

Fluency and Skills Practice

Multiplying Multi-Digit Whole Numbers

Name: \_\_\_\_\_

Estimate. Circle all the problems with products between 3,000 and 9,000. Then find the exact products of only the problems you circled.

$$\begin{array}{r} 132 \\ \times 34 \\ \hline \end{array}$$

$$\begin{array}{r} 247 \\ \times 15 \\ \hline \end{array}$$

$$\begin{array}{r} 145 \\ \times 23 \\ \hline \end{array}$$

$$\begin{array}{r} 308 \\ \times 12 \\ \hline \end{array}$$

$$\begin{array}{r} 158 \\ \times 41 \\ \hline \end{array}$$

$$\begin{array}{r} 364 \\ \times 32 \\ \hline \end{array}$$

$$\begin{array}{r} 400 \\ \times 29 \\ \hline \end{array}$$

$$\begin{array}{r} 254 \\ \times 17 \\ \hline \end{array}$$

$$\begin{array}{r} 187 \\ \times 42 \\ \hline \end{array}$$

$$\begin{array}{r} 216 \\ \times 12 \\ \hline \end{array}$$

$$\begin{array}{r} 323 \\ \times 18 \\ \hline \end{array}$$

$$\begin{array}{r} 194 \\ \times 26 \\ \hline \end{array}$$

$$\begin{array}{r} 317 \\ \times 14 \\ \hline \end{array}$$

$$\begin{array}{r} 385 \\ \times 31 \\ \hline \end{array}$$

$$\begin{array}{r} 285 \\ \times 27 \\ \hline \end{array}$$

Fluency and Skills Practice

Multiplying with the Standard Algorithm

Name: \_\_\_\_\_

The answers are mixed up at the bottom of the page. Cross out the answers as you complete the problems.

$$\begin{array}{r} 1 \\ 580 \\ \times 30 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ 1,085 \\ \times 17 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ 2,105 \\ \times 13 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ 648 \\ \times 32 \\ \hline \end{array}$$

$$\begin{array}{r} 13 \\ 2,417 \\ \times 24 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ 3,104 \\ \times 18 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ 1,236 \\ \times 55 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ 1,788 \\ \times 15 \\ \hline \end{array}$$

$$\begin{array}{r} 11 \\ 2,409 \\ \times 23 \\ \hline \end{array}$$

$$\begin{array}{r} 14 \\ 650 \\ \times 35 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ 1,482 \\ \times 38 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ 1,625 \\ \times 18 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ 2,500 \\ \times 19 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ 306 \\ \times 62 \\ \hline \end{array}$$

$$\begin{array}{r} 15 \\ 962 \\ \times 44 \\ \hline \end{array}$$

# Super-Journal Week 1:5

Every night, you should be reading at least 30 minutes of whatever book you have checked out from your assigned reading list. Tape or glue (but do not staple) this sheet into your Super-Journal on the left-side page. Fill in the table below *every day* by recording the required data.

Day	Title	Start Pg.	End Pg.	Parent Sign.
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				
Saturday				
Sunday				

On the right-side page of your Super-Journal, answer two of the questions below throughout the week. Be sure that the questions you choose to answer go with the appropriate type of book (Fiction or Nonfiction). The Super-Journal is due on the first day after the weekend (usually Monday). To earn credit for your Journal entry, you must respond in at least five complete sentences per response and use specific evidence from the text to support your claim based on what you've read this week.

## FICTION

1. Give an example of a word from your text that you had to use strategies to determine the meaning of. Explain how you found the meaning of this unknown word.
2. What strategies can you use to help you find the meaning of words in your text.

## NONFICTION

1. What clues from the sentences can help you figure out the meaning of an unknown word?
2. What text features can help you figure out the meaning of an unknown word?
3. Does the unknown word have a prefix or suffix? How can this help you?

RL.2.4/RI.2.4

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RL.2.4/RI.2.4



# The Water Cycle

## Cross-Curricular Focus: Earth Science

Water on Earth can be found in three different forms, or states. These states are solid, liquid and gas. When it is frozen, it is solid ice. When it is liquid, it is liquid water. When it is a gas, it is water vapor. The water cycle is the set of processes that water goes through as it changes from one state to another.

When the heat of the sun shines on the water in oceans, lakes, rivers and streams, the water evaporates, rising up into the air as water vapor. As it moves higher into the sky, it cools. The cooled water vapor begins to form liquid drops, which gather together as clouds. This process is called condensation. Little by little, more microscopic drops of water join together in the cloud. Finally, the cloud becomes so heavy that the drops start to fall. Any form of water that falls from the sky is called precipitation.

Precipitation will take on different forms. The form depends on the conditions that exist inside the clouds and the condition of the air the water travels through on its way to the ground. Drops of liquid water fall as rain, the most common form of precipitation. If the drops of water fall through air that is warmer than water's freezing point, they will remain as rain. Sometimes cold temperatures inside clouds produce ice crystals that melt in warmer air on their way down, ending up as rain as well.

If raindrops fall through air that is below the freezing point of water, they form tiny frozen drops known as sleet. If the air inside the cloud and the air on the way down are both below the freezing point, ice crystals will form and fall as snowflakes. There is a lot of variation in snow, depending on how cold it is when it falls. Warmer temperatures mean "wetter" snow, while colder temperatures mean drier, fluffier snow.

Perhaps the most interesting form of precipitation is hail. Hail forms when windy conditions combine with freezing temperatures. Drops of frozen rain begin to fall, and are then repeatedly caught up by the wind and pushed back up through the clouds where they gather more and more layers of ice. When they become too heavy for the wind to lift, they fall to the ground as hail.

No matter what form the precipitation takes, much of it will become runoff and find its way back to the sea. Most of the rest will join surface water in lakes and streams or soak into the ground and become groundwater. Some will spend some time atop tall mountains as ice and snow.

All water awaits its turn to participate once again in each state of the water cycle. Water continually changes from one state to another. The water cycle never ends.

Name: \_\_\_\_\_

Answer the following questions based on the reading passage. Don't forget to go back to the passage whenever necessary to find or confirm your answers.

1) How does the water cycle ensure that we have water? \_\_\_\_\_  
 \_\_\_\_\_

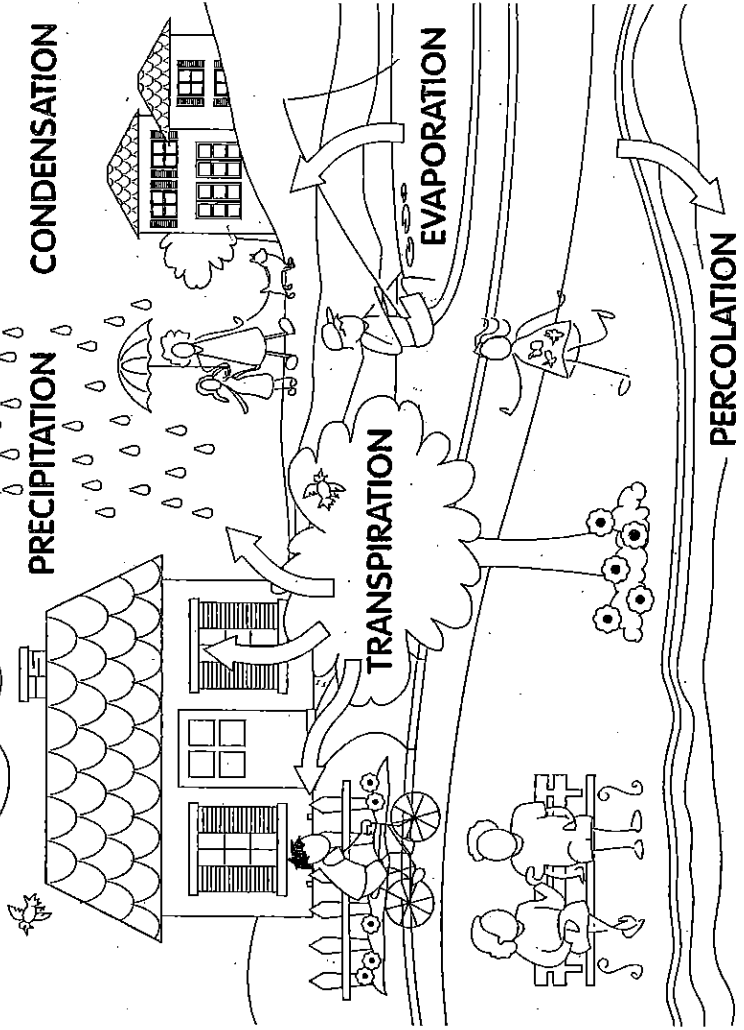
2) What are the three stages of the water cycle? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

3) Describe the conditions that are necessary for snow to fall. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

4) How does precipitation return to the water cycle? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

5) What is your favorite form of precipitation? Why? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

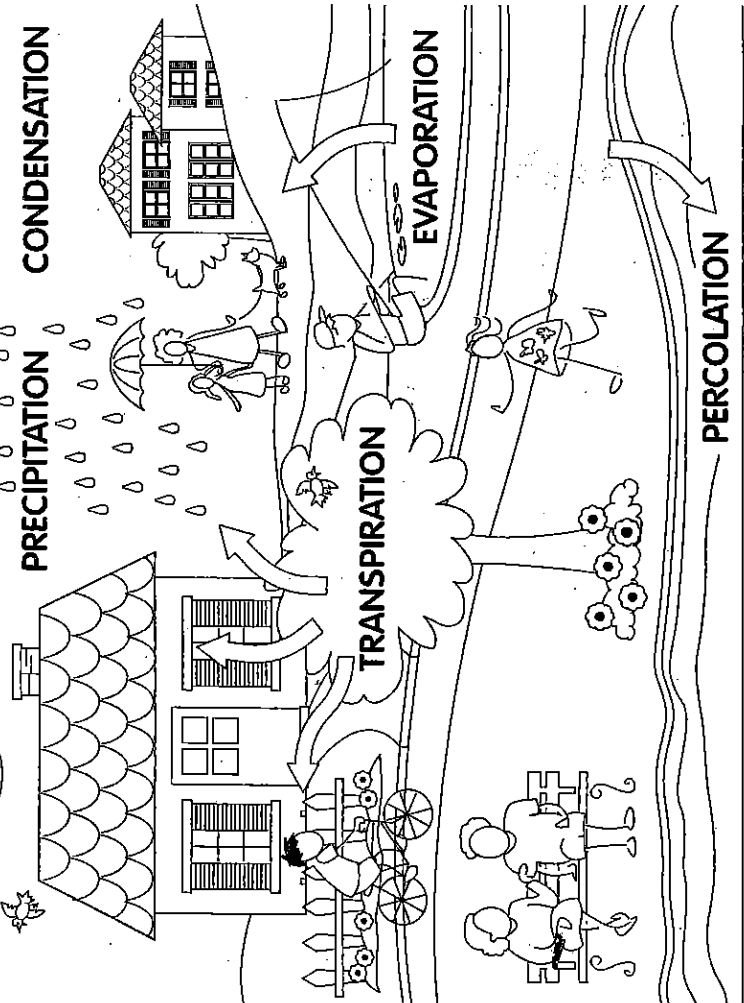
# The Hydrologic Cycle



**Solar energy:** energy provided by the sun for the never-ending water cycle  
**Evaporation:** vapor created when the sun heats water in lakes, streams, rivers or oceans  
**Transpiration:** vapor created when plants and trees give off moisture  
**Condensation:** tiny droplets of water formed when water vapor rises into the air and cools  
**Precipitation:** moisture released when clouds become heavy and form rain, snow and hail  
**Percolation:** movement of water through the ground

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 Water Management District  
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 WSR 05-10

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**Essential Question**

Why is it important to understand the role of the water cycle?

**Learning Goals**

- I can **create** a model to explain the parts of the water cycle.
- I can **explain** how water changes from one state of matter (solid, liquid, gas) to another within the water cycle.
- I can **describe** the role of the ocean in the water cycle and its connections to all water on Earth.

**Vocabulary**

condensation, evaporation, gas, liquid, solid, precipitation, water cycle, states of matter, atmosphere, runoff, water vapor, reservoir

**Day 1: Engage – Where Did the Water Go?**



A group of friends were hanging out at the playground during recess at school on a warm, sunny day. They almost stepped in a puddle near the slide. A few hours later, after school was over, they went back to the playground and noticed the puddle was not there anymore. They started to share their ideas as to where the puddle went.

Tina - The water went directly up to the clouds.

Deanna - The water disappeared.

Jeff - All the water soaked into the ground.

Norma - A lot of the water is in the air surrounding us.

Hector - The water went into a stream, river, pond, lake, or ocean.

David - The water is now fog.

Whose thinking do you agree with the most? **Explain** your thinking.

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# PUDDLE INVESTIGATION

Time	Diameter of puddle (in/cm)
0:00	
3:00	
6:00	
9:00	

Looking at your data, what conclusion can you make about the water in the puddle? Explain your thinking.

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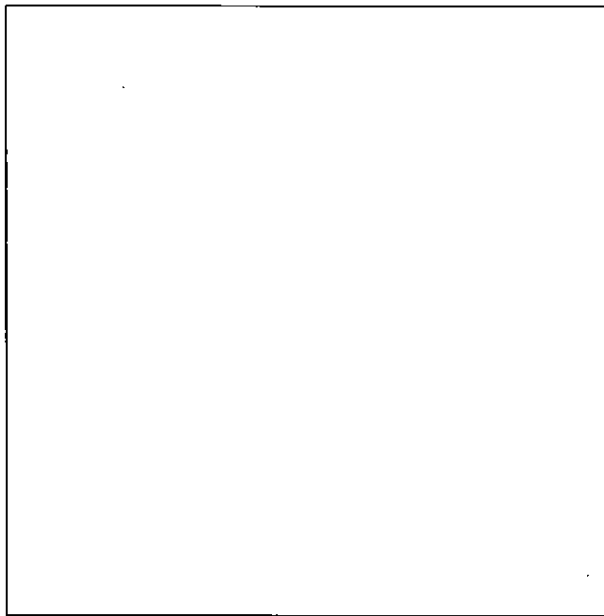
1. Water can be a gas, a liquid or a solid and can go back and forth from one state to another.
  2. The ocean is an important and essential part of the water cycle and is connected to all of Earth's reservoirs through the evaporation and precipitation process.
  3. Water is constantly moving between Earth's surface and the atmosphere in the water cycle.
  4. Water on Earth's surface evaporates or changes to water vapor, a gas in the atmosphere.
  5. When water vapor rises, it cools and condenses around tiny bits of dust and salt.
  6. Together, billions of droplets form a cloud; fog is a cloud that forms close to the ground.
  7. Water droplets in a cloud join together until they are too heavy to stay in the air and then they fall to Earth as precipitation.
  8. Rain, snow, and hail are kinds of precipitation, water that falls from clouds to Earth's surface.
  9. Groundwater is rain that seeps into the ground and remains stored there.
  10. Run-off, water that cannot soak into the ground, flows downhill into low-lying areas.
  11. Precipitation may become part of a glacier, a large, slow-moving sheet of ice.
  12. Aquifers, like the Floridan Aquifer, are huge bodies of rock that store water for people to use.
  13. The sun provides the energy for the water cycle.
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You will be creating a model that represents the movement of water that occurs on Earth. You will need a Ziploc bag, permanent markers, 1/3 cup of water and tape to hang your bag in a sunny location.

**Directions:**

1. Smooth your bag out on a flat surface. Use the permanent marker to draw the water cycle from the water cycle diagram. Draw carefully to avoid puncturing the bag.
2. Pour 1/3 cup of water into your bag. Add two drops of food coloring. Make sure to keep your bag upright. Tightly seal your bag.
3. Create a diagram in the box below to show what your water cycle model looks like *before* you tape it in the window.



**Predict what you think you will see in the Water Cycle model over the next few days? Explain your thinking.**

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**Video: Cartoon for Kids! 3 States of Matter**

How does the presence and absence of heat cause the states of matter to change? Be **prepared to share** your thinking with your classmates.

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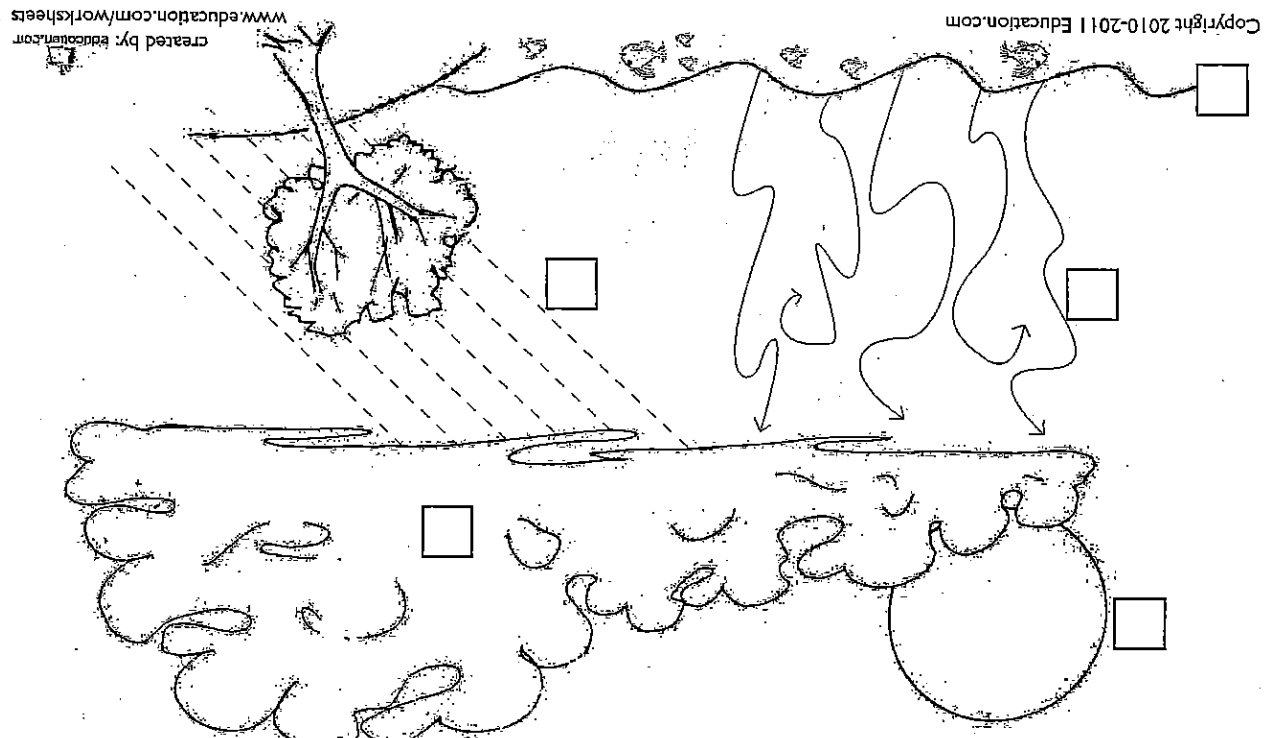
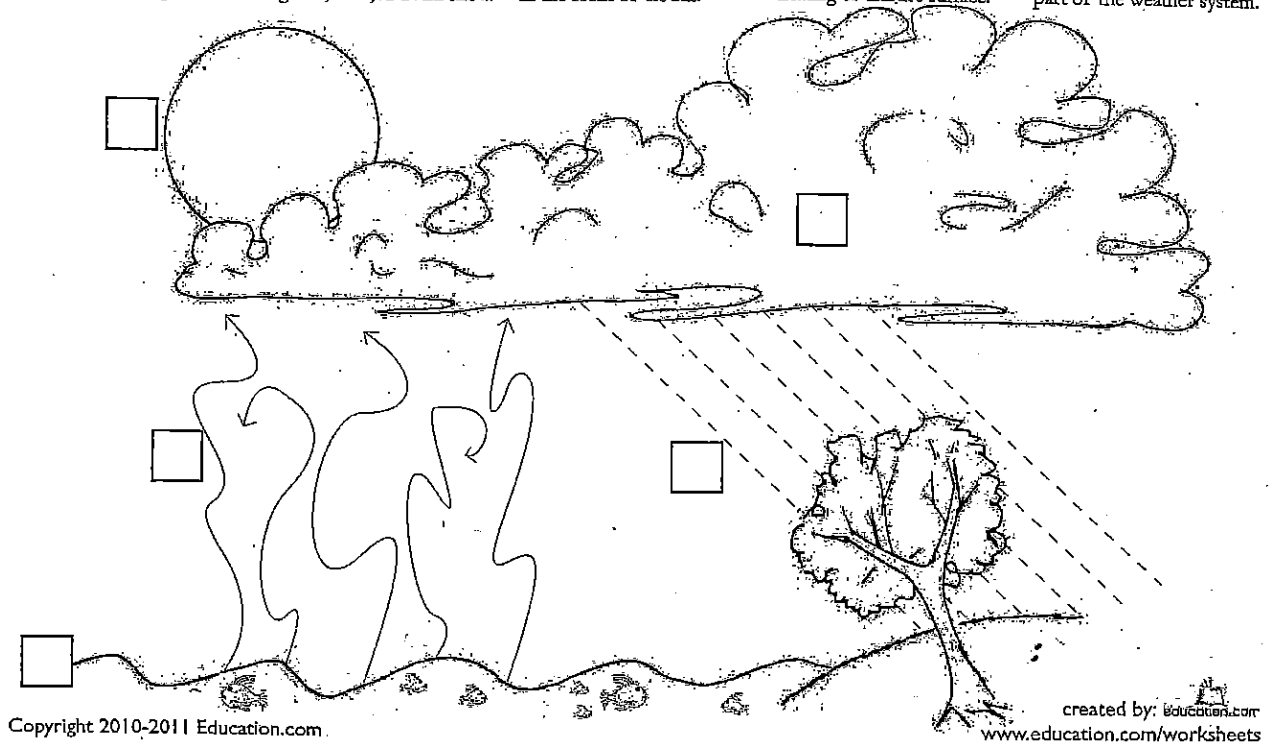
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# The Water Cycle

Since the very first years of Earth's existence, there has been water present. No water is ever added or taken away from our atmosphere because it's constantly moving in a *water cycle*. Read the definitions below and put the corresponding letter in the squares marking each part of the cycle in the diagram.

- A** Evaporation: Liquid water is heated by the sun until it rises as water vapor into the atmosphere.
- B** Precipitation: Water falling to the Earth in the form of weather - including rain, sleet, hail and snow.
- C** Condensation: Water vapor molecules join together, becoming liquid, in the form of clouds.
- D** The Sun: Creates all of the weather on Earth through the uneven heating of Earth's surface.
- E** Liquid Water: All living things need this to survive and it is an important part of the weather system.



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# The Water Cycle

Name \_\_\_\_\_

Date \_\_\_\_\_

### Problem Solving: 2- and 3-Digit Multiplication by 1 Digit

Solve each problem.

<p>1. Meg and her family are going camping. They travel 329 miles each day. How far do they drive in 4 days to get to the campground?</p>	<p>2. Luis and his friends hike 15 miles each day. How far do they hike in 4 days?</p>
<p>3. Batteries in the campers' flashlights last 98 hours. If there are 8 flashlights, how many hours of use will the campers have from their flashlights?</p>	<p>4. Michelle brought 6 bags of marshmallows to roast. If each bag has 48 marshmallows, how many marshmallows does Michelle have altogether?</p>
<p>5. At the lake, Amy and her friends paddled in a canoe for 6 hours. If they traveled 183 yards each hour, how far did they travel altogether?</p>	<p>6. There are 214 campers at each campground. If there are 7 campgrounds, how many campers are there altogether?</p>
<p>7. Tia is making trail mix to take camping. She makes 152 bags. If each bag holds 9 ounces, how many ounces of trail mix does Tia have altogether?</p>	<p>8. Casey brings 4 rolls of film with 24 shots on each roll. Antoine brings 7 rolls of film with 36 shots on each roll. How many pictures will Casey and Antoine be able to shoot?</p>



Name \_\_\_\_\_

Date \_\_\_\_\_

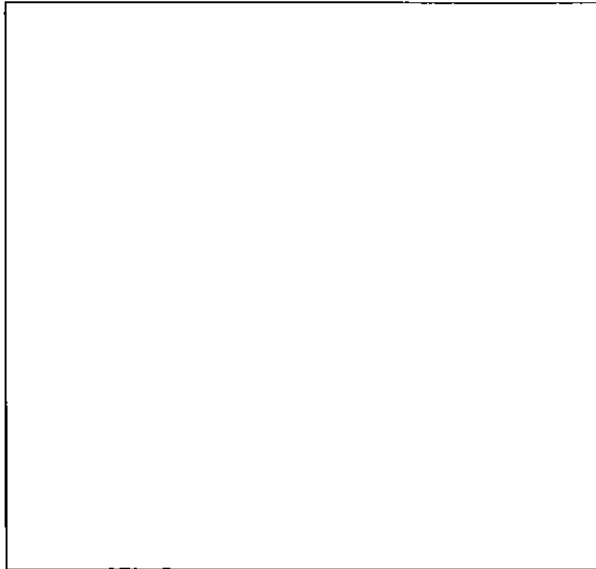
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**Draw a diagram** with labels to show what your water cycle model looks like **after one** day in the window.



**Explain** the changes you observed. How does this model demonstrate how water travels through the water cycle?

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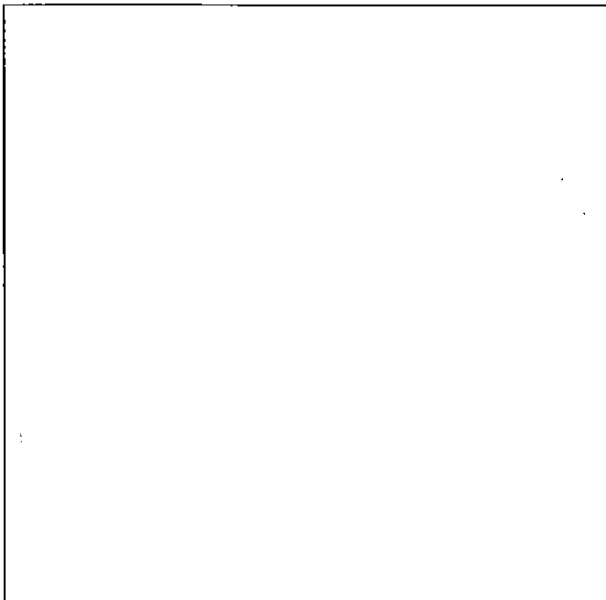
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**Draw a diagram** with labels to show what your water cycle model looks like **after two** days in the window.



**Explain** the changes you observed over the last several days. How does this model demonstrate how water travels through the water cycle? Include the terms *evaporation*, *condensation* and *precipitation* in your explanation.

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