



Student Name: _____

Blizzard Bags are pre-made lessons and activities that allow students to work from home in the case of a school closing (not a delay). Saint Mary School will notify you through Parent Alert when a Blizzard Bag needs to be completed.



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Subject and Assignments

Religion	2
Math:.....	3
ELA.....	4
Science	5
Social Studies	10
Spanish	11

Blizzard Bags should be returned to school within one week of the announced snow day. **In order for the snow day to count as a school day, all students are required to return their Blizzard Bags to avoid extending the school year. The work will be graded and will become part of your child's overall grade.**



Student Name: _____

Religion

Gospel Comparisons – Answer the questions below on a separate piece of paper.

Matthew 28:1–8	Mark 16:1–10	Luke 24:1–12	John 20:1–10
After the Sabbath, as Sunday morning was dawning, Mary Magdalene and the other Mary went to look at the tomb. Suddenly there was a violent earthquake; an angel of the Lord came down from heaven, rolled the stone away, and sat on it. His appearance was like lightning, and his clothes were white as snow. The guards were so afraid that they trembled and became like dead men. The angel spoke to the women. "You must not be afraid," he said. "I know you are looking for Jesus, who was crucified. He is not here; he has been raised, just as he said. Come here and see the place where he was lying. Go quickly now, and tell his disciples, 'He has been raised from death, and now he is going to Galilee ahead of you; there you will see him!' Remember what I have told you." So they left the tomb in a hurry, afraid and yet filled with joy, and ran to tell his disciples.	After the Sabbath was over, Mary Magdalene, Mary the mother of James, and Salome bought spices to go and anoint the body of Jesus. Very early on Sunday morning, at sunrise, they went to the tomb. On the way they said to one another, "Who will roll away the stone for us from the entrance to the tomb?" (It was a very large stone.) Then they looked up and saw that the stone had already been rolled back. So they entered the tomb, where they saw a young man sitting at the right, wearing a white robe—and they were alarmed. "Don't be alarmed," he said. "I know you are looking for Jesus of Nazareth, who was crucified. He is not here—he has been raised! Look, here is the place where he was placed. Now go and give this message to his disciples, including Peter: 'He is going to Galilee ahead of you; there you will see him, just as he told you.'" So they went out and ran from the tomb, distressed and terrified. They said nothing to anyone, because they were afraid.	Very early on Sunday morning the women went to the tomb, carrying the spices they had prepared. They found the stone rolled away from the entrance to the tomb, so they went in; but they did not find the body of the Lord Jesus. They stood there puzzled about this, when suddenly two men in bright shining clothes stood by them. Full of fear, the women bowed down to the ground, as the men said to them, "Why are you looking among the dead for one who is alive? He is not here; he has been raised. Remember what he said to you while he was in Galilee: 'The Son of Man must be handed over to sinners, be crucified, and three days later rise to life.'" Then the women remembered his words, returned from the tomb, and told all these things to the eleven disciples and all the rest. The women were Mary Magdalene, Joanna, and Mary the mother of James; they and the other women with them told these things to the Apostles.	Early on Sunday morning, while it was still dark, Mary Magdalene went to the tomb and saw that the stone had been taken away from the entrance. She went running to Simon Peter and the other disciple, whom Jesus loved, and told them, "They have taken the Lord from the tomb, and we don't know where they have put him!" Then Peter and the other disciple went to the tomb. The two of them were running, but the other disciple ran faster than Peter and reached the tomb first. He bent over and saw the linen cloths, but he did not go in. Behind him came Simon Peter, and he went straight into the tomb. He saw the linen cloths lying there and the cloth which had been around Jesus' head. It was not lying with the linen cloths but was rolled up by itself. Then the other disciple who had reached the tomb first also went in; he saw and believed. (They still did not understand the scripture which said that he must rise from death.) Then the disciples went back home.

How are the Gospels similar?

How do they differ?

How does John's story differ from the others?



Student Name: _____

Math

HOW TO SOLVE MULTI-STEP EQUATIONS

1) SIMPLIFY ALL EXPRESSIONS (Distribute, Combine Like Terms, Evaluate)

2) IDENTIFY VARIABLE

3) CANCEL Operations using their opposites in reverse order of operations

1) $7x + 5 - 3x = 17$

2) $9(x + 4) = 63$

3) $4(2y - 3) = 28$

4) $7(6 - x) = 56$

5) $3(8 + n) - 15 = 24$

6) $19 = 9 + 2(x - 7)$

7) $4(3y - 5) - 7y = -6$

PRACTICE: SOLVE MULTISTEP EQUATIONS

1) $10x - 7x = 12$

6) $5(1 - 2x) = -65$

2) $9z + 11 - 5z = 27$

7) $8 + 3(r + 5) = 5$

3) $-7 + 6n - 9 = -4$

8) $15 - 2(7 - x) = 7$

4) $6(y + 7) = 66$

9) $7(3 + 4y) - 15y = 73$

5) $-3(4x + 9) = 15$



Student Name: _____

ELA

Please complete the following Common Lit assessment:

https://www.commonlit.org/en/students/student_lessons/3873547



Student Name: _____

Science

INQUIRY SKILL FOCUS Introduction

Measure

If you enjoy sports, you know how exciting it is when an athlete swims faster, runs longer, or hits a ball farther than other competitors. You also know that people aren't satisfied with descriptions like "faster" or "longer"—they want exact statistics showing just how fast an athlete ran and how great the margin of victory was. Measurements can help make sports more fun.

Common SI Units		
Property	Basic Unit	Symbol
Length	meter	m
Liquid volume	liter	L
Mass	gram	g
Temperature	degree Celsius	°C

Measurements are also important in science because they provide important specific information and help observers avoid bias. **Measuring** is comparing an object or process to a standard. Scientists use a common set of standards, called the International System of Units. This system is

often abbreviated as SI (for its French name, *Système International d'Unités*). The table above lists the basic units for four common properties.

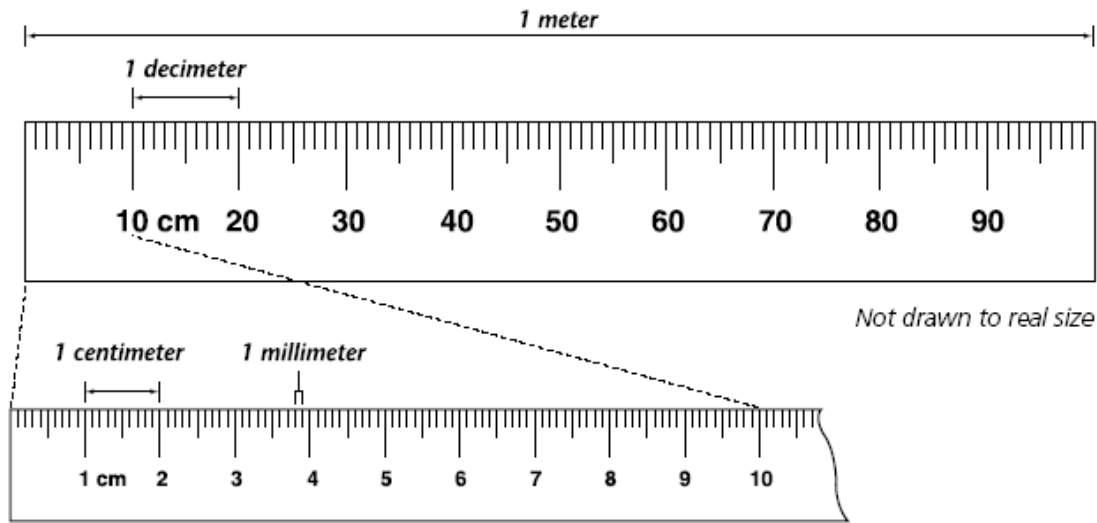
The basic unit for length is the meter. For a property such as length, researchers often need to measure amounts that are much smaller or much larger than the basic unit. In the SI system, the smaller or larger units are based on multiples of 10. For example, notice that the meter below is divided into 10 main sections, called decimeters. Each decimeter is then divided into ten sections, called centimeters. That

means that a decimeter is $\frac{1}{10}$ (or 0.1) of a meter. A centimeter is $\frac{1}{100}$ (or 0.01) of a

meter. A millimeter is $\frac{1}{1000}$ (or 0.001) of a meter.



Student Name: _____



Measure (continued)

The same prefixes that are used for naming smaller and larger units of length are also used for naming different size units of volume and mass. Look at the chart below to see the meaning of some common prefixes.

Common SI Prefixes			
Prefix	Symbol	Meaning	Example
kilo-	k	1,000	kilometer (km)
hecto-	h	100	hectometer (hm)
deka-	da	10	dekameter (dam)
deci-	d	$0.1 \left(\frac{1}{10} \right)$	decimeter (dm)
centi-	c	$0.01 \left(\frac{1}{100} \right)$	centimeter (cm)
milli-	m	$0.001 \left(\frac{1}{1000} \right)$	millimeter (mm)

TIPS FOR MAKING MEASUREMENTS

- Know the purpose of your measurement. Choose the most suitable size unit, for example, centimeters for a book or meters for the classroom floor.
- Know how your measuring tool works, for example what main units it measures and what the smaller units mean.



Student Name: _____

- Always label your measurements. If you perform any math operations such as adding or subtracting measurements, always label the resulting numbers properly.
- Determine whether you will need one, two, or a series of measurements. Figure out whether you will have to perform any math operations. For example, if you need to find how much the temperature of a liquid increased, you will need to subtract the original temperature from the final temperature.
- Know any special rules that apply. For example, read the water level in a graduated cylinder at eye level and at the lowest point of the curved surface.



Checkpoint

How could you demonstrate that there are 1,000 millimeters in 1 meter?



Student Name: _____

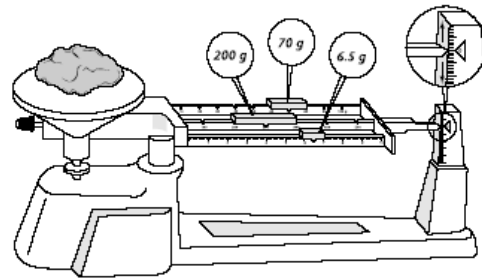
INQUIRY SKILL FOCUS Practice

Measure: Mass

Write your answers to the questions below in the spaces provided. If you need space, use a separate sheet of paper.

Mass is the amount of matter in an object. There are different kinds of balances us to measure mass. Be sure you understand how your balance works. Some balance give a single reading. Others give two or more readings that you have to add together.

For example, look at the triple-beam balance on the right. Notice that the middle beam measures the largest amounts. To read the mass of an object, find and record the masses shown on each of the beams. Then add the readings.

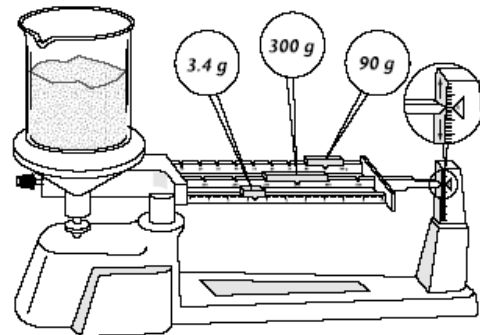


$$200 \text{ g} + 70 \text{ g} + 6.5 \text{ g} = 276.5 \text{ g}$$

Hint: Sometimes you have to find the mass of a substance in a container. Find the mass of the container alone. Then subtract that mass from the combined mass.

Mass of substance and container	29 g
Mass of container	<u>- 13 g</u>
Mass of substance	16 g

- Using the diagram on the right, find the combined mass of the substance and its container. What is the mass of the substance if the mass of the container is 25 g?





Student Name: _____

2. What is the mass of a powder if the combined mass of the powder and its container is 12 grams and the mass of the container alone is 4 grams? _____

3. **Think It Over** How are the three beams on a triple-beam balance different?



Student Name: _____

Social Studies

Name _____ Class _____ Date _____

CHAPTER
14

Connecting With . . .
Government and Citizenship
Main Idea: The Worlds of North and South

Slavery in Southern Cities

Before the Civil War, more than 90 percent of African American slaves lived and worked on plantations in the rural regions of the South. In many southern cities, however, thousands of slaves worked as blacksmiths, carpenters, shoemakers, bakers, and domestic servants. During the 1850s, African American slaves in Texas made up almost 20 percent of the population in cities such as Austin, Galveston, and Houston. In Charleston, South Carolina, both enslaved and free African Americans outnumbered the city's white population.

These southern cities, with their shops, seaports, train stations, libraries, and communities, offered urban slaves more opportunities. In the cities, slaves could move from place to place more freely. They also had more opportunities to learn, work, and become exposed to new ideas. Some urban slaves were even permitted to live with their families in separate housing. Rural slaves, on the other hand, had very limited exposure to life beyond the plantations and farms.

Urban slaves also came in contact with free African Americans. For many of these slaves, such contacts were their first exposure to the idea of freedom.

Many whites resented the limited freedoms of urban slavery. Local governments often established regulations that restricted contact between whites and African Americans. Some cities passed laws that prohibited slaves from living in decent housing.

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Nevertheless, many slaves preferred "living out" in what one Galveston city council member called "wretched hovels or huts." In their run-down houses, slaves had more control over their leisure time.

In the cities, slaves were often hired out by their masters to work at different locations for different masters. In some instances, urban slaves were permitted to hire themselves out for pay to different masters.

1. Why did urban slaves have a greater sense of freedom than rural slaves had?
2. Why did some urban slaves prefer to "live out" in run-down housing?

★Activity List three trades that an African American urban slave might have learned in the mid-1800s. Explain how each of those trades could have been useful after a slave was freed.

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Spanish

See Google Classroom for your assignment. ¡Feliz día de nieve!