BB III

Manchester Elementary 4th Grade Blizzard Bags

BLIZZARD
BAG #3

Name:

Multiplication Facts to 81 (H)

5 minutes

Determine each product.

6 × 6	1 × 8	9 × 9	9 × 2	7 × 2	1 × 7	3 × 7	6 × 4	1 × 4	4 × 3
8 × 0	4 × 1	8 × 6	5 × 4	1 × 3	2 × 6	7 × 9	1 × 0	7 × 1	4 × 2
3 × 6	5 × 5	5 × 6	6 × 1	9 × 1	8 × 8	2 × 2	0 × 7	3 × 3	0 × 0
4 × 0	9 × 6	5 × 2	7 × 8	3 × 4	9 × 5	2 × 7	2 × 5	6 × 0	4 × 9
1 × 2	0 × 9	3 × 1	0 × 4	8 × 9	6 × 2	7 × 0	0 × 8	0 × 6	6 × 3
0 × 2	5 × 3	3 × 8	1 × 1	9 × 8	2 × 0	4 × 7	4 × 6	9 × 7	3 × 2
9 × 4	9 × 0	1 × 6	3 × 5	2 × 3	3 × 9	4 × 8	8 × 7	7 × 4	8 × 5
5 × 9	7 × 5	0 × 5	5 × 8	6 × 7	9 × 3	6 × 9	1 × 9	8 × 1	8 × 3
5 × 0	8 × 4	5 × 1	8 × 2	5 × 7	4 × 5	1 × 5	7 × 7	7 × 3	2 × 8
0 × 1	2 × 9	0 × 3	6 × 8	3 × 0	6 × 5	2 × 1	7 × 6	4 × 4	2 × 4

Name:

BLIZZARD BAG #3

Common Factors (A)

Find the common factors for each set of numbers.
What is the Greatest Common Factor?

GCF

1. {20, 48} :

2. {24, 60} :

3. {12, 22} :

4. {24, 52} :

5. {36, 48} :

6. {24, 45} :

7. {28, 56} :

8. {14, 30} :

Social Studies
Science
Reading Comp.

Seasons of the Pond

The Pond in Spring

As winter ends the days gradually warm and grow longer. With the increase in daylight hours, pond plants begin their race for a place in the sun. Spring has arrived at the pond. The duckweeds and algae are among the first plants to show their growth because they're small and need little food. All around the pond and in the marshy areas along the river, irises, reeds, and other plants are beginning to unfold their green shoots and leaves. As the sun's warmth spreads through the water, animals in the weeds and in the mud at the bottom of the pond awaken. Frogs, toads, fish, and newts court, mate, and lay eggs. Their eggs soon hatch in the warmer water, and the energetic offspring set off in search of their next meal. The cold-blooded animals become more active as the water temperature rises, and with this increase in activity comes an increase in hunger. The pond is teeming with life in the spring. Finding food is much easier now than in the long cold winter.

The Pond in Summer

Summer is a time for pond plants to grow and become thick and lush. The amount of growth and kind of plant depends mainly on how much sunlight the pond receives. Only a large growth of plant life will provide the food, shelter, and places for nesting required by the pond animals.

In early summer, pond animals feed heartily and fatten up. Tadpoles, insect larvae, and other small creatures hungrily feed on the rich plant growth. These animals are also known as herbivores because they eat only plants. Larger animals such as newts and small fish feed on these smaller herbivores and also pond animals such as frogs, fish, and snails. These animals are also called carnivores because they eat only meat. In this way the pond food chain is created.

All plants and animals in the pond will eventually die, and this too helps the living creatures in the pond. Animal remains and droppings enrich the water by providing food for some animals and minerals for fresh plant growth. Nothing is wasted; everything is recycled in the pond.

The Pond in Autumn

As summer ends and the days grow shorter, the pond animals slow down and prepare for winter. Some of the smaller water creatures are busy laying eggs now, for these animals will die before the winter comes. Their eggs will hatch in the spring, bringing new life. Some types of ducks and geese fly south in the anticipation of the cold weather, while the animals that stay stuff themselves on ripe fruit. They are building up fat stores for the long winter that lies ahead.

Many of the pond plants that were green and lush in the spring and summer are drying out and dying now in the fall. But even as they die, insects, animals, and wind are scattering their seeds that will burst forth with new life in the spring.

The Pond in Winter

During the long cold days of winter, fish, water mollusks, and worms move to the deepest part of the pond where they won't be iced in. Their bodies cool off and slow down so they can survive with much less food and oxygen. Other small pond creatures lay eggs in the autumn before they die. The eggs lie dormant through the winter, and they hatch in spring. Frogs and toads find a protected place on land and hibernate until spring. Winter is a quiet, sleepy time at the pond.

Seasons of the Pond *(cont.)*

Comprehension Questions

Answer the following questions after reading the information on page 59.

1. What happens to the daylight hours and temperatures in spring?

2. As daylight hours increase and temperatures rise, how do pond animals and plants respond?

3. What is a pond food chain? Describe.

4. How do the remains of plants and animals help the pond environment?

5. What happens to pond plants and animals in the autumn? Describe.

6. Why is it easier for pond animals to find food in the spring than it is in the winter?

7. What do you do in the spring that is different from what you do in the winter?

8. How are you like a pond animal in the winter? How are you different?

Name _____

Additional Options:

- Hide Multiple Choice Answers (Written Response)
- Open in Microsoft Word (add page breaks and/or edit questions)

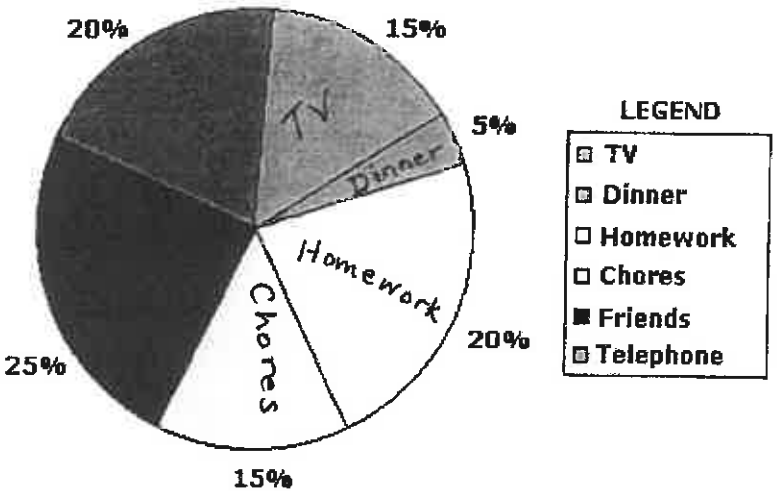
Read-4

Generation Date: **12/06/2010**

Generated By:

Maps, Charts, Graphs, Diagrams

How Joan Spends Her Afternoon Time

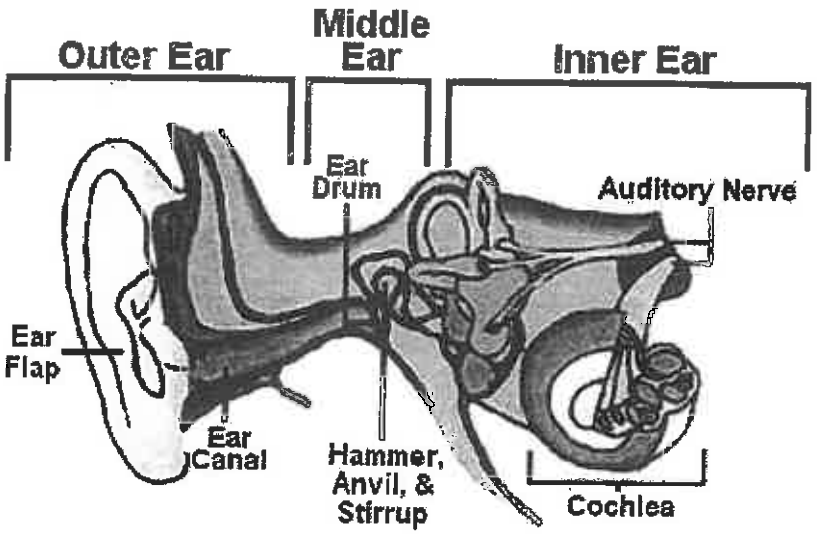


1. Joan spends what percentage of her time doing homework?

- **A.** 20%
- **B.** 15%
- **C.** 5%
- **D.** 25%

2. Joan spends most of her after school time doing which three things?

- **A.** visiting with friends, watching TV, and talking on the telephone
- **B.** talking on the telephone, doing homework, and visiting with friends
- **C.** doing homework, talking on the telephone, and eating dinner
- **D.** visiting with friends, talking on the telephone, and eating dinner



3. Which of the choices below is part of the middle ear?

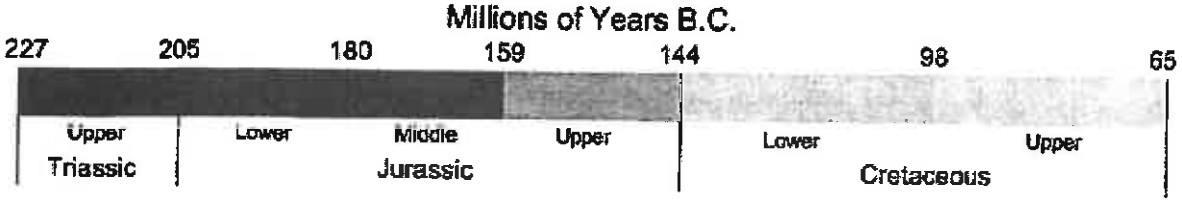
- **A.** cochlea
- **B.** auditory nerve
- **C.** eardrum
- **D.** ear flap

---

4. Which of the choices below is part of the outer ear?

- **A.** cochlea
- **B.** ear canal
- **C.** eardrum
- **D.** auditory nerve

One common way of putting events in chronological order is by creating a timeline. Timelines are read from left to right or from top to bottom and are marked by years, decades, or centuries. In the timeline below, the numbers at the top represent millions of years B.C., which means "Before Christ." These are the years before 1 A.D. For the years prior to 1 A.D., we count backwards, meaning 400 B.C. occurred before 200 B.C. This timeline shows the Mesozoic Era, the time that the dinosaurs walked on Earth. It is further divided into periods.



5. According to the timeline, which period spanned between the years 144 million B.C. and 98 million B.C.?

- ○ **A.** Middle Jurassic
- ○ **B.** Upper Cretaceous
- ○ **C.** Upper Jurassic
- ○ **D.** Lower Cretaceous

---

6. Out of the choices listed below, which period happened first?

- ○ **A.** Lower Cretaceous
- ○ **B.** Upper Cretaceous
- ○ **C.** Upper Jurassic
- ○ **D.** Lower Jurassic

---

7. In what year did the Lower Jurassic period start?

- ○ **A.** 180 million B.C.
- ○ **B.** 205 million B.C.
- ○ **C.** 144 million B.C.
- ○ **D.** 159 million B.C.

---

8. According to the timeline, from which years did the Triassic period span?

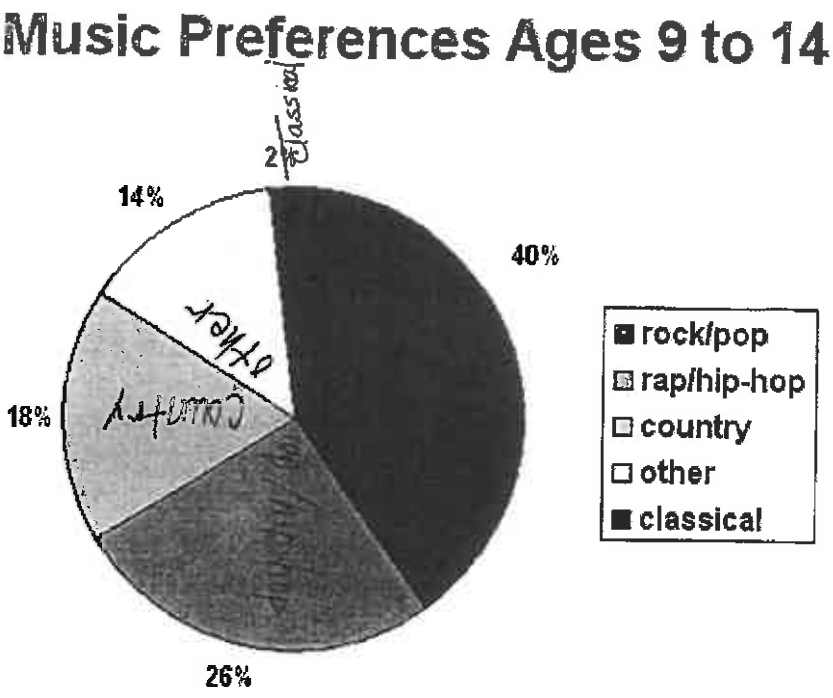
- ○ **A.** 227 million B.C. to 205 million B.C.
- ○ **B.** 144 million B.C. to 98 million B.C.
- ○ **C.** 205 million B.C. to 180 million B.C.
- ○ **D.** 205 million B.C. to 144 million B.C.

---

9. In what year did the Upper Jurassic period end?

- ○ **A.** 205 million B.C.
- ○ **B.** 65 million B.C.
- ○ **C.** 144 million B.C.
- ○ **D.** 159 million B.C.

The Fred Garvin company did a research study at the MP School District to find out the students' tastes in music. It polled students ranging from ages 9 to 14. The types of music were broken down into five broad categories. The study found that the majority of MP students preferred rock or pop music. The next most popular genre of music was rap or hip-hop.



10. Which piece of information is present in only the pie chart?

- **A.** The next most popular genre of music was rap/hip-hop.
- **B.** The most popular genre of music was rock/pop.
- **C.** The study included students from ages 9 to 14.
- **D.** The least popular genre of music was classical.