



# Satellite Learning Sheet

Thursday, January 15<sup>th</sup>

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

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

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|-----------------|---|
| <b>MEMO</b>     | An electronic version of your child's report card has been sent to you via email. If you need help viewing the report card, or if you have any grade-related questions, please let me know!   |
| Parent Initials | <b>MEMORY VERSE / BIBLE</b>   |
|                 | <p><b>Practice the Weekly Verse:</b> Then God said, "Let there be light"; and there was light. And God saw the light, that <i>it</i> was good; and God divided the light from the darkness. – Genesis 1:3-4</p> <p><b>Discussion Question:</b> In what ways does God still separate light from darkness in our lives spiritually? How can we live in His light instead of staying in darkness?</p>  |
|                 | <b>READING / LANGUAGE ARTS</b>  |
|                 | <p><b>The Lion, The Witch, and The Wardrobe:</b><br/>Read Chapter 8 and answer the comprehension questions (don't forget to use complete sentences).</p> <p><b>ELA:</b> Daily Language Arts 17.5 (Seesaw)</p> <p><b>Spelling:</b> Study your spelling words for the test tomorrow.</p> <p><b>Book Report:</b> Continue working on your report (Due February 17<sup>th</sup>)</p>  |
|                 | <b>MATH</b>   |
|                 | <p><b>Multiplying Mixed Numbers:</b></p> <ul style="list-style-type: none"> <li>- Change mixed numbers into fractions to multiply them with other fractions.</li> <li>- Don't forget to simplify your answers (you can also cross reduce before you multiply)</li> </ul>  |
|                 | <b>SOCIAL STUDIES</b>   |
|                 | <p><b>Minutemen:</b> Seesaw</p> <ul style="list-style-type: none"> <li>- Read about the Minutemen and answer the questions on the last slide.</li> </ul>  |
|                 | <b>SCIENCE</b>  |
|                 | <p><b>Why do we weigh more on the Earth than on the moon?</b> Page 99</p> <ul style="list-style-type: none"> <li>- Read the information and answer the questions</li> </ul> <p><b>Egg Drop Experiment:</b> Due Friday, January 30<sup>th</sup></p> <ul style="list-style-type: none"> <li>- Read through the instructions on the Egg Drop Experiment (in your PROJECT FOLDER)</li> <li>- Begin planning / creating your Egg Drop Container</li> </ul> |

Parent Comments (questions/concerns):



## MULTIPLYING MIXED FRACTIONS SHEET 1

To multiply a mixed fraction by another fraction you must first convert the mixed number to an improper fraction. Once you have done this, then you can multiply the two fractions together by simply multiplying the two numerators and then the two denominators.

Example 1  $2 \frac{2}{3} \times \frac{5}{9} = \frac{8}{3} \times \frac{5}{9} = \frac{8 \times 5}{3 \times 9} = \frac{40}{27}$

Example 2  $3 \frac{1}{4} \times 5 = \frac{13}{4} \times 5 = \frac{13 \times 5}{4} = \frac{65}{4}$

Multiply these fractions together. Your answer can be left as an improper fraction and does not need to be in simplest form.

1)  $1 \frac{2}{3} \times \frac{1}{2} =$

2)  $4 \frac{1}{4} \times \frac{2}{3} =$

3)  $3 \frac{1}{5} \times 4 =$

4)  $2 \frac{1}{6} \times \frac{3}{5} =$

5)  $2 \frac{2}{7} \times \frac{2}{3} =$

6)  $4 \frac{1}{2} \times \frac{5}{8} =$

7)  $5 \frac{1}{4} \times \frac{4}{7} =$

8)  $3 \frac{4}{5} \times 2 =$

9)  $\frac{3}{10} \times 2 \frac{1}{6} =$

10)  $2 \frac{3}{8} \times \frac{2}{7} =$



Chapter Eight: What Happened After Dinner

1) What does Mr. Beaver think probably happened to Mr. Tumnus?

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2) Lucy feels Mr. Tumnus's situation is her fault. Do you agree? Why or why not?

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3) Who is Aslan? What do you, the reader, know about him thus far?

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4) Describe one of the "prophecies" in this chapter. What does it foreshadow?

| Prophecies |
|------------|
| <hr/>      |
| <hr/>      |
| <hr/>      |



| Foreshadows |
|-------------|
| <hr/>       |
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5) How has Edmund betrayed his siblings and the beavers? What might a consequence of his actions be?

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Name \_\_\_\_\_

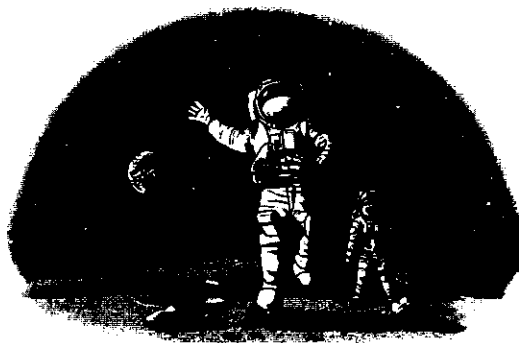


### Weekly Question

## Why do we weigh more on Earth than on the moon?

If you've ever seen videos of astronauts walking on the moon, then you've probably noticed the way they seemed to float from footstep to footstep. That's because everything weighs less on the moon than it does on Earth. The reason for this has to do with gravity. Gravity is the force of attraction that exists between all objects in the universe, including Earth and the moon. It's what makes all things that go up come down. And it's the reason we stay on Earth's surface instead of floating off into space.

Not all objects, however, have the same amount of gravity. Earth pulls us and all the things on the planet toward its center with a strong **gravitational force**. The gravitational force on the moon is not as strong as it is on Earth.



### Vocabulary

#### **gravitational force**

grav-ih-TAY-shun-ul  
FORSS

the force of  
attraction between  
any two bodies in  
the universe

#### A. Write true or false.

1. Gravity pulls us toward Earth's center. \_\_\_\_\_
2. The moon's gravitational force is stronger than Earth's gravitational force. \_\_\_\_\_
3. Gravitational force is what keeps us from floating off the planet. \_\_\_\_\_
4. All bodies in the universe have gravity. \_\_\_\_\_

#### B. Explain in your own words why astronauts appear to float when they walk on the moon. Use the term *gravitational force* in your answer.

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# Egg Drop Experiment



## Objective:

Due Friday, January 30<sup>th</sup>

Your challenge is to design and build a container that will protect an egg from cracking when dropped from a significant height. The goal is to create a secure, protective structure using materials of your choice to keep the egg intact upon impact.

**Materials:** You can use any household or craft materials to create your container. Some suggestions include:

- ✓ Cotton balls, tissues, or bubble wrap (for cushioning)
- ✓ Straws, popsicle sticks, or toothpicks (for structural support)
- ✓ Plastic bags or string (for creating parachutes)
- ✓ Tape, glue, or rubber bands (for securing your design)
- ✓ Cardboard, foam, or paper (for creating the outer structure)

Feel free to think creatively and combine materials in unique ways!

## Design Guidelines:

1. **Opening:** Your container must have an opening to insert the egg.  
(I will provide the egg on "Egg Drop Day")
2. **Security:** Your container must securely hold the egg, so it won't fall out during the drop. Consider creating a "seat" or "harness" for the egg within your structure.
3. **Protection:** The container should provide enough cushioning or shock absorption to prevent the egg from cracking on impact.
4. **Compact and Manageable Size:** The container should not exceed the size of a shoebox. Keep the design lightweight for easier handling and testing.

## Egg Drop Day:

1. On "Egg Drop Day" each student will receive an egg to place inside of their container.
2. Students will drop their containers (with the egg inside) from the top of the play structure (about 5 feet).
3. We will then check to see if the egg "survived the fall" and if your container provided protection from Earth's gravitational force.
4. If your egg did NOT survive the fall, your container will be disposed of (for obvious reasons—it will be covered in egg goop).

## Examples:

