



Satellite Learning Sheet

Thursday, September 3rd

Student's Name: _____

MEMO	Spelling starts this week! You will find a letter in the "Keep at Home" section of your child's ORBIT binder that explains the spelling program we use, along with your child's first spelling list. Students may practice their words however they would like. You can also find practice suggestions on the "Spelling Menu" in the back of your child's ORBIT binder. Spelling practice does not need to be turned in. The purpose of the practice is simply to help your child study their words and prepare for the spelling test.
Parent Initials	MEMORY VERSE / BIBLE
	<u>Bible Story Sheet:</u> Complete the Bible story reflection sheet. (Memory Verse: Romans 4:20-21 NKJV)
	READING / LANGUAGE ARTS / WRITING
	<u>The Science Fair:</u> Summarizing - Read the story and fill out the summary template using complete sentences. Together, the sentences should give a complete summary of the story. <u>ELA:</u> Daily Language Arts – In Seesaw - Use the writing and drawing tools to complete the activities. <u>Spelling:</u> - Find your new spelling list in the "Keep at Home" section of your binder. - Choose an activity off of the spelling menu in the back of your binder to help you study your words (or create your own activity). – <u>You do not need to turn this in.</u> <u>Book Report:</u> - Continue reading your book-report book. - You will also find the bag for your report in the Project Folder in your ORBIT binder. You may begin working on your report whenever you are ready.
	MATH
	<u>Value of Digits – Thousands to Thousandths:</u> Complete the place value activities. - Place value – the place of the digit (<i>hundreds, tens, ones, tenths, hundredths, thousandths, etc.</i>) - Value – the value of the digit based on its place (<i>500, 2, 3/10, etc.</i>) <u>Comparing place values:</u> Use the comparisons listed on the top of the page to compare the place values. - When moving/comparing to the left, you will use one of these (10x 100x 1000x) - When moving/comparing to the right, you will use one of these (1/10, 1/100, 1/1000) - If you get stuck, look over the slides on place value (sent in the Monday Memo email).
	SOCIAL STUDIES
	<u>Western States:</u> In SEESAW - <u>Page 1:</u> Place the names on the correct states. - <u>Pages 2-3:</u> Read about the resources in the Western States and answer the questions. <u>State Report:</u> In Google Classroom (Due Friday, September 18 th) - Continue working on your state presentation in Google Classroom
	SCIENCE
	<u>Animal Adaptations:</u> - Finish the animal you created in class. - On the back of the paper, name the three adaptations you gave your animal and write at least one sentence for each adaptation that describes how it helps your animal survive in its new environment.

Parent Comments (questions/concerns):

Write the memory verse in cursive: Romans 4:20

Quick Check: Write T for True and F for False

- ___ God told Abram exactly where he was going.
- ___ God promised to make Abram a great nation.
- ___ Abram stayed home because he was afraid.
- ___ Lot went with Abram.

CRACK THE CODE!

Use the code key below to discover the secret message.

CODE KEY

A	B	C	D	E	F	G	H	I	J	K	L	M
★	♥	☼	☾	♠	◇	◆	△	○	☆	~	≈	⚡
N	O	P	Q	R	S	T	U	V	W	X	Y	Z
☾	●	□	◆	+	+	✕	~	▽	☺	■	♪	◎

SECRET MESSAGE

✕ ✕ ~ + ✕ ◆ ● ☾ ♠ ▽ ♠ ☾

 ☺ △ ♠ ☾ ♪ ● ~ ☾ ● ☾ ✕

 ⚡ ☾ ● ☺ ☺ △ ★ ✕ ☼ ● ⚡ ♠ +

 ☾ ♠ ■ ✕

THINK ABOUT IT!

What is something you can trust God with this week?

Read the Bible story out loud to a parent

Genesis 12:1-4

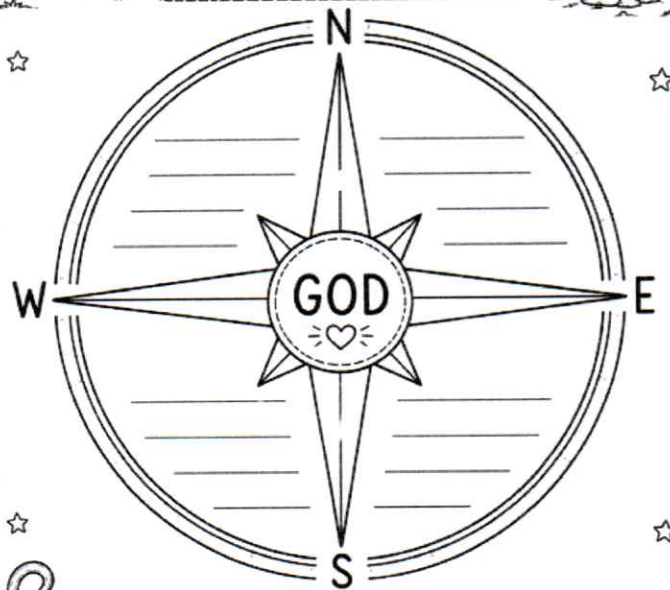
ABRAHAM'S COMPASS

God was Abram's guide!



God told Abram to go to a land He would show him. Abram didn't know where he was going, but he trusted the One who was leading him.

Inside the compass, write the promises God gave Abram that helped him trust Him.



Abraham didn't know **WHERE** he was going, but he knew **WHO** was leading him.

Name: _____

SUMMARIZING SWBST READING PASSAGES

THE SCIENCE FAIR

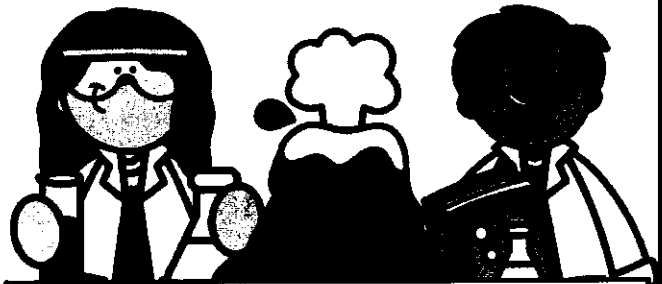
Jacob and Ashley could hardly believe the science fair had finally arrived. For weeks, they had worked on their project, "The Power of Magnets." They met after school in the library, tested different materials at Ashley's house, and even practiced explaining their experiment to their parents. By the time the big day came, they felt nervous but ready.

The school gym buzzed with excitement. Bright posters covered the walls, tables were lined up in rows, and students proudly stood by their projects. Some had volcanoes that bubbled with baking soda and vinegar. Others displayed solar system models or tall towers built from straws and tape. Jacob and Ashley carefully carried their board, magnets, and paper clips to their spot near the middle of the room.

When the judges stopped by, Ashley smiled and greeted them. Jacob demonstrated how their magnets could move paper clips without touching them. At first, nothing happened. The clips sat stubbornly on the board. Jacob's face turned red, and Ashley's heart sank. But instead of panicking, they quickly checked the magnets. One had slipped out of place! Ashley adjusted it, and suddenly the paper clips slid smoothly across the board as if by magic.

The judges leaned closer, asking, "Why do magnets attract some materials but not others?" Ashley explained that magnets only pull objects made of certain metals, like iron. Jacob added that magnets have two poles and that the force is invisible but powerful.

By the end of the day, the winners were announced. Jacob and Ashley did not win first place, but they weren't disappointed. They were proud of how they worked together, solved a problem under pressure, and taught others about something they cared about. As they packed up their project, Ashley whispered, "We didn't need a ribbon—we already won." Jacob grinned and agreed.



Write a summary for the story below.

SOMEBODY

Who is the main character?

WANTED

What did the character want?

BUT

What was the problem?

SO

How did the character try to solve the problem?

THEN

How did the story end

Name: _____



Value of Digits – Thousands to Thousandths

1. Write the place value of the digit 8 in the numbers below.

a) 2,456.85 _____

b) 38,997.924 _____

c) 40,827.92 _____

d) 97,234.038 _____

e) 10,764.983 _____

2. 306.217 Which digit is in the... tens place _____ hundredths place _____ ones place _____ thousandths place _____ tenths place _____	3. 6,893.427 Which digit is in the... thousandths place _____ hundreds place _____ tenths place _____ hundredths place _____ thousands place _____	4. 27,046.538 Which digit is in the... tenths place _____ thousands place _____ ones place _____ thousandths place _____ ten-thousands place _____ hundredths place _____
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5. Write the value of the underlined digit in each number.

Example: 357.942 = 50

2,654.8 <u>9</u> =	3 <u>2</u> ,895.042 =
18,924. <u>5</u> 48 =	82,493.64 <u>3</u> =
<u>2</u> 5,728.943 =	42,0 <u>5</u> 3.267 =
2,835.9 <u>2</u> =	<u>9</u> 27.056 =
927. <u>8</u> 6 =	1,673.89 <u>2</u> =

Name: _____



Comparing Place Values

Directions: Compare the values of each of the digits using the terms:

10x, 100x, 1,000x, 10,000x, $\frac{1}{10}$, $\frac{1}{100}$, or $\frac{1}{1000}$,

1. The two in the tens place is _____ the value of the two in the tenths place. 327.21	2. The six in the tenths place is _____ the value of the six in the hundreds place. 643.62
3. The three in the ones place is _____ the value of the three in the hundredths place. 713.03	4. The four in the tenths place is _____ the value of the four in the tens place. 346.41
5. The five in the tenths place is _____ the value of the five in the ones place. 2,315.504	6. The seven in the hundreds place is _____ the value of the seven in the tenths place. 6,743.72
7. The nine in the tenths place is _____ the value of the nine in the ones place. 279.98	8. The one in the tens place is _____ the value of the one in the hundredths place. 312.41
9. The seven in the hundreds place is _____ the value of the seven in the hundredths place. 734.278	10. The eight in the hundredths place is _____ the value of the eight in the tens place. 87.275

Green

9/3/26

Spelling Words

Long O - CVCe, CVVC-oa, CVV-ow, VCC-o

Generalization: Long o can be spelled in a variety of patterns, including *o-e*, *oa*, *ow*, and *o*. When long o is heard at the end of a word, it is often spelled with *ow*.

o-e

throne

remote

compose

oa

roach

boast

throat

ow

know

below

throw

o

both

moment

profile

Challenge Word: devotional

Spelling Words

Suffixes - ment / less / ness

Generalization: Adding a suffix changes a word's meaning and its part of speech.

-ment

replacement

agreement

employment

punishment

-less

priceless

restless

speechless

flawless

-ness

politeness

friendliness

neatness

kindness

Challenge Word: breathlessness



Words Their Way

Dear Parents,

At CMPA, we use a differentiated, word-study program called *Words Their Way* which provides individualized reading and spelling instruction. This program focuses on recognizing patterns within words to build and strengthen vocabulary, phonics, and spelling skills.

A spelling inventory assessment was administered the first week of school which helped determine the instructional level for each student. Your child will bring home a weekly list of spelling words tailored to his/her spelling stage. Spelling words will be broken into spelling patterns to assist you and your child in making connections between the different patterns. Please keep in mind that some words may not be difficult for your child. Because Words Their Way focuses on building a foundation of different word patterns, there may be spelling lists, or words, that are easier than others.

Activities for your child to do at home to practice the weekly spelling words will be provided on the Satellite Learning Sheet. By diligently practicing word patterns at home and at school, students will begin to develop critical word study skills that build a strong foundation for reading, spelling, and vocabulary.

Weekly Routine		
Wednesday	School	Students receive their new words. We go over the spelling pattern and apply it to a variety of words including some not on the spelling list.
Thursday	Satellite	Students practice their words at home by choosing an activity from the provided Spelling Activity Menu.
Friday	School	Mini lessons that review spelling patterns within each individualized list.
Monday	No School	Students may practice their spelling words for the spelling test.
Tuesday	School	Spelling Test

Students will continue to take the initial spelling inventory assessment throughout the year to monitor their progress.

Please let me know if you have any questions!

Mrs. Atkins