



# Satellite Learning Sheet

Thursday, January 8<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: \_\_\_\_\_

### MEMO

Please note that the due date for the book report has changed to February 17<sup>th</sup> to accommodate for winter break. With roughly a month left, students should be wrapping up their reading and beginning to work on filling out the report each home day.

Parent  
Initials

### MEMORY VERSE / BIBLE

**Practice the Weekly Verse:** Gen. 1:1-2 In the beginning God created the heavens and the earth. The earth was without form, and void; and darkness was on the face of the deep. And the Spirit of God was hovering over the face of the waters.

**Discussion Question:** What do the words "*without form and void*" help us picture about the earth at the beginning?

### READING / LANGUAGE ARTS / WRITING

#### **The Lion, The Witch, and The Wardrobe:**

- Read Chapter 3 and answer the comprehension questions

**ELA:** Daily Language Arts 17 (Seesaw)

**Spelling:** Practice your spelling words for the test tomorrow.

**Book Report:** Keep reading your book report book and filling out your report as you read.

### MATH

#### **Multiplying Fractions:** in SEESAW

Solve each problem by looking at the factors (if the first factor is greater than one, your answer will be "greater than", if it is less than one, your answer will be "less than"). Move the correct phrase into each number sentence to make it true.

#### **Multiplying Factions and Whole Numbers:** in SEESAW

- Solve the problems on the BACK of your SLS Sheet (don't forget to simplify your answers).

- Match the answer to the picture and color that section the corresponding color (please use the highlighter so your answers are not fully covered up).

### SOCIAL STUDIES

#### **Intolerable Acts:**

- Follow the directions on the front of the sheet to mark the text as you read.

- Answer the questions on the back of the sheet.

### SCIENCE

#### **Mixtures Video:**

- Watch the video posted in Seesaw

- Answer the questions on the worksheet

Parent Comments (questions/concerns): \_\_\_\_\_

Chapter Three: Edmund and the Wardrobe

1) What are the two reasons the siblings disbelieve Lucy about her adventure in the wardrobe?

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2) How does Edmund treat Lucy after her story about the wardrobe? Is this fair?

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3) What does Edmund encounter in the woods of Narnia?

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4) Predict: Where do you think Lucy is?

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Multiple Choice Questions:

What creature is driving the Queen of Narnia's sledge?

- A. A dwarf
- B. A faun
- C. A centaur
- D. Two unicorns

Why does Edmund follow Lucy into the wardrobe?

- A. He wants to try on the fur coats.
- B. Because he wants to tease Lucy more
- C. He wants to hide from Susan.
- D. To find the magical land

# THE INTOLERABLE ACTS

## AND EVENTS LEADING TO THE REVOLUTIONARY WAR



Tensions and conflicts between the British and colonists rose in the time leading up to the Revolutionary War. Some of the main issues were taxes, the Proclamation of 1763, and other restrictions.

First, the Proclamation of 1763 was passed immediately following the French and Indian War. Even though the colonists had won territories in the west, Charles II prevented colonists from settling west of the Appalachian Mountains.

The following year, the Sugar Act of 1764 was passed which increased the prices of sugar, molasses, beer, and other items because of taxes that the King imposed. The colonists began smuggling goods to avoid paying taxes. Around the same time, the Quartering Act was passed which forced colonists to house British soldiers in their homes. They had to provide the soldiers not only with a place to sleep, but also with food, drinks, and candles.

In 1765, the British government passed the Stamp Act. This act once again imposed taxes on the colonists, this time for printed items like newspapers, stamps, and other paper products. In response, Patrick Henry, one of the founding fathers, made a speech in which he famously said, "Give my liberty, or give me death!" At this point, Patriots felt that the taxes were oppressive and overbearing. According to them, their rights were being violated. In addition, they were upset that they were being taxed, but weren't represented in the British government. However, some colonists still supported British rule, and were known as Loyalists.

Despite protests, the British imposed the Townshend Acts of 1767. These acts involved additional taxes on products such as paper, glass, and tea. In response, Patriots boycotted or stopped buying British goods. This was an effective strategy to protest the taxes.

In 1774, the Intolerable Acts were passed as a response to events and protests in Boston. These acts took away some of the power colonists had to govern themselves and gave the British government more control. Furthermore, a new Quartering Act was passed allowing governors to house troops in other buildings if other housing wasn't available.

All of these events made the Patriots very angry, who felt that these actions violated their rights. After the Intolerable Acts were passed, even more colonists joined the Patriots and opposed the British.

### WHILE YOU'RE READING...

#### MARK WITH SYMBOLS

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when you find something interesting.

?

when you are unsure or confused by something.

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when you find something important.

#### HIGHLIGHT WITH COLORS

yellow

power words or key terms

green

key phrases and definitions





# THE INTOLERABLE ACTS

## AND EVENTS LEADING TO THE REVOLUTIONARY WAR



What is the difference between a PATRIOT and a LOYALIST. Use details from the text to support your answer. (At least 2 complete sentences)

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What does BOYCOTT mean, and why was it an effective strategy to protest the British taxes? (At least 2 complete sentences)

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Why do you think more colonists joined the Patriots after the Intolerable Acts were passed? Use details from the text to support your answer. (At least 2 complete sentences)

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Watch the video and answer the questions below.

### **Mixtures Video**

1. The ingredients in a mixture can be easily \_\_\_\_\_ because they are physically combined.
2. A \_\_\_\_\_ is not a mixture because it is chemically combined.
3. In a heterogeneous mixture, the individual ingredients are \_\_\_\_\_.
4. In the video, the three ingredients in the snack mixture are pretzels, chocolate chips, and \_\_\_\_\_.
5. A \_\_\_\_\_, like lemonade, is a homogeneous mixture in which the substances are blended evenly.
6. In a solution, \_\_\_\_\_ are dissolved by the solvent.
7. In lemonade, sugar is a solute that is dissolved in \_\_\_\_\_, the solvent.
8. Mixtures can be solid, \_\_\_\_\_, or \_\_\_\_\_.