



# Satellite Learning Sheet

Monday, January 5<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>	I hope you all had a wonderful and relaxing break! Please review the January Newsletter in the "Keep at Home" section of your child's binder.
Parent Initials	<b>MEMORY VERSE / BIBLE</b>
	<p><b>Practice the Weekly Verse:</b> Psalm 121:1-2 I will lift up my eyes to the hills—From whence comes my help? My help <i>comes</i> from the Lord, Who made heaven and earth.</p> <p><b>Discussion Question:</b> What do you think the psalmist means when he says, "I lift up my eyes to the hills"? What might the hills represent? What does it mean that our help comes from the Lord, the Maker of heaven and earth (how does knowing God is the Creator affect our trust in Him)?</p>
	<b>READING / LANGUAGE ARTS / WRITING</b>
	<ol style="list-style-type: none"> <li><b>Pesonification:</b> Linktivity: <a href="https://tinyurl.com/linktivityELA">https://tinyurl.com/linktivityELA</a> <ul style="list-style-type: none"> <li>- Navigate to the Linktivity using the link above, or find it on Seesaw.</li> <li>- Complete the activities in the Linktivity and fill out the corresponding worksheet.</li> </ul> </li> <li><b>Spelling:</b> Find your new spelling list in your binder.           <ul style="list-style-type: none"> <li>- Have a parent or older sibling give you a spelling "pretest".</li> <li>- After the pretest, circle the words you got wrong and write them correctly 3 times next to the misspelled word.</li> </ul> </li> <li><b>Book Report:</b> Keep reading your book report book and filling out your report as you read.</li> </ol>
	<b>MATH</b>
	<p><b>Simplifying Fractions:</b></p> <ul style="list-style-type: none"> <li>- Practice writing each fraction in the simplest (lowest) terms.</li> </ul> <p><b>Mixed Numbers and Improper Fractions:</b></p> <ul style="list-style-type: none"> <li>- Practice converting mixed numbers and improper fractions.</li> </ul>
	<b>SOCIAL STUDIES</b>
	<p><b>The Boston Tea Party:</b></p> <ul style="list-style-type: none"> <li>- Read the information about the Boston Tea Party</li> <li>- Match the vocabulary words to their definitions and answer the questions.</li> </ul>
	<b>SCIENCE</b>
	<p><b>Changing Matter:</b></p> <ul style="list-style-type: none"> <li>- Read the article and answer the questions.</li> </ul>

Parent Comments (questions/concerns):

## Figurative Language:

# PERSONIFICATION

### Finish the Personification

Directions: Complete the sentences below from the "Write It" section of the LINKtivity.

The \_\_\_\_\_ boat floated in the harbor.

The bright summer sun \_\_\_\_\_ down  
on the earth.

The bells \_\_\_\_\_ as the sleigh pulled  
into sight.

The \_\_\_\_\_ bus waited for the children  
to arrive.

Time \_\_\_\_\_ as the children awaited  
the field trip.

## What is PERSONIFICATION?

Include 3 examples found in the  
"Read It" section of the LINKtivity:

1

2

3

## Now, YOU TRY!

Choose 2 topics below and personify them.

- An electric pencil sharpener
- The open crayon box
- The old boots
- The mountain trail
- The huge bonfire

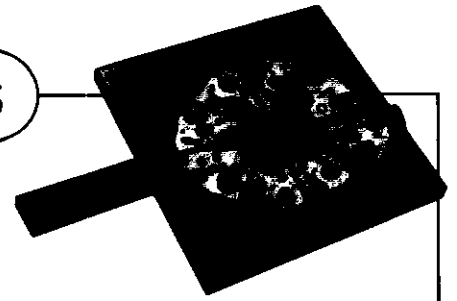
## PERSONIFICATION 1

## PERSONIFICATION 2

Bonus: Personify the other phrases and write them on the back of this sheet.

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

## Simplifying Fractions



Simplify each fraction.

a.  $\frac{2}{8} =$

b.  $\frac{4}{10} =$

c.  $\frac{3}{6} =$

d.  $\frac{4}{12} =$

e.  $\frac{7}{14} =$

f.  $\frac{2}{20} =$

g.  $\frac{3}{9} =$

h.  $\frac{6}{9} =$

i.  $\frac{8}{10} =$

j.  $\frac{5}{15} =$

k.  $\frac{8}{72} =$

l.  $\frac{5}{20} =$

m.  $\frac{4}{6} =$

n.  $\frac{21}{28} =$

o.  $\frac{4}{18} =$

p.  $\frac{33}{55} =$

q. What is  $\frac{3}{18}$  written in simplest form? Explain how you found your answer.

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

## Improper Fractions & Mixed Numbers

Write each mixed number as an improper fraction.

a.  $2\frac{1}{4} =$  \_\_\_\_\_

b.  $8\frac{3}{8} =$  \_\_\_\_\_

c.  $2\frac{5}{6} =$  \_\_\_\_\_

d.  $4\frac{1}{2} =$  \_\_\_\_\_

e.  $5\frac{1}{3} =$  \_\_\_\_\_

f.  $10\frac{7}{12} =$  \_\_\_\_\_

g.  $9\frac{1}{4} =$  \_\_\_\_\_

h.  $6\frac{5}{6} =$  \_\_\_\_\_

i.  $7\frac{5}{6} =$  \_\_\_\_\_

j.  $10\frac{3}{7} =$  \_\_\_\_\_

k.  $11\frac{1}{3} =$  \_\_\_\_\_

l.  $20\frac{1}{2} =$  \_\_\_\_\_

Write each improper fraction as a mixed number.

m.  $\frac{7}{5} =$  \_\_\_\_\_

n.  $\frac{9}{4} =$  \_\_\_\_\_

o.  $\frac{5}{3} =$  \_\_\_\_\_

p.  $\frac{22}{9} =$  \_\_\_\_\_

q.  $\frac{13}{7} =$  \_\_\_\_\_

r.  $\frac{9}{2} =$  \_\_\_\_\_

s.  $\frac{17}{9} =$  \_\_\_\_\_

t.  $\frac{7}{3} =$  \_\_\_\_\_

u.  $\frac{17}{7} =$  \_\_\_\_\_

v.  $\frac{10}{3} =$  \_\_\_\_\_



- w. Mrs. Jones bakes pies. She always cuts each pie into 8 slices. There are 13 slices left on the counter. Write the number of pies on the counter as a mixed number and as an improper fraction.

\_\_\_\_\_



# THE BOSTON TEA PARTY

## BACKGROUND

The first British settlers arrived in North America in 1607. They established colonies. By 1740, there were 13 British colonies. Colonists did not have to pay taxes to the British and were allowed to govern themselves at first. Each colony had its own government, laws, and money. The British started to control the colonies more in the 1700s. Parliament added a six-cent per gallon tax on foreign molasses in 1733. Some merchants started smuggling French and Spanish molasses in the colonies to avoid paying the tax.



## WAR DEBT

The French and Indian War (1754-1763) left the British in debt. Many people in the British government felt the colonists should help pay the debt. Parliament imposed several taxes on the colonists. Many began complaining about being taxed without representation in the British Parliament. They did not have any say in the taxes they had to pay.

## STAMP ACT

Parliament passed the Stamp Act in March 1765. The act required colonists to buy a royal stamp to put on all printed goods including newspapers, legal documents, and playing cards. The colonists were outraged because they could not avoid the tax and it affected almost everyone. Colonists formed secret societies, known as the Sons of Liberty, in some places. They rallied large mobs of colonists to protest. They threatened and sometimes attacked royal agents who sold the stamps. Eventually, all the agents resigned. Delegates, or representatives, from nine colonies met in New York City on October 7, 1765. They formed the Stamp Act Congress. They wrote the "Declaration of Rights and Grievances" to explain that they wanted to be part of the British Empire and were loyal to the king. However, they argued that Parliament did not have right to tax the colonies. The Stamp Act took effect on November 1, but there were no agents to sell the stamps. Merchants in Boston, New York, and Philadelphia boycotted, or agreed not to import, British goods. Parliament repealed, or withdrew, the Stamp Act in 1766. Parliament passed the Declaratory Act the same day though. It said Parliament had the right to tax the colonies.



## TOWNSHEND ACTS

Parliament passed the Townshend Acts on June 1767. They added new taxes on glass, lead, paints, paper, and tea. Colonists in Boston and other colonies boycotted British goods again in response to the acts. Resistance soon turned violent in Boston. 1,200 British troops were sent to Boston in response. They arrived in the city in 1768 and set up camp. The violence had died down within a month, but the city's residents were unhappy with the troops' presence. They continued to boycott British goods. It cost British merchants a lot of money, so Parliament repealed the Townshend duties by 1770. However, they kept a tax on tea. The tax was meant to show Parliament's authority over the colonies.



## TEA ACT

Parliament passed the Tea Act in 1773. It was supposed to help the British East India Company sell its surplus tea in the colonies. It made British tea cheaper than smuggled foreign tea, but allowed the company to choose agents to sell its tea. They had a monopoly on tea and threatened to put many smaller merchants out of business. The act ensured the officials would remain loyal to the British government and took away the colonists' influence on political decisions.

## BOYCOTT

Committees of Correspondence were formed in many colonies to set up a network of communication between the colonies. They joined with the Sons of Liberty to rally colonists to oppose the tea tax. They urged people to stop drinking tea. They also threatened the agents chosen to sell the British tea. Agents in Philadelphia, New York, and Charleston resigned, but the Boston tea agents refused.



## SHIPS

The *Dartmouth* sailed into Boston Harbor with 114 chests of tea on board on November 28, 1773. Massachusetts law said once the tea was unloaded, the owner had to pay the tea tax within 20 days or the government could seize the cargo. Massachusetts Governor Thomas Hutchinson was determined the tea would be unloaded and the tax paid. Bostonians demanded the East India Company return the tea to England. The standoff continued for days. Two more ships arrived in the harbor loaded with more East India Tea Company tea.



## TEA PARTY

A cold rain fell on 5,000 people gathered at the Old South Meeting House the night before the tea tax deadline. Around 100 young men dressed as Mohawk warriors boarded the three ships, opened all 342 crates, and dumped the tea into Boston Harbor. The crowd watched in silence and none of the ships were damaged.

## REACTION

Outrage swept across England with the news of the Boston Tea Party. Samuel Adams and John Hancock were blamed for the tea party in newspaper articles. The British public demanded they were arrested for treason, or actions that go against one's own country. Members of Parliament were angry and passed the Coercive Act in 1774 to punish Massachusetts for the Boston Tea Party. Boston Harbor was closed until the tea was paid for. The Massachusetts Assembly was put under British control and town meetings were banned. The Boston Committee of Correspondence acted immediately. They sent riders, including Paul Revere, from city to city to ask for supplies while the harbor was closed. The committee asked other colonies to stand up to the British to stop the spread of unfair treatment. Aid poured in from as far south as Georgia. The colonies started to unite against the British. John Hancock urged people to arm themselves. Towns throughout the colonies started forming their own militias, or citizen military forces. They started to stockpile weapons too.



Name \_\_\_\_\_

# BOSTON TEA PARTY



**IDENTIFY:** Use the word bank to identify each term described.

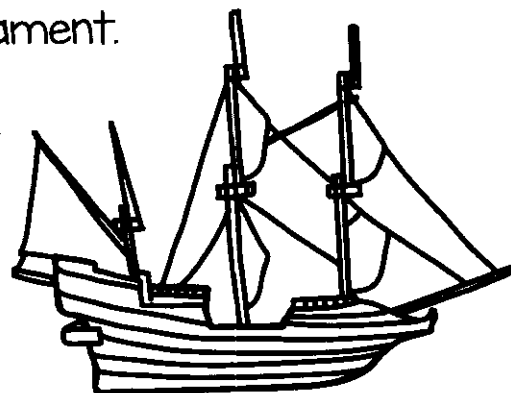
Parliament	Townshend	Dartmouth	Mohawk
debt	treason	Coercive	Declaratory
		1. First ship that arrived in Boston Harbor with tea	
		2. Acts that added new taxes on glass, lead, paints, paper and tea	
		3. The French and Indian War left Britain in this	
		4. This act punished Massachusetts for the Boston Tea Party	
		5. Began taxing the colonists to pay for war debt	
		6. Act that said Parliament had the right to tax the colonies	
		7. Around 100 young men dressed as these warriors to dump the tea	
		8. The British demanded Adams and Hancock be arrested for this	

## MULTIPLE CHOICE: Choose the best answer.

9. How did Great Britain mainly respond to the Boston Tea Party?
- A. They realized they were wrong and gave the colonists a seat in Parliament.
  - B. They passed even more laws, causing more frustration among colonists.
  - C. They were frustrated, but decided to repeal the Tea Act.
  - D. They fined the colonists for the tea they ruined.

10. Which of the following events occurred first?
- A. Parliament passed the Coercive Act to punish Massachusetts.
  - B. Young men dressed up as Mohawk warriors and dumped tea in Boston Harbor.
  - C. The Tea Act was passed by Parliament.
  - D. The colonists were given a seat in Parliament.

11. The Boston Tea Party would mostly be considered a \_\_\_\_\_ of the Revolutionary War.
- A. Cause
  - B. Effect
  - C. Example
  - D. Challenge



12. What was the main purpose of the Declaration of Rights and Grievances?
- A. To state that Parliament could tax colonists.
  - B. To state that colonists no longer wanted to be part of the British Empire.
  - C. To state that Parliament did not have the right to tax the colonies.
  - D. To punish Massachusetts for the Boston Tea Party.
13. What was a result of the Boston Tea Party?
- A. The colonists united against the British.
  - B. Many people were put in jail.
  - C. The colonists were given representation in Parliament.
  - D. The British boycotted goods from the colonists.



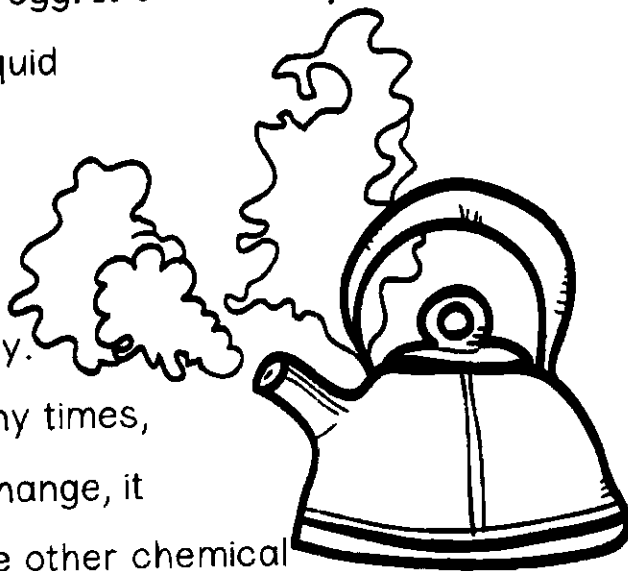
Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Changing Matter

considered a physical change. A physical change means that the makeup, or molecules, of a substance has not changed. What has changed is the way that the substance looks. A physical change of matter can be reversed. In the case of water, the solid ice can be melted back to liquid water, and the water vapor gas can go through condensation to be made back into liquid water once again.

Sometimes a substance undergoes a change that cannot be reversed. This means that the molecule makeup of the substance has changed and a new substance has been formed. This is called a chemical change. After a chemical change takes place, there are one or more changes that have happened to the molecular make up. An example to help you visualize a chemical change is an egg frying. Think about the make up and properties of an uncooked egg. It contains liquid and has a clear color. When the egg is fried, the liquid hardens and changes color. The fried egg can never be reversed back to the uncooked egg no matter how much heat or pressure you apply or take away.

Although matter can change states many times, once an object undergoes a chemical change, it can never change back. What are some other chemical changes that you can think of?



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

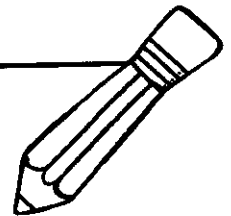
# Time To Reflect

Directions: Read the passage. After you read the passage the second time mark the text by following the directions below. Check off each box as you complete the task.



- ☐ Highlight a sentence that tells how matter can change its state.
- ☐ Highlight a sentence that tells how gas can be changed into a liquid.
- ☐ Highlight a sentence that tells an example of a chemical change.

Directions: Read the passage again. After you read the passage again respond to the questions below using complete and detailed sentences.



How can liquid water turn into a gas? Explain.

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What is the difference between a physical and chemical change?

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## Spelling Words

R-Influenced Vowel Patterns - *ur, ure, ur-e*

Generalization: r-influenced *u* is much like r-influenced *o*. It has a variety of patterns but usually the same sound.

ur

ure

ur-e

churn

cure

curve

burst

lure

nurse

surf

sure

purse

pure

Challenge Word: splurge



Green  
1/5/25

## Spelling Words

### Accented Syllables (Long U Patterns)

Generalization: The long u sound in an accented syllable may be spelled *oo* or *u\_e*.

#### Long u - 1<sup>st</sup> syllable

noodle  
scooter  
useful  
toothache  
moody

#### Long u - 2<sup>nd</sup> syllable

amuse  
shampoo  
confuse  
raccoon  
reduce

#### Oddballs

Tuesday  
beauty  
cougar

Challenge Word: salutation

Blue  
1/5/25

## Spelling Words

### Latin Word Roots - dic/aud

Generalization: The root word - *dic* means "to say or speak" and the root word - *aud* means "to hear."

#### dic

predict

contradict

verdict

dictionary

dictate

unpredictable

#### aud

audio

auditorium

auditory

audience

audible

audit

Challenge Words: jurisdiction