



Roanoke City
PUBLIC SCHOOLS

**Teacher Contact
Information:**
Información de
contacto del
profesor:

**Family Learning
Resources:
Remote Learning Edition
Recursos de
Aprendizaje Familiar:
Edición de Aprendizaje
Remoto**

4th Grade/4° grado



Family Learning Resources: Remote Learning Edition

Winter 2026 - 5 Days of Resources

Content Areas Included

- English Language Arts
- Mathematics
- Science
- Social Studies

Objective

This document will provide families with remote learning resources in the four core content areas for the anticipated extended closure of schools due to inclement weather.

Recommendations for Usage

- These necessary materials focus on reinforcing previously learned concepts - no new materials are covered.
- Students should be able to complete with minimal adult assistance. However, discussing the purpose and understandings from resources can help establish a deeper connection to the materials.
- Students are encouraged to write down questions that they might have about the materials so that they may be discussed with teachers.
- In addition to the completion of these materials, RCPS recommends that students take time to read - either independently or with others.

Questions & Follow Up Notes

Please do not hesitate to reach out to your student's teachers with any questions. These resources are designed to support remote learning during school closures and help minimize disruptions to instruction. **Students should bring this booklet with them when they return to school.**



Recursos de Aprendizaje Familiar: Aprendizaje Remoto



Invierno 2026 – 5 días de recursos

Áreas de contenido

- Lenguaje (Inglés)
- Matemáticas
- Ciencias
- Estudios Sociales

Objetivo

Este documento ofrece a las familias recursos de aprendizaje remoto en las cuatro áreas académicas principales, pensados para apoyar la continuidad educativa durante cierres escolares prolongados debido a las inclemencias del tiempo.

Recomendaciones de Uso

- Estos materiales necesarios se centran en reforzar conceptos aprendidos previamente - no se cubre material nuevo.
- Los estudiantes deberían poder completar las actividades con una asistencia mínima de un adulto. Sin embargo, conversar sobre el propósito y los aprendizajes de los recursos puede ayudar a establecer una conexión más profunda con el material.
- Se anima a los estudiantes a escribir las preguntas que puedan tener sobre los materiales para que puedan ser comentadas con los maestros.
- Además de completar estos materiales, RCPS recomienda que los estudiantes dediquen tiempo a la lectura, ya sea de manera independiente o con otras personas.

Preguntas y notas de seguimiento

Por favor, no dude en comunicarse con los maestros de su estudiante si tiene alguna pregunta. Estos recursos están diseñados para apoyar el aprendizaje remoto durante los cierres escolares y ayudar a minimizar las interrupciones en la instrucción. **Los estudiantes deben traer este folleto cuando regresen a la escuela.**



Family Learning Resources: Remote Learning Edition

English Language
Arts/Lenguaje (Inglés)





4th Grade Reading Remote Learning

Day 1	Read the passage – A New Record! Complete the activities page with the passage. Select one choice board activity
Day 2	Read the passage – What Happened to the Giant Kangaroo? Complete the activities page with the passage. Select one choice board activity
Day 3	Read the passage – The Donkey and the Salt Complete the activities page with the passage. Select one choice board activity
Day 4	Read the passage – Fair Bike Rules Complete the activities page with the passage. Select one choice board activity
Day 5	Complete Animal Adaptations writing prompt. Select one choice board activity



Student Choice Board

Your reader can boost their literacy skills all year long with these fun activities. Have them go for five in a row, or try to fill the whole board!

<p><i>contribution</i> • <i>reduce</i> • <i>estimate</i> • <i>influence</i> • <i>therefore</i></p> <p>Look up the definition of each word, and write it down. Then, write a paragraph using all five words.</p>	<p>Draw a map that shows the setting in a book you're reading. Add details from the book or from your imagination.</p>	<p>Find an example of each of these text features: a table of contents, an index, a glossary, a labeled diagram, a captioned photo, a heading, and a subheading.</p>	<p>Go on a grammar scavenger hunt. In a book you're reading, find and list ten nouns, ten verbs, and ten adjectives.</p>	<p>Interview friends and family members about their favorite books. Ask them to tell you what each book is about and what they like about it.</p>
<p>Read two informational articles on the same topic. List the important details that are included in both texts.</p>	<p>Record a video to show how to make a craft, learn a skill, or play a game. Use words like <i>first</i>, <i>next</i>, <i>while</i>, <i>then</i>, <i>before</i>, <i>now</i>, and <i>finally</i> as you explain what to do.</p>	<p>Read a biography or an autobiography. List five facts you learned from the book.</p>	<p>Start a word collection. Listen for words you don't know, look up their definitions, and write them down. Add a star next to each word every time you use it yourself!</p>	<p>Draw a picture of yourself standing next to a book character. Label details in the picture to show how you and the character are the same and how you are different.</p>
<p>Go on a suffix scavenger hunt. Take a book, and try to find at least one word that ends with each of these suffixes: <i>-ous</i>, <i>-ive</i>, <i>-tion</i>, <i>-ize</i>, <i>-al</i>, and <i>-ness</i>.</p>	<p>Read a new book, and write a review. Describe what you liked and what you didn't like. Share your review with a friend or family member.</p>	<p>FREE</p>  <p>SPACE</p>	<p>Write at least one word for each of these Latin roots: <i>ject</i> (to throw), <i>port</i> (to carry), <i>tact</i> (to touch), <i>rupt</i> (to break), <i>form</i> (to make), and <i>vis</i> (to see). Use a dictionary to help!</p>	<p>Read about another part of the world. Create a travel brochure with facts and information, including interesting sights, fun activities, and delicious foods.</p>
<p>Record yourself reading a chapter of a book. Practice first to make your voice sound natural as you read. Share your recording with a younger friend or family member.</p>	<p>Write to your favorite author. Share what you like about their books. Ask a question or suggest an idea for a new book.</p>	<p><i>Spring</i>, <i>duck</i>, <i>toast</i>, <i>note</i>, and <i>park</i> are all multiple meaning words. For each word, draw a picture that shows two different meanings, and write a sentence to describe it.</p>	<p>Read a science fiction or fantasy book. Describe a character who reminds you of someone you know or a scene from the book that reminds you of something in your life.</p>	<p>Tell a story by taking photos to show the setting, the characters, and the major events. Share the photos and your story with a friend or family member.</p>
<p>Read a realistic fiction book. What lesson do the characters learn about life? Write a paragraph about this theme.</p>	<p>Use the letters in <i>Summer Reading Bingo Challenge</i> to make as many smaller words as you can.</p>	<p>In a book you're reading, find five words you don't know. Try to figure out the meaning by looking for clues in the words around it. Then, use a dictionary to check your guesses.</p>	<p>Find a poem you like, and practice reading it aloud. Then, create a beat to go with it. (Try tapping a pencil on a table!) Record yourself reading the poem in rhythm to the beat.</p>	<p>Read two books by the same author. Draw a Venn diagram to show what is similar and what is different.</p> 

Day 1

Name: _____



- 1 **Read and underline the definition** of the word below. Knowing this word and its definition will help you complete the following activities.

achieve (verb) To achieve is to succeed at doing something.

- 2 **Reread the drama on the next page, "A New Record!"** Dramas, or plays, are stories that are performed by actors.
- 3 Dramas have a cast of characters—people or animals in the play. Go back to the drama, and **circle the cast of characters**.
- 4 The words that actors read aloud in a drama are called lines. In Scene 2, Annie speaks twice; she has two lines. **Put a checkmark (✓) in the margin next to each one of Annie's lines in Scene 2.**
- 5 What did Annie achieve? **Explain Annie's achievement** below.

Annie's achievement	
----------------------------	--

- 6 Dramas also have stage directions—information about the setting and directions for the actors that are not spoken aloud. **Underline the stage directions that describe Annie in Scene 2.**
- 7 In your own words, **describe how Annie feels in Scene 2** below.

Annie's feelings	
-------------------------	--

- 8 **Ian and Omar read about people who achieved amazing goals. How is Annie's achievement similar? How is it different?** Use your notes and specific examples from the drama to support your answer. Write on another page.

★ **Read the drama aloud with two partners. Remember that the stage directions are not read aloud.**



A New Record!

Cast of Characters

ANNIE, a 6-year-old girl IAN, Annie's older brother OMAR, Ian's friend

Scene 1

[ANNIE, IAN, and OMAR are in the kitchen. IAN and OMAR are reading a book.]

IAN. Omar, look! This guy set a record for smashing concrete blocks with his hand!

OMAR. [Reading] 90 blocks in a minute! [Pointing to another page] What did they do?

IAN. They rowed that boat all the way across the Atlantic Ocean.

OMAR. [Reading] They broke a speed record doing it!

ANNIE. What's a record?

IAN. That's when someone does something better or longer or faster than ever before. [To OMAR] Look at this picture.

OMAR. That crowd broke a record for the world's largest snowball fight! Sounds fun.

[Curtain.]

Scene 2

[15 minutes later. ANNIE bursts in through the door. IAN and OMAR give each other puzzled looks.]

ANNIE. [Breathlessly] I did it, Ian! I did it! I broke a record! [With pride] I did three cartwheels in a row! I broke a record!

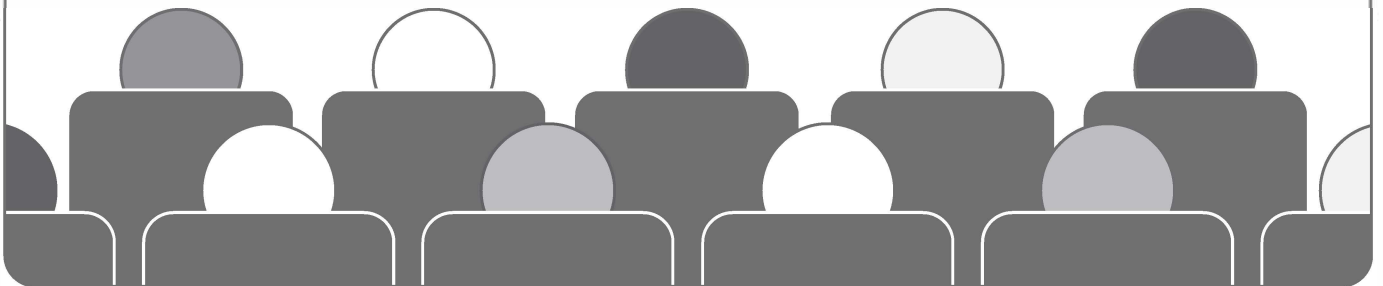
IAN. Uh, Annie, that's cool, but I don't think that three cartwheels can get someone in the record book. You'd probably have to do thousands of them.

ANNIE. [Still excited] The most I could do before was two cartwheels. Now I did three! I broke a record!

OMAR. [Shrugging] Well, she DID break her own record.

IAN. [To ANNIE] You're the champ!

[ANNIE stands tall and pumps her fists over her head. Curtain.]



Day 2



- 1 Read and underline the definition** of the word below. Knowing this word and its definition will help you complete the following activities.

survive (verb) To survive is to stay alive.

- 2 Reread the informational text on the next page, "What Happened to the Giant Kangaroo?"** Informational texts give facts about a topic. **Use the glossary** to help you with the meaning of unfamiliar words.
- Informational texts have main ideas. The main idea of this text is in bold print in Paragraph 1. **Go back to the text, and put a star (★) in the margin next to the main idea.**
- 4 Write the main idea** below.

main idea	
------------------	--

- A cause is a reason why something happens. An effect is what happens. Why did the giant kangaroo die off? Two possible causes are underlined in the informational text. **Put a checkmark (✓) in the margin next to each cause.**
- In your own words, **explain the two possible causes** below.

cause 1			effect
cause 2			

Giant kangaroos died off over 40,000 years ago.

- 7 How might both possible causes be true?** Use your notes and key details from the text to support your answer. Write on another page.

★ **Work with a partner to research an animal in danger of becoming extinct, such as the mountain gorilla or the red panda. Create a poster that illustrates and explains the causes of its struggle to survive.**



What Happened to the Giant Kangaroo?

¹ Australia was once home to a giant kangaroo that had hoof-like toes with claws. As it roamed the forests, it easily reached up into trees and grabbed leaves to eat. Giant kangaroos died off over 40,000 years ago. Why? Little evidence has been found. But **scientists have offered two theories about what killed off the giant kangaroos:**

- ² • Climate change made them extinct. Fossil evidence shows that giant kangaroos struggled through bad droughts. These long periods of time without rain killed off the plants that the kangaroos ate. In between droughts, there were huge floods. Flooding destroyed more of the plants and killed off kangaroos weakened by drought.
- ³ • Humans made them extinct. Fossil evidence also shows that the first humans arrived in Australia about 43,000 years ago. They cleared away forests to plant crops. So giant kangaroos had less and less to eat. Meanwhile, humans hunted and killed them. Before long, giant kangaroos were wiped out.

⁴ In 2010, an Australian scientist named Gavin Prideaux argued that both theories could be true: The droughts killed off many kangaroos. Those left were soon killed off by humans. Scientists continue to search for evidence. Maybe they'll finally solve the mystery!

GLOSSARY

extinct (adjective) Extinct means no longer living or existing.

droughts (noun, plural) A drought is a long period without rain.

crops (noun, plural) Crops are plants that are grown for food.

theories (noun, plural) A theory is an idea based on facts that might explain something.

Day 3

Name: _____



- 1 **Read and underline the definition** of the word below. Knowing this word and its definition will help you complete the following activities.

moral (noun) The moral of a story is the lesson it teaches about life.

- 2 **Reread the fable on the next page, "The Donkey and the Salt."** Fables are short stories with a moral.
- 3 Fables have characters—people or animals in the story. Go back to the fable, and **circle the two characters**.
- 4 The major events in the fable are underlined. **Put a checkmark (✓) in the margin next to each major event**.
- 5 In your own words, **describe each major event** below.

major event 1	
major event 2	
major event 3	

- 6 Fables also have a lesson about life called a moral. **Put a star (★) next to the moral** of the fable.
- 7 **Write the moral** in your own words.

moral	
--------------	--

- 8 **How do the characters and events show the moral of the fable?** Use your notes and evidence from the fable to support your answer. Write on another page.

- ★ **Try writing your own fable. First, think of two characters. Next, think of a lesson that one of the characters will learn. Then, describe what each character says and does. Finally, include a moral at the end of your fable.**



The Donkey and the Salt

¹ Long ago, a merchant bought big sacks of salt at the market. He loaded the sacks onto his donkey's back, and the two set off for home.

² They came to a stream and began to wade across it. The heavy burden caused the donkey to lose his balance. He slipped and fell into the water. When the donkey stood up again, his load was much lighter. Most of the salt had dissolved in the water.

³ The merchant returned to the market and bought salt again. Once again, he loaded the sacks onto the donkey's back. When they came to the stream again, the donkey remembered how to lighten his burden. He purposely fell into the water. The salt melted away, and the donkey rose to his feet without the weight of his load.

⁴ The merchant watched with a knowing look. Then he led the donkey back to the market. This time, the merchant did not buy salt. He bought a load of sponges. When the donkey came to the stream, he quickly lay down. The sponges filled with water. Back on his feet, the donkey was surprised to find that his load was much heavier than before.

⁵ The moral is *The same trick will not work if it is played too many times.*

Day 4



- 1 Read and underline the definition** of the word below. Knowing this word and its definition will help you complete the following activities.

rule (noun) A rule tells people what they can, or cannot, do.

- 2 Reread the informational text, "Fair Bike Rules."** This informational text gives facts and the author's point of view about a topic. **Use the glossary** to help you with the meaning of unfamiliar words.
- The main idea of this text—the author's point of view—is stated in Paragraph 1. Go back to the text, and **put a star (★) in the margin next to the main idea.**
- 4 Write the main idea**—the author's point of view—below.

main idea	
------------------	--

- Authors give reasons to support a point of view. Three reasons are underlined in the text. **Put a checkmark (✓) in the margin next to each reason.**
- 6 Write the reasons the author gives to support the point of view.**

reason 1	
reason 2	
reason 3	

- The author gives important information in a bulleted list. **Put a box around the list** in the text.
- 8 In your own words, describe the information in this list.**
- 9 What is your point of view on banning bikes from sidewalks?** Look back at your notes, and give reasons to support your point of view. Write on another page.

★ **Does your classroom have rules? Choose one rule, and state your point of view about this rule—orally or in writing. Be sure to give reasons to support your point of view.**



Fair Bike Rules

¹ The city council here in Karlinsburg is going to vote on a new rule: No bicycles on sidewalks. This rule is unfair to youngsters in this community.

² First of all, riding bikes in the street is too dangerous for children. Car drivers may not see a bike in time to stop. The door of a parked car may suddenly open. Bicyclists are injured as a result.

³ The sidewalk is safer than the street. Some people have complained about bicyclists on sidewalks. They say that speeding bikes have knocked down pedestrians who cannot get out of the way. But instead of banning bikes on sidewalks, how about making a few simple rules for safe riding?

- Slow down.
- Politely ask pedestrians if you can pass them.
- Walk the bike if the sidewalk is crowded.
- Stop at every driveway and cross street.

⁴ Sidewalk rules like these can give everyone a safe way to get around. When a Karlinsburg youngster learns to ride a bike, these rules can be part of the training. Please let council members know that they should vote for safe riding on sidewalks, not for banning bicycles.

GLOSSARY

banning (verb) To ban something is to make it against the rules.

community (noun) A community is a group of people who have something in common and support each other.

council (noun) A council is a group that makes rules for a community.

pedestrians (noun, plural) A pedestrian is someone walking.

Day 5

Name: _____

READ the information in the box below.

Many animals have amazing adaptations that help them survive. The Komodo dragon, for example, can smell its prey up to five miles away.

THINK about other animals with remarkable adaptations. These may be animals you see every day or ones that live in the wild.

WRITE about one animal with a remarkable adaptation and explain why this adaptation is important.

Be sure to –

- organize your ideas before you start writing
- choose your words carefully
- clearly state your central idea
- write in complete sentences
- use details to support your central idea
- use correct spelling, capitalization, punctuation, and grammar

Family Learning Resources: Remote Learning Edition

**Mathematics/
Matemáticas**



Fourth Grade Math

Solve: $47 \div 3$

What is the 6th number in this decreasing pattern?
325, 300, 275, 250, ...

Part of an equation is shown. Write a number in the blank to complete the expression and make the equation true. How do you know?

$$12 \times 5 = 36 + \underline{\hspace{2cm}}$$

Write the place value position (ones, tens, hundreds...) for each digit in the number

2,704,395

0	
2	
3	
4	
5	
7	
9	

Mr. Jones is going on a trip. He plans to travel 3,815 miles to reach his destination. As of today, he has traveled 1,247 miles. About how many more miles does he have left to travel? Explain your thinking.

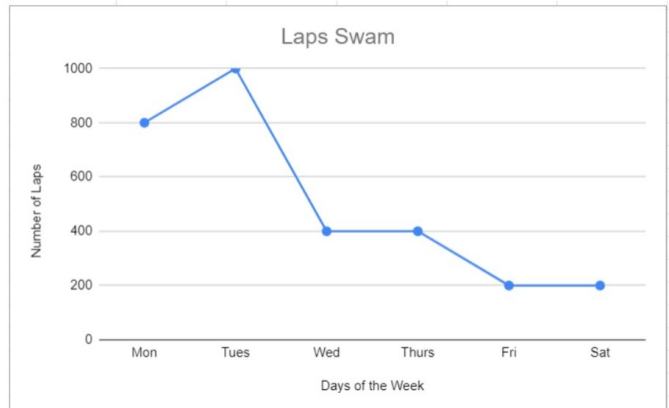
Fourth Grade Math

Order the numbers from greatest to least.
1,248,987 1,238,987 237,987 1,237,987

Use the rule "Subtract 18" to complete each row in the input/output table.

Input	Output
65	
	23
90	

What is the difference between 6,752 and 8,031?



How many laps were swam on Tuesday & Thursday combined?

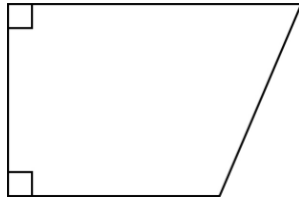
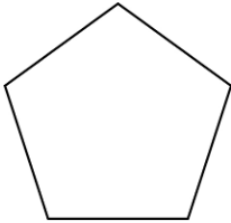
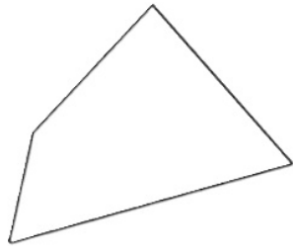
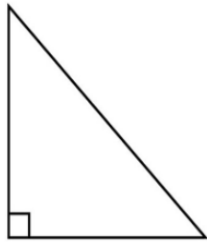
A school held fundraisers throughout the year. The table shows the amount of money each activity raised.

Fundraiser	Amount of Money Raised
Yearbook Sales	\$23,420
Car Wash	\$2,109
Dunking Booth	\$296

The school used \$15,000 of the money raised to buy some new playground equipment. How much money do they have left? How do you know?

Fourth Grade Math

Circle the shape below that has parallel lines.

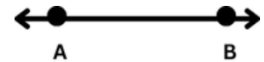
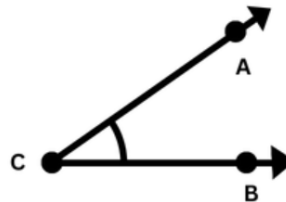
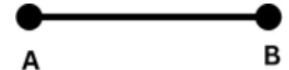


Find the quotient:

$$724 \div 9$$

Ms. Humphries has a bookcase with 6 shelves. There are 24 books on each shelf. How many books does Ms. Humphries in all? Write an equation to solve the problem.

Circle the representation that is line AB.








Mr. Duffy has 38 containers of candy with 35 pieces in each.

He estimates that he has about 1,350 pieces of candy.

Is his estimate reasonable compared to the exact number of pieces of candy? Why or why not?

Fourth Grade Math

Label the names of following figures:

Name	Figure
	
	
	
	
	

What is a reasonable estimate for 48×72 ?

What is the sum of 32,814 and 176,905?

Write four million, ninety five thousand, four hundred seven in standard form.

Which of these is a quadrilateral always has four congruent sides? Explain your thinking.

Trapezoid Rhombus Rectangle Parallelogram

Fourth Grade Math

Write three different multiplication facts with a product of 24.

Darian set up a lemonade stand at a local park. The table below shows her sales.

Day	Cups Sold
1	10
2	12
3	14
4	16
5	18

If the pattern continues in the same way, how many cups of lemonade can she expect to sell on the ninth day?

Circle all the equations that are true:

$$2 \times 4 = 3 \times 2$$

$$4 \times 6 \neq 2 \times 10$$

$$3 \times 8 = 6 \times 4$$

$$12 \times 5 \neq 5 \times 10$$

What quadrilateral has exactly one pair of parallel sides? Name it and draw an example.

Clare prepaid for 8 dance lessons. She paid \$320 in all. How much did each lesson cost? Explain your thinking.


Family Learning Resources: Remote Learning Edition

Social Studies/ Estudios Sociales

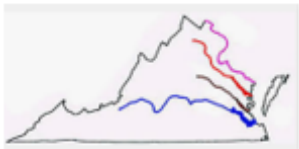





Day 1 – Social Studies

Daily Virginia Studies Review #1

	A	B	C	D
1	<p>What 2 bodies of water border Virginia?</p> <ol style="list-style-type: none"> 1. 2. 	<p>Arrowheads, pottery, and other tools called _____</p> <p>tell us a lot about the people who lived in Virginia.</p>	<p><u>Werowocomoco</u> was a large Indian town, located on the _____ River.</p>	<p>What was the name of the first system of representative government in Virginia?</p>
2	<p>What five states border Virginia?</p> <ol style="list-style-type: none"> 1. 2. 3. 4. 5. 	<p>Below are the ways that American Indians survived through the year. CIRCLE what they ate during the <u>winter</u>.</p> <p><i>Hunted</i> <i>Fished</i> <i>Grew crops</i> <i>Harvested crops</i> <i>Ate food stored in the fall</i> <i>Preserved food for winter</i> <i>Berries</i></p>	<p>Who was the explorer who called the people he found in North America "Indians" because he thought he was in the Indies?</p>	<p>The main reason it was hard for the Jamestown colony to survive was because the settlers =</p> <ol style="list-style-type: none"> A. had few of the needed skills B. arrived in the middle of the winter C. lost supply ships to French pirates D. wanted to return to England
3	 <p>Shade in the Blue Ridge Mountains region.</p>	<p>The climate in Virginia is relatively _____</p> <p>wrestling in a variety of vegetation.</p>	<p>What did Native Americans use for clothing?</p>	<p>The first Africans arrived in Virginia against their will in the year _____</p>
4	<p>What is the natural border between the Tidewater and Piedmont regions?</p>	<p>Native Americans tried to escape from the English colonists by hiding and living in the _____</p> <p>_____</p>	<p>In what region did <u>the Powhatan</u> live?</p> <p>*They spoke _____ languages.</p>	<p>The first settlers founded Jamestown on --</p> <ol style="list-style-type: none"> A. An island B. An isthmus C. A peninsula D. A strait
SOL	VS.2ab	VS.2de	VS.2dfg	VS.3

Daily Virginia Studies Review #2

	A	B	C	D
1	<p>Which river flows in Richmond?</p> 	<p>Jamestown was founded in _____ and was the first permanent English settlement in North America.</p>	<p>Name the cash crop that transformed the life of the Virginia Colony.</p>	<p>What is the name of the group in Great Britain that made laws that affected the colonists? (like our Congress)</p>
2	 <p>What are these states that border Virginia?</p> <p>1. _____</p> <p>2. _____</p>	<p>What items did the English settlers at Jamestown trade with the Native Americans?</p>	<p>Buying a good or service now and paying for it later is called?</p> <p>A. Savings B. Credit C. Debit D. Barter</p>	<p>All men are created _____ and they are given by God certain natural rights such as _____, liberty, and the pursuit of _____</p>
3	<p>Virginia Geographic Regions</p>  <p>Which characteristics best describe the shaded area of the map?</p>	<p>What individual granted the charters to the Virginia Company of London?</p>	<p>Where did Germans & <u>Scots-Irish</u> primarily settle?</p>	<p>Who provided military leadership by serving as commander-in-chief of the Continental Army?</p>
4	 <p>How did American Indians use this animal?</p>	<p>Natural resources found in Jamestown included:</p> <p>A. Timber & Iron B. Gold & Silver C. Tobacco & Cotton D. Petroleum & Coal</p>	<p>The primary source of wealth of the Virginia colony depended on _____</p>	<p>Give one reason the capital of Virginia was moved from Williamsburg to Richmond.</p>
SOL	VS.2	VS.3	VS.4	VS.5

Jamestown Settlement¹

Jamestown was the first permanent English settlement in North America. It was founded in 1607 and served as the capital of the Virginia colony for over 80 years.

Setting Sail for America

In 1606, King James I of England gave the Virginia Company of London the charter to establish a new colony in North America. They financed an expedition of 144 men (105 settlers and 39 crewmen) to travel to America aboard three ships named the *Susan Constant*, the *Godspeed*, and the *Discovery*. They set sail on December 20, 1606.

The three ships first headed south to the Canary Islands. They then traveled across the Atlantic Ocean to the Caribbean Islands, landing at Puerto Rico for fresh food and water. From there, the ships headed north and finally, four months after leaving England, landed at Cape Henry in [Virginia](#) on April 26, 1607.



Jamestown

The first order of business was to select a site to build a fort. The settlers explored the coast and picked an island spot that could be easily defended if they were attacked by the local natives. They named the new settlement Jamestown after King James I. They then built a triangular shaped fort for protection.

Unfortunately, the site they chose was not ideal. In the summer, the site turned into a swamp filled with mosquitoes and poisonous water. In the winter, it was unprotected from the harsh winter storms and became bitterly cold.

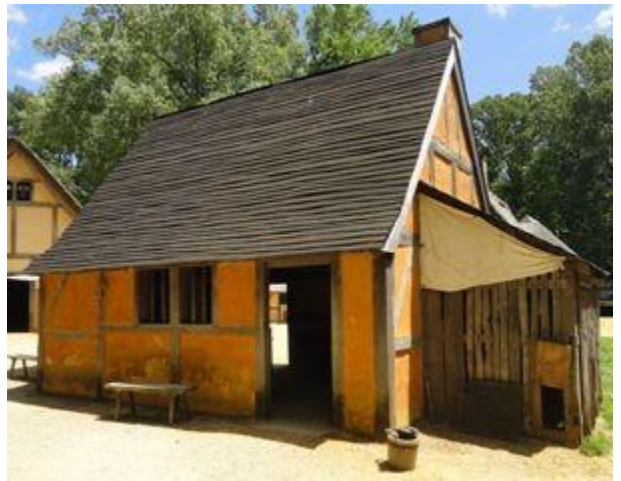
¹ Ducksters. "Colonial America for Kids: Jamestown Settlement." *Ducksters*, Technological Solutions, Inc. (TSI), www.ducksters.com/history/colonial_america/jamestown_settlement.php. Accessed 13 December 2024.

The Men of Jamestown

The first settlers of Jamestown were all men. Most of them were gentlemen looking for gold. They hoped to get rich quick and then return to England. Few of the men were used to the hard rigors and work that it took to survive in the New World. They didn't know how to fish, hunt, or farm. Their lack of basic survival skills would make the first few years very difficult.

First Year

The first year was a disaster for the settlers. More than half of the original settlers died during the first winter. Most of them died from diseases, germs from the water, and starvation. A few were also killed in disputes with the local Native American peoples called the Powhatan. The settlers that did survive only survived with the help of the Powhatan and a resupply ship that arrived in January.



The Powhatan

The local Native Americans were part of a large confederacy of tribes called the Powhatan. At first the settlers did not get along with the Powhatan. Some settlers were killed or kidnapped by the Powhatan when venturing outside the fort.



It wasn't until Captain John Smith took over the leadership of the colony that the relationship improved. When Smith attempted to visit the Powhatan Chief, he was taken captive. Smith was saved when the chief's daughter, Pocahontas, intervened and saved his life. After this event, the relationship between the two groups improved and the settlers were able to trade with the Powhatan for much needed goods.

John Smith

It was in the summer of 1608 that Captain John Smith became the president of the colony. Unlike the other leaders, Smith was not a "gentleman", but an experienced seaman and soldier. Smith's leadership gave the colony a chance to survive.

A lot of the settlers didn't like Smith. He forced everyone to work and made a new rule that said "if you don't work, you don't eat." However, the rule was necessary because too many of the settlers were sitting around expecting others to build houses, grow crops, and hunt for food. Smith also told the Virginia Company to only send skilled laborers such as carpenters, farmers, and blacksmiths to the settlement in the future.

Unfortunately, Smith was injured in October of 1609 and had to sail back to England to recover.

Starving Time

The winter after John Smith left (1609-1610) turned out to be the worst year in the history of the settlement. It is often called the "starving time" because only 60 of the 500 settlers living in Jamestown survived the winter.

After the harsh winter, the few settlers left were determined to abandon the colony. However, when fresh supplies and colonists arrived from England in the spring, they decided to stay and make the colony work.

Tobacco

For the next few years, the colony failed to be much of a success. Things began to turn around, however, when John Rolfe introduced tobacco. Tobacco became a cash crop for Virginia and helped the colony to grow rapidly over the next several years.

Multiple Choice Questions

1. Why did the settlers choose to build Jamestown on an island?
 - A) They wanted to be close to the ocean.
 - B) They wanted to be protected from attacks.
 - C) They wanted to be near a river.
 - D) They wanted to be near a forest.

2. What was the main reason most of the settlers died during the first winter?
 - A) They were attacked by the Powhatan.
 - B) They did not have enough food.
 - C) They were not used to the cold weather.
 - D) They got sick from the water.

3. What happened to Captain John Smith that forced him to leave Jamestown?
 - A) He was captured by the Powhatan.
 - B) He got sick and had to go back to England.
 - C) He was sent back to England by the Virginia Company.
 - D) He decided to go back to England to find more settlers.

Short Answer Questions

1. What were the names of the three ships that carried the settlers to Jamestown?
2. Why did the settlers have a hard time surviving in Jamestown during the first few years?
3. What was the name of the Native American tribe that lived near Jamestown?

Day 4 - Social Studies

The Five Regions of Virginia

Virginia is a beautiful state with many different kinds of land. It has mountains, valleys, rivers, and even beaches! Virginia is divided into five regions. Each region is special in its own way.

1. Coastal Plain (Tidewater)

The Coastal Plain is the flattest part of Virginia. It is near the Atlantic Ocean and the Chesapeake Bay. This region has sandy beaches, rivers, and wetlands. Many fish and birds live here. People in the Coastal Plain enjoy fishing and boating.

2. Piedmont

The Piedmont region is west of the Coastal Plain. Its name means "foot of the mountains." The land is mostly rolling hills. Many people live in this region, and it has farms, cities, and businesses. The capital of Virginia, Richmond, is in the Piedmont.

3. Blue Ridge Mountains

This region has the beautiful Blue Ridge Mountains. These mountains are very old and covered with forests. The Appalachian Trail runs through this region. People love to hike and camp here. The Blue Ridge Mountains also help give Virginia many rivers.

4. Valley and Ridge

West of the Blue Ridge Mountains is the Valley and Ridge region. This area has long, wide valleys and ridges (high, narrow hills). The Shenandoah Valley is part of this region. People here grow crops and raise animals on farms.

5. Appalachian Plateau

The Appalachian Plateau is in the far southwestern part of Virginia. A plateau is land that is mostly flat but high above sea level. This region has forests, coal mines, and beautiful scenery. Many people work in coal mining here.

Each of Virginia's five regions is different, but they all make Virginia a great place to live!

Reading Questions

1. What is the flattest region of Virginia?
 - a) Piedmont
 - b) Coastal Plain
 - c) Blue Ridge Mountains
 - d) Valley and Ridge
 2. What does "Piedmont" mean?
 - a) Land with lots of rivers
 - b) Foot of the mountains
 - c) A place with many animals
 - d) Flat land with trees
 3. Which region has the Blue Ridge Mountains?
 - a) Coastal Plain
 - b) Piedmont
 - c) Blue Ridge Mountains
 - d) Appalachian Plateau
 4. What is special about the Appalachian Plateau?
 - a) It has coal mines and forests.
 - b) It is next to the ocean.
 - c) It is covered in farms.
 - d) It has rolling hills.
 5. What valley is part of the Valley and Ridge region?
 - a) Appalachian Valley
 - b) Shenandoah Valley
 - c) Blue Ridge Valley
 - d) Chesapeake Valley
-

Vocabulary Questions

6. What does "region" mean?
 - a) A large area of land
 - b) A type of tree
 - c) A kind of rock
 - d) A kind of animal

7. What is a "plateau"?
 - a) A mountain with a peak
 - b) Flat land that is raised high
 - c) A river that flows to the ocean
 - d) A valley between hills

8. What does "ridge" mean?
 - a) A narrow hill or mountain range
 - b) A flat plain near the ocean
 - c) A type of farmland
 - d) A deep hole in the ground

Patriots and Loyalists: A Revolutionary Choice by BrainPop



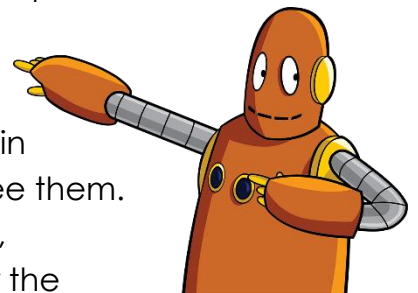
During the American Revolution, leaders such as Samuel Adams, Benjamin Franklin, and George Washington were determined to gain independence for the colonies from British rule. But not everyone supported this idea. A group known as the Loyalists, King's Men, or Tories, wanted the colonies to remain under British control.

About 20 percent of the people living in the colonies were Loyalists. They supported British rule for various reasons. Some thought it was wrong to go against the king, while others believed the colonies were not yet ready for independence. Some Loyalists worked for the British monarchy and feared losing their jobs if the colonies became independent. Loyalists were often older, wealthier, and more educated than the Patriots. Many lived in places like New York City and Long Island, where Britain had control until the war ended in 1783.

Some Loyalists, like Samuel Seabury, were members of the Church of England. Seabury later became the first Episcopal bishop in America. He once stated, "If I must be devoured, let me be devoured by the jaws of a lion, and not gnawed to death by rats and vermin." He recognized there were disadvantages of living under a king and being part of an independent colony. However, he preferred the rule of a strong and respected leader over the disorder and uncertainty that could come without one.

One well-known Loyalist was Benedict Arnold. He joined the colonial military in 1775 and was later promoted by George Washington to the rank of major general. He controlled the fort at West Point. But Arnold betrayed the Patriots by scheming to hand over this important fort to the British. When his plan was discovered, he fled to join the Loyalists.

Enslaved Africans also supported the Loyalists. They hoped it would lead to their freedom. They knew slavery was outlawed in Great Britain and thought that being loyal to the King might free them. In 1775, Lord Dunmore, who was the British governor of Virginia, promised freedom to any enslaved person who would fight for the British army. About 800 enslaved people accepted this offer.



After the war, around 70,000 Loyalists left the United States. Many settled in other areas of the British Empire, such as Canada. Some southern Loyalists who owned enslaved people moved to Florida or the West Indies islands. But most Loyalists stayed in America and promised to support the new nation.

1. Which sentence represents the central idea of the text?

- a. "During the American Revolution, leaders...were determined to gain independence for the colonies from British rule. But not everyone supported this idea."
- b. "He [Samuel Seabury] recognized there were disadvantages of living under a king and being part of an independent colony."
- c. "But Arnold turned against the Patriots by scheming to hand over this important fort to the British. When his plan was discovered, he fled to join the Loyalists."
- d. "Enslaved Africans also supported the Loyalists. They hoped it would lead to their freedom."

2. Read these sentences from the text.

*"One well-known Loyalist was Benedict Arnold. He joined the colonial military in 1775 and was later promoted by George Washington to the rank of major general. He controlled the fort at West Point. But Arnold **betrayed** the Patriots by scheming to hand over this important fort to the British. When his plan was discovered, he fled to join the Loyalists."*

What is the meaning of "betrayed" as it is used here?

- a. Stayed friendly with
- b. Ignored the wishes of
- c. Was disloyal to
- d. Ran away from

3. What are some reasons Loyalists wanted the colonies to remain under British control? Choose TWO.

- a. "About 20 percent of the people living in the colonies were Loyalists."
- b. "Some Loyalists worked for the British monarchy and feared losing their jobs if the colonies became independent."
- c. "Many lived in places like New York City and Long Island, where Britain had control until the war ended in 1783."
- d. "However, he preferred the rule of a strong and respected leader over the disorder and uncertainty that could come without one."

