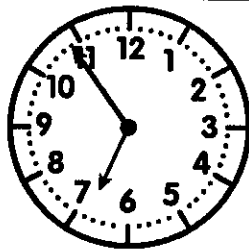
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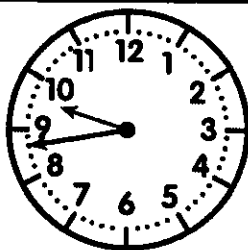
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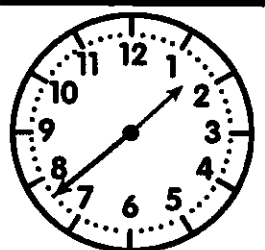
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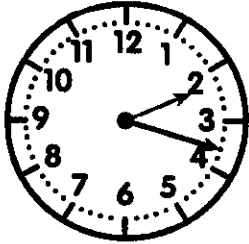
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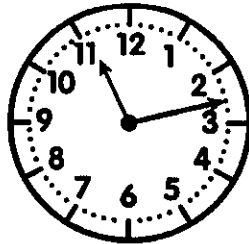
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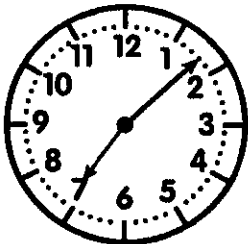
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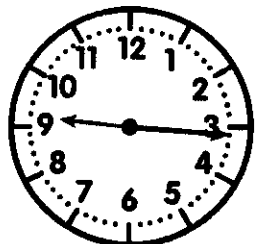
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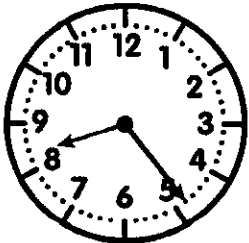
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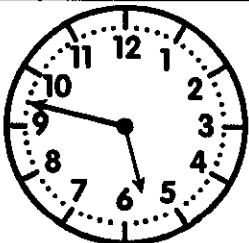
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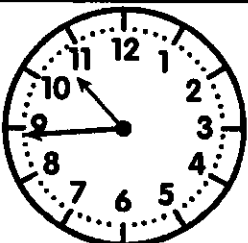
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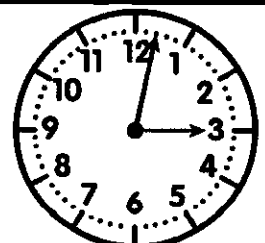
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____:____



____:____

My Family Interview

Directions: Interview an adult family member (preferably a grandparent). Ask them the following questions. Fill out the outline with their answers. If they don't know the answer to one of the questions, you may skip it.

Question	Where is our family from? (continent, country)
Answer	
Question	Who was the first person in our family to immigrate to America? (name & relation)
Answer	
Question	What year did she/he immigrate to America?
Answer	
Question	How did he or she travel to the United States? (mode of transportation)
Answer	
Question	Why did our family immigrate to America?
Answer	

Question	What is different between the school you grew up in and my school? What is the same?	
Answer	<u>Different</u>	<u>Same</u>
Question	What is your favorite childhood family memory?	
Answer		

Spelling Words

Comparatives - ier / iest

Generalization: To compare things, add *er* or *est*. When a base word ends with *-y*, change the *y* to *i* before adding the ending.

-ier

easier

funnier

lazier

happier

sillier

hungrier

-iest

prettiest

craziest

dirtiest

healthiest

tidiest

coziest

Challenge Word: sprightliest

Spelling Words - Adding -ED

Generalization: When adding *ed* to words, follow the same rules for adding *ing*. If a word ends with one vowel and one consonant (VC), double the consonant before adding *ed*. If the word ends with a silent e (VCe), drop the *e* before adding *ed*. For words that end in two consonants (VCC) or two vowels and a consonant (VVC), just add *ed*.

Double + ed

wagged
skipped
tripped
shopped

Drop e + ed

traded
named
skated
closed

+ ed

fished
sailed
stamped
roared

Challenge Word: climbed

Spelling Words

Word Endings - tch / ch

Generalization: When words end in /ch/, a single short vowel is followed by *tch*. When you hear a long-vowel sound, use *ch*. Words with r, l, or n before the /ch/ sound also use *ch*.

<u>-tch</u>	<u>ch</u>	<u>(l, r, n) ch</u>
sketch	beach	branch
catch	coach	gulch
pitch		torch
hutch		
notch		

Challenge Word: butterscotch