



EXPEDITIONARY  
LEARNING

# **Grade 5: Module 3B: Unit 1: Lesson 1**

## **Building Background Knowledge: “The Inuit, My People”**



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

I can engage effectively in a range of collaborative discussions with diverse partners about fifth-grade topics and texts. (SL.5.1)

I can summarize a written text read aloud. (SL.5.2)

I can read and comprehend informational texts independently and proficiently. (RI.5.10)

Supporting Learning Targets

- I can work with group members to determine the gist of pages 6–11 of *The Inuit Thought of It*.
- I can use established criteria to select a text for independent reading.

Ongoing Assessment

- Group Visual Gist chart
- Appropriate independent reading selection



Agenda	Teaching Notes
<ol style="list-style-type: none"><li>1. Opening<ol style="list-style-type: none"><li>A. Engaging the Reader (15 minutes)</li></ol></li><li>2. Work Time<ol style="list-style-type: none"><li>A. Building Background Knowledge: Visual Gist Arctic Images 1–5 of <i>The Inuit Thought of It</i>, Pages 6–11 (30 minutes)</li><li>B. Selecting Independent Reading Texts (10 minutes)</li></ol></li><li>3. Closing and Assessment<ol style="list-style-type: none"><li>A. Debrief and Review of Learning Targets (5 minutes)</li></ol></li><li>4. Homework<ol style="list-style-type: none"><li>A. Reread pages 6–11 of <i>The Inuit Thought of It</i>; vocabulary; visual gist in journals.</li><li>B. Read your independent reading book.</li></ol></li></ol>	<ul style="list-style-type: none"><li>• In this lesson, students begin to build background knowledge about the native Inuit people of Canada: how they came to settle and adapt to life in the North American Arctic, as well as establish their relationship with the environment. Specifically, students explore various ways the Inuit used the resources that were available to meet their needs.</li><li>• During the first read, students work cooperatively with group members to complete a Visual Gist chart as they pause to sketch pictorial representations of key ideas and then write a collective gist statement. Asking students to sketch their thinking first helps all students, but especially second-language and visual learners, see the big picture of each passage before they determine and record a gist statement.</li><li>• Students use journals to record questions and responses to class work and to track their learning throughout this module.</li><li>• In advance:<ul style="list-style-type: none"><li>– Review the Opening activity and select 8–10 relevant images from the text to display for students.</li><li>– Decide whether to use the Group Norms anchor chart (from Module 2B, Unit 1, Lesson 1) or make a new one.</li><li>– Determine and post groups of four (see Preparation and Materials in Unit 1 Overview for guidance).</li><li>– Locate a map of North America to display.</li><li>– Create and post a chart-sized Visual Gist chart, one for each group—see Visual Gist chart (example, for teacher reference) and Visual Gist 2 map (in supporting materials).</li><li>– Have a variety of independent reading choices for students (see Unit 1 Recommended Texts list).</li><li>– Create a new Guiding Questions anchor chart.</li><li>– Review Thumb-o-Meter in Checking for Understanding Techniques (see Appendix).</li></ul></li></ul>



Lesson Vocabulary	Materials
visual gist, adapt, resources, available, needs, convey(ed), complex, relationships, determine, independent, criteria; landscape, land bridge, climate, relied	<ul style="list-style-type: none"><li>• <i>The Inuit Thought of It: Amazing Arctic Innovations</i> (book; one per student)</li><li>• Document camera</li><li>• Map of North America (one to display)</li><li>• Arctic Landscape Images 1–5 (one of each to display)</li><li>• Journal (new; one per student)</li><li>• Guiding Questions anchor chart (new; teacher-created)</li><li>• Group Norms anchor chart (from Module 2A or 2B, Unit 1, Lesson 1)</li><li>• Visual Gist chart (one per group; new; teacher-created)</li><li>• Criteria for Selecting Texts anchor chart (from Module 2B, Unit 1, Lesson 1)</li><li>• Index cards (three per student)</li></ul>



Opening	Meeting Students’ Needs
<p><b>A. Engaging the Reader (15 minutes)</b></p> <ul style="list-style-type: none"> <li>• Bring students together whole group. Hold up the book <i>The Inuit Thought of It: Amazing Arctic Innovations</i> for all to see.</li> <li>• Build excitement by explaining this is the new book they will be reading to learn more about the native Inuit people of Canada and the innovative ways in which they used their limited resources to help them meet the needs of their community (define the word “innovative” if necessary).</li> <li>• Use a <b>document camera</b> to display a <b>map of North America</b>. Briefly orient students to the geographic location of Canada in relation to the United States and to their own state.</li> <li>• Display preselected <b>Arctic Landscape Images 1–5</b> from various pages of the book to students. As students view each image, pose questions such as:             <ul style="list-style-type: none"> <li>* “What do you think the Inuit people’s environment was like? What, in the image, makes you think so?”</li> <li>* “In what ways do you think this environment is similar to and different from your own?”</li> </ul> </li> <li>• Distribute <b>journals</b> and display the <b>Guiding Questions anchor chart</b>. Ask students to record each question on the first page of their journals and then, as a group, read aloud the questions aloud with you:             <ul style="list-style-type: none"> <li>* How do people adapt to their environment and use the resources that are available to meet their needs?</li> <li>* How do the ideas conveyed through informational texts help us understand complex relationships?</li> </ul> </li> <li>• Ask students to underline the words <i>adapt</i>, <i>resources</i>, <i>available</i>, and <i>needs</i> from the first guiding question, and then turn and talk with a partner about what they think these words mean.</li> <li>• After 1 minute, invite a few students to share their ideas whole class. Listen for suggestions such as:             <ul style="list-style-type: none"> <li>– “Adapt means to change, to adjust to something.”</li> <li>– “Resources are materials or supplies, things people use.”</li> <li>– “Available means something you can use, find, or get.”</li> <li>– “Needs are things that people require, can’t do without, or want.”</li> </ul> </li> <li>• If students are unable to define the terms, define for them.</li> </ul>	<ul style="list-style-type: none"> <li>• As students share their responses to these questions, point to specific aspects of the text and images under the document camera to help all students make connections between the text and inferences being made.</li> <li>• Students may have little background knowledge of the land of the Inuit. Displaying a map of North America lets students see the area of study in relation to their own location.</li> <li>• Allow students’ initial impressions of the Arctic landscape images to generate curiosity and engagement while encouraging close observation skills.</li> <li>• To support second-language learners or students who struggle with the physical act of writing, display a Word Wall with each new term displayed with a picture or brief definition or synonym.</li> <li>• To support second-language students, consider displaying strong student restatements of the guiding questions.</li> </ul>



Opening (continued)	Meeting Students’ Needs
<ul style="list-style-type: none"><li>• Invite students to talk with a partner about how they could restate the first guiding question in their own words and then ask a few students to share their ideas with the whole group.</li><li>• Next, ask students to underline the words <i>conveyed</i>, <i>complex</i> and <i>relationships</i> in the second guiding question. Ask students to turn and talk with a different partner about what they think these terms mean.</li><li>• After 1 minute, invite a few students to share their ideas whole class. Listen for replies such as:<ul style="list-style-type: none"><li>– “Conveyed means to have communicated.”</li><li>– “Complex means complicated, involved, difficult, or having many parts.”</li><li>– “Relationships are connections or links.”</li></ul></li><li>• If students are unable to define the terms, define for them.</li><li>• Once again, invite students to talk with nearby classmates about how they could restate the question in their own words, and then ask a few students to share their thinking with the whole group.</li><li>• Tell students that now they will have an opportunity to dive into the text to gain an initial understanding of how the Inuit people came to settle in and adapt to Canada’s barren Arctic region, as well as the innovative ways they used the available resources to meet their needs.</li></ul>	



Work Time	Meeting Students’ Needs
<p><b>A. Building Background Knowledge: Visual Gist Images 1–5 of <i>The Inuit Thought of It</i>, Pages 6–11 (30 minutes)</b></p> <ul style="list-style-type: none"> <li>• Distribute <i>The Inuit Thought of It: Amazing Arctic Innovations</i> to students and ask them to join their group members.</li> <li>• Post and review criteria from the <b>Group Norms anchor chart</b> to establish group expectations for work in this unit.</li> <li>• Then, bring groups’ attention to their <b>Visual Gist chart</b> and focus them on the Visual Gist 1 square.</li> <li>• Read the gist focus question aloud: “What is the North American Arctic <i>landscape</i> like?”</li> <li>• Focus students on the word <i>landscape</i> and then invite students to think about what this word means and discuss their ideas with group members.</li> <li>• Invite a few students to share out a definition and explain how they determined the meaning of the word. Listen for: <ul style="list-style-type: none"> <li>– “I think landscape means the land, environment, or scenery because I am familiar with the word ‘land’ and I know the North American Arctic is a place where the Inuit people live.”</li> </ul> </li> <li>• Explain that students will focus on information they hear from the first two paragraphs of page 6 that helps them answer the focus question.</li> <li>• Tell students that the first read of the text will be aloud. Ask them to follow along silently and then work with group members to quickly sketch images in their Visual Gist 1 square that help them answer the focus question (since these are chart-sized gists, there should be enough space for all students in a group to sketch small images in each of the five chart sections; if students struggle to share space, consider setting a timer for two students to sketch for 15 seconds, then switch to allow the other two group members to sketch images.)</li> <li>• Begin by reading the title, “The Inuit, My People,” and the first two paragraphs of page 6 aloud, “Imagine living in a land ...” and end at “Almost no trees ... for hundreds of years.”</li> <li>• Ask students to reread the focus question with their group members, refer to the text as needed, and begin sketching images of details that help them answer the focus question.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to add new words with a picture, brief definition, or synonym to the Word Wall to support all students, especially ELLs.</li> <li>• Encourage students to place their sketches under the document camera as they share their ideas for the North American Arctic landscape based on what they read.</li> <li>• When reading aloud, consider displaying text under the document camera if you have students who have difficulty tracking or get lost easily.</li> <li>• Use the document camera to project the Visual Gist chart map to point out the Bering Land Bridge and to model drawing the path from Asia to Alaska.</li> <li>• Encourage students to show the line they drew from their dot in Alaska to the northern central area of Canada and Greenland under the document camera.</li> <li>• As needed, display appropriate drawings or a gist statement in response to the focus questions on the Visual Gist chart.</li> </ul>



Work Time (continued)	Meeting Students’ Needs
<ul style="list-style-type: none"> <li>• After 1 or 2 minutes, cold call a few students to describe their sketches and explain how their drawings help them answer the focus question. Listen for responses such as:               <ul style="list-style-type: none"> <li>– “I drew a picture of a sun and a moon to show that the North American Arctic has days of all light and days of all dark.”</li> <li>– “I drew frozen ground, ice with only one tree, to show that ‘almost no trees grow here’ and that ‘the ground is permanently frozen.’”</li> <li>– “I drew rocks to show that ‘large areas of the landscape are nothing but bare rock.’”</li> </ul> </li> <li>• Tell students that next they will view some additional images to help them further understand what the Arctic landscape is like.</li> <li>• Invite students to turn to pages 10 and 11 of their books to view, discuss in their group, and then share out how the photographs of an iceberg, polar bears, and a seal inform their thinking about what the Arctic is like.</li> <li>• Display each Arctic landscape image again, pausing to allow students to discuss in groups and then share out how each image helps them better understand what the landscape is like.</li> <li>• After students view and discuss the five images a second time, prompt them to talk with group members about their collective sketches and the images they just viewed, in order to collaboratively develop and record a gist statement at the bottom of their Visual Gist 1 square that responds to the focus question.</li> <li>• After 1 or 2 minutes, cold call a few students to share their gist statements whole class. Listen for suggestions such as:               <ul style="list-style-type: none"> <li>– “The North American Arctic is a frozen place with few trees.”</li> <li>– “The Arctic is filled with snow and ice.”</li> <li>– “Few animals and humans can live in this frozen, rocky land.”</li> </ul> </li> <li>• Direct students’ attention to the Visual Gist 2 square, and read the focus questions aloud:               <ul style="list-style-type: none"> <li>* “How did the Inuit come to settle in the North American Arctic?”</li> <li>* “Where in the North American Arctic did the Inuit settle?”</li> </ul> </li> <li>• Then draw students’ attention to the map on their group’s chart. Tell students they will listen to the text read aloud and then work with group members to mark a path on their map to show how ancient Inuit came to settle in the North American Arctic.</li> <li>• Read the title and first two sentences of Paragraph 3, page 6, aloud as students follow along silently: “History of the Inuit; Many archaeologists believe ... coast of Alaska.”</li> </ul>	<ul style="list-style-type: none"> <li>• As students work through these Visual Gist questions, they use their books, their charts, and each other to establish important conceptual information. Check for understanding with all groups through this process.</li> <li>• Encourage students to share their sketches under the document camera to help inspire students who are stuck for one reason or another. Probe with questions that require students to justify their sketch with evidence from the text.</li> </ul>





Work Time (continued)	Meeting Students’ Needs
<ul style="list-style-type: none"> <li>• Pause to focus students on the phrase <i>land bridge</i> in the text. Ask students to think about and discuss in groups what this term means. Then locate and point out where the land bridge is on their map. Look for students to point to the area of land between Asia and Alaska that says “Bering Land Bridge.” Consider explaining that this area is now covered by water, the Bering Sea, but a long time ago it was not, and ancient people crossed from Asia to Alaska via what is now commonly referred to as the Bering Strait.</li> <li>• Ask students to draw a dot on the word “Asia” then draw a line from the dot that crosses directly over the Bering Land Bridge, stopping on the northwestern coast of Alaska. Ask students to draw another dot where they end the line in Alaska (model as necessary).</li> <li>• Focus students back on the text and ask them to follow along silently as you read the third sentence of Paragraph 3 aloud: “About 1,200 years ago ... and into Greenland.”</li> <li>• Once again, pause and ask students to refer to the text and map on their chart and then talk with group members about where the Inuit moved about 1,200 years ago.</li> <li>• After 1 or 2 minutes, invite a few groups to show where the Inuit moved around 1,200 years ago by pointing it out on their map. Look for students to point from the dot they drew on the coast of Alaska to the northern central coast of Canada and Greenland, near the Arctic Ocean (model if necessary).</li> <li>• Ask students to draw a line on their maps from the dot on the coast of Alaska to the northern central area of Canada and northeast to Greenland.</li> <li>• Then pose the first focus question again for students to consider and discuss in groups: “How did the Inuit come to settle in the North American Arctic?”</li> <li>• After 1 or 2 minutes, cold call a few groups to share out with the class. Listen for:             <ul style="list-style-type: none"> <li>– “Ancestors of the Inuit people crossed a land bridge from Asia to Alaska and then moved east to the North American Arctic,” or similar ideas.</li> </ul> </li> <li>• Ask students to record a response to the first focus question, in the space in the Visual Gist 2 square. Then, redirect students’ attention to the book and read the last two sentences of Paragraph 3 aloud as students follow along silently: “In some places ... North American Arctic.”</li> <li>• Ask students to turn to pages 10 and 11; focus them on the maps. Ask students to work with group members to locate which map and caption on these pages helps them to best understand where the Inuit eventually settled, about 400 years ago.</li> </ul>	



Work Time (continued)	Meeting Students’ Needs
<ul style="list-style-type: none"><li>• After 1 or 2 minutes, invite a few students to hold up their books, point to the map and read the appropriate caption. Look and listen for students to point to the larger map and read, “The shaded area on this map shows where Inuit were living in North America about 400 years ago.”</li><li>• Ask students to refer to this map and the text as they work with group members to shade in the areas where Inuit people eventually settled, on their Visual Gist 2 maps (model if necessary).</li><li>• Ask students the second focus question in the Visual Gist 2 square again: “Where in the North American Arctic did the Inuit settle?”</li><li>• Tell students to refer to their map as well as the text as they discuss their thinking with group members.</li><li>• After 1 or 2 minutes, cold call a few students to share their group’s thinking with the class. Listen for:<ul style="list-style-type: none"><li>* “The Inuit settled in the northern areas of Canada and in Greenland about 400 years ago,” or similar suggestions.</li></ul></li><li>• Ask students to record a response to the second focus question, below their response to the first focus question, in their Visual Gist 2 square.</li><li>• Then, focus students’ attention on their Visual Gist 3 square and read the focus question aloud: “How did the Inuit adapt to their environment?”</li><li>• Ask students to underline the word <i>adapt</i> in the question, and remind them they discussed this term during the Opening (if necessary, ask a few students to share out the definition once again). Ask students to think about and then discuss how they could restate the question in their own words. Cold call a few students to share out whole class.</li><li>• Explain that students will focus on information they hear from page 7 that helps them answer the focus question.</li><li>• Tell students that as the text is read aloud, they should follow along silently and then work with group members to quickly sketch images in their Visual Gist 3 square that help them answer the focus question.</li><li>• Begin by reading the title, “Adapting to the Land and the Climate,” and then start, “The first Alaskan Inuit ...” pausing after “... they used whalebone instead.”</li><li>• Give students 1 minute to refer to the text and to sketch images on their charts that help them answer the focus question.</li></ul>	



Work Time (continued)	Meeting Students’ Needs
<ul style="list-style-type: none"> <li>• Redirect students’ attention to the beginning of the second paragraph on page 7, and ask them to follow along silently and listen for more information that helps them answer the focus question. Begin with “About 500 years ago ...” and end at “... constructed anywhere.”</li> <li>• Give students another minute to add sketches to their charts. Then ask them to refer to the text and sketches they created in groups to help them collaboratively develop a response to the question: How did the Inuit adapt to their environment?</li> <li>• After 1 or 2 minutes, cold call a few groups to share their thinking aloud. Listen for ideas such as:               <ul style="list-style-type: none"> <li>* “The first Inuit used what was available, like sod, driftwood, seals, walrus, and other animals, to build homes and make tools.”</li> <li>* “When the Inuit could not find whales, they relied on other sources for food and moved more often.”</li> </ul> </li> <li>• Ask groups to record a response to the focus question in their Visual Gist 3 square.</li> <li>• Then, shift students’ focus to their Visual Gist 4 square and the new focus question: How did contact with Europeans change the Inuit people’s lives?</li> <li>• Ask students to turn to page 8 in their texts. Tell them that as the text is read aloud, they should follow along silently and then work with group members to quickly sketch images in their Visual Gist 4 square that help them answer the focus question.</li> <li>• Read the title on page 8, “A Time of Change,” then begin with “When the first ...” and end at “... not lost forever.”</li> <li>• Give students 1 or 2 minutes to refer to the text and sketch images on their group charts that help them answer the focus question: How did contact with Europeans change the Inuit people’s lives?</li> <li>• Then direct students’ attention to the timeline on page 9, and read aloud the captions next to the years 1920–1930, “The fur trade ... in the Arctic,” and 1940–1960, “The Canadian government ... settlements.”</li> <li>• Ask students to take a moment to add sketches to their Visual Gist 4 square based on the information from the timeline.</li> <li>• After students have finished adding sketches to their charts, ask them to work with group members to review the text, images, and timeline to help them formulate a response to the focus question.</li> <li>• After 1 or 2 minutes, cold call a few groups to share out with the class. Listen for suggestions such as:               <ul style="list-style-type: none"> <li>* “Contact with Europeans, missionaries, and Canadian government officials brought changes that led to fewer Inuit people living a traditional lifestyle, and old ways were forgotten.”</li> </ul> </li> <li>• Ask students to record a response to the focus question in their Visual Gist 4 square.</li> </ul>	



Work Time (continued)	Meeting Students’ Needs
<ul style="list-style-type: none"><li>• Focus students’ attention on the final Visual Gist 5 circle and read the focus question aloud: “What do you think we will learn about the Inuit people from this book?”</li><li>• Ask students to follow along silently as you read the title, “The Inuit Spirit of Innovation,” and the last two paragraphs on page 8, beginning with “Their ability to adapt ...” and ending at “... our heritage.”</li><li>• After reading the last two paragraphs aloud, ask students to work with group members to reread the focus question and look back at the text to collaboratively develop a statement that helps them answer the focus question: What do you think we will learn about the Inuit people from this book?</li><li>• After 1 or 2 minutes, invite a few groups to share their thinking with the class. Listen for suggestions such as:<ul style="list-style-type: none"><li>– “We think we will learn about how the Inuit people adapted to life in the Arctic by making innovations that allowed them to survive.”</li><li>– “We think we will learn more about the Inuit people’s culture and heritage.”</li></ul></li><li>• Ask groups to record their predictions in the center Visual Gist 5 circle, then draw students’ attention once again to the guiding questions for this unit:<ul style="list-style-type: none"><li>* How do people adapt to their environment and use the resources that are available to meet their needs?</li><li>* How do the ideas conveyed through informational texts help us understand complex relationships?</li></ul></li><li>• Ask groups to pair up, refer to their Visual Gist charts, and discuss:<ul style="list-style-type: none"><li>* “How does what we have read and viewed so far help you understand the relationship between the Inuit people and the resources available to them in this Arctic environment?”</li></ul></li><li>• After 2 minutes, invite a few students to share their group’s thinking with the class. Listen for ideas such as:<ul style="list-style-type: none"><li>– “These first few pages describe how the Inuit people depended on resources like seals, walrus, and sod to meet their needs.”</li><li>– “These pages helped us understand that the Inuit had to adapt and innovate to have their needs met in the frozen lands of the North American Arctic.”</li></ul></li><li>• Tell students that during the next lesson, they will really begin to dig into this book to learn about innovative ways the Inuit people were able to adapt to and use resources within their environment to survive the harsh climate and meet the needs of their community.<ul style="list-style-type: none"><li>* Congratulate students for their new learning about the native Inuit people.</li></ul></li></ul>	



Work Time (continued)	Meeting Students’ Needs
<p><b>B. Selecting Independent Reading Texts (10 minutes)</b></p> <ul style="list-style-type: none"><li>• Tell students that today they will choose a new independent reading book to read for homework throughout this unit.</li><li>• Read the second learning target aloud:<ul style="list-style-type: none"><li>* “I can use established criteria to select a text for independent reading.”</li></ul></li><li>• Remind students that to become better readers and writers, they must read a variety of books—and that the more they read, the more they are able to learn about the fascinating world in which they live!</li><li>• Display the <b>Criteria for Selecting Texts anchor chart</b>. Remind students this is the same criteria they used in Module 2B to self-select appropriate texts for independent reading. Ask students to chorally read each of the criteria aloud with you. Provide clarification as needed. Then, ask students to consider the criteria as they choose a book to read independently.</li><li>• Give students 5 minutes to choose a book. If any students are unable to choose a book in the time allotted, find other times during the day for this.</li></ul>	<ul style="list-style-type: none"><li>• For struggling readers who still have trouble selecting appropriate texts, consider narrowing their selection by creating a “bookshelf” of books that are just right for them. Explain that you would like them to use the same process to select a book from the choices you’ve provided.</li></ul>



Closing and Assessment	Meeting Students’ Needs
<p><b>A. Debrief and Review of Learning Targets (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Focus students’ attention whole group. Ask them to think about and discuss within groups: <ul style="list-style-type: none"> <li>* “What impression do you now have of the Inuit people? Explain your thinking.”</li> <li>* “What do you think it would be like to live in the North American Arctic 400 years ago? Explain your thinking.”</li> <li>* “In what ways is this environment similar to and different from your own? Explain your thinking.”</li> </ul> </li> <li>• After 2 or 3 minutes, invite several groups to share out their thinking.</li> <li>• Read each of the learning targets aloud and ask students to use a Thumb-O-Meter to demonstrate their level of mastery toward each target.</li> <li>• Distribute three <b>index cards</b> to each student for homework.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide sentence starters to help all students access the debrief questions: “I think the Inuit people were _____ because we read _____.” “My environment and the Arctic both have _____, but the Arctic _____ while my environment _____.”</li> </ul>
Homework	Meeting Students’ Needs
<ul style="list-style-type: none"> <li>• Reread pages 6–11 of <i>The Inuit Thought of It</i>. Locate the words “adapting,” “innovations,” and “enabled.” Record each word on its own index card, then try to determine each word’s meaning by using context clues and other strategies. On the back of each index card, write a short definition and/or synonym for each term.</li> <li>• Think about: What will this book be mostly about? Create your own visual gist sketch of pages 6–11 on the next blank page in your journal to show what you think this book will be mostly about. Write a statement to explain your visual gist.</li> <li>• Read your independent reading book for at least 20 minutes.</li> </ul>	<ul style="list-style-type: none"> <li>• Consider providing an audio version of the text for students who struggle with independent reading.</li> <li>• Allow someone at home to scribe student definitions/synonyms of key words for students who struggle with writing.</li> </ul>



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# Grade 5: Module 3B: Unit 1: Lesson 1

## Supporting Materials



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**Guiding Questions Anchor Chart**  
(Example, for Teacher Reference)

**How do people use the resources that are available to meet their needs?**

**How do the ideas conveyed through informational texts help us understand complex relationships?**





Arctic Image 1



Photo by InSapphoWeTrust  
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Arctic Image 2



Photo by NASA Public Domain



**Arctic Image 3**



Photo by Ian Mackenzie  
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Arctic Image 4



Photo by US Navy Public Domain





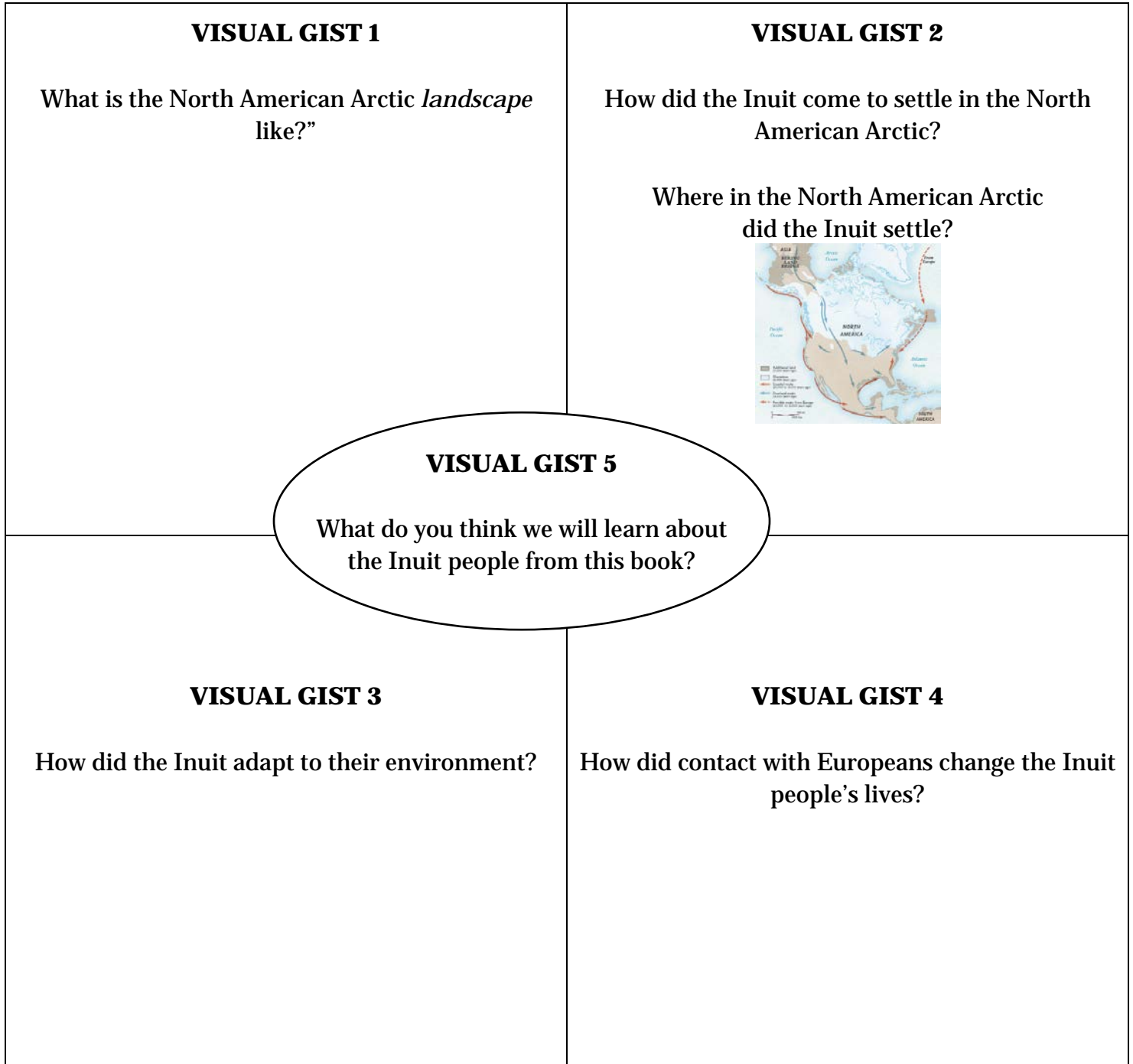
Arctic Image 5



Photo by Jeremy Potter NOAA  
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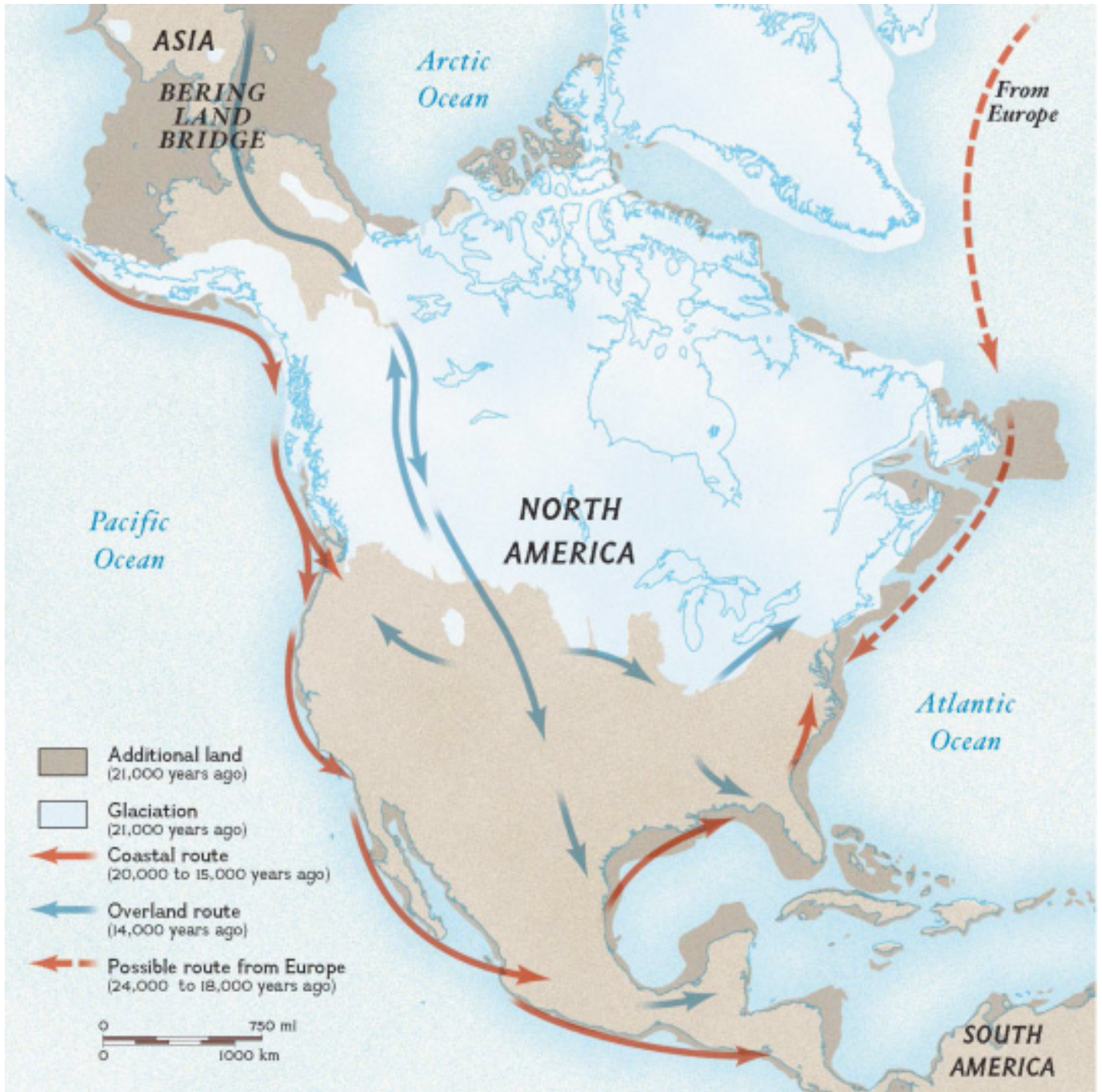


**Visual Gist Chart**  
(Example, for Teacher Reference)





Visual Gist 2 Map



Map by National Geographic Society



**Criteria for Selecting Texts Anchor Chart**

- The book interests me.
- I can make connections between this book and other texts read, topics explored, or experiences I have had.
- I know many, but not all of the words in the book.
- The book contains some text or images I don't understand, but I am able to get a sense of what the book is mostly about.