

Welcome to our Virtual Classroom!

Student Time Expectation per day: 1-2 hours

Daily Routine Practice and Rehearsal (In any order that fits your family's home routine) Times are approximate and will vary by student level.

- 20 min. Reading Independently (Reading aloud, being read to, or reading silently) – fluency page or other text available.
- 10-20 min. Writing- spelling sentences and Optional Daily Prompt: See prompt on calendar below. Students may draw a picture as well as write 2-8 sentences depending on reading group level.
- 10-20 Min. Math Review/Fluency Practice : $+/ - / \times / \div$
- 10-20 Min. Science

Content Area	Learning Objectives	Assignments: Daily Routines + These Tasks (check boxes when completed and send this page to me via email each Friday)
Language Arts	<ul style="list-style-type: none"> • answer questions about text that I read. • determine the main idea of a text and recount 1-2 key details. 	<input type="checkbox"/> .Fluency pages by group: Grp. 1 – Tiger & Lily, 2 – Volcanos, 3 – Visit to the Big Apple <input type="checkbox"/> .Spelling: play games to practice words https://www.spellingtraining.com/index.html?&dtsym&ryqb&db syl&utjdc&hejzvr&mbvyq <input type="checkbox"/> Type sentences for each word. Must have 8+ words. <input type="checkbox"/> Spelling Packet: Word Meaning Pages (1 per word) look up definition on dictionary.com, sentences must be 8+ words. <input type="checkbox"/> Reading Comprehension Packet: Grp. 1 – Good Idea, Grp. 2 – The Clear Choice, Grp. 3 – Lost <input type="checkbox"/> Reading Comprehension Online: https://pbskids.org/martha/stories/truestories/superinventions_story.html
Mathematics	<p><i>multiply</i></p> <ul style="list-style-type: none"> • add and subtract multiple digits w/ regrouping • mult. fluency problems. • Recognize basic fractions 	<input type="checkbox"/> Triple digit x single digit mult. https://www.thatquiz.org/tq-1/?-ig24-la-mpnv600-nu-p0 <input type="checkbox"/> Double x double digit mult. https://www.thatquiz.org/tq-1/?-ig44-l2-mpnv600-p0 <input type="checkbox"/> Mult. Fluency easy https://www.thatquiz.org/tq-1/?-i4g04-i9-mpnv600-nk-p0 <input type="checkbox"/> .Packet pages: Review of 2 digit and 3 digit multiplication with regrouping. Multiplication chart included. (some students may only be able to complete 2 digit mult., you may need to show example, it is ok to help, Email me for confirmation) <input type="checkbox"/> Packet Pages: fraction review and Multiplication fluency (ok to use chart if needed)
Science)	<ul style="list-style-type: none"> • describe the water cycle. • Understand order of cycle & vocabulary. 	<input type="checkbox"/> https://mysteryscience.com/earth/mystery-3/water-cycle/124?r=12500442#slide-id-0 <input type="checkbox"/> https://water.usgs.gov/edu/watercycle-kids-adv.html (optional resource) <input type="checkbox"/> https://games.legendsoflearning.com/games/WyJnYW1lcylsMTk4MV0= (interactive) <input type="checkbox"/> Packet: Parent may read with student and help answer the questions.

Teacher Office Hours Contact mortega@tusd.net Platform: email	<i>I will have two hours scheduled every day for emails, phone calls, conference calls, and virtual experience. Please see the schedule below. If your student needs additional help, please reach out and we will find a way.</i> <u>I will be at my device to interface with those who need me from 9:30am- 10:30am and 4:00pm- 5:00pm.</u>					
Scheduled Weekly meeting Shared Experience		Monday	Tuesday	Wednesday	Thursday	Friday
	9:30-10:30	Available by email	Available by email	Zoom class meeting 20 minutes	Available by email	Available by email
	4:00-5:00	Available by email	Available by email	Available by email	Available by email	Available by email

Submission of Work: Assignments can be turned in digitally sooner, but the paper drop off is scheduled at our site for 5/15/20
Submit Logs & Products: Scan / photo /upload to email/or deliver

Our Daily Routines				
	Log Your Reading	Writing	Math Games	
Log for April 27 th – May 1 st				
Monday	<i>Title:</i> Parent initial _____ to verify reading	Spelling Sentences Optional Prompt: <i>What I miss most about school.</i> Parent initial _____ to verify	Game: Parent initial _____ to verify play	
Tuesday	<i>Title:</i> Parent initial _____ to verify reading	Spelling Sentences Optional Prompt: <i>What is your favorite thing to do outside?</i> Parent initial _____ to verify	Game: Parent initial _____ to verify play	
Wednesday	<i>Title:</i> Parent initial _____ to verify reading	Spelling Sentences Optional Prompt: <i>What animal would you like to be if you could?</i> Parent initial _____ to verify	Game: Parent initial _____ to verify play	
Thursday	<i>Title:</i> Parent initial _____ to verify reading	Spelling Sentences Optional Prompt: <i>Do you like to sleep late or get up early? Why?</i> Parent initial _____ to verify	Game: Parent initial _____ to verify play	
Friday	<i>Title:</i> Parent initial _____ to verify reading	Spelling Sentences Optional Prompt: <i>Describe what kind of exercise you have been doing?</i> Parent initial _____	Game: Parent initial _____ to verify play	

Name _____

Word Count: 88

Tiger and Lily

Page owned two cats. 4

Both of her cats were gray. 10

One of her cats was a boy, and the other cat was a girl. 24

Page named the boy cat Tiger and the girl cat Lily. 35

Tiger and Lily were best friends, but sometimes they 44

got mad at each other. 49

They would hiss at each other when they were upset. 59

They would always make up and be friends again, though. 69

Their favorite game was tag. 74

Page laughed when she saw them play. 81

Tiger and Lily were two fun cats! 88

	Read 1	Read 2	Read 3	Read 4	Read 5	Read 6
Goal Rate						
WPM						
Errors						
WCPM						
Accuracy / Reading Rate %						

Words Per Minute (WPM); WPM - Errors = Words Correct Per Minute (WCPM); (WCPM ÷ WPM) x 100 = Accuracy/Reading Rate %

Name _____

Word Count: 125

Volcanoes

Volcanoes form when melted rock builds up inside the Earth. The hot 12
rock fills in holes under the ground. More and more hot rock builds 25
up until the volcano blows. Fire and smoke come rushing out. Hot 37
rock flows down the mountain. It covers everything in its path. 48

Most volcanoes in the world are near the Pacific Ocean. There are 60
forty active volcanoes in Alaska. One or two of them erupt each year. 73
Hawaii also has many active volcanoes. Some are under the ocean. 84
Hot rock quietly flows from them. 90

In 1980, a big volcano in Washington blew up. Gas, smoke, and hot 103
rocks filled the air. Ash filled the sky, and snow and ice melted. 116
When it was over, the mountain was much smaller. 125

	Read 1	Read 2	Read 3	Read 4	Read 5	Read 6
Goal Rate						
WPM						
Errors						
WCPM						
Accuracy / Reading Rate %						

Words Per Minute (WPM); $WPM - \text{Errors} = \text{Words Correct Per Minute (WCPM)}$; $(WCPM \div WPM) \times 100 = \text{Accuracy/Reading Rate \%}$

Name _____

Word Count: 199

A Visit to the Big Apple

New York City is an exciting city. It has many sites to see 13
and places to visit. If you tour the city, start with the Empire 26
State Building. This historic skyscraper is open to the public 36
every day of the year. Go all the way to the top. On a clear 51
day, you can see four other states. 58

Next, visit another tourist attraction, Ellis Island. This is 67
the place where many immigrants first entered the United 76
States. Its museum has many tapes and photos. They tell 86
the history of the place and the people who passed through 97
there. The Statue of Liberty stands proudly and tall nearby 107
in New York Harbor. The statue is more than 300 feet from 119
the ground to the tip of the torch and is perhaps the most 132
visited site in New York City. 138

You also may want to visit some of New York's museums. 149
If you enjoy art, don't miss the Museum of Modern Art. It 161
has many famous paintings and sculptures to view. 169

Name _____

Word Count: 199

Finally, make sure you stop by Central Park. It covers 179
almost a thousand acres. It has baseball fields, an ice-skating 189
rink, horse carriage rides, playgrounds, and even a small zoo. 199

Page 2 of 2

Goal Rate

	Read 1	Read 2	Read 3	Read 4	Read 5	Read 6
WPM						
Errors						
WCPM						
Accuracy / Reading Rate %						

Words Per Minute (WPM); $WPM - \text{Errors} = \text{Words Correct Per Minute (WCPM)}$; $(WCPM \div WPM) \times 100 = \text{Accuracy/Reading Rate \%}$

Spelling list Week 2

1. camel
2. hero
3. comet
4. fancy
5. punish
6. loser

Leila & Xavier

1. begin
2. cook
3. close
4. full
5. hero
6. lose

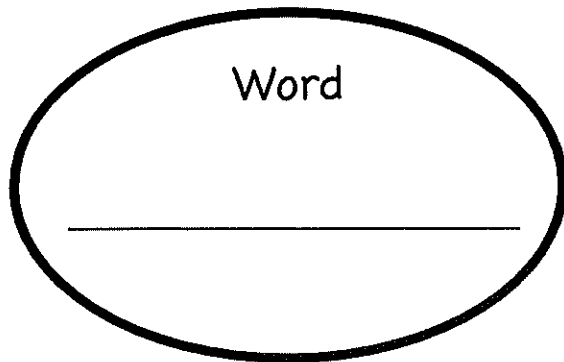
Spelling List Week 3

1. video
2. piano
3. radio
4. lion
5. giant
6. science

Leila & Xavier

1. after
2. saw
3. tell
4. who
5. sister
6. brother

Name _____



Word

Definition _____

Synonym

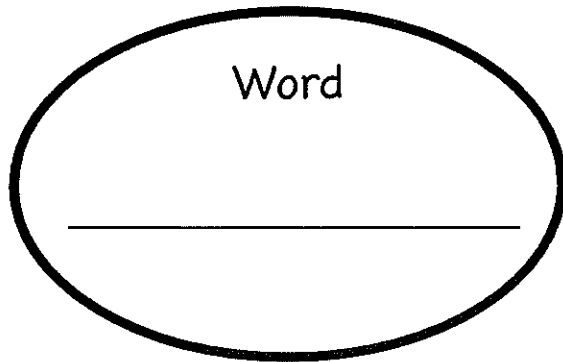
Antonym

Draw a picture of the word.

Use the word in a sentence.

Instructions: Have students write a vocabulary word in the oval. Then have them fill in the boxes with additional information about the word.

Name _____

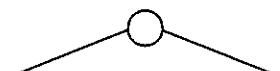


Word

Definition _____

Synonym

Antonym

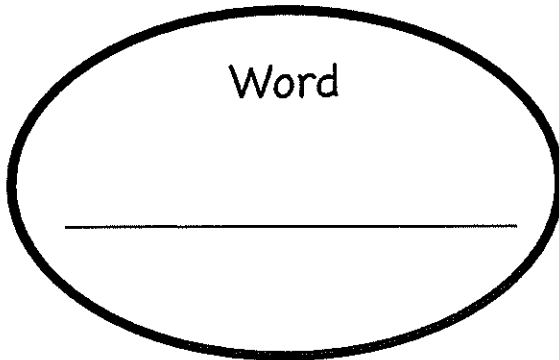


Draw a picture of the word.

Use the word in a sentence.

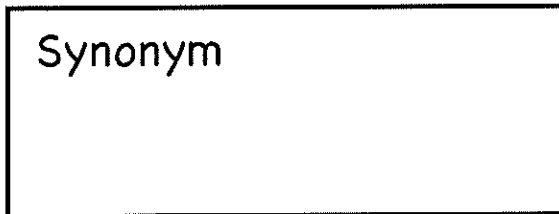
Instructions: Have students write a vocabulary word in the oval. Then have them fill in the boxes with additional information about the word.

Name _____

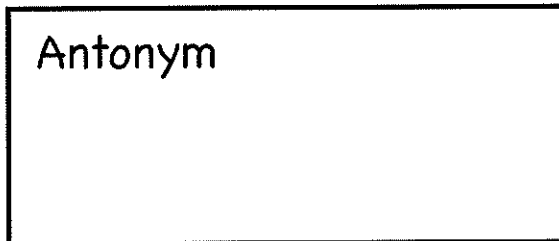


Word

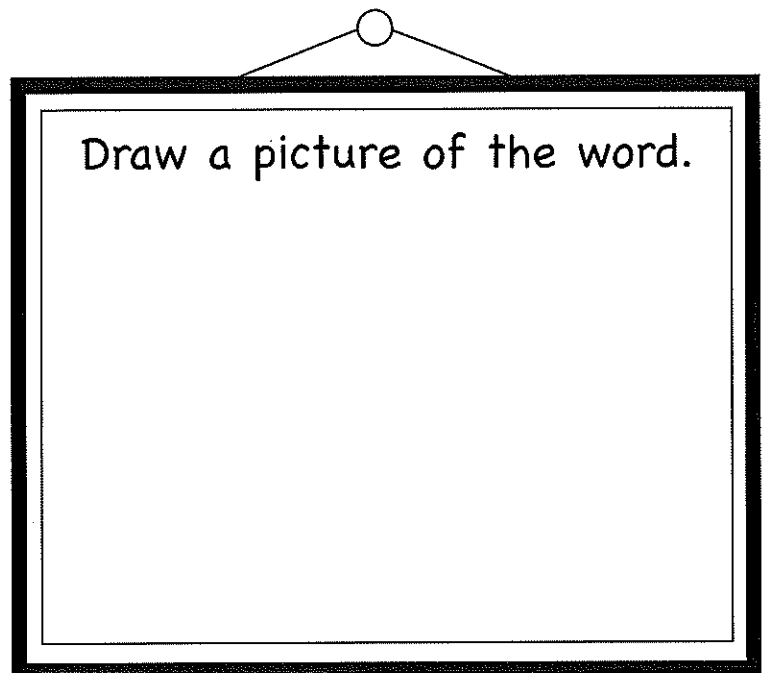
Definition _____



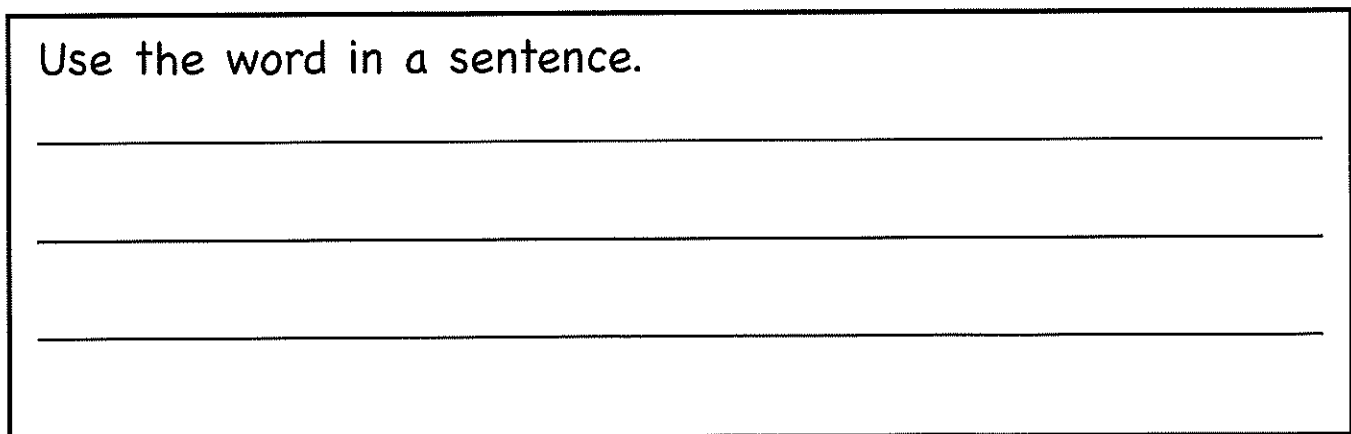
Synonym



Antonym



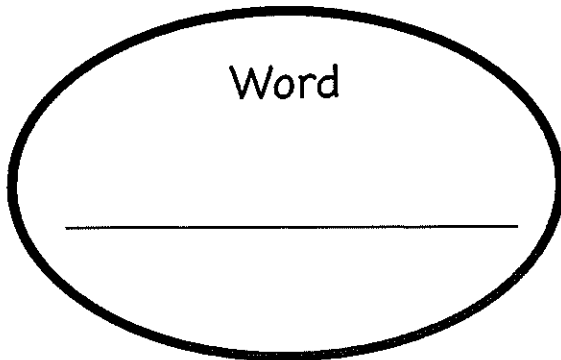
Draw a picture of the word.



Use the word in a sentence.

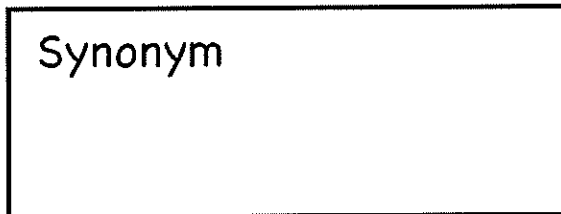
Instructions: Have students write a vocabulary word in the oval. Then have them fill in the boxes with additional information about the word.

Name _____

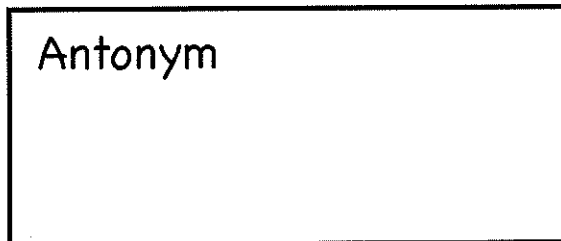


Word

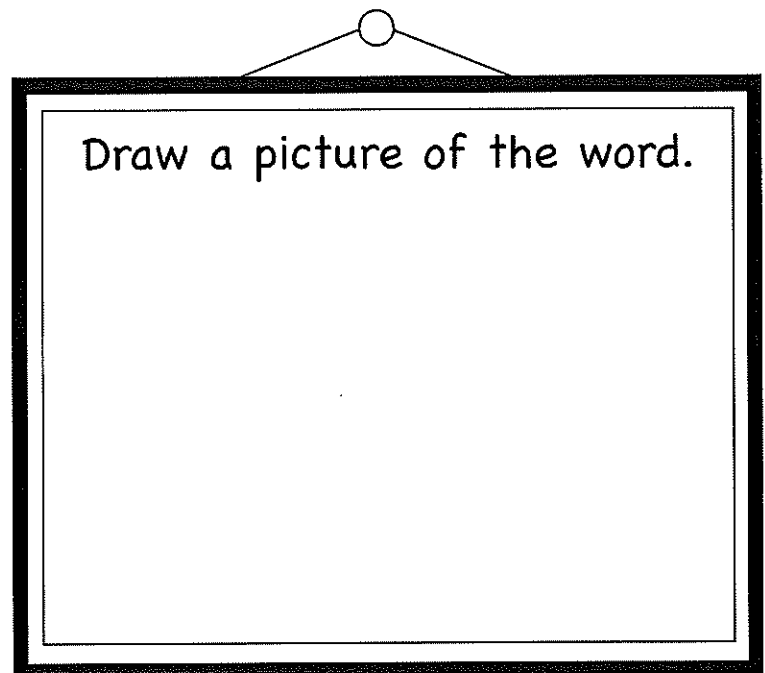
Definition _____



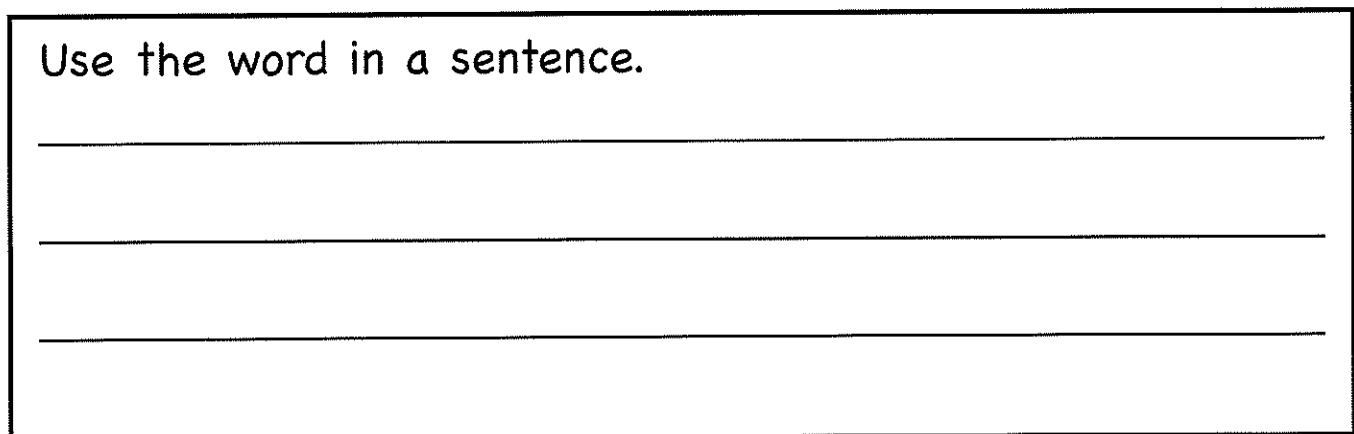
Synonym



Antonym



Draw a picture of the word.



Use the word in a sentence.

Instructions: Have students write a vocabulary word in the oval. Then have them fill in the boxes with additional information about the word.

Name _____

Word

Definition _____

Synonym

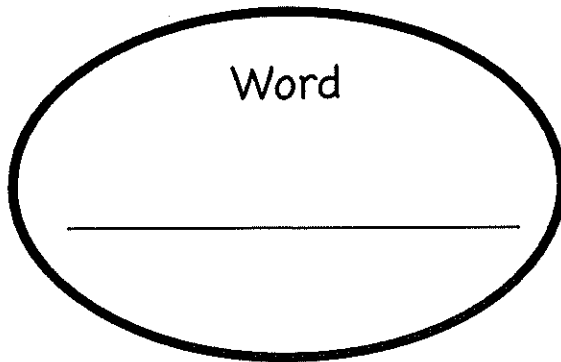
Antonym

Draw a picture of the word.

Use the word in a sentence.

Instructions: Have students write a vocabulary word in the oval. Then have them fill in the boxes with additional information about the word.

Name _____



Word

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Synonym

Antonym

Draw a picture of the word.

Use the word in a sentence.

Instructions: Have students write a vocabulary word in the oval. Then have them fill in the boxes with additional information about the word.

Name: _____

Group 1

Good Ideas

By Guy Belleranti

"Let's make the flowerbed look prettier," Heather said.

"Okay," Noah said. "How are we going to do that?"

"We can dig up the weeds," Heather said.

Noah nodded his head. "Good idea," he said.

They got to work.

"Wow," Noah said after a while. "We have dug up a lot of weeds."

"Yes," Heather said. "The flowerbed looks much prettier now."

"It sure does," Noah said. "Now let's go get a drink of water."

"Good idea," Heather said.

They sat at the kitchen table.

Heather drank some of her water. Then she set her glass down. "Now let's make the kitchen look prettier."

"Okay," Noah said. "I have a good idea how." Noah told Heather his idea.

Heather laughed. "That was my idea, too. Let's tell Mom."

Mom smiled when she heard their idea. "Good idea," she said.

So Heather and Noah cut some flowers from the garden. Then, they put the flowers in a vase on the kitchen table!



Name: _____

Good Ideas

By Guy Belleranti

1. How do Heather and Noah plan to make the flowerbed look prettier?

2. Why do Heather and Noah go into the kitchen after they are out in the garden?

3. What do Heather and Noah want to do once they are in the kitchen?

4. How does Mom respond when Heather and Noah tell her their plan?

5. What do Heather and Noah put on the kitchen table?

Name: _____

Good Ideas

By Guy Belleranti



Draw lines to match the words from the story with their meanings.

- | | | | |
|--------------|---|---|---|
| 1. flowerbed | • | • | wild plants that do not belong in a garden |
| 2. garden | • | • | a plot of soil where flowers are grown |
| 3. weeds | • | • | a room where food is cooked |
| 4. kitchen | • | • | a thought or a suggestion |
| 5. vase | • | • | a piece of ground where you grow fruit, vegetables, herbs, or flowers |
| 6. idea | • | • | a container used to display flowers |

Name: _____

Group 2

The Clear Choice

by Kelly Hashway

Rachel squinted at the board. Was that a five or an eight? Her friends copied the math problems into their notebooks, but Rachel couldn't see the board from the back of the room.



"Rachel, is something wrong?" Mrs. Grimes asked.

"No, Mrs. Grimes."

Rachel slid over in her seat, trying to copy the problems from Jenny's paper.

"Rachel, would you please come to my desk?" Mrs. Grimes said.

Rachel jumped. She walked up to Mrs. Grimes's desk at the front of the room. "I wasn't trying to cheat." Rachel lowered her head and whispered, "I just can't see the board."

"Oh, that is a problem. It sounds like you're nearsighted. Do you have glasses you should be wearing?"

Rachel felt a lump in her throat. Her parents had taken her for glasses two weeks ago, but she didn't want to wear them in class where everyone would see.

Mrs. Grimes sighed. "I think I see the problem. You don't want your friends to know you need glasses. Is that right?"

Rachel nodded.

"Well, there is another solution. I could move your seat to the front of the room."

"But then I wouldn't be by Jenny and Amanda," Rachel said.

"You're going to have to make a decision, Rachel. Either you wear your glasses or I move your seat. The choice is up to you."

Rachel turned to look at Jenny and Amanda. Jenny had a worried expression on her face. Amanda mouthed the words, "What's wrong?"

They were good friends, and Rachel wanted to continue sitting by them.

"I think I'm going to keep my seat in the back," Rachel said.

Mrs. Grimes nodded. "Okay, but if I don't see you wearing your glasses when you're copying problems from the board, I'll be forced to move your seat."

"I understand." Rachel walked back to her seat, wondering how she was going to tell Jenny and Amanda that she needed to wear glasses.

"Are you in trouble?" Jenny asked.

"You look scared," Amanda said.

"I'm not in trouble. I just have to wear my glasses if I'm going to sit back here with you."

"Then put them on," Jenny said with a shrug.

Rachel smiled. "I will."

Note from the Author

Kelly Hashway

"The Clear Choice" is based on a true story from when I got glasses in third grade. I was so scared to let everyone see me wearing them, but sitting by my friends was more important to me than letting the class see me in glasses. I hope you enjoyed the story!

Name: _____

The Clear Choice

by Kelly Hashway



1. Where was Rachel's seat in the classroom?
 - a. in the front
 - b. in the middle
 - c. in the back
 - d. near Mrs. Grimes' desk

2. Before Mrs. Grimes called Rachel to her desk, what two things did Rachel try to do when she couldn't see the board?

3. Why didn't Rachel want to wear her glasses?
 - a. She doesn't like the way she looks in them.
 - b. She does not know where she put them.
 - c. Her friends tease her when she wears them.
 - d. She does not want her friends to know she has them.

4. What was Mrs. Grimes going to do if Rachel chose not to wear her glasses?

5. How did Rachel react when her teachers called her up to talk with her?
 - a. She was cheerful.
 - b. She did not speak.
 - b. She was respectful.
 - d. She complained.

Now try this: On the back of this page, write two sentences that describe what Jenny and Amanda might say when they see Rachel wear her glasses.

Name: _____



The Clear Choice

Vocabulary

Fill in the missing letters to create a word from the story. Then, write the full word on the line.

1. ____ e c ____ n

clue: choice

1. _____

2. ____ e ____ t ____ d

clue: unable to clearly see things far away

2. _____

3. ____ h

clue: subject dealing with numbers

3. _____

4. ____ i ____ r e ____

clue: spoke very softly

4. _____

5. ____ o ____ d

clue: moved head up and down

5. _____

6. ____ x ____ o ____

clue: the feelings shown on a person's face

6. _____

7. ____ n ____ d

clue: closed the eyes halfway to see better

7. _____



CLOSE
READ
PASSAGES

Lost

The dark forest and the tall grass block my view. My legs are tired from running and leaping through the grass, trying to spot something from the yard. The trees there have a wonderful smell. Where are they?

When I chased the rabbit earlier, they called after me to come back and offered treats. We hardly saw rabbits on my walks. I only wanted a closer look. The rabbit ran faster and farther until it went into a hole in the ground. The hole was dark and had a funny smell, but the rabbit was gone. Turning to go back home, I couldn't see the yard anymore or hear their voices.

There is crackling in the forest around me. I run faster through the trees and try to lose whatever it is. It could be rabbits, or it could be something bigger than me. Something with bigger teeth.

Then there's another sound—a sound I know. My ears perk up, and I search for their smell. A light shines through the trees. The sound rings out again, along with the tinkling of a leash. Voices are calling the sound they make just for me. They call me home.



Group 3



Have students read the passage three times, each with a different purpose. After each read, ask the questions below and discuss the answers in small groups or as a class.

Read 1 What Does the Text Say?

1. How did the main character get lost?
2. Why did the main character run faster through the forest?
3. How did the main character find the way home?

Read 2 How Does the Text Say What It Says?

4. What words does the author use to help the reader understand who is telling the story?
5. How do the illustrations help you understand the character's point of view?

Read 3 What Is the Meaning and Value of the Text?

6. Who is telling the story? Who is the main character? How do you know?
7. Who is the main character looking for? How would the story be different if it were told from their point of view?
8. How does the point of view help the reader understand the character's feelings?

**Extension Activity**

How does the point of view affect the way a story is told?

Write about how the story would be different if told from a different point of view.

Optional Question Bank**Read 1**

1. What is the setting of the story?
2. What problem does the main character have?

Read 2

3. How are the illustrations and the words about the setting the same? How are they different?
4. Why are the illustrations in black and white rather than color?
5. Look at the three people in the illustration. Who do you think they are?

Read 3

6. The author writes, "Voices are calling the sound they make just for me." What does this sentence mean?
7. What do you think the main character will do differently next time?



QUESTIONS

Lost

Read 1

Lost

1. How did the main character get lost?

Read 1

Lost

2. Why did the main character run faster through the forest?

Read 1

Lost

3. How did the main character find the way home?

Read 2

Lost

4. What words does the author use to help the reader understand who is telling the story?

Read 2

Lost

5. How do the illustrations help you understand the character's point of view?

Read 3

Lost

6. Who is telling the story? Who is the main character? How do you know?

Read 3

Lost

7. Who is the main character looking for? How would the story be different if it were told from their point of view?

Read 3

Lost

8. How does the point of view help the reader understand the character's feelings?



Extension
Activity

Lost

How does the point of view affect the way a story is told? Write about how the story would be different if told from a different point of view.

Name: _____

Multiplying 2-Digit by 1-Digit Numbers

a.		4	3		b.		3	7		c.		2	0
	x		2			x		9			x		8
<hr/>					<hr/>					<hr/>			
d.		5	8		e.		6	5		f.		3	2
	x		7			x		8			x		5
<hr/>					<hr/>					<hr/>			
g.		9	9		h.		8	7		i.		4	2
	x		4			x		3			x		7
<hr/>					<hr/>					<hr/>			
j.		3	8		k.		1	3		l.		3	9
	x		4			x		5			x		6
<hr/>					<hr/>					<hr/>			
m.		8	9		n.		7	4		o.		6	2
	x		7			x		3			x		7
<hr/>					<hr/>					<hr/>			

Name: _____

Multiplication week 2

$$\begin{array}{r} 335 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 853 \\ \times 6 \\ \hline \end{array}$$

$$\begin{array}{r} 128 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 701 \\ \times 8 \\ \hline \end{array}$$

$$\begin{array}{r} 711 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 258 \\ \times 9 \\ \hline \end{array}$$

$$\begin{array}{r} 200 \\ \times 8 \\ \hline \end{array}$$

$$\begin{array}{r} 489 \\ \times 1 \\ \hline \end{array}$$

$$\begin{array}{r} 165 \\ \times 1 \\ \hline \end{array}$$

$$\begin{array}{r} 129 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} 649 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 619 \\ \times 1 \\ \hline \end{array}$$

Name: _____

Multiplication Patterns

Write the product for each multiplication problem.

$5 \times 10 = \underline{\hspace{2cm}}$

$5 \times 100 = \underline{\hspace{2cm}}$

$5 \times 1,000 = \underline{\hspace{2cm}}$

$5 \times 10,000 = \underline{\hspace{2cm}}$

$5 \times 6 = \underline{\hspace{2cm}}$

$5 \times 60 = \underline{\hspace{2cm}}$

$5 \times 600 = \underline{\hspace{2cm}}$

$5 \times 6,000 = \underline{\hspace{2cm}}$

$3 \times 1,000 = \underline{\hspace{2cm}}$

$4 \times 1,000 = \underline{\hspace{2cm}}$

$6 \times 100 = \underline{\hspace{2cm}}$

$3 \times 10,000 = \underline{\hspace{2cm}}$

$2 \times 10 = \underline{\hspace{2cm}}$

$7 \times 1,000 = \underline{\hspace{2cm}}$

$6 \times 40,000 = \underline{\hspace{2cm}}$

$2 \times 200 = \underline{\hspace{2cm}}$

$1 \times 30,000 = \underline{\hspace{2cm}}$

$4 \times 100 = \underline{\hspace{2cm}}$

$3 \times 2,000 = \underline{\hspace{2cm}}$

$3 \times 70 = \underline{\hspace{2cm}}$

$9 \times 9,000 = \underline{\hspace{2cm}}$

$6 \times 30 = \underline{\hspace{2cm}}$

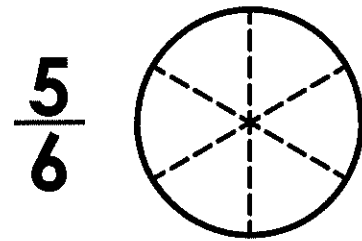
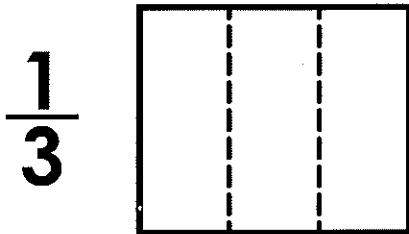
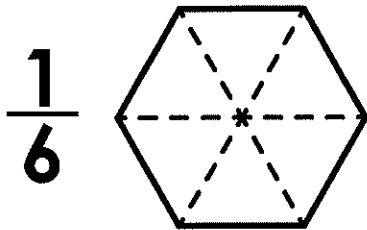
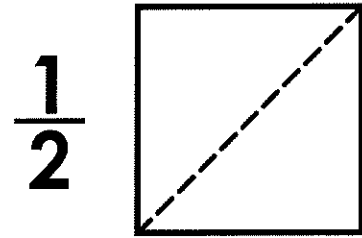
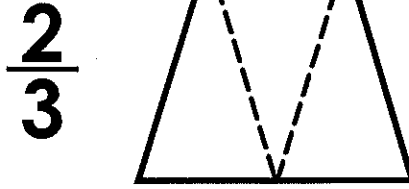
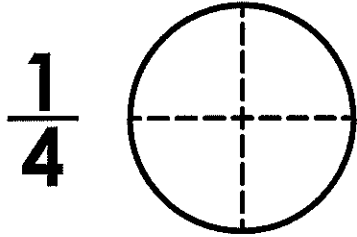
$2 \times 20,000 = \underline{\hspace{2cm}}$

$4 \times 500 = \underline{\hspace{2cm}}$

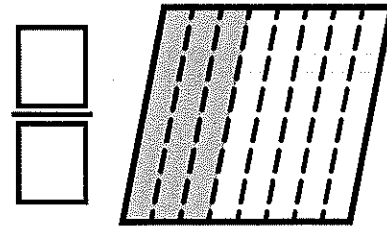
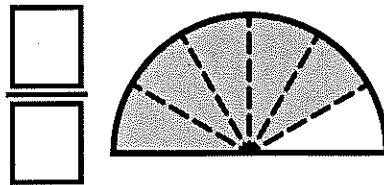
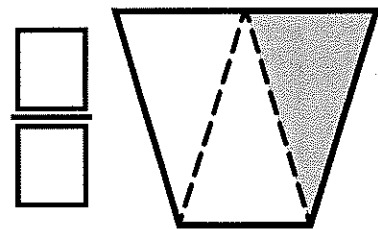
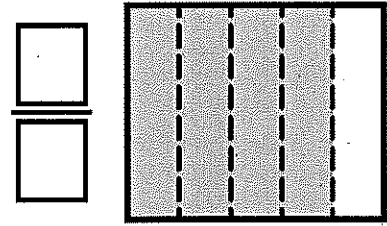
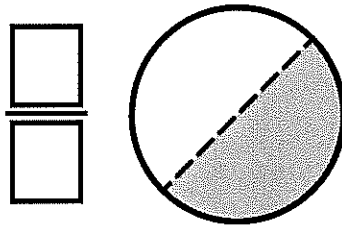
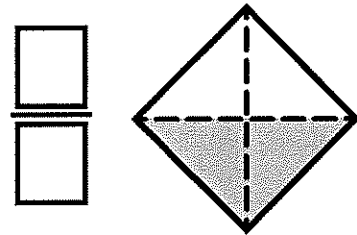
Name: _____

Fractions of Shapes

Shade each figure to show the fraction given.

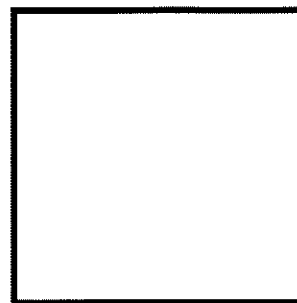


Tell what fraction of each shape is shaded.



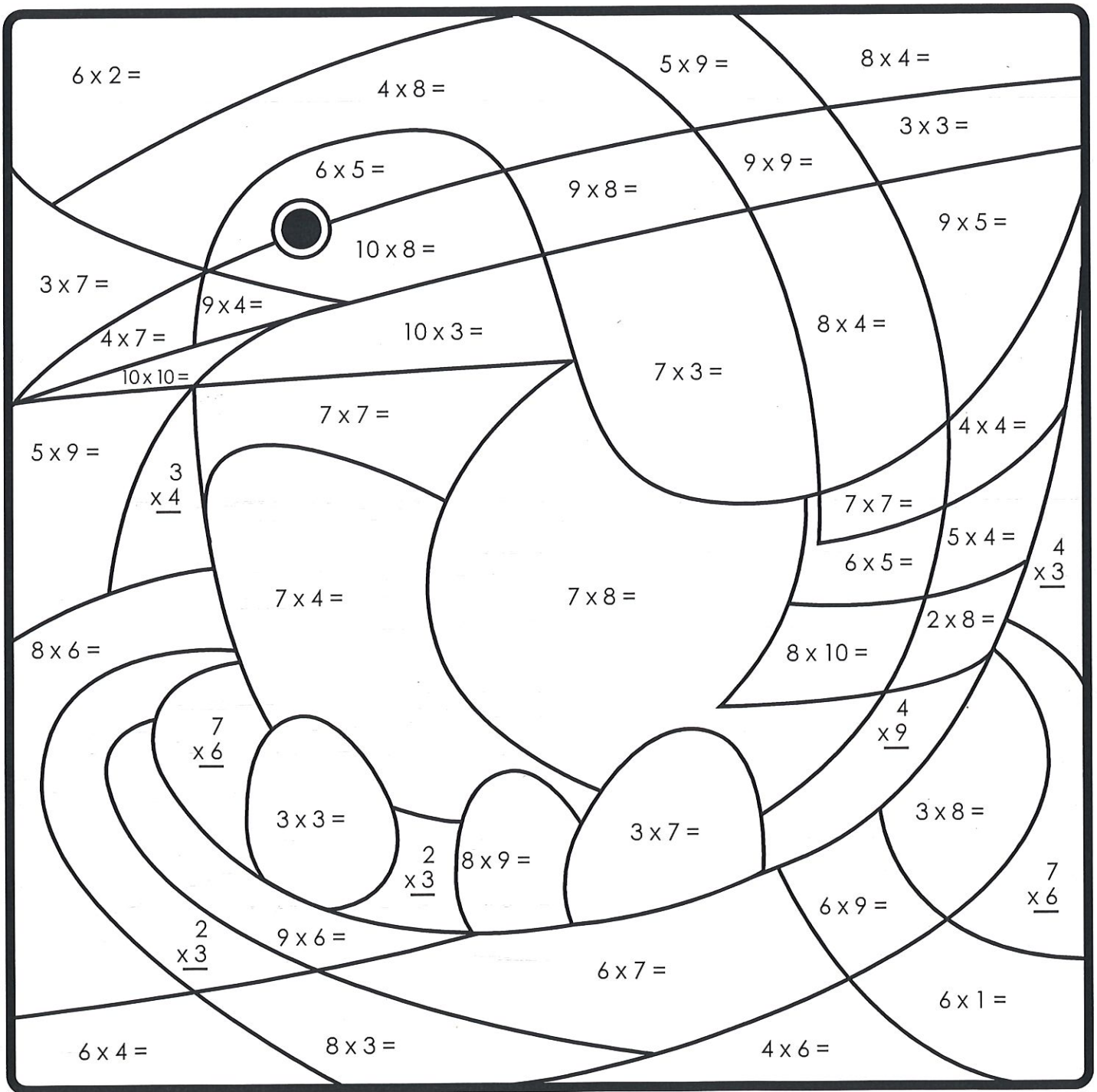
Divide the square into four equal parts.
Shade 3 parts.

What fraction of the square is shaded?



Name: _____

Write the answer for each problem. Then color according to the key at the bottom.



 Brown 6, 24, 42, 48, 54

 Lt. Blue 21, 32, 45

 Pink 16, 20

 Orange 28, 36

 Blue 9,12,72,81

 100

 Red 30, 49, 56, 80

The Water Cycle

A Reading A-Z Level L Leveled Book

Word Count: 451

Connections

Writing

Pretend you are a waterdrop and write about your journey through the water cycle.

Science

Place two jars with the same amount of water next to a sunny window. Cover one jar with plastic wrap. Over the next week, watch the two jars for changes and discuss with your class why you think the changes are happening.

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The Water Cycle

Written by Iva Valentino

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Focus Question

What is the water cycle and why is it important?

Words to Know

condensation
evaporation
invisible
precipitation
recycled
water cycle

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Correlation

LEVEL L	
Fountas & Pinnell	K
Reading Recovery	18
DRA	20

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Written by Iva Valentino

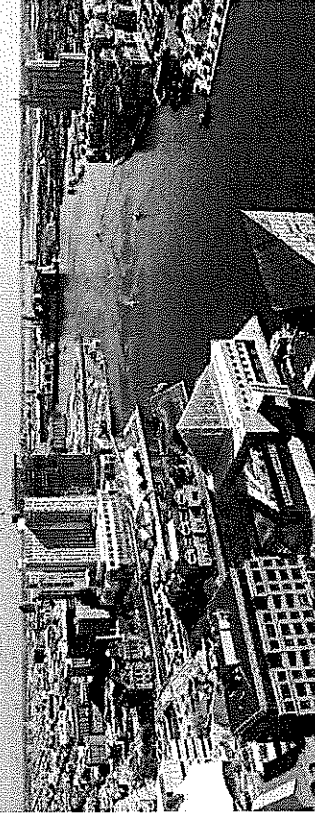
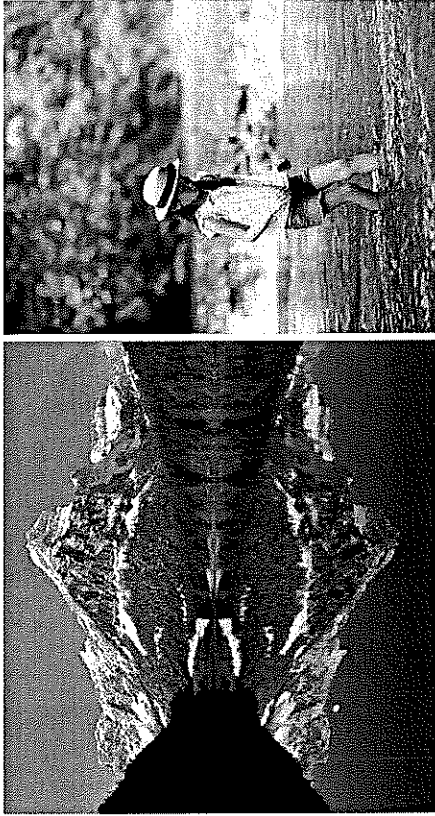
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Table of Contents

Water All Around Us	4
From Liquid to Gas	7
Up in the Air	10
Where Does It All Go?	12
The Water Cycle Is Important ..	14
Glossary	16



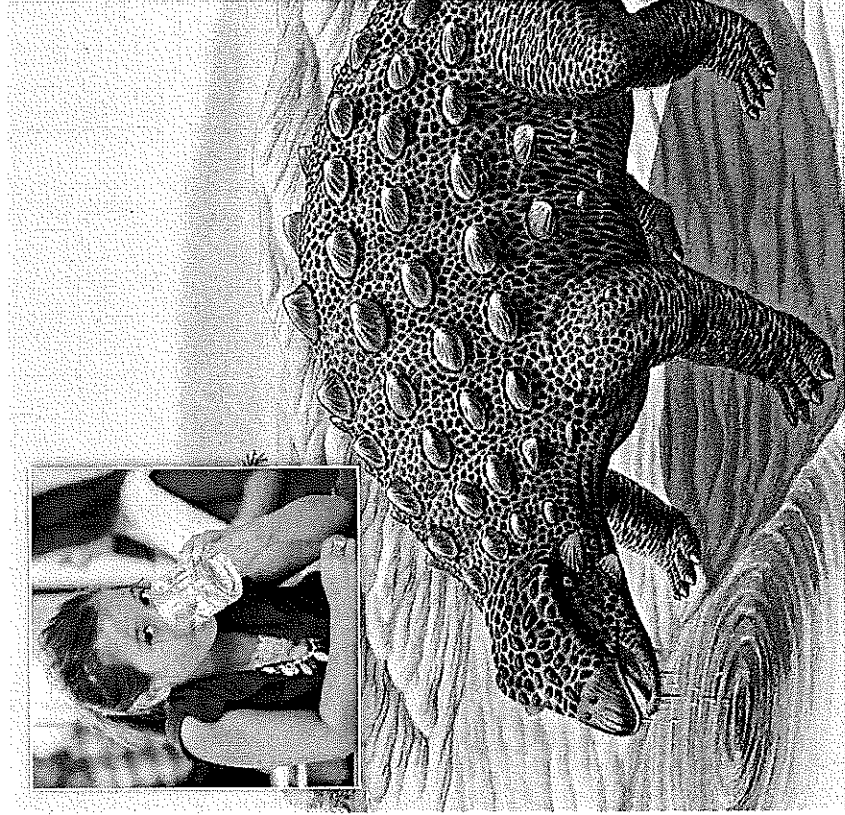
Earth's water can be fresh or salty. Most rivers, lakes, and streams have fresh water. Most salt water is found in the ocean.

Water All Around Us

Water covers most of Earth. It's found in lakes, rivers, and oceans. It's on top of mountains in the form of snow or ice. It's deep under the ground. Water is even in the air around you.

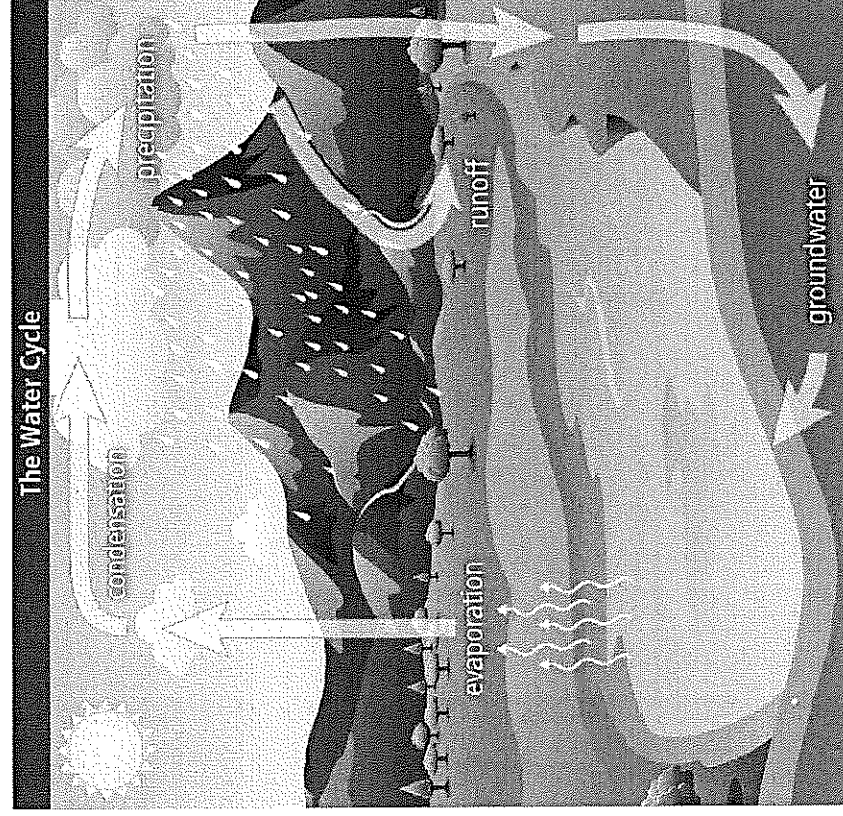
The water you see today has been around for a long time.

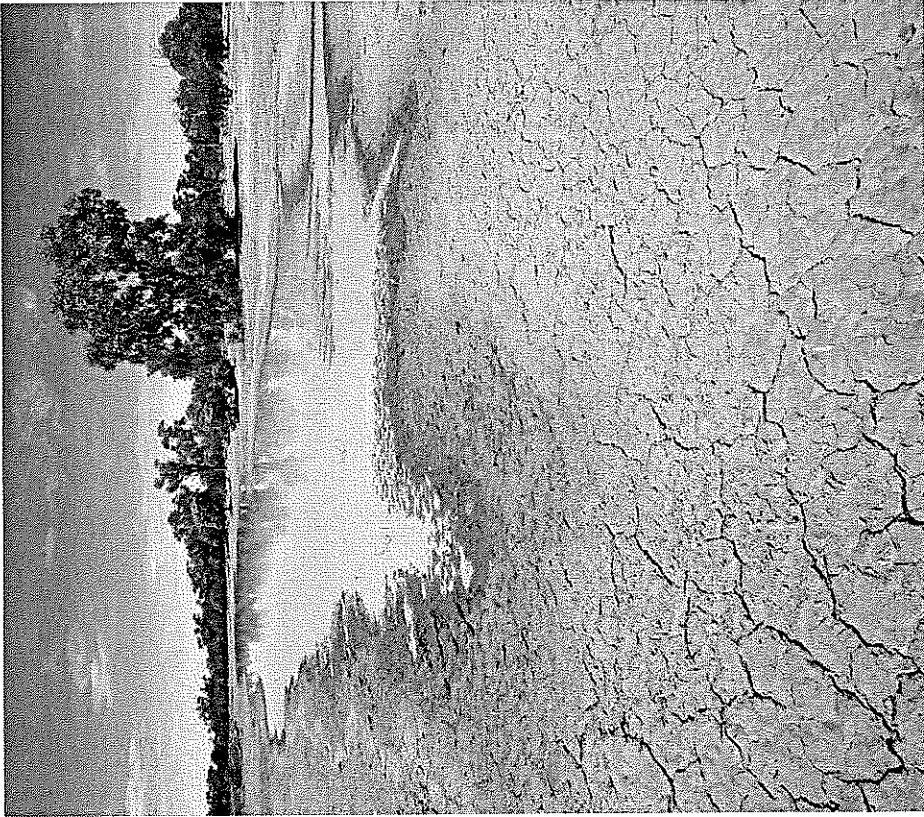
Did you drink water this morning? It might be the same water a dinosaur drank a million years ago!



All living things on Earth, from tiny bacteria to giant whales, need water. Even dinosaurs needed water!

How is this possible? All water on Earth is **recycled**! Although you can't always see it happening, Earth's water is moving around in a never-ending pattern. This pattern is called the **water cycle**.



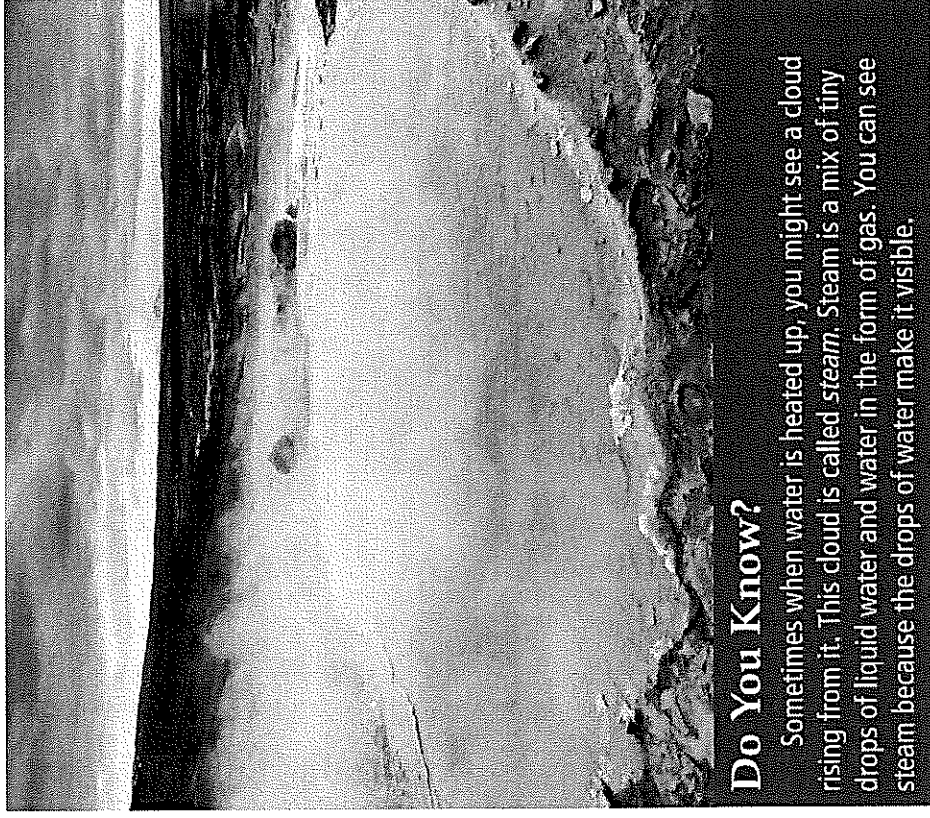


After many hot days without rain, this lake is drying up.

From Liquid to Gas

Imagine a puddle of water on a hot day. As the day goes on, the puddle of water gets smaller and smaller until it's completely gone.

Although you can't see it anymore, the water didn't just go away. The puddle grew smaller because heat from the Sun turned the liquid water into an **invisible** gas.



Do You Know?

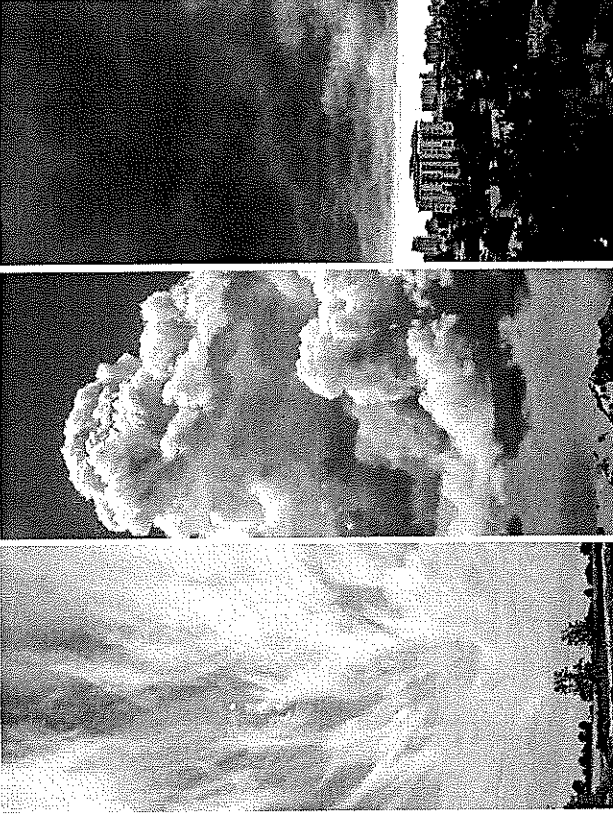
Sometimes when water is heated up, you might see a cloud rising from it. This cloud is called *steam*. Steam is a mix of tiny drops of liquid water and water in the form of gas. You can see steam because the drops of water make it visible.



The ocean plays an important part in the water cycle. This is because it holds most of the water on Earth.

This is the first step of the water cycle. It is known as **evaporation**.

Most evaporation on Earth happens in bigger bodies of water, such as rivers, lakes, and the ocean.



There are many kinds of clouds. They can look different depending on the weather, but they are all made of water droplets.

Up in the Air

When water is in the form of gas, it's called *water vapor*. Air carries the water vapor high into the sky.

As water vapor rises, it cools and becomes tiny droplets of liquid water. Then, the water droplets form clouds. This step of the water cycle is called **condensation**.

Sometimes water droplets in the clouds grow too big and heavy for the air to hold.

When this happens, they fall back down to Earth as rain, snow, sleet, or hail. This step of the cycle is known as **precipitation**.



*Precipitation is a step in the water cycle, but what falls from the sky is also called **precipitation**.*



A stream of fresh water runs down the side of a mountain.

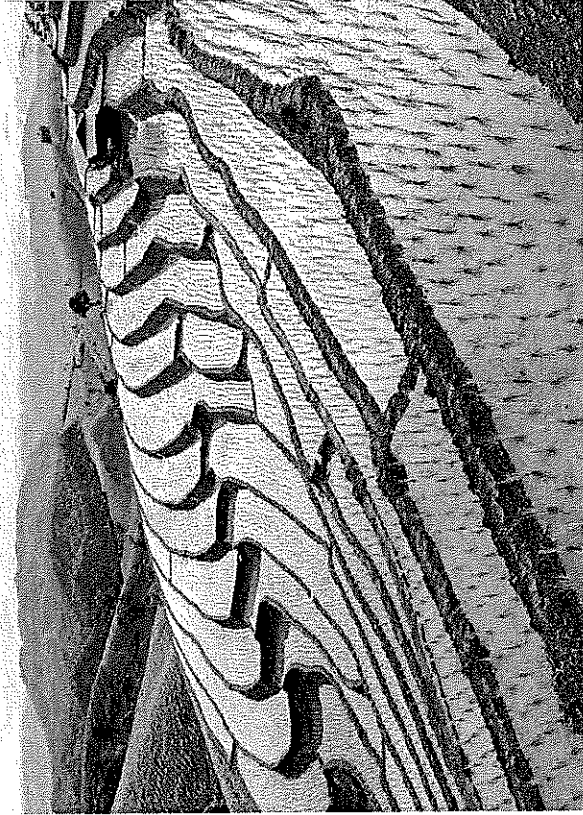
Where Does It All Go?

Sometimes the water that falls to Earth flows across the ground. After a while, it collects in rivers and streams that carry it to the ocean. This step of the water cycle is called *runoff*.

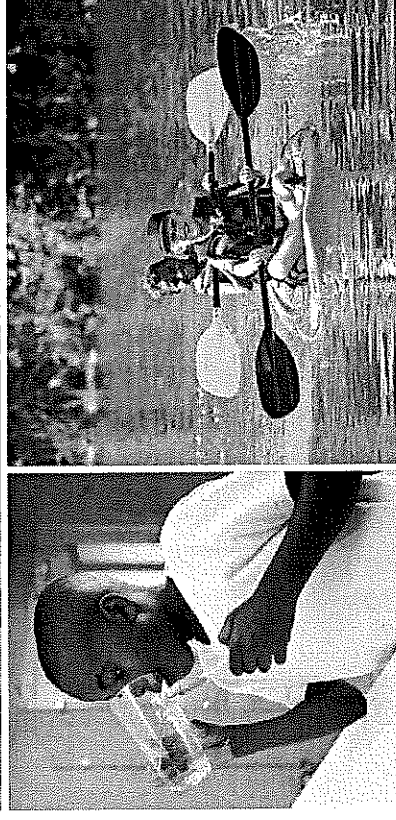
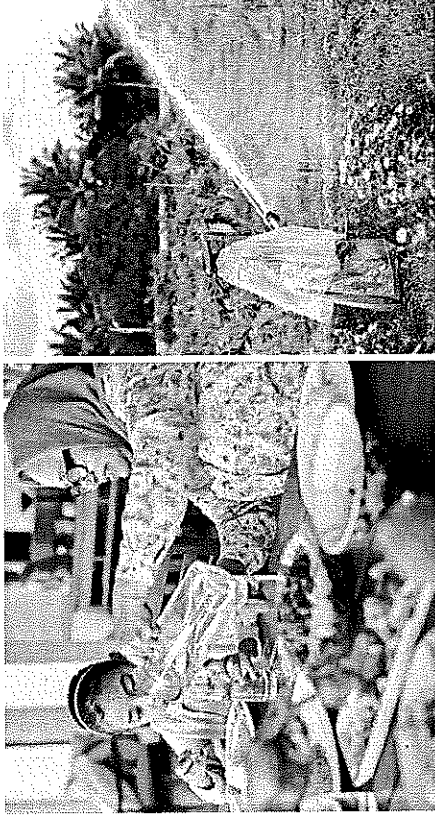
Runoff is important because it carries water back to the ocean and keeps the water cycle going.

Other times, the water soaks into the ground. This water is called *groundwater*.

Groundwater helps us grow our food and is also an important supply of water we can drink. A lot of this water also keeps moving underground and later reaches the ocean.



Groundwater is pumped out of the ground and used to water crops like these rice fields. Most groundwater is used for farming.



Water is all around us. Think of all the ways people use water every day.

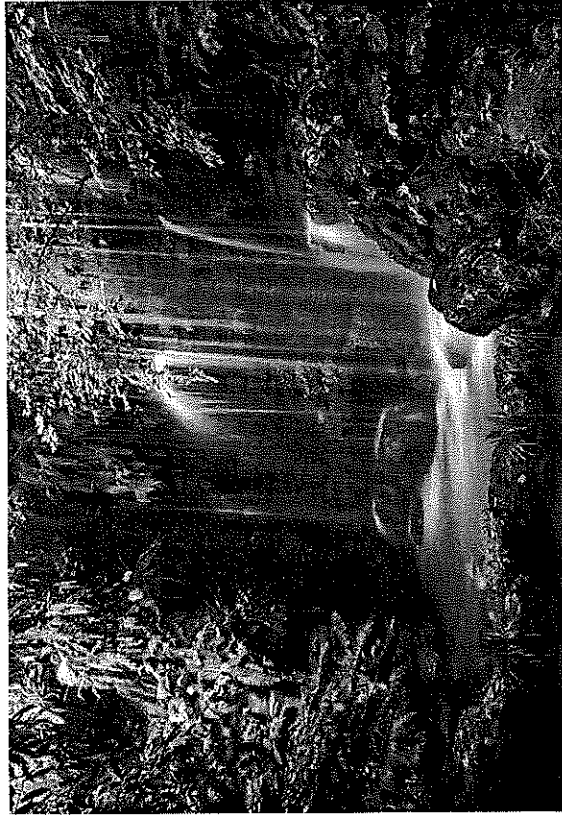
The Water Cycle Is Important

The water that falls from the sky makes its way into oceans, rivers, streams, and lakes.

From there, the cycle starts all over again with evaporation!

The water cycle helps life on Earth. Without it, lakes and rivers would dry up. Rain would stop falling from the sky. Plants wouldn't be able to grow. There would be no water for people and other animals to drink.

The water cycle helps make Earth a healthy planet. Water is truly amazing!



Without water, Earth wouldn't be healthy and green.

Glossary

condensation (<i>n.</i>)	the process by which water changes from a gas to a liquid state (p. 10)
evaporation (<i>n.</i>)	the change of water from a liquid to a gas due to an increase in temperature (p. 9)
invisible (<i>adj.</i>)	unable to be seen (p. 8)
precipitation (<i>n.</i>)	water that falls to the ground, such as hail, sleet, rain, or snow (p. 11)
recycled (<i>v.</i>)	used over again, often in a different way (p. 6)
water cycle (<i>n.</i>)	the series of changes water goes through as it cycles through the environment as a solid, a liquid, or a gas (p. 6)

Name _____ Date _____

Instructions: Cut out and place the events in the boxes using the correct sequence of events.

First
Next
Then
After that
Next
Then
Finally

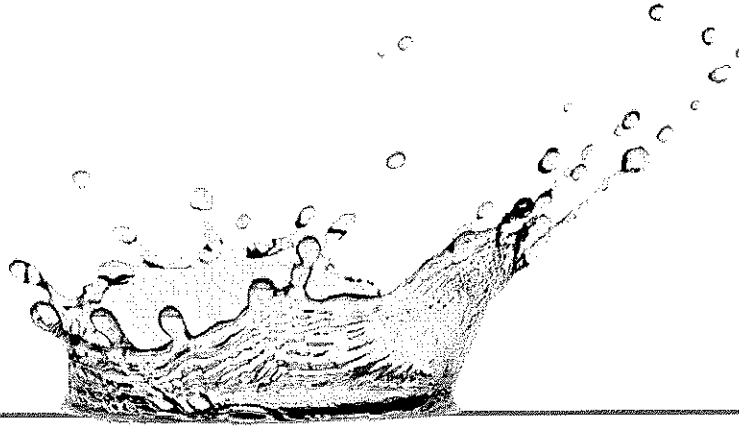
The Water Cycle • Level L • 1

Water from the ground evaporates.
Water in the air condenses to form clouds.
Clouds grow big and heavy.
Precipitation falls back to Earth.
The rain falls onto the mountains and creates runoff.
The runoff water goes into the ground and creates groundwater.
The cycle starts over again!

Skill: Sequence Events

Name _____ Date _____

Instructions: Read the two words aloud. Circle the word that contains the /ai/ diphthong as in *train*. If you need help, read the clue next to the words. Then, choose one of the words you circled and write your own sentence.



pain	ping	(what you have if you get hurt)
ran	rain	(water that drops from the sky)
brim	brain	(This helps you think.)
chain	chap	(a metal rope)
drag	drain	(Water goes down the ____.)

My Sentence:

Name _____ Date _____  Reading A-Z

Instructions: Cut out the words that make up each contraction and glue them in the correct order beside each contraction.

can't		
she's		
haven't		
I'll		
they'll		
we're		

The Water Cycle • Level L • 3

she	will	not	will
I	have	are	can
not	we	they	is

Skill: Contractions