

Fourth Grade
Blizzard Bag
Day 8



FOURTH GRADE

BLIZZARD BAG

DIRECTIONS

Day 8

1. Reading: Read the attached article, A Bird Came Down the Walk. Answer the questions attached.
2. Independent Reading Requirement (45 minutes).
3. ELA: Complete the "The Important Apostrophe: Their, They're, and There" worksheet.
4. Math: Complete the "Today's Number 7,058" and "Math Word Problems" worksheets.
5. Science: Complete the "Magnets" worksheet.

A Bird Came Down the Walk

*"A Bird Came Down the Walk" from Poems of Emily Dickinson
by Emily Dickinson, published by Roberts Brothers, 1892.*

A Bird came down the walk—
He did not know I saw;
He bit an angleworm in halves
And ate the fellow, raw.

5 And then he drank a dew
From a convenient grass,
And then hopped sidewise to the wall
To let a beetle pass.

He glanced with rapid eyes
10 That hurried all abroad—
They looked like frightened beads, I thought—
He stirred his velvet head—

Like one in danger; cautious,
I offered him a crumb,
15 And he unrolled his feathers
And rowed him softer home

Than oars divide the ocean,
Too silver for a seam,
Or butterflies, off banks of noon,
20 Leap, plashless, as they swim.

31 Read these lines from the beginning of the poem.

A Bird came down the walk—
He did not know I saw;
He bit an angleworm in halves
And ate the fellow, raw.

Which lines end with words that rhyme?

- A lines 3 and 4 rhyme
- B all four lines rhyme
- C lines 1 and 3 rhyme
- D lines 2 and 4 rhyme

32 Read these lines from the third stanza of the poem.

He glanced with rapid eyes
That hurried all abroad—
They looked like frightened beads, I thought—

The poet suggests that the bird's eyes are like "frightened beads." What is the meaning of the simile used in this line?

- A The bird's eyes look sleepy.
- B The bird's eyes look round and filled with tears.
- C The bird's eyes are tightly closed with fear.
- D The bird's eyes are shiny and small and move quickly.

Read the following lines from the third and fourth stanzas of the poem.

He stirred his velvet head—
Like one in danger; cautious

What does the word "stirred" mean as used in these lines?

- A quickly moved
- B held still
- C mixed
- D slowly nodded

Read these lines from the fourth and fifth stanzas of "A Bird Came Down the Walk."

And he unrolled his feathers
And rowed him softer home
Than oars divide the ocean,

What is the bird **most likely** doing in these lines?

- A cleaning his feathers
- B flying quietly away
- C swimming away
- D rowing a boat

Go On

Read these lines from the last stanza of the poem.

Or butterflies, off banks of noon,
Leap, plashless, as they swim.

Based on the root word and suffix, what does the word "plashless" mean?

- A like a fish
- B without a splash
- C as if flying
- D with a loud sound

What feature of "A Bird Came Down the Walk" tells the reader that it is a poem?

- A It tells a story.
- B It is about nature.
- C It is written in stanzas.
- D It has a bird as a character.

Which detail from the poem supports the idea that humans can enjoy nature but should not bother its creatures?

- A The bird hops sidewise to let the beetle pass.
- B The bird doesn't know that the speaker sees it.
- C The bird leaves when the speaker offers it a crumb.
- D The bird floats like a butterfly.

The Important Apostrophe: Their, They're, and There

The words *their*, *they're*, and *there* are often confused. They sound the same, but they have entirely different meanings. *Their* is possessive, showing something that belongs a group of people: they. *They're* is a contraction of the words *they are*. The apostrophe shows that the letter 'a' is missing. *There* is an adverb that shows a location or a pronoun that works at the beginning of a phrase or sentence.

Tip: To know which word is correct, try the sentence using the words *they are*. If the sentence makes sense, then *they're* is the correct usage. If the sentence does not make sense, see if the the sentence is speaking about something belonging to someone or something. In that case use *their*. If the sentence is talking about a location, use *there*. If the word is used with a form of the verb to be, such as *is*, *are*, *were* or *was*, you also use *there*.

Part I. Read each sentence below. If *their*, *they're* or *there* is used correctly in the sentence, circle *right* in the blank. If *their*, *they're* or *there* is not used correctly, circle *wrong*.

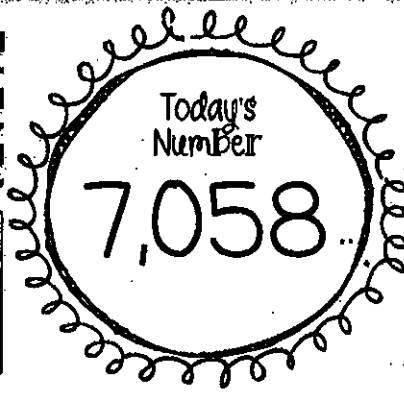
- | | | |
|---|-------|-------|
| 1. The band likes to play their original songs. | right | wrong |
| 2. They're flying kites in the park. | right | wrong |
| 3. There is a monster in the closet. | right | wrong |
| 4. No one likes there secrets told. | right | wrong |
| 5. Sophie asked if they're would be clowns at the circus. | right | wrong |
| 6. There best ideas were written on the whiteboard. | right | wrong |
| 7. Don't go there. | right | wrong |
| 8. They're are many reasons to learn a foreign language. | right | wrong |

Part II. In the blanks below, write the correct word: *their*, *they're* or *there*.

- The family likes to eat _____ dinner early.
- Do you know if _____ in the cafeteria?
- If you go to New York City, you will see many tall buildings _____.
- Let me know when _____ ready to leave.
- Everyone should be on _____ best behavior.
- _____ the best neighbors in the world.
- They will tell you if _____ are pieces missing.
- My dogs often sleep in _____ doghouse.

Write in expanded form.

Write in word form.



What is the value of the 5?

Is this number odd or even?

complete the place value table.

Thousands	Hundreds	Tens	Ones

What is...

100 more _____

100 less _____

1,000 more _____

1,000 less _____

Add 'em up!

Add the first two digits to the last two digits to find the sum.

+ _____

Compare Numbers

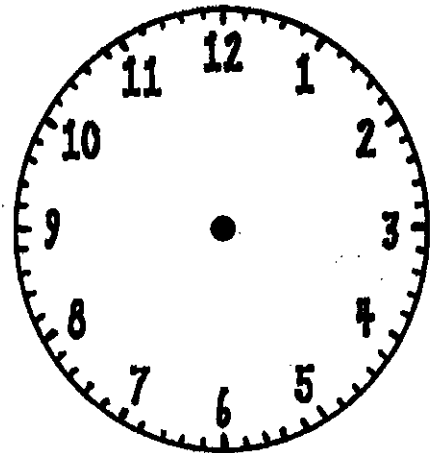
Compare the first 2 digits with the last 2 digits using >, <, or =.

_____ ○ _____

What time is it?

Use the digit in the thousands place for the hour. Use the hundreds and tens place for the minutes.

Draw the hands on the clock.



Write the time.

_____ :

Making New Numbers

Rearrange the digits in the number of the day to create new numbers.

What is the LARGEST number you can make? _____

What is the SMALLEST number you can make? _____

Make 5 other numbers.

Put those 5 numbers in order from LEAST to GREATEST.



Grade 4 Math Word Problems Worksheet

Read and answer each question. Show your work!

Mixed Multiplication and Division Word Problems #1 (Rates)

1. Frank worked 8 hours on the first four days of the week. How many hours did he work in these four days?

2. Sue's family went on vacation. Her mom drove the car at 60 mph. They camped at a campground after traveling for 5 hours. How far was the campground from their home?

3. Brett drove 55 miles every hour. How many miles would he drive in 8 hours?

4. A perfect score is 21 points. How many points would you have after three perfect games in a row?

5. Brian's car gets 20 miles per gallon. On his last trip, he used 3 gallons of gas. How many miles did he travel on his last trip?

6. Bob's car gets 10 kilometers per gallon. How far can he drive on 10 gallons of gas?

7. Each cup contains 8 ounces. How many ounces are in 33 cups?

8. Deborah is running a marathon. She can run 4 miles in an hour. How long will it take her to run 26 miles?

Magnets

Magnetism is the invisible force that makes magnets pull (attract) or push (repel) each other. Magnetism cannot be seen, but it can be felt. Magnetism also makes a compass point toward the north. A compass is contained in a nonmagnetic case. It has a needle (a thin magnet that looks like a needle). The north-seeking end of the needle swings toward the North Pole, and the south-seeking end swings toward the South Pole. This is how a compass gives direction.

A **force field** is the area around a magnet where the magnet can attract or repel. This is how the magnet exercises its force. The force field grows weaker as you move farther from the magnet. A **pole** is one of two areas where a magnet is particularly forceful. The poles are always at the ends of a magnet, just as the North Pole and the South Pole are at the ends of the earth. They are called poles because Earth itself is a magnet, with two poles, and influences all magnets.

Magnets can be bar-shaped, square, round, or shaped like a horseshoe. If a magnet is hung from a string so that the magnet is dangling freely, the magnet will always point in the same way. One end will point to the North

Pole, and the other end will point to the South Pole. **Unlike poles** (one points north; the other points south) will attract each other, while **like poles** (both point in the same direction) will repel each other. Another way to remember this is "opposites attract."

The relationship of magnetism to electricity is called electromagnetism. Like a magnet, an electric current has a magnetic effect. **Electromagnetism** is developed by electricity. Electromagnetism was discovered in the 1800s. A British man named Michael Faraday discovered how to create an electromagnet by moving an iron bar in and out of a coil of wire attached to an electrical current. Moving a loop of wire across a magnetic field also can create electromagnetism. This discovery led to electrical power plants and such fields as telecommunications.

An **electromagnet** is a magnet made with electricity. An electromagnet is made by winding or coiling wire around an iron bar and then attaching the wire to a battery. When the battery is turned on, the iron bar turns into a strong electromagnet. The magnet can be turned off by cutting off the electrical current.

Exercise

1. What is magnetism? _____

2. What is a force field and what does it do? _____

3. What is a pole? _____

4. How does a compass work? _____

