

2. Estimate. Then, solve using the standard algorithm. Use a separate sheet to draw the area model if it helps you.

a. $3.2 \times 21 = \underline{\hspace{1cm}} \cdot \underline{21} \cdot \underline{21}$

$$\begin{array}{r} 3.2 \\ \times 21 \\ \hline \end{array}$$

$$\begin{array}{r} 123 \\ + 2460 \\ \hline 75.83 \end{array}$$

b. $3.2 \times 41 = \underline{\hspace{1cm}} \cdot \underline{40} \cdot \underline{120}$

$$\begin{array}{r} 3.2 \\ \times 41 \\ \hline \end{array}$$

$$\begin{array}{r} 1280 \\ + 128 \\ \hline 131.2 \end{array}$$

c. $0.32 \times 41 = \underline{0.3} \cdot \underline{40} \cdot \underline{120}$
 Starts at 40 m/s

0.32

d. $0.34 \times 42 = \underline{\hspace{1cm}} \cdot \underline{\hspace{1cm}} \cdot \underline{\hspace{1cm}}$

e. $6.83 \times 681 = \underline{\hspace{1cm}} \cdot \underline{\hspace{1cm}} \cdot \underline{\hspace{1cm}}$

Micro Unit 3 Lesson 5 Activity 38

R Sanford



Micro Unit 3 Lesson 5 Activity 38:

Eat Well & Keep Moving 3rd Edition Cheung, Lillian, Dart, Hank, Kalin, Sari, Otis, Brett, Gortmaker, Steven, 2015-11-03
Eat Well Keep Moving Third Edition includes thoroughly updated nutrition and activity guidelines multidisciplinary lessons for fourth and fifth graders eight core Principles of Healthy Living and a new Kid's Healthy Eating Plate to help kids make healthy food choices

Eat Well & Keep Moving Lilian W.Y. Cheung, Hank Dart, Sari Kalin, Brett Otis, Steven L. Gortmaker, 2015-12-23 In North America obesity continues to be a problem one that extends throughout life as children move into adolescence and adulthood and choose progressively less physical activity and less healthy diets This public health issue needs to be addressed early in childhood when kids are adopting the behaviors that they will carry through life Eat Well this information includes recipes preparation tips promotional materials classroom tie ins and staff training The web resource also details various approaches to getting parents and family members involved in Eat Well Keep Moving A Holistic Approach Eat Well Keep Moving is popular because it teaches nutrition and physical activity while kids are moving The program addresses both components of health simultaneously reinforcing the link between the two And it encompasses all aspects of a child's learning environment classroom gymnasium cafeteria hallways out of school programs home and community centers Further the material is easily incorporated in various classroom subjects or in health education curricula Eight Core Principles Central to its message are the eight core Principles of Healthy Living Those principles at least one of which is emphasized in each lesson have been updated to reflect key targets as defined by the CDC funded Childhood Obesity Research Demonstration partnership These are the principles Make the switch from sugary drinks to water Choose colorful fruits and vegetables instead of junk food Choose whole grain foods and limit foods with added sugar Choose foods with healthy fat limit foods high in saturated fat and avoid foods with trans fat Eat a nutritious breakfast every morning Be physically active every day for at least an hour per day Limit TV and other recreational screen time to two hours or less per day Get enough sleep to give the brain and body the rest it needs Flexible Inexpensive Easy to Adopt The entire curriculum of Eat Well Keep Moving reflects the latest research and incorporates recommendations from the latest Dietary Guidelines for Americans It fits within school curricula uses existing school resources is inexpensive to implement and is easy to adopt The content is customizable to school and student population profiles and can help schools meet new criteria for federally mandated wellness policies Most important armed with the knowledge they can gain from this program elementary students can move toward and maintain healthy behaviors throughout their lives

Official Gazette of the United States Patent and Trademark Office ,1998 *Fostering Interpersonal Skills in a Healthcare Context* Jimmie Leppink, Elena Rojo Santos, Marisol Holanda Peña, Ignacio del Moral, 2024-11-20 This professional book reports on the development implementation evaluation and further improvement of an innovative training program for preceptors tutors and residents in a specific healthcare context It draws on key literature in internationally recognized journals and books uses important legal considerations from

the local context and applies well established principles from longitudinal and mixed methods research It also provides a coherent review of the state of the art of the literature on the matter outcomes of a three year project in which research was longitudinally integrated into two training programs one for preceptors tutors and one for residents as well as lessons learned from this project Practitioners and local healthcare providers can learn step by step how to work toward truly innovative training programs for their professionals and residents and how to develop a culture based on human professional values as well as continuous quality improvement Simultaneously researchers can learn how to integrate research into training programs in order to create better programs and establish a sustainable line of research that responds to social accountability questions of local healthcare providers Finally this book helps politicians to acquire an in depth understanding of what it takes to innovate teaching and training in a healthcare system that has been under tremendous pressure and how funding in near future may be allocated in order to facilitate that innovation and its future While this book focuses on a local healthcare context the training programs and empirical studies around it as presented in the book can be replicated in local healthcare settings anywhere else and can be used to facilitate future inter institutional collaborations for both training and research

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