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

5th Grade/5° grado

Family Learning Resources: Remote Learning Edition

Roanoke City Public Schools

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.**

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Recursos de Aprendizaje Familiar: Aprendizaje Remoto

Roanoke City
PUBLIC SCHOOLS

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)

Roanoke City
PUBLIC SCHOOLS

5th Grade Reading Remote Learning

Day 1	Read the passage – **It Came from Space** Complete the activities page with the passage. Select one choice board activity
Day 2	Read the passage – **A Close Circle of Friends** Complete the activities page with the passage. Select one choice board activity
Day 3	Read the passage – **Life Underfoot** Complete the activities page with the passage. Select one choice board activity
Day 4	Read the passage – **Wealth and Worries** Complete the activities page with the passage. Select one choice board activity
Day 5	Complete **Animal Adaptations** writing prompt. Select one choice board activity

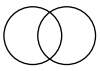
Lexia®

READ@HOME

GRADE 5 LITERACY BUILDING ACTIVITIES

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!

Find a newspaper article to read aloud. Practice first to make your voice sound natural as you read. Then, make a recording of yourself as a newscaster.	Play a game of catch. Pick a prefix (*in-* or *fore-*) or suffix (*-ity* or *-ic*). Say a word with that word part, and pass the ball, thinking of a new word each time.	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.	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.	*accurate • expand • remote • significant • superior* For each word, write a synonym and an antonym. Then, think of your own set of related words.
perspective • issue • conflict • resolution • despite Look up the definition of each word, and write it down. Then, write a paragraph using all five words.	Read a historical fiction book. List five facts about history you learned from the book.	Write about a time you disagreed with someone. Then, rewrite the same story, but from the other person's perspective.	Read two books by the same author. Draw a Venn diagram to show what is similar and what is different. 	Use the letters in *Summer Reading Bingo Challenge* to make as many smaller words as you can.
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.	Create a presentation that shows how two sports are alike and how they're different. Use compare and contrast signal words and phrases like *in contrast* and *similarly.*	FREE  SPACE	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.	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.
Read two articles on the same topic. Use a Venn diagram to show which information is in both texts and which is in only one. 	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.	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.	Write to your favorite author. Share what you like about their books. Ask a question or suggest an idea for a new book.	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!
Find a book you've never read, and look at its front cover. Write a short story about what you predict the book will be about.	*train • staple • limit • design • practice* These words can be a noun or a verb. Write two sentences for each – one using the word as a noun and one as a verb.	Go on a grammar scavenger hunt. In a book you're reading, find and list ten nouns, ten verbs, and ten adjectives. Use those words to write a short story.	Read a realistic fiction book. What lesson do the characters learn about life? Write a paragraph about this theme.	Write at least one word for each of these Greek word parts: *bio* (life), *phys* (body), *phon* (sound), *tele* (far), *micro* (small), and *biblio* (book). Use a dictionary to help!

Day 1

Name: _____

Primary Standard: VA.5.RI - The student will use textual evidence to demonstrate comprehension and build knowledge from grade-level complex informational texts read.
Supporting Standards: 5.RI.1.a, 5.RL.1.a

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

gravity (noun) Gravity is a force in nature that brings objects toward each other.

2 **Reread the informational text on the next page**, "It Came from Space." Informational texts give facts about a topic. **Use the glossary** to help you with the meaning of unfamiliar words.

3 Go back to the text, and **put a star (★) next to the main idea** in Paragraph 5.

4 The information in this text shows a cause and effect relationship. The cause is underlined in Paragraph 2. **Put the letter *C* in the margin next to the cause.**

5 In Paragraph 4, the author describes the effects on three groups of animals. **Put the letter *E* in the margin next to each effect.**

6 **Complete the chart below by rewriting the information *in your own words.*** Use the markings you made on the text to help you paraphrase the text.

main idea	
cause	
effect 1	
effect 2	
effect 3	

7 **Write a summary of the text** on another page. Use information from your chart to help you.

★ **Work with a partner to research a small animal with fur that lived during the Ice Age. Does your research support the theory that an asteroid led to the extinction of dinosaurs and rise of mammals?**

_ January 21, 2027.

Primary Standard: VA.5.RI - The student will use textual evidence to demonstrate comprehension and build knowledge from grade-level complex informational texts read.
Supporting Standards: 5.RI.1.a, 5.RL.1.a

_ January 21, 2027.

It Came from Space

[1] Whenever the planet's creatures looked up, they saw a sky filled with familiar things. There was the sun, which appeared and disappeared each day. There was the moon, which grew and shrank, and could bring light to the night. There were clouds, which cast shadows and sometimes brought lightning and rain.

[2] But then something happened never before seen by the creatures. Their planet's gravity drew in an object that was unusually large, at least 6 miles wide (10 kilometers). This gigantic object crashed through the atmosphere and smashed right into the planet's crust. The explosion was deafening.

[3] The **impact** carved out a deep crater about 112 miles (180 kilometers) across. Billions of tons of rocks and dust shot into the atmosphere. Fires spread across the land. Smoke and dust blocked sunlight for months.

[4] Without sunlight, plants died. The animals that once ate the plants died, too. Without sunlight, temperatures dropped. The cold killed off **predators** of the plant-eaters and other large animals that needed warmth to live. Smaller animals with fur were better able to survive the cold. They found food in the dead plants and in the seeds that plants left behind. Eventually, the skies would clear to reveal a very different planet.

[5] The crash of a giant object from space—an asteroid—occurred on Earth 66 million years ago. The event and its effects form the leading scientific theory to explain the **extinction** of dinosaurs and the rise of mammals.

GLOSSARY

impact (noun) An impact is the force of an object crashing into something.

predators (noun) A predator is an animal that hunts and eats another.

extinction (noun) Extinction is when an entire type of plant or animal no longer exists

Day 2

Name: _____

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

competition (noun) A competition is an event or contest with a goal, such as winning.

2 **Reread the story on the next page**, "A Close Circle of Friends." It is realistic fiction—a story about events that could actually happen to lifelike characters in a believable setting.

3 Go back to the story, and **circle the name of the main character.**

4 **Put boxes around the two settings in the story**, one in Paragraph 1 and one in Paragraph 4.

5 The main character's goal is described in Paragraph 3. **Put a star (★) next to his goal.**

6 What is the most intense event in the story? **Put an exclamation point (!) next to the climax.**

7 A series of events leads up to the climax. **Put a checkmark (✔) next to each major event before the climax.**

8 The main character accomplishes his goal in the resolution at the end of the story. **Put a smiling face (☺) next to the resolution.**

9 **Complete the chart below.** Use the markings you made on the text to help you.

main character	
settings	
goal	
major events	
climax	
resolution	

10 On another page, **write a summary of the story**. Use information from your chart to help you.

★ **This story is told from the point of view of a third-person narrator. What if the story were told from the point of view of Felipe? Rewrite the story from this first-person point of view.**

Primary Standard: VA.5.RI - The student will use textual evidence to demonstrate comprehension and build knowledge from grade-level complex informational texts read.
Supporting Standards: 5.RI.1.a, 5.RL.1.a

A Close Circle of Friends

1 "Fun Day is Friday," Ms. Kanner told Class 6A during the morning's announcements, "and our class needs four speedy runners for the relay race." She looked around the room. "How about you, Felipe?"

2 Felipe nodded and gestured to his two buddies, Ruben and Jack. Ms. Kanner listed the three names and said, "We need one more."

3 Nelson felt the urge to volunteer because he loved races, but he hesitated. He had been in this school for only two weeks, and it felt as though nobody had even noticed him. Everyone already was part of a circle of friends, but he wanted to be included. Ms. Kanner picked Thomas, whose hand was up, and Nelson tried not to think about his disappointment.

4 That afternoon Nelson sat on the grass by the track as Felipe, Ruben, Jack, and Thomas ran around the oval and worked on passing the tube-shaped baton. After they left, Nelson jogged around the track a few times, just to loosen up his muscles, before increasing his pace.

5 On Friday morning Thomas arrived in school with a sorrowful expression and a limp. He explained that his toe had been broken in a skateboarding accident. When Ms. Kanner asked for a replacement for the relay race, Nelson spoke up. "I can run," he offered without hesitating.

6 Felipe ran the first leg of the relay race, pacing himself well. He passed the baton to Ruben, who held the lead until the halfway point, when two runners caught up to him. He barely managed to keep up. By the time Jack had completed his leg and passed the baton to Nelson, Team 6A was in third place.

7 Nelson eased into the run, keeping his eye on the runner ahead of him. After a short distance, he pumped harder and passed on the right. At the halfway point, Nelson was on the heels of the first runner, letting her set the pace. "Stay with her, stay with her, and GO!" Nelson reached inside for the power he needed. He heard his teammates screaming for him when he crossed the finish line first.

8 As Nelson leaned over, hands on knees, to catch his breath, Felipe slapped him on the back and laughed, "Man, you're pretty good. What's your name again?"

9 A few days later, Nelson saw Felipe and his two buddies on the basketball court. "Hey, Nelson, I'm glad you're here!" Felipe called out. "Now we can play two-on-two."

_ January 21, 2027.

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.

essential (adjective) Essential means very important or necessary.

2 **Reread the informational text on the next page**, "Life Underfoot." Informational texts give facts about a topic. **Explore the diagram** to help you understand the written information.

3 The main idea of the text is in Paragraph 1. **Put a star (★) next to the main idea of the text.**

4 Informational texts often have subheadings that can help you identify the main ideas in different sections of the text. Focus on the main idea and key details of one section.

a **Put a checkmark (✔) next to one subheading.** The subheading can help you think about the main idea of the section.

b **Underline 3 to 4 key details in this section.** Key details in each section can also help you think about the main idea of the section.

5 **Complete the chart by rewriting the information *in your own words*.** Use the markings you made on the text to help you paraphrase the information.

text main idea	
subheading	
section main idea	
section key details	

7 **Explain how the diagram and caption support information in the text.**

_____

_____

8 Why is soil essential to life? **Write a summary of one section of the text** on another page. Use information from your chart and the diagram to help you.

★ **Imagine that you are a decomposer, such as an earthworm. Write a fictional journal entry that describes a typical day in your life and shows how you play an essential role in maintaining healthy soil.**

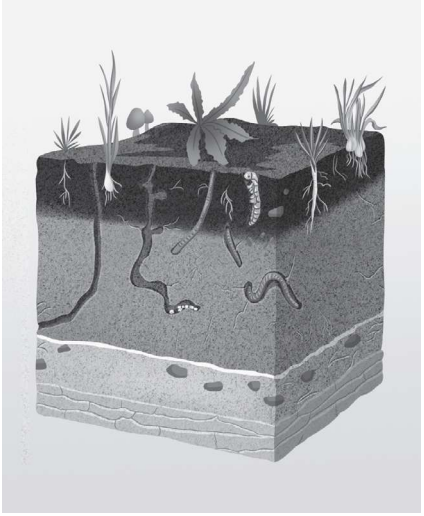
Primary Standard: VA.5.RI - The student will use textual evidence to demonstrate comprehension and build knowledge from grade-level complex informational texts read.
Supporting Standards: 5.RI.1.a, 5.RL.1.a

Life Underfoot

1 Most of us don't even notice soil. But as farmers know, soil is precious and essential to life. Without soil, land plants would not grow; without plants, every plant-eater and every living thing that eats plant-eaters would die. Soil is that important! But what is soil?

2 ***Little Bits***

Soil contains mineral particles from rocks that have broken down. If you were to look at a handful of soil from different places, you would see that not all soil is the same. There are differences in appearance, feel, and the ability to hold onto water. Particle sizes differ, ranging from sand to silt to clay. A good garden soil, called loam, is a mix of sandy, silty, and clay particles.



Soil is made up of many parts, including minerals, organic matter, and living creatures called decomposers.

3 But soil isn't just made of minerals. It also contains vegetable matter, such as pieces of leaves and twigs. Animals' bodies provide other organic matter. And feasting on all that matter are all sorts of organisms. The nonliving, the once-living, and the living are all components of soil.

4 ***Decomposers***

Soil is home to animals that you can see easily, like earthworms and insects, munching on organic matter. If you look closely at a fallen leaf, you may see threadlike fungi spreading on it. You won't be able to see the microscopic bacteria in soil, but a single gram of soil can contain thousands of different kinds of living organisms.

5 Living organisms in soil are called decomposers because their eating breaks down, or decomposes, organic matter. In other words, they make things rot. Over time, the decomposers' actions create the best soil for growing crops. Decomposers provide another essential function: They are nature's sanitation department. Without them, the earth would be one gigantic garbage dump, piled high with once-living things that never decay.

Day 4

Name: _____

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

priority (noun) A priority is something considered to be most important.

2 **Reread the drama on the next two pages**, "Wealth and Worries." Dramas, or plays, are stories that are performed by actors.

3 Go back to the drama, and **circle the cast of characters**.

4 Stage directions give information about the setting and directions for the actors. **Put a box around the stage directions that describe the three settings at the beginning of each scene.**

5 At the end of Scene 1, Mr. Chen describes a problem he faces. **Put a star (★) next to his problem.**

6 As Mr. Chen tries to solve his problem, his actions cause a series of events. **Put a checkmark (✔) next to each major event** in Scenes 2 and 3.

7 How is Mr. Chen's problem solved? **Put a smiling face (☺) next to the resolution** at the end of the drama.

8 **Complete the chart below.** Use the markings you made on the text to help you.

main characters	
settings	
problem	
major events	
resolution	

9 The drama has a central message about priorities. **Write a sentence to state this theme.**

_____

10 On another page, **write a summary of the drama.** Use information from your chart to help you.

★ **Compare and contrast Mr. Chen and Mr. Li. Draw two overlapping circles, and write details about the characters in each section (similar characteristics in the center, differences on each side).**

Primary Standard: VA.5.RI - The student will use textual evidence to demonstrate comprehension and build knowledge from grade-level complex informational texts read.
Supporting Standards: 5.RI.1.a, 5.RL.1.a

_ January 21, 2027.

Wealth and Worries

Cast of Characters

MR. CHEN, a rich merchant MRS. CHEN, his wife MR. LI, a poor laborer

Scene 1

[*Late in the evening in the courtyard of the Chen family's house. MR. CHEN is sitting at a table while MRS. CHEN stands nearby.*]

MR. CHEN. [*Counting a large pile of gold coins*] Forty-one, forty-two, forty-three, forty-four, forty-five... [*Continues counting as MRS. CHEN comes closer*]

MRS. CHEN. [*Placing her hand on MR. CHEN's shoulder*] My dear husband, you're working much too hard. I am worried about your well-being.

MR. CHEN. [*Looking up*] Yes, my hours are long, but I must work hard if we are to remain rich.

[*Melody of flute is heard from neighborhood.*]

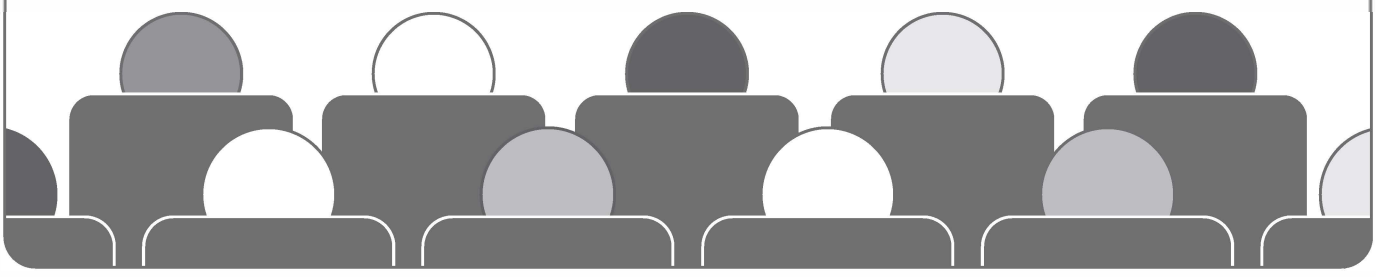
MRS. CHEN. [*Listening*] That's a lovely tune. Neighbor Li must be playing his flute. He knows how to have fun after a day's work.

MR. CHEN. Li works all day digging ditches and chopping wood. He earns pennies. What a terrible way to live!

MRS. CHEN. But isn't that music sweet? Li and his family seem happy, even though they are not rich. We have piles of gold, but are we happy?

MR. CHEN. I'd be happier if I could count these coins in peace without that music distracting me. I have an idea: I'll give Li enough money to make him a rich man. He'll soon be too busy to bother with that flute. First thing tomorrow, I'll have a servant bring Li to me.

[*Curtain*]



Primary Standard: VA.5.RI - The student will use textual evidence to demonstrate comprehension and build knowledge from grade-level complex informational texts read.
Supporting Standards: 5.RI.1.a, 5.RL.1.a

Scene 2

[*Early morning in MR. CHEN's courtyard. MR. LI stands respectfully before MR. CHEN, who is seated at a table that holds a small sack.*]

MR. CHEN. Neighbor Li, you work so hard yet have no fortune to show for it. I've been thinking of your future. I am giving you the gold pieces in this sack. There is no need to repay me, but you must use it wisely. [H*ands the sack of coins to MR. LI, who looks startled*]

MR. LI. My family and I have never had such riches. I am grateful. [*Bows and leaves the courtyard*]

[*Curtain*]

Scene 3

[*The same courtyard, three days later*]

MR. CHEN. [*Speaking to his wife*] Well, three days have passed since I gave Neighbor Li a sack of gold. My plan worked. He has finally stopped playing that silly flute. Now I can count my gold in peace.

[*MR. LI enters holding the sack of gold. He bows to MR. and MRS. CHEN.*]

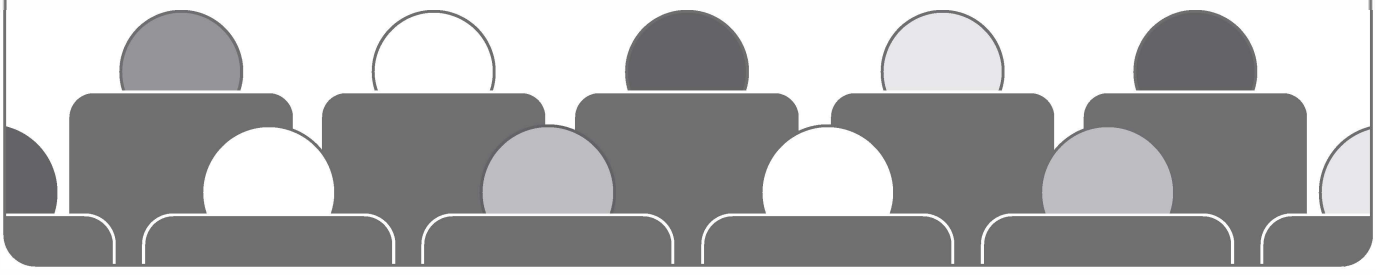
MR. LI. Please forgive me for interrupting you, but I must return this gold. [*He places the sack of gold before MR. CHEN.*] These past few days, I have spent every hour worrying about what to do with such a fortune. I worried about spending it. I worried about making more of it. I worried about someone stealing it. I worried about my children fighting over it. I thank you for the gift, but I must return it. [*MR. LI places a new flute next to the sack of gold.*]

MR. CHEN. [*Looking surprised*] What is this?

MR. LI. This flute is my gift to you. Please accept it. When you gave me the gold, I felt the heavy burden that you must bear every day. I am most happy when I am making music with my family. I hope that you, too, may find such peace and joy.

[*MR. LI bows and exits. MR. CHEN and MRS. CHEN look confused. Then, MR. CHEN picks up the new flute and begins to play. MRS. CHEN smiles.*]

[*Curtain*]



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**
- ❑ **clearly state your central idea**
- ❑ **use details to support your central idea**
- ❑ **choose your words carefully**
- ❑ **write in complete sentences**
- ❑ **use correct spelling, capitalization, punctuation, and grammar**

Name _____ **Date** _____

Name _____ **Date** _____

Family Learning Resources: Remote Learning Edition

Mathematics/ Matemáticas

Roanoke City
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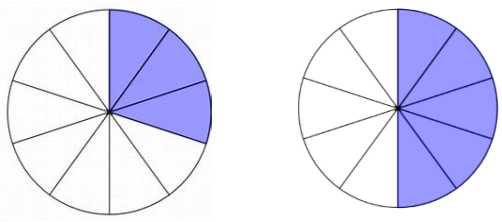
Fifth Grade Math

You must show your work for all problems

Determine whether the two expressions below are equivalent. Show or explain your reasoning.

1. $48 - 3 \times 8 + 4$
2. $(72 + 24) \div 12 + 20$

What is the sum of the two fractions represented by the shaded regions on the fraction models? Make sure your answer is in simplest form.

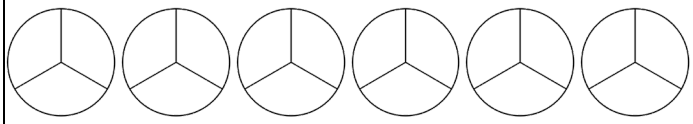


What does the third step look like when solving this problem.

$$25 + 6(8 + 12) \div 5$$

Shade in the model to show the total amount of chocolate chips Amy uses, and write the answer in the blank.

Amy is making batches of trail mix. She uses 1/3 cup of chocolate chips in each batch. She makes 6 batches.



Amy used _____ cups of chocolate chips.

How do you know which one is true?

1) **n – 12 represent 12 less than a number**
2) **12 – n represents 12 less than a number**

Explain your thinking.

Fifth Grade Math

You must show your work for all problems

Show each step as you solve:

$56 - 7 + (16 + 6) \div 2$

Write an equation for the following real life problem:

Robin had 60 cookies that she wanted to share with friends. She gave each friend 3 cookies. With how many friends did Robin share the cookies?

What is the 10th term in the following pattern? Explain your thinking.

72, 64, 56, 48,

Look at the pattern shown in the table:

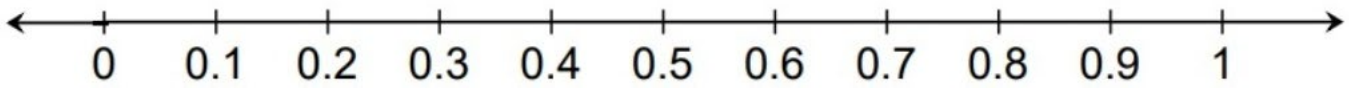
Input	Output
3	12
5	20
7	28
9	36

Use the rule from above to complete the table below:

Input	Output
2	
	20
6	
	36

Use the number line to help you put the following numbers in order from greatest to least. Explain your thinking.

$$0.8, \frac{5}{6}, 0.25, \frac{2}{3}$$



Write your answer here: _____, _____, _____, _____

Fifth Grade Math

You must show your work for all problems

Jaime and Donna wanted have a competition to see who could jump the farthest. Jaime jumped 5/12 of a meter and Donna jumped 11/12 of a meter. How far did both Jaime and Donna jump in all? Show your thinking.	**Ashley has 11 meters of ribbon. She used $2\frac{2}{3}$ to make a bow for her hair. How much ribbon does she have left? Show your thinking.**
John had 16 marbles. He gave 12 $\frac{3}{4}$ to his friends. How many marbles does he have left?	**Kelly hiked along the Blue Ridge Parkway on Saturday and Sunday. Saturday she hiked 11 $\frac{1}{6}$ miles, Sunday she hiked 7 $\frac{5}{6}$. How much longer was the first hike?**
Robin ran 26.3 miles over two days. Each day she ran the same distance. How far did she run each day? Justify why your answer makes sense.	

Fifth Grade Math

You must show your work for all problems

Amy watered her plant last week. The amount of water she used per day is listed in the chart.

Days of the Week	Amount of Water used (cups)
Monday	$1\frac{1}{4}$
Tuesday	$\frac{2}{5}$
Wednesday	$2\frac{7}{10}$
Thursday	$\frac{1}{3}$

How many cups of water did Amy use on Monday and Wednesday combined? Show your thinking.

What is the least common multiple of 9 and 12?

What is the greatest common factor of 9 and 12?

The figures below form a pattern:

The pattern continues in the same way. How many squares are needed to create the 7th figure? Show your thinking.

Using x as your variable, create an equation that can be used to represent this statement. ***A full bags of marbles and 16 extra marbles equals 42 candies.***

Students from Jefferson Elementary are going on a field trip. There are 87 fifth grade student attending, 64 fourth graders attending, and 72 students from third grade attending. If a school bus can fit 90 students, what is the least number of buses needed for the trip? Explain your thinking.

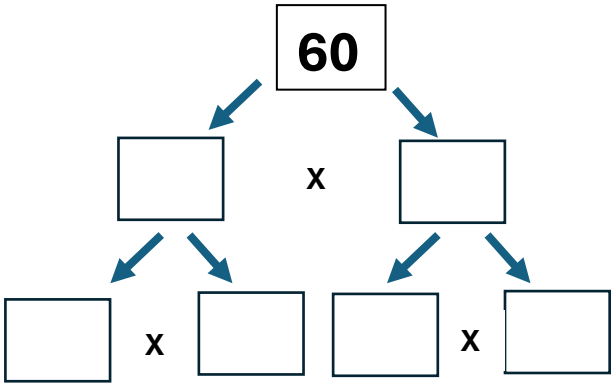
Fifth Grade Math

You must show your work for all problems

Is 0.06 equivalent to $\frac{3}{5}$? Explain your thinking.

What is the quotient of 21.53 and 0.5? Show all of your thinking.

Complete the factor tree for 60.



Solve. Show all of your thinking.

0.467 x 8 =

Show two different ways to estimates the product of 142 and 4.1? Explain which estimate will be closer to the actual answer.

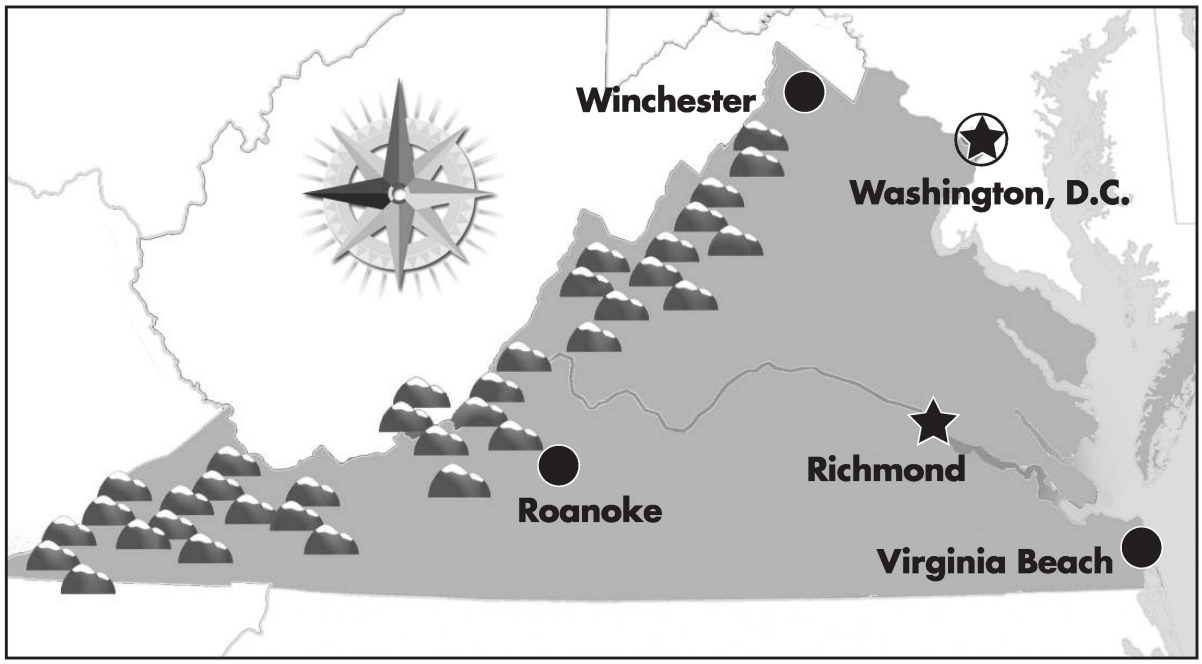
Family Learning Resources: Remote Learning Edition

Science/Ciencias

Roanoke City
PUBLIC SCHOOLS

Science Day 1: Temperature Data

NAME _____



Average High Temperatures for Locations Near and In Virginia (°F)

	Jan.	Feb.	March	April	May	June	July	Aug.	Sept.	Oct.	Nov.	Dec.
Winchester (WI)	40	44	52	64	73	81	85	84	77	65	55	44
Roanoke (RO)	46	50	58	68	76	83	87	86	79	69	59	48
Richmond (RI)	47	52	60	70	78	86	90	88	81	71	61	51
Virginia Beach (VB)	49	53	59	67	75	84	87	86	81	71	62	53
Washington, D.C. (WA)	43	47	56	67	75	84	89	87	80	68	58	47
Location with Highest Average High												

1. How would this data help people plan outdoor events or vacations to these areas?

_____

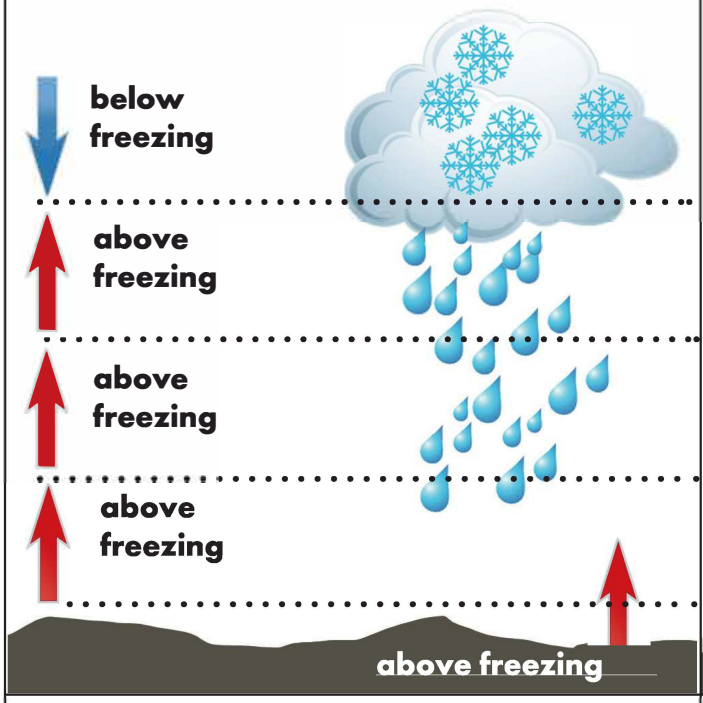
2. How could this data help scientists forecast what the weather might be in these areas?

_____

Science Day 2:
WHAT'S GOING TO FALL FROM THE SKY?

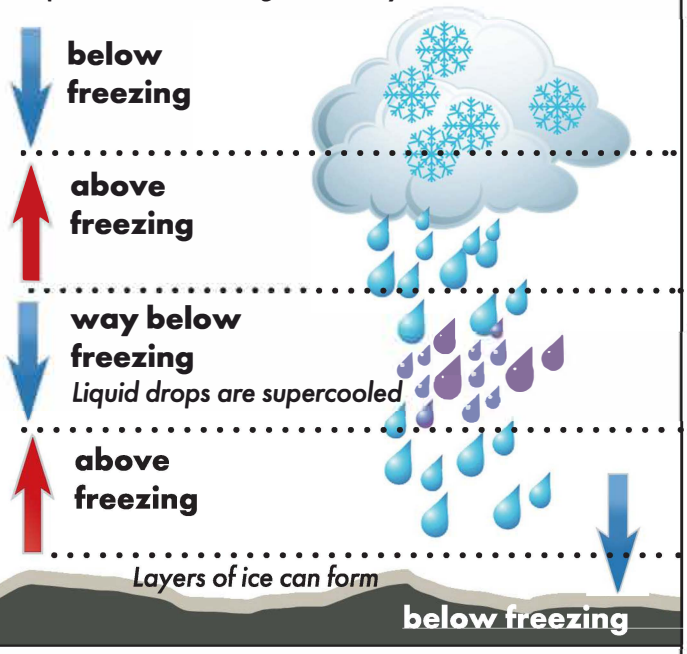
RAIN

Rain usually starts as ice crystals in clouds. As it falls to the ground, it melts into liquid droplets.



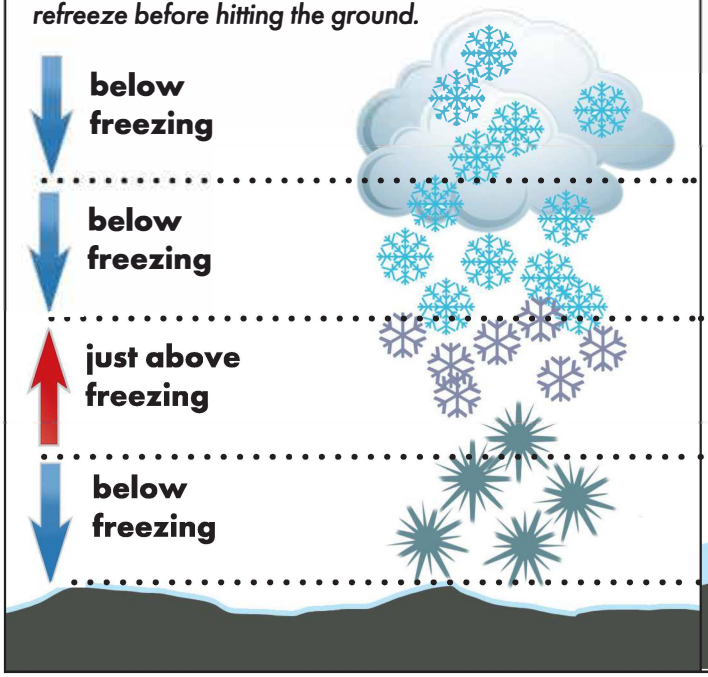
FREEZING RAIN

Freezing rain starts as rain, but as the liquid droplets fall, they pass through a layer of very cold air. The droplets cool below the freezing point but stay liquid. When the droplets hit the frozen ground, they freeze.



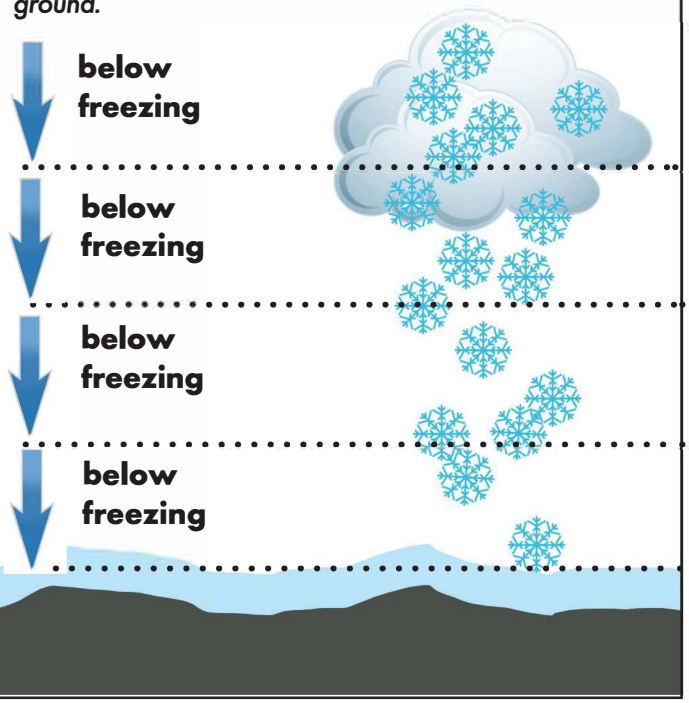
SLEET

Sleet starts out as ice crystals in clouds. Snowflakes fall through a small layer of air that is just above freezing, so they partially melt. They enter a layer of freezing air and refreeze before hitting the ground.



SNOW

Snow starts as ice crystals in clouds. Snowflakes fall through freezing air and stay frozen all the way to the ground.



Science Day 2:
FORECASTING PRECIPITATION

NAME _____

Read each scenario below. Use the **What's Going to Fall from the Sky?** sheet to help you forecast the weather. For each scenario, highlight or underline the clues that helped you determine your forecast.

1. What is the biggest factor in determining if it will rain or snow?

_____

2. The temperature outside has been about 24°F all day. Dark gray clouds are above. What type of precipitation do you expect to fall?

_____

3. Most of the air in the atmosphere is above freezing. There is one layer of air that is below freezing and supercools the water droplets. Gray clouds cover the area. What type of precipitation do you expect to fall?

_____

4. You are watching the news on a cloudy day. Your local meteorologist reports that most of the air is below freezing; however, she explains that there is a thin layer of air in the atmosphere that is above freezing in your area. What type of precipitation do you expect to fall?

_____

5. Precipitation is falling from the sky that seems to have been frozen, then melted some, then refroze before hitting Earth's surface. What type of precipitation does this describe?

_____

6. It is a very warm winter day in Virginia. You are outside in shorts and a T-shirt. Cumulus clouds are growing taller and darkening in the sky above you. What type of precipitation do you expect to fall?

_____

7. Precipitation is falling from the sky in liquid form. As it hits the road, it freezes on impact! What type of precipitation does this describe?

_____

Day 3: Graph it

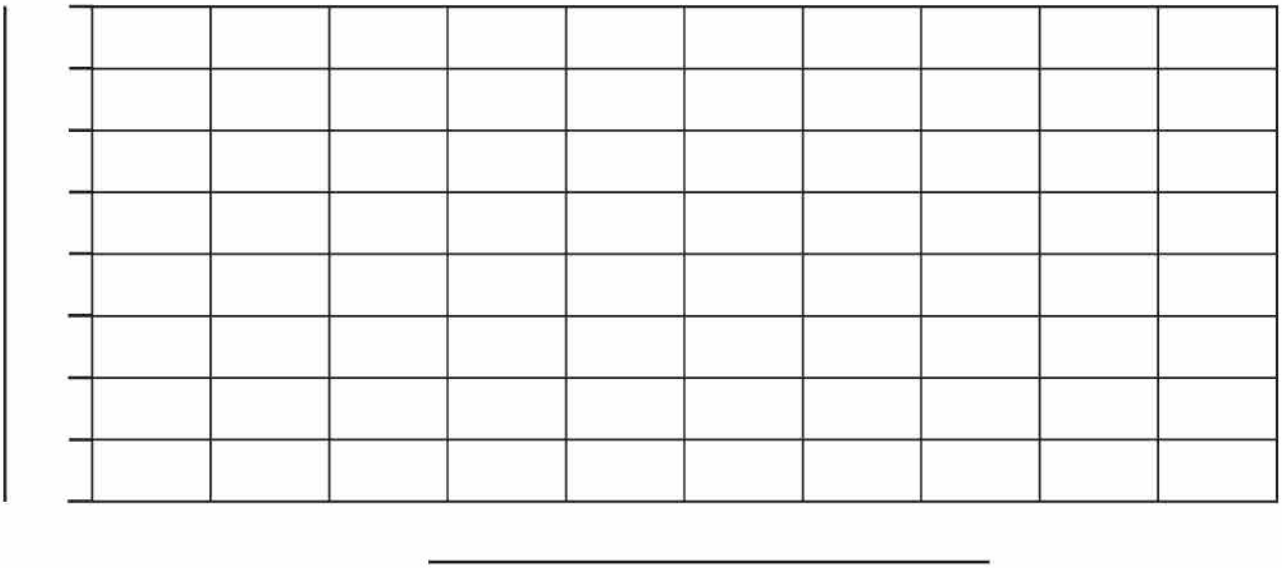
NAME _____

Station 1: Look at the data listed on the right. It shows the amount of recycling that took place in Virginia each calendar year from 2001 to 2010. Create a line graph of this data. Be sure the graph has a title and both axes are labeled.

*Data taken from Virginia Department of Environmental Quality http://www.deq.virginia.gov/recycle/recycle.html

2001 - 38%	2006 - 38%
2002 - 37%	2007 - 39%
2003 - 30%	2008 - 39%
2004 - 30%	2009 - 39%
2005 - 32%	2010 - 41%

Title: _____

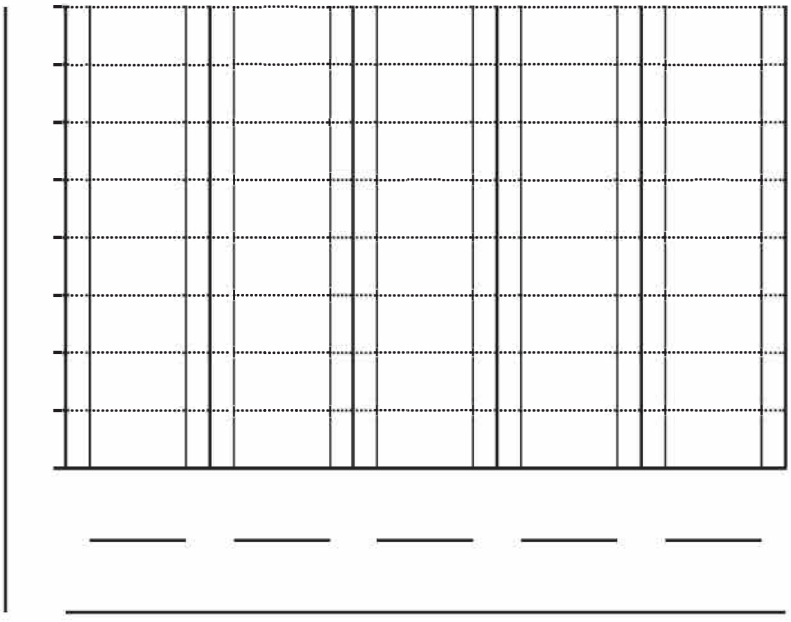


_____

Station 2: What is the total energy production by fuel or energy source? Use this data to construct a bar graph with a title and proper labels.

Data adapted from the U.S. Energy Information Administration https://www.eia.gov/kids/energy-sources/statistics.php.

TITLE _____



_____ _____ _____ _____ _____

_____

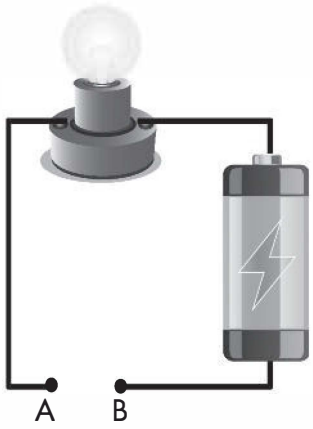
US Energy Production 2018

By Fuel/Energy Source	Share of Total
Natural Gas	33%
Petroleum	30%
Coal	16%
Renewable	12%
Nuclear	9%

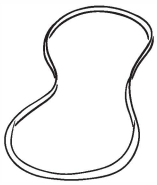
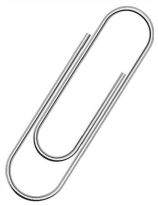
Science Day 4

NAME _____

DIRECTIONS: Read each question and choose the best answer.



1 **Analyze the circuit shown. Which item would complete it between Point A and Point B to allow the current to flow?**

A	B	C	D
			
A drinking straw	A rubber band	A paper clip	String

2 **A material that does not allow electricity to flow through it is called a(n) —**

- **A** insulator
- **B** conductor
- **C** circuit
- **D** dry cell

3 **A toaster can best be described as transforming electrical energy into –**

- **A** thermal energy
- **B** mechanical energy
- **C** magnetic energy
- **D** radiant energy

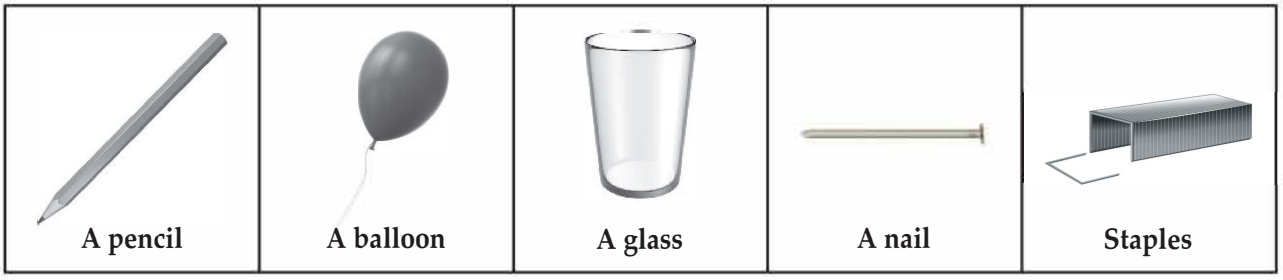
Science Day 4

4 What is most likely causing the hair to stick to the balloon?

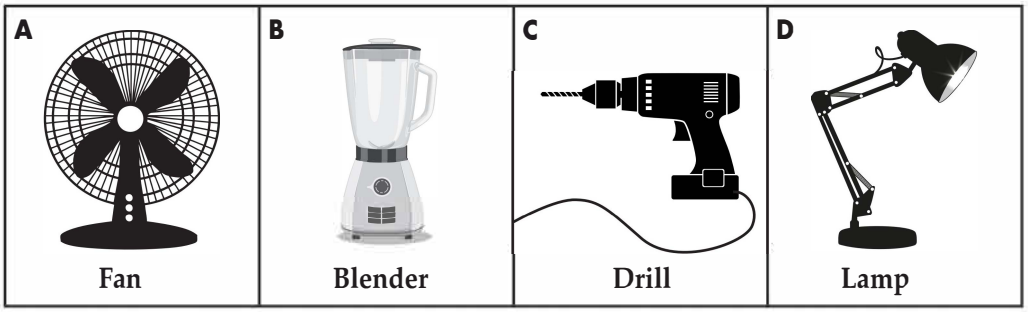
A Gravity
B Current electricity
C Static electricity
D A circuit

DIRECTIONS: Circle all the correct answers.

5 Which two objects are most likely magnetic?



6 Which is NOT an example of the transformation of electrical energy to mechanical energy?



Science Day 5: Energy Transformed

NAME _____

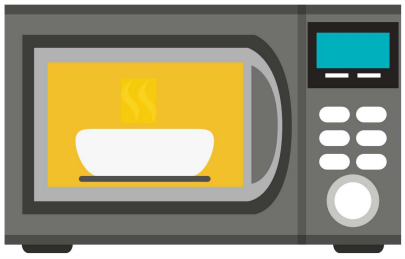
DIRECTIONS: Analyze the pictures below. Under each picture, complete the chains to show the transformation of energy. The first one has been done for you.

Solar Calculator

Blender

1. Radi at → Mechani cal

2. _____ → _____

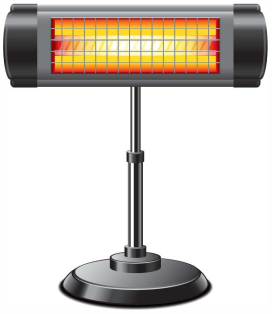


Microwave

Steaming Kettles

3. _____ → _____

4. _____ → _____



Heat Lamp

Draw an example of your own.

5. _____ → _____

6. _____ → _____

Family Learning Resources: Remote Learning Edition

Social Studies/ Estudios Sociales

Roanoke City
PUBLIC SCHOOLS

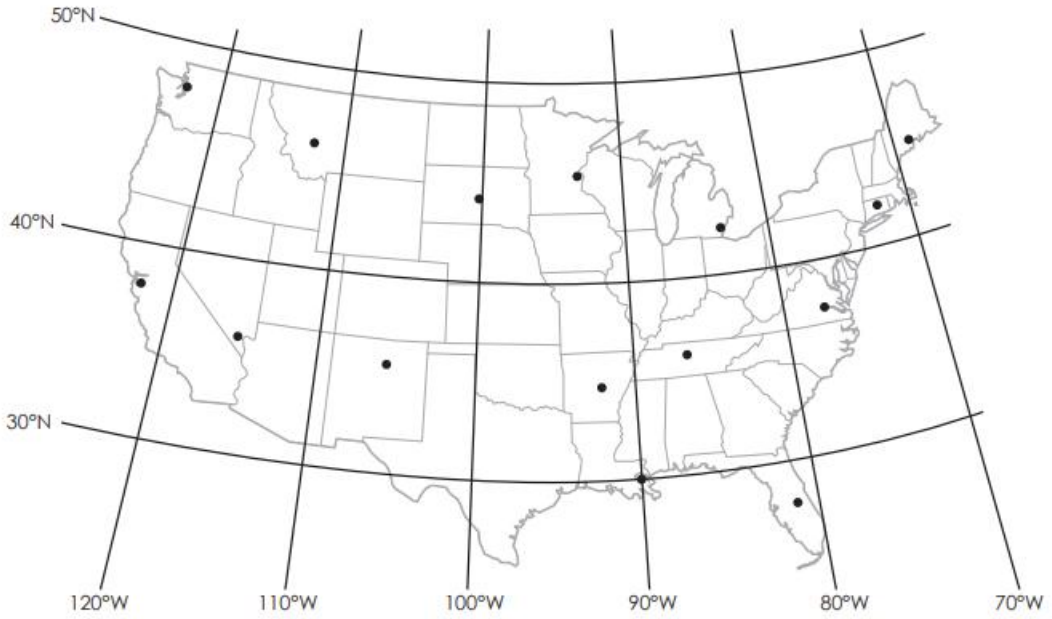
Day 1 – Social Studies

Directions: Use the map to answer the questions.

1. Color your state blue.
2. What state is south of Georgia? _____
3. Color the state of California red. Color the states surrounding it green.
4. What state is east of Tennessee? _____
5. How many states have the word "New" in them? _____
6. What state is right underneath Oklahoma? _____
7. What state is north of Indiana? _____

Day 2 - Social Studies

Latitude and Longitude



Using the coordinates listed below, write the name of the city next to its plotted latitude and longitude point on the map.

Detroit, Michigan: 42°N, 83°W

New Orleans, Louisiana: 30°N, 90°W

Orlando, Florida: 28°N, 81°W

Hartford, Connecticut: 42°N, 72°W

Las Vegas, Nevada: 36°N, 115°W

Seattle, Washington: 47°N, 122°W

Augusta, Maine: 44°N, 69°W

Minneapolis, Minnesota: 45°N, 93°W

Richmond, Virginia: 37°N, 77°W

Pierre, South Dakota: 44°N, 100°W

Santa Fe, New Mexico: 35°N, 106°W

Helena, Montana: 46°N, 112°W

Little Rock, Arkansas: 35°N, 92°W

San Francisco, California: 38°N, 122°W

Nashville, Tennessee: 36°N, 87°W

Day 3 - Social Studies

Intermediate Directions

U. S. Cities

There are four cardinal directions: North, South, East, and West.

There are four intermediate directions: Northeast, Southeast, Northwest, and Southwest.

1. Label the cardinal and intermediate directions on the compass rose.

2. Carrie's family drove from Buffalo, New York to Washington D.C. In which direction did they drive?

   a. Northeast **b.** Southeast **c.** Southwest **d.** Northwest

3. Adam's family flew from Orlando, Florida to Seattle, Washington. In which direction did they fly?

   a. Northeast **b.** Southeast **c.** Southwest **d.** Northwest

4. Jim's family traveled from Los Angeles, California to Buffalo, New York. In which direction did they travel?

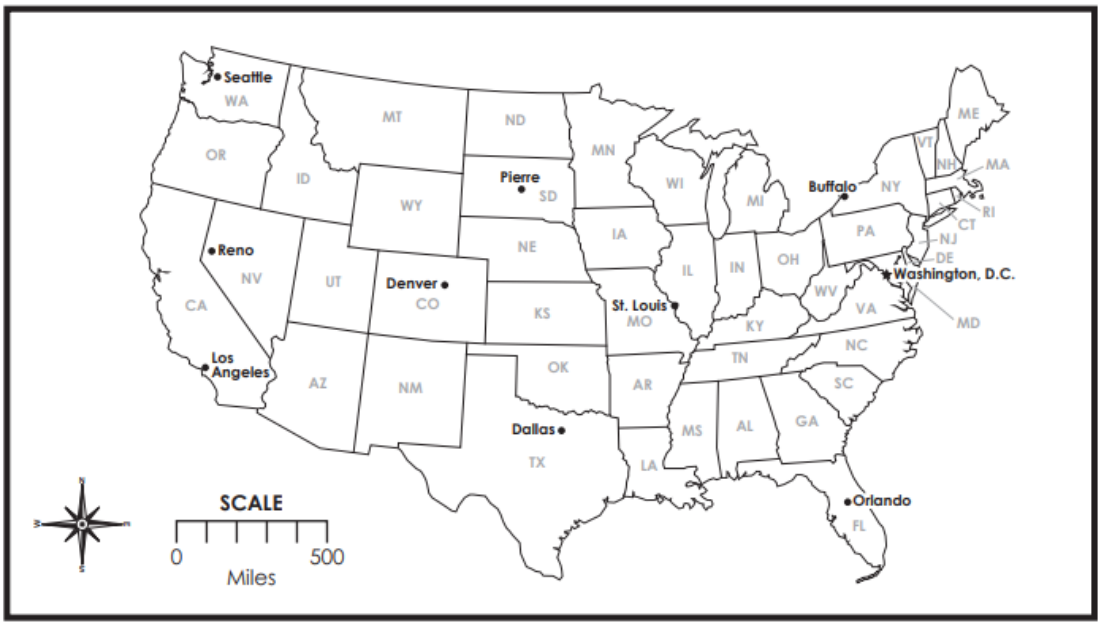
   a. Northeast **b.** Southeast **c.** Southwest **d.** Northwest

5. Mary's family drove from Washington D.C. to Dallas, Texas. In which direction did they drive?

   a. Northeast **b.** Southeast **c.** Southwest **d.** Northwest

Day 4 - Social Studies

Using a Map Scale



Use the scale on the map to answer the distance questions below. Draw a line between each pair of cities in each question. Use a different color for each one.

1. What is the approximate distance from Buffalo, NY to Orlando, FL? _____

2. What is the approximate distance from Dallas, TX to Denver, CO? _____

3. What is the approximate distance from Pierre, SD to Los Angeles, CA? _____

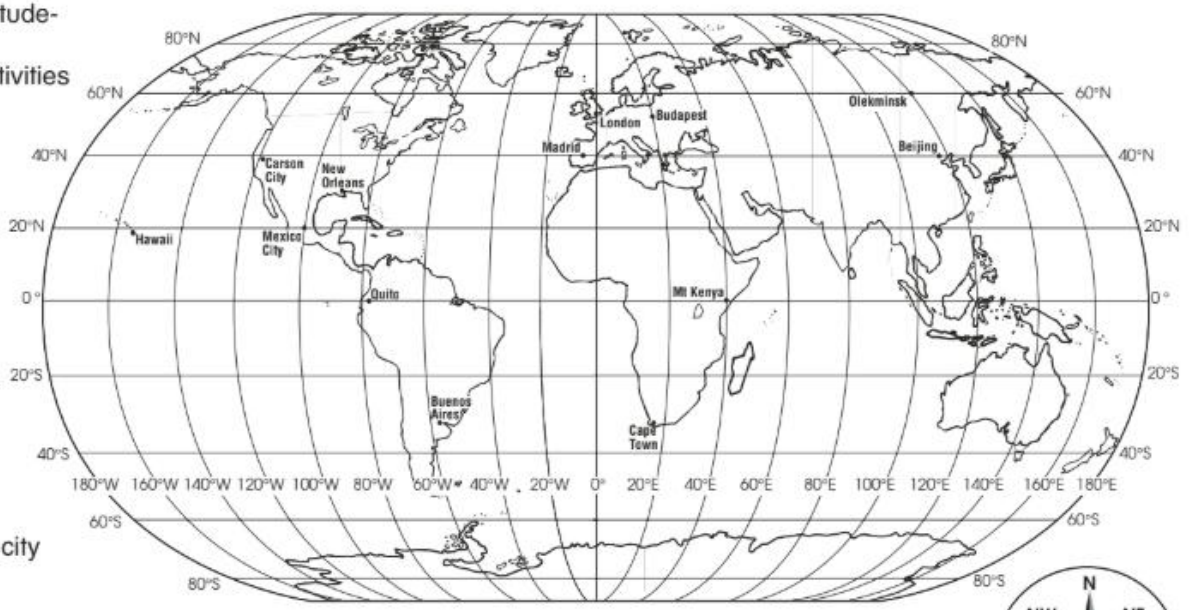
4. What is the approximate distance from St. Loius, MO to Reno, NV? _____

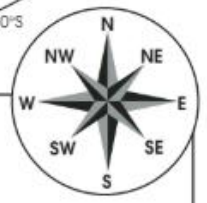
5. What is the approximate distance from Washington, DC to Seattle, WA? _____

6. If you flew from Buffalo, NY to St. Louis, MO and continued on by flying to Seattle, WA, then to Reno, NV then to Dallas, TX and then back to Buffalo, NY, what would be the total approximate miles traveled? _____

Latitude-Longitude Grid

Directions: Use the map and the latitude-longitude grid to complete the activities below.





1. Locate and color the equator blue.
2. Locate and color the prime meridian red.
3. Draw an orange box around the city and the landform on the equator.
4. Draw a green circle around the city on the prime meridian.
5. What city is near 40°N latitude, 0° longitude? _____
6. Give the location of the Asian city of Olekminsk. _____ latitude, _____ longitude
7. Name two cities on or near 20°E longitude. _____ and _____
8. Name the North American city at 20°N latitude, 100°W longitude. _____

Bonus Box: The climate at the equator is very warm and tropical. The closer to the equator, the warmer the climate. The farther away from the equator, the cooler the climate. Locate Buenos Aires, New Orleans, and London on the map above. Which two of these three cities have similar climates? Explain your answer.

_____

_____

_____

_____