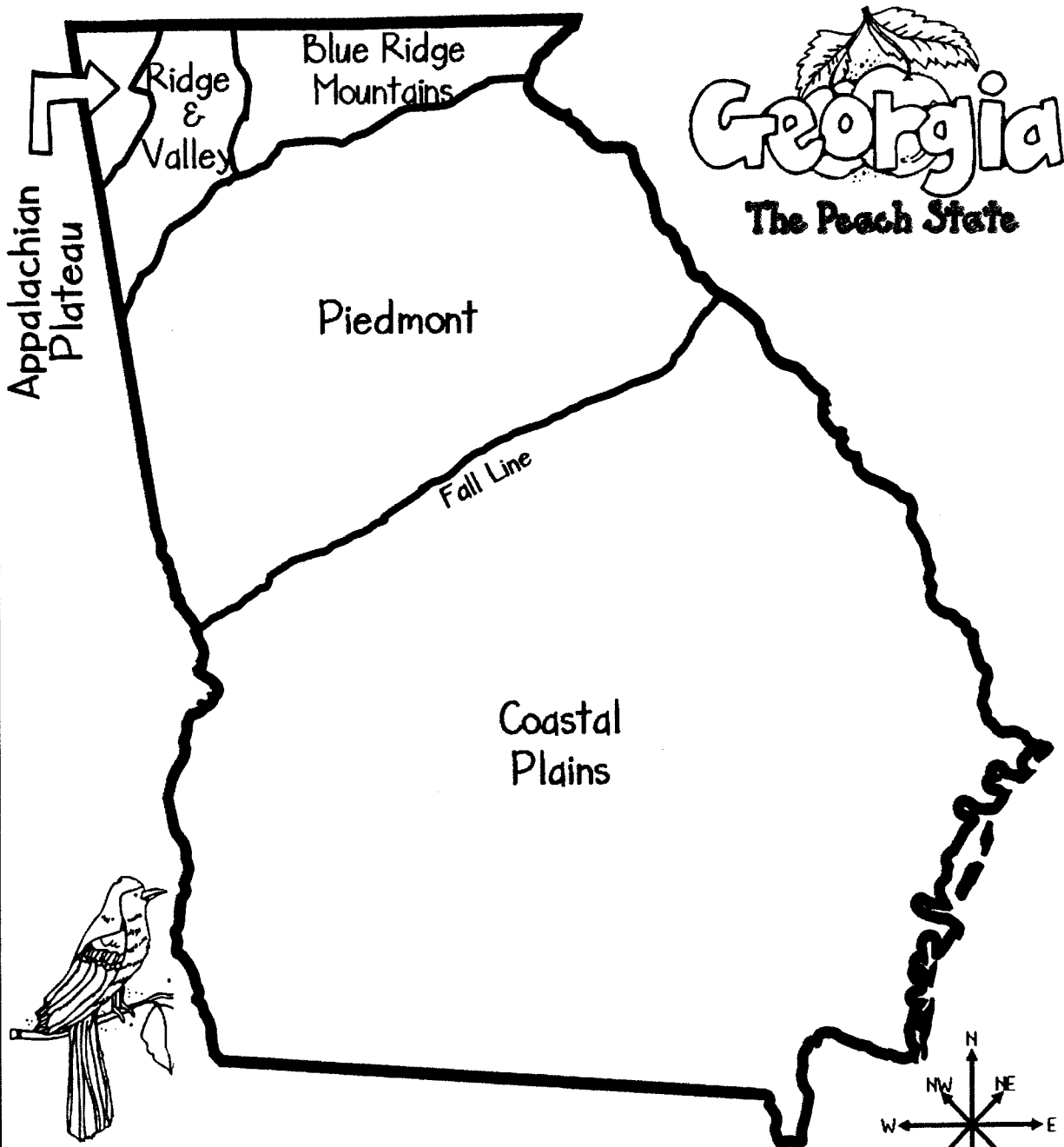


Please complete an assignment for each subject daily. This packet includes:

1. Science copies 1-8 of the GA Regions booklet, do 2 pages per day
2. Quick Check Quiz for Science about Ecosystems/ Habitats that you can research on the smart phone, computer, or workbook for Jan . 21
3. A Graphic organizer for all notes on Ga Regions for Jan . 22
4. Social Studies Textbook Pages 88-93 on Native Americans
5. Optional MLK Day Activities for Jan . 19
6. Native American Quick Check Quiz for Jan. 22
7. Review of Rounding and Addition Subtraction worksheets for Jan 14 & 15
8. Review of Interpreting Products and Quotients worksheets
9. Review of Fact Families and Multiplication/ Division worksheets for Jan. 20-21
10. Review of Multiplying by Multiples of Tens Worksheet
11. Reading Passage -The Great Lakes & ELA activities, pages 74-81 for Jan 14-19
12. Reading Passage -The Great Lakes & ELA activities, pages 104-111 for Jan. 20-22

# Georgia's Regions

Plants, Animals, & Habitats



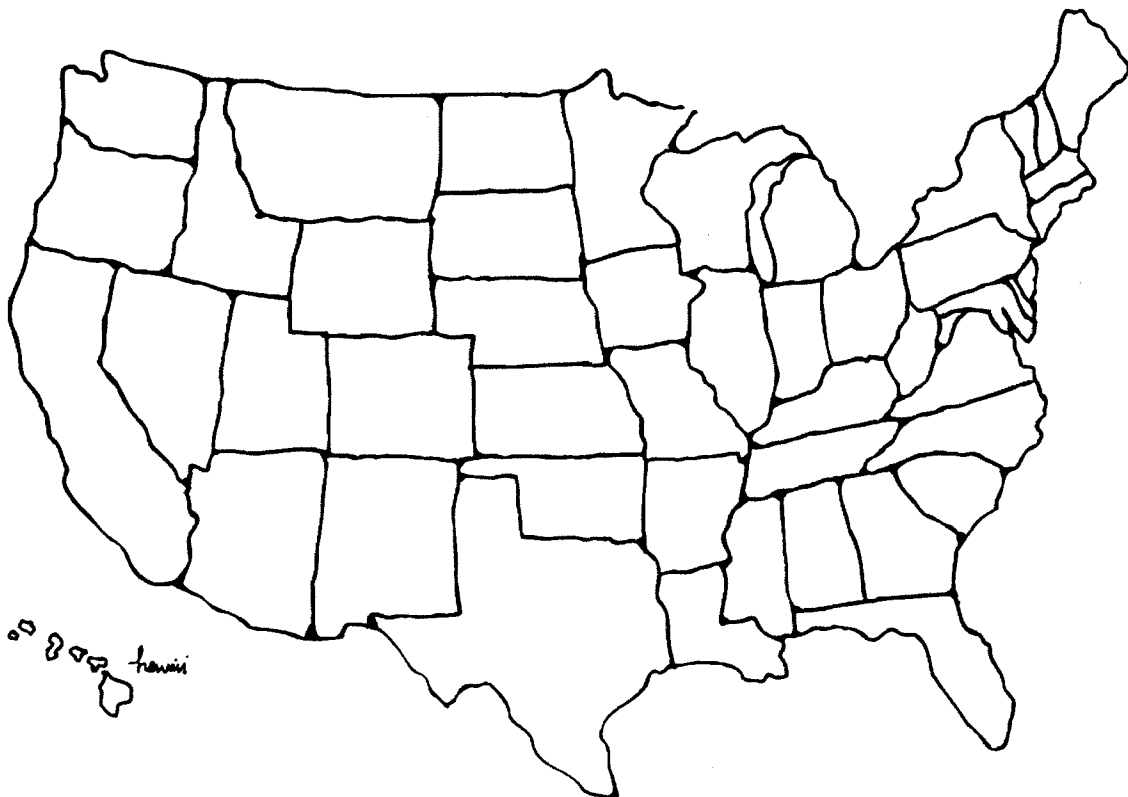
Name \_\_\_\_\_

### Georgia Regions

Georgia is one of fifty states located in the country of the United States of America. It is located in the southeastern corner of the country. It shares an eastern border with the Atlantic Ocean, the second largest ocean in the world. Georgia is approximately 59,000 square miles and has 159 counties. Georgia was the fourth state admitted to the Union in 1788 and was named after King George.

Georgia is divided into five regions based on land formations. Many different plants and animals make their home or *habitat* in each of the regions. Special characteristics known as *adaptations* allow the plants and animals to survive in these habitats. At the northern part of the state lies the Appalachian Plateau, Ridge and Valley, and Blue Ridge Mountain regions. At the base of these mountains begins the Piedmont region. The majority of the people in Georgia live in this part of the state. The state capital, Atlanta, is also located in the Piedmont. Traveling farther to the south, the Coastal Plains region can be found.

Directions: On the map below, locate the state of Georgia. Color in the state orange and write the abbreviation GA in the state.



(Place thin line of glue here.)

## Appalachian Plateau

The Appalachian Plateau, also known as the Cumberland Plateau, is part of the Appalachian Mountain range in the northern part of Georgia. The plateau is located in the northwest corner of the state. It is the smallest region of Georgia. The plateau is made up of high, flat layers of hard packed limestone, shale, and sandstone that rise as high as 2,300 feet and overlook the valley below. The temperature is more mild ranging from 20 degrees Fahrenheit in the winter to 80 degrees Fahrenheit in the summer. The Appalachian Plateau receives about 60 inches of rain per year. The soil is mostly made up of sandstone and shale.

This region is the least populated by people because the rocky terrain makes building roads and homes difficult. Only about one percent of the total population of Georgia lives in this region. However, many plants and animals make their home in this mountain habitat. Mammals such as the black bear and bobcat make their home in the Appalachian Plateau. Their furry coats, powerful legs, and padded paws with sharp claws allow them to survive the cooler winter temperatures of this rocky habitat. The gray bat can only be found in the caves of the Appalachian Plateau.

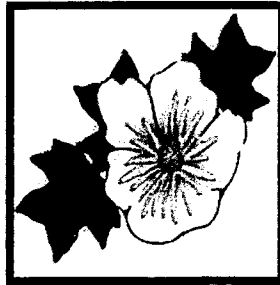
Temperatures are cooler in this area due to the high elevation, and rain is more plentiful. However, only about one percent of Georgia's agricultural products grow in this region due to the soil. Plants that grow in this area must be able to adjust to soil with large deposits of sandstone and shale. Trees such as Sugar Maple, Tulip Poplar, and White Pine grow well in the soil of the Appalachian Plateau. The land in this region is mainly used to grow hardwood and pine forests. The trees are then harvested to be made into wood products.



Black Bear



Bobcat

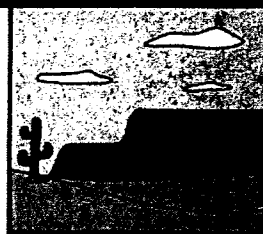


Tulip Poplar



White Pine

(Place thin line of glue here.)



<http://www.teacherspayteachers.com/Store/Classroom-panda-morium>

## Appalachian Plateau

Directions: Use your passage to answer the following questions.

[Location]

1. The Appalachian Plateau is also known as the \_\_\_\_\_ Plateau.

☐ Smokey

☐ Cumberland

☐ Sierra Nevada

2. The plateau is located in the \_\_\_\_\_ part of the state.

☐ northwest

☐ southeast

☐ northeast

[Description]

3. The plateau is mostly made up of \_\_\_\_\_ and shale.

☐ quartz

☐ granite

☐ sandstone

4. The Appalachian Plateau is the \_\_\_\_\_ region in Georgia.

☐ largest

☐ smallest

[Weather]

5. The Appalachian Plateau gets approximately \_\_\_\_\_ inches of rain every year.

☐ 40

☐ 20

☐ 60

6. The temperature can get as low as \_\_\_\_\_ degrees Fahrenheit in the winter.

☐ 10

☐ 20

☐ 50

[Plants and Animals]

7. Explain why so few people live in the plateau region of Georgia. The rocky terrain makes building homes and roads difficult.

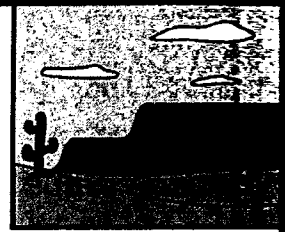
8. Explain how padded paws and sharp claws would help an animal survive in the plateau region of Georgia. Padded paws and sharp claws would make traveling over rocky terrain easier.

9. Explain why the gray bat is only found in the caves of the Appalachian Plateau. The gray bat needs certain cave temperatures during hibernation and roosting times. The caves also must be near rivers or lakes for feeding.

10. Bears are solitary creatures. What might happen to the bears in the plateau region if more people moved there? The bears would need to relocate or risk being killed by humans who fear them.

11. Explain why very few agricultural products are grown in the plateau. The soil is not good for growing agricultural products.

12. Color the Plateau region red on the cover of your booklet.

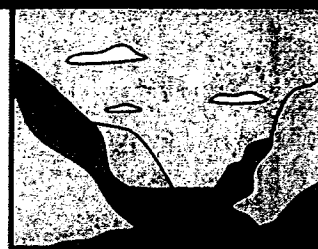


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### Ridge and Valley

The Ridge and Valley is also part of the Appalachian Mountain chain that runs through the northern part of Georgia. The Ridge and Valley is located between the Appalachian Plateau and the Blue Ridge Mountain regions. The land is made up of long, hard ridges of sandstone that rise about 700 feet and overlook low lying valleys. This region receives the same amount of rainfall as the Appalachian Plateau. However, due to wind and water erosion from the higher elevations on each side, the valley has moist, loamy soil that is good for agriculture. The temperatures range is much the same as the Appalachian Plateau to the west.



About five percent of the population of Georgia lives in the Ridge and Valley region. Although this region has a lower elevation than the Appalachian Plateau and the Blue Ridge Mountains, it is still considered part of the mountain habitat. Many of the same plants and animals that live in the Appalachian Plateau make their home here too. Mammals such as the bear, bobcat, and white tailed deer make their homes in this mountain habitat. Amphibians such as the spotted salamander enjoy this moist habitat. Many smaller mammals such as rabbits, squirrels, and raccoons make their homes in the forests here.

A combination of rainfall, water run-off from the higher elevations on each side, cooler temperatures, and rich soil allows a variety of plants to grow in this mountain habitat. About four percent of Georgia's agricultural products, such as grain, are grown in this region. A number of apple orchards can also be found in the Ridge and Valley region. Hardwood and pine forests grow on much of the remaining land to be made into wood products.



White Tailed Deer



Salamander



Apple Tree



Grain

## Ridge and Valley

Directions: Use your passage to answer the following questions.

[Location]

1. The Ridge and Valley region is part of the chain of \_\_\_\_\_ Mountains.

☐ Rocky

☐ Sierra Nevada

☐ Appalachian

2. The Ridge and Valley is located between the \_\_\_\_\_ and the mountains.

☐ plateau

☐ plains

☐ plateau

[Description]

3. The ridges rise up about \_\_\_\_\_ feet.

☐ 200

☐ 700

☐ 1000

4. The valley below has moist, \_\_\_\_\_ soil.

☐ loamy

☐ clay

☐ sand

[Weather]

5. The Ridge and Valley gets approximately \_\_\_\_\_ inches of rain every year.

☐ 40

☐ 20

☐ 60

6. Due to wind and water \_\_\_\_\_ from the higher elevations on each side, the soil is better for plants to grow.

☐ erosion

☐ storms

☐ contamination

[Plants and Animals]

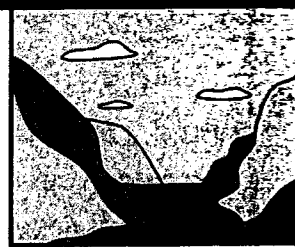
7. Explain why agricultural products such as grain and apples grow well in the Ridge and Valley, but not in the Appalachian Plateau. The soil in the Ridge and Valley has more nutrients for plant growth.

8. Explain why a spotted salamander would make its habitat in the Ridge and Valley. A spotted salamander makes its habitat in moist areas. The R & V gets the same amount of rain as the other mountain habitats, but is also gets the run-off water from the regions on each side.

9. Explain why the same animals can be found in both the Appalachian Plateau and the Ridge and Valley. They are both mountain habitats.

10. Explain why more people live in the Ridge and Valley than in the Appalachian Plateau. It is easier to build in the terrain of the Ridge and Valley.

11. Color the Ridge and Valley purple on the cover of your booklet.



(Place thin line of glue here.)

## Blue Ridge Mountains

The Blue Ridge Mountain region located in northeast Georgia is part of the larger Appalachian Mountain chain that occupies all of the northern part of Georgia. This mountain range varies in elevation from 1,600 to 4,784 feet. The highest point in Georgia is Mount Enotah or Brasstown Bald at 4,784 feet. The nickname Brasstown Bald comes from the fact that Brasstown Bald is made up of grass surrounded by tall forests. The name Blue Ridge comes from the blue haze that wraps around the mountain peaks. The slopes of the mountain range are made up of large rocks. This region usually receives approximately 60 inches of rain per year. The Blue Ridge Mountains experience the four seasons with winter temperatures at about 50 degrees by day and freezing temperatures at night. The mountain peaks accumulate snow one to two times per year. Summer temperatures are less humid than the rest of the state, but can get as high as 90 degrees Fahrenheit in August.

About seven percent of Georgians make their home in this mountain habitat. Many of the same mammals that live in the other two mountain regions-Appalachian Plateau and Ridge and Valley-also make their homes here. Smaller animals such as rabbits, squirrels, raccoons, wild turkeys, snakes, and a variety of birds including the bald eagle make their homes in this mountain habitat. A few animals, such as the smoky shrew, deer mouse, masked shrew, and southern red backed vole can only be found in the Blue Ridge Mountains of Georgia since they are northern animals that prefer cooler temperatures.

A combination of rainfall, cooler temperatures, and rich loamy soil allows a variety of plants to grow in this mountain habitat. Oak and pine trees, mountain laurel, and many different types of wildflowers grow in this habitat.



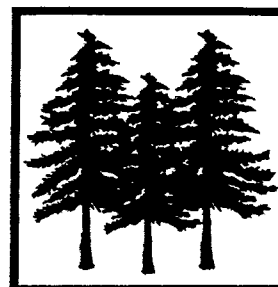
Shrew



Bald Eagle



Mountain Laurel



Pine Trees

(Place thin line of glue here.)



## Blue Ridge Mountains

Directions: Use your passage to answer the following questions.

(Location)

1. The \_\_\_\_\_ and Appalachian range make up the Georgia mountains.

☐ Smokey

☐ Blue Ridge

☐ Sierra Nevada

2. The Blue Ridge Mountains are located in the \_\_\_\_\_ part of the state.

☐ northeast

☐ southeast

☐ northwest

(Description)

3. The highest point in Georgia is \_\_\_\_\_ at 4,784 feet.

☐ Brasstown Bald

☐ Echola Ridge

☐ Hiwassee

4. The peaks of the Blue Ridge Mountains often appear to be wrapped in a \_\_\_\_\_ haze.

☐ red

☐ white

☐ blue

(Weather)

5. The Blue Ridge mountains get approximately \_\_\_\_\_ inches of rain every year.

☐ 40

☐ 20

☐ 60

6. The mountain peaks accumulate snow \_\_\_\_\_ times per year.

☐ 3-4

☐ 1-2

☐ 5-6

(Plants and Animals)

7. Use the boxes below to compare the three regions of Georgia that are part of a mountain habitat.

### Similarities

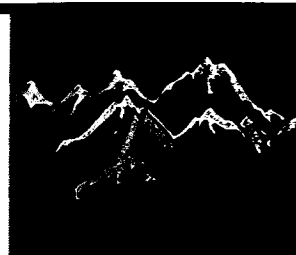
1. Same amount of rainfall in all three.
2. Made of layers of rock and ridges.
3. Similar temperatures in winter and summer.
4. Most of the plants and animals are the same.

### Differences

1. BRM gets more snow than the other regions.
2. Elevations vary with R&V the lowest and BRM the highest.
3. R & V has the richest soil to grow agricultural products.



8. Color the Blue Ridge region blue on the cover of your booklet.



(Place thin line of glue here.)



Quick Check  
Science Quiz

# Sum It Up!

When you're done, use the answer key to check  
and revise your work.

Read each statement. Draw a line to match each statement  
with the picture it describes.

1

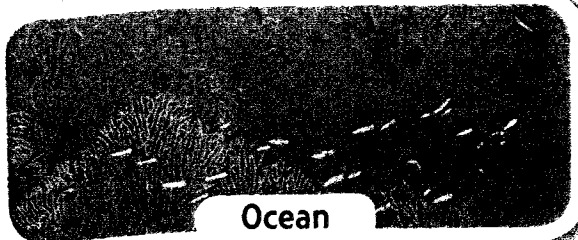
This saltwater ecosystem covers  
much of the earth's surface.



Desert

2

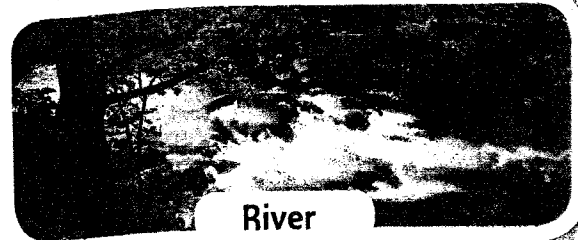
This ecosystem's main plant  
is grass.



Ocean

3

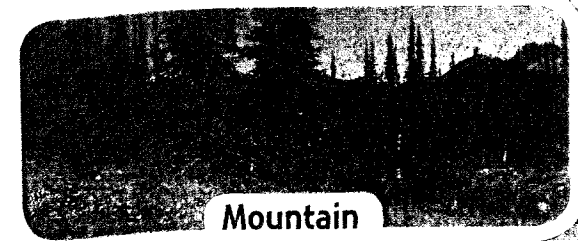
This ecosystem has the  
cactus, a plant that stores  
water in its stem.



River

4

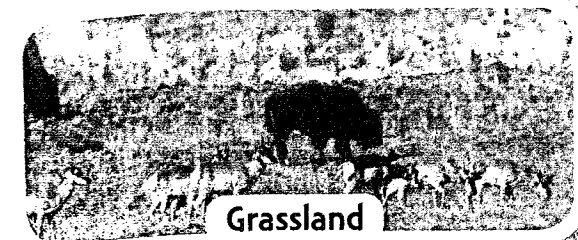
Steller's jays and mountain  
goats live in this ecosystem.



Mountain

5

Fox and deer drink the fresh  
water from this water  
ecosystem.



Grassland

Name \_\_\_\_\_ Date \_\_\_\_\_

Georgia Regions Graphic Organizer

Region Name	Habitat Type / Geography	Special Features	Plant Life	Animal Life
1.	mountain			
2.	mountain			
3.	mountain			
4.	wetlands			
5.	rolling hills			
6.	coastal plains			
Atlantic Ocean	ocean			

Lesson

# 1

# America's First Peoples



## INTERACTIVITY

Participate in a class discussion to preview the content of this lesson.

## Unlock The **BIG** Question

I will know how geography influences communities and how the past connects to the present.

## Vocabulary

custom  
longhouse  
confederacy  
cooperate  
reservation  
government  
tradition

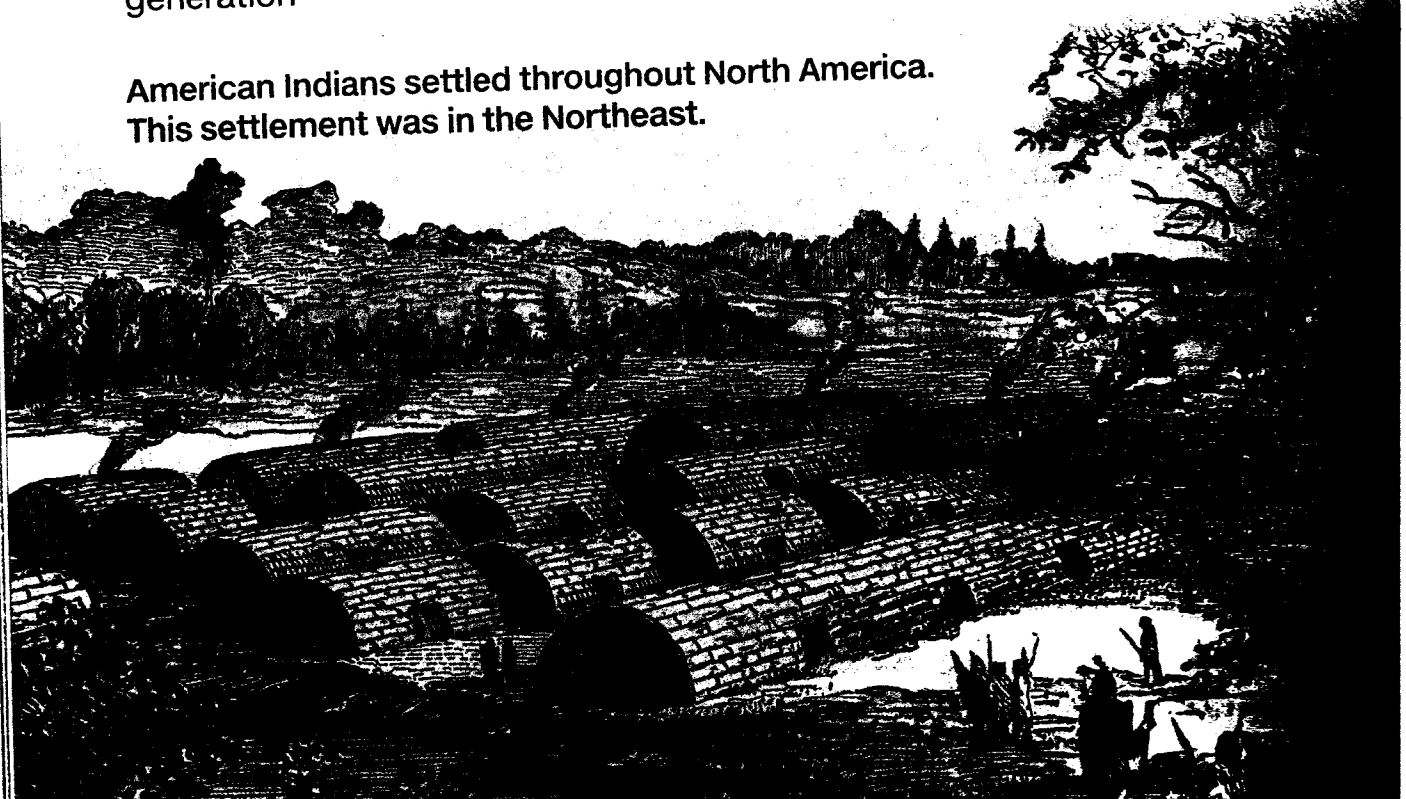
## Academic Vocabulary

purpose  
generation

## Jumpstart Activity

Stand in one of the five areas of your classroom that represent the five regions of the United States. Think about that region's land, water, climate, and resources. Make a drawing that shows what life may have been like for an American Indian living there long ago.

American Indians settled throughout North America. This settlement was in the Northeast.



Every community has a history shaped by the people who first lived there. Your community is special because of its past as well as its present.

## Cultural Groups

American Indians were the first people to settle in North America. There were many American Indian groups. Each had their own cultures and **customs**, or special ways of doing things.

American Indians lived in all regions throughout North America. Each group used the natural resources in their region to meet their needs.

American Indians who lived in the Pacific Northwest caught fish from the Pacific Ocean. Those living on the Plains used the rich soil there for farming.

## Cherokee of the Southeast

More than 1,000 years ago, the American Indian group called the Cherokee settled in the forests of the southeastern United States. The Cherokee settled in this area because of geography: rich soil, rivers, and trees. They were hunters and farmers. They ate meat, fruit, and vegetables available to the area. They used trees to build houses. They covered the wooden frames with mud from the nearby riverbanks. Later, the Cherokee built log homes that kept out the cold and snow in winter.

A famous Cherokee named Sequoyah (sih KWOI uh) invented a system for writing the Cherokee language. Once people learned the 86 symbols, they could read and write the language.



### Word Wise

**Word Endings** You know that the word *settle* means “to live in a new place or to build a new community.” What do you think *settler* and *settlement* mean?

- ✓ 1. **Reading Check**  
**Underline** why the Cherokee settled in the southeastern United States.



Hiawatha was an Onondaga chief and a member of the Iroquois Confederacy.

## Iroquois of the Northeast

The Iroquois settled in the forests of what is now central and northern New York and southern Canada. Like the Cherokee, the Iroquois chose this area to settle because of geography. The forests had plenty of animals and plants. The Iroquois used rivers for fishing and traveling.

Like the Cherokee, the Iroquois used trees to build their houses. However, Iroquois houses had a different shape than Cherokee houses. They were up to 200 feet long! Since these homes were longer than they were wide, they were called **longhouses**. Longhouses could be home to as many as ten families. Each family had its own living space. Fires were built down the middle of the longhouse, and families on each side shared a fire.

More than 500 years ago, the Iroquois formed a confederacy. A **confederacy** is a formal agreement, or treaty, between groups to work together. The Iroquois Confederacy had five groups: the Mohawk, Oneida, Onondaga, Cayuga, and Seneca peoples all shared a similar culture. The Confederacy was also called the Five Nations. It had rules to protect the rights of each of the five groups. Each group voted on important Iroquois decisions.

- 2. ☒ **Reading Check** Describe how the idea to form a confederacy changed communities.
- 
-

## Group Cooperation

As the Iroquois Confederacy shows, some American Indian groups **cooperated**, or worked together. Even though the Confederacy allowed each group to rule itself, the Five Nations felt it was best to come together so they could be stronger and more powerful. The main **purpose** of the Iroquois Confederacy was the *Great Law of Peace*. This law said that all decision making had to be done peacefully. No one was allowed to hurt anyone if groups disagreed.

Some American Indian groups worked with one another. They also sometimes cooperated with the first settlers from England. When these settlers came about 300 years ago, some American Indians taught them how to plant crops such as pumpkin, squash, beans, and corn. They also taught settlers different ways to fish in the shallow water.

At times, however, American Indian groups went to war against each other. About 400 years ago, the Iroquois fought wars against the Huron, Erie, and Algonquin groups. The Iroquois had traded beaver furs with European settlers for guns and other supplies. When the beaver population began to die out, the Iroquois traveled west into other American Indian lands to look for beaver. Because the Iroquois had better weapons than the groups they were fighting against, they won what were called the Beaver Wars.

3. **✓ Reading Check** Cause and Effect Identify and underline the effects of the Iroquois groups working together. ←

### Academic Vocabulary

**purpose** • *n.*, goal or reason

### Quest Connection

What might the Iroquois Confederacy have to do with how you act in school and at home?



### INTERACTIVITY

Explore why the Iroquois Confederacy was formed and its benefits.



Leaders of the Cherokee nation get ready for a Native Nations procession to mark the opening of the National Museum of the American Indian.

### **Academic Vocabulary**

**generation** • *n.*,  
people born and living  
about the same time

## **American Indians Today**

Today, there are about 2 million American Indians living in the United States. About 1 million American Indians live in Canada.

Some American Indians in the United States live on **reservations**, or lands that the United States government set aside for them many years ago. Each reservation has its own **government**, or system of ruling people. American Indians who live on reservations have to obey the laws created by this government. They not only have to follow the laws set up by their reservation's government, but they also have to follow the laws made by the United States government.

Ben Nighthorse Campbell is part of the Northern Cheyenne group and serves as a member of the group's Council of Chiefs. He also served as a member of the United States government for 18 years.

American Indians have traditions. A **tradition** is a special way that a group does something that is passed down from one **generation** to the next. Some Cherokee traditions include games, dances, songs, and written language. Some American Indians wear traditional clothing at special events.

4. ☒ **Reading Check** Identify who creates the laws on American Indian reservations.
- 
-

## Lesson 1 Check



### INTERACTIVITY

Check your understanding of the key ideas of this lesson.

#### 5. Main Idea and Details Compare American Indian settlements.

Then fill in the chart with details that support the main idea.

American Indians chose where to settle because of geography.

Empty box for details supporting the main idea.

Empty box for details supporting the main idea.

Empty box for details supporting the main idea.

#### 6. Describe traditions in your family or community that came from the past.

\_\_\_\_\_  
\_\_\_\_\_

#### 7. Understand the **Quest** Connections Identify evidence from the lesson that explains why cooperation was important to American Indian groups.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### Writing Assignment:

**What might the Iroquois Confederacy have to do with how you act?**

Use this page to respond to the Quest Connection in the sidebar on Social Studies page 91.

Write a paragraph of 5 or more sentences to respond to the writing prompt. Remember a complete sentence begins with a capital letter, includes a noun, a verb, the details to answer the question, and ending punctuation.

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper has a slight texture and some minor discoloration or shadows, suggesting it's a physical scan. There is no handwriting or other markings on the paper.

Social Studies Quiz 1

Quick Check: Chapter 3- America's First People

Directions: Answer these questions in complete sentences. Remember that complete sentences begin with a capital letter, end with punctuation, and include the noun, the verb, and the details from the question along with your answer.

1. How did Native Americans living in the Pacific Northwest use the nearby Pacific Ocean? \_\_\_\_\_

\_\_\_\_\_

2. How did Native Americans living near the cliffs and red dirt hills in the Midwest use natural resources? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. What natural resources did the Iroquois use to make their homes ? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. Some Tribes were known to be fishers and others farmers. Were the tribes that lived in the Plains Region, fishers or farmers? Tell why? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

5. Why do we see so few native Americans today? Today, there are fewer Native Americans in North America. Describe a major event that lead to the disappearance or death of many Native America Tribes. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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

Date: \_\_\_\_\_

3.NBT.1

# Rounding

Directions: Round to the nearest place given.

Round to the nearest ten.

542 \_\_\_\_\_

371 \_\_\_\_\_

674 \_\_\_\_\_

209 \_\_\_\_\_

782 \_\_\_\_\_

339 \_\_\_\_\_

836 \_\_\_\_\_

921 \_\_\_\_\_

Round to the nearest hundred.

481 \_\_\_\_\_

578 \_\_\_\_\_

329 \_\_\_\_\_

715 \_\_\_\_\_

669 \_\_\_\_\_

214 \_\_\_\_\_

988 \_\_\_\_\_

829 \_\_\_\_\_

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

Date: \_\_\_\_\_

3.NBT.2

# Adding & Subtracting

Directions: Find the sum or difference.

$$\begin{array}{r} 789 \\ + 632 \\ \hline \end{array}$$

$$\begin{array}{r} 645 \\ + 238 \\ \hline \end{array}$$

$$\begin{array}{r} 890 \\ + 746 \\ \hline \end{array}$$

$$\begin{array}{r} 415 \\ + 332 \\ \hline \end{array}$$

$$\begin{array}{r} 533 \\ - 272 \\ \hline \end{array}$$

$$\begin{array}{r} 591 \\ - 408 \\ \hline \end{array}$$

$$\begin{array}{r} 937 \\ - 681 \\ \hline \end{array}$$

$$\begin{array}{r} 540 \\ - 348 \\ \hline \end{array}$$

$$\begin{array}{r} 987 \\ - 789 \\ \hline \end{array}$$

Name:

Date:

3.OA.1

## Interpreting Products of Whole Numbers

Directions: Use pictures, repeated addition, and arrays to interpret the product for each.

$$6 \times 3$$

Groups of objects...

Repeated addition...

Array...

$$4 \times 5$$

Groups of objects...

Repeated addition...

Array...

Name:

Date:

3.OA.2

## Interpreting Quotients of Whole Numbers

Directions: Interpret the quotient for each, by dividing objects into equal groups.

$$21 \div 3$$

$$25 \div 5$$

$$24 \div 6$$

$$30 \div 6$$

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

Date: \_\_\_\_\_

3.OA.4

# Fact Families

Directions: Create a fact family for each set of numbers.

**4      6      24**

$$\underline{\quad} \times \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} \times \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} \div \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} \div \underline{\quad} = \underline{\quad}$$

**5      9      45**

$$\underline{\quad} \times \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} \times \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} \div \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} \div \underline{\quad} = \underline{\quad}$$

**6      8      48**

$$\underline{\quad} \times \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} \times \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} \div \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} \div \underline{\quad} = \underline{\quad}$$

**7      9      63**

$$\underline{\quad} \times \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} \times \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} \div \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} \div \underline{\quad} = \underline{\quad}$$

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

Date: \_\_\_\_\_

3.OA.7

# Multiplication & Division Fluency

Directions: Use the strategies of your choice to find the product or quotient.

$5 \times 9 = \underline{\quad}$

$50 \div 5 = \underline{\quad}$

$6 \times 7 = \underline{\quad}$

$81 \div 9 = \underline{\quad}$

$42 \div 7 = \underline{\quad}$

$7 \times 9 = \underline{\quad}$

$21 \div 3 = \underline{\quad}$

$7 \times 4 = \underline{\quad}$

$6 \times 8 = \underline{\quad}$

$54 \div 9 = \underline{\quad}$

$8 \times 7 = \underline{\quad}$

$40 \div 8 = \underline{\quad}$

$36 \div 6 = \underline{\quad}$

$8 \times 8 = \underline{\quad}$

$36 \div 4 = \underline{\quad}$

$12 \times 3 = \underline{\quad}$

$4 \times 8 = \underline{\quad}$

$18 \div 3 = \underline{\quad}$

$9 \times 9 = \underline{\quad}$

$48 \div 8 = \underline{\quad}$

$28 \div 4 = \underline{\quad}$

$5 \times 11 = \underline{\quad}$

$32 \div 4 = \underline{\quad}$

$9 \times 6 = \underline{\quad}$

$3 \times 7 = \underline{\quad}$

$35 \div 7 = \underline{\quad}$

$8 \times 10 = \underline{\quad}$

$63 \div 7 = \underline{\quad}$

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

Date: \_\_\_\_\_

3.NBT.3

## Multiplying By Multiples of 10

Directions: Find the product of each.

$$6 \times 30 =$$

$$4 \times 50 =$$

$$8 \times 40 =$$

$$7 \times 40 =$$

$$5 \times 60 =$$

$$9 \times 20 =$$

$$3 \times 80 =$$

$$8 \times 80 =$$

$$7 \times 50 =$$

$$4 \times 90 =$$

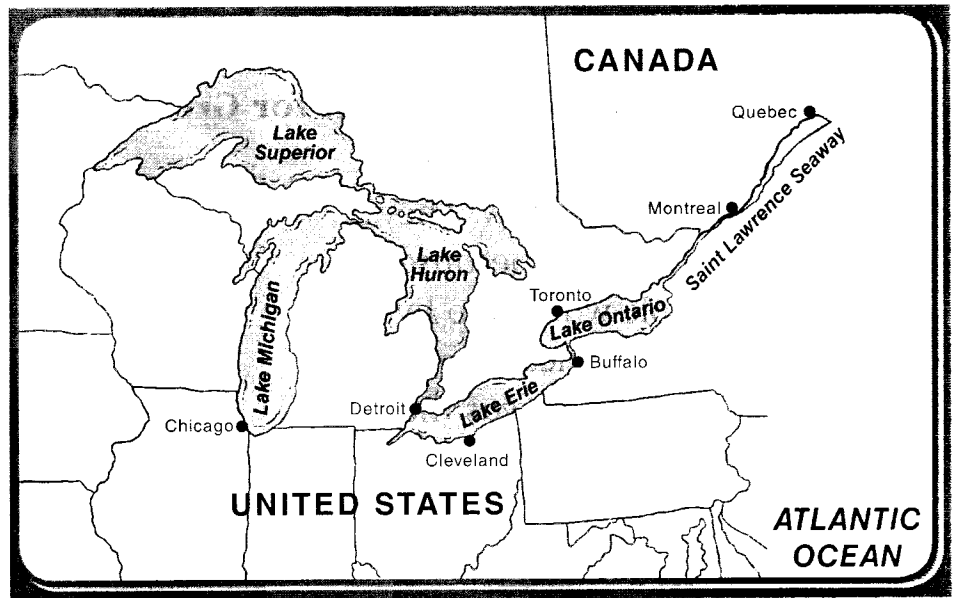
$$4 \times 20 =$$

$$5 \times 70 =$$

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

# The Great Lakes

The Great Lakes are the largest group of freshwater lakes on Earth. The five Great Lakes are in the United States and Canada. They are called Lake Superior, Lake Michigan, Lake Huron, Lake Erie, and Lake Ontario. These big lakes have a big story.



## How the Great Lakes Were Created

During the ice ages millions of years ago, glaciers, or huge pieces of ice, moved across the land. The huge glaciers changed the shape of the earth. In some places, it looked as if giants had left enormous thumbprints in cookie dough. Actually, it was giant glaciers that had caused the earth to sink, creating deep pits. Then about 14,000 years ago, the glaciers began to melt. Water from the melting glaciers filled the pits that the glaciers had made. So, the Great Lakes were created.

Lake Superior is the largest and deepest of the Great Lakes. It is 1,330 feet deep at its deepest place. Lake Michigan is the second largest of the Great Lakes. All of Lake Michigan is in the United States (U.S.). The other four lakes are partly in the U.S. and partly in Canada.

## **A Waterway**

The Great Lakes are connected by rivers and canals. Together, the lakes, rivers, and canals make up the Great Lakes waterway. In America's early days, many people found it helpful that the Great Lakes waterway existed.

## **The Lakes Were Important for Growing Cities and Farms**

The Great Lakes helped cities and farms grow. They helped cities grow because many people wanted to live in cities that were near the Great Lakes. The reason was that many valuable materials, such as coal, iron, copper, and salt, were found around the Great Lakes. More valuable materials meant more jobs. An important job that people did was to get the materials ready to be sold.

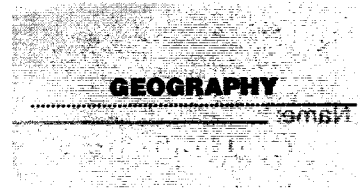
So, more people started moving to cities to do these important jobs. As more people moved to the cities, the cities grew.

The location of the Great Lakes helped many farms to start in the U.S. The farms that were near the Great Lakes grew wheat, corn, and other grains. It was easy for ships to use the Great Lakes waterway to carry grain to many places. Because of this, more and more people wanted grain. So, farmers had to grow as much grain as they could. More farms were started so that more grain could be grown.

The next time you hear about the Great Lakes, remember how important they were to America's growth.



The Great Lakes waterway made it possible to carry grains and other valuable materials to faraway places.



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

# Dictionary

.....

## Content Vocabulary

### canals

waterways dug across land for ships to go through

### glaciers

very large pieces of ice

### ice ages

times long ago when ice covered the world

### iron

a valuable type of metal

### waterway

a body of water that ships can travel through

## Academic Vocabulary

### connected

joined together

### materials

things used to make other things

Write a sentence that includes a vocabulary word.









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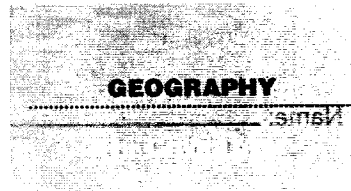
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Name: \_\_\_\_\_

## Identify Information

You can understand a text better if you read it more than once. Look for the following information as you read the article again. Put a check mark in the box after you complete each task.

		I did it!
	Put brackets around the sentence that names all five Great Lakes.	<input type="checkbox"/>
	Circle the sentence that explains what glaciers are.	<input type="checkbox"/>
	Highlight the sentence that tells which of the Great Lakes is the largest and deepest.	<input type="checkbox"/>
	Draw a line under the sentence that tells what connects all of the Great Lakes.	<input type="checkbox"/>
	Draw a star beside the paragraph that tells about the growth of cities.	<input type="checkbox"/>
	Put an X next to the paragraph that tells about the growth of farms.	<input type="checkbox"/>
	Put an exclamation point beside any information that surprised or interested you.	<input type="checkbox"/>
	Put a question mark beside any words or sentences you don't understand.	<input type="checkbox"/>



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

## Answer Questions

.....

Use information from the article to answer each question.

1. The two largest Great Lakes are \_\_\_\_\_.
  - Ⓐ Superior and Huron
  - Ⓑ Michigan and Ontario
  - Ⓒ Superior and Michigan
  - Ⓓ Erie and Huron
  
2. The Great Lakes were created because glaciers \_\_\_\_\_.
  - Ⓐ created large areas of farmland
  - Ⓑ caused the earth to rise into mountains
  - Ⓒ made the earth sink and get full of water
  - Ⓓ made one giant lake on the earth
  
3. Lake \_\_\_\_\_ is the only Great Lake that is completely in the United States.
  - Ⓐ Michigan
  - Ⓑ Huron
  - Ⓒ Ontario
  - Ⓓ Superior

4. What led to the growth of cities around the Great Lakes?

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5. Why did more and more farms grow around the Great Lakes?

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

## Apply Vocabulary

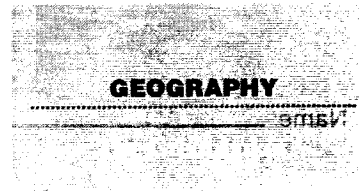
.....

Use a word from the word box to complete each sentence.

### Word Box

glaciers	waterway	materials	iron
ice ages	connected	canals	

1. The Great Lakes \_\_\_\_\_ includes rivers, canals, and the Great Lakes.
2. Some car parts are made of \_\_\_\_\_, a type of metal.
3. About 14,000 years ago, the \_\_\_\_\_ began to melt.
4. Because the Great Lakes are \_\_\_\_\_, water can flow from one lake to another.
5. Certain \_\_\_\_\_ are used to make steel.
6. \_\_\_\_\_ are man-made waterways for ships to travel through.
7. The \_\_\_\_\_ were times when glaciers shaped the earth.



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

## Cause and Effect

A text that has a **cause-and-effect** structure describes a cause and tells about the result of it.

Authors use these signal words to create a **cause-and-effect** structure:

### Signal Words

created	because of
effects of	for this reason

1. What caused the Great Lakes to fill up?

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2. Write the sentence that tells what changed the shape of the earth.

---

3. Write the sentence that tells what more valuable materials meant.

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4. Write the sentence that explains why more farms were started.

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Explain how the Great Lakes were created and how they helped cause cities and farms to grow. Include facts and details from the article.

## This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

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

# The Zipper

Buttons and buckles have been used for thousands of years to fasten things together. No one really knows who invented those fasteners. But the zipper is different. We know who invented it and when because the inventor got a patent on it. (A patent is a piece of paper from the government. It says that you invented something. That means that other people can't steal your idea or say they invented it.) The story of who invented the zipper is quite interesting.

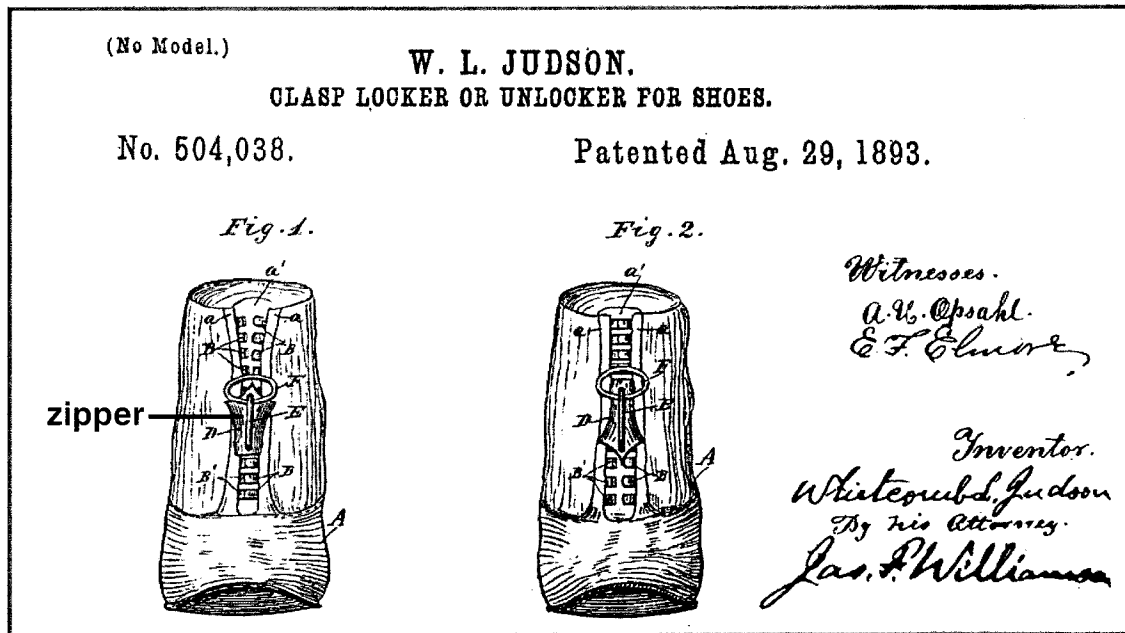
## How the Zipper Was First Used

The zipper was invented by Whitcomb L. Judson, who was from Chicago. But it wasn't called a zipper at first. Judson called it a "clasp locker." He designed the clasp locker especially for shoes. Many people in the late 1800s liked a type of shoe called "high-tops." They were shoes that had tops so high that they covered your ankles when you wore them. Judson thought it took too long to button or lace up high-tops. For this reason, he invented the clasp locker. It was a quick way to fasten shoes with one smooth movement. The clasp locker could also work on mailbags (similar to backpacks), belts, and many other things that needed fastening.



## Protecting His Invention

Judson wanted to protect his invention from other people who may have wanted to get credit for it. He wanted to get a patent from the government. Anyone who invents something can get a patent. But Judson found out that you must do a lot of work in order to get a patent.



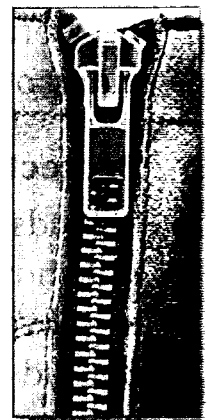
This is a high-top shoe that Whitcomb Judson and his lawyer drew in order to get a patent.

## How to Patent

If you want to get a patent, then you must do certain things. One thing you have to do is draw pictures or take photos of your invention. You have to get pictures of your invention from every angle. Judson had to do this in order to get a patent for the clasp locker. Another thing you have to do for a patent is write a description of the invention. Finally, you have to get some other people to agree that you came up with your invention. Because Judson was able to do all of these things, he received a patent from the government.

## From Clasp Locker to Zipper

For thirty years, people kept trying to improve on Judson's invention. In 1923, the B. F. Goodrich rubber company made rain boots with a new type of clasp locker. For this reason, they decided to give the clasp locker a catchy new name. They called it a zipper because of the sound it made. Z-z-zip!





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

# Dictionary

## Content Vocabulary

**clasp**  
a small hook that holds parts together

**fasten**  
to join two things together

**invented**  
created something new

**patent**  
a piece of paper showing that you own an invention

## Academic Vocabulary

**protect**  
to keep safe

**angle**  
a side or a view of something

**description**  
words that tell about something

**improve**  
to make better

Write a sentence that includes a vocabulary word.









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

## Identify Information

You can understand a text better if you read it more than once. Look for the following information as you read the article again. Put a check mark in the box after you complete each task.

		I did it!
	Put an X next to the paragraph that explains how we know who invented the zipper.	<input type="checkbox"/>
	Circle two words that describe the movement of the clasp locker as it fastened shoes.	<input type="checkbox"/>
	Highlight any sentences that tell what Judson designed the clasp locker for especially.	<input type="checkbox"/>
	Draw a line under the sentence that tells why Judson wanted to get a patent.	<input type="checkbox"/>
	Draw a star by the paragraph that describes what you have to do in order to get a patent.	<input type="checkbox"/>
	Put brackets around the sentence that mentions the year when the clasp locker got its new name.	<input type="checkbox"/>
	Put an exclamation point beside any information that surprised or interested you.	<input type="checkbox"/>
	Put a question mark beside any words or sentences you don't understand.	<input type="checkbox"/>

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

## Answer Questions

Use information from the article to answer each question.

1. The zipper was invented \_\_\_\_\_.
  - Ⓐ thousands of years ago
  - Ⓑ at the same time as the buckle
  - Ⓒ by Whitcomb L. Judson in 1893
  - Ⓓ by B. F. Goodrich in 1923
2. The inventor of the zipper wanted to make \_\_\_\_\_.
  - Ⓐ a new type of rain boot
  - Ⓑ a quick fastener for shoes
  - Ⓒ a new way to draw pictures
  - Ⓓ a new type of mailbag
3. The inventor wrote about the clasp locker \_\_\_\_\_.
  - Ⓐ in order to get a patent on it
  - Ⓑ in order to tell newspaper readers about it
  - Ⓒ in order to sell it to B. F. Goodrich
  - Ⓓ because he couldn't draw well
4. What do the patent drawings show?

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5. How did the zipper get its name?

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

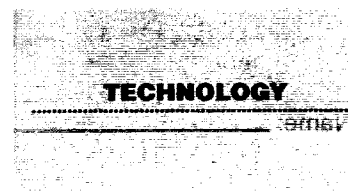
## Apply Vocabulary

Use a word from the word box to complete each sentence.

### Word Box

clasp	invented	fasten	patent
angle	improve	protect	description

1. Each drawing shows the clasp locker from a different \_\_\_\_\_.
2. Judson's \_\_\_\_\_ locker worked on shoes, belts, mailbags, and many other things.
3. Sometimes, people try to \_\_\_\_\_ an invention because they think they can make it better.
4. Buttons, buckles, and zippers are used to \_\_\_\_\_ things.
5. Judson \_\_\_\_\_ the clasp locker.
6. To get a patent, you must write a \_\_\_\_\_ of your invention.
7. Judson wanted to get a \_\_\_\_\_ so he could own the clasp locker invention.
8. A patent is a piece of paper from the government that can \_\_\_\_\_ an invention and its inventor.



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

## Cause and Effect

A text that has a **cause-and-effect** structure describes a cause and tells what happened as a result of it.

Authors use these signal words to create a **cause-and-effect** structure:

### Signal Words

if . . . then	for this reason
because	in order to

1. How do we know who invented the zipper?

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2. Write a sentence from the article that uses a **cause-and-effect** signal word.

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3. What caused Judson to invent the clasp locker?

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Explain how the zipper was invented and patented. Explain how the zipper got its name. Include facts and details from the article.

# How the Zipper Was Created

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.