



# Satellite Learning Sheet

Thursday, October 14<sup>th</sup>

## Satellite Work Completion Grade

|   |                                                               |
|---|---------------------------------------------------------------|
| 3 | All assignments were completed and turned in on time.         |
| 2 | Some assignments were missing, incomplete, or turned in late. |
| 1 | No assignments were completed.                                |

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

|                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|-----------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>MEMO</b>     | <p><b>Spirit Week:</b> This week is spirit week! See the Monday Memo or October Newsletter for specific dress-up days.</p> <p><b>Conference Sign-Up:</b> A link to sign up for conferences went out on Monday. If you have not yet signed up for a time slot, please do so. This will be a standard parent/teacher conference. Students do <i>not</i> need to attend.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| Parent Initials | <b>MEMORY VERSE / BIBLE</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|                 | <p><b>Practice the Weekly Verse:</b> Stand therefore, having girded your waist with truth, having put on the breastplate of righteousness... – Ephesians 6:14</p> <p><b>Discussion Question:</b> What does it mean to "stand firm" in your faith?</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|                 | <b>READING / LANGUAGE ARTS / WRITING</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|                 | <p>1. <b>The Tower:</b></p> <ul style="list-style-type: none"> <li>- Read the story out loud to a parent, sibling, pet, or stuffed animal (reading aloud will help build fluency).</li> <li>- Sort the problems and solutions under the correct characters in the story. <ul style="list-style-type: none"> <li>- You will use each one only once.</li> <li>- Not all lines need to be filled in (hint: The king has 3 problems and solutions each, the royal advisor has 2 of each, and the goatherd only has one of each).</li> </ul> </li> </ul> <p>2. <b>ELA:</b> Daily Language Arts 9 – In Seesaw</p> <ul style="list-style-type: none"> <li>- Use the writing and drawing tools to complete the activities.</li> </ul> <p>3. <b>Spelling:</b> None this week due to October break.</p> <p>3. <b>Book Report:</b> Keep working on your Paper-Bag Book Report. Don't forget to use complete sentences and nice handwriting/coloring. Also keep in mind that if you don't have objects for all of the elements, you can draw or print out a picture of the object instead.</p> |
|                 | <b>MATH</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|                 | <p><b>Long Division with Decimals:</b></p> <ul style="list-style-type: none"> <li>- Using the strategies we've learned in class, and the example at the top of the page, solve the division problems (don't forget to complete the problems on the back side as well).</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|                 | <b>SOCIAL STUDIES</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|                 | <p><b>History of Government:</b></p> <ul style="list-style-type: none"> <li>- Use the information we read in class (posted on Seesaw for reference) to answer the True/False questions.</li> </ul> <p><b>Practice State Capitals:</b></p> <ul style="list-style-type: none"> <li>- Use the study tools in your binder, the online quiz in the newsletter, or other resources to study your state capitals.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|                 | <b>SCIENCE</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|                 | <p><b>Keystone Species:</b> Keystone Species</p> <ul style="list-style-type: none"> <li>- Read the facts about African Elephants in SEESAW.</li> <li>- On the worksheet, draw arrows to create a food web and answer the question. (The worksheet is on the back of The History of Government)</li> </ul> <p><b>Food Web – Practice Quiz:</b></p> <ul style="list-style-type: none"> <li>- Practice what we've learned so far by taking the practice quiz on SEESAW.</li> <li>- You can answer the questions as many times as you want. 😊</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |

Parent Comments (questions/concerns):

# The Tower

King Alexander wanted the moon. He was sure that the moon was filled with gold, and he had declared a rule that all gold should belong to the greatest king in the universe. Since he had also declared that he was the greatest king in the universe, he felt entitled to the moon's gold.

"I must add the moon to my royal treasury," he said to his royal advisor.

"Impossible," said the royal advisor. "The moon is far beyond your reach. But if your royal hands can't touch it, neither can anyone else's. The moon's gold is safe where it is."

As the king watched the moon shrink and grow, he reasoned that someone must be able to reach it.

One night, while looking through his telescope at a thin crescent moon, he exclaimed, "Not only has someone reached the moon, but he has also been stealing my gold. It's almost gone! If I can catch the thief, the moon will keep growing bigger and bigger and will never shrink."

Of course, the king didn't stop to think that if a thief was taking gold out of the moon, the same thief, or someone else, was filling it up again.

"Bring me the wisest person in the kingdom," the king commanded his royal advisor. "I need help if I am to reach the moon."

"But, Your Highness," the royal advisor responded, "you have proclaimed *yourself* to be the wisest person in the kingdom."

"Then bring me the second-wisest person," demanded the king.

The royal advisor searched the kingdom. No one would assume the role of the second-wisest person. All the king's subjects knew about the king's royal temper. If they didn't do what he asked, he would toss them into the royal jail.



The royal advisor continued his search until, one day, he saw two goatherds caring for their animals on the slopes of a mountain.

"Good day," the royal advisor called out to the goatherds. "I am looking for the second-wisest person in the kingdom."

"That must be my older brother," said one goatherd, pointing to the other. "He knows where to find the best grasses in the land so that our goats provide the richest milk, which he makes into the finest cheese in the kingdom."

"Wise, indeed," said the royal advisor. "If you come with me, you can help our king with a difficult problem."

"I am happy to help," said the goatherd. "I know everything there is to know about goats."

The goatherd and the royal advisor arrived at the palace and went to the king.

"Your Highness," the royal advisor announced, "this goatherd is the second-wisest person in the kingdom. He will help you reach the moon."

"The moon?" asked the goatherd. "I thought you needed help with goats."

"What would I do with goats?" the king asked. "Since you are the second-wisest person in the kingdom, you must find a way to reach the moon. You have seven days to come up with a plan. If you don't think of something, I will throw both you and the royal advisor in jail forever."

The royal advisor took the confused goatherd to his room, where they spent half the night trying to think of a plan. Finally, they could stay awake no longer. While the goatherd slept, he dreamed that he was back with his goats. They were grazing on a hillside. He dreamed about the fresh apples on the trees that dotted the hillside. He dreamed that he stood on an old barrel to reach the fruit high up in the tree. The next morning, the goatherd told the royal advisor about the dream. Together, they drew a picture of a great tower and marched off to see the king.

"We have the answer, Your Highness," said the royal advisor. "Have the royal tax collector bring every barrel in the kingdom. We'll have the royal carpenter fasten the barrels together into a tower. You can climb to the top of the tower and reach the moon."

The whole kingdom watched the tower grow from the ground, up past the trees, and higher than the castle walls. Every piece of wood in the kingdom, even tables and chairs and beds, was used to make the tower high enough.

"It's high enough," King Alexander said one day. "I'll wait no longer. Today is the day I'll climb to the moon."

"Your Highness," said the advisor, "it's a very long climb. You should send me in your place."

"Since I am the greatest king in the universe and the wisest person in the kingdom," the king answered, "I will have the honor of reaching the moon first. You may climb up later with my dinner."

When the king reached the very top of the tower, he stretched out his arm to touch the moon.

"I must be a little higher," he called out. "Send up another table or chair or box—anything."

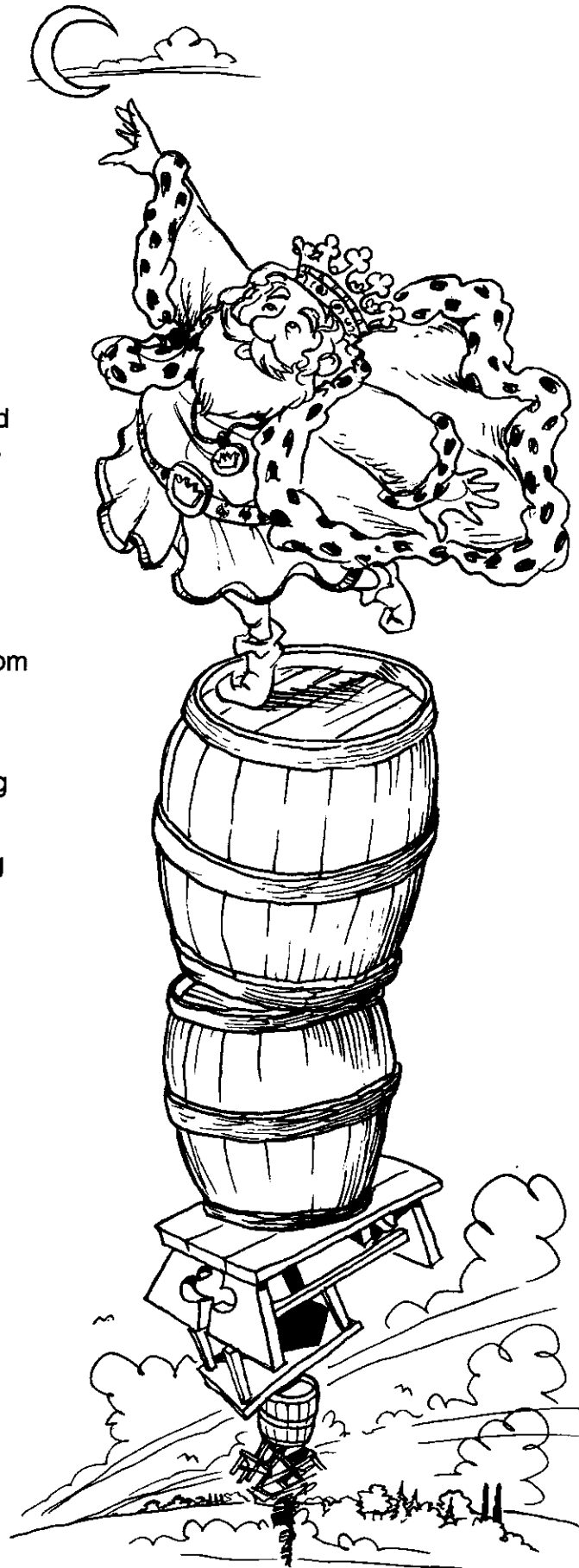
"I fear there is nothing left to send up," the royal advisor called back. "Not even a butter churn."

"Then take something off the bottom and throw it up here," the king replied.

"Your Majesty," the goatherd said, "that's impossible. If we take something off the bottom, the tower will..."

"I command you to take something off the bottom!" the king bellowed.

The goatherd looked at the royal advisor. The royal advisor nodded, and the goatherd pulled a barrel from the bottom of the tower.



Name \_\_\_\_\_

## The Tower

### Problems and Solutions

Identify each of the following phrases as a problem or a solution and write it under that heading for the correct character.

|                                                   |                                                                       |
|---------------------------------------------------|-----------------------------------------------------------------------|
| had to come up with a plan                        | decided to catch the thief                                            |
| came across two goatherds                         | needed help to reach the moon                                         |
| thought gold was being stolen                     | might get thrown into jail, too                                       |
| had to find the second-wisest person              | helped the goatherd                                                   |
| dreamed about picking fruit                       | still couldn't reach the moon                                         |
| sent his advisor to find the second-wisest person | demanded that something be taken from the bottom and added to the top |

#### King Alexander

**Problem**

**Solution**

|       |       |
|-------|-------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

#### Royal Advisor

**Problem**

**Solution**

|       |       |
|-------|-------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

#### Goatherd

**Problem**

**Solution**

|       |       |
|-------|-------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

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

## Division with Decimals

When dividing a number by a divisor with a decimal, follow these steps:

$$6.2 \overline{) 1.86}$$

$$0.34 \overline{) 1.082}$$

$$0.47 \overline{) 141}$$

1. Make the divisor a whole number by moving the decimal point to the right until there are no decimal places left.

$$62 \overline{) 1.86}$$

$$0.34 \overline{) 1.082}$$

$$0.47 \overline{) 141}$$

2. In the dividend, move the decimal point to the right the same number of places that you moved the decimal point in the divisor.

$$62 \overline{) 18.6}$$

$$34 \overline{) 108.2}$$

$$47 \overline{) 14100.}$$

3. Divide normally placing the decimal point in the quotient directly above the new placement of the decimal point in the dividend.

$$\begin{array}{r} 0.3 \\ 62 \overline{) 18.6} \end{array}$$

$$\begin{array}{r} 5.3 \\ 34 \overline{) 108.2} \end{array}$$

$$\begin{array}{r} 300. \\ 47 \overline{) 14100.} \end{array}$$

Find the quotients.

a.  $3.3 \overline{) 2.64}$

b.  $0.27 \overline{) 0.324}$

c.  $0.16 \overline{) 32}$

d.  $9.4 \overline{) 16.92}$

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

## Division with Decimals

Find the quotients.

e.  $0.42 \overline{)0.504}$

f.  $7.1 \overline{)14.2}$

g.  $0.6 \overline{)3.12}$

h.  $0.28 \overline{)0.084}$

i.  $0.03 \overline{)18}$

j.  $0.54 \overline{)0.378}$

★  $1.02 \overline{)1.224}$

$3.45 \overline{)0.4485}$

# History of Government

---

Directions: Write T for True or F for False

1. (   ) Tribes were one of the earliest forms of government, and the Bible mentions tribes such as the twelve tribes of Israel.
2. (   ) A city-state is a city that shares a national government with nearby cities.
3. (   ) Ancient empires like Egypt and Babylon are mentioned in the Bible as powerful kingdoms that ruled over other lands.
4. (   ) Monarchs usually passed on their leadership to a friend or military general.
5. (   ) A dynasty is a series of rulers from the same family, like the kings of Israel in the Bible.
6. (   ) The American and French Revolutions were movements by people who wanted more freedom and fair treatment.
7. (   ) A constitutional monarchy gives full government power to the king or queen.
8. (   ) The Bible often speaks of God appointing leaders, such as Moses and King David, to guide His people.
9. (   ) In a constitutional democracy, leaders are chosen by the people.
10. (   ) No matter what form of government a country has, God still has ultimate authority.

# AFRICAN ELEPHANT FOOD WEB

Draw arrows to show the transfer of energy among these organisms.  
Label producers (P) and consumers (C).

Small trees  
and shrubs

Grass

African  
elephants

Zebras

Wildebeest

Cheetahs

Lions

Complete the sentence stem to explain why the African elephant is a keystone species.

An African elephant affects the savanna food web  
by \_\_\_\_\_

---

---

---

---