Snowday #2

Name: _____

Secret Code Math

Multiplication: 2-Digits by 1-Digit

Decode the numbers and find the products.

1	2	3	4	5	6	7	8	9	0
									

a. Code Numbers  x 

Regular Numbers 23 x 7

b. Code Numbers  x 

Regular Numbers

c. Code Numbers  x 

Regular Numbers

d. Code Numbers  x 

Regular Numbers

e. Code Numbers  x 

Regular Numbers

f. Code Numbers  x 

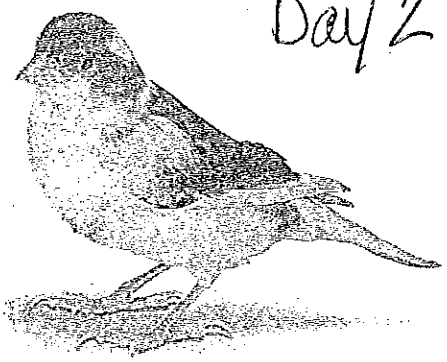
Regular Numbers

Name _____

4 Nouns Ending with *y*

Day 2

Singular Nouns	Plural Nouns
one canary	many canaries
a play	some plays



Write the plural form of the noun in parentheses to complete each sentence.

1. _____ are an interesting way to learn. **(Hobby)**
2. Raising _____ is one way to learn about animals. **(puppy)**
3. Some people read _____ and try to solve them. **(mystery)**
4. Rabbit lovers might collect stuffed _____. **(bunny)**
5. Carl collects stamps from many different _____. **(country)**
6. He also has an interesting collection of _____. **(key)**
7. Jeremy collects anything to do with old _____. **(buggy)**
8. Lara buys _____ made out of glass or metal. **(pony)**
9. She also has two clay _____. **(donkey)**
10. Some people collect old _____ and piggy banks. **(toy)**
11. Aunt Grace has some beautiful painted _____. **(tray)**
12. On sunny _____ Ian looks for flowers to press. **(day)**
13. He has pressed eight kinds of _____. **(daisy)**
14. There are many _____ to have fun with hobbies. **(way)**
15. Kelsey collects post cards from all her friends' _____. **(journey)**
16. Some people even like to collect pits from _____. **(cherry)**
17. John takes pictures of lampposts in all the _____ he visits. **(city)**
18. The students made a collage from pictures of their _____. **(family)**
19. The prize for the display was five _____ for each student. **(candy)**
20. The students decided to have hobby day on all _____. **(Friday)**

(continued)

Chocolate, Long Ago and Today

Read the article and answer the questions. Turn this in after the second snow day.

Cocoa beans

What is your favorite dessert? Is it a candy bar? A cupcake? A brownie?

Many of these desserts are made with chocolate. Chocolate is very popular all around the world. People today eat and drink it in many forms. People from long ago did, too!

Chocolate comes from cocoa beans. Cocoa beans are fruits. They come from the cacao tree. People have grown these trees for many years. Thousands of years ago, Native American groups in Central America grew these trees. Chocolate was important to them. Some of them made drinks using cocoa beans. Some used cocoa beans like money. Some even thought of chocolate as the food of the gods!

Over time, chocolate was brought to other places, too. Spain was the first place in Europe where chocolate was eaten. They started adding sugar to make chocolate sweeter. From there, chocolate spread through Europe.

Today, cacao trees grow in places that are along the Equator. The beans are sent to places around the world. And around the world, those beans are used to make chocolate!

490

Name: _____ Date: _____

1. Chocolate comes from cocoa beans. What are cocoa beans?

A. vegetables

B. meat

C. fruits

2. The text compares the chocolate made by Native American groups thousands of years ago and the chocolate that spread through Europe. How were these chocolates different?

A. The chocolate that spread through Europe had less sugar and was more bitter.

B. The chocolate that spread through Europe had more sugar and was sweeter.

C. The chocolate that spread through Europe was darker and more expensive.

3. Native American groups in Central America made drinks using cocoa beans. Some used cocoa beans like money. Some even thought of chocolate as the food of the gods.

What does this information tell us about these Native American groups?

A. Chocolate was not very important to them.

B. They only ate chocolate.

C. Chocolate was very important to them.

4. Based on the text, which statement about how chocolate is made is most likely correct?

A. Chocolate is made by using cocoa beans and other ingredients like sugar.

B. Chocolate is made by baking cocoa beans and letting them cool overnight.

C. Chocolate is made by freezing cocoa beans and adding sugar to them.

5. What is the main idea of the text?

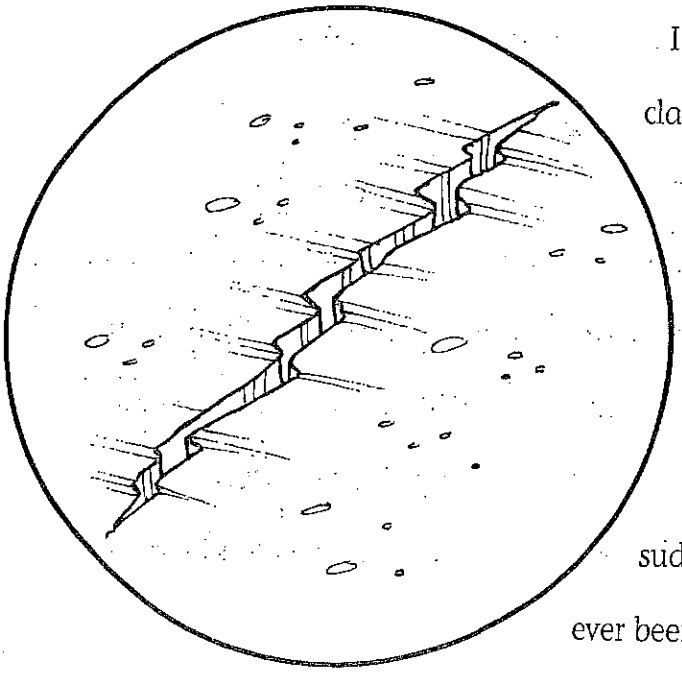
A. Chocolate was important to Native American groups in Central America. Some of them made drinks using cocoa beans. Some used cocoa beans like money. Some even thought of chocolate as the food of the gods.

B. Chocolate comes cocoa beans. It was made thousands of years ago by Native American groups in Central America. Since then, chocolate has spread to Europe and other parts of the world.

C. Chocolate is very popular all around the world. People today eat and drink it in many forms. Many deserts today are made with chocolate, including cupcakes and candy bars.

Science

Earthquakes



I had just moved to California. I was sitting in my classroom when suddenly the room started to shake and things were moving. I felt like I was rocking on a boat. When it stopped, my teacher said we just had an earthquake. "What is an earthquake?" I asked.

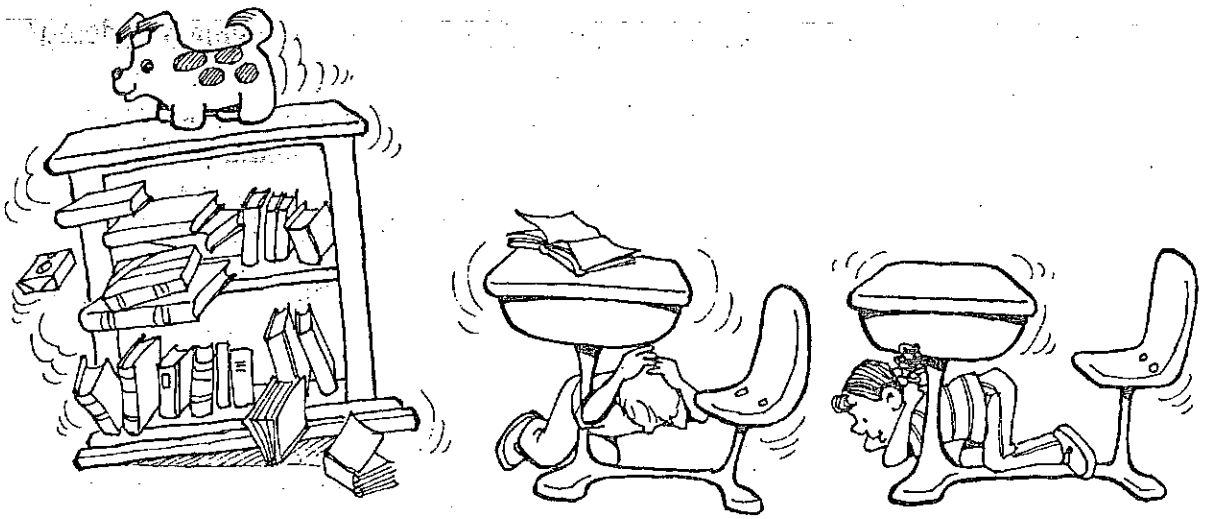
She explained that an earthquake is a sudden movement of the earth's crust. "Have you ever been so cold that you began to shake or tremble?" she asked. My teacher explained that this same thing happens to the earth when there is too much force on the layers of rock in the earth. The crust of the earth is not all in one piece. There are places in the earth's crust that have large cracks called faults. Faults are made when the rock layers are not strong enough. They break because there is too much pressure on them. This makes sudden movements of the earth's crust. This pressure can cause the rock layers to move apart, push together, or slide past each other. When the rock layers move, a force is let go that makes the rock layers vibrate forcefully. The vibrations create an earthquake.

"How do you know when there will be an earthquake?" I asked. My teacher said that scientists keep trying to answer this question. It is hard for them to tell *when* earthquakes might happen. They have a good idea of *where* earthquakes might happen. They use special devices called seismographs to find out about earthquakes. These devices measure earthquake vibrations, or shock waves. The shock waves recorded tell how strong the vibrations were, how far the waves went, and

how far away the center of the earthquake was from where the scientists are. Then, they know the exact place of the earthquake.

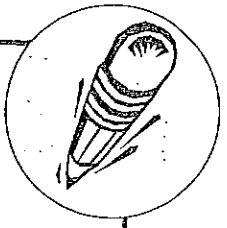
"How do people know the strength of an earthquake?" I asked. My teacher said it is measured on a Richter scale. She said to think of this scale from one to ten. One would be small and ten would be huge! Each number is worth ten times more than the number before it. That means that an earthquake that measures 7.0 is ten times stronger than an earthquake that measures 6.0 on the Richter scale. An earthquake that measures a 2.0 is just strong enough for you to feel. An earthquake that measures 5.0 can cause some damage. And, an earthquake that registers 7.0 or more is considered a major earthquake.

Now I was curious. I wondered what I should do if there was another earthquake. My teacher said we should "duck and cover." She showed us how to get under something that is strong and solid like a table or desk. We were told to cover our head and neck with our hands. Our teacher also said to stand in a doorway if there was not anything strong to get under. She reminded us to stay away from windows, mirrors, and shelves. Also, we were told to follow our school's safety rules during an earthquake drill so that we would know what to do. This made me feel better. Now I know what an earthquake is and what to do to be safe during one.



Name _____ Date _____

Sharpen Your Skills



1. A seismograph records vibrations. A telegraph records electrical signals. An autograph is someone's signature.

   What do you think the root word "graph" means?

   ○ to walk ○ to write
   ○ to figure ○ to read

2. Faults are created when the rock layers are not strong enough and break due to **extreme** pressure.

   Which word is a synonym for "extreme"?

   ○ delicate ○ severe
   ○ mild ○ swaying

3. If you wanted to find out where the Pacific Ocean is, which resource would be the most helpful?

   ○ dictionary ○ encyclopedia
   ○ atlas ○ thesaurus

4. Which of the following does <u>not</u> belong on an earthquake preparedness list?

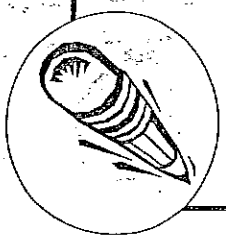
   a. Buy a flashlight and batteries.
   b. Make an escape plan.
   c. Buy bottled water.
   d. Find a safe place to hide near a window.

   ○ a ○ c
   ○ b ○ d

5. Which word would finish this analogy?

   Clock is to **time** like **seismograph** is to _____.

   ○ vibrations ○ sways
   ○ sound waves ○ devices



6. How would you split the word "earthquake" into syllables?

   ○ ea-rthqua-ke ○ earth-quake
   ○ earthq-ua-ke ○ ear-thquak-e

Comprehension Questions

Literal Questions

1. What is an earthquake?
2. How is a fault made?
3. What are some safety tips to follow during an earthquake?
4. What is used to measure the vibrations of an earthquake?
5. What is used to measure the strength of an earthquake?

Inferential Questions

1. How can you find out if an earthquake was mild or strong?
2. Why does the earth have earthquakes?
3. Why do you think it is hard for scientists to tell *when* an earthquake will happen?
4. Compare a 3.5 earthquake with a 5.5 earthquake. What do you think each would be like?
5. If scientists estimate that there are possibly 800,000 earthquakes each year, why don't you feel all of them?

Making Connections

1. Have you ever felt an earthquake before? If so, what do you remember doing? If not, how would you feel?
2. If you were in bed sleeping during an earthquake, what would you do?
3. What supplies would be good to have in an earthquake preparedness kit?
4. Using your five senses, describe what you would probably experience in an 8.0 earthquake.

Name _____ Date _____

Government Officials

Read the chart about the responsibilities of government leaders. Then use it to answer the questions.

Mayor	Governor	President
Leads a city • Carries out city laws • Suggests new city laws • May appoint other city officials • Leads city council meetings • Works with city council to run the city	**Leads a state** • Carries out state laws • Suggests new state laws • May veto, or reject, bills proposed by state lawmakers • Appoints other state officials • Oversees state agencies	**Leads the nation** • Carries out national laws • Suggests new national laws • May veto, or reject, bills proposed by Congress • Heads the military • Meets with leaders of other countries • Appoints other national officials • Plans the national budget

1. Who is responsible for the national budget?

_____

2. Who has the power to veto a bill suggested by state lawmakers?

_____

3. Name one responsibility of both mayors and governors that is similar.

_____

_____

4. Which government official do you think has the power to appoint top officials to the nation's military? Tell why.

_____

_____

C.4.4.2 Compare responsibilities of local, state, and federal government officials