

4th Grade
Blizzard Bag
Day #3

Directions: Read the selection.

Journey to Columbus

by Jill Foley

The Beginning of a Very Long Journey

An exciting journey began for the four Steiner children as their horses started off across the field that would bring them to the road, only a path really, to Ohio. Margit waved good-bye to her grandfather and looked hard at the cabin, trying to memorize every detail, as it grew smaller and smaller down the long road.

Margit was only twelve years old, but she was brave. She knew she could lead her younger brothers and sister to the safety of their aunt's house in Ohio almost three hundred miles away. Her grandfather had said, "Remember, Margit, courage will keep you safe on your journey." Still, something told Margit it would be a very long journey.

Around sunset that night, the children came to an opening among the pine trees. The clearing was on high, dry ground. It was a good camping spot.

"Let's camp here," said Jeff, Margit's ten-year-old brother.

"Yes, okay," Margit agreed.

The children went about setting up their campsite. Margit and Jeff put up the tent, while Mary and Francis found a stream, collected wood, and started a kettle boiling over the fire. The children sat around the fire eating hard-boiled eggs, fresh milk, and a thick stew of carrots, celery, potatoes, and cabbage. All of the children except Francis had combread.

"Don't make me eat the stuff," Francis said. "Little bits of it get stuck between my teeth."

After supper, Margit fed the cow and the two horses. The other children loved these animals like they were kittens, but Margit was old enough to know that their survival depended on those horses. There were still few travelers between Cumberland, Maryland, and their aunt's home in Columbus, Ohio.

Into the Forest

On the fourth day of the journey, the children felt encouraged by the distance they had traveled. Yet, late in the afternoon, the wagon came upon a mist that hung in the valley. They were traveling through. Margit began to worry. It wasn't until an hour later that Margit realized they had entered a thickly wooded forest. They were no longer on any kind of path.

We are lost in a great forest, thought Margit, and she felt a shiver rush up her back.

As they moved slowly through the mist, Margit leaned over the side of the wagon. Its wheels were about six inches below the surface of a shallow stream. Mary screamed, "Margit! Margit! We are going to fall into the stream!" As Jeff pulled back on the reins, one of the horses reared up, and the whole wagon—horses, children, and all—tipped over into the shallow stream with a great splash.

"Mary, Francis, Jeff! Are you all right?" Margit yelled.

"Yes!" said Jeff, "Everyone is fine. Quick, let's check the horses."

One horse had picked himself up and was standing over the other horse, nudging her with his nose. The female horse was injured and struggling to stand up. Francis and Mary pulled her reins forward. Water splashed all over as the horse pushed herself forward and up. Good, Margit thought, she is injured but she will walk. We can pull her behind the wagon with the cow.

"Everyone," shouted Margit, "listen! We are in a bit of a pickle. We are lost in the middle of a big forest. Now we also have an injured horse who will not be able to pull the wagon. And the other horse cannot pull all of this weight on its own."

"What if we got rid of some things," said Mary, "like our heavy stew pot and some of the dry goods?"

"Good idea!" said Jeff.

"Let's get rid of that cornbread!" Francis said, laughing at his own joke.

"We keep the cornbread." Margit did not laugh.

The children set about going through the wagon in search of things that might lighten the load for the male horse. They piled the stew pot, four sacks of flour, a heavy iron skillet, and three blankets onto the wet ground. Then they climbed back into the wagon. Margit commanded the horse to start walking. But the horse struggled to move forward.

"Whoa, horsy," said Margit, commanding the horse to stop. "This isn't light enough." The other children could tell that Margit was frightened. "What are we going to do?"

Jeff thought for a minute and then asked, "What if we took turns walking?"

Margit agreed. "Yes, that's exactly what we should do."

At first, Margit drove the wagon while the others walked. But after a couple hours of walking, Mary was too tired. So they stopped the wagon and shifted around. Mary rested in the wagon while Jeff drove and Margit and Francis walked. The cow and the injured horse followed along behind as the children moved even deeper into the forest.

Directions: Use the selection to answer questions 1 - 9.

1. "Margit waved good-bye to her grandfather and looked hard at the cabin, trying to **memorize** every detail, as it grew smaller and smaller down the long road.

What word in the sentence above helps define the word **memorize**?

- A. looked
- B. hard
- C. smaller
- D. road
2. Why are the children traveling to Ohio?
- A. to run away from their grandfather
- B. to visit their aunt in Columbus
- C. to find an enchanted forest
- D. to start a new school
3. What is the major conflict in the selection?
- A. The children need to find food.
- B. The children must cross a deep river.
- C. The children are reliant on an injured horse.
- D. The children argue about who will drive the wagon.

4. "On the fourth day of the journey, the children felt **encouraged** by the distance they had traveled."

What is an antonym for the word **encouraged**?

- A. cheered
- B. angered
- C. confused
- D. depressed

5. "Everyone," shouted Margit, "listen! We are **in a bit of a pickle**."

Being **in a pickle** means being

- A. in a difficult situation.
- B. in a new place.
- C. out of energy.
- D. out of food.

6. What do the children do to make the wagon load lighter?

- A. They get rid of the cornbread.
- B. They take turns walking.
- C. They put the horse in the wagon.
- D. They carry most of the things themselves.

7. Who is telling this story?

- A. a narrator who is not one of the characters
- B. a horse
- C. the aunt
- D. the grandfather

8. According to the first section of the selection, Margit sees the horses differently than the other children do. How does Margit see the horses?

How do the other children see the horses?

9. Two characters come up with ideas that help resolve the main conflict. Complete the table using details from the selection.

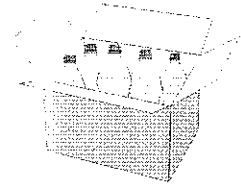
Character's Name	Idea That He or She Has
a.	a.
b.	b.

G4D3

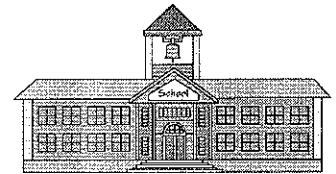
Multiplication

3-digit & 4-digit by 1-digit: S1

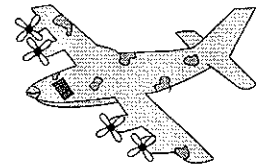
- 1) 124 bottles of mineral water can be packed in a corrugated box. How many bottles can be accommodated in 6 such boxes?



- 2) The annual preschool fee for St. John's school is \$1,740. Mrs. Gillian admits her triplets in the beginning of the school year. What is the total annual fees paid by Gillian?



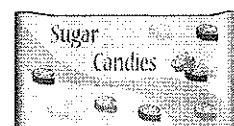
- 3) A fighter aircraft travels at a speed of 652 mph. How many miles will the aircraft cover in a flying time of 3 hours?



- 4) A thermal power plant requires 1,100 gallons of water to cool it down every hour. How many gallons of water will the reactor require for 7 hours?

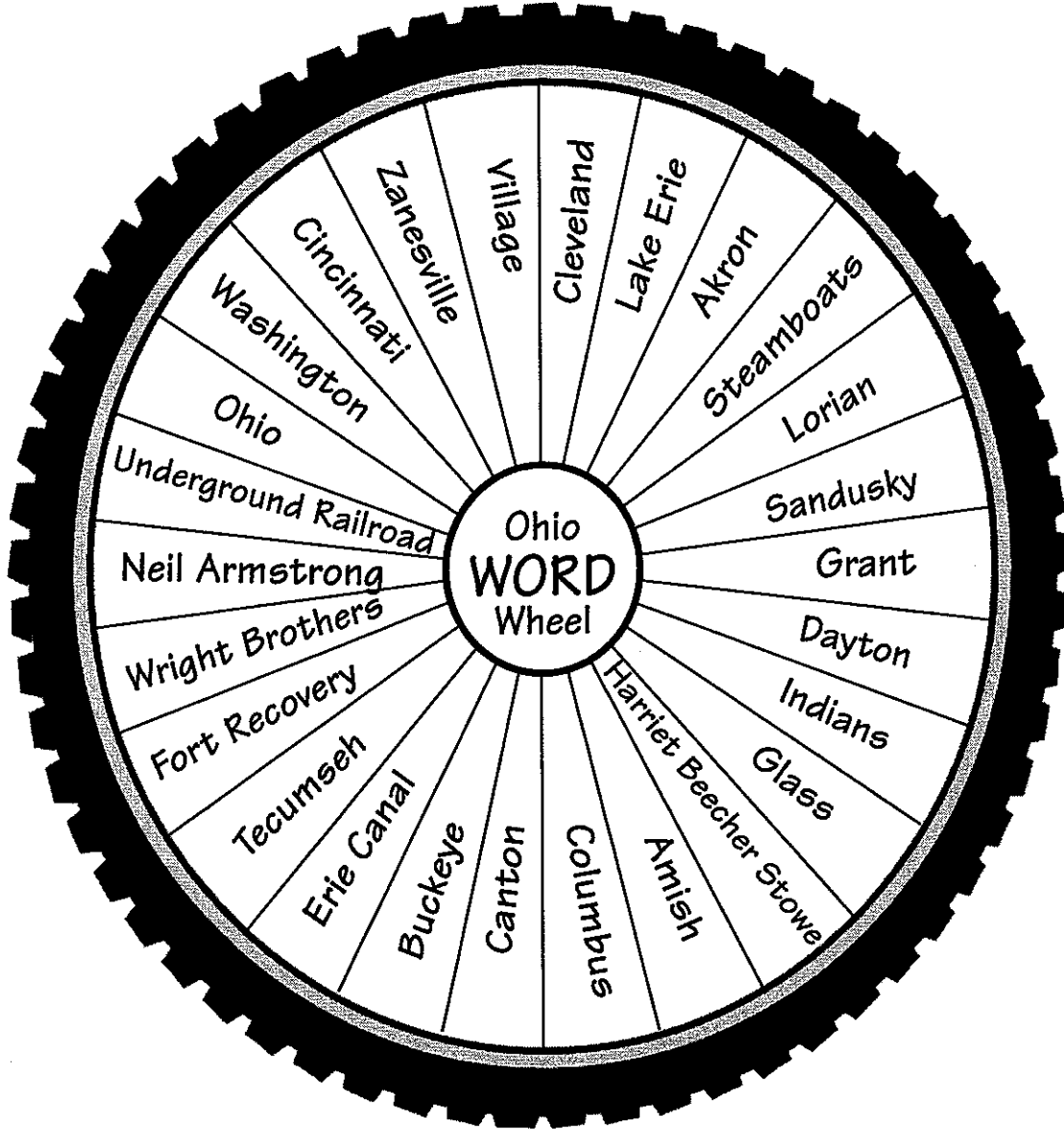


- 5) Tim bought 8 packs of sugar candies. If each pack contains 115 candies, how many candies does Tim have in all?



Ohio Word Wheel

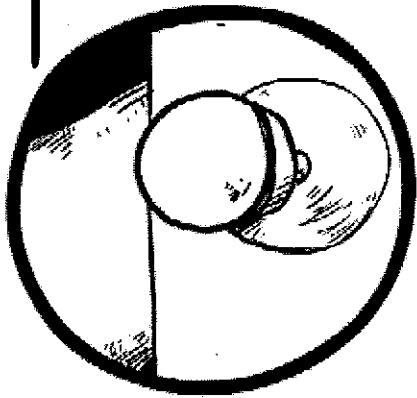
Answer the following questions from the Word Wheel of Ohio names.



1. The first president of the United States was George _____.
2. The Mississippi Queen and the Delta Queen are _____.
3. The first people to live in Ohio were _____.
4. Ohio's nickname is the _____ State.
5. A big tourist spot in the summer is _____.
6. Ohio is the leading _____ producing state in the country.
7. _____ was a famous Indian chief.
8. The Pro Football Hall of Fame is in _____, Ohio.
9. People who still use a horse and buggy are the _____.
10. Stowe House is a black history center that was the former home of _____.

ANSWERS: 1. Washington 2. steamboats 3. Indians 4. Buckeye 5. Sandusky 6. glass 7. Tecumseh 8. Canton 9. Amish 10. Harriet Beecher Stowe

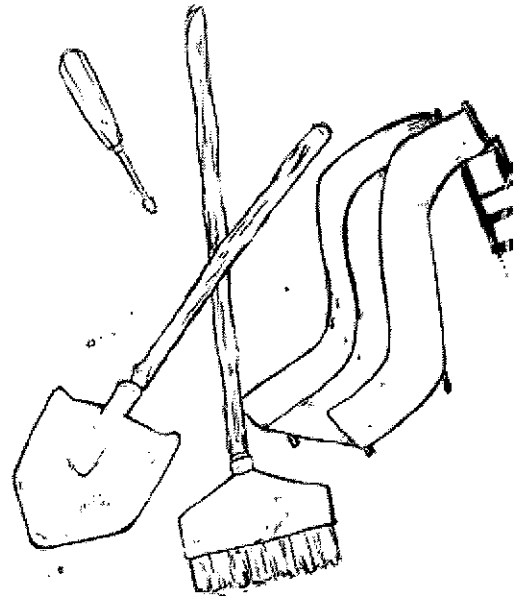
Simple Machines



Illustrated by Caitlin Weibel

Name: _____

Super Teacher Worksheets - www.superteacherworksheets.com

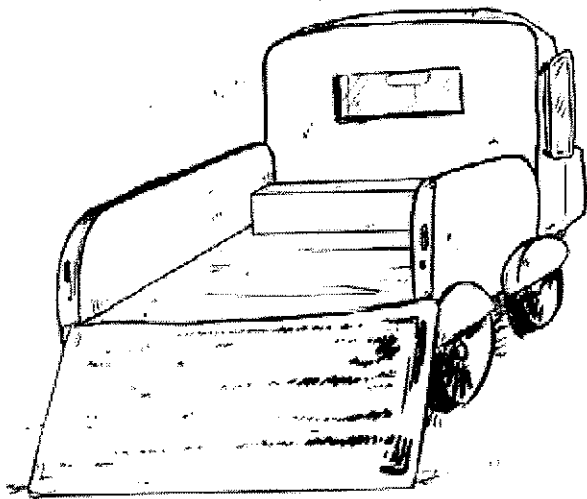


①

Machines are objects that make it easier for people to do work. Not all machines have lots of parts or motors.

Simple machines have only one or two main parts. A shovel, a screwdriver, a knife, a broom, and even a slide on the playground are all simple machines.

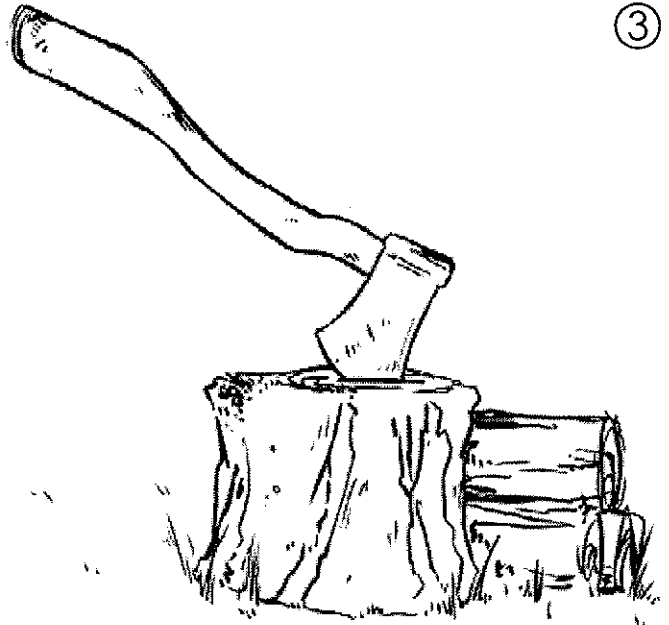
Let's learn about the six types of simple machines.



②

An inclined plane makes moving and lifting things easier. It is a flat, slanted surface that works like a ramp.

Have you ever seen someone load heavy items into the back of a large truck? They may have used a ramp, or inclined plane, to load the truck more easily.

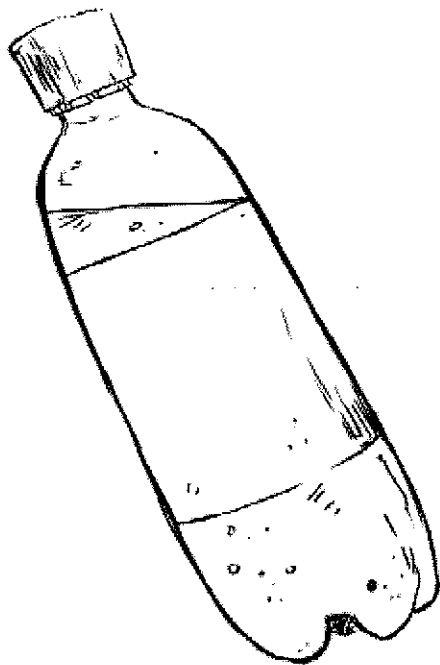


③

A wedge is a pair of inclined planes attached back-to-back. A wedge is used to force things apart.

Have you ever seen someone chop wood with an ax? The head of an ax is a wedge.

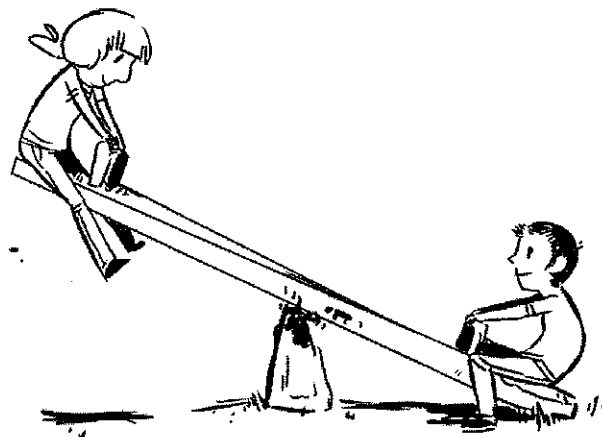
G4D3



④

A screw is a spiral wrapped around a center post. When you turn it, it can lift objects or hold two objects together.

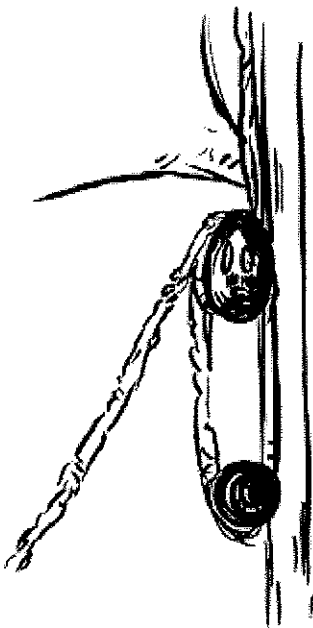
Have you ever opened a bottle of water? When you turn the cap one way, it opens. If you turn it the other way, it seals the bottle shut. The cap is a screw.



⑤

A lever is a bar that pivots or turns on a fixed point. The fixed point is called the fulcrum.

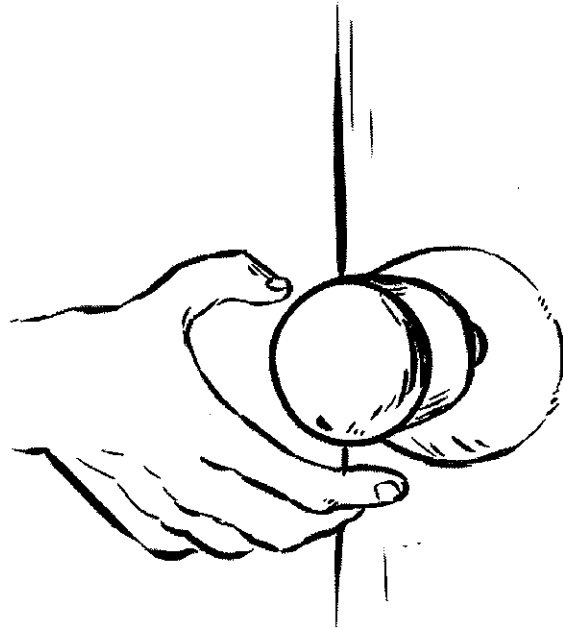
Have you ever played on a seesaw? The seesaw is a lever. The support in the middle is the fulcrum.



⑥

A pulley is a wheel that is used with a cord or rope. When you pull it downward, the other end lifts upward.

Have you ever seen someone hoist a flag up a flagpole? The flag is attached to a rope. At the top of the flagpole is a pulley. When you pull the rope downward, the flag rises up the pole.



⑦

A wheel and axle is made up of a wheel with a rod attached to it. When the wheel is turned, it turns the axle with it.

Have you ever turned a round doorknob to open a door? When you turn a doorknob, you are using a wheel and axle. The knob is a wheel. The rod that it is attached to is an axle.

G4D3

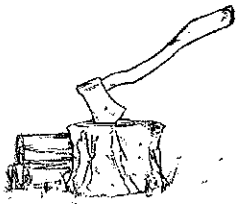
Name: _____

Simple Machines

The six types of simple machines are:

- inclined plane
- wedge
- screw
- lever
- pulley
- wheel and axle

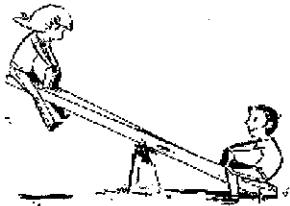
1.



An ax is used to chop wood. The metal part chops through the wood, pushing it apart into two smaller sections.

Which simple machine is found on the head of this ax? _____

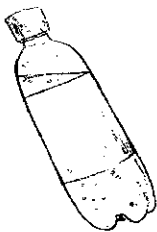
2.



The center of this seesaw is used to balance the board with the seats. The children can easily move up and down without much force.

The seesaw is an example of which simple machine? _____

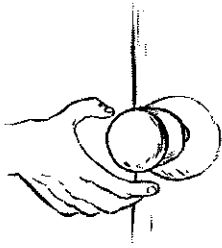
3.



The cap on this water bottle has a spiral shape. When you place it on the bottle and twist, the cap pulls itself toward the bottle.

The bottle cap is an example of which simple machine? _____

4.



When you turn the large knob on a door, a rod on the inside releases a latch that holds the door closed. It would be difficult to turn the rod, if the knob wasn't attached to it.

The door knob and rod make up which simple machine? _____

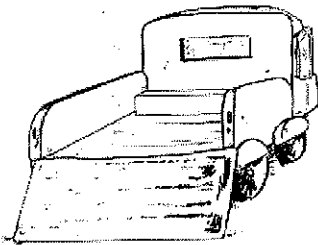
5.



A wheel with a rope is used to hoist a flag up to the top of a tall flagpole. This simple machine can also be used to help lift heavy objects with less force.

The wheel and rope make up which simple machine? _____

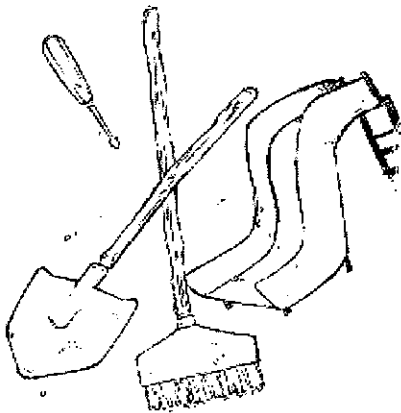
6.



A ramp is used for loading this truck. A mover can pull a cart with a heavy object up the ramp. This is much easier than lifting heavy objects into the truck.

Which simple machine is on the back of this truck? _____

7.



What types of simple machines do you see in the picture?

The slide is _____.

The shovel is _____.

The broom is _____.

The screwdriver is _____.

Blizzard Bag #3 Physical Education Grades 3 & 4 Name _____

Assignment:

Create a new game for our PE class. (1) Give it a name. (2) List the Rules of the game and how you play it. (3) What equipment is needed to play the game? You may draw a picture to show what the game looks like.

Hey Kids, Meet Ludwig van Beethoven

German Classical/Romantic Period Composer (Baptized 1770-1827)



Ludwig van Beethoven was born in Bonn, Germany in 1770, to Johann van Beethoven and Maria Magdalena Keverich. Although Beethoven's exact birth date is not known, his family celebrated it on December 16. Ludwig's first musical instruction came from his father Johann who was said to have been a harsh instructor. Johann later asked his friend, Tobias Pfeiffer, to teach his son. It seems that the harsh treatment continued, as Johann and his friend would come home late on occasion to pull young Ludwig from his bed to practice until morning.

Ludwig's talent was recognized early on, and by 1778 he was learning to play the organ and viola in addition to his piano studies. His most important teacher in Bonn was Christian Gottlob Neefe, a Court organist. It was Neefe who helped Beethoven publish his first piece of music.

In 1787, young Beethoven decided to travel to Vienna, hoping to meet and study composition with Wolfgang Amadeus Mozart. It is not clear if he succeeded in meeting or studying with Mozart. By his twenties Beethoven began to suffer from hearing loss. He did, however, continue to compose, conduct and perform, even after he was completely deaf. One story recalls that after conducting the premiere of his Ninth Symphony he had to be turned around to see the overwhelming applause of the audience. When he heard nothing, he began to weep.

Ludwig van Beethoven's most popular pieces are his Fifth Symphony, *Für Elise* for piano solo, and his Ninth Symphony, which includes the melody *Ode to Joy*. He is remembered as an important composer in the transitional period between the Classical Era and Romantic Era in music and continues to be one of the most famous and influential composers of all time.

Calamity Day Music Lesson 3

If this Calamity Day is your music day please complete the following assignment and turn in to your music teacher by the next music class.

Answer the questions as if you are Beethoven

About This Activity

"Meet the Composer" worksheets are a fun way to introduce kids to the great composers. Print this composer job application worksheet and then head to the "Meet the Composer" biographies to complete the application for the composer of your choice.

"Meet the Composer"

Job Application

Position you are applying for? _____
(List a place where the composer worked.)

Personal Information

What is your name? _____

Where were you born? _____

When were you born? _____

Education

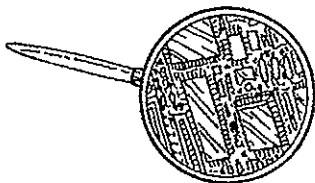
Did your parents or relatives teach you about music, or did you go to school? Where?

Compositions

Please make a list of the compositions that you have written on the lines below:

PROCESSING

The Central Processing Unit (CPU)



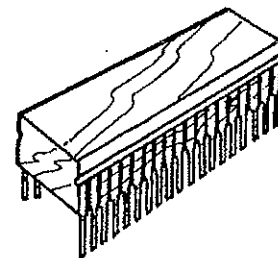
Once information is sent to a computer by one of the various input devices we have learned about, that information is then processed. Having a computer process information is similar to having a student calculate the answers to a list of math questions. Just as the student uses his/her brain to calculate the math answers, the computer uses its brain to process information. The computer's brain is called the *Central Processing Unit*, or CPU for short.

The CPU is also called a *microprocessor*. The word "micro" means small. Since the CPU is located on a small computer chip of about 1 square inch (2.5 cm²), it makes sense that it is also called a microprocessor.

Two Types of Computer Memory

Just as a student uses his/her memory to solve different kinds of problems, a computer uses its memory to process information and solve problems.

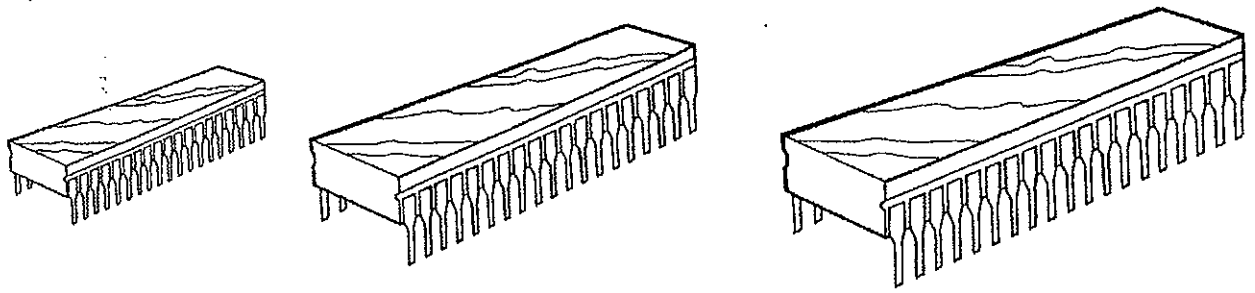
A computer has two main types of memory. *RAM*, which stands for Random Access Memory, is the computer's temporary memory. The computer holds information in this memory and gets it when it needs it. For example, if you were writing a story on a computer, it would hold your words in its RAM until you were ready to print your story out. A second kind of computer memory is called *ROM*, which stands for Read-only Memory. This memory is permanent. The information in this memory is put there when a computer is made. A computer needs this information in its ROM memory in order for it to function.



Questions About Processing

- | | | |
|--|------|-------|
| 1. A computer's brain is called the CPU. | true | false |
| 2. Sometimes the CPU is called a microprocessor. | true | false |
| 3. The computer's memory called RAM is temporary memory. | true | false |
| 4. The computer's memory called ROM is permanent memory. | true | false |

PROCESSING (cont.)



Computer Processing and Memory Size

When a computer processes information, it uses a variety of software programs. Each of these programs requires a certain amount of electronic memory, or RAM, in order to run properly. Therefore, how well or how fast a computer can solve problems or process information depends partly on the size of its temporary memory, or RAM.

A computer's temporary memory is measured by the amount of information it can hold at one time. Each character of information (e.g., 3, f, \$, &, etc.) is called a *byte*. When there are 1,024 characters together, they are called a *kilobyte*. When there are 1,048,567 characters together, they are called a *megabyte*. When there are 1,073,741,824 characters together, they are called a *gigabyte*. When the temporary memory, or RAM, of a computer is described by size, it is often said to have "so many" megabytes of memory (e.g., 4 MB, 8 MB). The table below shows the terms used to describe a computer's electronic memory.

Term Used to Describe Memory Size	Amount of Information
Byte	One character
Kilobyte	1,024 characters
Megabyte	1,048,567 characters
Gigabyte	1,073,741,824 characters

Note: These terms are also used to describe how much information can be held by memory devices that are more permanent than RAM, such as a hard disc drive.

Questions About Processing and Memory

1. Each character of information is called a byte. true false
2. When there are 1,048,567 characters of information together, they are called a kilobyte. true false
3. RAM is the computer's permanent memory. true false