



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**

3rd Grade/3° 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)





3rd Grade Reading Remote Learning

| | |
|--------------|--|
| Day 1 | Read decodable passage – Erosion Write a paragraph describing what causes erosion. Select one choice board activity |
| Day 2 | Read Louis Braille and answer comprehension questions. Select one choice board activity |
| Day 3 | Read The Big Hike and answer comprehension questions. Select one choice board activity |
| Day 4 | Read Tree Frogs and answer comprehension questions. 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>Research your favorite animal. Draw a picture of the animal and its habitat. Then, list five new facts you learned.</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>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>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 books by the same author. Draw a Venn diagram to show what is similar and what is different.</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>Read a biography or an autobiography. List three facts you learned from the book.</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>Some prefixes are related to numbers. Write at least one word for each of these prefixes: <i>uni-</i> (one), <i>bi-</i> (two), <i>tri-</i> (three), <i>quad-</i> (four), <i>quint-</i> (five), and <i>centi-</i> (hundred).</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><i>Complex</i>, <i>challenging</i>, <i>elegant</i>, <i>beneficial</i>, and <i>flexible</i> are all describing words. Go on a scavenger hunt for items or pictures that fit each description!</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>FREE</p>  <p>SPACE</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>There are three ways to pronounce the suffix <i>-ed</i>: /ed/ as in <i>rented</i>, /d/ as in <i>sailed</i>, and /t/ as in <i>jumped</i>. In a book you're reading, find five examples of each sound of <i>-ed</i>.</p> |
| <p>Go on a prefix scavenger hunt. Take a book, and try to find at least one word that begins with each of these prefixes: <i>pro-</i>, <i>multi-</i>, <i>sub-</i>, <i>trans-</i>, and <i>con-</i>.</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 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>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>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>Read two informational articles on the same topic. List the important details that are included in both texts.</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>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>Use the letters in <i>Summer Reading Bingo</i> to make as many smaller words as you can.</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>-able</i>, <i>-tion</i>, <i>-ous</i>, <i>-ture</i>, and <i>-ive</i>.</p> |

**Words to Preview**

282 Words

scientist, answer, forces, water, mountain, others

Erosion

Miss Baffle’s class sent questions to a scientist who was on an adventure to study erosion. This session included six questions that assisted students in forming a picture of what erosion is.

Question: What is erosion?

Answer: Erosion is when a part of earth is worn away by forces, like wind or water.

Question: Can erosion happen in your location?

Answer: Yes, erosion happens all across the nation and world. It is easy to spot at the top of a mountain, on the side of a cliff, or by a river.

Question: How does it work?

Answer: The forces of nature, such as wind and water, form friction by hitting a location, like the top of a mountain, repeatedly. Slowly, over time, a portion of the mountain is worn away.

Question: Can erosion be harmful?

Answer: I am glad you chose to ask that. When erosion happens on a mountain, a collection of big and small rocks that broke off can form on the mountain’s side. With a lot of rain, the water can capture the rocks and parts of the mountain. This mixture can slide down the mountain in one quick motion and be harmful to any location near the bottom. This is called a landslide.

Question: What can we do for erosion prevention?

Answer: Plants are a feature that can help slow down or prevent erosion. Plants absorb some of the water in the soil and also absorb a portion of the wind. This makes a landslide less likely.

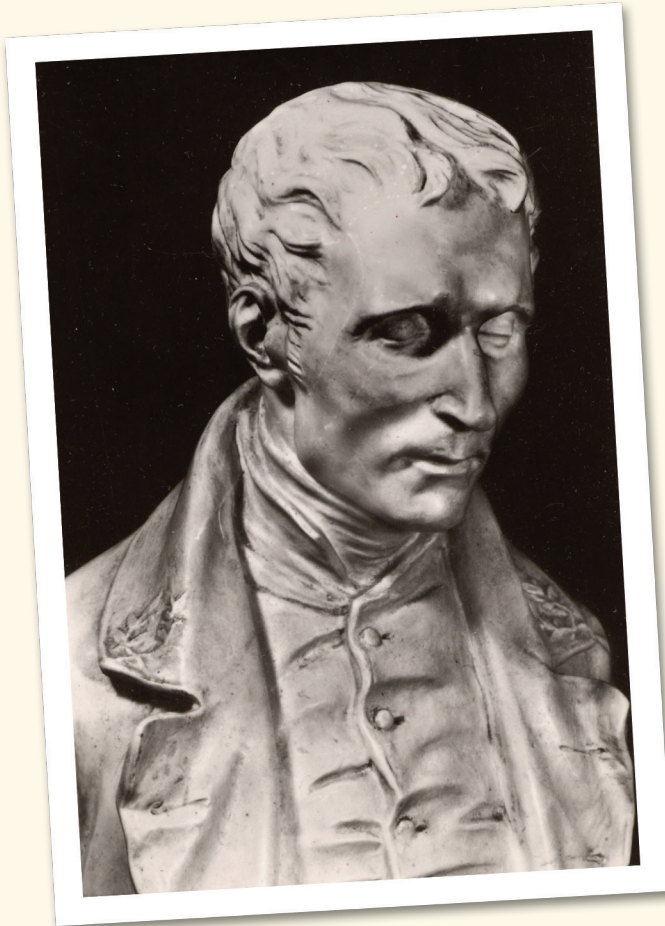
Question: Is it fun to study erosion?

Answer: Yes, it is! I hope to learn more about preventing erosion on my adventure so I can help others stay safe from landslides.

Louis Braille

Louis Braille was born in France in 1809. He became blind at the age of three because of an accident. At the village school, Louis learned by listening. He wished he could learn by reading.

When he was ten, Louis began living at a school in Paris. This school for blind children was the first of its kind. The students learned to read using books that had big raised letters for fingers to feel.



The thick, heavy books had only a few words on a page. Reading each page took a long time.

Around the same time, another way to read by touch was introduced. Dots and dashes were **punched** into cardboard with a pointed tool. Fingertips could sense the bumps on the other side of the cardboard. The raised dots and dashes stood for sounds in words.



Louis and other students were **eager** to learn the new system. But soon they were disappointed. Many dots and dashes were needed for just one word, so reading was much too slow. Louis liked the idea of fingertips touching little bumps. He tried to think of ways to make the dot-and-dash system simpler. He began spending all his free time with a pointed tool and thick paper, punching little holes. He kept trying to make patterns that were easy to understand.



After three years of trying, Louis finally had a system that made fast reading possible. In his system, raised dots stood for letters and

numbers. Each set of six dots fit under a fingertip. By **sensing** which dots in a set were raised, a reader could quickly make out the letter or number. Louis Braille invented this system when he was only fifteen years old.

This system of raised dots worked so well that it is still used today. It is called braille.

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | |
| a | b | c | d | e | f | g | h | i | j | k |
| | | | | | | | | | | |
| l | m | n | o | p | q | r | s | t | u | v |
| | | | | | | | | | | |
| w | x | y | z | | | | | | | |

Braille is a reading and writing system that uses raised dots to represent the letters of the alphabet.

Louis Braille

LEXILE® MEASURE 610L

KEY VOCABULARY

- **punched** (verb) To *punch* is to make a mark by pressing into a flat surface.
- **eager** (adjective) *Eager* means very interested and hopeful.
- **sensing** (verb) To *sense* is to feel.

- ▶ How did Louis Braille learn before he could read?
- ▶ Find evidence to support a description of Louis Braille as persistent, or continuing to try to do something even though it is difficult.
- ▶ What is another example of an invention that solved a problem?
- ▶ If Louis Braille had given up, what might the world be like today?
- ▶ Do you think that Louis Braille's parents did the right thing when they sent him to live at school in Paris? Why or why not?
- ▶ Write about or discuss an invention that would solve a problem or improve an existing solution.

The Big Hike

by ReadWorks



Tamara opened her eyes and jumped out of bed. Most days she hated getting up early. But today was different. Today Tamara was wide awake and excited. Today her family was going on **ahike**. This was Tamara's first **hike**. She pulled on her new shoes and tied the laces. Tamara's mother had bought the new shoes just for the **hike**. They were brown boots. The bottoms of the boots were made of rubber and had curves to help Tamara walk on rocky ground. Tamara put on pants, a shirt, and a big jacket. She was ready to go hiking.

"Tamara," her mother called. "Are you ready?"

"Yes, I am!" Tamara said.

Tamara ran down the stairs. Her mother and older brother James were there at the bottom. They were all wearing new boots like Tamara's. James was hopping up and down **impatiently**. Everyone was ready for the **hike**.

Tamara's family got into the car. They drove for two hours until they were far away from the city.

Once they left the city and the suburbs, there weren't many buildings beside the road. Instead there were trees and fields. Tamara saw herds of cows chewing on grass. The road climbed up. They were driving into the mountains. Tamara rolled down her window. The air was cool, and she liked it. It smelled like leaves and flowers. Soon, Tamara's mother parked the car.

"Are we here? Is this the **hike**?" asked Tamara.

"Yes," said James. "See that **trail**? That's where we'll start hiking." James had hiked this **trail** before, and it was one of his favorites.

Tamara looked at the **trail**. It was a dirt path and went into the forest. Tall trees and tiny flowers lined both sides of the path. Tamara, her mother, and her brother began to walk. Butterflies and bumblebees flew over the flowers. At first the bees made Tamara **nervous**, but soon she saw that they were more interested in the flowers than they were in her.

Tamara's mother talked about the other times the family had gone hiking. James talked about the time he went camping with the Boy Scouts. Tamara wanted to talk, but she felt out of breath. The **trail** was steep. They had been walking uphill for an hour by now. Tamara took hold of her mother's hand. "I'm tired," she said.

"Come on, Tamara," said her brother. "You can do it! You're ten years old. That's old enough to hike."

Tamara kept going. If her brother said she could do it, Tamara knew she could. James never lied. They kept walking uphill. Tamara looked around at the plants to keep her mind off of how tired she felt. There was green everywhere. There were trees with long draping leaves that Tamara had never seen before. She saw a small and furry rabbit by the side of the **trail**. Tamara gasped with surprise, and the rabbit ran away at the sound.

"Look, Tamara!" her brother called suddenly. The **trail** had ended. Tamara and her family were at a pool at the bottom of a waterfall. Tamara looked up at the water rushing down at the fish swimming in the pool. Her mother sat on a rock at the edge of the pool and began to unpack their picnic. There were peanut butter and banana sandwiches, baby carrots, and chocolate chip cookies. Tamara took off her boots and sat on the edge of the rock. As she bit into her sandwich, she dipped her toes into the cool water. "Congratulations, Tamara!" said her mother. "You just finished your first **hike**!" Tamara smiled. She decided that she liked hiking.

Name: _____ Date: _____

1. In the story, Tamara goes on her first what?
 - A. bike ride
 - B. school trip
 - C. hike
 - D. camping trip

2. While Tamara is hiking up the trail, she looks around at all of the different plants. What motivates this action?
 - A. Tamara wants to keep her mind off of how tired she feels.
 - B. Tamara wants to study the plants for a test at school.
 - C. Tamara wants to try to find a rabbit in the plants and bushes.
 - D. Tamara wants to keep her mind off of how scared she is.

3. Tamara is able to experience new things on the hike. What information from the passage best supports this conclusion?
 - A. Tamara's mother talks about the other times the family has gone hiking.
 - B. Tamara hikes on a trail that is far away from the city where she lives.
 - C. Tamara and her family end up at a pool at the bottom of a waterfall.
 - D. Tamara sees trees with long draping leaves she has never seen before.

4. Read the following sentences: "If her brother said she could do it, Tamara knew she could. James never lied." Based on this information, how does Tamara feel about her brother?
 - A. Tamara dislikes her brother.
 - B. Tamara trusts her brother.
 - C. Tamara thinks her brother is cool.
 - D. Tamara doesn't trust her brother.

5. What is this story mostly about?

- A. Tamara sees a rabbit on the trail.
- B. Tamara has a picnic with her family.
- C. Tamara goes on her first hike.
- D. Tamara sees a waterfall and a pool.

6. Read the following sentences: "She saw a small and furry rabbit by the side of the trail. Tamara **gasp**ed with surprise, and the rabbit ran away at the sound."

As used in this sentence, what does the word "**gasp**ed" most nearly mean?

- A. took in and let out a long breath to show boredom
- B. said something quietly so that only one person would hear
- C. said something very loudly because of anger
- D. breathed in suddenly and loudly because of surprise or shock

7. Choose the answer that best completes the sentence below.

Tamara gets tired after hiking for an hour, _____ she keeps hiking anyway.

- A. but
- B. so
- C. after
- D. like

8. How does Tamara feel when she wakes up?

9. Most days Tamara hates getting up early, but today is different. Why does Tamara feel differently today?

10. The author states at the end of the passage that Tamara "decided that she liked hiking." What may have made Tamara feel this way? Use information from the passage to support your answer.

Tree Frogs

This text is adapted from an original work of the Core Knowledge Foundation.

Amphibians are vertebrates that spend part of their lives in water and part of their lives on land. They start out like fish because they are born with gills and can breathe underwater. They later **develop** lungs, so they can breathe air and live on land. Tree frogs are one type of amphibian. They are different from most amphibians because they spend most of their lives in trees.

The American green tree frog can be found in most parts of the southeastern United States. A typical American tree frog is only about two inches long, so they are pretty small. But they can be loud if there are a few hundred of them gathered together.



An American green tree frog

If you live in the southern United States, near water and lots of trees, your summer nights

may be filled with the gentle chirps of tree frogs.

American tree frogs range in color from lime green to yellow. A tree frog's most distinct **characteristic** is its long toes with suction cups. The suction cups allow a tree frog to cling to and climb anything. A tree frog can even stick to a window.

Tree frogs like to stay in the trees, so you are more likely to hear them instead of see them. They will leave the trees to lay eggs. They are most likely to come down to the ground after a heavy rain, when everything is nice and wet.



This tree frog's long toes with suction cups help it climb this branch.

If you do see one, don't worry! They are pretty friendly. They are easy to catch, too. If you

catch one, it might sit on your hand or crawl around on your back.

You will probably only find them at night because they are **nocturnal**. This means they sleep during the day and are active at night. They eat small insects, such as crickets, moths, and other **nocturnal** insects.

Like other amphibians, American green tree frogs lay their eggs in or near the water. Most of them like to lay their eggs very close to water, but not quite in it. Their favorite place is on a tree limb or leafy branch that has fallen into a pond.



The American green tree frog is nocturnal.

Different kinds of tree frogs have been around since long before the dinosaurs roamed the earth. You can find many different types of tree frogs in parts of North and South America, Europe, and Southeast Asia. This is a red-eyed tree frog, which you can find in Mexico and much of Central America.

Most tree frogs prefer a fairly warm, wet **climate**. If you live in a place with tree frogs, consider yourself lucky. In the summer, you can fall asleep each night listening to the steady song of a tree frog orchestra.



This type of tree frog lives in Mexico and Central America.

Name: _____ **Date:** _____

1. Tree frogs are amphibians. How are they different from most amphibians?

2. Describe the kinds of places where you might be likely to find a tree frog. Include details about parts of the world and climate.

3. What is a main idea of this text?

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

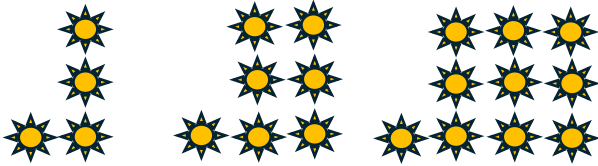
Mathematics/ Matemáticas



3rd Grade Math

You must show your work!

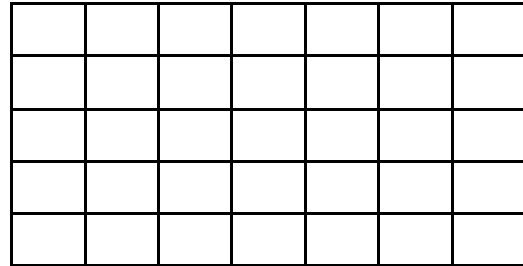
Look at this pattern.



Which number pattern follows the same rule as the star pattern above?

- A 14, 11, 8, 5, 2
- B 6, 9, 12, 15, 18
- C 4, 8, 12, 16, 20
- D 12, 15, 19, 24, 30

Choose all the related facts best represented by this model?



| | | |
|-------------|--------------|------------|
| $7 \div 5$ | $5 + 7$ | $35 + 7$ |
| $35 \div 5$ | 7×5 | $5 \div 7$ |

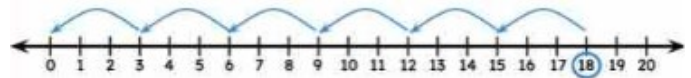
Which expression would make this equation true?

$$42 \div 6 = \underline{\hspace{2cm}}$$

- A $6 \div 42$
- B $3 + 4$
- C 7×0
- D $1 + 7$

How do you know?

The teacher displayed this number line on the board.



Which equation best represents the number line?

| | |
|--------------|-------------|
| $18 \div 4$ | $6 - 3$ |
| 4×6 | $18 \div 3$ |

Justify your answer.

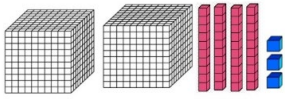
Sutton has a total of 56 matchbox cars. He has 7 cars in each box. How many boxes of matchbox cars does Sutton have? Draw a model to prove your answer.

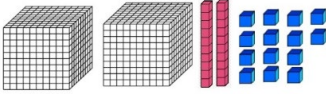
- A 63, because $56 + 7 = 63$
- B 8, because $56 \div 7 = 8$
- C 49, because $56 - 7 = 49$
- D 9, because $56 \div 7 = 9$

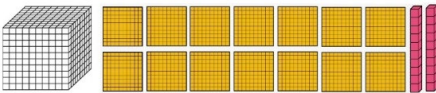
3rd Grade Math

You must show your work!

Write the standard form for each model below.







Key
 = 1

Choose all the correct answers. Which of the following is a form of 12,703?

- 12 thousands, 70 tens, 3 ones
- 10 thousands, 2 hundreds, 73 ones
- $10,000 + 2,000 + 700 + 3$
- Twelve thousand, seven hundred three
- 127 hundreds, 3 tens

Find the difference between 709 and 983.

Choose the two correct statements.

- $38 + 12 = 12 + 38$
- $38 + 12 = 83 + 21$
- $40 + 57 \neq 97 - 10$
- $78 + 14 \neq 45 + 47$

Chad loved to collect models of airplanes. In May, he had 380 in his collection. He had 418 airplanes in December. How many airplanes did he add to his collection and how do you know? Use the part-part-whole model to justify your answer.

- 78, because $418 - 380 = 78$
- 798, because $380 + 418 = 798$
- 38, because $418 - 380 = 38$
- 178, because $418 - 380 = 178$

| | |
|--|--|
| | |
| | |

3rd Grade Math


You must show your work!

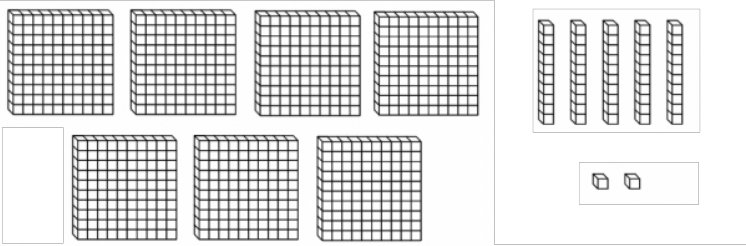
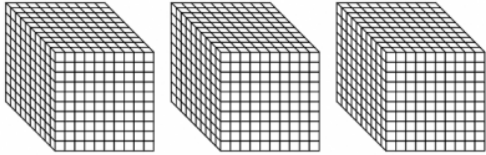
Donna is reading a book with 509 pages. She read 134 pages last week. She read 57 pages yesterday.

How many more pages does Donna have left to finish the book.

What is the sum of 647 and 295?

The model shown represents a number.

Key:  = 1



Number: _____

Write the number in expanded form.

Complete each pattern below and identify the rule for each.

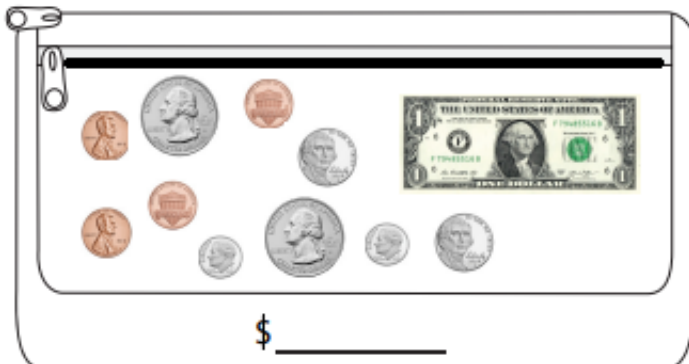
62, 55, 48, 41, ____, 27

Rule: _____

114, 152, 190, 228, 266, ____

Rule: _____

Kendall has the money shown in her pouch for the candy store.



If Kendall buys candy that costs \$1.23, how much money will she have left in her pouch?

(Hint: Use the money in the pouch to figure out how much is left! Cross out \$1.23)

¢

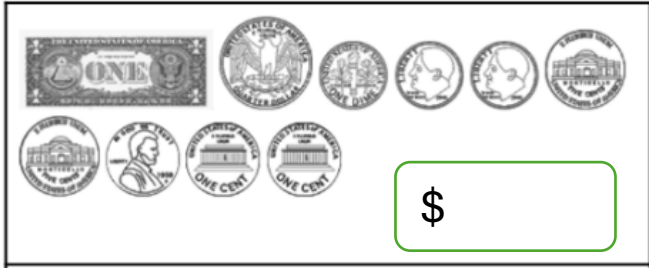
How much money is in Kendall's pouch?

3rd Grade Math

You must show your work!

Count the money in Set A and Set B.

Set A



\$

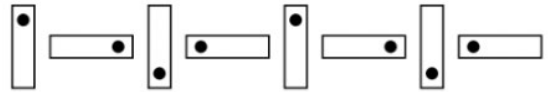
Set B



\$

Which set has a greater value?

Look at this pattern of shapes.



Which of these shows the same kind of pattern?

- A
- B
- C
- D

Victor has some money.



If the prices shown include tax, which of the following snacks can Victor buy with his money?

- A **A** \$1.35
- B **B** \$1.29
- C **C** \$1.25
- D **D** \$1.19

Which follow the rule “add 6”?
Choose the two correct answers.

- 32, 40, 48, 54
- 60, 54, 42, 36
- 48, 54, 60, 66
- 40, 45, 50, 55
- 75, 81, 87, 93

Jaydin made a model to represent the product for 3×4 . Which of the following could be the model?

- A
- B
- C
- D



Family Learning Resources: Remote Learning Edition

Science / Ciencias



Science Day 1: Matter

NAME: _____

DIRECTIONS: Read each question and choose the best answer.

1 Which picture shows a solid that will dissolve in water?



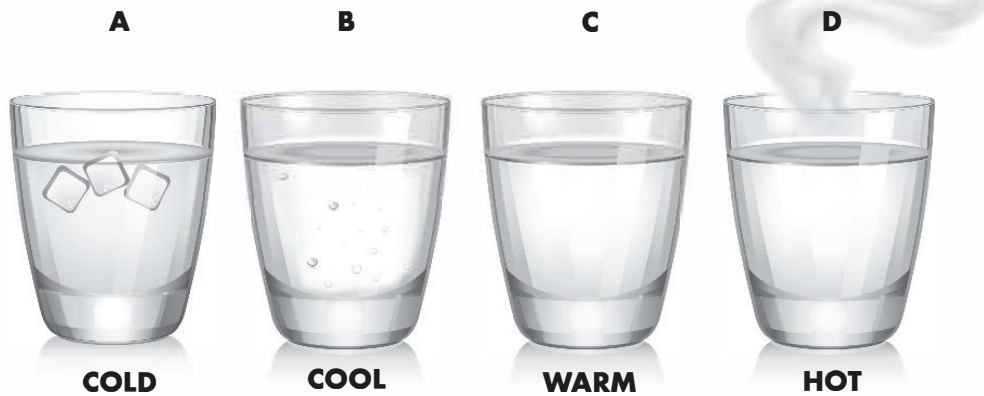
2 Which conclusion **BEST** describes how oil acts when added to water?

- A** Oil mixes with water.
- B** Oil changes phases in water.
- C** Oil dissolves in water.
- D** Oil separates from water.

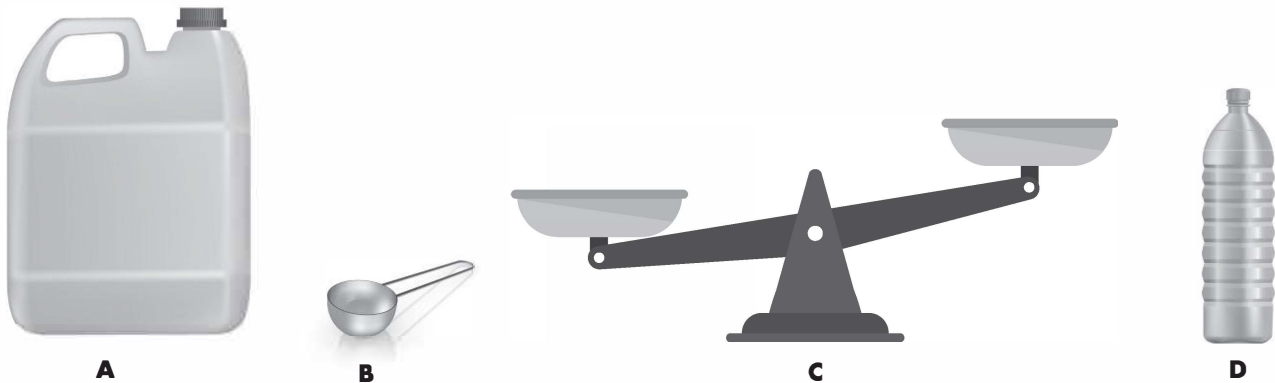
3 Which tool would help you measure the time it takes for a drink mix to dissolve in water?

- A** Stopwatch
- B** Graduated cylinder
- C** Thermometer
- D** Funnel

DIRECTIONS: Use the pictures below to answer questions 4-6. Write the correct letter on each line. You may use an answer more than once.




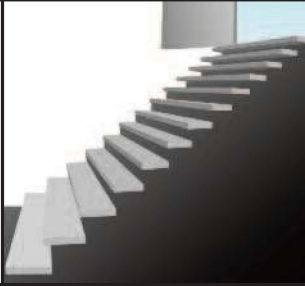
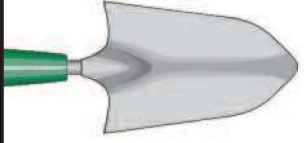






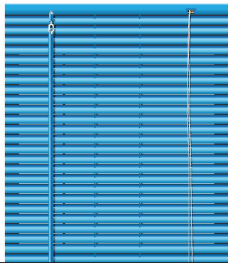








- 4 In which cup of water will substances dissolve the fastest? _____
- 5 Which cup of water has the least amount of energy? _____
- 6 Which cup of water shows water in a solid phase? _____
- 7 A student wants to know if oil dissolves in a cup of water.
Which tool is BEST for measuring oil?



- 8 To measure the temperature of a cup of hot chocolate before you drink it, use a —
- A balance scale
 - B graduated cylinder
 - C stopwatch
 - D thermometer

Day 2: Simple Machines








Label each picture with what simple machine it is. Use the list at the bottom.

| | | | |
|---|---|---|---|
|  <p style="text-align: center;">W</p> |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  | <p>L = Lever WA = Wheel and Axle I = Inclined Plane S = Screw P = Pulley W = Wedge</p> | |

Science Day 3: Compound Machines

NAME _____

DIRECTIONS: Use information from pages 32-33 of the textbook to complete the chart.

| Compound Machine | Simple Machines Used | Function of Each Simple Machine Used |
|--|----------------------|--------------------------------------|
| Scissors  | | |
| Bicycle  | | |
| Wheelbarrow  | | |
| Fishing Rod and Reel  | | |
| Pencil Sharpener  | | |
| Lawnmower  | | |
|  Gym Equipment | | |

Science Day 4:

List ten simple or compound machines in your home:

| Item | Simple machines in it |
|-------|-----------------------|
| Knife | wedge |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |

Science Day 5:

Draw and label four simple machines in your home:

| | |
|--|--|
| | |
| | |

Family Learning Resources: Remote Learning Edition

Social Studies/ Estudios Sociales



Day 1 – Social Studies

Today, Egypt is a country in Africa. Thousands of years ago it was one of the most powerful **civilizations** in the world. It included parts of what is now Israel, Palestine, Syria, Lebanon, Sudan, and the island of Cyprus.

Ancient Egypt was **ruled** by kings called pharaohs. Egyptians believed their pharaohs became gods after death. When a pharaoh died, people set about **preserving** his body. First they removed most of his inner organs. Then they washed his body, dried it, and wrapped it in cloth. By the end of this process, he had become a mummy.

Ancient Egyptian Mummy

The mummy would be placed in a tomb, which was sometimes a pyramid. Egyptian pyramids are stone structures with four triangular sides. At the time they were built, the pyramids were the tallest buildings in the world. People today are still not sure how the Egyptians made them.

On some of the pyramid walls are hieroglyphs.

Hieroglyphs are pictures that represent words, and the Egyptians used these word-pictures to write. In fact,

the Egyptians were the first people to keep a written **record** of their culture. Much of what we know about them today comes from hieroglyphs.



1. Ancient Egypt was ruled by kings called pharaohs. What did Ancient Egyptians do with the bodies of their pharaohs when they died?
2. Describe the pyramids discussed in the text. Use information from the text to support your answer.
3. What is the main idea of this text?
4. What is one thing you can conclude about the Ancient Egyptians based on the information in the text? Use information from the text to support your answer.

Day 2 – Social Studies

Cleopatra is one of the most **legendary rulers** of ancient Egypt. One reason she is very famous is that she was a female **ruler**. She is also famous because she was an incredibly gifted **ruler**.

Cleopatra lived from 69 B.C. to 30 B.C. She lived in Alexandria, which was then the capital city of Egypt. She was intelligent, charming, witty, and **ambitious**.

Cleopatra's love and care for her people won Egypt's affections. Under her rule, many Egyptian people lived comfortable lives. The kingdom was fairly peaceful.

Cleopatra's qualities lured two of Rome's most famous leaders. First, she fell in love with Julius Caesar. Then, after Caesar's death, she fell in love with Mark Antony. These romances linked Egypt and Rome.

When Cleopatra was 39, Mark Antony died, and she found herself unprotected by Rome. The Egyptian queen was afraid of being **captured** and tortured by her enemies. But she died before she ever had to surrender. Legend has it that she lured a poisonous snake called an asp to her, and it bit her.



1. According to the text, what did Cleopatra's love and care for her people win?
2. During Cleopatra's time, it was not common to have a female ruler. What evidence from the text supports this conclusion?
3. Based on the text, how did many of the people under Cleopatra's rule view her?
4. Based on the text, how did the people of ancient Egypt benefit from Cleopatra's rule?
5. The author describes Cleopatra as a "gifted ruler." What evidence in the text supports this description?

Find the hidden vocabulary words and circle them



A 10x10 grid of letters is centered on the page. The letters are arranged in a 10x10 grid. The first column of letters is circled in red. The letters in the first column are: p, h, a, r, a, o, h, j, c, p, t, w. Surrounding the grid are several Egyptian-themed icons: a flag of Egypt (top left), a sphinx (middle left), a camel (middle left), a sphinx (bottom left), a mummy (top right), a man with a staff (middle right), pyramids (middle right), and a black cat (bottom right).

pharaoh

pyramid

camel

Egypt

Ra

cat

mummy

sphinx

Day 4 - Social Studies

The Terra Cotta Army

In 1974, a group of farmers were digging a well in northwestern China when they **discovered** something unusual. They found a life-size statue of a soldier made of clay. Thousands more clay soldiers were later found underground in that area.

These soldiers were made of a type of hard, brownish-red clay called terra cotta. The soldiers were placed in rows in large pits. It is believed that they were once brightly painted. However, the paint has come off over the years. The soldiers all have **unique** faces.



These soldiers are part of the Terra Cotta Army found in the **burial** place of the first emperor, or king, of China. The emperor had ordered people to build the **burial site** for himself over 2,000 years ago. The army was probably built to stay by the emperor's side in the afterlife. The Terra Cotta Army includes not only clay soldiers. Clay horses, wooden chariots, and weapons are part of this underground army as well.

During his rule, the emperor unified China and started the construction of the Great Wall of China. Today, he's also known for his incredible **burial site** featuring the Terra Cotta Army. Historians believe that 700,000 workers helped build the **site** for nearly 30 years. People from all over the world visit the **site** to see the amazing statues. As many as two million people visit each year!

1. What were the farmers digging when they found the clay soldiers in 1974?
2. What are the Terra Cotta soldiers made of, and what color is the clay?
3. Why do historians think the Terra Cotta Army was built for the emperor?
4. Name two other things—besides soldiers—that are part of the Terra Cotta Army.

Draw a line matching the words to the pictures



tea

panda

dragon

temple

fan

chopsticks

China

lantern



