



# Satellite Learning Sheet

Thursday, October 30<sup>th</sup>

| SLS Completion Grade |                                       | Student |
|----------------------|---------------------------------------|---------|
| Teacher Use Only     |                                       | Score   |
| 3                    | All work was completed and initialed. |         |
| 2                    | Some work missing or incomplete.      |         |
| 1                    | SLS work not completed.               |         |

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

|                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|-----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>MEMO</b>     | <p><u>Reminders:</u> Calvary Chapel Meridan's Harvest Festival is tomorrow night from 5 pm – 8pm.<br/>We do not celebrate Halloween at CMPA. Students are not permitted to wear costumes to school.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| Parent Initials | <p><b>MEMORY VERSE / BIBLE</b></p> <p><u>Practice the Weekly Verse:</u> above all, taking the shield of faith with which you will be able to quench all the fiery darts of the wicked one". - Ephesians 6:16</p> <p><u>Chapel Question (please discuss):</u></p> <ol style="list-style-type: none"> <li>1. How can you "take up the shield of faith"?</li> <li>2. Sometimes fiery darts look small — like a tiny spark of anger, jealousy, or fear. Why is it important to stop them before they "catch fire"?</li> </ol>                                                                                                                                               |
|                 | <p><b>READING / LANGUAGE ARTS / WRITING</b></p> <p><u>City of Ember:</u></p> <ul style="list-style-type: none"> <li>- Read the second half of Chapter 4 (pages 62 – 69)</li> <li>- Complete <u>Something Lost, Nothing Found</u> reading comprehension sheet</li> </ul> <p><u>ELA:</u> Daily Language Arts 11.5 – In Seesaw</p> <ul style="list-style-type: none"> <li>- Use the writing and drawing tools to complete the activities.</li> </ul> <p><u>Spelling:</u> No Spelling this week</p> <p><u>Book Report:</u> Continue working on your book report. Don't forget to check the instructions and grading rubric to ensure you include all required elements.</p> |
|                 | <p><b>MATH</b></p> <p><u>Make a Match:</u></p> <ul style="list-style-type: none"> <li>- Cut and paste each expression to the matching word problem.</li> </ul> <p><u>Evaluate and Find:</u></p> <ul style="list-style-type: none"> <li>- Use the order of operations to solve each expression. Find the answer in the grid and color it the corresponding color.</li> </ul>                                                                                                                                                                                                                                                                                             |
|                 | <p><b>SOCIAL STUDIES</b></p> <p><u>Branches of Government Sorting:</u> Seesaw</p> <ul style="list-style-type: none"> <li>- Sort the words and phrases into the correct government branch. If you get stuck, look at the information pages (posted on the pages <i>after</i> the sorting activity).</li> </ul> <p><u>Study State Capitals:</u></p> <ul style="list-style-type: none"> <li>- Continue studying your states and capitals.</li> </ul>                                                                                                                                                                                                                       |
|                 | <p><b>SCIENCE</b></p> <p><u>Fossils:</u> <u>Types of Fossils</u></p> <ul style="list-style-type: none"> <li>- Read about the different types of fossils</li> <li>- On the back of the paper, identify each type of fossil.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                   |

Parent Comments (questions/concerns):



## EXTRA PRACTICE 1 LESSON 1

# MAKE A MATCH

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

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

DIRECTIONS: Cut out the expression cards. Match each expression to the correct story problem and glue them in the box.

1) Gina is collecting leaves. She has 6 leaves and her friend gave her 10 more. A gust of wind blew away 3 leaves. How many leaves does Gina have now?

2) Chris baked 15 cookies and split them evenly between himself and 2 friends. He then baked 9 more cookies. How many cookies does Chris have in all?

3) Victoria did 8 pushups on Monday. She then did 10 pushups each day for the next 5 days. How many pushups did Victoria do in all?

4) There are 6 packs of markers with 10 markers in each pack. A student took 3 markers. How many markers are left?

5) Brian collected 15 ladybugs on the playground. 9 ladybugs flew away and then he caught 3 more. How many ladybugs does Brian have now?

6) Sarah is painting pictures. She painted 8 the first week and 10 the second week. She then gave 5 pictures away to her friends at a school. How many pictures does Sarah have left?

7) Evie has \$6 in her pocket. She babysits for 3 hours and earns \$10 per hour. How much money does Evie have now?

8) Emily spent \$15 on a pair of shoes. She then bought 3 hats that cost 9\$ each. How much money did Emily spend in all?

$$8 + 10 \times 5$$

$$6 + 10 \times 3$$

$$8 \div 2 + 5$$

$$15 \div 3 + 9$$

$$15 - 9 + 3$$

$$6 \times 10 - 3$$

$$6 + 10 - 3$$

$$15 + 9 \times 3$$

$$8 + 10 - 5$$

$$8 + 10 \div 5$$



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

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

DIRECTIONS: Evaluate each expression. Find the solution in the grid and color it in using the assigned color. **Solutions can be horizontal or vertical only (not diagonal).**

1)  $17 + 13 - 8 =$  \_\_\_\_\_ (red)

6)  $4 \times 12 \div 3 =$  \_\_\_\_\_ (red)

2)  $14 - 7 + 3 =$  \_\_\_\_\_ (orange)

7)  $9 \times 8 \div 4 =$  \_\_\_\_\_ (orange)

3)  $24 - 8 + 5 =$  \_\_\_\_\_ (yellow)

8)  $42 \div 7 \times 4 =$  \_\_\_\_\_ (yellow)

4)  $46 + 20 - 12 =$  \_\_\_\_\_ (green)

9)  $7 \times 10 \div 5 =$  \_\_\_\_\_ (green)

5)  $8 + 40 - 12 =$  \_\_\_\_\_ (blue)

10)  $56 \div 8 \times 6 =$  \_\_\_\_\_ (blue)

|   |   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|---|
| 1 | 6 | 2 | 5 | 9 | 0 | 7 | 3 | 4 | 6 |
| 9 | 8 | 5 | 1 | 7 | 3 | 2 | 6 | 0 | 6 |
| 2 | 0 | 3 | 8 | 5 | 1 | 9 | 0 | 7 | 6 |
| 4 | 3 | 2 | 2 | 8 | 0 | 6 | 5 | 1 | 4 |
| 4 | 3 | 7 | 6 | 5 | 0 | 9 | 8 | 7 | 3 |
| 6 | 5 | 3 | 4 | 2 | 7 | 8 | 2 | 1 | 5 |
| 4 | 4 | 0 | 6 | 8 | 2 | 3 | 5 | 7 | 1 |

# SOMETHING LOST, NOTHING FOUND



## CHAPTER SUMMARY

1. Granny searches the couch for something her grandfather, the 7th \_\_\_\_\_, lost. Lina is upset that \_\_\_\_\_ was forgotten.
2. At the greenhouses, Lina learns the \_\_\_\_\_ have a disease Clary has never seen. Then Clary helps Sadge who returns from the Unknown Regions, wishing he had a \_\_\_\_\_ he could carry.
3. Lina tells Clary she thinks another \_\_\_\_\_ exists. Clary gives her a bean \_\_\_\_\_ to grow, thinking the life within it is a clue.

## COMPREHENSION

4. Who does Lina ask to check in on her grandmother, now that her memory is getting caught in the past?
  - a. Mrs. Murdo
  - b. Sadge Merrall
  - c. Clary
  - d. Lizzie
5. What was Lina's father's job?
  - a. flashlight inventor
  - b. trash sifter
  - c. trash heap security guard
  - d. greenhouse helper
6. Why does the Supply Depot worker risk going into the darkness?

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Name \_\_\_\_\_

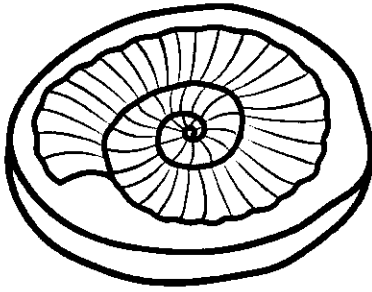
Date \_\_\_\_\_

**TYPES OF FOSSILS**

Anchor Chart

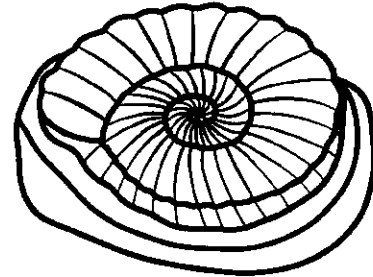
# TYPES OF FOSSILS

## Mold Fossils



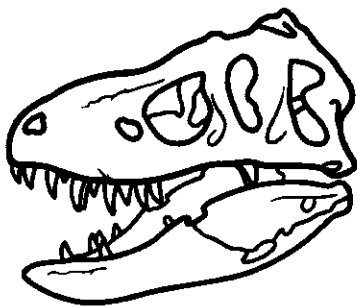
- ✓ shows an impression of a once living organism
- ✓ after the organism decays, only an imprint (hollow area) of its size and shape is left
- ✓ can be of an entire organism or only a part

## Cast Fossils



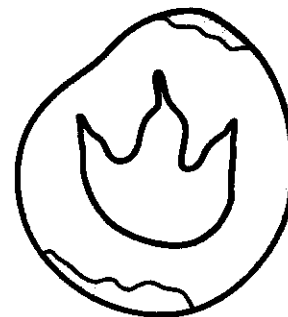
- ✓ forms when a mold fossil's empty space gets filled with sediment
- ✓ sediment hardens making a 3D replica of the original organism
- ✓ scientists can make a cast fossil out of plaster using mold fossils

## True Form Fossils



- ✓ the actual plant or animal is preserved in its original form
- ✓ often made when an organism is trapped in ice, tar, or tree sap that turns to amber over time
- ✓ can include preserved parts or the whole plant or animal

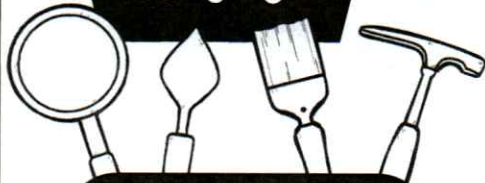
## Trace Fossils



- ✓ clues that plants and animals leave behind in mud or sand
- ✓ shows evidence that the organism once existed
- ✓ scientists use these fossils to study animal behavior
- ✓ most common type of fossil found



# DIG IT!



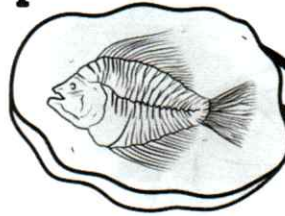
## 4 TYPES OF FOSSILS

### TYPES OF FOSSILS Identification Activity

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

**Directions:** Use the fossil specimen and information on the tag to decide if each fossil is a mold, cast, true form (body), or trace fossil.

4



This fish died in a shallow pool of mud. The body decayed over time, and the mud hardened into rock. An impression of the fish was all that was left.

This is a \_\_\_\_\_ fossil.

1



Part of this ancient plant left an imprint in the mud when it died. The plant decomposed, but the mold was filled with minerals that hardened into stone.

This is a \_\_\_\_\_ fossil.

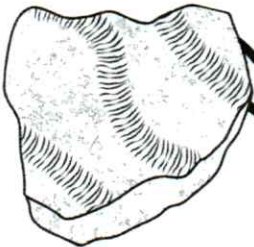
5



Millions of years ago, an ancient dinosaur left its footprint in the soft mud. It's a reminder that this dinosaur once roamed our Earth.

This is a \_\_\_\_\_ fossil.

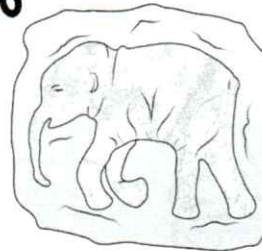
2



A centipede made this mark millions of years ago. The centipede is long gone, but the clay it walked on turned to rock. The tracks it left behind were preserved as a fossil.

This is a \_\_\_\_\_ fossil.

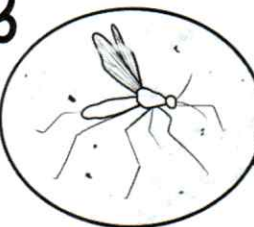
6



When this woolly mammoth died, its body became frozen in ice. It could not decompose and was completely preserved when paleontologists found it.

This is a \_\_\_\_\_ fossil.

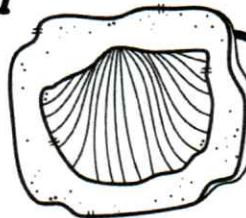
3



This insect landed on a prehistoric tree and became stuck in thick sap. Over time, the sap hardened around the insect's body, preserving the entire insect inside.

This is a \_\_\_\_\_ fossil.

7



This shell left an imprint in sand long ago. Over time, the sand hardened to form rock. The shellfish died and the shell was long gone, but its imprint remained in the rock.

This is a \_\_\_\_\_ fossil.