

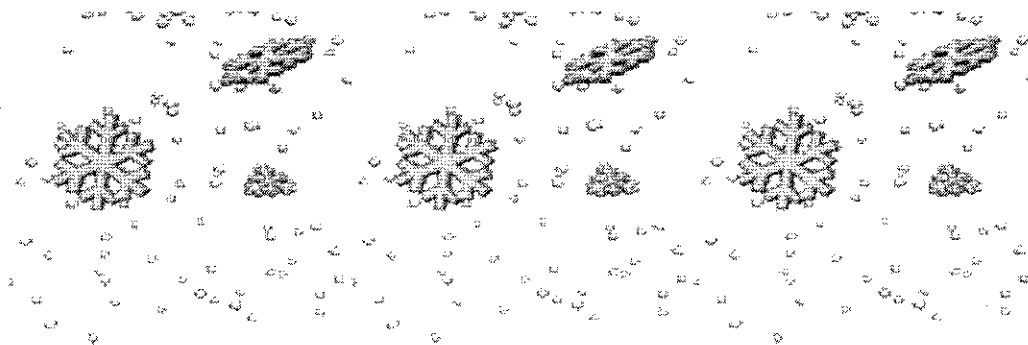


4th Grade Math Blizzard Bags



Directions: Please complete problems on notebook paper or print a copy. Either way, please show your work for each problem, and bring completed work to school.

Blizzard Bag Day 3- Complete Practice Test problems 27-32, and Performance Task-Part A and B



27. Joni's mother is an event planner, She is planning a dinner for 432 guests. The banquet room has small round tables that seat 6 guests and large round tables that seat 10 guests.

a. How many tables will Joni's mother need if she uses the small tables? Write an equation to find the number of small tables. Use the letter s to represent the small tables. Then find the solution.

b. How many tables will Joni's mother need if she uses the large tables? Write an equation to find the number of large tables. Use the letter l to represent the large tables.

28. Write a number statement to compare the numbers 1,217 and 1,388. Explain how you know which number is greater.

29. Circle all of the fractions that are greater than $\frac{4}{9}$.

$$\frac{4}{5}$$

$$\frac{4}{10}$$

$$\frac{4}{8}$$

$$\frac{4}{12}$$

$$\frac{4}{20}$$

$$\frac{4}{6}$$

$$\frac{4}{11}$$

$$\frac{4}{7}$$

Performance Task

Studying Animals

Part A

Ms. Gregoire's students go to the Science Museum once a month. This month they are studying birds and the eggs that different kinds of bird lay. Students will explore the size of the eggs compared to the size of the adult bird.

The museum bird specialist set out eggs from 15 different kinds of birds and told the students to sort the eggs into four groups. In Group 1 are eggs that are less than 3 centimeters in length; in Group 2 are eggs that are 3 centimeters and longer but less than 6 centimeters in length; in Group 3 are eggs that are 6 centimeters and longer, but less than 9 centimeters; and in Group 4 are eggs that are 9 centimeters and longer.

1. Which group will have the most eggs? Which group will have the fewest? List the groups in order from fewest to most eggs.

Type of Bird Egg	Length of Egg (in cm)
American Crow	3.97
American Robin	2.71
Bald Eagle	7.32
Barn Owl	4.14
California Condor	10.96
Canada Goose	9.25
Common Loon	7.91
Golden Eagle	7.23
Goldfinch	1.71
Great Horned Owl	5.12
Hummingbird	1.24
King Penguin	10.73
Red-Tailed Hawk	5.97
Whooping Crane	9.55
Wild Turkey	5.14

2. Explain how you sorted the eggs into the groups.

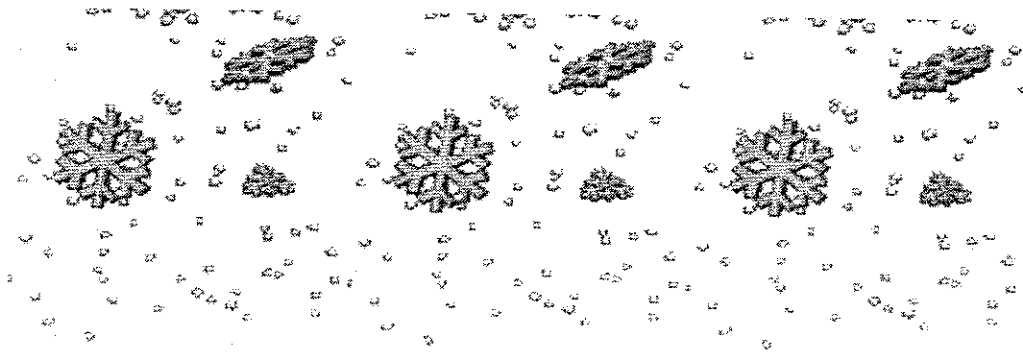
Part B

Alfredo, the Museum bird specialist has asked Ms. Gregoire's students to help him count the number of bird eggs in his collection so he can place an order for more eggs. The table below shows how many of different bird eggs the students counted. Alfredo started to fill in the rest of the table to show how many eggs he needs and how many he needs to order to have the number he needs.

3. Complete the table for Alfredo.

Type of Bird Egg	Egg Count	Number of Eggs Needed	Number of Eggs Needed	Number of Eggs to Order
American Crow	5	3 more	8	3
American Robin	8	2 times as many	16	8
Bald Eagle	3	3 times as many		
Barn Owl	4	2 more		
California Condor	2	4 times as many		
Goldfinch	7	5 more		
Great Horned Owl	5	2 times as many		
King Penguin	4	4 more		
Red-Tailed Hawk	3	4 times as many		
Wild Turkey	8	4 more		

4. Which operations did you use to complete the table. Explain how you knew which operation to use.



4th Grade **Science** Blizzard Bags



Directions: Please complete problems on notebook paper or print a copy. Either way, please show your work for each problem, and bring completed work to school.

Blizzard Bag Day 3-Complete Magnetic Attraction page.



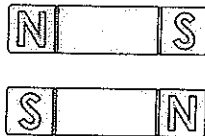
Name: _____

Magnetic Attraction

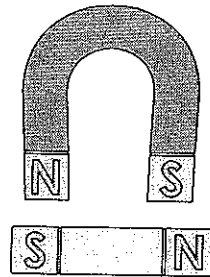
Tell whether each pair of magnets will **attract** or **repel**.



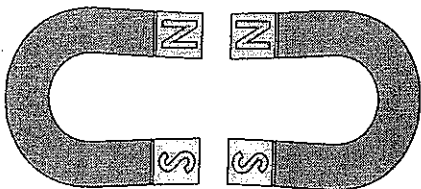
attract repel



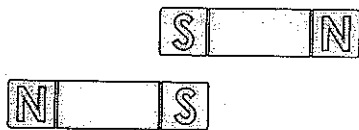
attract repel



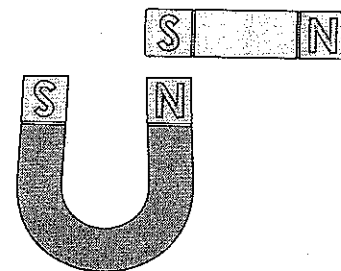
attract repel



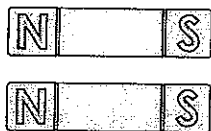
attract repel



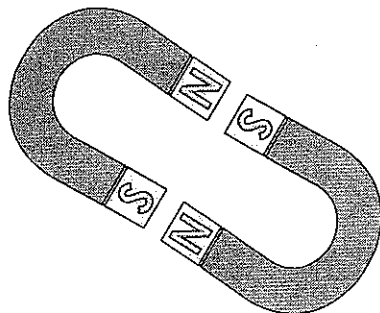
attract repel



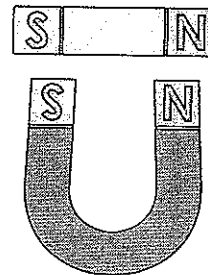
attract repel



attract repel



attract repel



attract repel

Reading Comprehension Tests

Test C

Name: _____

Directions: Read the glossary selection below. Then answer questions 21–26.

Glossary

Apollo 11: first manned mission to land on the moon in 1969 (p. 61)

archipelago: a group of islands that are clustered together in the ocean (p. 31)

atoll: a coral island that surrounds a lagoon (p. 31)

Bactrian camel: a camel with two humps (p. 36)

cape: a piece of land that sticks out into a body of water (p. 31)

Challenger: space shuttle that exploded in 1986, killing all crewmembers (p. 61)

Columbia: space shuttle that broke apart upon reentry in 2003, killing all crewmembers (p. 61)

cove: horseshoe-shaped body of water along the coast (p. 31)

Dromedary camel: a camel with one hump (p. 36)

even-toed ungulate: hoofed animal with an even number of toes, either two or four (p. 36)

Explorer 1: first unmanned satellite to be launched by the United States in 1958 (p. 60)

Freedom 7: first U.S. manned mission to space, piloted by Alan Shepard (p. 61)

goose bumps: contraction of hair follicles that cause hair to stand on end (p. 22)

Great American Revolution: first roller coaster that had a 360-degree loop (p. 56)

hiccup: spasm of the diaphragm that causes you to gulp air (p. 22)

ice slides: large hills of ice that people slide down in sleds; thought to be the original roller coaster (p. 55)

indentured servant: a person who works for free for a length of time (p. 18)

Island: a body of land that is surrounded by water (p. 30)

Isthmus: a long, narrow strip of land that connects two large land masses (p. 30)

Space Race: competition between the United States and the Soviet Union to see who could launch a man into space first (p. 60)

Sputnik 1: first unmanned satellite to be launched into space by the Soviets in 1957 (p. 60)

supersonic: travel that is faster than the speed of sound (p. 60)

Thompson's Switchback Railway: first roller coaster in the United States; opened in Coney Island, New York, in 1884 (p. 55)

Test C

Name: _____

Glossary (cont.)**Questions 21–26: Select the best answer.**

21. What is the best description for the selection?
- A. table of contents
 - B. index
 - C. glossary
 - D. chapter list
22. How are the items arranged?
- A. by page number
 - B. in alphabetical order
 - C. by topic
 - D. by number of syllables in the words
23. On what page can you find the definition of *isthmus*?
- A. 30
 - B. 22
 - C. 40
 - D. 60
24. What is an "even-toed ungulate"?
- A. a roller coaster
 - B. a rocket ship
 - C. a landform
 - D. an animal
25. What can you deduce by the fact that information about an archipelago and a cove are both on page 31?
- A. They are from the same passage.
 - B. There is an error in the glossary.
 - C. It is a coincidence.
 - D. none of these
26. If you wanted to add the definition of the *Apollo-Soyuz Test Project*, where would you put it?
- A. after *Apollo 11*
 - B. before *Apollo 11*
 - C. after Thompson's Switchback Railway
 - D. right after *Island*

Reading Comprehension Tests

Test C

Name: _____

Directions: Read the passage called "How to Make a Martian Cookie." Then answer questions 38-50.

How to Make a Martian Cookie

In June of 2086, people landed on Mars for the very first time. Even though they did not meet any Martians, astronauts did discover some artifacts they left behind. One of these items was a cookbook that contained the following recipe. Scientists believe it is for some kind of cookie. They were able to figure out what some of the words meant, but others are still a mystery.

Dweenbit Cookies

Ingredients

- 2 sticks of unsalted thetter
- ¾ cups of brown breen
- ¾ cups of white breen
- 2 large cluckers
- 2 teaspoons of steno extract
- 2 cups of all-purpose millmosh
- 1 ¼ teaspoon of baking boo-boo
- 1 ½ teaspoon of scret
- 12-ounce bag of dweenbits



Directions

1. Preheat the spoodrum to 375 degrees.
2. Cream the thetter, then add both breens and cream until fluffy.
3. Crack the cluckers in a separate bowl and beat them with a fork.
4. Add the steno extract to the beaten cluckers mix.
5. In a separate lowb, sift together the baking boo-boo, the millmosh, and the scret. Add to the thetter mixture.
6. Add the dweenbits and stir gently.
7. Drop a teaspoonful onto an ungreased baking sheet. Make sure to leave space between each dweenbit cookie. They will spread out as they cook.
8. Bake for 8 to 10 minutes.
9. The dweenbit cookies will be very flat and chewy.
10. Allow the dweenbit cookies to cool a bit before you remove them from the sheet with a spoodoodle.

Test C

Name: _____

How to Make a Martian Cookie *(cont.)***Questions 38–50: Select the best answer.**

38. How do you know that this selection is fiction?
- A. The recipe is from 2086.
 - B. "Dweenbits" is a made-up word.
 - C. There are too many ingredients in the list.
 - D. Both A and B.
39. What might "fetter" be?
- A. sugar
 - B. flour
 - C. butter
 - D. baking powder
40. How many different types of green are listed in the recipe?
- A. 4
 - B. 1
 - C. 6
 - D. 2
41. Which ingredient in the recipe most likely comes from an animal?
- A. millmoosh
 - B. cluckers
 - C. scrot
 - D. dweenbits
42. What might a "snoodrum" be?
- A. a bowl
 - B. a spoon
 - C. a stove
 - D. an oven

Reading Comprehension Tests

Test C

Name: _____

How to Make a Martian Cookie *(cont.)*

43. What do you add to the thetter?
- A. both breens
 - B. the brown breen
 - C. the white breen
 - D. the spoodoodle
44. How much millmoosh does the recipe call for?
- A. 2 sticks
 - B. 2 cups
 - C. $\frac{3}{4}$ of a cup
 - D. 1 $\frac{1}{4}$ teaspoon
45. Which of the ingredients is most likaly eggs?
- A. dweenbits
 - B. millmoosh
 - C. seret
 - D. cluckers
46. When do you add the steno extract?
- A. step 4
 - B. step 10
 - C. step 2
 - D. step 8
47. Why do you have to leave space between each teaspoonful of batter?
- A. So that the dweenbit cookies cook evenly.
 - B. Because the dweenbit cookies spread out as they cook.
 - C. Martians don't like their food to touch other food.
 - D. all of these

Test C Name: _____

How to Make a Martian Cookie *(cont.)*

48. What will the dweenbit cookies be like after they are cooked?

- A. round and fluffy
- B. square
- C. bumpy
- D. flat and chewy

49. What might a "spoodoodle" be?

- A. a bowl
- B. a cookie
- C. a spatula
- D. butter

50. What can you tell about Martians from this recipe?

- A. They are not friendly.
- B. They don't really know how to cook.
- C. They speak another language than we do.
- D. They are sad.

Grade 4 Blizzard Bag Day 3

Objective: Ask a family member about your cultural heritage and design an outfit for that culture. Write a paragraph describing your creation.

Materials: Any available supplies.

Standard: Historical, Cultural and Social Contexts

Benchmark: Students understand the impact of visual art on the history, culture and society from which it emanates. They understand the cultural, social and political forces that, in turn, shape visual art communication and expression. Students identify the significant contributions of visual artists to cultural heritage. They analyze the historical, cultural, social and political contexts that influence the function and role of visual art in the lives of people.

Indicator: 1. Identify and describe artwork from various cultural/ethnic groups.