



EXPEDITIONARY
LEARNING

Grade 5: Module 3B: Overview



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In this module, students explore how native Inuit and other people of Canada have used the natural resources available to meet their needs. In Unit 1, students read *The Inuit Thought of It: Amazing Arctic Innovations*, by Alootook Ipellie with David MacDonald, to learn about how the native Inuit people of Canada used natural resources in the Arctic to adapt and meet the needs of their community hundreds of years ago. In Unit 2, students read and view a variety of informational texts and media, including graphs, charts, and maps, to examine how the resources available in Canada today are used to develop products that meet the needs and wants of people in Canada and throughout the Western Hemisphere.

They will also explore ways that resource industries modify and/or affect the physical environment. In the third unit, students read a variety of informational texts to research, analyze, and reflect upon two points of view regarding a current mining project that has been proposed for development on Baffin Island, a present-day Inuit community in the territory of Nunavut. Students will express their opinion in the form of a four paragraph editorial essay. For the final performance task, students will share the final drafts of their editorials in small groups, using the Fishbowl protocol. **This task addresses NYSP12 ELA CCLS W.5.1, W.5.4, W.5.5, W.5.8, W.5.9 b, L.5.1c, d, L.5.2a, b, d, e, SL.5.1, and SL.5.3.**

Guiding Questions and Big Ideas

- **How do people adapt to their environment and use the resources that are available to meet their needs?**
- **How do the ideas conveyed through informational texts help us understand complex relationships?**
- **How are Canada's available resources used to meet people's needs and wants today?**
- **How do natural resource industries modify the physical environment?**
- **How can I integrate information from a variety of texts and media to build knowledge about a topic?**
- **How can we develop informed opinions about an issue based on our research, analysis, and reflection upon different points of view?**
- **How can we effectively communicate opinions?**
- *People adapt to their environment and use the resources that are available to meet their needs.*
- *The multiple ideas conveyed through informational texts help us understand complex relationships.*
- *Canada's natural resources are used to meet the needs and wants of people in the Western Hemisphere.*
- *Analyzing information from different types of media can deepen my understanding of an idea.*
- *We develop informed opinions about an issue through research, analysis, and reflection upon different points of view.*
- *It is important to clearly explain the reasons for an opinion using credible evidence.*



Performance Task

Editorial Essay

This performance task allows students to demonstrate their understanding of how to craft a well-organized opinion essay, in the form of an editorial, using the Painted Essay® structure for writing, in order to take a position on the issue: Should the Inuit community of Baffin Island approve the Mary River Iron Mine proposal? After reading a variety of informational texts that present both points of view about the Mary River project, students will write an editorial in which they answer the question, explain their reasons, and provide evidence from the texts they have read to support their opinion. Students will share the final drafts of their work, using the Fishbowl protocol with a small group of peers. **This task addresses NYSP12 ELA CCLS W.5.1, W.5.4a, W.5.5, W.5.8, W.5.9b, L.5.1c, d, L.5.2a, b, d, e, SL.5.1, and SL.5.3.**



Content Connections

This module is designed to address English Language Arts standards as students read and view a variety of informational texts about the Inuit people and mining industry of Canada. However, the module intentionally incorporates Social Studies Practices and Themes to support potential interdisciplinary connections to this compelling content.

These intentional connections are described below.

Big ideas and guiding questions are informed by the New York State Common Core K–8 Social Studies Framework:

5.1 GEOGRAPHY IN THE WESTERN HEMISPHERE: The diverse geography of the Western Hemisphere has influenced human culture and settlement in distinct ways. Human communities in the Western Hemisphere have modified the physical environment.

- 5.1c The physical environment influences human population distribution, land use, and other forms of economic activity.

5.2 EARLY PEOPLES OF THE AMERICAS: The first humans in the Western Hemisphere modified their physical environment as well as adapted to their environment. Their interactions with their environment led to various innovations and to the development of unique cultures.

- 5.2c Early peoples living together in settlements developed shared cultures with customs, beliefs, values, and languages that give identity to the group. These early peoples also developed patterns of organization and governance to manage their society.

5.7 ECONOMICS: The people of the Western Hemisphere have developed various ways to meet their needs and wants. Many of the countries of the Western Hemisphere trade with each other as well as with other countries around the world.

- 5.7a Peoples of the Western Hemisphere have engaged in a variety of economic activities to meet their needs and wants.
- 5.7b Countries trade with other countries to meet economic needs and wants.

Central Texts

1. Alootook Ipellie with David MacDonald, *The Inuit Thought of It: Amazing Arctic Innovations* (Toronto, New York, Vancouver: Annick Press, 2007), ISBN: 978-1-55451-087-0.



CCS Standards: Reading—Informational Texts	Long-Term Learning Targets
<ul style="list-style-type: none"> • RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. 	<ul style="list-style-type: none"> • I can quote accurately from a text when explaining what the text says explicitly.
<ul style="list-style-type: none"> • RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. 	<ul style="list-style-type: none"> • I can determine two or more main ideas from a text and explain how they are supported by key details. • I can summarize the text.
<ul style="list-style-type: none"> • RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. 	<ul style="list-style-type: none"> • I can explain the relationship between two or more individuals, events, ideas, or concepts in a scientific text based on specific information in the text.
<ul style="list-style-type: none"> • RI.5.4 Determine the meaning of general academic and domain- specific words and phrases in a text relevant to a grade 5 topic or subject area. 	<ul style="list-style-type: none"> • I can determine the meaning of general academic and domain-specific words and phrases.
<ul style="list-style-type: none"> • RI.5.6 Analyze multiple accounts of the same topic, noting important similarities and differences in the point of view they represent. 	<ul style="list-style-type: none"> • I can analyze multiple accounts of the same topic, noting important similarities and differences in the point of view they represent.
<ul style="list-style-type: none"> • RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which points. 	<ul style="list-style-type: none"> • I can explain how the author uses reasons and evidence to support particular points in a text.
<ul style="list-style-type: none"> • RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. 	<ul style="list-style-type: none"> • I can integrate information from several texts on the same topic in order to write about the subject knowledgeably.
<ul style="list-style-type: none"> • RI.5.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently. 	<ul style="list-style-type: none"> • I can read and comprehend informational texts independently and proficiently



CCS Standards: Writing	Long-Term Learning Targets
<ul style="list-style-type: none"> W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. <ul style="list-style-type: none"> a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. b. Provide logically ordered reasons that are supported by facts and details. c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). d. Provide a concluding statement or section related to the opinion presented. 	<ul style="list-style-type: none"> I can write opinion pieces, supporting a point of view with reasons and information. <ul style="list-style-type: none"> a. I can introduce a topic clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support my purpose. b. I can provide logically ordered reasons that are supported by facts and details. c. I can link opinion and reasons using words, phrases, and clauses. d. I can provide a concluding section related to the opinion presented.
<ul style="list-style-type: none"> W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1–3.) 	<ul style="list-style-type: none"> I can produce clear and coherent writing in which the development and organization are appropriate to the purpose and audience.
<ul style="list-style-type: none"> W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. 	<ul style="list-style-type: none"> With guidance and support from peers and adults, I can develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
<ul style="list-style-type: none"> W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. 	<ul style="list-style-type: none"> I can conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
<ul style="list-style-type: none"> W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources, summarize or paraphrase information in notes and finished work, and provide a list of sources. 	<ul style="list-style-type: none"> I can recall relevant information from experiences or gather relevant information from print and digital sources. I can summarize or paraphrase information in notes and finished work. I can provide a list of sources.



CCS Standards: Writing	Long-Term Learning Targets
<ul style="list-style-type: none">W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.<ul style="list-style-type: none">a. Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”)	<ul style="list-style-type: none">I can draw evidence from literary or informational texts to support analysis, reflection, and research.
CCS Standards: Speaking and Listening	Long-Term Learning Targets
<ul style="list-style-type: none">SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.<ul style="list-style-type: none">a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.b. Follow agreed-upon rules for discussions and carry out assigned roles.c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.e. Seek to understand and communicate with individuals from different perspectives and cultural backgrounds.f. Use their experience and their knowledge of language and logic, as well as culture, to think analytically, address problems creatively, and advocate persuasively.	<ul style="list-style-type: none">I can engage effectively in a range of collaborative discussions with diverse partners about fifth-grade topics and texts.
<ul style="list-style-type: none">SL.5.2 Summarize information presented in diverse media and formats, including visually, quantitatively, and orally.	<ul style="list-style-type: none">I can summarize information presented in diverse media and formats, including visually, quantitatively, and orally.



CCS Standards: Speaking and Listening	Long-Term Learning Targets
<ul style="list-style-type: none"> SL.5.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. 	<ul style="list-style-type: none"> I can summarize ideas shared during group discussions and explain how speakers' ideas are supported by reasons and evidence.
CCS Standards: Language	Long-Term Learning Targets
<ul style="list-style-type: none"> L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> c. Use verb tense to convey various times, sequences, states, and conditions. d. Recognize and correct inappropriate shifts in verb tense. 	<ul style="list-style-type: none"> I can demonstrate command of the conventions of standard English grammar and usage when writing. <ul style="list-style-type: none"> c. I can use verb tense to convey various times, sequences, states, and conditions. d. I can recognize and correct inappropriate shifts in verb tense.
<ul style="list-style-type: none"> L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> a. Use punctuation to separate items in a series. b. Use a comma to separate an introductory element from the rest of the sentence. d. Use underlining, quotation marks, or italics to indicate titles of works. e. Spell grade-appropriate words correctly, consulting references as needed. 	<ul style="list-style-type: none"> I can demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> a. I can use punctuation to separate items in a series b. I can use a comma to separate an introductory element from the rest of the sentence. d. I can use underlining, quotation marks, or italics to indicate titles of works. e. I can spell grade-appropriate words correctly, consulting references as needed.
<ul style="list-style-type: none"> L.5.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. <ul style="list-style-type: none"> a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph</i>, <i>photosynthesis</i>). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the 	<ul style="list-style-type: none"> I can determine the meaning of unfamiliar words and phrases, using a variety of strategies. <ul style="list-style-type: none"> a. I can use context as a clue to the meaning of a word or phrase. b. I can use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word. c. I can consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.



precise meaning of key words and phrases.

CCS Standards: Language

- L.5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meaning.
 - c. Use relationships between particular words to better understand each of the words.

Long-Term Learning Targets

- I can demonstrate understanding of word relationships and nuances in word meaning.
 - c. I can use relationships between words to better understand the meaning of words.



Week	Instructional Focus	Long-Term Targets	Assessments
Unit 1: The Inuit Thought of It: Amazing Arctic Innovations			
Weeks 1–2	<ul style="list-style-type: none"> Revisiting norms that support group work Summarizing a text read aloud Analyzing the relationships between words to better understand their meaning Using a variety of strategies to determine the meaning of unfamiliar words and phrases <p>Selecting texts for independent reading, based on established criteria</p>	<ul style="list-style-type: none"> I can quote accurately from the text when explaining what the text says explicitly and when making inferences. (RI.5.1) I can determine two or more main ideas from a text and explain how they are supported by key details. (RI.5.2) I can determine the meaning of general academic and domain-specific words. (RI.5.4) I can read and comprehend informational texts independently and proficiently. (RI.5.10) 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) 	<ul style="list-style-type: none"> Mid-Unit 1: Text-Dependent and Short Answer Questions: “Arctic Fun” (RI.5.1, RI.5.2, RI.5.4, and L.5.5 c.)



Week	Instructional Focus	Long-Term Targets	Assessments
Weeks 1–2, continued	<ul style="list-style-type: none">• Determining two main ideas, based on key details• Summarizing text.• Identifying and explaining relationships, by quoting accurately from the text• Analyzing the relationships between words to better understand their meaning• Using a variety of strategies to determine the meaning of unfamiliar words and phrases	<ul style="list-style-type: none">• I can determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. (RI.5.2)• I can identify the relationships between two or more individuals, events, ideas, or concepts in a historical text based on specific information in the text. (RI.5.3)• I can determine the meaning of general academic and domain-specific words and phrases. (RI.5.4)• I can demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (L.5.5)<ul style="list-style-type: none">c. I can use the relationship between particular words to better understand each of the words.	<ul style="list-style-type: none">• End of Unit 1: On-Demand Note-Taking and Summarizing: “The Inuit Today” (RI.5.1, RI.5.2, RI.5.3, RI.5.4, and L.5.5 c)



Week	Instructional Focus	Long-Term Targets	Assessments
Unit 2: How Canada's Resources are Used to Meet People's Needs and Wants			
Weeks 3–4	<ul style="list-style-type: none"> Explaining what a text says and making inferences by quoting accurately from the text Determining the meaning of unfamiliar words and phrases using context and reference materials Analyzing the relationships between words to better understand their meaning 	<ul style="list-style-type: none"> I can quote accurately from the text when explaining what the text says explicitly and when making inferences. (RI.5.1) I can determine the meaning of unknown and multiple meaning words and phrases, choosing flexibly from a range of strategies. (L.5.4) <ul style="list-style-type: none"> I can use context as a clue to the meaning of a word or phrase. I can consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. I can demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (L.5.5) <ul style="list-style-type: none"> I can use the relationship between particular words to better understand each of the words. 	<ul style="list-style-type: none"> Mid-Unit 2: Text-Dependent and Short Answer Questions: Excerpts from “A Limited Supply” (RI.5.1, L.5.4a, c, and L.5.5c)



Week	Instructional Focus	Long-Term Targets	Assessments
Weeks 3–4, continued	<ul style="list-style-type: none"> Identifying and explaining relationships Integrating information from several texts on the same topic to speak knowledgeably about a subject Conducting short research projects, using a variety of sources, to build knowledge about a topic Gathering information from print and digital sources Paraphrasing information in notes Citing sources Engaging in collaborative discussions with peers, effectively Summarizing information presented in diverse formats 	<ul style="list-style-type: none"> I can identify the relationships between two or more individuals, events, ideas, or concepts in a historical text based on specific information in the text. (RI.5.3) I can integrate information from several texts on the same topic in order to speak about the subject knowledgeably. (RI.5.9) I can conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. (W.5.7) I can gather relevant information from print and digital sources, paraphrase information in notes and finished work, and provide a list of sources. (W.5.8) 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 information presented in diverse media and formats, including visually, quantitatively, and orally. (SL.5.2) 	<ul style="list-style-type: none"> End of Unit 2, Parts 1 and 2: Research and Response (Part 1: RI.5.1, RI.5.3, RI.5.9, W.5.7, and W.5.8; Part 2: SL.5.1 and SL.5.2)



Week	Instructional Focus	Long-Term Targets	Assessments
Unit 3: Case Study: The Mary River Project on Baffin Island			
Weeks 5–6	<ul style="list-style-type: none"> Analyzing different points of view regarding an issue, noting similarities and differences Explaining how an author used reasons and evidence to support particular points Paraphrasing information in notes Drawing on evidence to support research, analysis, and reflection Determining the meaning of unfamiliar words and phrases using context and reference materials Analyzing the relationships between words to better understand their meaning Engaging in collaborative discussions with peers 	<ul style="list-style-type: none"> I can quote accurately from the text when explaining what the text says explicitly and when making inferences. (RI.5.1) I can analyze multiple accounts of the same topic, noting important similarities and differences in the point of view they represent. (RI.5.6) I can explain how the author uses reasons and evidence to support particular points in a text. (RI.5.8) I can paraphrase information in notes. (W.5.8) I can draw evidence from informational texts to support analysis, reflection, and research. (W.5.9 b) I can determine the meaning of unknown words and phrases, choosing flexibly from a range of strategies. (L.5.4) <ul style="list-style-type: none"> a. I can use context as a clue to the meaning of a word or phrase. b. I can use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word. 	<ul style="list-style-type: none"> Mid-Unit 3: On-Demand Note-Taking, Analysis, and Reflection: “Should We Drill?” (RI.5.1, RI.5.6, RI.5.8, W.5.8, W.5.9b, and L.5.4a, b)



Week	Instructional Focus	Long-Term Targets (continued)	Assessments
Weeks 5–6, continued		<ul style="list-style-type: none"> I can demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (L.5.5) <ul style="list-style-type: none"> I can use the relationship between particular words to better understand each of the words. I can engage effectively in a range of collaborative discussions with diverse partners about fifth-grade topics and texts. (SL.5.1) 	
	<ul style="list-style-type: none"> Developing a well-organized opinion piece Gathering relevant information from sources to summarize notes in finished work 	<ul style="list-style-type: none"> I can write an opinion piece on topics, supporting a point of view with reasons and information. (W.5.1) <ul style="list-style-type: none"> I can introduce the topic clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support my purpose. I can provide logically ordered reasons that are supported by facts and details. I can link opinion and reasons using words, phrases, and clauses. I can provide a concluding section related to the opinion presented. I can gather relevant information from print and digital sources, summarize notes in finished work, and provide a list of sources. (W.5.8) 	<ul style="list-style-type: none"> End of Unit 3 Assessment: Text-Dependent Questions and Draft Editorial: The Mary River Project on Baffin Island (RI.5.1, W.5.1, W.5.8, W.5.9b, and L.5.4a, b)



Preparation and Materials

- Review the Recommended Texts list for each unit and collect a variety of books for students to read independently.
- This module includes writing instruction based on the Painted Essay®, which was taught in Module 2B. If you did not teach Module 2B, you will need to add an additional lesson to Unit 3 of this module, immediately following the mid-unit assessment, in order to teach the Painted Essay® lesson plan. See the Unit 3 Overview for additional information and supporting materials. Also see Module 2B, Unit 3, Lesson 8 for a sample lesson.



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Grade 5: Module 3B: Assessment Overview



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Final Performance Task	<p>Editorial Essay</p> <p>This performance task allows students to demonstrate their understanding of how to craft a well-organized opinion essay, in the form of an editorial, using the Painted Essay® structure for writing, in order to take a position on the issue: Should the Inuit community of Baffin Island approve the Mary River Iron Mine proposal? After reading a variety of informational texts that present both points of view about the Mary River project, students will write an editorial in which they answer the question, explain their reasons, and provide evidence from the texts they have read to support their opinion. Students will share the final drafts of their work, using the Fishbowl protocol with a small group of peers. This task addresses NYSP12 ELA CCLS W.5.1, W.5.4a, W.5.5, W.5.8, W.5.9b, L.5.1c, d, L.5.2a, b, d, e, SL.5.1, and SL.5.3.</p>
Mid-Unit 1 Assessment	<p>Text-Dependent and Short Answer Questions: “Arctic Fun”</p> <p>This assessment centers on NYSP12 ELA CCLS RI.5.1, RI.5.2, RI.5.4, and L.5.5 c. Students independently read then respond to text-dependent and short answer questions about the section titled “Arctic Fun” from pages 20 and 21 of <i>The Inuit Thought of It</i>. Students analyze and determine the meaning of key vocabulary, identify main ideas and support their thinking by paraphrasing key details from the text, and explain how the Inuit developed games and pastimes to meet the needs of their community.</p>
End of Unit 1 Assessment	<p>On-Demand Note Taking and Summarizing: “The Inuit Today”</p> <p>This assessment centers on NYSP12 ELA CCLS RI.5.1, RI.5.2, RI.5.3, RI.5.4, and L.5.5 c. For the end of unit assessment, students read determine two main ideas and supporting details from the last section of <i>The Inuit Thought of It</i>, “Inuit Today.” Students will refer to their note-catchers and the text to help them identify and define terms, complete a resource web, and write a seven-to-nine-sentence paragraph that summarizes the last pages of the book.</p>



Mid-Unit 2 Assessment	<p>Text-Dependent and Short Answer Questions: Excerpts from “A Limited Supply”</p> <p>This assessment centers on NYSP12 ELA CCCLS RI.5.1, L.5.4 (a, c), and L.5.5c. students read a new excerpt of text then answer text-dependent and short answer questions by quoting accurately from the text. Students also analyze the meaning of key words from the excerpt by completing Frayer Models to show the relationships between words.</p>
End of Unit 2 Assessment	<p>Research and Response</p> <p>This is a two-part assessment. Part 1 centers on NYSP12 ELA CCLS RI.5.1, RI.5.3, RI.5.9, W.5.7, and W.5.8. For this part of the assessment, students are presented with research resources in a variety of formats (charts, graphs, images, text, videos, etc.) about natural resources found in Canada, how they are used to meet people’s needs and wants, as well as how extractive industries modify the environment in ways that both benefit and harm local communities. Students collect information on the graphic organizer they will have been using throughout the second half of the unit. Part 2 of this assessment centers on NYSP12 ELA CCLA SL.5.1 and SL.5.2. Students orally summarize and discuss their research from Part 1 of the assessment with small groups of peers, using the World Café protocol.</p>
Mid-Unit 3 Assessment	<p>On-Demand Note-Taking, Analysis, and Reflection: “Should We Drill?”</p> <p>This assessment centers on NYSP12 ELA CCLS RI.5.1, RI.5.6, RI.5.8, W.5.8, W.5.9b, and L.5.4a, b. For this assessment, students read a new article titled “Should We Drill?” and collect notes, analyze, and reflect upon the information presented to express an opinion about whether or not offshore oil drilling should be allowed along the Atlantic Coast of the United States. Students refer to their notes and the article, then respond to multiple choice and short answer questions that ask them to note similarities and differences between the points of view presented as well as explain how the author supports both points of view with reasons and evidence. Students also demonstrate their ability to determine the meaning of unfamiliar words using a variety of strategies.</p>
End of Unit 3 Assessment	<p>Text-Dependent Questions and Draft Editorial: The Mary River Project on Baffin Island</p> <p>This assessment centers on NYSP12 ELA CCLS RI.5.1, W.5.1, W.5.8, W.5.9b, and L.5.4a, b. For the end of unit assessment, students read an excerpt of text from <i>The New Book of Knowledge</i> titled “Nunavut.” They answer text-dependent questions by quoting accurately from the text and determine the meaning of unfamiliar words and phrases using a variety of strategies. Then, students use their notes and articles from the first half of the unit to write a rough draft of an editorial essay about whether or not the Inuit community of Baffin Island should approve the Mary River mining proposal. Students will use the Painted Essay® structure to craft a four-paragraph editorial that expresses an opinion supported by reasons and evidence, in the form of quotes and paraphrased details from a variety of sources.</p>



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Grade 5: Module 3B: Performance Task



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Summary of Task

- This performance task allows students to demonstrate their understanding of how to craft a well-organized opinion essay, in the form of an editorial, using the Painted Essay® structure for writing, in order to take a position on the issue: Should the Inuit community of Baffin Island approve the Mary River Iron Mine proposal? After reading a variety of informational texts that present both points of view about the Mary River project, students will write an editorial in which they answer the question, explain their reasons, and provide evidence from the texts they have read to support their opinion. Students will share the final drafts of their work, using the Fishbowl protocol with a small group of peers. **This task addresses NYSP12 ELA CCLS W.5.1, W.5.4a, W.5.5, W.5.8, W.5.9b, L.5.1c, d, L.5.2a, b, d, e, SL.5.1, and SL.5.3.**

Format

A research-based four paragraph editorial essay that includes quotes and paraphrased evidence from the informational texts used for research (typed or handwritten in clear, neat print).

A rough draft of the editorial will be assessed then revised and edited.

Final editorials will be shared in small groups, using the Fishbowl protocol.



Standards Assessed through This Task

- W.5.1 Write opinion pieces on topics, supporting a point of view with reasons and information.
 - a. Introduce a topic clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
 - b. Provide logically ordered reasons that are supported by facts and details.
 - c. Link opinion and reasons using words, phrases, and clauses.
 - d. Provide a concluding section related to the opinion presented.
- W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
 - a. Produce text that explores a variety of cultures and perspectives.
- W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- W.5.8 Gather relevant information from print and digital sources, summarize or paraphrase information in notes and finished work, and provide a list of sources.
- W.5.9 Draw evidence from informational texts to support analysis, reflection, and research.
 - a. Apply grade 5 Reading standards to informational texts.
- L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing.
 - c. Use verb tense to convey various times, sequences, states, and conditions.
 - d. Recognize and correct inappropriate shifts in verb tense.
- L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - a. Use punctuation to separate items in a series.
 - b. Use a comma to separate an introductory element from the rest of the sentence.
 - d. Use underlining, quotation marks, or italics to indicate the title of works.
 - e. Spell grade-appropriate words correctly, consulting references as needed.
- SL.5.1 Engage effectively in a range of collaborative discussions with diverse partners, building on others' ideas and expressing their own clearly.
- SL.5.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.



Student-Friendly Writing Invitation/Task Description

- *Should the Inuit community of Baffin Island approve the Mary River Iron Mine proposal?* After researching to learn about both points of view regarding the proposed Mary River project on Baffin Island in the Inuit territory of Nunavut, write an editorial in which you answer the question and explain your reasons. Be sure to support your opinion and reasons with credible evidence from the texts you have read. Be prepared to explain your position on the issue during a small group discussion by referring to information from your editorial.

Key Criteria for Success (Aligned with NYSP12 ELA CCLS)

Below are key criteria students must address when completing this task. Specific lessons during the module build in opportunities for students to understand the criteria, offer additional criteria, and work with their teacher to construct a rubric on which their work will be critiqued and formally assessed.

Your editorial will include:

- An introductory paragraph that includes:
 - An introduction: attention-getter and both points of view
 - An opinion statement
 - Two reasons that support the opinion
- Two proof paragraphs with reasons and evidence that support the opinion.
- A conclusion paragraph that explains:
 - “What?” A restatement of the opinion, reasons, and supporting evidence
 - “So what?” Either a prediction or a call to action



Options for Students

- Students will write their editorials independently. They will look back at both Point of View graphic organizers, their Close Reading Guide, and their informational articles as they develop an opinion and supporting reasons, then gather evidence in the form of quotes and paraphrased evidence for their editorials.
- Students might have a partner to assist as they work on their editorials, but the editorial will be an individual's product.
- Student editorials could be various lengths, shorter for those for whom language is a barrier.
- Students may have another member of their small group read a portion of their editorial aloud, if oral expression is challenging.
- Students could present their poems via recordings if they are too shy to stand in front of an audience.

Options for Teachers

- Students may present their editorials to small groups, the full class, to other classes in the school, to family members, or to other adults.
- Student editorials could be accompanied by an illustration, such as a political cartoon. (Note: A variety of resources on the Internet provide information on how to create or teach students to create political cartoons.)
- Student editorials could be displayed in the room, in the school library or other common area, or at a community location to enhance student motivation with the potential authentic audiences.

Resources and Links

See Unit 3 overview.

Central Text and Informational Texts

Note: Additional informational texts listed in each separate Unit Overview document.



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Grade 5: Module 3B: Unit 1: Overview



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Unit 1: *The Inuit Thought of It: Amazing Arctic Innovations*

In this first unit, students read *The Inuit Thought of It: Amazing Arctic Innovations*, by Alooook Ipellie with David MacDonald, to learn about how the native Inuit people of Canada came to settle in the area and the ways they used the resources that were available to meet their basic needs. As students read each section of the book, they will work in small groups to create “resource webs” that help them recognize the relationship between Inuit people and resources from their environment. (Note that the use of these webs as a way to help students graphically organize and make connections between ideas is a routine that is consistent throughout this module.) Students will also work together to identify main ideas and key details that explain how Inuit people of the past adapted to the harsh Arctic environment and found innovative ways to meet their needs.

Vocabulary work in this unit focuses on deeply analyzing key terms through the use of related words and Frayer Models; this helps students develop a deeper understanding of key terms. For the mid-unit assessment, students independently read then respond to text-dependent and short answer questions about pages 20 and 21 of *The Inuit Thought of It* to demonstrate their ability to analyze and determine the meaning of key terms, identify main ideas that are supported by key details, and explain how the Inuit developed games and pastimes to meet the needs of their community. For the end of unit assessment, students read the final two pages of *The Inuit Thought of It*, a section titled “Inuit Today,” to determine and record main ideas and supporting details. Then, they refer to their note-catchers and the text to help them identify and define key terms as well as complete a resource web and write a seven-to-nine-sentence paragraph that summarizes this last section of the book.

Guiding Questions and Big Ideas

- **How do people adapt to their environment and use the resources that are available to meet their needs?**
- **How do the ideas conveyed through informational texts help us understand complex relationships?**
- *People adapt to their environment and use the resources that are available to meet their needs.*
- *The multiple ideas conveyed through informational texts help us understand complex relationships.*



Mid-Unit 1 Assessment	<p>Text-Dependent and Short Answer Questions: “Arctic Fun”</p> <p>This assessment centers on NYSP12 ELA CCLS RI.5.1, RI.5.2, RI.5.4, and L.5.5 c. Students independently read then respond to text-dependent and short answer questions about the section titled “Arctic Fun” from pages 20 and 21 of <i>The Inuit Thought of It</i>. Students analyze and determine the meaning of key vocabulary, identify main ideas and support their thinking by paraphrasing key details from the text, and explain how the Inuit developed games and pastimes to meet the needs of their community.</p>
End of Unit 1 Assessment	<p>On-Demand Note Taking and Summarizing: “The Inuit Today”</p> <p>This assessment centers on NYSP12 ELA CCLS RI.5.1, RI.5.2, RI.5.3, RI.5.4, and L.5.5 c. For the end of unit assessment, students read determine two main ideas and supporting details from the last section of <i>The Inuit Thought of It</i>, “Inuit Today.” Students will refer to their note-catchers and the text to help them identify and define terms, complete a resource web, and write a seven-to-nine-sentence paragraph that summarizes the last pages of the book.</p>



Content Connections

This module is designed to address English Language Arts standards as students read literature and informational text about how early Inuit people adapted to life in the North American Arctic. However, the module intentionally incorporates Social Studies Practices and Themes to support potential interdisciplinary connections to this compelling content.

These intentional connections are described below.

Big ideas and guiding questions are informed by the New York State Common Core K–8 Social Studies Framework:
<http://engageny.org/sites/default/files/resource/attachments/ss-framework-k-8.pdf>

5.1 GEOGRAPHY IN THE WESTERN HEMISPHERE: The diverse geography of the Western Hemisphere has influenced human culture and settlement in distinct ways. Human communities in the Western Hemisphere have modified the physical environment.

- 5.1c The physical environment influences human population distribution, land use, and other forms of economic activity.

5.2 EARLY PEOPLES OF THE AMERICAS: The first humans in the Western Hemisphere modified their physical environment as well as adapted to their environment. Their interactions with their environment led to various innovations and to the development of unique cultures.

- 5.2c Early peoples living together in settlements developed shared cultures with customs, beliefs, values, and languages that give identity to the group. These early peoples also developed patterns of organization and governance to manage their society.

Texts

1. Alootook Ipellie with David MacDonald, *The Inuit Thought of It: Amazing Arctic Innovations* (Toronto, New York, Vancouver: Annick Press, 2007), ISBN: 978-1-55451-087-0.



This unit is approximately 2 weeks or 9 sessions of instruction.

Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 1	Building Background Knowledge: "The Inuit, My People"	<ul style="list-style-type: none"> 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) 	<ul style="list-style-type: none"> I can work with group members to determine the gist of pages 6–11 of <i>The Inuit Thought of It</i>. I can use established criteria to select a text for independent reading. 	<ul style="list-style-type: none"> Group Visual Gist chart Appropriate independent reading selection 	<ul style="list-style-type: none"> Guiding Questions anchor chart Group Norms anchor chart Criteria for Selecting Texts anchor chart
Lesson 2	Close Reading: "Dog Sleds" and "Kayak"	<ul style="list-style-type: none"> I can quote accurately from the text when explaining what the text says explicitly and when making inferences. (RI.5.1) I can identify the relationships between two or more individuals, events, ideas, or concepts in a historical text based on specific information in the text. (RI.5.3) I can determine the meaning of general academic and domain-specific words. (RI.5.4) 	<ul style="list-style-type: none"> I can explain the relationship between the Inuit and their natural environment by quoting accurately from the text. I can determine the meaning of unfamiliar words and phrases using context clues and other strategies. 	<ul style="list-style-type: none"> Vocabulary cards (from homework) Visual gist for pages 6–11 (from homework) Visual gist for pages 12–15 Answers to text-dependent questions <i>The Inuit Thought of It</i>, pages 12–15 	<ul style="list-style-type: none"> Guiding Questions anchor chart Natural Environment anchor chart Vocabulary Strategies anchor chart Group Norms anchor chart Back-to-Back, Face-to-Face protocol Popcorn Read protocol



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 3	Using Structural Elements to Determine Main Ideas and Supporting Details: “Shelter”	<ul style="list-style-type: none"> • I can quote accurately from the text when explaining what the text says explicitly and when making inferences. (RI.5.1) • I can determine two or more main ideas from a text and explain how they are supported by key details. (RI.5.2) • I can identify the relationships between two or more individuals, events, ideas, or concepts in a historical text based on specific information in the text. (RI.5.3) • I can demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (L.5.5) <ul style="list-style-type: none"> c. I can use the relationship between particular words to better understand each of the words. 	<ul style="list-style-type: none"> • I can determine two of the main ideas from pages 16 and 17 of <i>The Inuit Thought of It</i>. • I can explain how key details support each main idea, by using quotes and paraphrased details from the text. • I can better understand words by analyzing their relationship to similar terms. 	<ul style="list-style-type: none"> • Resource web (in journal) • Main Ideas and Details graphic organizer 	<ul style="list-style-type: none"> • Main Ideas and Details anchor chart • Quote/Paraphrase anchor chart



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 4	Determining Main Ideas and Supporting Details and Summarizing: “Clothing”	<ul style="list-style-type: none"> • I can quote accurately from the text when explaining what the text says explicitly and when making inferences. (RI.5.1) • I can determine two or more main ideas from a text and explain how they are supported by key details. (RI.5.2) • I can summarize the text. (RI.5.2) • I can identify the relationships between two or more individuals, events, ideas, or concepts in a historical text based on specific information in the text. (RI.5.3) • I can demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (L.5.5) <ul style="list-style-type: none"> c. I can use the relationship between particular words to better understand each of the words. 	<ul style="list-style-type: none"> • I can determine two of the main ideas from pages 18–19 of <i>The Inuit Thought of It</i> and explain how they are supported by key details from the text. • I can write a paragraph that summarizes pages 18–19 of <i>The Inuit Thought of It</i>, using quotes and paraphrased details from the text. • I can better understand words by analyzing their relationship to terms that are different. 	<ul style="list-style-type: none"> • Resource web and vocabulary terms (from homework) • Main Ideas and Details graphic organizer • Resource web (in journal) • Vocabulary cards 	<ul style="list-style-type: none"> • Main Ideas and Details anchor chart • Summary Paragraph anchor chart



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 5	Mid-Unit Assessment: Text-Dependent and Short Answer Questions: “Arctic Fun”	<ul style="list-style-type: none"> • I can quote accurately from the text when explaining what the text says explicitly and when making inferences. (RI.5.1) • I can determine two or more main ideas from a text and explain how they are supported by key details. (RI.5.2) • I can determine the meaning of general academic and domain-specific words. (RI.5.4) • I can demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (L.5.5) <ul style="list-style-type: none"> c. I can use the relationship between particular words to better understand each of the words. 	<ul style="list-style-type: none"> • I can explain how the Inuit people used resources to meet their needs, by quoting accurately from the text. • I can determine the main ideas of pages 20–21 from <i>The Inuit Thought of It</i> and explain how they are supported by key details. • I can determine the meaning of unfamiliar words and phrases by using a variety of strategies. 	<ul style="list-style-type: none"> • Mid-Unit 1 Assessment • Tracking My Progress, Mid-Unit 1 recording form 	<ul style="list-style-type: none"> • Vocabulary Strategies anchor chart • Main Idea and Details anchor chart • Chalk Talk protocol



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 6	Synthesizing Text Details to Explain Relationships: "Hunting"	<ul style="list-style-type: none">• I can quote accurately from the text when explaining what the text says explicitly and when making inferences. (RI.5.1)• I can identify the relationships between two or more individuals, events, ideas, or concepts in a historical text based on specific information in the text. (RI.5.3)• I can demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (L.5.5)<ul style="list-style-type: none">c. I can use the relationship between particular words to better understand each of the words.	<ul style="list-style-type: none">• I can explain the relationship between the Inuit and their natural environment, by quoting accurately from the text.• I can determine which synonymous terms most clearly convey information about the Inuit and hunting.	<ul style="list-style-type: none">• Letter to a Partner (from homework)• Revised resource web in journal (from homework)• Resource Web graphic organizers: Wood and Stone• Vocabulary cards	<ul style="list-style-type: none">• Group Norms anchor chart• Natural Environment anchor chart• Popcorn Read protocol



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 7	Determining Main Ideas and Details to Write a Summary Paragraph: “Food”	<ul style="list-style-type: none"> • I can quote accurately from the text when explaining what the text says explicitly and when making inferences. (RI.5.1) • I can determine two or more main ideas from a text and explain how they are supported by key details. (RI.5.2) • I can summarize the text. (RI.5.2) • I can determine the meaning of general academic and domain-specific words and phrases in a text. (RI.5.4) • I can demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (L.5.5) <ul style="list-style-type: none"> c. I can use the relationship between particular words to better understand each of the words. 	<ul style="list-style-type: none"> • I can determine two of the main ideas from pages 24–25 of <i>The Inuit Thought of It</i> and explain how they are supported by key details from the text. • I can write a paragraph that summarizes pages 24–25 of <i>The Inuit Thought of It</i>, using quotes and paraphrased details from the text. • I can better understand words by completing a Frayer Model with group members. 	<ul style="list-style-type: none"> • Resource web in journal (from homework) • Main Ideas and Details graphic organizer • Summary paragraph • Group Frayer Model charts 	<ul style="list-style-type: none"> • Group Norms anchor chart • Vocabulary Strategies anchor chart • Main Ideas and Details anchor chart • Summary Paragraph anchor chart



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 8	Synthesizing Text Details to Explain Relationships: “Medicine and Healing”	<ul style="list-style-type: none"> • I can quote accurately from the text when explaining what the text says explicitly and when making inferences. (RI.5.1) • I can identify the relationships between two or more individuals, events, ideas, or concepts in a historical text based on specific information in the text. (RI.5.3) • I can determine the meaning of general academic and domain-specific words and phrases in a text. (RI.5.4) • I can demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (L.5.5) <ul style="list-style-type: none"> c. I can use the relationship between particular words to better understand each of the words. 	<ul style="list-style-type: none"> • I can explain the relationship between the Inuit and their natural environment, using details from the text. • I can better understand words by completing Frayer Models. 	<ul style="list-style-type: none"> • Frayer vocabulary card (from homework) • Synthesizing My Thinking note-catcher • Frayer Models of Key Terms 	<ul style="list-style-type: none"> • Natural Environment anchor chart • World Café protocol



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 9	End of Unit Assessment: "The Inuit Today"	<ul style="list-style-type: none"> I can quote accurately from the text when explaining what the text says explicitly and when making inferences. (RI.5.1) I can determine two or more main ideas from a text and explain how they are supported by key details. (RI.5.2) I can summarize the text. (RI.5.2) I can identify the relationships between two or more individuals, events, ideas, or concepts in a historical text based on specific information in the text. (RI.5.3) I can determine the meaning of general academic and domain-specific words and phrases in a text. (RI.5.4) I can demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (L.5.5) <ul style="list-style-type: none"> c. I can use the relationship between particular words to better understand each of the words. 	<ul style="list-style-type: none"> I can determine two of the main ideas from the last pages of <i>The Inuit Thought of It</i> and explain how they are supported by key details from the text. I can explain the relationship between the Inuit and modern technologies, using details from the text. I can determine the meaning of key terms using a variety of strategies. 	<ul style="list-style-type: none"> End of Unit 1 Assessment Tracking My Progress, End of Unit 1 recording form 	<ul style="list-style-type: none"> Vocabulary Strategies anchor chart Natural Environment anchor chart Main Ideas and Details anchor chart Summary Paragraph anchor chart



Optional: Experts, Fieldwork, and Service

Experts:

- Invite members of local Inuit communities and/or experts on the Inuit people to speak with students about traditional versus modern Inuit people's lives.

Fieldwork:

- Arrange for a visit to a local museum that has Inuit artifacts and/or historical documents on display; consider having students research more about the Inuit people on Inuit-created Web sites.

Optional: Extensions

- Allow students who are interested in the Inuit language of Inuktitut to further explore how this language was developed and analyze similarities and differences between Inuktitut and English and/or their native language.



Preparation and Materials

This unit includes a number of routines.

In advance: Determine groups of four to place students in beginning in Lesson 1. Groups should be heterogeneous, including both struggling readers and stronger readers. However, use caution when grouping together students who have *large discrepancies* in their reading abilities, as this may cause embarrassment or frustration. Read the text closely to familiarize yourself with and be able to promote cultural sensitivity regarding the use of resources that may be unfamiliar to students.

Review the Unit 1 Recommended Texts list and gather a variety of books for students to choose from for independent reading (Lesson 1).

Have whiteboards and whiteboard markers available for each student to use during Lesson 8 of this unit.



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Grade 5: Module 3B: Unit 1:

Recommended Texts



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The list below includes texts with a range of Lexile® text measures about the Inuit and their resources and their natural environment, behaviors, and how they survive. This provides appropriate independent reading for each student to help build content knowledge about the topic. Note that districts and schools should consider their own community standards when reviewing this list. Some texts in particular units or modules address emotionally difficult content.

It is imperative that students read a high volume of texts at their reading level in order to continue to build the academic vocabulary and fluency demanded by the CCLS.

Where possible, texts in languages other than English are also provided. Texts are categorized into three Lexile measures that correspond to Common Core Bands: below grade band, within band, and above band. Note, however, that Lexile® measures are just one indicator of text complexity, and teachers must use their professional judgment and consider qualitative factors as well. For more information, see Appendix 1 of the Common Core State Standards.

Common Core Band Level Text Difficulty Ranges:

(As provided in the NYSED Passage Selection Guidelines for Assessing CCSS ELA)

- Grades 2–3: 420–820L
- Grades 4–5: 740–1010L
- Grades 6–8: 925–1185L

Title	Author and Illustrator	Text Type	Lexile Measure
Lexile text measures below band level (under 740L)			
<i>Arctic Dreams</i>	Carole Gerber (author) Marty Husted (illustrator)	Literature	420
<i>Living in Polar Regions</i>	Tea Benduhn (author)	Informational	600
<i>Spotlight on Canada</i>	Bobbie Kalman (author)	Informational	690
<i>Living in the Arctic</i>	Neil Morris (author)	Informational	710*

*Lexile based on a conversion from Accelerated Reading level.



Title	Author and Illustrator	Text Type	Lexile Measure
Lexile text measures within band level (740L–1010L)			
<i>Caribou of the Arctic</i>	Sara Swan Miller (author)	Informational	750*
<i>Life on the Ice</i>	Susan E. Goodman (author) Michael J. Doolittle (illustrator)	Informational	840*
<i>Atlas of the Poles and Oceans</i>	Karen Foster (author)	Informational	860
<i>Frozen Land</i>	Jan Reynolds (author)	Informational	860*
<i>Arctic Peoples</i>	Robin S. Doak (author)	Informational	930
<i>Polar Worlds</i>	Rosalyn Wade (author)	Informational	960*
Lexile text measures above band level (over 1010L)			
<i>Daily Life of the Inuit</i>	Pamela R. Stern (author)	Informational	nolxl
<i>I, Matthew Henson: Polar Explorer</i>	Carole Boston Weatherford (author) Eric Velasquez (illustrator)	Informational	1070
<i>The West Is Calling</i>	Sarah N. Harvey and Leslie Buffam (authors) Dianna Bonder (illustrator)	Poetry	NP
<i>The Earth under Sky Bear's Feet</i>	Joseph Bruchac (author)	Poetry	NP
<i>The Elders Are Watching</i>	David Bouchard (author) Roy Henry Vickers (illustrator)	Poetry	NP

*Lexile based on a conversion from Accelerated Reading level.

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EXPEDITIONARY
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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">1. Opening<ol style="list-style-type: none">A. Engaging the Reader (15 minutes)2. Work Time<ol style="list-style-type: none">A. Building Background Knowledge: Visual Gist Arctic Images 1–5 of <i>The Inuit Thought of It</i>, Pages 6–11 (30 minutes)B. Selecting Independent Reading Texts (10 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Debrief and Review of Learning Targets (5 minutes)4. Homework<ol style="list-style-type: none">A. Reread pages 6–11 of <i>The Inuit Thought of It</i>; vocabulary; visual gist in journals.B. Read your independent reading book.	<ul style="list-style-type: none">• 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.• 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.• Students use journals to record questions and responses to class work and to track their learning throughout this module.• In advance:<ul style="list-style-type: none">– Review the Opening activity and select 8–10 relevant images from the text to display for students.– Decide whether to use the Group Norms anchor chart (from Module 2B, Unit 1, Lesson 1) or make a new one.– Determine and post groups of four (see Preparation and Materials in Unit 1 Overview for guidance).– Locate a map of North America to display.– 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).– Have a variety of independent reading choices for students (see Unit 1 Recommended Texts list).– Create a new Guiding Questions anchor chart.– Review Thumb-o-Meter in Checking for Understanding Techniques (see Appendix).



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">• <i>The Inuit Thought of It: Amazing Arctic Innovations</i> (book; one per student)• Document camera• Map of North America (one to display)• Arctic Landscape Images 1–5 (one of each to display)• Journal (new; one per student)• Guiding Questions anchor chart (new; teacher-created)• Group Norms anchor chart (from Module 2A or 2B, Unit 1, Lesson 1)• Visual Gist chart (one per group; new; teacher-created)• Criteria for Selecting Texts anchor chart (from Module 2B, Unit 1, Lesson 1)• Index cards (three per student)



Opening	Meeting Students’ Needs
<p>A. Engaging the Reader (15 minutes)</p> <ul style="list-style-type: none"> • Bring students together whole group. Hold up the book <i>The Inuit Thought of It: Amazing Arctic Innovations</i> for all to see. • 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). • Use a document camera to display a map of North America. Briefly orient students to the geographic location of Canada in relation to the United States and to their own state. • Display preselected Arctic Landscape Images 1–5 from various pages of the book to students. As students view each image, pose questions such as: <ul style="list-style-type: none"> * “What do you think the Inuit people’s environment was like? What, in the image, makes you think so?” * “In what ways do you think this environment is similar to and different from your own?” • Distribute journals and display the Guiding Questions anchor chart. 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"> * How do people adapt to their environment and use the resources that are available to meet their needs? * How do the ideas conveyed through informational texts help us understand complex relationships? • 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. • After 1 minute, invite a few students to share their ideas whole class. Listen for suggestions such as: <ul style="list-style-type: none"> – “Adapt means to change, to adjust to something.” – “Resources are materials or supplies, things people use.” – “Available means something you can use, find, or get.” – “Needs are things that people require, can’t do without, or want.” • If students are unable to define the terms, define for them. 	<ul style="list-style-type: none"> • 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. • 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. • Allow students’ initial impressions of the Arctic landscape images to generate curiosity and engagement while encouraging close observation skills. • 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. • To support second-language students, consider displaying strong student restatements of the guiding questions.



Opening (continued)	Meeting Students’ Needs
<ul style="list-style-type: none">• 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.• 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.• After 1 minute, invite a few students to share their ideas whole class. Listen for replies such as:<ul style="list-style-type: none">– “Conveyed means to have communicated.”– “Complex means complicated, involved, difficult, or having many parts.”– “Relationships are connections or links.”• If students are unable to define the terms, define for them.• 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.• 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.	



Work Time	Meeting Students’ Needs
<p>A. Building Background Knowledge: Visual Gist Images 1–5 of <i>The Inuit Thought of It</i>, Pages 6–11 (30 minutes)</p> <ul style="list-style-type: none"> • Distribute <i>The Inuit Thought of It: Amazing Arctic Innovations</i> to students and ask them to join their group members. • Post and review criteria from the Group Norms anchor chart to establish group expectations for work in this unit. • Then, bring groups’ attention to their Visual Gist chart and focus them on the Visual Gist 1 square. • Read the gist focus question aloud: “What is the North American Arctic <i>landscape</i> like?” • 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. • 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"> – “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.” • Explain that students will focus on information they hear from the first two paragraphs of page 6 that helps them answer the focus question. • 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.) • 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.” • 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. 	<ul style="list-style-type: none"> • Continue to add new words with a picture, brief definition, or synonym to the Word Wall to support all students, especially ELLs. • 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. • When reading aloud, consider displaying text under the document camera if you have students who have difficulty tracking or get lost easily. • 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. • 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. • As needed, display appropriate drawings or a gist statement in response to the focus questions on the Visual Gist chart.



Work Time (continued)	Meeting Students’ Needs
<ul style="list-style-type: none"> • 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"> – “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.” – “I drew frozen ground, ice with only one tree, to show that ‘almost no trees grow here’ and that ‘the ground is permanently frozen.’” – “I drew rocks to show that ‘large areas of the landscape are nothing but bare rock.’” • Tell students that next they will view some additional images to help them further understand what the Arctic landscape is like. • 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. • 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. • 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. • 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"> – “The North American Arctic is a frozen place with few trees.” – “The Arctic is filled with snow and ice.” – “Few animals and humans can live in this frozen, rocky land.” • Direct students’ attention to the Visual Gist 2 square, and read the focus questions aloud: <ul style="list-style-type: none"> * “How did the Inuit come to settle in the North American Arctic?” * “Where in the North American Arctic did the Inuit settle?” • 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. • 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.” 	<ul style="list-style-type: none"> • 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. • 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.



Work Time (continued)	Meeting Students’ Needs
<ul style="list-style-type: none"> • 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. • 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). • 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.” • 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. • 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). • 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. • 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?” • After 1 or 2 minutes, cold call a few groups to share out with the class. Listen for: <ul style="list-style-type: none"> – “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. • 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.” • 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. 	



Work Time (continued)	Meeting Students’ Needs
<ul style="list-style-type: none">• 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.”• 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).• Ask students the second focus question in the Visual Gist 2 square again: “Where in the North American Arctic did the Inuit settle?”• Tell students to refer to their map as well as the text as they discuss their thinking with group members.• 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">* “The Inuit settled in the northern areas of Canada and in Greenland about 400 years ago,” or similar suggestions.• 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.• Then, focus students’ attention on their Visual Gist 3 square and read the focus question aloud: “How did the Inuit adapt to their environment?”• 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.• Explain that students will focus on information they hear from page 7 that helps them answer the focus question.• 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.• 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.”• Give students 1 minute to refer to the text and to sketch images on their charts that help them answer the focus question.	



Work Time (continued)	Meeting Students’ Needs
<ul style="list-style-type: none">• 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.”• 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?• 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">* “The first Inuit used what was available, like sod, driftwood, seals, walrus, and other animals, to build homes and make tools.”* “When the Inuit could not find whales, they relied on other sources for food and moved more often.”• Ask groups to record a response to the focus question in their Visual Gist 3 square.• 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?• 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.• Read the title on page 8, “A Time of Change,” then begin with “When the first ...” and end at “... not lost forever.”• 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?• 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.”• Ask students to take a moment to add sketches to their Visual Gist 4 square based on the information from the timeline.• 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.• 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">* “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.”• Ask students to record a response to the focus question in their Visual Gist 4 square.	



Work Time (continued)	Meeting Students’ Needs
<ul style="list-style-type: none">• 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?”• 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.”• 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?• 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">– “We think we will learn about how the Inuit people adapted to life in the Arctic by making innovations that allowed them to survive.”– “We think we will learn more about the Inuit people’s culture and heritage.”• 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">* How do people adapt to their environment and use the resources that are available to meet their needs?* How do the ideas conveyed through informational texts help us understand complex relationships?• Ask groups to pair up, refer to their Visual Gist charts, and discuss:<ul style="list-style-type: none">* “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?”• 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">– “These first few pages describe how the Inuit people depended on resources like seals, walrus, and sod to meet their needs.”– “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.”• 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">* Congratulate students for their new learning about the native Inuit people.	



Work Time (continued)	Meeting Students’ Needs
<p>B. Selecting Independent Reading Texts (10 minutes)</p> <ul style="list-style-type: none">• Tell students that today they will choose a new independent reading book to read for homework throughout this unit.• Read the second learning target aloud:<ul style="list-style-type: none">* “I can use established criteria to select a text for independent reading.”• 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!• Display the Criteria for Selecting Texts anchor chart. 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.• 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.	<ul style="list-style-type: none">• 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.



Closing and Assessment	Meeting Students’ Needs
<p>A. Debrief and Review of Learning Targets (5 minutes)</p> <ul style="list-style-type: none"> • Focus students’ attention whole group. Ask them to think about and discuss within groups: <ul style="list-style-type: none"> * “What impression do you now have of the Inuit people? Explain your thinking.” * “What do you think it would be like to live in the North American Arctic 400 years ago? Explain your thinking.” * “In what ways is this environment similar to and different from your own? Explain your thinking.” • After 2 or 3 minutes, invite several groups to share out their thinking. • 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. • Distribute three index cards to each student for homework. 	<ul style="list-style-type: none"> • 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 _____.”
Homework	Meeting Students’ Needs
<ul style="list-style-type: none"> • 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. • 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. • Read your independent reading book for at least 20 minutes. 	<ul style="list-style-type: none"> • Consider providing an audio version of the text for students who struggle with independent reading. • Allow someone at home to scribe student definitions/synonyms of key words for students who struggle with writing.



EXPEDITIONARY
LEARNING

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



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Arctic Image 2



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Arctic Image 3



Photo by Ian Mackenzie
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Arctic Image 4



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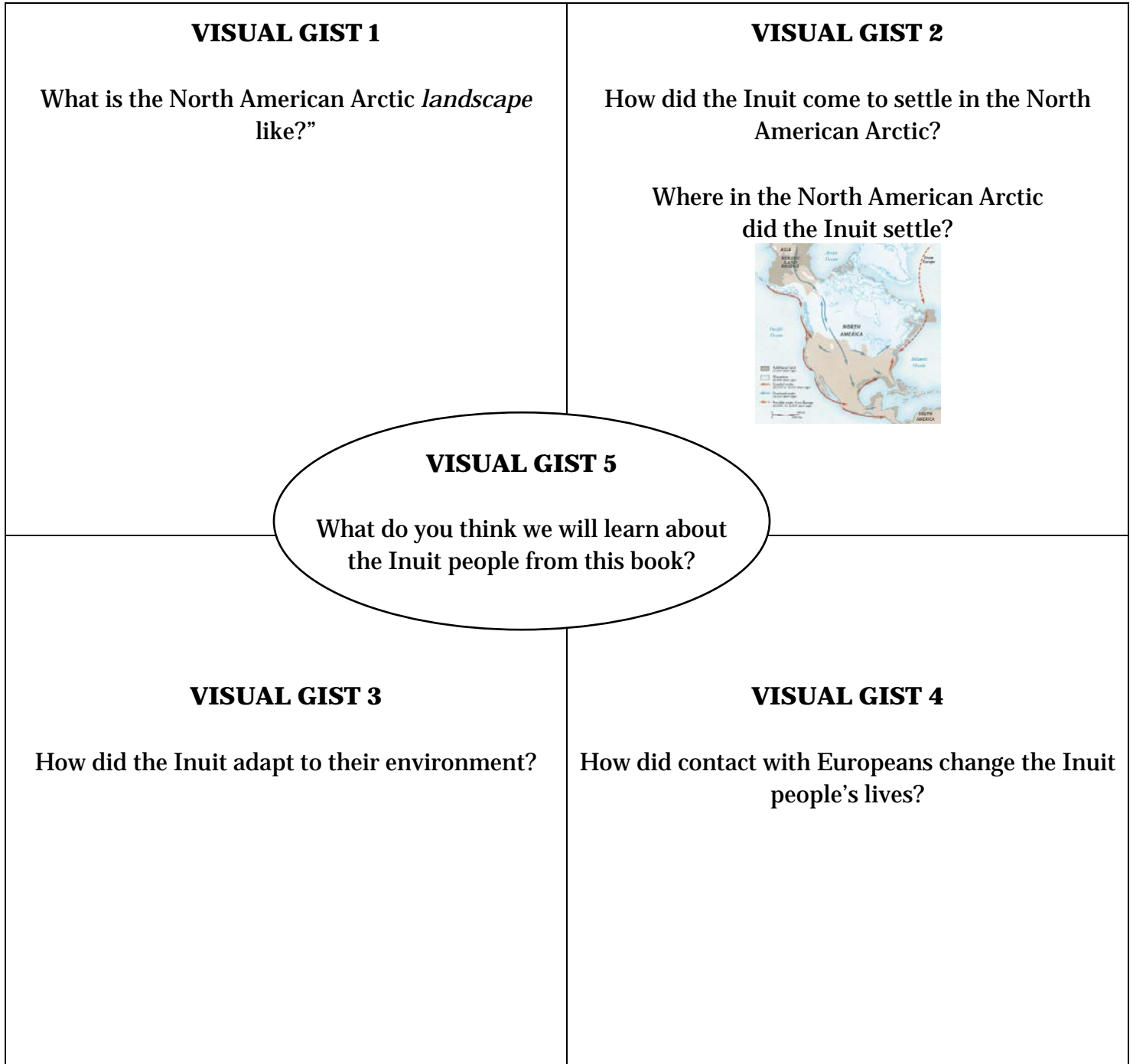
Arctic Image 5



Photo by Jeremy Potter NOAA
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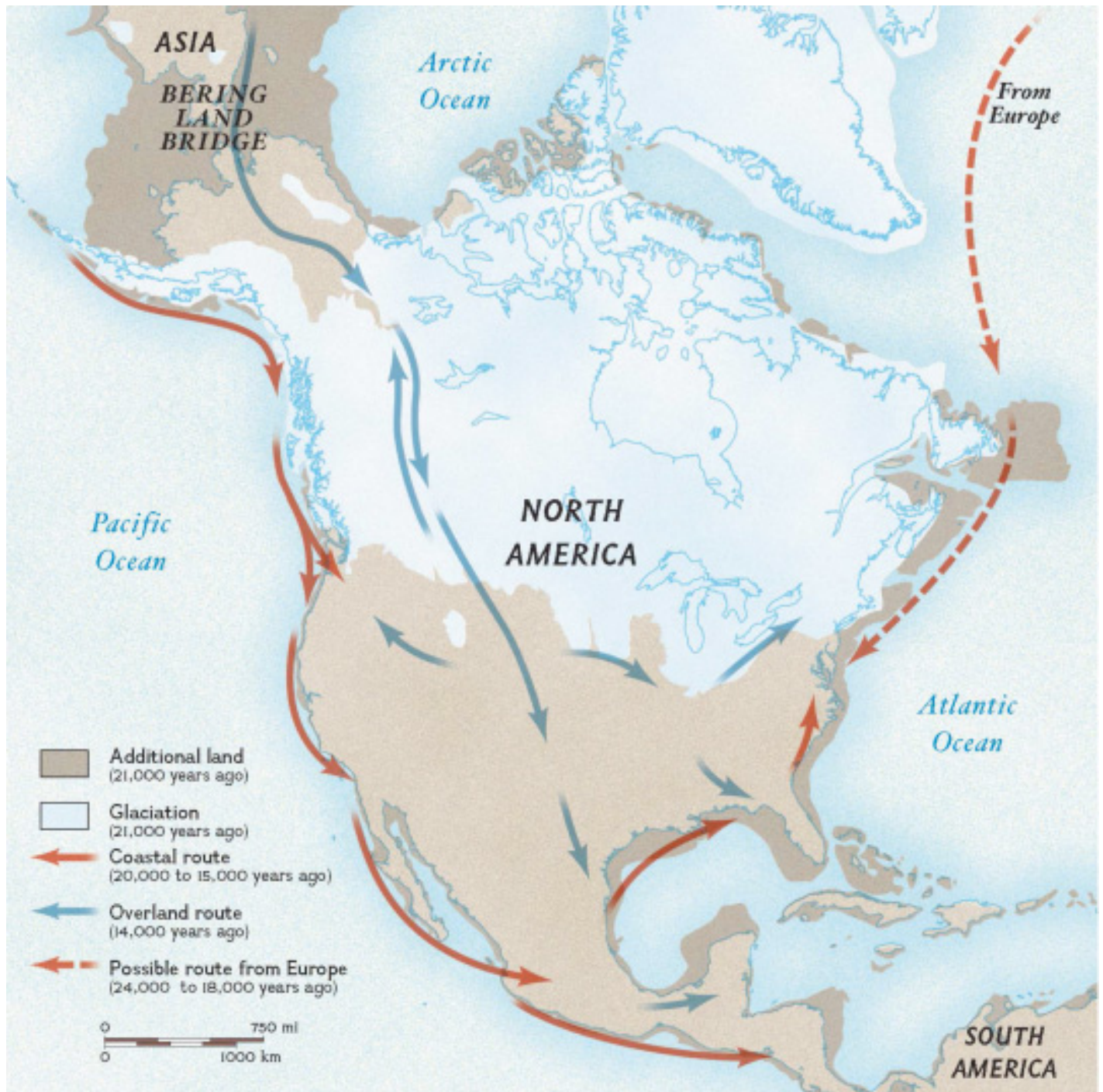


Visual Gist Chart
(Example, for Teacher Reference)





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.



EXPEDITIONARY
LEARNING

Grade 5: Module 3B: Unit 1: Lesson 2

Close Reading: “Dog Sleds” and “Kayak”



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

I can quote accurately from the text when explaining what the text says explicitly and when making inferences. (RI.5.1)

I can identify the relationships between two or more individuals, events, ideas, or concepts in a historical text based on specific information in the text. (RI.5.3)

I can determine the meaning of general academic and domain-specific words. (RI.5.4)

Supporting Learning Targets

- I can explain the relationship between the Inuit and their natural environment by quoting accurately from the text.
- I can determine the meaning of unfamiliar words and phrases using context clues and other strategies.

Ongoing Assessment

- Vocabulary cards (from homework)
- Visual gist for pages 6–11 (from homework)
- Visual gist for pages 12–15
- Answers to text-dependent questions *The Inuit Thought of It*, pages 12–15



Agenda	Teaching Notes
<ol style="list-style-type: none"> 1. Opening <ol style="list-style-type: none"> A. Reviewing Homework and Engaging the Reader (10 minutes) 2. Work Time <ol style="list-style-type: none"> A. Visualizing the Gist: <i>The Inuit Thought of It</i>, Pages 12–15 (10 minutes) B. Close Reading: <i>The Inuit Thought of It</i>, Pages 12–15 (25 minutes) 3. Closing and Assessment <ol style="list-style-type: none"> A. Synthesizing Information to Create Resource Webs (13 minutes) B. Reviewing Learning Targets (2 minutes) 4. Homework <ol style="list-style-type: none"> A. Recreate a blank resource web in your journal. B. Read pages 12–15 of <i>The Inuit Thought of It</i> and complete the resource web. C. Read your independent reading book for at least 15–20 minutes. 	<ul style="list-style-type: none"> • In this lesson, students closely read pages 12–15 of <i>The Inuit Thought of It</i> to learn about how the Inuit people used animals found in their environment to meet their transportation needs. • In Work Time A, students independently read and create a visual gist of pages 12–15 of the text in their journals. This is a routine students will continue to use throughout this unit. • During Work Time B, students are given a shared definition for the term <i>natural environment</i> and are asked to identify five elements of the natural environment (air, land, water, animals, plants) to create a new class “Natural Environment anchor chart,” based on the given definition. This helps students see that the natural environment can be divided into specific components, and helps them understand how the Inuit people used various resources in the natural environment to meet their needs. This anchor chart will be used again in Unit 2 to help students understand the use of land resources related to mining in Canada. • Students then closely read pages 12–15 to further develop their knowledge about the complex relationship that existed between native Inuit people and animal resources in the North American Arctic. The close read strategy involves multiple rereading and questions designed to focus students on understanding small sections of a text. • In the extended debrief, Synthesizing Information, students refer to their notes and the text to create class resource webs about seals, walruses, and caribou. This synthesizing work helps all learners, but particularly visual learners, recognize the relationship between people and the resources they use. This type of work continues throughout Units 2 and 3 of this module, as students are asked to identify how people depend on their resources in ever-changing ways. • In advance: <ul style="list-style-type: none"> – Create a new Natural Environment anchor chart (see blank and completed examples for teacher reference in supporting materials). – Display the Vocabulary Strategies anchor chart (from Module 2A or 2B, Unit 1). – Create three new charts: Seal resource web, Walrus resource web, and Caribou resource web (see supporting materials). – Review the Back-to-Back, Face-to-Face and Popcorn Read protocols, as well as Fist to Five in Checking for Understanding Techniques (see Appendix).



Lesson Vocabulary	Materials
adapt, resources, available, needs, convey(ed), complex, relationships, natural environment, quoting, accurately, meaning, context, strategies	<ul style="list-style-type: none">• Journal (one per student; begun in Lesson 1)• Metal ring (one per student)• Single-hole punch (one per student or group)• Group Norms anchor chart (from Lesson 1; optional)• Guiding Questions anchor chart (from Lesson 1)• <i>The Inuit Thought of It</i> (book; one per student)• Natural Environment anchor chart (new; teacher-created)• Natural Environment anchor chart (completed, for teacher reference)• Vocabulary Strategies anchor chart (from Module 2A or 2B, Unit 1, Lesson 2)• Index cards (three per student)• Text-Dependent Questions: <i>The Inuit Thought of It</i>, pages 12–15 (one per student)• Close Reading Guide: <i>The Inuit Thought of It</i>, pages 12–15 (for teacher reference)• Seal, Walrus, and Caribou resource webs (one of each; chart-sized to display; new; teacher-created)• Seal, Walrus, and Caribou resource webs (answers, for teacher reference)



Opening	Meeting Students’ Needs
<p>A. Reviewing Homework and Engaging the Reader (10 minutes)</p> <ul style="list-style-type: none"> • Ask students to take out the vocabulary cards they completed for homework and then to turn to the page in their journals where they created a visual gist. • Review the Back-to-Back, Face-to-Face protocol with students. Answer any clarifying questions. Direct students to take their vocabulary cards and visual gists and find a partner who is not a member of their small group. • Once students are partnered, ask them to turn back-to-back and pose the following questions: <ul style="list-style-type: none"> * “After rereading pages 6–11 of <i>The Inuit Thought of It</i>, what do you think this book will be mostly about?” * “How did determining the meaning of key words help you create a visual gist of what this book will be mostly about? Explain.” • Once students have had a moment to review their vocabulary cards and visual gists and to consider a response, ask them to turn face-to-face with partners to share their thinking. • After 1 or 2 minutes, invite a few partners to share out whole group. Listen for suggestions such as: <ul style="list-style-type: none"> – “I think this book will be about how the Inuit people adapted to their environment by making innovations that helped them to survive.” – “Determining the meaning of the words ‘adapting,’ ‘innovations,’ and ‘enabled’ helped me understand that this book will probably be about how the Inuit people survived the conditions in the North American Arctic by making things that helped them stay healthy and safe.” • Invite a few students to share their definitions and/or synonyms for the key words “adapting,” “innovations,” and “enabled.” Listen for: <ul style="list-style-type: none"> – “Adapting means getting used to, adjusting, changing as needed.” – “Innovations are new ways of doing something, improvements.” – “Enabled means made possible, allowed.” • Give students a brief moment to revise their definitions and/or synonyms as needed and then distribute a metal ring and single-hole punch to students. Ask them to punch and place their index cards on the ring. Tell students that they will work more with these terms in later lessons. 	<ul style="list-style-type: none"> • Reviewing homework at the start of the lesson provides accountability for homework expectations. • Consider displaying directions for the Back-to-Back, Face-to-Face protocol for student reference. • Provide a sentence starter to allow all students access to the conversations. For example: “My visual gist is similar to the Visual Gist 5 square because ...,” “My visual gist is different from the Visual Gist 5 square because ...,” “Defining these key terms made me think the book would be about ... because ...” • Allow students who struggle with language to create a pictorial representation of each key term. • Consider punching a hole in each index card before distributing them for homework.



Opening (continued)	Meeting Students’ Needs
<ul style="list-style-type: none">• Then, explain to students that this text is rich with information that will help them continue to build upon their understanding of the complex relationship that existed between the native Inuit people and the resources that were available in their environment.• Focus students’ attention on the Guiding Questions anchor chart and ask them to chorally read each question aloud with you:<ul style="list-style-type: none">– How do people adapt to their environment and use the resources that are available to meet their needs?– How do the ideas conveyed through informational texts help us understand complex relationships?• Invite several students to remind the class of the meaning of key terms, based on their understanding of these words from Lesson 1: <i>adapt, resources, available, needs, conveyed, complex, and relationships</i>. As students share out, affirm or clarify definitions.• Tell students that today’s reading focuses on information that supports their understanding of how Inuit people who lived hundreds of years ago used resources in the Arctic to develop various forms of transportation capable of crossing the frozen landscape.	



Work Time	Meeting Students’ Needs
<p>A. Visualizing the Gist: <i>The Inuit Thought of It</i>, Pages 12–15 (10 minutes)</p> <ul style="list-style-type: none">• Ask students to collect their journals and their copies of the book <i>The Inuit Thought of It</i> and then join their group members (refer students to the Group Norms anchor chart as needed).• Remind students of the Visual Gist chart they created with their group members in the previous lesson. Explain that today they will read pages 12–15 of <i>The Inuit Thought of It</i> and create a visual gist independently, before discussing their ideas with group members.• Provide the following directions:<ol style="list-style-type: none">1. Independently, whisper-read pages 12–15 of the text.2. Independently, refer to the text to identify details that help you understand what these pages are mostly about.3. Sketch images of the three to five details you identified, on the next blank page in your journal.4. Share your sketches and thinking about the gist with group members.5. Revise or add to your visual gist sketch, based on your discussion with group members.6. Write a statement on the same page as your visual gist sketch to explain what you think is the gist of pages 12–15. Be prepared to share out whole class.• Clarify directions as needed and ask students to begin.• After 7 or 8 minutes, cold call a few students to show their sketches and share out their gist statements. Listen for suggestions such as: “I drew sketches of dog boots, a bow drill, the outer cover of a kayak with pictures of different animals such as seals, walruses, and caribou because these pages are about how the Inuit used different animals found in the Arctic to make different things they needed.”• Tell students that during the next part of Work Time they will read these same pages even more closely to learn about how Inuit people were able to develop innovative modes of transportation from the resources that were available at the time.	<ul style="list-style-type: none">• Display directions for students’ reference.• For students who have difficulty following multi-step directions, consider reading aloud and directing them to complete one step at a time within a given time frame.• Consider pulling a small group of struggling readers aside to read the text aloud as they follow along silently, pausing to allow time for students to create sketches.



Work Time (continued)	Meeting Students’ Needs
<p>B. Close Reading: <i>The Inuit Thought of It</i>, pages 12–15 (25 minutes)</p> <ul style="list-style-type: none"> • Focus students’ attention on each of the learning targets and ask them to read the targets aloud chorally: <ul style="list-style-type: none"> – I can explain the relationship between the Inuit and their natural environment, by quoting accurately from the text. – I can determine the meaning of unfamiliar words and phrases using context clues and other strategies. • Point out the phrase <i>natural environment</i> in the first target and draw students’ attention to the Natural Environment anchor chart. • Ask students to read the provided definition of <i>natural environment</i> aloud with you: <ul style="list-style-type: none"> * “The natural environment includes all the living plants and animals found in an area, as well as the surrounding land, air, and water.” • Ask students to consider and discuss in groups: “Based on this definition, what types of resources can be found in the natural environment?” • After 1 or 2 minutes, invite a few groups to share their thinking with the class. Listen for students to identify: plants, animals, air, land, and water. • Begin a web by adding those five natural resources to the chart. See Natural Environment anchor chart (completed, for teacher reference). • Circle the word “animals” on the chart and tell students that today they are going to focus on the Inuit’s relationship with animals in their natural environment, but in later lessons they will read more closely about other parts of the environment the Inuit people relied on. • Briefly focus students’ attention on the second learning target. Remind students that they used many strategies in Module 2 (A or B) to determine the meaning of unfamiliar words and phrases. Then refer students to the Vocabulary Strategies anchor chart from that module to refresh their memories. Review as needed. • Tell students they will now be led through a close read of pages 12–15 of <i>The Inuit Thought of It</i> to further their understanding of the Inuit’s relationship with their natural environment. • Distribute three index cards and the Text-Dependent Questions: <i>The Inuit Thought of It</i>, pages 12–15. Ask students to work with group members to skim the questions and ask clarifying questions as needed. • When students are ready, begin the close read. See Close Reading Guide: <i>The Inuit Thought of It</i>, pages 12–15 (for teacher reference). 	<ul style="list-style-type: none"> • During the close read, consider allowing students who struggle with writing to dictate their responses to an adult to scribe for them. • Allow students who struggle with language to draw pictures that show the meaning of key terms. • During the close read, consider breaking multi-step directions and questions into smaller, more manageable chunks as needed. • During portions of the close read that direct students to read independently, consider pulling small groups of struggling readers aside to read those passages aloud as they follow along silently.



Work Time (continued)	Meeting Students’ Needs
<ul style="list-style-type: none">• Once the close read is complete, ask students to hold on to their text-dependent questions for a synthesizing activity during the debrief.• Ask students to add their three new vocabulary cards, with one hole punched, to the metal ring they were given during the Opening. Tell students they will work more closely with these terms in the next lesson.	



Closing and Assessment	Meeting Students’ Needs
<p>A. Synthesizing Information to Create Resource Webs (13 minutes)</p> <ul style="list-style-type: none"> Focus students’ attention once again on the Natural Environment anchor chart. Point to the circled word “animals” and ask students to refer to their notes and discuss in groups: <ul style="list-style-type: none"> * “What types of animal resources did the Inuit use to meet their needs?” After 1 or 2 minutes, ask students to Popcorn share their ideas. Listen for: seals, walrus, caribou (students may also mention dogs). Record students’ ideas on the Natural Environment anchor chart; see Natural Environment anchor chart (completed, for teacher reference). Focus students on the three displayed chart-size versions of the resource webs: Seal resource web, Walrus resource web, and Caribou resource web. Explain to students that they will use their notes and the text to add information to the class resource webs to help them visualize the complex relationship that existed between the Inuit and these three animal resources found in the Arctic. Direct students’ attention to the Seal resource web first. Point to the first box of the web: “Item created from resource.” Ask students to look back in their notes and the text to identify an item the Inuit created from seals. After 1 minute, invite a few students to share whole group. See Seal resource web (answers, for teacher reference). Add students’ ideas to the web (if they do not name “dog boots,” add this to the web). Focus students on “dog boots” and the next box on the web: “How did this item meet the needs of the Inuit?” Once again, ask students to refer to their notes and the text to determine how dog boots met the needs of the Inuit. After 1 or 2 minutes, cold call a few students to share out. Add students’ ideas to the web. Repeat this process for the Walrus and Caribou resource webs, recording students’ ideas about items created from each source and completing at least one box about how an item made from each resource met the needs of the Inuit. See Walrus resource web (answers, for teacher reference) and Caribou resource web (answers, for teacher reference). Once information has been added to each web, pose the following question for students to think about and then discuss with group members: <ul style="list-style-type: none"> * “How does creating resource webs help you visualize the complex relationship that existed between the Inuit and animals found in their natural environment?” After 1 or 2 minutes, invite a few groups to share their thinking with the class. 	<ul style="list-style-type: none"> Consider rereading relevant portions of the text aloud to students who struggle with reading the text independently. Provide sentence starters for students who have difficulty expressing their ideas aloud (e.g., “The animal resources the Inuit used are ...,” “An item created from this resource was ...,” “This item met Inuit people’s needs by ...”).



Closing and Assessment (continued)	Meeting Students’ Needs
<p>B. Reviewing Learning Targets (2 minutes)</p> <ul style="list-style-type: none">• Ask students to chorally read the learning targets aloud; pause students after each target and ask them to demonstrate their mastery toward the target using a Fist to Five.• Note students who show a fist to three, as they may need more support identifying important details from the text or determining the meaning of unfamiliar words and phrases.	
Homework	Meeting Students’ Needs
<ul style="list-style-type: none">• Recreate a blank version of one of the resource webs (seals, walrus, caribou) on the next blank page in your journal.• Reread pages 12–15 of <i>The Inuit Thought of It</i> to identify and fill in the web to show:<ul style="list-style-type: none">– At least two items made from this resource– How the Inuit used each item that was made to meet their needs• Read your independent reading book for at least 15–20 minutes.	<ul style="list-style-type: none">• In advance, draw a web for students who may struggle to create one independently.• If possible, provide an audio version of pages 12–15 of the book for students who struggle reading independently.• Allow students who struggle with writing to dictate their web ideas to someone at home to scribe for them.



EXPEDITIONARY
LEARNING

Grade 5: Module 3B: Unit 1: Lesson 2

Supporting Materials



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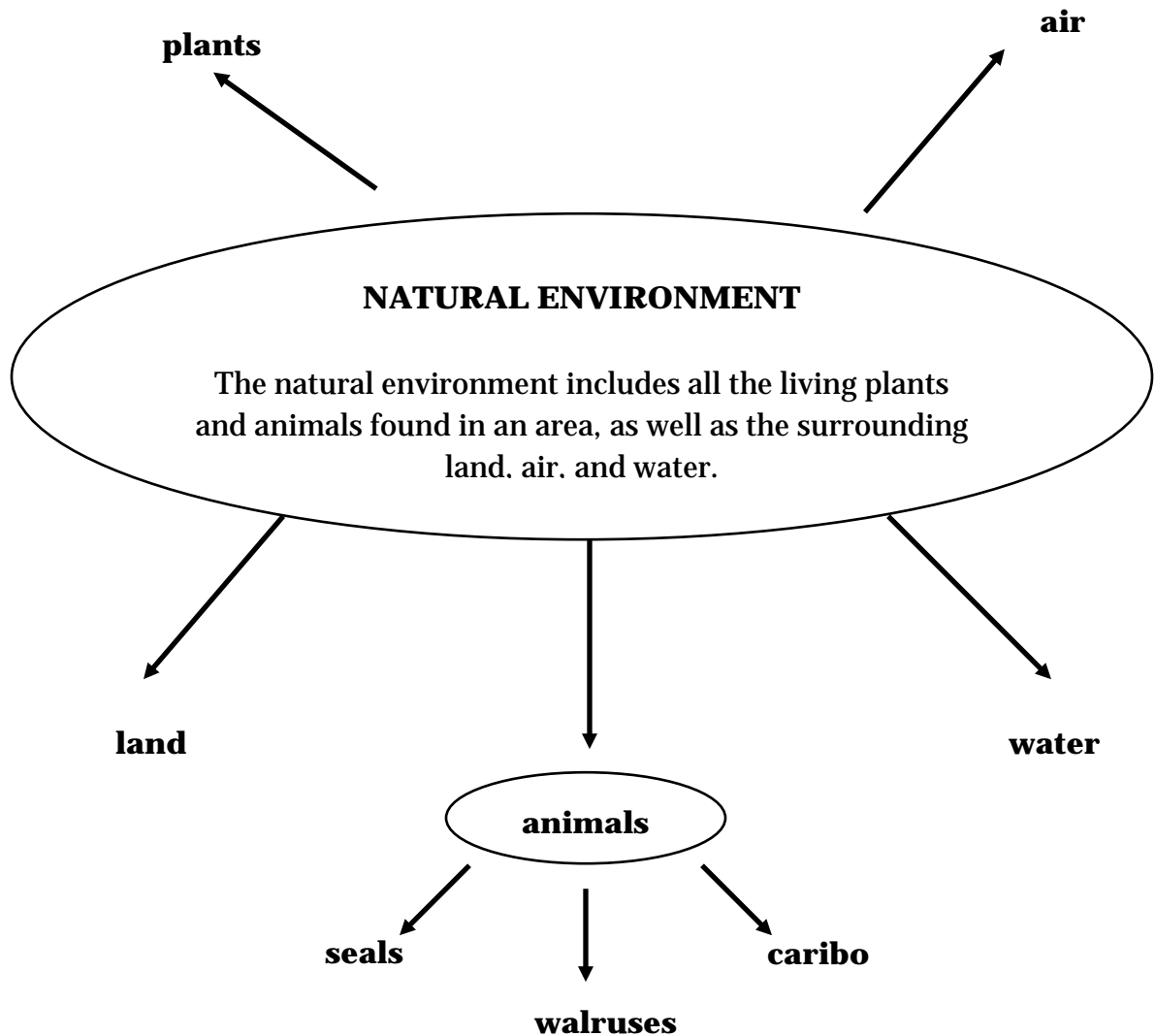
Natural Environment Anchor Chart

NATURAL ENVIRONMENT

The natural environment includes all the living plants and animals found in an area, as well as the surrounding land, air, and water.



Natural Environment Anchor Chart
(Completed, for Teacher Reference)





Text-Dependent Questions:
The Inuit Thought of It, Pages 12–15

Guiding Questions:

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?

*Refer to pages 12–15 of *The Inuit Thought of It* to help you respond to the following questions.

Directions	Questions
p. 12 With group members, chorally read the section titled “Dog Sleds.” Then answer the questions on the right.	Locate the word “qamutiik” in this paragraph and record it onto an index card. Why do you think this word is in italics? Determine and write a definition for qamutiik on the other side of the same index card. As time allows, sketch a picture of a qamutiik to help you remember what this term means.
p. 12 Whisper-read the section titled “Dog Boots.” Then, respond to the questions on the right.	Why did dogs need to wear boots? What resource from the natural environment was used to make dog boots? How did dog boots help the Inuit people meet their needs? Support your answer with a quote from the text.



Text-Dependent Questions:
The Inuit Thought of It, Pages 12–15

Directions	Questions
<p>p. 13 Independently read the section titled “Bow Drill.” Then, respond to the questions on the right.</p>	<p>What did the Inuit use a bow drill for?</p> <p>Draw a quick sketch of a bow drill and label each of the five parts. Below the name of each part, write what the part was made from.</p> <p>What text features helped you determine your answer to the above question?</p>
<p>p. 13 Follow along silently as your teacher reads aloud the sections titled “Mud Runners” and “Ivory Runners.” Then, answer the questions on the right.</p>	<p>Why did traditional Inuit prefer to make sled runners from walrus tusk ivory instead of wood? Use quotes and paraphrased details from the text in your response.</p>



Text-Dependent Questions:
The Inuit Thought of It, Pages 12–15

Directions	Questions
<p>p. 14 Whisper-read the section titled “Kayak.” Then work with group members to locate and discuss answers to the questions on the right.</p>	<p>What is a kayak, and what did the Inuit use it for? Support your thinking with quotes and details from the text.</p> <p>Write the word “kayak” on one side of an index card. Then, locate the Inuit word for kayak and write it, along with a brief definition, on the other side of the index card. As time allows, sketch a picture of a kayak to help you remember what this term means.</p> <p>How were you able to identify the Inuit word for kayak in this paragraph?</p>
<p>p. 14 Independently read the section titled “The Outer Covering.” Then, work with group members to locate and discuss answers to the questions on the right.</p>	<p>Locate the word “prepared” in the second paragraph. Write “prepared” on one side of your last index card. Then, use context clues and other strategies to determine the meaning of this word. Write a synonym or short definition for “prepared” on the other side of the same index card.</p> <p>What were prepared sealskins used for? Use quotes from the text to support your answer.</p>



Text-Dependent Questions:
The Inuit Thought of It, Pages 12–15

Directions	Questions
Synthesis: Refer to your responses to the above questions as well as pages 12–15 of <i>The Inuit Thought of It</i> to help you determine a response to the question on the right.	How were the Inuit people’s needs met by using resources from their natural environment? Use specific details from the text to explain your thinking.



Close Reading Guide:

The Inuit Thought of It, Pages 12–15

Total Time: 25 minutes

Directions	Questions	Close Reading Guide
<p>p. 12 With group members, chorally read the section titled “Dog Sleds.” Then answer the questions on the right.</p>	<p>Locate the word “qamutiik” in this paragraph and record it onto an index card.</p> <p>Why do you think this word is in italics?</p> <p>Determine and write a definition for qamutiik on the other side of the same index card. As time allows, sketch a picture of a qamutiik to help you remember what this term means.</p>	<p>After students locate and record the word “qamutiik” onto an index card, ask them to think about why the word is in italics (consider asking students to scan for other italicized words on pages 12–15 to help them recognize a pattern in the types of words that are italicized.)</p> <p>After 1 or 2 minutes, cold call a few students to share their thinking whole group. Listen for suggestions such as:</p> <p><i>I think this word is italicized because it is an Inuit word; the text says this is what traditional Inuit called a sled; there are other words that are spelled in a unique way on pages 12–15 that are unfamiliar and also look like Inuit terms.</i></p> <p>Ask students to record a response to the second question. Then, explain that informational texts will often call attention to special words, or words that are particularly important or relevant, by italicizing them within the text.</p> <p>Ask students to look back in the text and then write a brief definition for “qamutiik” on the back of their index cards. If time allows, students may sketch a qamutiik and share their sketch and definition whole group.</p>



Close Reading Guide:
The Inuit Thought of It, Pages 12–15

Directions	Questions	Close Reading Guide
<p>p. 12 Whisper-read the section titled “Dog Boots.” Then, respond to the questions on the right.</p>	<p>Why did dogs need to wear boots?</p> <p>What resource from the natural environment was used to make dog boots?</p> <p>How did dog boots help the Inuit people meet their needs? Support your answer with a quote from the text.</p>	<p>After students read about dog boots, ask them to chorally read the first question aloud and then work with group members to locate and record an answer. After 1 or 2 minutes, cold call students to share whole class.</p> <p>Listen for: <i>Dogs wore boots so their feet wouldn’t be cut by jagged ice and sharp rocks.</i></p> <p>Focus students on the second question and remind them of the class definition of natural environment. Ask students to work with group members to locate and record a response to the second question. After 1 or 2 minutes, cold call students to share out. Listen for:</p> <p><i>Dog boots were made from seal or caribou skin.</i></p> <p>Ask students: What part of the natural environment are seal and caribou examples of?</p>



Close Reading Guide:

The Inuit Thought of It, Pages 12–15

Directions	Questions	Close Reading Guide
		<p>Listen for: <i>Animals</i></p> <p>Ask students to read the third question aloud. Tell them they may need to reread/skim the text about “Dog Sleds” to help them formulate a response to the first part of the question (paying particular attention to what the Inuit used sleds for). Ask students to work with group members to determine a response to the question that is supported by a quote from the “Dog Boots” text. After 2 to 3 minutes, cold call a few students to share out with the class.</p> <p>Listen for: <i>Inuit people used sleds for traveling: “To pull a sled all day dogs’ paws needed to be in good condition.”</i></p>



Close Reading Guide:

The Inuit Thought of It, Pages 12–15

Directions	Questions	Close Reading Guide
<p>p. 13 Independently read the section titled “Bow Drill.” Then, respond to the questions on the right.</p>	<p>What did the Inuit use a bow drill for?</p> <p>Draw a quick sketch of a bow drill and label each of the five parts. Below the name of each part, write what the part was made from.</p> <p>What text features helped you determine your answer to the above question?</p>	<p>Once students finish reading about the bow drill, direct them to work with group members to read the first question and then look back to the text to locate and record a response. After 2 minutes, cold call a few groups to share out.</p> <p>Listen for ideas such as: <i>Bow drills were used to drill holes in the wood or walrus tusk ivory they used build the qamutiik.</i></p> <p>Next, ask groups to review the second question and explain what they will need to do, in their own words.</p> <p>Listen for: <i>We need to sketch a picture of a bow drill, then label all five parts, and write what each part is made from.</i></p> <p>Clarify or model as needed and give students 3 to 4 minutes to work with group members to complete their sketches. After students complete their sketches and label each part, invite a few students to show and describe their sketch whole group. Look for students to sketch a picture similar to the image at the top of page 13 and label the five parts: <i>drill stick (wood or caribou antler), mouthpiece (ivory or hard wood), drill bit (metal), bow (wood or antler), bowstring (sealskin).</i></p>



Close Reading Guide:

The Inuit Thought of It, Pages 12–15

Directions	Questions	Close Reading Guide
		<p>Pause students after they mention the mouthpiece and how it could be made of ivory. Ask students to look back to the first paragraph about the bow drill to try to determine what animal from the Arctic environment ivory came from. After 1 or 2 minutes, invite a few students to share their thinking aloud.</p> <p>Listen for: <i>I think ivory came from a walrus because the first sentence says “walrus tusk ivory.”</i></p> <p>Ask students to continue sharing their responses to the second question whole group. Listen for:</p> <p><i>Part 3, drill bit; “metal”</i> <i>Part 4, bow; “made of wood or antler”</i> <i>Part 5, bowstring; “made of sealskin”</i></p> <p>Tell groups to read and discuss the third question and then prompt them to Popcorn share their ideas.</p> <p>Listen for suggestions such as: <i>Numbers; numbered list; bold text; heading; green font; colon; parentheses</i></p>



Close Reading Guide:

The Inuit Thought of It, Pages 12–15

Directions	Questions	Close Reading Guide
<p>p. 13 Follow along silently as your teacher reads aloud the sections titled “Mud Runners” and “Ivory Runners.” Then, answer the questions on the right.</p>	<p>Why would traditional Inuit prefer to make sled runners from walrus tusk ivory instead of wood? Use quotes and paraphrased details from the text in your response.</p>	<p>After you read aloud “Mud Runners” and “Ivory Runners,” ask students to read the first question aloud with you. Then focus students on the word “prefer” in this question. Ask students to think about and discuss in groups what this word means, based on what they read about Ivory Runners.</p> <p>After 1 or 2 minutes, invite a few students to share their ideas with the class. Listen for ideas such as: <i>I think “prefer” means like more or like better because this section is mostly about why ivory runners were better than wooden runners.</i></p> <p>Give students 2 to 3 minutes to work with group members to determine and record a response to the question.</p> <p>Then, cold call a few groups to share out. Listen for suggestions such as: <i>Ivory runners were smoother than wooden runners, so they didn’t need the mud and ice coating that made wooden runners so much work to build; “And ivory runners had two other advantages over mud runners—they didn’t easily break off and they didn’t melt if left in direct sunlight, as mud runners sometimes did.”</i></p>



Close Reading Guide:

The Inuit Thought of It, Pages 12–15

Directions	Questions	Close Reading Guide
<p>p. 14 Whisper-read the section titled “Kayak.” Then work with group members to locate and discuss answers to the questions on the right.</p>	<p>What is a kayak, and what did the Inuit use it for? Support your thinking with quotes and details from the text.</p> <p>Write the word “kayak” on one side of an index card. Then, locate the Inuit word for kayak and write it, along with a brief definition, on the other side of the index card. As time allows, sketch a picture of a kayak to help you remember what this term means.</p> <p>How were you able to identify the Inuit word for kayak in this paragraph?</p>	<p>After students have an opportunity to read about the kayak and discuss their initial thinking with group members, pose and ask students to share out their thinking about the first question.</p> <p>Listen for ideas such as: <i>A kayak is a long, narrow boat that is usually at least 6.5 meters (22 feet) long and 75 centimeters (30 inches) across at the widest part; I think it was used for hunting because the paragraphs says that a “kayak was strong enough to carry an adult hunter and a freshly killed seal to shore.”</i></p> <p>Read aloud the second question, pausing at the end of each sentence to allow students time to complete each step. As time allows, ask a few students to share their sketches and the Inuit word “qajaq” with the class.</p> <p>Read the third question aloud and ask students to quickly discuss their thinking in groups. After 1 minute, cold call a few students to share out.</p> <p>Listen for: <i>“Qajaq” is in parentheses, and it is italicized; we discussed earlier that Inuit terms are italicized in this book.</i></p>



Close Reading Guide:

The Inuit Thought of It, Pages 12–15

Directions	Questions	Close Reading Guide
<p>p. 14 Independently read the section titled “The Outer Covering.” Then, work with group members to locate and discuss answers to the questions on the right.</p>	<p>Locate the word “prepared” in the second paragraph. Write “prepared” on one side of your last index card. Then, use context clues and other strategies to determine the meaning of this word. Write a synonym or short definition for “prepared” on the other side of the same index card.</p> <p>What were prepared sealskins used for? Use quotes from the text to support your answer.</p>	<p>After students finish reading about the outer covering, lead them through the steps of the first question. Encourage students to refer to the Vocabulary Strategies anchor chart for ideas about how to determine the meaning of words by using context clues and other strategies. Once students have determined the meaning of “prepared,” ask them to share out their thinking and how they figured out what this word means.</p> <p>Listen for: <i>Prepared means to get ready or to make something ready for use.</i></p> <p>Affirm or clarify students’ definitions and then ask them to record a synonym or short definition for “prepared” on the back of their index card.</p> <p>Then, direct students to read and determine a response to the second question. After 2 or 3 minutes, cold call a few groups to share out.</p> <p>Listen for: <i>“When enough skins had been prepared, they were stretched over the frame and roughly stitched together to form an outer covering for the kayak.”</i></p>



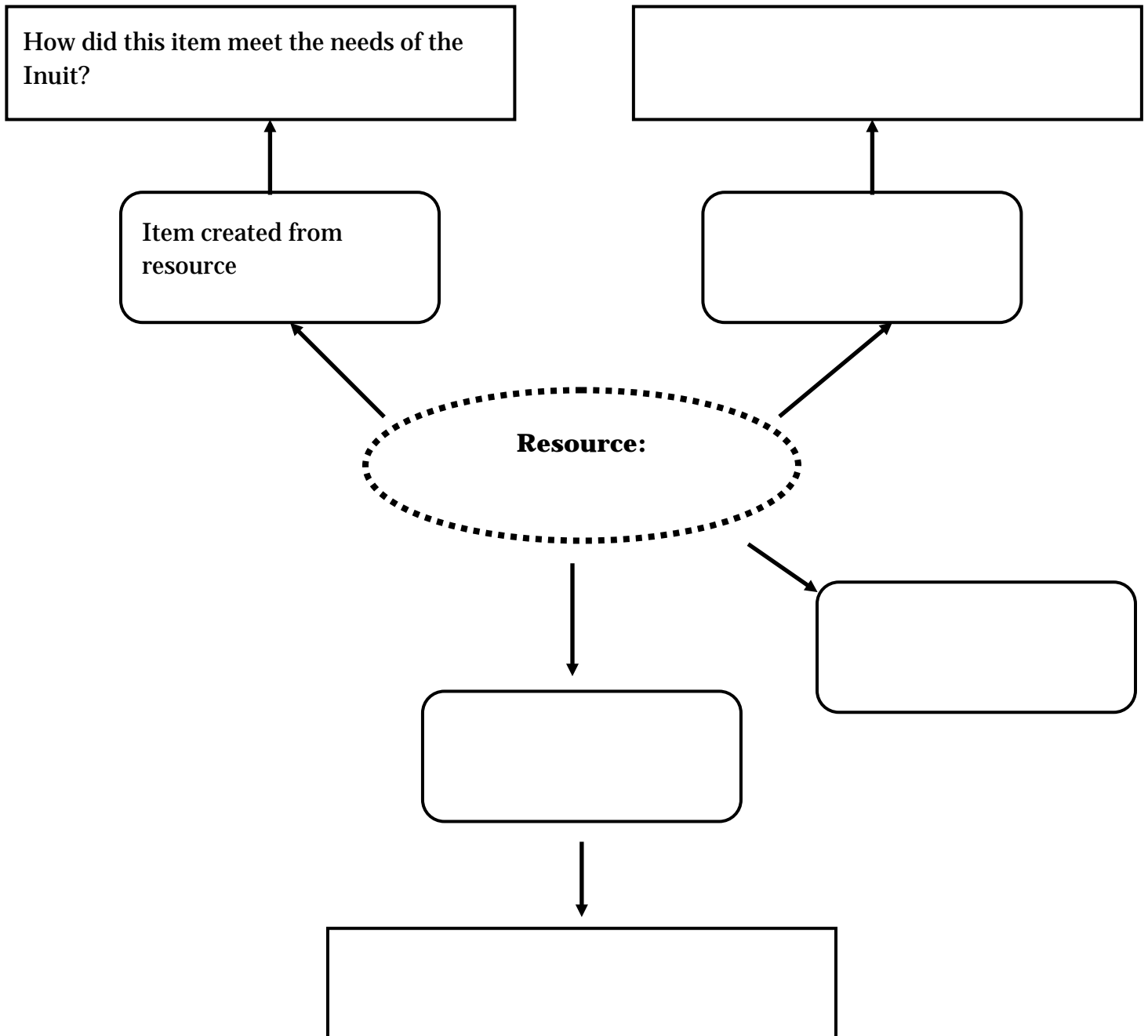
Close Reading Guide:

The Inuit Thought of It, Pages 12–15

Directions	Questions	Close Reading Guide
<p>Synthesis: Refer to your responses to the above questions as well as pages 12–15 of <i>The Inuit Thought of It</i> to help you determine a response to the question on the right.</p>	<p>How were the Inuit people's needs met by using resources from their natural environment? Use specific details from the text to explain your thinking.</p>	<p>Read the synthesis question aloud and answer any clarifying questions. Give students 3 to 4 minutes to think about and discuss their ideas in groups. Then, cold call members from different groups to share their ideas whole class.</p> <p>Listen for ideas like: <i>The Inuit people used different parts of animals such as seals, caribou, and walruses to make things like dog boots (which protected their dogs' feet during long sled runs), tools, and various pieces of the sleds, kayaks, and umiaks they used for transportation.</i></p>

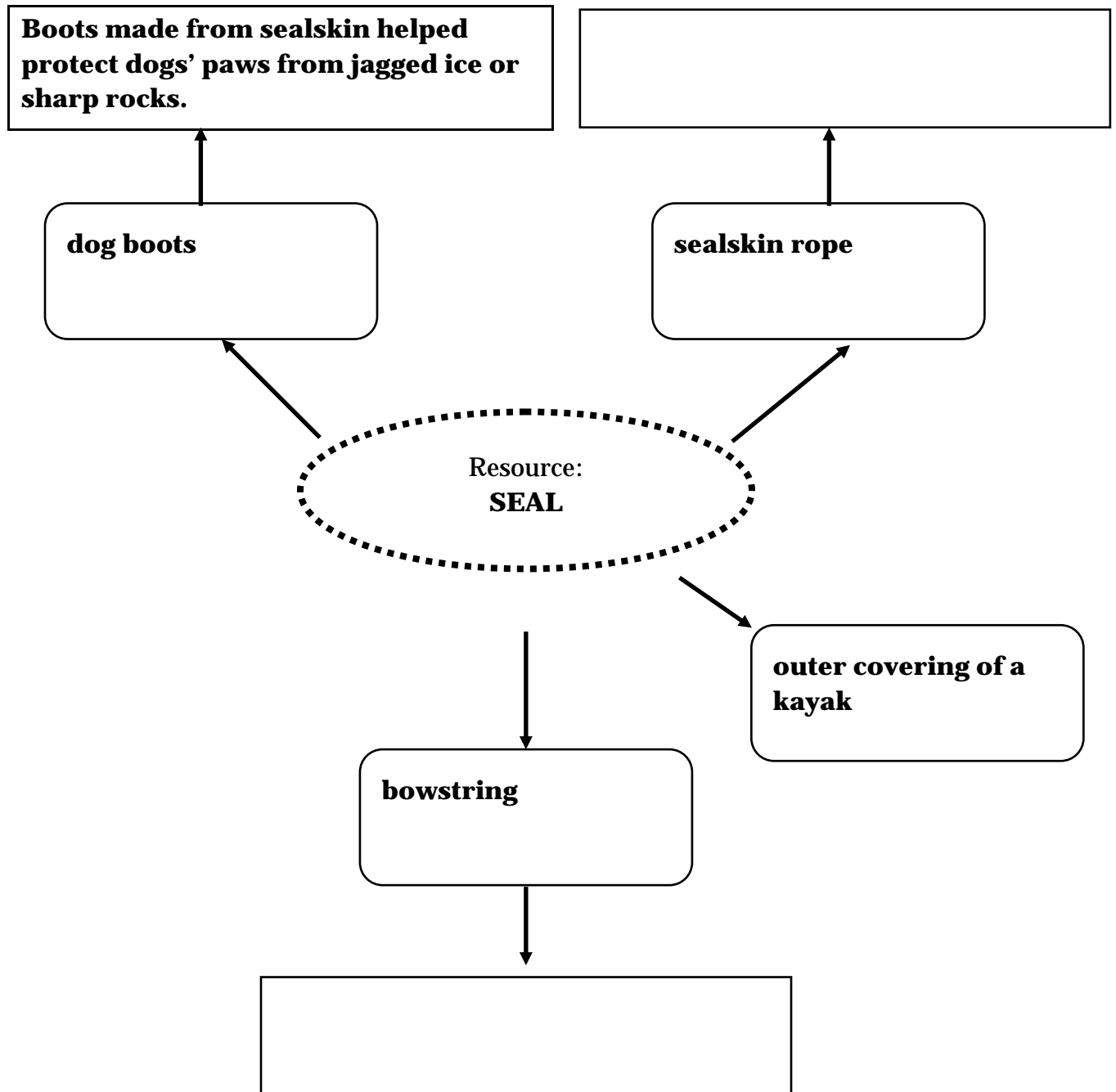


Seal, Walrus, or Caribou Resource Web



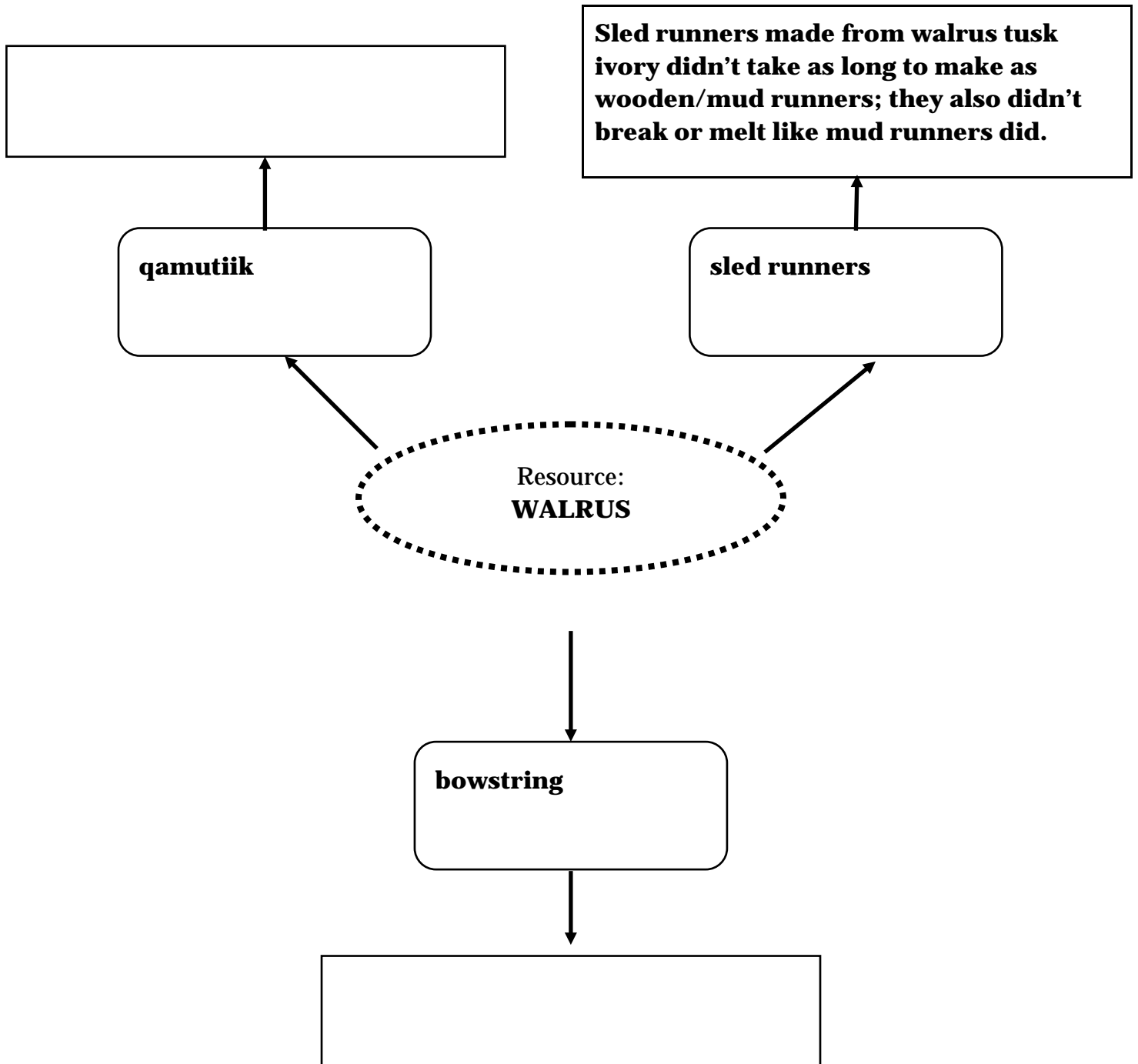


Seal Resource Web
(Answers, for Teacher Reference)



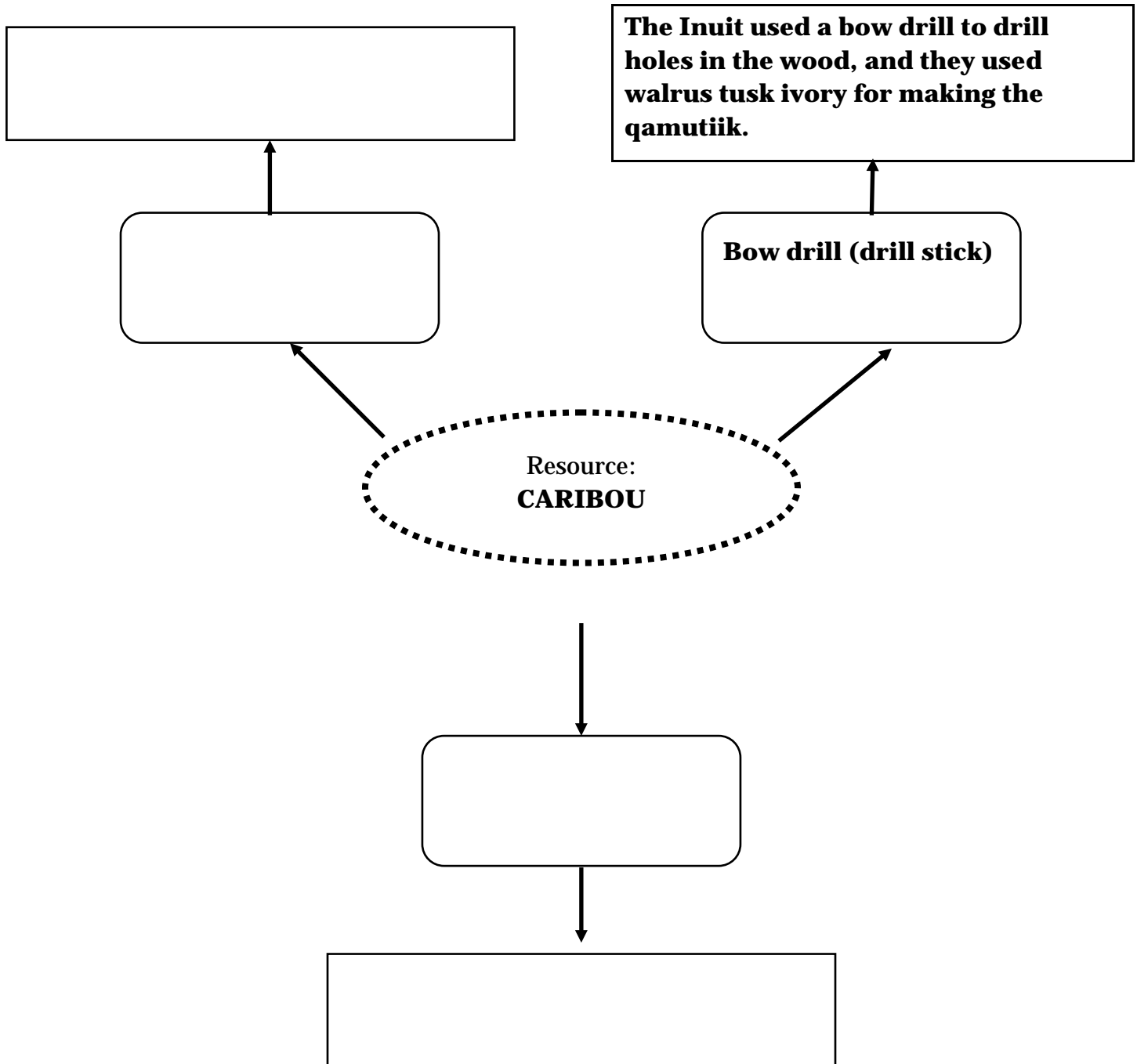


Walrus Resource Web
(Answers, for Teacher Reference)





Caribou Resource Web
(Answers, for Teacher Reference)





EXPEDITIONARY
LEARNING

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

Using Structural Elements to Determine Main Ideas and Supporting Details: “Shelter”



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

I can quote accurately from the text when explaining what the text says explicitly and when making inferences. (RI.5.1)

I can determine two or more main ideas from a text and explain how they are supported by key details. (RI.5.2)

I can identify the relationships between two or more individuals, events, ideas, or concepts in a historical text based on specific information in the text. (RI.5.3)

I can demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (L.5.5)

c. I can use the relationship between particular words to better understand each of the words.

Supporting Learning Targets

- I can determine two of the main ideas from pages 16 and 17 of *The Inuit Thought of It*.
- I can explain how key details support each main idea, by using quotes and paraphrased details from the text.
- I can better understand words by analyzing their relationship to similar terms.

Ongoing Assessment

- Resource web (in journal)
- Main Ideas and Details graphic organizer



Using Structural Elements to Determine Main Ideas and Supporting Details: “Shelter”

Agenda	Teaching Notes
<ol style="list-style-type: none"> 1. Opening <ol style="list-style-type: none"> A. Reviewing Homework and Engaging the Reader (5 minutes) 2. Work Time <ol style="list-style-type: none"> A. Visualizing the Gist: <i>The Inuit Thought of It</i>, Pages 16 and 17 (10 minutes) B. Determining Main Ideas and Identifying Key Supporting Details (20 minutes) C. Analyzing Synonymous Terms (15 minutes) 3. Closing and Assessment <ol style="list-style-type: none"> A. Debrief and Review Learning Targets: Adding to Resource Webs (10 minutes) 4. Homework <ol style="list-style-type: none"> A. Reread pages 16 and 17 of <i>The Inuit Thought of It</i> and add to resource web. B. Complete vocabulary terms. C. Read your independent reading book for at least 30 minutes. 	<ul style="list-style-type: none"> • In this lesson, students are introduced to a new graphic organizer to help them determine two main ideas from the section titled “Shelter” and explain relevant key supporting details. This Main Ideas and Details graphic organizer is used to focus student thinking throughout Unit 1, and the information students collect on the graphic organizers becomes the starting point for their summary paragraphs, beginning in Lesson 4. • Specific emphasis is placed on understanding the phrase “key supporting details” to help students identify the details that most significantly develop understanding of the main idea. This is designed to help students distinguish between levels of relevance in supporting details, and to prepare them to select appropriate details for the summary paragraphs they will write in future lessons. • Although the Main Ideas and Details anchor chart in this lesson is similar to an anchor chart used in Module 2, a new anchor chart should be created to guide students’ work in this module. This is a variation on the previous anchor chart that will deepen students’ understanding of CCSS RI.5.2. • During Work Time C, students explore the nuanced meanings of similar terms in order to identify why some words are more appropriate than others in a specific context. This exploration not only builds students’ understanding of key vocabulary, but also helps them select precise terms for their own writing. • In advance: <ul style="list-style-type: none"> – Create a new Main Ideas and Details anchor chart. Review the Main Ideas and Details anchor chart (answers, for teacher reference) in the supporting materials to decide which elements you will add to the chart in advance and which you will complete based on suggestions from students. – Review specific definitions for <i>shelter</i>, <i>insulation</i>, and <i>protection</i> to be prepared to guide discussion around the nuanced meanings of synonymous terms. – Review Fist to Five in Checking for Understanding Techniques (Appendix).



Lesson Vocabulary	Materials
visual gist, determine, main ideas, identify, key, supporting, quotes, paraphrased details, analyze, relationship, similar; shelter, igloo, insulation, protection (16), <i>qaggiq</i> , gatherings, <i>qulliq</i> , extinguished (17)	<ul style="list-style-type: none"> • Journal (one per student; begun in Lesson 1) • Seal, Caribou, and Walrus resource webs (class versions; from Lesson 2) • <i>The Inuit Thought of It</i> (book; one per student) • Visual Gist chart (class version; completed in Lesson 1) • Main Ideas and Details anchor chart (new; teacher-created) • Main Ideas and Details graphic organizer (one per student) • Main Ideas and Details graphic organizer (answers, for teacher reference) • Main Ideas and Details task card (one per student) • Quote/Paraphrase anchor chart (from Module 2B, Unit 1, Lesson 2) • Index cards (one-hole punched; eight per student) • Metal ring (one per student; from Lesson 2)

Opening	Meeting Students’ Needs
<p>A. Reviewing Homework and Engaging the Reader (5 minutes)</p> <ul style="list-style-type: none"> • Ask students to locate their journals and meet with a partner who is not in their small discussion group. • Direct students to share the resource webs they created for homework and discuss the following: <ul style="list-style-type: none"> * “How did the Inuit use this resource in innovative ways to meet their needs?” • After 2 or 3 minutes, cold call several students to share their thinking whole class. Student responses will vary, but listen for students to point out how each resource was used in an innovative way to meet a specific need. • Add student-generated examples to the class Seal, Caribou, and Walrus resource webs. • Give students 1 minute to revise or add to their resource webs based on examples added to the class webs, and remind them they will continue to expand these webs over the course of the unit. 	<ul style="list-style-type: none"> • Consider providing a sentence frame to allow all students access to the conversation. For example: “The Inuit used _____ in an innovative way to meet their need for_____.” • For students who struggle with writing, allow them to dictate examples they would like added to their web, to an adult.



Work Time	Meeting Students’ Needs
<p>A. Visualizing the Gist: <i>The Inuit Thought of It</i>, Pages 16 and 17 (10 minutes)</p> <ul style="list-style-type: none">• Ask students to locate their copies of <i>The Inuit Thought of It</i> and meet in their small groups. They should take their journals with them.• Direct students to open their books to page 16 and explain that today’s lesson focuses on the section titled “Shelter.”• Review the phrase <i>visual gist</i> with students, inviting several students to share understandings or strategies they developed through their work in Lessons 1 and 2. Refer to the class Visual Gist chart completed during Lesson 1 as needed to refresh students’ memories.• Explain that during today’s first read, students will once again create a visual gist of the text. Remind students that a visual gist is a sketch or drawing of ideas or details in the text.• Tell students to begin reading pages 16 and 17 with their group members, alternating paragraphs read aloud.• After 5 or 6 minutes or as students finish reading the section, direct them to independently sketch a visual gist for “Shelter” on a clean page in their journals.• Give students 1 minute to draft a visual gist.• Ask students to share their sketches with their fellow group members and then write a gist statement. Remind students that they do not need to have the same gist statement as other members of their group.• After 1 or 2 minutes, cold call several students to share their visual gists and gist statements whole class. Listen and look for ideas such as:<ul style="list-style-type: none">– “The Inuit used different shelters to protect themselves from the harsh Arctic weather in different seasons.”– The Inuit used the available materials, such as snow and animal furs, to build shelters that could protect them from the elements.”• Give students 1 minute to revise the visual gists and gist statements in their journals, based on new understandings from the whole group share.	<ul style="list-style-type: none">• Consider supporting students who struggle to decode or comprehend by pulling them into a small group to help them read accurately and make meaning of the text as they go.• Encourage students who share their visual gist and gist statements to display them under a document camera, as a way to support visual learners.



Work Time (continued)	Meeting Students’ Needs
<p>B. Determining Main Ideas and Identifying Key Supporting Details (20 minutes)</p> <ul style="list-style-type: none"> Point out that students shared a variety of gist statements, each of which is related to important ideas in this section of text. Remind students that often a text communicates multiple ideas. Ask students to read the first learning target aloud chorally: <ul style="list-style-type: none"> * “I can determine two main ideas from pages 16 and 17 of <i>The Inuit Thought of It</i>.” Draw students’ attention to the term <i>main ideas</i>. Remind them that this term was discussed in Module 2. Give students 1 minute to review the term in their small groups and discuss their understanding of main ideas. After 1 minute, cold call a few students to share suggested definitions. Listen for: “Main ideas are the most important or key thoughts of a paragraph or larger section of text,” and similar suggestions. Display the new Main Ideas and Details anchor chart and add a student-generated definition of main ideas. Cold call a few students to restate the target in their own words. Explain that <i>The Inuit Thought of It</i> uses features commonly found in informational texts. Understanding how the information is organized and using various features can support readers’ ability to determine main ideas. Direct students to look back at pages 16 and 17 of the text. Ask what they notice when they look at these pages. Listen for responses such as: <ul style="list-style-type: none"> – “I notice a big picture of people with blocks of snow.” – “I notice the section title is written in all capital letters in red ink, and the subsection titles are written with a combination of capital and lowercase letters in blue.” – “I notice that the text in the first paragraph is bigger than the text in the other paragraphs.” – “I notice lots of pictures with captions.” – “I notice the text is separated into different parts; it is not all connected as in a novel.” Point out that the elements they noticed in the text are text features that the author included to help clearly communicate important ideas. Explain that the section title, which this author chose to draw attention to by using all capital letters in a bright color, provides clues about the main ideas of the section. 	<ul style="list-style-type: none"> Consider using a document camera or overhead projector to model how to use the Main Ideas and Details graphic organizer. Consider displaying a student-restated version of the learning target under the original to support all students, especially ELLs. To support visual learners, as students share out what they notice about pages 16 and 17, display examples under the document camera and point to each element as it is discussed. Encourage students to share the main ideas their group generated under the document camera to support visual learners and students who struggle with organization. Encourage students to display their revised main idea statements under the document camera as they share out whole group, to support visual learners. Recognizing and using text features is a strategy that helps students understand complex informational texts.



Work Time (continued)	Meeting Students’ Needs
<ul style="list-style-type: none">• Record or reveal the sentence “Refer to the section title” as the first bullet point under “Strategies for Determining Main Ideas” on the Main Ideas and Details anchor chart.• Then, point out or confirm students’ observations that the print directly below the section title is larger than the print in other sections of text. Explain that the author used larger print in this section to draw attention to this introductory paragraph. Tell students that similar introductory paragraphs are found in many informational texts. These paragraphs provide an overview of the ideas presented in the section and are an excellent place to look for main ideas.• Record or reveal the sentence “Identify main ideas from the introductory paragraph” under “Strategies for Determining Main Ideas” on the anchor chart.• Distribute the Main Ideas and Details graphic organizer.• Draw students’ attention to the box labeled Main Idea 1.• Cold call students to read aloud the additional terms in the box: “initial” and “revised.”• Ask students to consider and discuss the terms with their groups.• After 1 minute, cold call a few students to define each term. Listen for:<ul style="list-style-type: none">– “Initial means at first or at the beginning.”– “Revised means changed by adding new information or clarifying based on new ideas.”• Explain that the section title and introductory paragraph are not the only places where main ideas can be found. Looking to these features first, however, will help students determine the main ideas, but they will likely want to revise their thinking after looking more closely at some of the supporting details. As a result, they begin by recording main ideas next to the term “initial.” Then, they will have the opportunity to come back to and revise the main ideas after looking more closely at key details.• Distribute the Main Ideas and Details task card. Focus students’ attention on Part 1 directions. Read these directions aloud as students follow along silently, and answer any clarifying questions. Ask students to begin; direct them to work in their groups to complete the initial main ideas they have identified.• After 3 or 4 minutes, cold call several students to share the initial main ideas their group generated. Refer to the Main Ideas and Details graphic organizer (answers, for teacher reference) for possible student suggestions.• Record a few strong student examples of main ideas on the Main Ideas and Details anchor chart.	



Work Time (continued)	Meeting Students’ Needs
<ul style="list-style-type: none">• Ask students to read the second learning target aloud chorally:<ul style="list-style-type: none">* “I can explain how key details support each main idea, by using quotes and paraphrased details from the text.”• Draw students’ attention to the terms <i>key</i> and <i>support</i>. Ask students to consider and discuss each term in their groups.• After 1 minute, cold call several students to share possible definitions with the class. Listen for:<ul style="list-style-type: none">– “Key means important.”– “Support means add to the meaning or strengthen.”• Ask students to use their understanding of those terms to generate a definition of key supporting details to add to the anchor chart. Listen for students to suggest ideas such as: “the important details that add to the meaning of the main idea.” Record a strong example on the anchor chart.• Draw students’ attention to other familiar but important terms in the target, including <i>explain</i>, <i>quotes</i>, and <i>paraphrased details</i>. Ask students to consider these terms as they think about how to restate the target in their own words. Invite a few students to share their paraphrased versions of the learning target.• Explain that students will complete the details boxes on their Main Ideas and Details graphic organizer to work toward this target, but that just as they were able to use text features to focus their thinking around the main ideas, they can also use text features to help them locate relevant details.• Record or reveal the suggestions under Key Supporting Details from the Main Ideas and Details anchor chart one at a time, clarifying each suggestion as you go.• Then, ask students to focus on the Main Ideas and Details task card Part 2 directions. Read these directions aloud as students follow along silently. Answer clarifying questions, and then ask students to begin.• Remind students to refer to the Quote/Paraphrase anchor chart from Module 2B as needed, pointing out that students must record both quotations and paraphrased details into their graphic organizers.• Circulate to provide support. Consider pushing student thinking by asking questions such as:<ul style="list-style-type: none">* “How does this detail support your understanding of the main idea?”* “If you have identified more than four details that relate to your main idea, how can you determine which ones are key or most important?”	



Work Time (continued)	Meeting Students’ Needs
<ul style="list-style-type: none">• After 8–10 minutes, cold call several students to share details they identified to support each main idea. Refer to the Main Ideas and Details graphic organizer (answers, for teacher reference) for possible student responses.• Record a few strong examples of key supporting details on the Main Ideas and Details anchor chart.• Ask groups to reconsider the main ideas they recorded earlier in the lesson by discussing the following in their groups:<ul style="list-style-type: none">* “How can you use the information from the key supporting details to revise your main idea statements?”* “How can you make your main idea statements more clear and specific?”• After 1 or 2 minutes, cold call several students to share their revised main idea statements whole class.• If relevant, revise the main idea statements on the Main Ideas and Details anchor chart.• Give students 1 minute to record their revised main idea statements on their graphic organizers.	



Work Time (continued)	Meeting Students’ Needs
<p>C. Analyzing Synonymous Terms (15 minutes)</p> <ul style="list-style-type: none"> Explain that students now have the opportunity to go back to the text to explore key vocabulary terms to help them better understand the meaning of the text. Ask students to read today’s final learning target aloud chorally: <ul style="list-style-type: none"> * “I can better understand words by analyzing their relationship to similar terms.” Draw students’ attention to the familiar terms: <i>analyze</i>, <i>relationship</i>, and <i>similar</i>. Clarify definitions if needed. Invite several students to consider these terms as they restate/paraphrase the target in their own words. Tell students that to work toward this target, they will begin by creating vocabulary cards for their new vocabulary terms: <i>shelter</i>, <i>igloo</i>, <i>insulation</i>, <i>protection</i>, <i>qaggiq</i>, <i>gatherings</i>, <i>qulliq</i>, and <i>extinguished</i>. Remind students that some of these terms are general academic terms found in lots of texts, while others are specific Inuit terms. Ask students to identify the Inuit terms from the list. Listen for students to point out that <i>igloo</i>, <i>qaggiq</i>, and <i>qulliq</i> are Inuit words. If needed, remind students that Inuit terms are italicized in this text. Display the following directions for student reference: <ol style="list-style-type: none"> Write each vocabulary term on an index card Work with your team to determine a definition for each term, using clues from the text. Record the definition on the appropriate index card. Clarify directions as needed. Distribute the index cards and give students 5 minutes to work on their vocabulary cards. Then, refocus students whole class. Explain that when authors write informational texts, they make choices about the terms they use in order to clearly communicate specific information. Tell students they will now look more closely at the definitions for each term and the relationships between similar terms to analyze why the author chose to use one term over another. Draw students’ attention to the terms <i>shelter</i>, <i>insulation</i>, and <i>protection</i>, and ask them to place those vocabulary cards in front of them for reference. 	<ul style="list-style-type: none"> Allow students who struggle with language access to dictionaries or thesauri to help them determine the meaning of, or synonyms for, key academic terms. Allow students who struggle to express their thinking about the meaning of key terms in written language to draw a pictorial representation of a definition or synonym for each word. Consider working in a separate small group with students who may struggle with this task.



Work Time (continued)	Meeting Students’ Needs
<ul style="list-style-type: none"> • Cold call a few students to provide definitions for each term. Listen for: <ul style="list-style-type: none"> – “Shelter is a place or structure that provides protection from bad weather.” – “Insulation means a barrier that creates a shield or protection from the cold.” – “Protection means a thing that provides safety.” • Ask students to consider and discuss: <ul style="list-style-type: none"> * “How are the definitions for these terms similar, and how are they different?” * “What connections do you notice between these terms?” • After 1 minute, cold call several students to share their thinking whole class. Listen for suggestions such as: <ul style="list-style-type: none"> – “I notice that all of the words are related to being protected or safe, but some are specifically about the weather.” – “I notice that the words all have similar definitions; they seem like synonyms.” • Confirm or explain that <i>shelter</i>, <i>insulation</i>, and <i>protection</i> are synonyms. • Ask students to consider and discuss: <ul style="list-style-type: none"> * “Why do you think the author used the term <i>shelter</i> for the title of this section, instead of <i>insulation</i> or <i>protection</i>?” • After 1 minute, cold call several students to share their ideas with the whole class. Listen for: <ul style="list-style-type: none"> – “I think the author used the term ‘shelter’ for the title because this section is mostly about the homes that they built to stay protected from the cold, which is exactly what shelter means.” – “The term ‘insulation’ is related to having protection from the cold, but it only refers to one way that the homes protected the Inuit, so it’s a little too specific.” – “The ideas in this section are related to the term ‘protection,’ but the Inuit could also have coats or boots that protect them from the cold. I think the author did not want to use the word ‘protection’ because it is too general.” • Ask students to add the new terms to the metal ring where they are keeping their vocabulary cards. • Praise students for their ability to recognize how similar terms have nuanced, or shades of, meanings and why an author may choose to use one word instead of another to more precisely convey ideas to readers. 	



Closing and Assessment	Meeting Students’ Needs
<p>A. Debrief and Review Learning Targets: Adding to Resource Webs (10 minutes)</p> <ul style="list-style-type: none"> • Refocus students whole class. Ask students to chorally read the learning targets aloud; pause students after each target and ask them to show a Fist to Five to demonstrate their level of mastery toward each target. • Display the resource webs from Lesson 2. • Ask students to consider and discuss: <ul style="list-style-type: none"> * “After reading pages 16 and 17 of <i>The Inuit Thought of It</i>, what new information could be added to these resource webs?” • After 1 or 2 minutes, cold call several students to share possible additions. Listen for suggestions such as: <ul style="list-style-type: none"> – “Tents were made from seal and caribou skins. The Inuit needed these tents because in the spring, summer, and autumn igloos would just melt, but the Inuit still needed protection from the weather.” – “Caribou furs were used to make sleeping bags. The Inuit needed sleeping bags to keep them warm in the cold Arctic.” – “Seal oil was burned in a qulliq. The lamp gave the Inuit warmth and light inside the igloo. It also melted the snow on the inside of the igloo, and when the snow refroze, it made the igloo stronger.” • Tell students they will have the opportunity to continue adding to their own resource webs in their journals for homework. • Briefly review homework directions with students. Provide the definition for, and/or an example of, “antonym” if necessary. 	<ul style="list-style-type: none"> • If students have difficulty locating details to add to the class webs, consider pointing out and reading aloud specific passages from the text that may help them.
Homework	Meeting Students’ Needs
<ul style="list-style-type: none"> • Reread pages 16 and 17 of <i>The Inuit Thought of It</i> and add to your resource webs in your journal. • Complete your vocabulary cards by recording either two synonyms or one synonym and one antonym for each general academic term. Use a dictionary or thesaurus if needed. • Read your independent reading book for at least 30 minutes. 	<ul style="list-style-type: none"> • For students who may have difficulty recalling what synonyms or antonyms are, consider writing a definition and providing examples for them to refer to as they complete the homework assignment. • If possible, provide an audio recording of the text to struggling readers.



EXPEDITIONARY
LEARNING

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

Supporting Materials



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Main Ideas and Details Anchor Chart
(For Teacher Reference)

Main Ideas	Key Supporting Details
<p>Definition:</p> <p><i>Main ideas are the most important or central thoughts of a paragraph or larger section of text.</i></p>	<p>Definition:</p> <p><i>Key supporting details are the most important details that add to the meaning of the main idea.</i></p>
<p>Strategies for Determining the Main Ideas:</p> <ul style="list-style-type: none">• <i>Refer to the <u>section title</u>.</i>• <i>Identify main ideas from the <u>introductory paragraph</u>.</i>	<p>Strategies for Identifying Key Supporting Details:</p> <ul style="list-style-type: none">• <i>Use subsection titles to identify subsections that relate to the main idea.</i>• <i>Consider information in images and captions that supports the main idea.</i>• <i>Key details may be described in images and text.</i>• <i>Key details may be described over several sentences or paragraphs.</i>• <i>Key supporting details should add to your understanding of the main idea.</i>
<p>Examples:</p>	<p>Examples:</p>



Main Ideas and Details Graphic Organizer:
Shelter

Name: _____

Date: _____

Main Idea 1

Initial:

Revised:

Detail 1

Detail 2

Detail 3

Detail 4



Main Ideas and Details Graphic Organizer:
Shelter

Main Idea 2 Initial: Revised:			
Detail 1	Detail 2	Detail 3	Detail 4



Main Ideas and Details Graphic Organizer:
Shelter (Answers, for Teacher Reference)

Main Idea 1

Initial: The Inuit needed strong shelters to protect them from the freezing Arctic temperatures.

Revised: The Inuit designed their shelters to protect them from the freezing Arctic temperatures.

Detail 1

The Inuit packed loose snow between the blocks of the igloo and all around the outside to provide extra insulation and protection from the cold air.

Detail 2

Entrances to Igloos were built below ground to protect the Inuit inside from freezing winds.

Detail 3

“An opening in the roof of the porch allowed cold air to escape before it had a chance to enter the dome of the igloo.”

Detail 4

The Inuit added warmth to the inside of their shelters by using seal oil lamps and sleeping bags.



Main Ideas and Details Graphic Organizer:
Shelter (Answers, for Teacher Reference)

Main Idea 2

Initial: The Inuit had to build their homes from materials they had available, including snow.

Revised: The Inuit built shelters and moved camps based on the materials available during each season.

Detail 1

Igloos were made from blocks of snow that were so hard you could walk on them without breaking through.

Detail 2

Lake ice was used to make windows to let in the light.

Detail 3

The Inuit lived in igloos in the winter and tents in the spring, summer, and autumn.

Detail 4

“When igloos melted in the spring, Inuit returned to their summer camp and went back to living in tents made from caribou skin and sealskin.”



Main Ideas and Details Task Card

Directions

Part 1:

- Reread the introductory paragraph.
- Determine two main ideas from the introductory paragraph that relate to the section title.
- Record one main idea in each main idea box on your graphic organizer, next to the term *initial*.

Part 2:

- Reread pages 16 and 17 with your small group.
- Identify four key supporting details for each main idea.
- Record each key supporting detail you identified into its own detail box on your “Main Ideas and Details graphic organizer.”
- Use at least two quotes and at least two paraphrased details on your graphic organizer.



EXPEDITIONARY
LEARNING

Grade 5: Module 3B: Unit 1: Lesson 4

Determining Main Ideas and Supporting Details and Summarizing: “Clothing”



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

- I can quote accurately from the text when explaining what the text says explicitly and when making inferences. (RI.5.1)
I can determine two or more main ideas from a text and explain how they are supported by key details. (RI.5.2)
I can summarize the text. (RI.5.2)
I can identify the relationships between two or more individuals, events, ideas, or concepts in a historical text based on specific information in the text. (RI.5.3)
I can demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (L.5.5)
c. I can use the relationship between particular words to better understand each of the words.

Supporting Learning Targets

- I can determine two of the main ideas from pages 18–19 of *The Inuit Thought of It* and explain how they are supported by key details from the text.
- I can write a paragraph that summarizes pages 18–19 of *The Inuit Thought of It*, using quotes and paraphrased details from the text.
- I can better understand words by analyzing their relationship to terms that are different.

Ongoing Assessment

- Resource web and vocabulary terms (from homework)
- Main Ideas and Details graphic organizer
- Resource web (in journal)
- Vocabulary cards



Agenda	Teaching Notes
<ol style="list-style-type: none">Opening<ol style="list-style-type: none">Reviewing Homework and Engaging the Reader (5 minutes)Work Time<ol style="list-style-type: none">Visualizing the Gist: <i>The Inuit Thought of It</i>, Pages 18–19 (10 minutes)Determining Main Ideas and Supporting Details and Summarizing (30 minutes)Using Antonyms to Understand Key Terms (10 minutes)Closing and Assessment<ol style="list-style-type: none">Debrief and Review Learning Targets: Adding to Resource Webs (5 minutes)Homework<ol style="list-style-type: none">Reread pages 18–19 of <i>The Inuit Thought of It</i> and add to the resource web.If necessary, complete the summary paragraph.Read your independent reading book for at least 15–20 minutes.	<ul style="list-style-type: none">In this lesson, students build on their work from Lesson 3, by using the same graphic organizer to collect information about the main ideas and details from a new section of <i>The Inuit Thought of It</i>, “Clothing.” Students extend their work by synthesizing information from the graphic organizer to write a summary paragraph. This lesson introduces summary paragraphs through the use of a graphic organizer to provide scaffolding for future lessons, where students will be required to draft summary paragraphs more independently.During the vocabulary section of this lesson, students define terms and then consider how antonyms support their understanding of the key term “tradition.”In advance:<ul style="list-style-type: none">Create a Summary Paragraph anchor chart and decide which elements you will record in advance and which you will record in class based on student suggestions.Review and familiarize yourself with vocabulary terms from Lessons 1–4 in order to guide discussion in Work Time C.



Lesson Vocabulary	Materials
visual gist, determine, main ideas, identify, key, supporting, quotes, paraphrased details, analyzing, relationship; traditional, scarce, artificial (19)	<ul style="list-style-type: none">• Vocabulary cards on metal ring (begun in Lesson 2; one set per student)• Journal (begun in Lesson 1; one per student)• Seal, Caribou, and Walrus resource webs (from Lesson 2; class versions)• <i>The Inuit Thought of It: Amazing Arctic Innovations</i> (book; one per student)• Visual Gist chart (class version; completed in Lesson 1)• Main Ideas and Details graphic organizer (from Lesson 3; one new blank copy per student)• Main Ideas and Details anchor chart (from Lesson 3)• Document camera• Summary Paragraph graphic organizer (one per student)• Summary Paragraph anchor chart (new; teacher-created)• Index cards (one-hole punched; three per student)• Thesaurus (one per student or group)



Opening	Meeting Students’ Needs
<p>A. Reviewing Homework and Engaging the Reader (5 minutes)</p> <ul style="list-style-type: none">• Tell students to locate their vocabulary cards on metal ring (from previous lessons) as well as their journals and sit with a partner who is not in their small group.• Ask students to share the synonyms and antonyms they recorded on their vocabulary cards for homework. Then, direct them to discuss the following questions:<ul style="list-style-type: none">* “Did you and your partner record the same synonyms and antonyms on your vocabulary cards? If not, what similarities and differences do you notice between the terms you recorded?”* “Was it easier to identify synonyms or antonyms for each term? Explain.”• After 1 or 2 minutes, cold call a few students to share their thinking.• Explain that they will continue exploring the relationships between words later in the lesson.• Ask students to open their journals to their other homework task from the previous lesson, their resource webs.• Direct students to consider and discuss with their partner:<ul style="list-style-type: none">* “What additions did you make to your resource webs after rereading pages 16 and 17 of <i>The Inuit Thought of It?</i>”* “How do these additions help you better understand the way the Inuit people used resources to meet their needs?”• After 1 or 2 minutes, invite several students to share their thinking whole class.• As students are sharing, add student suggestions to the Seal, Caribou, and Walrus resource webs and encourage students to revise or add to their own webs as needed.• Tell students that as they continue to read, they will explore other ways the Inuit used natural resources to meet their needs.	<ul style="list-style-type: none">• Provide sentence starters to give all students access to the conversation.



Work Time	Meeting Students’ Needs
<p>A. Visualizing the Gist: <i>The Inuit Thought of It</i>, Pages 18–19 (10 minutes)</p> <ul style="list-style-type: none">• Ask students to bring their copies of <i>The Inuit Thought of It: Amazing Arctic Inventions</i> and their journals to meet in their groups.• Direct students to open their books to page 18 and to point to the section title.• Remind students that paying attention to the section title can help them focus their ideas as they read for the gist. Explain that during today’s first read, they will again be creating a sketch that visualizes the gist of the text.• Briefly review strategies for creating a visual gist, referring to the Visual Gist chart as needed. Remind students that each visual gist should show important information in the text, but that there can be a variety of sketches for one text.• Give students 5 or 6 minutes to read pages 18 and 19 in their small groups, alternating paragraphs read aloud.• After about 5 minutes, or as students finish reading the section, ask them to take 1 minute to independently sketch a visual gist for “Clothing” on a clean page in their journals.• Then, direct students to share their sketches with the other students in their group and write a corresponding gist statement. Remind students that they do not need to have the same gist statement as the other members of their group.• After 1 or 2 minutes, cold call several students to share their visual gists and gist statements with the class. Students may share ideas such as:<ul style="list-style-type: none">– “The Inuit used materials from animals to create clothing that could protect them from cold weather.”– “The Inuit invented clothing that could keep them warm, even in Arctic winters.”• Give students 1 minute to revise the visual gists and gist statements they recorded in their journals based on ideas shared whole group.	<ul style="list-style-type: none">• Display the section title under a document camera to support visual learners and struggling readers who have difficulty locating information in text.• Encourage students who share their visual gists and gist statements to display them under the document camera to provide a model for all students.• Also consider having a student model the revisions he or she makes to his or her gist statement.



Work Time (continued)	Meeting Students’ Needs
<p>B. Determining Main Ideas and Supporting Details and Summarizing (30 minutes)</p> <ul style="list-style-type: none"> Ask students to read the first two learning targets aloud together: <ul style="list-style-type: none"> “I can determine two of the main ideas from pages 18–19 of <i>The Inuit Thought of It</i> and explain how they are supported by key details from the text.” “I can write a paragraph that summarizes pages 18–19 of <i>The Inuit Thought of It</i>, using quotes and paraphrased details from the text.” Ask students to focus on the first target; draw their attention to the terms <i>main ideas</i>, <i>supported</i>, and <i>key</i>, which were discussed in Lesson 3. Invite a few students to share their understanding of these terms, restating the target in their own words. Focus students’ attention on the second target and ask them to consider the familiar terms <i>summarizes</i>, <i>quotes</i>, and <i>paraphrased details</i> as they discuss the following question in groups: <ul style="list-style-type: none"> “What does this target tell you about the similarities and differences between the summary paragraphs you will write in this module and those you have written before?” After 1 minute, cold call a few students to share their thinking whole class. Listen for suggestions such as: <ul style="list-style-type: none"> “We will be writing a paragraph that summarizes a section of text, which we also did in Module 2.” “In the past, we paraphrased only when we wrote summary paragraphs. Now we will need to use both quotes and paraphrased details in our summary paragraphs.” Explain that to work toward these targets, students will complete a Main Ideas and Details graphic organizer, just like the one they used in Lesson 3. Then, they will use the information they collected on the graphic organizer to write a concise summary paragraph. Distribute a Main Ideas and Details graphic organizer to each student. Review strategies for determining main ideas, referring to the Main Ideas and Details anchor chart as needed. Then, use a document camera to remind students where they will record their initial main ideas on the Main Ideas and Details graphic organizer. Review strategies for identifying key supporting details, referring to the Main Ideas and Details anchor chart. Consider highlighting the strategies that help students distinguish between just interesting facts and key supporting details. 	<ul style="list-style-type: none"> Consider recording synonyms of key words from the target above or below where they appear to support all students, especially ELLs. Consider inviting a group of struggling readers to work with you to complete these steps with support. Some students may struggle with revision. Asking selected students to display revisions and talk through how they made each decision to revise helps deepen their understanding and identify areas of strength and difficulty. Consider pairing stronger writers with students who struggle. Allow struggling writers to fill in an electronic version of the Summary Paragraph graphic organizer or share a graphic organizer with their partner. Display sentence starters to use when introducing a direct quote within a paragraph; this supports all students, especially visual learners and ELLs.



Work Time (continued)	Meeting Students’ Needs
<ul style="list-style-type: none">• Display the following directions:<ol style="list-style-type: none">1. Reread the section title and overview paragraph independently.2. Work with your group to determine two main ideas from the information in the section title and overview paragraph.3. Record each main idea in its own Main Idea box on your graphic organizer, next to the word “Initial.”4. Reread each subsection and caption with your group. Take turns reading aloud.5. With your group, identify four key supporting details for each main idea, using information from the text and images.6. Record each supporting detail in its own Detail box under the corresponding main idea. Use at least one quote and at least one paraphrased detail to support each main idea.• Clarify directions as needed before asking students to begin.• Circulate to support student work as needed. Consider pushing students’ thinking by asking questions such as:<ul style="list-style-type: none">* “There are so many interesting details in this section. How did you determine which are the most important for understanding this main idea?”* “Your main ideas are both related to clothing. How did you determine which details correspond to each main idea?”• After about 10 minutes, refocus students whole class.• Ask students to consider and discuss in their groups:<ul style="list-style-type: none">* “How can you use the information from the key supporting details to revise your main idea statements?”* “How can you make your main idea statements more clear and specific?”• After 1 minute, cold call several students to share their thinking whole class. Listen for ideas such as:<ul style="list-style-type: none">– “In one of my initial main ideas, I said that the Inuit used skins and furs to make clothing that could help them survive in the cold environment of the Arctic, but they actually used many other parts of the animals too.”– “One of our main ideas was about how animals were the only resources the Inuit had to make clothing. After reading the details, I think we should add to it by saying, “The Inuit used innovative techniques to make clothing from the only materials they had available, animals.”• Direct students to record revised main idea statements on their graphic organizers, next to the term “Revised” in each Main Idea box.	<ul style="list-style-type: none">• Allow students who struggle with the physical act of writing, and/or students in need of writing accommodation, to type or dictate their summaries.• As needed, consider conducting a mini lesson and/or modeling how to incorporate quotes into a summary paragraph.



Work Time (continued)	Meeting Students’ Needs
<ul style="list-style-type: none">• Cold call several students to share one of the main ideas and one or two supporting details from their graphic organizers. Refer to the Main Ideas and Detail graphic organizer (answers, for teacher reference) for possible student responses.• Explain that students will now use the information they collected on their graphic organizers to write summary paragraphs.• Distribute the Summary Paragraph graphic organizers and display the Summary Paragraph anchor chart.• Use the Summary Paragraph anchor chart to guide students through each element on the graphic organizer, either pausing to allow them to complete each box as it is discussed or giving them a block of time to work after you have clarified directions for the graphic organizer. Pause to further discuss and/or provide examples of how to integrate quotes into supporting details, based on the needs of your students.• When students have completed their Summary Paragraph graphic organizers, invite students to read the sentences from their organizers aloud to a partner, as a fluid paragraph. Then, invite a few students to share out with the class. Refer to the Summary Paragraph graphic organizer (answers, for teacher reference) to provide specific and positive feedback.• Use a combination of strong student work to complete the example written paragraph on the Summary Paragraph anchor chart. As you are writing, use “think-aloud” strategies to review and model how to revise sentences so they flow well together (e.g., adding appropriate transition words, flipping the order of the two main ideas, or simplifying a supporting detail to improve the overall flow of the summary paragraph).• As time allows, direct students to revise their work as they record their summary paragraphs on a clean page in their journals. Tell students that if they do not have time to complete their paragraphs, they should finish them for homework.	



Work Time (continued)	Meeting Students’ Needs
<p>C. Using Antonyms to Understand Key Terms (10 minutes)</p> <ul style="list-style-type: none"> • Ask students to quickly locate their vocabulary cards from previous lessons, which are on the metal ring. • Refocus students on the final learning target and ask them to read it aloud chorally: <ul style="list-style-type: none"> * “I can better understand words by analyzing their relationship to terms that are different.” • Draw students’ attention to the familiar terms <i>analyze</i> and <i>relationship</i> then invite a few students to restate the target in their own words. • Explain that students’ vocabulary work today will have two parts. First, students will create new vocabulary cards, much as they have done in other lessons. Then, they will use their knowledge of their vocabulary terms to explore the relationships between them. • Introduce the vocabulary terms <i>traditional</i>, <i>scarce</i>, and <i>artificial</i>. • Display the following directions: <ol style="list-style-type: none"> 1. Write each vocabulary term on its own index card. 2. Work with your group members to determine a definition for each term, using context clues and other strategies. 3. Record the definitions on your index cards. 4. If time allows, determine and record at least one synonym for each general academic term. • Clarify directions as needed. • Distribute index cards and direct students to begin working. • After 3 or 4 minutes, refocus students whole class. Invite several students to share definitions for each term. Listen for: <ul style="list-style-type: none"> – “‘Traditional’ means something that has been done in the same way for a long time.” – “‘Scarce’ means rare, not very common.” – “‘Artificial’ means made by humans, often a man-made version of something that occurs in nature.” • Remind students that in Lesson 3, they explored the relationship between vocabulary words that are synonyms. Explain that in today’s lesson, they will explore the relationship between antonyms. • Ask students to locate the vocabulary card for <i>traditional</i>. Tell students that <i>traditional</i> is an adjective (which describes), but that “tradition” is a noun from the same root word. Clarify both the connection and difference between the adjective and noun form as needed. 	<ul style="list-style-type: none"> • For students who struggle with language, provide access to dictionaries to help them determine the meaning of key terms. • Allow students who struggle to express their thinking about the meaning of key terms in written language to draw a pictorial representation of a definition or synonym for each word. • Consider working in a separate small group with students who may struggle with this task.



Work Time (continued)	Meeting Students’ Needs
<ul style="list-style-type: none">• Encourage students to work with their group members to look for an antonym for “tradition” in their vocabulary cards.• Listen for students to locate the term “innovations” (from Lesson 1 homework and Lesson 2 Opening).• Ask students to consider the definition for each term as they discuss:<ul style="list-style-type: none">* “How do you know these words are antonyms?”* “How does comparing the definitions of these two words help you better understand their meaning?”• Student responses will vary, but listen for them to share ideas such as:<ul style="list-style-type: none">– “They are antonyms because they have opposite meanings.”– “A tradition is something people do the same way over time, but innovations are new ideas.”– “Knowing that these words are antonyms helps me understand that doing something the same way—following a tradition—is different from using innovations, or new ways of doing things.”• Next, ask students to work with group members to discuss and determine antonyms for the remaining key terms: <i>scarce</i> and <i>artificial</i>. Allow students access to a thesaurus (with both synonyms and antonyms) as needed. Circulate to support.• After 2 or 3 minutes, invite a few students to share their thinking with the class. Listen for:<ul style="list-style-type: none">– “An antonym for ‘scarce’ is ‘plentiful.’”– “An antonym for ‘artificial’ is ‘real.’”• Direct students to record an antonym for each term on the back of their index cards, and to write “(ant.)” next to each word they record so they can remember later that these words are antonyms. Students should then add each completed card to their metal ring.• Congratulate students on their ability to think about and explain how knowing and understanding the antonym for a word can help them better understand its meaning.	



Closing and Assessment	Meeting Students’ Needs
<p>A. Debrief and Review Learning Targets: Adding to Resource Webs (5 minutes)</p> <ul style="list-style-type: none"> Ask students to read each learning target aloud together: <ul style="list-style-type: none"> “I can determine two of the main ideas from pages 18–19 of <i>The Inuit Thought of It</i> and explain how they are supported by key details from the text.” “I can write a paragraph that summarizes pages 18–19 of <i>The Inuit Thought of It</i>, using quotes and paraphrased details from the text.” “I can better understand words by analyzing their relationship to terms that are different.” Direct students to consider and discuss with a partner: <ul style="list-style-type: none"> “Which target do you feel most confident about? Explain.” “Which target was the most challenging for you today? Explain.” After 1 or 2 minutes, invite several students to share their reflections whole class. Responses will vary. Focus students’ attention once again on the class Seal, Caribou and Walrus resource webs. Invite students to look back to their notes and the text to locate details that could be added to each web. After 4 or 5 minutes, cold call students to share their thinking whole group. As students share out, record their ideas onto the webs and encourage them to identify where in the text or their notes they were able to find the information. Answers will vary. Tell students they will take the mid-unit assessment during the next lesson. 	<ul style="list-style-type: none"> If students have difficulty locating details to add to the class webs, consider pointing out specific passages from the text that may help them and asking them to read aloud.
Homework	Meeting Students’ Needs
<ul style="list-style-type: none"> Reread pages 18–19 of <i>The Inuit Thought of It</i> and add to the resource web. If necessary, complete the summary paragraph. Read your independent reading book for at least 15–20 minutes. 	<ul style="list-style-type: none"> Consider providing students with a dictionary and/or thesaurus to use as resources to support their vocabulary homework. If possible, provide an audio version of the text to struggling readers.



EXPEDITIONARY
LEARNING

Grade 5: Module 3B: Unit 1: Lesson 4

Supporting Materials



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Main Ideas and Details Graphic Organizer:
Clothing

Name: _____

Date: _____

Main Idea 1

Initial:

Revised:

Detail 1

Detail 2

Detail 3

Detail 4



Main Ideas and Details Graphic Organizer:
Clothing

Main Idea 2 Initial: Revised:			
Detail 1	Detail 2	Detail 3	Detail 4



Main Ideas and Details Graphic Organizer:

“Clothing”

(Answers, for Teacher Reference)

Main Idea 1

Initial: Animals were the only natural resource in the Arctic useful for making clothing.

Revised: The Inuit developed innovative techniques for making clothing because animals were the only useful natural resources available.

Detail 1

Caribou fur and skin was used to make parkas and winter boots.

Detail 2

In areas where birds were easy to find but caribou was scarce, bird skin and feathers were the best materials for parkas.

Detail 3

Sealskin and caribou sinew were used to make boots. The materials were kept wet while working. As they dried, the boots tightened and become waterproof.

Detail 4

“The Inuit sometimes used a marine mammal’s inside parts to make waterproof clothing.”



Main Ideas and Details Graphic Organizer:

“Clothing”

(Answers, for Teacher Reference)

Main Idea 2

Initial: The Inuit made warm clothing from animal skins and furs to survive in the harsh Arctic.

Revised: Protective clothing was necessary for the Inuit to survive in the cold, harsh Arctic.

Detail 1

“The traditional winter parka, called a qulittaq, was essential for protecting the upper body from dangerously cold temperatures.”

Detail 2

Parkas were made from caribou hunted during the fall, when their fur was thick enough to keep the Inuit warm in the coldest weather

Detail 3

Boots were important to keep warm and dry in all weather. Sealskin boots kept their feet dry in the summer, and furry boots kept them warm in the winter.

Detail 4

Hunters needed waterproof clothing to protect them while hunting on the ocean.



Summary Paragraph Anchor Chart
(For Teacher Reference)

Strategy for Outlining a Summary Paragraph

Topic Sentence:

- The first sentence in a paragraph
- Explains the main points of the paragraph

Main Idea 1:

- One of the most important or central ideas from the text (The revised main idea statement from your Main Idea and Details graphic organizer)

Key Supporting Detail(s):

- The one or two most important details that support the first main idea
- Could include quotes or paraphrased details
- Quotes need to be introduced; some ways to introduce quotes:
 - For example, on page ____, the text states, “...”
 - In the text it says, “...”

Main Idea 2:

- Another important or central idea from the text
- The revised main idea statement from your Main Idea and Details graphic organizer

Key Supporting Detail(s):

- The one or two most important details that support the second main idea
- Could include quotes or paraphrased details

Concluding Sentence:

- The final sentence in the paragraph
- Restates the topic sentence in a new way



Summary Paragraph Anchor Chart
(For Teacher Reference)

Example Paragraph:

In order to survive in the Arctic, Inuit developed protective clothing from the materials they had available. Protective clothing was necessary for Inuit to survive in the cold, harsh Arctic. In the text it states, “The traditional winter parka, called a qulittaq, was essential for protecting the upper body from dangerously cold temperatures.” Other protective clothing included waterproof coats and boots. Inuit developed innovative techniques for making clothing from the best natural resource they had available: animals. To make warm clothing from caribou, animals had to be hunted when the furs were the ideal thickness. Waterproof clothing was made from dried sealskin and caribou sinew, or sometimes from dried whale and walrus intestines. Inuit used natural resources in innovative ways to develop protective clothing that helped them survive in their harsh environment.



Summary Paragraph Graphic Organizer

Topic Sentence:

Main Idea 1:

Key Supporting Detail(s):

Main Idea 2:

Key Supporting Detail(s):

Concluding Sentence:



Summary Paragraph Graphic Organizer
(Answers, for Teacher Reference)

Topic Sentence:

In order to survive in the Arctic, the Inuit developed protective clothing from the materials they had available.

Main Idea 1:

Protective clothing was necessary for the Inuit to survive in the cold, harsh Arctic.

Key Supporting Detail(s):

In the text it states, “The traditional winter parka, called a qulittaq, was essential for protecting the upper body from dangerously cold temperatures.” Other protective clothing included waterproof coats and boots.

Main Idea 2:

The Inuit developed innovative techniques for making clothing from the best natural resource they had available: animals.

Key Supporting Detail(s):

To make warm clothing from caribou, animals had to be hunted when the furs were the ideal thickness. Waterproof clothing was made from dried sealskin and caribou sinew, or sometimes from dried whale and walrus intestines.

Concluding Sentence:

The Inuit used natural resources in innovative ways to develop protective clothing that helped them survive in their harsh environment



EXPEDITIONARY
LEARNING

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

Mid-Unit Assessment: Text-Dependent and Short Answer Questions: “Arctic Fun”



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

- I can quote accurately from the text when explaining what the text says explicitly and when making inferences. (RI.5.1)
- I can determine two or more main ideas from a text and explain how they are supported by key details. (RI.5.2)
- I can determine the meaning of general academic and domain-specific words. (RI.5.4)
- I can demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (L.5.5)
 - c. I can use the relationship between particular words to better understand each of the words.

Supporting Learning Targets

- I can explain how the Inuit people used resources to meet their needs, by quoting accurately from the text.
- I can determine the main ideas of pages 20–21 from *The Inuit Thought of It* and explain how they are supported by key details.
- I can determine the meaning of unfamiliar words and phrases by using a variety of strategies.

Ongoing Assessment

- Mid-Unit 1 Assessment
- Tracking My Progress, Mid-Unit 1 recording form



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Reviewing Homework and Engaging the Reader (12 minutes)B. Introduce Learning Targets (3 minutes)2. Work Time<ol style="list-style-type: none">A. Mid-Unit 1 Assessment (35 minutes)B. Tracking My Progress (5 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Debrief: Sharing Reflections (5 minutes)4. Homework<ol style="list-style-type: none">A. Reread pages 12–21 of <i>The Inuit Thought of It</i>.B. Add to or revise your Seal, Caribou, or Walrus resource web using information from pages 12–21 of the text.C. Complete your Letter to a Partner.	<ul style="list-style-type: none">• In this lesson, students take the Mid-Unit 1 Assessment.• During the Opening of this lesson, students refer to their notes and resource webs completed for homework (in Lessons 2–4) to participate in a Chalk Talk. This serves as an opportunity for students to review key concepts and vocabulary prior to taking the mid-unit assessment.• During the Debrief, students share reflections from their Tracking My Progress forms.• In advance:<ul style="list-style-type: none">– Create and post Chalk Talk charts, one for each group (see example in supporting materials).– Review the Chalk Talk protocol (see Appendix).– Post all anchor charts for student reference during the assessment: Vocabulary Strategies anchor chart (from Lesson 2); Main Idea and Details anchor chart (from Lesson 3); and Seal, Caribou, and Walrus resource webs (from Lessons 2–4).



Lesson Vocabulary	Materials
explain, Inuit, resources, needs, quoting, accurately, determine, main ideas, supported, key details, meaning, strategies	<ul style="list-style-type: none">• Journal (one per student; begun in Lesson 1)• Markers (four colors; one of each color for every group)• Chalk Talk charts (new; teacher-created; one per group; see example in supporting materials)• <i>The Inuit Thought of It</i> (book; one per student)• Vocabulary Strategies anchor chart (from Lesson 2)• Main Ideas and Details anchor chart (from Lesson 3)• Mid-Unit 1 Assessment: Text-Dependent and Short Answer Questions: “Arctic Fun” (one per student)• Mid-Unit 1 Assessment: Text-Dependent and Short Answer Questions: “Arctic Fun” (answers, for teacher reference)• NYS 2-Point Rubric – Short Response (for teacher reference)• Tracking My Progress, Mid-Unit 1 recording form (one per student)• Letter to a Partner (one per student)



Opening	Meeting Students’ Needs
<p>A. Reviewing Homework and Engaging the Reader (12 minutes)</p> <ul style="list-style-type: none">• Ask students to take out their journals and turn to the Seal, Caribou, and Walrus resource webs they have added to for homework.• Ask students to quickly join their group members at their group’s Chalk Talk chart.• Distribute a marker to each student, being sure that each group has all four colors.• Review directions for the Chalk Talk protocol and point out to students that each chart has two questions. Explain that each question is related to the guiding questions for this unit and will help students focus their review of key ideas before they take the mid-unit assessment today.• Ask students to chorally read each of the Chalk Talk questions aloud with you:<ul style="list-style-type: none">– A: How can resource webs help you understand the relationship between Inuit people and their environment?– B: How did native Inuit people use the resources that were available to meet their needs?• Give the following directions to students:<ol style="list-style-type: none">1. Focus on Question A first. Think about and restate the question silently in your head.2. Refer to your resource webs to help you determine a response to the question and then write your answer on the chart, somewhere near the question circle.3. Each group member rotates around the chart to read and write a response to the ideas that group members recorded (agreement, question, connection).4. Once all group members have read and responded to the first question, repeat the above steps for Question B.• Answer any clarifying questions and then ask students to begin. Move throughout the room to offer guidance.• After 4 minutes, if students have not moved on to Question B, give them a 10-second warning. Then ask them to complete their thoughts and move on to Question B.• After another 4 or 5 minutes, refocus students whole group. Reread Question A aloud and ask group members to share ideas from their Chalk Talk charts with the class (answers will vary). Repeat for Question B.	<ul style="list-style-type: none">• Consider assigning yourself or an aid as a scribe to work with students who struggle with the physical act of writing during the Chalk Talk protocol.• Circulating to all the groups while students work provides the opportunity to observe work and make adjustments as necessary.



Opening (continued)	Meeting Students’ Needs
<ul style="list-style-type: none">• Tell students they will take the Mid-Unit 1 Assessment today to demonstrate what they have learned about how multiple ideas conveyed through an informational text can help them understand the relationship that existed between native Inuit people and their environment, as well as the ways in which the Inuit people used their resources to meet the needs of their community.	
<p>B. Introduce Learning Targets (3 minutes)</p> <ul style="list-style-type: none">• Ask students to chorally read each of the learning targets aloud with you:<ul style="list-style-type: none">* “I can explain how the Inuit people used resources to meet their needs, by quoting accurately from the text.”* “I can determine the main ideas of pages 20–21 from <i>The Inuit Thought of It</i> and explain how they are supported by key details.”* “I can determine the meaning of unfamiliar words and phrases by using a variety of strategies.”• Underline each key term students are familiar with in these targets, from previous lessons and modules: <i>explain, Inuit, resources, needs, quoting, accurately, determine, main ideas, supported, key details, meaning, and strategies.</i>• Ask students to briefly review the meaning of each term and discuss with group members how they could restate each target in their own words, based on their understanding of key vocabulary.• After 1 or 2 minutes, cold call a few students to share out their thinking whole group.	<ul style="list-style-type: none">• Consider displaying a student-paraphrased version of one or all three of the learning targets to support all students, especially during the Tracking My Progress portion at the end of this assessment.



Work Time	Meeting Students’ Needs
<p>A. Mid-Unit 1 Assessment (35 minutes)</p> <ul style="list-style-type: none"> Help students locate the resources they will need for the assessment: <ul style="list-style-type: none"> Their books, <i>The Inuit Thought of It</i> Journals Anchor charts: Vocabulary Strategies and Main Ideas and Details Distribute the Mid-Unit 1 Assessment: Text-Dependent and Short Answer Questions: “Arctic Fun.” Read the directions to students and ask them to skim the assessment questions. Answer any clarifying questions. Ask students to turn to pages 20–21 of their texts and begin. Circulate to observe; since this is a formal on-demand assessment, do not provide support other than formally approved accommodations. If students finish the assessment early, tell them that they may do the following: <ol style="list-style-type: none"> Complete your vocabulary cards from Lessons 2–4. Begin filling out your Tracking My Progress form. Read your independent reading book. 	<ul style="list-style-type: none"> ELLs receive extended time as an accommodation on NY State assessments. If students receive accommodations for assessment, communicate with the cooperating service providers regarding the practices of instruction in use during this assessment, as well as the goals of the assessment.
<p>B. Tracking My Progress (5 minutes)</p> <ul style="list-style-type: none"> Distribute a Tracking My Progress, Mid-Unit 1 recording form to each student. Remind students this form is just like the progress trackers they completed after each assessment in Module 2; provide clarification as necessary. Ask students to refer to their responses on the Mid-Unit 1 Assessment as they reflect on their ability to meet each of the targets. Collect students’ mid-unit assessments to review and score using the Mid-Unit 1 Assessment: Text-Dependent and Short Answer Questions: “Arctic Fun,” (answers, for teacher reference) as a guide. Tell students to hold on to their progress forms to share with a partner during the debrief. 	<ul style="list-style-type: none"> Consider allowing students who struggle with written language to dictate their reflections to a partner or the teacher. This allows all students to participate in the self-reflection in a meaningful way.



Closing and Assessment	Meeting Students’ Needs
<p>A. Debrief (5 minutes)</p> <ul style="list-style-type: none">• Ask students to join a partner who is <i>not</i> a part of their regular small group to share reflections from their progress trackers.• After 2 or 3 minutes, focus students whole group and pose the following questions:<ul style="list-style-type: none">* “Which target(s) have you mastered? Explain your thinking.”* “Which target(s) are you struggling with? Explain.”* “How can you move toward mastery of the targets you are struggling with? What strategies might help you?”• Invite several students to share their thinking aloud.• Collect students’ progress trackers to review.• Congratulate students on their ability to demonstrate an understanding of how native Inuit people used available resources to meet the needs of their community, and to reflect on their learning.• Distribute the Letter to a Partner homework. Read through the directions and sample letter; provide clarification as needed.	<ul style="list-style-type: none">• Offer sentence starters to support all students’ participation in the debrief conversation. Examples: “I think I have mastered ... because ...” and “I’m still struggling with ... because ...”
Homework	Meeting Students’ Needs
<ul style="list-style-type: none">• Reread pages 12–21 of <i>The Inuit Thought of It</i>.• Add to or revise your Seal, Caribou, or Walrus resource web using information from pages 12–21 of the text.• Complete your Letter to a Partner.	<ul style="list-style-type: none">• If possible, provide an audio version of the text to struggling readers.• Allow students who struggle with writing to dictate their revisions and letter to someone at home to act as a scribe.



EXPEDITIONARY
LEARNING

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

Supporting Materials



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Chalk Talk Chart
(Example, for Teacher Reference)

Question A: How can resource webs help you understand the relationship between the Inuit people and their environment?

Question B: How did native Inuit people use the resources that were available to meet their needs?



Mid-Unit 1 Assessment:
Text-Dependent and Short Answer Questions: “Arctic Fun”

Name: _____

Date: _____

Directions:

Independently, read through pages 20–21, “Arctic Fun,” to determine the gist.

Skim the assessment questions below.

Reread the text in chunks to help you consider and respond to the assessment questions.

Answer short-response questions in complete sentences.

Cite evidence from the text to support your answers to short-response questions.

1. On page 21, the text states, “The stories might be accompanied by a string game called ***ajaraat***, similar to ‘cat’s cradle.’ The string was used to create shapes that represented characters in the stories.”

What is the meaning of the term *ajaraat*, as it is described in the text?

- ☐ A string used for building toys and telling stories
- ☐ A string that was formed into a “cat’s cradle”
- ☐ A string game, where the string was formed into different shapes to illustrate the characters in story
- ☐ A string game where the string was used to trick other players in the game

2. On page 20, the text states, “Outdoor games were popular in summer, and in winter when the weather **permitted**.” What is the meaning of the term “permitted” in this sentence?

- ☐ Allowed
- ☐ Snowed
- ☐ Changed
- ☐ Invited



Mid-Unit 1 Assessment:
Text-Dependent and Short Answer Questions: “Arctic Fun”

How did you use context and other clues to determine the meaning of the word “permitted”?

3. On page 21, the text states, “The dolls also **encouraged** the hunter by reminding him of his children, who were waiting for him to return with food for the family.”

Encouraged and *supported* are synonyms. Consider the specific dictionary definition for each term below.

Encourage: (verb) to give courage, hope, or confidence

Support: (verb) to give assistance or help

Why do you think the author chose to use the term *encouraged* instead of *supported* in this sentence?

4. **Part A:** Which of the following statements is the *best example* of a main idea from “Arctic Fun”?

- ☐ Inuit children learned to tell stories about their culture.
- ☐ Games and pastimes helped Inuit children develop skills they would need as adults.
- ☐ Arctic winters are long and dark, leaving Inuit children with little to do.
- ☐ Every other year, the Inuit gather to compete in the Arctic Winter Games.



Mid-Unit 1 Assessment:
Text-Dependent and Short Answer Questions: “Arctic Fun”

Part B: Use quotes or paraphrased details from the text to explain two key details that support the main idea you identified in Part A.

Detail 1:

Detail 2:

5. **Part A:** Which of the following statements is another main idea of “Arctic Fun”?

- ☐ Inuit children made dolls for entertainment.
- ☐ Inuit children participated in a variety of traditional contests to demonstrate their strength and endurance.
- ☐ Inuit children participated in a variety of traditional games and pastimes for entertainment and to learn about their culture.
- ☐ Inuit children enjoyed reading stories to pass the time.

Part B: Use quotes or paraphrased details from the text to explain two key details that helped you identify the main idea in Part A.

Detail 1:

Detail 2:



Mid-Unit 1 Assessment:
Text-Dependent and Short Answer Questions: “Arctic Fun”

6. How did traditional games and pastimes meet the needs of Inuit communities? Use at least one quote and one paraphrased detail from the text to support your answer.



Mid-Unit 1 Assessment:
Text-Dependent and Short Answer Questions: “Arctic Fun”
(Answers, for Teacher Reference)

1. On page 21, the text states, “The stories might be accompanied by a string game called ***ajaraat***, similar to ‘cat’s cradle.’ The string was used to create shapes that represented characters in the stories.”

What is the meaning of the term *ajaraat*, as it is described in the text?

- ☐ A string used for building toys and telling stories
- ☐ A string that was formed into a “cat’s cradle”
- X **A string game, where the string was formed into different shapes to illustrate the characters in story**
- ☐ A string game where the string was used to trick other players in the game

2. On page 20, the text states, “Outdoor games were popular in summer, and in winter when the weather **permitted**.” What is the meaning of the term “permitted” in this sentence?

X **Allowed**

- ☐ Snowed
- ☐ Changed
- ☐ Invited

How did you use context and other clues to determine the meaning of the word “permitted”?

I think “permitted” means “allowed” because it says games were popular in summer and winter when the weather permitted, which means when the weather in any season would allow people to play outside; the other words didn’t make sense when I substituted them for “permitted” (or similar ideas).



Mid-Unit 1 Assessment:
Text-Dependent and Short Answer Questions: “Arctic Fun”
(Answers, for Teacher Reference)

3. On page 21, the text states, “The dolls also **encouraged** the hunter by reminding him of his children, who were waiting for him to return with food for the family.”

Encouraged and *supported* are synonyms. Consider the specific dictionary definition for each term below.

Encourage: (verb) to give courage, hope, or confidence

Support: (verb) to give assistance or help

Why do you think the author chose to use the term *encouraged* instead of *supported* in this sentence?

I think the author used the word “encouraged” because it is a better description of the purpose for the dolls—to give courage, hope, or confidence to the hunter by reminding him of his children (and similar suggestions).

4. **Part A:** Which of the following statements is the *best example* of a main idea from “Arctic Fun”?
(RI.5.1, RI.5.2)

- ☐ Inuit children learned to tell stories about their culture.
- ☒ **Games and pastimes helped Inuit children develop skills they would need as adults.**
- ☐ Arctic winters are long and dark, leaving Inuit children with little to do.
- ☐ Every other year, the Inuit gather to compete in the Arctic Winter Games.

Part B: Use quotes or paraphrased details from the text to explain two key details that support the main idea you identified in Part A. (Students may cite examples other than those listed below; look for details from the text that support the main idea.)

Detail 1:

“All the activities required strength and endurance.”

Detail 2:

Girls learned to cut and sew so that when they were older they could make clothes for their family.



Mid-Unit 1 Assessment:
Text-Dependent and Short Answer Questions: “Arctic Fun”
(Answers, for Teacher Reference)

5. **Part A:** Which of the following statements is another main idea of “Arctic Fun”? (**RI.5.1, RI.5.2**)

- ☐ Inuit children made dolls for entertainment.
- ☐ Inuit children participated in a variety of traditional contests to demonstrate their strength and endurance.
- X Inuit children participated in a variety of traditional games and pastimes for entertainment and to learn about their culture.**
- ☐ Inuit children enjoyed reading stories to pass the time.

Part B: Use quotes or paraphrased details from the text to explain two key details that helped you identify the main idea in Part A. (**Students may cite other examples than those listed below; look for details from the text that support the main idea.**)

Detail 1:

“Because winter was long and dark in the Arctic, the Inuit would come together to participate in a variety of fun contests.

Detail 2:

“Inuit legends and stories told about history and about the challenges of life in the Arctic, and offered lessons on how to be a good person.”

6. How did traditional games and pastimes meet the needs of Inuit communities? Use at least one quote and one paraphrased detail from the text to support your answer.

Traditional games and pastimes met the need of Inuit communities by giving them fun things to do and ways to learn about their history and environment. Contests were a form of entertainment for the Inuit people during long dark winters in the Arctic. String games and storytelling helped Inuit people learn about their “history and about the challenges of life in the Arctic, and offered lessons on how to be a good person.”



2-Point Rubric: Writing from Sources/Short Response¹
(for Teacher Reference)

Use the below rubric for determining scores on short answers in this assessment.

2-point Response	The features of a 2-point response are:
	<ul style="list-style-type: none">• Valid inferences and/or claims from the text where required by the prompt• Evidence of analysis of the text where required by the prompt• Relevant facts, definitions, concrete details, and/or other information from the text to develop response according to the requirements of the prompt• Sufficient number of facts, definitions, concrete details, and/or other information from the text as required by the prompt• Complete sentences where errors do not impact readability
1-point Response	The features of a 1-point response are:
	<ul style="list-style-type: none">• A mostly literal recounting of events or details from the text as required by the prompt• Some relevant facts, definitions, concrete details, and/or other information from the text to develop response according to the requirements of the prompt• Incomplete sentences or bullets
0-point Response	The features of a 0-point response are:
	<ul style="list-style-type: none">• A response that does not address any of the requirements of the prompt or is totally inaccurate• No response (blank answer)• A response that is not written in English• A response that is unintelligible or indecipherable

¹From New York State Department of Education, October 6, 2012.



Letter to a Partner

After rereading pages 12–21 of *The Inuit Thought of It*, add to and/or revise your web and then write a “letter” to a partner about your resource web, on a blank page in your journal.

- Be sure to start the letter “Dear Reader,”
- Be sure your letter answers the following questions:
 - How did the Inuit use this resource to adapt to their environment and meet their needs? Describe at least two ways.
 - What do you think is the *most important* Inuit need that is met by this resource? Explain your thinking.

Sample Letter:

Dear Reader,

The Inuit used seals for many things. The bowstring of a bow-drill is made from sealskin. Sealskin could be used to make many types of clothing that kept Inuit people warm and dry in the harsh Arctic climate. I think clothing was the most important need met by seals because the Arctic was a very harsh, cold, and dark environment, and without warm and dry clothes it would be hard to survive.

Your friend,
Savannah



Tracking My Progress, Mid-Unit 1

Name:

Date:

Learning Target: I can explain how the Inuit people used resources to meet their needs, by quoting accurately from the text.

1. The target in my own words is:

2. How am I doing? Circle one.

I need more help to learn this



I understand some of this



I am on my way!



3. The evidence to support my self-assessment is:



Tracking My Progress, Mid-Unit 1

Name:

Date:

Learning Target: I can determine the main ideas of pages 20–21 from *The Inuit Thought of It* and explain how they are supported by key details.

1. The target in my own words is:

2. How am I doing? Circle one.

I need more help to learn this



I understand some of this



I am on my way!



3. The evidence to support my self-assessment is:



Tracking My Progress, Mid-Unit 1

Name: _____

Date: _____

Learning Target: I can determine the meaning of unfamiliar words and phrases by using a variety of strategies.

1. The target in my own words is:

2. How am I doing? Circle one.

I need more help to learn this



I understand some of this



I am on my way!



3. The evidence to support my self-assessment is:



EXPEDITIONARY
LEARNING

Grade 5: Module 3B: Unit 1: Lesson 6

Synthesizing Text Details to Explain Relationships: “Hunting”



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

I can quote accurately from the text when explaining what the text says explicitly and when making inferences. (RI.5.1)

I can identify the relationships between two or more individuals, events, ideas, or concepts in a historical text based on specific information in the text. (RI.5.3)

I can demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (L.5.5)

c. I can use the relationship between particular words to better understand each of the words.

Supporting Learning Targets

- I can explain the relationship between the Inuit and their natural environment, by quoting accurately from the text.
- I can determine which synonymous terms most clearly convey information about the Inuit and hunting.

Ongoing Assessment

- Letter to a Partner (from homework)
- Revised resource web in journal (from homework)
- Resource Web graphic organizers: Wood and Stone
- Vocabulary cards



Agenda	Teaching Notes
<ol style="list-style-type: none">Opening<ol style="list-style-type: none">Reviewing Homework and Engaging the Reader (10 minutes)Work Time<ol style="list-style-type: none">Visualizing the Gist: <i>The Inuit Thought of It</i>, Pages 22–23 (10 minutes)Completing Resource Webs to Explain Relationships (20 minutes)Analyzing Synonymous Terms (15 minutes)Closing and Assessment<ol style="list-style-type: none">Debrief and Review Learning Targets: Adding to Resource Webs (5 minutes)Homework<ol style="list-style-type: none">Reread pages 22–23 of <i>The Inuit Thought of It</i>; record and define Inuit terms on index cards; create a new resource web in your journal.Read your independent reading book for at least 15 minutes.	<ul style="list-style-type: none">In this lesson, students read the section titled “Hunting” from <i>The Inuit Thought of It</i> to further develop their understanding of how native Inuit people adapted to life in the North American Arctic and used resources from their natural environment to meet the needs of their community.After creating a visual gist of the text, students complete two new resource webs—one about stone and the other about wood—to help them visualize and explain native Inuit people’s relationship with and dependence upon plant and land resources from their natural environment.Students continue to work with synonyms for key words from the text, in order to analyze and make determinations about which words best convey information to the reader. This type of vocabulary work elicits meaningful discussions among students regarding how using one word over another better supports readers’ understanding of a text; it also helps students make determinations about effective word choice in their writing.In advance:<ul style="list-style-type: none">Create two new charts: Wood resource web and Stone resource web (see supporting materials).Display the class versions of the Seal, Caribou, and Walrus resource webs (from Lessons 2–5).Display the Group Norms anchor chart (from Lesson 1) for ongoing student reference.Make sure each student or group has access to a print or online edition of a thesaurus.Review: Popcorn protocol and Thumb-O-Meter in Checking for Understanding Techniques (Appendix).



Lesson Vocabulary	Materials
relationship, natural environment, determine, synonymous terms, clearly, convey; crafted, observing, quietly, build	<ul style="list-style-type: none">• Seal, Caribou, and Walrus resource webs (class versions; from Lessons 2–4)• <i>The Inuit Thought of It</i> (book; one per student)• Journal (from Lesson 1; one per student)• Group Norms anchor chart (from Lesson 1)• Natural Environment anchor chart (from Lesson 2)• Wood Resource Web graphic organizer (one per student)• Wood resource web (chart-sized; new; teacher-created; one for display)• Wood Resource Web graphic organizer (answers, for teacher reference)• Stone Resource Web graphic organizer (one per student)• Stone resource web (chart-sized; new; teacher-created; one for display)• Stone Resource Web graphic organizer (answers, for teacher reference)• Index cards (one-hole punched; eight per student: four for vocabulary, four for homework)• Thesaurus (one per student or small group)• Vocabulary cards on metal ring (begun in Lesson 2; one set per student)• Key Term Sentences (one for display)



Opening	Meeting Students’ Needs
<p>A. Reviewing Homework and Engaging the Reader (10 minutes)</p> <ul style="list-style-type: none"> • Ask students to take out the Letter to a Partner they completed for homework and quickly find a partner who is not a member of their regular group. • Tell students they are going to participate in a form of “legal note-passing.” Give the following directions: <ol style="list-style-type: none"> 1. Silently read through the Letter to a Partner that you wrote for homework. 2. Exchange your letter with your partner. 3. Partners read each other’s letters and write notes in the margin to ask questions and/or express something they agree or disagree with. 4. Be prepared to discuss the thoughts you express in your notes with your partner. • Clarify directions as needed and then ask students to begin. Circulate to offer support and guidance. • After 5 minutes, prompt students to complete their written notes and prepare for a partner discussion. • Tell students to do the following: <ol style="list-style-type: none"> 1. Return your partner’s letter and then silently read what your partner wrote in the margin. 2. After you read your partner’s notes, discuss: <ul style="list-style-type: none"> • “Do you have any clarifying questions about your partner’s notes?” • “What questions did your partner have? How can you answer your partner’s question(s)?” • “What does your partner agree or disagree with, and why?” • Circulate to offer support during partner discussions as needed. • After 2 or 3 minutes, focus students’ attention whole group. Invite a few partners to share out ideas from their discussions by posing questions such as: <ul style="list-style-type: none"> * “Did the discussion with your partner help to clarify your thinking? Explain.” * “What did you and your partner agree or disagree about? Explain.” • After students have had an opportunity to share out thinking, direct their attention to the class Seal, Caribou, and Walrus resource webs. 	<ul style="list-style-type: none"> • For struggling readers, allow partners to whisper-read their own letters to each other before writing notes. • Allow students who struggle with the physical act of writing to dictate their notes to you or another adult to act as a scribe; or, if adequate technology is available, allow students to speak and record their ideas for their partner to listen to. • Provide sentence starters as needed, to allow all students access to the conversation. Examples: “We agreed that ...,” “We disagreed about ...,” and “The notes and discussion with my partner helped me better understand ...”



Opening (continued)	Meeting Students’ Needs
<ul style="list-style-type: none">• Ask students to get out their journals and turn to the resource webs they added to for homework. Then ask them, using the Popcorn protocol, to share out ideas that could be added to each web. Record students’ thinking on the class resource webs.• Tell students that today’s reading will continue to support their understanding of the relationship that existed between traditional Inuit and their environment. More specifically, the text will explain how the Inuit developed innovations that allowed them to meet the needs of their community through hunting.	

Work Time	Meeting Students’ Needs
<p>A. Visualizing the Gist: <i>The Inuit Thought of It</i>, Pages 22–23 (10 minutes)</p> <ul style="list-style-type: none">• Ask students to locate their copies of <i>The Inuit Thought of It</i> and their journals before meeting in their groups.• Review the Group Norms anchor chart as needed.• Direct students to open their books to page 22, the section titled “Hunting.”• Tell students to independently whisper-read pages 22–23 and then discuss in groups what they believe is the gist of these pages.• After 5 or 6 minutes, direct students to sketch a visual gist of pages 22–23 on a clean page in their journals.• After 1 minute of sketching, encourage students to share their visual gist with group members.• Invite a few students to show and explain their visual gist whole class. Listen for responses such as:<ul style="list-style-type: none">– “This section is about different hunting techniques, so I drew an Inuit man with a harpoon and a seal.”– “This section is about how the Inuit studied animals to develop the best way to hunt them, so I drew a man watching a polar bear hunting seals at a breathing hole and another picture of the man hunting at the breathing hole.”• Give students 1 minute to revise their visual gists and add a gist statement to the bottom of the page in their journal, based on ideas shared during the group discussion.	<ul style="list-style-type: none">• Consider pulling a group of students who struggle to read grade-level text, to whisper-read pages 22–23 with them and support the creation of their visual gists.• Consider modifying the amount of text read by struggling readers. Make sure the abbreviated text selection provides enough information to build adequate understanding to support an accurate visual gist.



Work Time (continued)	Meeting Students’ Needs
<p>B. Completing Resource Webs to Explain Relationships (20 minutes)</p> <ul style="list-style-type: none"> Ask students to chorally read the first learning target aloud: <ul style="list-style-type: none"> * “I can explain the relationship between the Inuit and their natural environment, by quoting accurately from the text.” Underline the familiar terms <i>relationship</i> and <i>natural environment</i> and then ask students to discuss in groups how they could restate the target based on their understanding of key words and phrases. Cold call a few students to share out with the class. Refer to the Caribou, Seal, and Walrus resource webs and invite students to explain what information these resource webs communicate. Listen for responses such as: <ul style="list-style-type: none"> – “The webs explain the items that the Inuit made from different animals they hunted from their environment.” – “They communicate information about how Inuit people depended on the animals found in their natural environment, such as seals or walrus, to meet their needs.” Point out or confirm that the resource webs students started in Lesson 2 explain how Inuit used different animals from their environment to adapt to their environment and meet their needs, but that animals were not the only natural resources available to the Inuit. Refer to the Natural Environment anchor chart and invite several students to point out other elements of the natural environment. Listen for them to name: air, water, plants, and land. Tell students that today they will complete two new webs about resources from the natural environment that the Inuit used to adapt to their environment and meet the needs of their community: stone and wood. On the Natural Environment anchor chart, draw a line from “plants” and record and circle the term “wood.” Then, draw a line from “land” to record and circle the term “stone.” Distribute the Wood Resource Web graphic organizer to each student and display the new chart-sized class version of the graphic organizer, the Wood resource web. Ask students to examine their graphic organizers and invite a few students to share their observations whole class. Confirm or explain that this graphic organizer is similar to the Seal, Caribou, and Walrus resource webs students created in their journals in previous lessons, but many parts of this web have already been completed for them. Tell students they will need to locate specific quotes from the text to complete the rest of the web accurately. Point out the first item created from wood: the “long shaft of a harpoon.” Then ask students to chorally read aloud the question in the connected box: “How did this item meet the needs of the Inuit?” 	<ul style="list-style-type: none"> To support visual learners and students grappling with understanding text features (such as subheadings, images, and captions), help readers locate important information, pointing directly to the text features as students name them, and explain how the text features help them locate the answer to their focus question: “How did the harpoon meet the needs of the Inuit?” Consider supporting a small group of struggling readers as they attempt to complete their Stone Resource Web graphic organizer. Consider modifying the amount of text the small group of struggling readers is asked to read by guiding them to use subtitles, images, and captions to home in on the part(s) of the text that will help them complete the Stone Resource Web graphic organizer. To provide all learners with access to the discussion question, consider displaying a sentence frame: “The Inuit used the available resources such as _____ to adapt to life in the Arctic environment by _____.”



Work Time (continued)	Meeting Students’ Needs
<ul style="list-style-type: none">• Invite several students to share where in the text they might look for information to help them answer this question. Listen for responses such as:<ul style="list-style-type: none">– “I notice there is a section called ‘Parts of a Harpoon’; there might be important information in that section.”– “There is also a section called ‘Hunting with a Harpoon,’ and I think that might be a good place to look.”– “There are pictures of harpoons, so maybe we could look at the captions.”• Point out or confirm that using text structures such as subheadings, images, and captions is a good way to locate specific information in the text.• Direct students to refer to relevant text structures as they consider and discuss with their group members the question about how the long shaft of the harpoon met the needs of the Inuit.• After 1 minute, cold call a few students to share their responses aloud. Refer to the Wood Resource Web graphic organizer (answers, for teacher reference) for possible student responses and record student ideas on the class Wood resource web.• Give students 1 minute to record an answer to the question on their own graphic organizers.• Then, using the class Wood resource web, direct students’ attention to the “How did this item meet the needs of the Inuit?” box and ask them to read aloud chorally: “This special fishing spear allowed the Inuit to pull fish out of the water through a hole in the ice.”• Ask students to refer to the text as they work with their group members to identify the item that could be used to complete the connected blank box on their graphic organizers.• After 1 minute, cold call a few students to share out. Listen for them to identify the handle of the kakivak.• Ask students to quickly record this term in the appropriate box on their graphic organizers.• Next, distribute a Stone Resource Web graphic organizer to each student.• Tell students they should work with their group members to complete the Stone Resource Web graphic organizers, in the same way they completed the Wood resource webs, by using specific details from the text.• Clarify directions as needed. Then release students to work in their groups.• Circulate to support student work. Remind students to use text structures to help locate relevant information.• After 5 or 6 minutes, refocus students whole class and display the new chart-sized class version of the graphic organizer, the Stone resource web.	



Work Time (continued)	Meeting Students’ Needs
<ul style="list-style-type: none">• Cold call several students to share out the details they added to their Stone Resource Web graphic organizers. Refer to the Stone Resource Web graphic organizer (answers, for teacher reference) for possible student responses; record students’ thinking on the class Stone resource web.• Then, redirect students’ attention to the Natural Environment anchor chart once again. Ask students to consider the anchor chart as well as all five resource webs (Seal, Caribou, Walrus, Wood, and Stone) as they discuss the following in groups:<ul style="list-style-type: none">* “How have the Inuit used available resources to adapt to life in the Arctic environment and meet the needs of their community?”• After 2 or 3 minutes, cold call several students to share their thinking whole class. Listen for responses such as:<ul style="list-style-type: none">– “Life in the Arctic is very harsh, but the Inuit have learned to make protective clothing from animals, weapons from wood and bone, lamps from stone and seal oil, and even homes from snow. By using natural resources from the environment, Inuit adapted to and survived the harsh environment.”• After several students have shared aloud, direct them to turn to a clean page in their journal and record the question as well as a three-to-five-sentence response that includes quotes and paraphrased details from the text.• As time allows, invite students to read their responses aloud to the class. Encourage students to offer specific and positive praise about their classmates’ paragraphs.	



Work Time (continued)	Meeting Students’ Needs
<p>C. Analyzing Synonymous Terms (15 minutes)</p> <ul style="list-style-type: none"> Ask students to chorally read aloud the second learning target: <ul style="list-style-type: none"> * “I can determine which synonymous terms most clearly convey information about the Inuit and hunting.” Direct students’ attention to the phrase <i>synonymous terms</i>. Ask them to think about which parts of this phrase look familiar and then discuss with group members what they think it might mean. After 1 minute, invite a few students to share their ideas with the class. Listen for suggestions such as: <ul style="list-style-type: none"> – “I think synonymous terms are words that mean basically the same thing, because I notice the word ‘synonym’ is part of the word ‘synonymous’ and synonyms are words that have the same/similar meanings.” Underline words and phrases students are familiar with from previous lessons and modules: <i>determine</i>, <i>clearly</i>, and <i>convey</i>. Ask students to consider and discuss the meaning of these words with group members then decide how they could restate the target in their own words. After 1 minute, cold call members from different groups to share their restated targets aloud. Remind students that in previous lessons they worked to determine the meaning of, and synonyms for, key terms from the text. Then, they considered how the author of <i>The Inuit Thought of It</i>, Alootook Ipellie, used specific terms to clearly convey information about how native Inuit people used resources to develop innovations that met their needs. Explain that today students will record and write synonyms for four of the key academic words from pages 22–23 of <i>The Inuit Thought of It</i>, then they will work with group members to determine whether the author’s original word choice or a different synonymous term would better support readers’ understanding of the information presented. List the key terms where all students can see: <i>crafted</i>, <i>observing</i>, <i>quietly</i>, and <i>build</i>. Distribute four index cards and a thesaurus to each student. Ask students to record each word on its own index card then use the thesaurus to locate and record at least two synonyms for each key word. (Describe and model how to use a thesaurus if necessary. Focus students on determining the root of each word and the part of speech, so they are able to locate accurate synonymous terms.) Give students 5 minutes to work in groups to complete their index cards. Circulate to support as needed. As students complete their cards, direct them to add the cards to the vocabulary cards on metal ring they have been using throughout this unit. 	<ul style="list-style-type: none"> For students who struggle with language, allow access to dictionaries to help them determine the slight differences between the meanings of synonymous terms. For students who struggle to express their thinking about the meaning of key terms in written language, allow them to draw a pictorial representation of a synonym for each word. Consider working in a separate small group with students who may struggle with this task. Second-language learners may struggle to identify the root of the first two key words and therefore have difficulty looking up each term in a thesaurus. Consider providing the root words for these terms in advance (craft and observe). Post directions for the Key Term Sentences activity, for students’ reference.



Work Time (continued)	Meeting Students’ Needs
<ul style="list-style-type: none">• Cold call students to share out synonyms they recorded for each key word. Listen for suggestions such as:<ul style="list-style-type: none">– “Synonyms for ‘crafted’ are ‘made,’ ‘created,’ ‘fashioned,’ ‘constructed,’ and ‘shaped.’”– “Synonyms for ‘observing’ are ‘watching,’ ‘viewing,’ ‘studying,’ ‘monitoring,’ and ‘examining.’”– “Synonyms for ‘quietly’ are ‘silently,’ ‘softly,’ and ‘gently.’”– “Synonyms for ‘build’ are ‘construct,’ ‘make,’ ‘put together,’ and ‘assemble.’”• Display the Key Term Sentences. Explain that these are sentences from pages 22–23 of the text, with the key words italicized and in bold. Ask students to read each sentence aloud with you. Pause them after each sentence to pose questions such as:<ul style="list-style-type: none">* “Why is the word ‘crafted’ a good choice for conveying information about the types of tools Inuit hunters made?”* “The fourth and fifth sentences both have the word ‘build’ in them. Do you think that’s the best word choice for both sentences or that one or the other could be changed to better describe how the <i>Inuksuk</i> was used?”* “How do you think audience, age, and interest of the reader might affect an author’s word choice?”* “If you were rewriting this information to be read by students in younger grades, would different word choices be better? Explain.”* “How can you improve your own writing by thinking about the words you choose?”• Responses will vary, but listen for students to suggest that although synonymous terms have similar meanings, there are slight differences that can convey information more or less clearly to the reader.• Congratulate students on their growing understanding of how to clearly convey information to readers through specific word choice.	



Closing and Assessment	Meeting Students’ Needs
<p>A. Debrief and Review Learning Targets: Adding to Resource Webs (10 minutes)</p> <ul style="list-style-type: none">• Read the learning targets aloud and ask students to use a Thumb-O-Meter to demonstrate their level of mastery toward each target.• Then, draw students’ attention to the five class resource webs: Seal, Caribou, Walrus, Wood, and Stone.• Ask students to refer to the text and their notes and then talk with nearby partners about what details could be added to any of the five webs.• After 4 or 5 minutes, invite students to share their suggestions whole group. Record students’ ideas on each of the five class resource webs.• Distribute four index cards to students for homework.	<ul style="list-style-type: none">• Consider rereading relevant portions of the text aloud to students who struggle with reading the text independently.• Provide sentence starters for students who have difficulty expressing their ideas aloud. Examples: “The Inuit used stone to make ...,” “An item created from this resource was ...,” “This item met Inuit people’s needs by ...”
Homework	Meeting Students’ Needs
<ul style="list-style-type: none">• Reread pages 22–23 of <i>The Inuit Thought of It</i>. Record and define the following Inuit terms on your index cards: <i>avataq</i>, <i>kakivak</i>, <i>Inuksuk</i>, and <i>Inuksuit</i>.• Create a new resource web on the next blank page in your journal for either stone or wood. Record the names of at least two items that were made from this resource and how the items were used to meet Inuit people’s needs.• Read your independent reading book for at least 15 minutes.	<ul style="list-style-type: none">• In advance, draw a web for students who may struggle to create one independently.• If possible, provide an audio version of pages 22–23 of the book for students who struggle with reading independently.• Allow students who struggle with writing to dictate their web ideas and vocabulary definitions to someone at home to scribe for them.



EXPEDITIONARY
LEARNING

Grade 5: Module 3B: Unit 1: Lesson 6

Supporting Materials

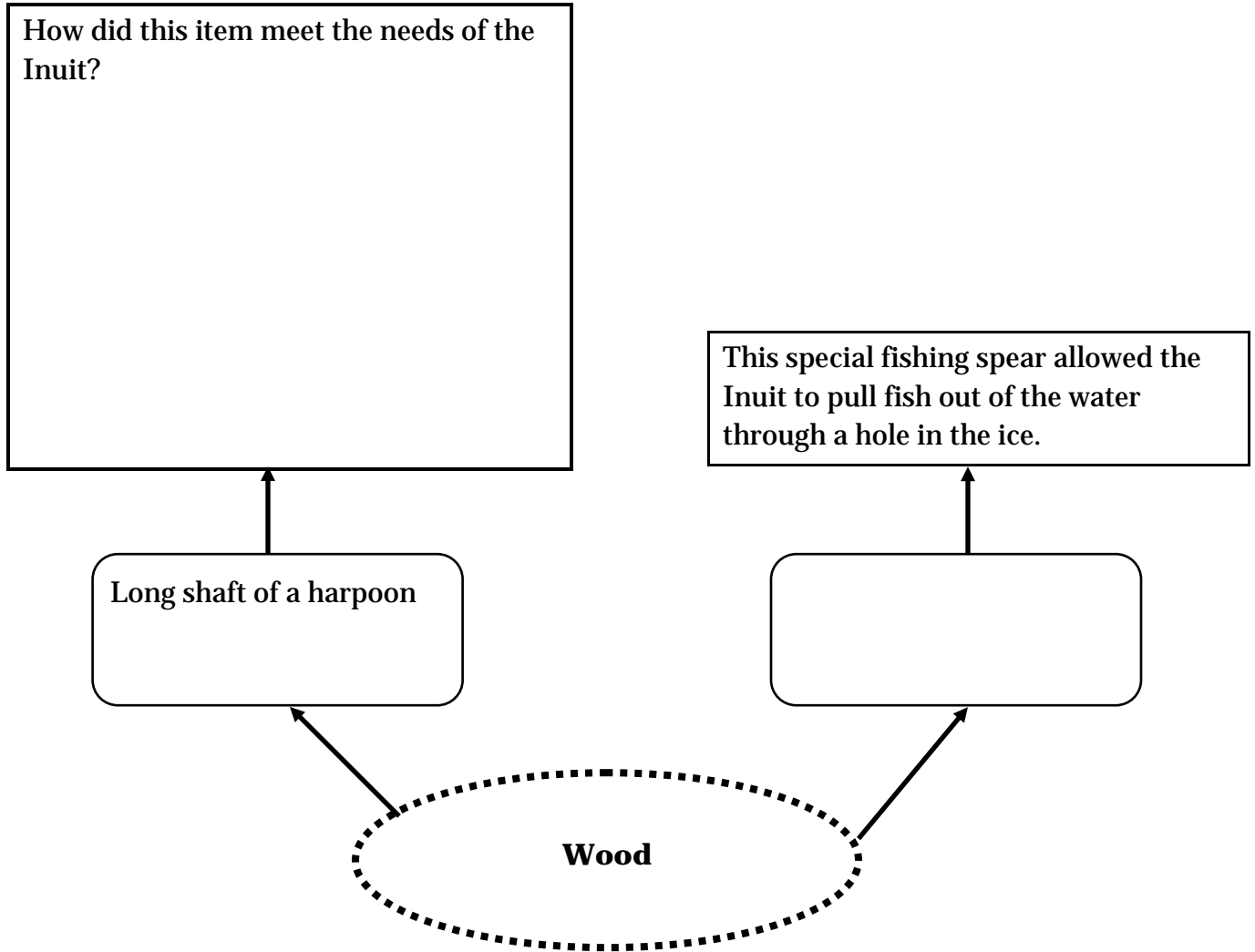


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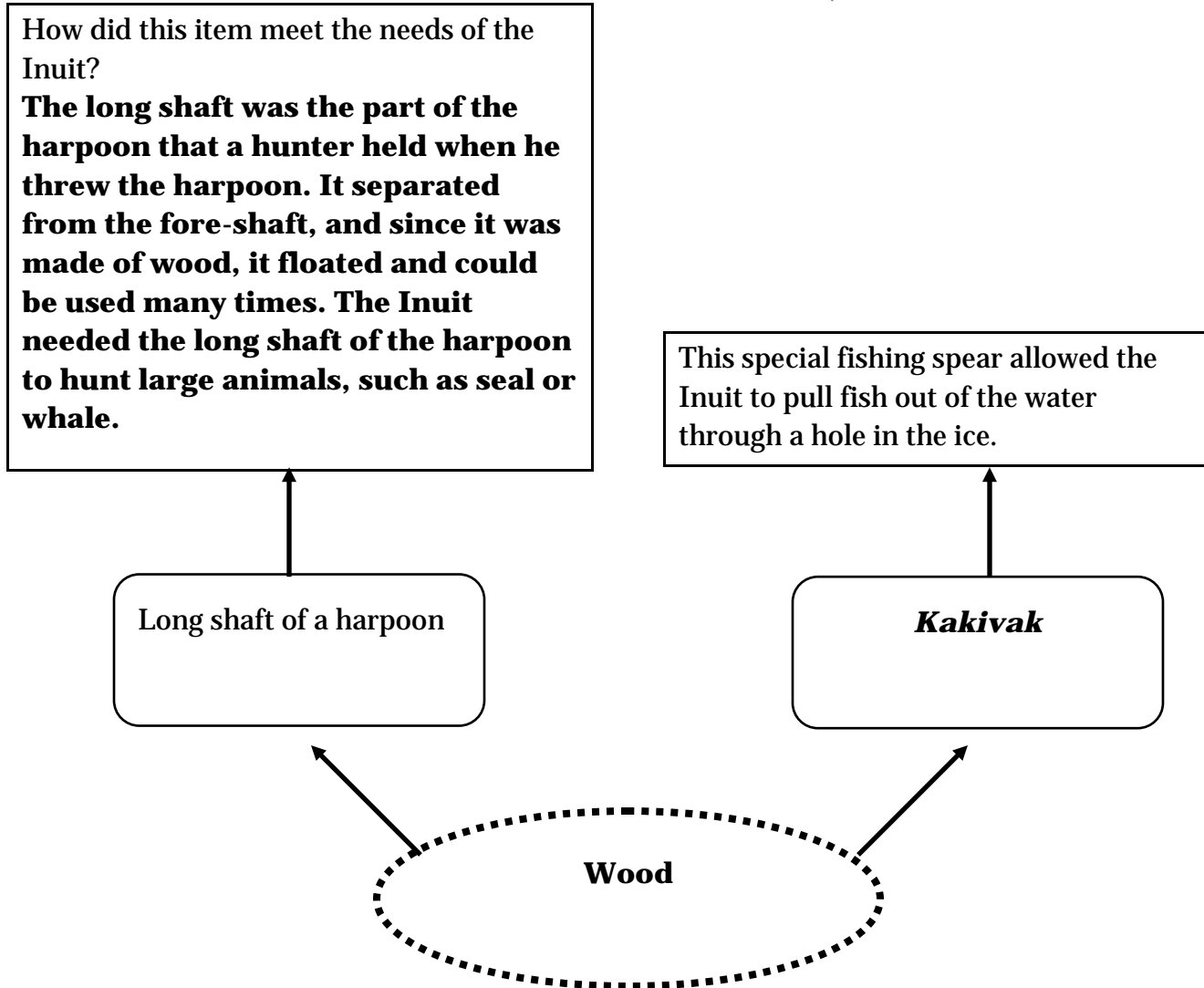


Wood Resource Web Graphic Organizer



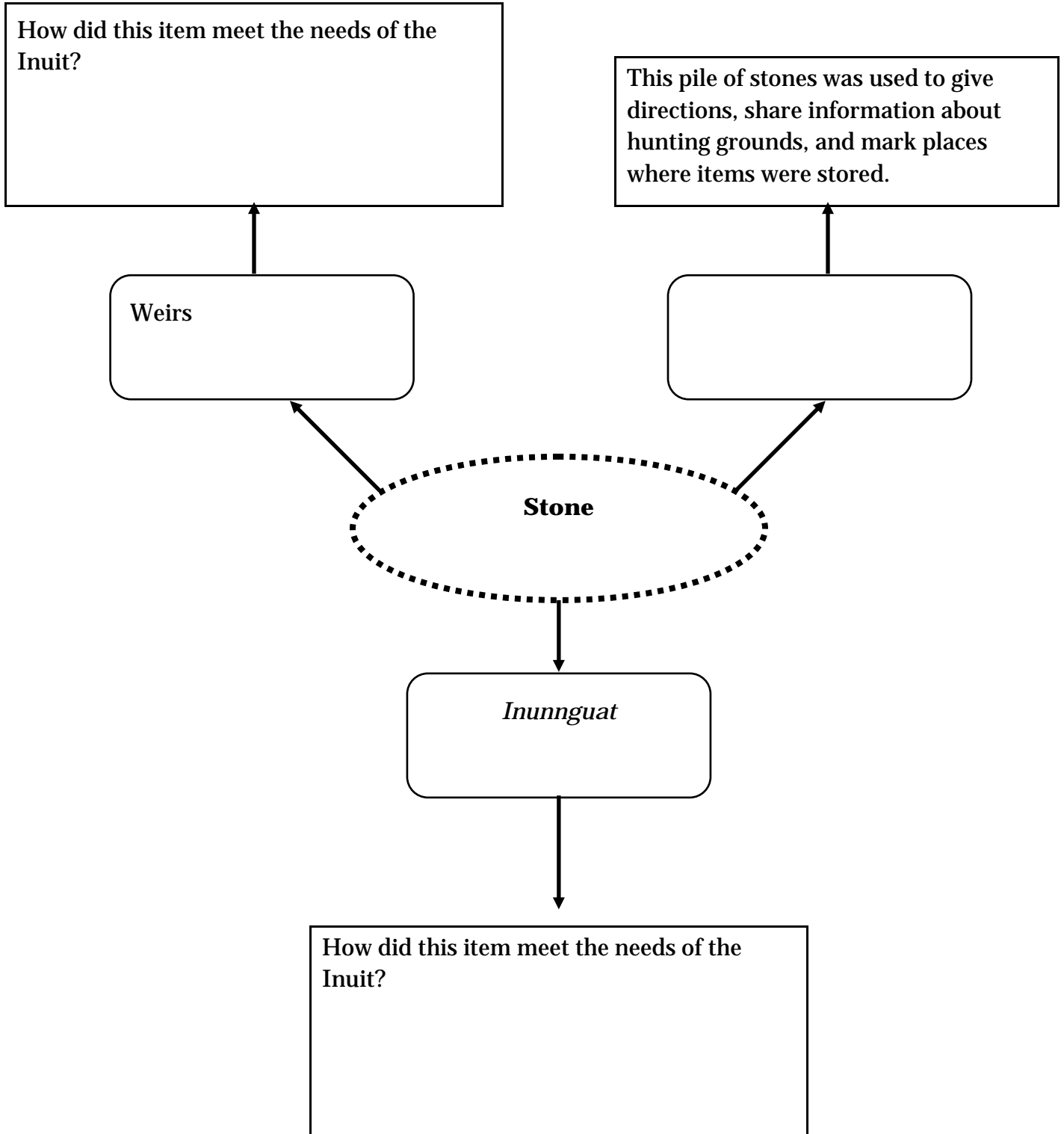


Wood Resource Web Graphic Organizer
(Answers, for Teacher Reference)



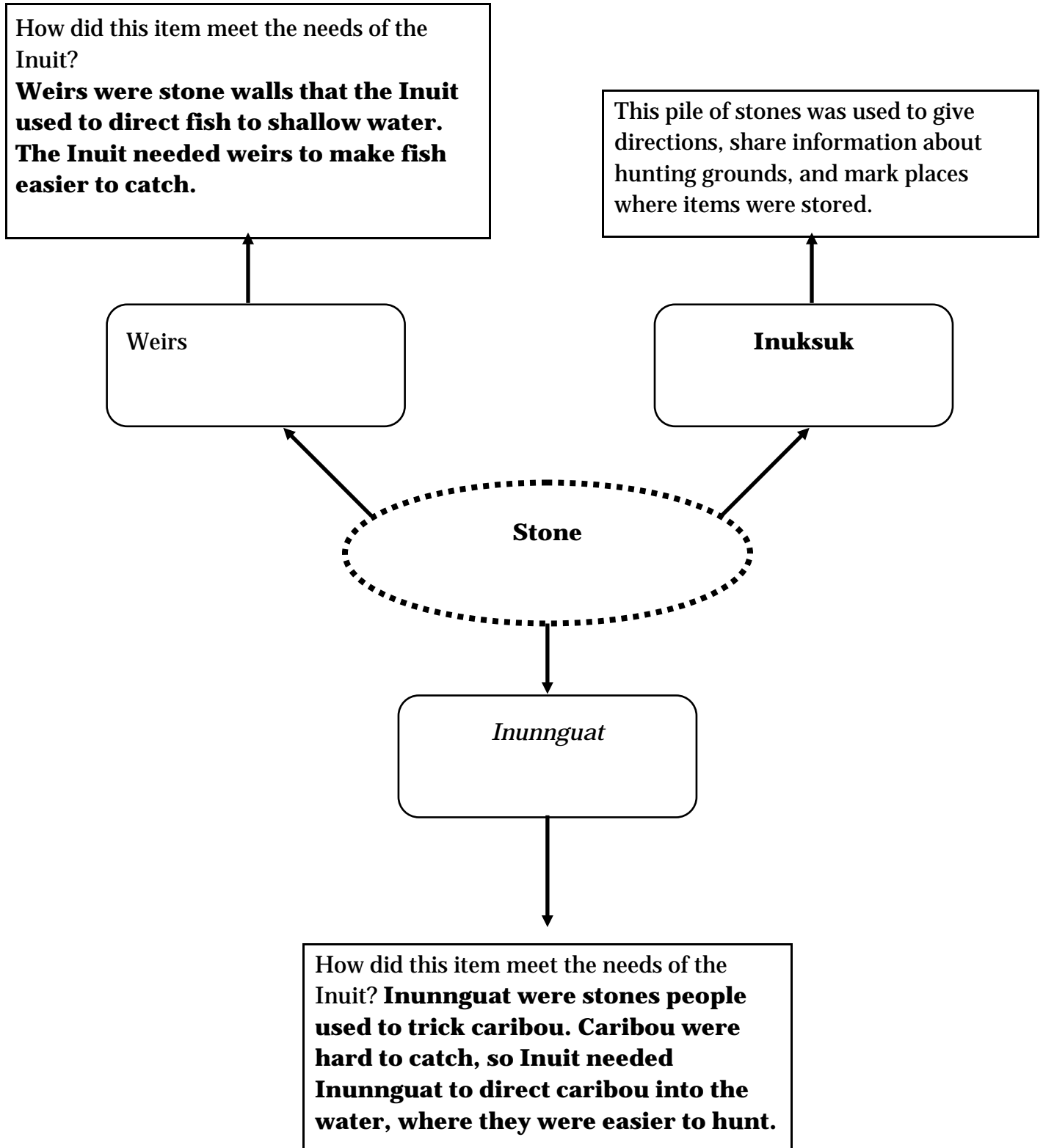


Stone Resource Web Graphic Organizer





Stone Resource Web Graphic Organizer
(Answers, for Teacher Reference)





Key Term Sentences

1. “The Inuit ***crafted*** a variety of tools for hunting different animals.”
2. “By carefully ***observing*** each kind of animal, they discovered the best way to hunt it.”
3. “It was important to sit ***quietly*** without moving, sometimes for hours at a time, so as not to scare away any seals.”
4. “A traditional Inuit might ***build*** an *Inuksuk* to offer directions or to give information about good places to hunt caribou.”
5. “A hunter might ***build*** a temporary *Inuksuk* to mark the place he has stored his caribou meat.”



EXPEDITIONARY
LEARNING

Grade 5: Module 3B: Unit 1: Lesson 7

Determining Main Ideas and Supporting Details to Write a Summary Paragraph: “Food”



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Determining Main Ideas and Supporting Details to Write a Summary
Paragraph:
“Food”

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

- I can quote accurately from the text when explaining what the text says explicitly and when making inferences. (RI.5.1)
- I can determine two or more main ideas from a text and explain how they are supported by key details. (RI.5.2)
- I can summarize the text. (RI.5.2)
- I can determine the meaning of general academic and domain-specific words and phrases in a text. (RI.5.4)
- I can demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (L.5.5)
 - c. I can use the relationship between particular words to better understand each of the words.

Supporting Learning Targets

- I can determine two of the main ideas from pages 24–25 of *The Inuit Thought of It* and explain how they are supported by key details from the text.
- I can write a paragraph that summarizes pages 24–25 of *The Inuit Thought of It*, using quotes and paraphrased details from the text.
- I can better understand words by completing a Frayer Model with group members.

Ongoing Assessment

- Resource web in journal (from homework)
- Main Ideas and Details graphic organizer
- Summary paragraph
- Group Frayer Model charts



Determining Main Ideas and Supporting Details to Write a Summary
Paragraph:
“Food”

Agenda	Teaching Notes
<ol style="list-style-type: none"> 1. Opening <ol style="list-style-type: none"> A. Reviewing Homework and Engaging the Reader (5 minutes) 2. Work Time <ol style="list-style-type: none"> A. Visualizing the Gist: <i>The Inuit Thought of It</i>, Pages 24–25 (10 minutes) B. Determining Main Ideas and Supporting Details and Writing a Summary Paragraph (25 minutes) C. Analyzing Key Terms: The Frayer Model (15 minutes) 3. Closing and Assessment <ol style="list-style-type: none"> A. Debrief and Review Learning Targets: Adding to Resource Webs (5 minutes) 4. Homework <ol style="list-style-type: none"> A. Reread pages 24–25 of <i>The Inuit Thought of It</i> and add to at least one of the resource webs in your journal. B. Complete your Frayer vocabulary card. C. Read your independent reading book for at least 15–20 minutes. 	<ul style="list-style-type: none"> • This lesson is similar to Lesson 4 in that students will once again determine main ideas and details and then write a summary paragraph. The primary difference between this and the earlier lesson is that students are asked to write their summary paragraphs without a given outline, which allows students more flexibility in organizing their ideas and increases independence. • During the Opening, students refer to the vocabulary cards they have created throughout this unit to participate in a word sort activity. Asking students to sort words into categories helps them revisit their understanding of key terms and recognize connections between words, which will support their ability to more closely analyze the meaning of terms during Work Time C. • Vocabulary work in this lesson focuses on helping students understand the meaning of words by describing their relationship to other terms. Students use the Frayer Model, a graphic organizer used for word analysis and vocabulary building. This five-square version prompts students to think about and describe the meaning of a word or concept by defining the term; sketching a pictorial representation; and listing synonyms, antonyms, and concrete examples of the word from the reading. • In advance: <ul style="list-style-type: none"> – Display the Seal, Caribou, Walrus, Wood, and Stone resource webs. – Display anchor charts for student reference: Group Norms (from Lesson 1), Vocabulary Strategies (from Lesson 2), Main Ideas and Details (from Lesson 3), and Summary Paragraph (from Lesson 4). – Review Work Time B for suggestions about locating examples of summary paragraphs that structure elements differently, for student reference. – Review Frayer Model chart: Traditional as well as Work Time C to be able to support students with this method for analyzing word meaning. – Create one Frayer Model chart for each group (see example in supporting materials). Some groups may have the same word.



Determining Main Ideas and Supporting Details to Write a Summary
Paragraph:
“Food”

Lesson Vocabulary	Materials
determine, main ideas, supported, key details, summarizes, quotes, paraphrased, Frayer Model, characteristics, examples, non-examples; store, valuable, effective	<ul style="list-style-type: none">• Vocabulary cards on metal ring (from Lessons 1–6)• Seal, Caribou, Walrus, Wood, and Stone resource webs (class versions; from Lessons 2–6)• <i>The Inuit Thought of It</i> (book; one per student)• Journal (begun in Lesson 1; one per student)• Main Ideas and Details anchor chart (from Lesson 3)• Main Ideas and Details graphic organizer (from Lesson 3; one new blank copy per student)• Main Ideas and Details graphic organizer (answers, for teacher reference)• Summary Paragraph anchor chart (from Lesson 4)• Summary Paragraph Requirements (one for display)• Document camera• Vocabulary Strategies anchor chart (from Lesson 2)• Frayer Model chart: Traditional (one to display)• Frayer Model chart (one per group; teacher-created; see example in supporting materials)• Thesaurus (one per group)• Frayer Model chart (answers, for teacher reference)• Frayer vocabulary card (one per student)



Determining Main Ideas and Supporting Details to Write a Summary
Paragraph:
“Food”

Opening	Meeting Students’ Needs
<p>A. Reviewing Homework and Engaging the Reader (5 minutes)</p> <ul style="list-style-type: none">• Ask students to take out the index cards they completed for homework as well as the vocabulary cards on metal ring that they have completed during this unit and then quickly join their regular small groups.• Focus students’ attention on the class Seal, Caribou, Walrus, Wood, and Stone resource webs. Explain that students will revisit their understanding of key Inuit and academic terms by sorting their vocabulary cards into categories related to each of these resource webs.• Give the following directions:<ol style="list-style-type: none">1. Work with group members to briefly review the definition, synonym, antonym, and/or sketch on each of your vocabulary cards. Then, determine if each term is related to seal, caribou, walrus, wood, or stone resources.2. As you make your determinations, sort the words by removing them from the metal ring and placing them into one of five piles related to one resource or another.3. Be prepared to share your thinking whole group.• Clarify as needed and prompt students to begin. Students may not be able to sort all their cards during this time; however, encourage them to try to locate at least one word related to each of the five resources. Circulate to offer support.• After 3 minutes, cold call members from different groups to share out at least one word they sorted and explain why they think it is related to a particular resource.• Ask students to place all their vocabulary cards back on the metal rings.• Then, explain that in today’s lesson, they will read about the types of food resources that traditional Inuit people depended on for their survival in the North American Arctic region.	<ul style="list-style-type: none">• For students who struggle with organizing multiple materials, consider preselecting five of their vocabulary cards for them to sort.• Consider providing a sentence frame to allow all students the opportunity to share their thinking: “We sorted the word _____ into the resource _____ because _____.”



Determining Main Ideas and Supporting Details to Write a Summary
Paragraph:
“Food”

Work Time	Meeting Students’ Needs
<p>A. Visualizing the Gist: <i>The Inuit Thought of It</i>, Pages 24–25 (10 minutes)</p> <ul style="list-style-type: none">• Ask students to get their copies of <i>The Inuit Thought of It</i> and their journals and then rejoin their groups.• Display the following directions:<ol style="list-style-type: none">1. Open your copy of <i>The Inuit Thought of It</i> to pages 24 and 25.2. Work with your group to read these two pages. Decide if you will take turns reading aloud or whisper-read chorally.3. Discuss the gist of the text.4. Draw a quick visual gist on a clean page in your journal.5. Record a gist statement below the visual gist in your journal.• Clarify directions as needed.• After 6 or 7 minutes, cold call several students to share their visual gists and gist statements with the class. Student responses could include:<ul style="list-style-type: none">– “The Inuit ate food that was raw, cooked, or dried, so I drew three quick pictures of each type of food.”– “The Inuit found ways to store food for times when meat was scarce; I drew a picture of food stored in sealskin bags.”• After several students have shared, give students 1 minute to revise the visual gists and gist statements they recorded in their journals.	<ul style="list-style-type: none">• Consider pulling a group of struggling readers to support their collaborative read of pages 24–25, which is the section titled “Food,” and the production of their visual gists.• Consider modifying the amount of text read for struggling readers of the section titled “Food.” Make sure the abbreviated selection provides enough information to build adequate understanding to support an accurate visual gist.• Encourage students with strong visual gists to display them under the document camera and point out the parts of the texts that supported their thinking.



Determining Main Ideas and Supporting Details to Write a Summary Paragraph:
“Food”

Work Time (continued)	Meeting Students’ Needs
<p>B. Determining Main Ideas and Supporting Details and Writing a Summary Paragraph (25 minutes)</p> <ul style="list-style-type: none"> Ask students to read the first learning target aloud chorally: <ul style="list-style-type: none"> * “I can determine two of the main ideas from pages 24–25 of <i>The Inuit Thought of It</i> and explain how they are supported by key details from the text.” Revisit the Main Ideas and Details anchor chart as needed. Draw students’ attention to the familiar terms: <i>determine</i>, <i>main ideas</i>, <i>supported</i>, and <i>key details</i>. Invite a few students to use their knowledge of these terms to restate the learning target in their own words. Distribute a new blank copy of the Main Ideas and Details graphic organizer. Display the following directions: <ol style="list-style-type: none"> Work with your group to determine two main ideas from the text. Record the main ideas next to the word “Initial” in each Main Idea box of your Main Ideas and Details graphic organizer. Work with your group to determine four key supporting details for each main idea. Record details in the appropriate spaces on your graphic organizer. Include <u>at least</u> one quote and one paraphrased detail under each main idea. Use the details you recorded to revise your initial main idea statements. Record the new statements next to the word “Revised” in each Main Idea box. Clarify directions as needed before releasing students to work in their groups. Circulate to provide support as needed. Note that in this section of text, students may determine two main ideas from the introductory paragraph, or they may identify a main idea that is not introduced in the first paragraph. Consider supporting students’ thinking by asking questions such as: <ul style="list-style-type: none"> * “How could you group the details in this section to support two different main ideas?” * “What are the most important ideas you learned about the Inuit and food from reading this section?” After 8–10 minutes, refocus students whole class. Cold call several students to share the main ideas and examples of supporting details they recorded on their graphic organizers. Refer to the Main Ideas and Details graphic organizer (answers, for teacher reference) for possible student responses. 	<ul style="list-style-type: none"> Consider working with a small group of students who struggle to read grade level texts to guide them through these steps with an abbreviated text. Consider providing one main idea and charging this small group with finding the other main idea. Consider providing one or two key supporting details and challenging this small group to find the rest. Encourage students to display their Main Ideas and Details graphic organizer under a document camera to provide a model. Provide a few minutes for students to revise their graphic organizers after the whole group share-out. Consider displaying the target restated in students’ language to support all students, especially ELLs. Consider pulling a small group of students who struggle with writing to guide them through the process of writing a summary paragraph together.



Determining Main Ideas and Supporting Details to Write a Summary
Paragraph:
“Food”

Work Time (continued)	Meeting Students’ Needs
<ul style="list-style-type: none">• Ask students to read the second learning target aloud chorally:<ul style="list-style-type: none">* “I can write a paragraph that summarizes pages 24–25 of <i>The Inuit Thought of It</i>, using quotes and paraphrased details from the text.”• Draw students’ attention to the familiar terms: <i>summarizes</i>, <i>quotes</i>, and <i>paraphrased</i>.• Cold call a few students to restate this target in their own words.• Remind students that they worked toward a similar learning target in Lesson 4 of this unit as well as in Module 2. Explain that in past lessons, students used a graphic organizer to outline their paragraphs, but today’s lesson requires them to organize their thinking more independently and will allow them more flexibility in their writing.• Refer students to the displayed Summary Paragraph anchor chart. Review the organizational structure of the paragraph on the anchor chart, highlighting key elements such as a topic sentence and restated main ideas.• Explain that the anchor chart represents one way to clearly organize a summary paragraph, but there are other ways to organize information. Consider providing examples of different summary paragraph structures, including a paragraph that starts or ends with a quotation from the text or a paragraph where one main idea is more developed than others.• Point out that students have the opportunity to organize and write their own summary of pages 24–25, but that each student’s summary paragraph must include the same elements.• Display the Summary Paragraph Requirements:<ul style="list-style-type: none">• A topic sentence that explains what these pages are mostly about• Two main ideas, explained and supported with key details from the text• A combination of quotes and paraphrased details from the text to explain each main idea• A conclusion sentence that restates the topic in a new and interesting way• Clarify the required elements as needed.• Direct students to work with their group members to plan and write a summary paragraph of pages 24–25 of <i>The Inuit Thought of It</i>. Students should record their summary paragraphs on a clean page in their journal.	



Determining Main Ideas and Supporting Details to Write a Summary
Paragraph:
“Food”

Work Time (continued)	Meeting Students’ Needs
<ul style="list-style-type: none">• Remind students that group discussion around writing is intended to support and push their thinking, but that each group member makes the final decisions about his or her own writing. The work of each group member does not need to be identical to that of the others.• Encourage students to refer to their Main Ideas and Details graphic organizer, as well as the displayed Summary Paragraph Requirements and Summary Paragraph anchor chart as they work with their group.• After 8–10 minutes, refocus students whole class.• Invite several students to share their summary paragraphs aloud. Consider allowing students to share their summary paragraphs under a document camera so others can follow along.• Encourage students to share respectful feedback to acknowledge ways their peers have successfully met the Summary Paragraph Requirements and to offer specific suggestions to improve clarity or flow.• After several students have shared, give all students 1 or 2 minutes to revise their summary paragraphs based on understandings gleaned from the class discussion.	



Work Time (continued)	Meeting Students’ Needs
<p>C. Analyzing Key Terms: The Frayer Model (15 minutes)</p> <ul style="list-style-type: none"> Read the third learning target aloud: <ul style="list-style-type: none"> * “I can better understand words by completing a Frayer Model with group members.” Revisit the Vocabulary Strategies anchor chart as needed. Remind students they have been working to better understand words by analyzing their relationship to other words, either to antonyms or synonyms. Underline <i>Frayer Model</i> and explain that today, students will analyze words even more closely by completing a Frayer Model for key terms from the text. Use the document camera to display Frayer Model chart: Traditional. Ask students to review the example and then discuss in groups: <ul style="list-style-type: none"> * “What do you notice about how a Frayer Model is used to describe the meaning of the word ‘traditional’?” * “What do you wonder about the Frayer Model?” After 2 minutes, invite a few students to share their thinking aloud. Listen for ideas such as: <ul style="list-style-type: none"> – “I notice there are five spaces on the model to record a definition; sketch a picture; and write synonyms, antonyms, and examples of ‘traditional.’” – “I wonder which part of the Frayer Model should be completed first.” Point to the Sketch box on this chart. Ask students to think about and then briefly discuss in groups: <ul style="list-style-type: none"> * “How can drawing a picture of a word help us understand its definition?” After 1 minute, invite a few students to share out. Listen for suggestions such as: <ul style="list-style-type: none"> – “Drawing a picture can help us ‘see’ what the word means before trying to put it into words.” Refer to the example chart once again, pointing to the Definition box, and then ask students to chorally read the definition aloud with you. Ask students to consider and discuss in groups: <ul style="list-style-type: none"> * “How does this definition describe the picture?” After 1 minute, cold call a few students to share out (answers will vary, but listen for students to mention that the kayak was a traditional method of transportation for native Inuit). 	<ul style="list-style-type: none"> Post directions for completing the Frayer Model chart for student reference. For students who struggle with multistep directions, encourage them to highlight then complete one step at a time. Consider more closely guiding small groups of students who struggle with language. Allow students who struggle with the physical act of writing, or who have IEP or other accommodation considerations, to dictate or type their responses.



Work Time (continued)	Meeting Students’ Needs
<ul style="list-style-type: none">• Point to the Synonyms and Antonyms boxes and ask students to read the examples aloud with you. Then, ask students to briefly discuss:<ul style="list-style-type: none">* “How do synonyms and antonyms help us better understand the meaning of ‘traditional’?”• After 1 minute, cold call a few students to share out. Listen for:<ul style="list-style-type: none">– By understanding more familiar words that are similar to the word traditional, such as the word ‘usual’, I was able to better understand that it’s something that’s done regularly, or repeatedly;– By understanding what traditional is not, that it’s not new, I was able to understand that traditional means something that is old or has been done the same, usual way,” etc.• Finally, point to the Examples box and ask students how the examples listed help them better understand what “traditional” means.• After 2 minutes, invite a few students to share their ideas with the class. Responses will vary, but listen for ideas such as:<ul style="list-style-type: none">– “Naming specific examples from the text helps me understand what this word means in the context of what we’re studying.”• Clarify any misconceptions to ensure students understand each element of the Frayer Model.• Then, list each of the key terms on the board: <i>store</i>, <i>valuable</i>, and <i>effective</i>.• Explain that each group will complete a Frayer Model for one of these words from pages 24-25 of <i>The Inuit Thought of It</i> (some groups will have the same word). Then, groups will share their charts whole class to reach a collective understanding about the meaning of each key term.• Distribute a Frayer Model chart and a thesaurus to each group and give the following directions:<ol style="list-style-type: none">1. Discuss with group members what kind of images would show what this word means, then draw no more than three small sketches in the Sketches box of your chart to help you “see” what the word means.2. Work with group members to write a definition of your key term. Record a definition of your word in the Definition box on your chart.3. With group members, discuss synonyms for your key term, referring to the text and/or a thesaurus as needed. Record at least two synonyms for your word in the Synonyms box on your chart.	



Determining Main Ideas and Supporting Details to Write a Summary
Paragraph:
“Food”

Work Time (continued)	Meeting Students’ Needs
<ul style="list-style-type: none">4. With group members, discuss antonyms for your key term, referring to the text and/or a thesaurus as needed. Record at least two antonyms for your word in the Antonyms box on your chart.5. With group members, discuss examples of your key term, referring to the text as needed. Record at least two examples of your word in the Examples box on your chart.• Clarify directions as needed and ask students to begin. Circulate to offer guidance and support.• After 6 or 7 minutes, focus students’ attention whole group. Cold call one member from each group to explain their group’s Frayer Model—see Frayer Model chart (answers, for teacher reference) for possible student responses.• As students share out, pose questions to the class such as:<ul style="list-style-type: none">* “How does this group’s model help you better understand the key term?”* “Which part of this model best helps you understand the meaning of this word? Explain.”* “Would you add anything to the chart to further describe the meaning of this word? Explain.”• Praise students for their ability to work collaboratively with group members to analyze and explain the meaning of key terms using the Frayer Model.	



Closing and Assessment	Meeting Students’ Needs
<p>A. Debrief and Review Learning Targets: Adding to Resource Webs (5 minutes)</p> <ul style="list-style-type: none"> Ask students to read each learning target aloud chorally: <ul style="list-style-type: none"> “I can determine two of the main ideas from pages 24–25 of <i>The Inuit Thought of It</i> and explain how they are supported by key details from the text.” “I can write a paragraph that summarizes pages 24–25 of <i>The Inuit Thought of It</i>, using quotes and paraphrased details from the text.” “I can better understand words by completing a Frayer Model with group members.” Direct students to consider and discuss: <ul style="list-style-type: none"> “Which target do you feel most confident about? Explain.” “Which target was the most challenging for you today? Explain.” After 1 or 2 minutes, invite several students to share their reflections whole class. Student responses will vary. Directs students’ attention once again to the five class resource webs. Ask students to refer to the text and think about and then discuss with a nearby partner: <ul style="list-style-type: none"> “What food resources were most valuable to the Inuit? Why?” After 3 or 4 minutes, invite students to share their thinking with the class. Listen for suggestions such as: <ul style="list-style-type: none"> “I think seals were the most valuable resource because traditional Inuit could eat them, store food with the skin, and use seal oil to cook.” “I think wood was most valuable because there are many pictures and captions that show meat drying on wooden racks; the handle of the effective <i>ulu</i> tool looks like it’s made of wood; and wood could be used to store meat high above the ground so it was kept safe from hungry animals.” Add students’ ideas to the class resource webs. Distribute the Frayer vocabulary card with directions for homework. Review and clarify directions as needed. 	<ul style="list-style-type: none"> Consider rereading relevant portions of the text aloud to students who struggle with reading the text independently. Provide sentence starters for students who have difficulty expressing their ideas aloud.



Determining Main Ideas and Supporting Details to Write a Summary
Paragraph:
“Food”

Homework	Meeting Students’ Needs
<ul style="list-style-type: none">• Reread pages 24–25 of <i>The Inuit Thought of It</i> and add to at least one of the resource webs in your journal.• Complete your Frayer vocabulary card.• Read your independent reading book for at least 15–20 minutes.	<ul style="list-style-type: none">• If possible, provide an audio version of pages 24–25 of the book for students who struggle reading independently.• Allow students who struggle with writing to dictate their web and Frayer vocabulary card ideas to someone at home to scribe for them.• Consider providing a partially filled-in Frayer vocabulary card to students who struggle with language.



EXPEDITIONARY
LEARNING

Grade 5: Module 3B: Unit 1: Lesson 7

Supporting Materials



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Main Ideas and Details Graphic Organizer:

"Food"

(Answers, for Teacher Reference)

Main Idea 1

Initial: Because the next successful hunt was never certain, Inuit had to invent methods for storing food.

Revised: Inuit developed many ways to store food because the success of the next hunt was never certain.

Detail 1

"In the winter, the freezing of food kept it from going bad."

Detail 2

In summer months, the Inuit dried meat in the sun by draining all of the blood, cutting the meat into strips, and hanging it from wooden racks.

Detail 3

"Meat and fish were sometimes preserved by storing them in an airtight sealskin bag with some seal blubber oil."

Detail 4

To keep food away from animals, it was sometimes buried and covered with stones, and sometimes it was stored on a platform high above the ground.



Main Ideas and Details Graphic Organizer:

"Food"

(Answers, for Teacher Reference)

Main Idea 2

Initial: The Inuit prepared food by cooking it, and sometimes they ate it raw.

Revised: The Inuit used innovative techniques to prepare their food.

Detail 1

"For traditional Inuit, eating raw meat had two benefits: None of the meat's vitamins were destroyed during cooking, and Inuit did not have to use up valuable seal oil as cooking fuel."

Detail 2

The Inuit did most of their cooking in the summer because they could make fires out of driftwood and brush.

Detail 3

In the winter, the Inuit cooked meat in a soapstone pot over the qulliq. Because seal oil was sometimes scarce, the Inuit cooked only with the qulliq in winter if they had a lot of oil available.

Detail 4

Inuit invented a special knife, called a ulu, that could cut through frozen meat.



Summary Paragraph Anchor Chart
(For Teacher Reference)

Strategy for Outlining a Summary Paragraph

Topic Sentence:

- The first sentence in a paragraph
- Explains the main points of the paragraph

Main Idea 1:

- One of the most important or central ideas from the text (The revised main idea statement from your Main Idea and Details graphic organizer)

Key Supporting Detail(s):

- The one or two most important details that support the first main idea
- Could include quotes or paraphrased details
- Quotes need to be introduced; some ways to introduce quotes:
 - For example, on page ____, the text states, “...”
 - In the text it says, “...”

Main Idea 2:

- Another important or central idea from the text
- The revised main idea statement from your Main Idea and Details graphic organizer

Key Supporting Detail(s):

- The one or two most important details that support the second main idea
- Could include quotes or paraphrased details

Concluding Sentence:

- The final sentence in the paragraph
- Restates the topic sentence in a new way




Summary Paragraph Requirements

- A topic sentence that explains what these pages are mostly about
- Two main ideas, explained and supported with key details from the text
- A combination of quotes and paraphrased details from the text to explain each main idea
- A conclusion sentence that restates the topic in a new and interesting way



Frayer Model Chart:
Traditional

Sketch: 		Definition: <ul style="list-style-type: none">• An old way of doing something; something that is done the same way for a long time	
Traditional			
Synonyms: <ul style="list-style-type: none">• Customary• Usual• Established		Antonyms: <ul style="list-style-type: none">• Innovative• New• Modern	
Examples: <ul style="list-style-type: none">• Use of kayak for transportation• Inuit string games• Inuit sports• Storytelling			

Bradford, William., "Inuit Man Holding Oars in a Kayak at Shore". Prints and Photographs Division, Library of Congress.
<http://www.loc.gov/pictures/resource/cph.3a07849/>



Fray Model Chart

Write one of the following key terms in the center circle for each group chart (some groups may have the same key word): *store, valuable, effective*.

Sketch:	Definition:	
Traditional		
Synonyms:	Antonyms:	Examples:



Frayer Model Chart
(Answers, for Teacher Reference)

Store

- **Definition:** Put away, set aside for later
- **Examples:** Food put away for the winter; preserved meats; using sealskin bags to preserve meat and fish
- **Synonyms:** Stock; supply; hoard
- **Antonyms:** Use up; consume; waste

Valuable

- **Definition:** Necessary; worth a lot
- **Examples:** Seal oil; *ulu*; heating fuel; *qulliq*
- **Synonyms:** Precious; important; priceless
- **Antonyms:** Cheap; worthless; useless

Effective

- **Definition:** Works well
- **Examples:** *Ulu*; tools; sealskin bags; drying/preserving/storing food; eating raw meat for nutrients.
- **Synonyms:** Useful; helpful; successful
- **Antonyms:** Useless; unsuccessful; weak



Frayer Vocabulary Card

Choose one of the key words that your group *did not* create a Frayer Model chart for today:
store, valuable, effective.

Write the key word you chose in the center circle. Then complete this card to analyze and describe the meaning of the word. Record at least two ideas in the Synonyms, Antonyms, and Examples boxes.

Sketch:		Definition:	
Synonyms:		Examples:	
Antonyms:			



EXPEDITIONARY
LEARNING

Grade 5: Module 3B: Unit 1: Lesson 8

Synthesizing Text Details to Explain Relationships: “Medicine and Healing”



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

- I can quote accurately from the text when explaining what the text says explicitly and when making inferences. (RI.5.1)
I can identify the relationships between two or more individuals, events, ideas, or concepts in a historical text based on specific information in the text. (RI.5.3)
I can determine the meaning of general academic and domain-specific words and phrases in a text. (RI.5.4)
I can demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (L.5.5)
c. I can use the relationship between particular words to better understand each of the words.

Supporting Learning Targets

- I can explain the relationship between the Inuit and their natural environment, using details from the text.
- I can better understand words by completing Frayer Models.

Ongoing Assessment

- Frayer vocabulary card (from homework)
- Synthesizing My Thinking note-catcher
- Frayer Models of Key Terms



Agenda	Teaching Notes
<ol style="list-style-type: none">Opening<ol style="list-style-type: none">Reviewing Homework and Engaging the Reader (5 minutes)Work Time<ol style="list-style-type: none">Visualizing the Gist: <i>The Inuit Thought of It</i>, Pages 26–27 (10 minutes)Synthesizing Details to Explain Relationships: World Café (25 minutes)Analyzing Key Terms: The Frayer Model (15 minutes)Closing and Assessment<ol style="list-style-type: none">Debrief and Review Learning Targets (5 minutes)Homework<ol style="list-style-type: none">Reread pages 26–27 of <i>The Inuit Thought of It</i> and add to your resource webs.As needed, complete the Frayer Models of Key Terms.Read your independent reading book for at least 15–20 minutes.	<ul style="list-style-type: none">In this lesson, students read the section titled “Medicine and Healing” from <i>The Inuit Thought of It</i>.During Work Time B, students participate in the World Café protocol to synthesize information they have learned throughout this unit about how traditional Inuit adapted to their environment by using the natural resources that were available to them.Students continue to work with the Frayer Model (introduced in Lesson 7) for the purposes of analyzing and describing the meaning of key terms. Unlike in the previous lesson, students complete their models independently rather than with group members. This independent work serves not only to deepen individual students’ ability to analyze the meaning of key words from the text but helps to prepare students for the on-demand End of Unit 1 Assessment in the next lesson.In advance:<ul style="list-style-type: none">Display the five class resource webs: Seal, Caribou, Walrus, Wood, and Stone.Create and display signs labeled Seal, Caribou, Walrus, Wood, and Stone for the World Café protocol.Review the World Café protocol (see Appendix) in order to facilitate student discussions during Work Time B.Review Milling to Music and Fist to Five in Checking for Understanding Techniques (see Appendix).



Lesson Vocabulary	Materials
relationships, natural, environment, Frayer Models; remedy, damage, prevent	<ul style="list-style-type: none">• Vocabulary cards on metal ring (one set per student; begun in Lesson 2)• <i>The Inuit Thought of It</i> (book; one per student)• Journal (one per student; begun in Lesson 1)• Timer• Seal, Caribou, Walrus, Wood, and Stone resource webs (class versions; from Lessons 2–6)• Natural Environment anchor chart (from Lesson 2)• White boards (one per group)• White board markers (one per student)• Synthesizing My Thinking note-catcher (one per student)• Document camera• World Café protocol directions (one for display; see Appendix)• Frayer Models of Key Terms (one per student)• Frayer Model charts (from Lesson 7; student-created)• Frayer Models of Key Terms (answers, for teacher reference)



Opening	Meeting Students’ Needs
<p>A. Reviewing Homework and Engaging the Reader (5 minutes)</p> <ul style="list-style-type: none">• Ask students to take out the Frayer vocabulary card they completed for homework.• Briefly review directions for Milling to Music if necessary and then ask students to “mill” and locate a peer who created a Frayer vocabulary card for the same key term.• Once students are partnered, ask them to share their cards with each other and discuss the similarities and differences between their ideas.• After 2 or 3 minutes, focus students whole group and invite a few partners to share out ideas from their discussions.• Ask students to add their Frayer vocabulary card to their vocabulary cards on metal ring that they have been collecting throughout this unit.• Tell students that today they will read the section titled “Medicine and Healing” from <i>The Inuit Thought of It</i> to learn about the innovative ways traditional Inuit treated various injuries and diseases by using available resources.	<ul style="list-style-type: none">• Provide sentence starters to allow all students access to partner discussions. Example: “I notice my model is similar to/different from yours because ...”



Work Time	Meeting Students’ Needs
<p>A. Visualizing the Gist: <i>The Inuit Thought of It</i>, Pages 26–27 (10 minutes)</p> <ul style="list-style-type: none">• Ask students to collect their copies of <i>The Inuit Thought of It</i> and their journals before meeting in their groups.• Direct them to open their books to page 26, the section titled “Medicine and Healing.”• Have students read pages 26 and 27 in their small groups. Groups should decide if they would prefer to whisper-read chorally or take turns reading aloud.• As students finish, they should begin discussing the gist of the text.• After 4 or 5 minutes or as students have completed the task, refocus students whole class.• Have students divide a clean page in their journal into four sections.• Ask students to select one subsection from the text for which they would like to draw a visual gist.• Give students 30 seconds to sketch a visual gist of the subsection into one quadrant of their journal page. Set a timer.• Have students select a second subsection from the text, and give them 30 seconds to sketch a visual gist.• Repeat this activity two more times to have students create a total of four 30-second sketches that represent visual gists of the four subsections from pages 26–27.• Invite several students to share their visual gist sketches whole class.• Encourage students to consider and explain:<ul style="list-style-type: none">* “What <i>one</i> idea or statement ties all four sketches together?”• After several students have shared, give students 1 minute to revise their visual gists and add a gist statement to the bottom of the page in their journal.	<ul style="list-style-type: none">• Consider pulling a group of struggling readers to support their collaborative read of pages 26–27, which is the section titled “Medicine and Healing,” and the production of their visual gist.• Consider modifying the amount of text read by struggling readers. Make sure the abbreviated selection provides enough information to build adequate understanding to support an accurate visual gist for all four subsections.• Encourage students with strong visual gists to display them under a document camera and point out the parts of the text that supported their thinking.



Work Time (continued)	Meeting Students’ Needs
<p>B. Synthesizing Details to Explain Relationships: World Café (25 minutes)</p> <ul style="list-style-type: none"> • Direct students to read today’s first learning target aloud chorally: <ul style="list-style-type: none"> * “I can explain the relationship between the Inuit and their natural environment, using details from the text.” • Draw students’ attention to the familiar terms: <i>relationships</i>, <i>natural</i>, and <i>environment</i>. • Refer to the Seal, Caribou, Walrus, Wood, and Stone resource webs and the Natural Environment anchor chart as you could call a few students to restate the target in their own words. • Distribute white boards to each group and a white board marker to each student. • Direct students to work with group members to reread pages 26–27 in order to identify and record details onto their white boards that could be added to any of the five class resource webs. Remind students to consider information from titles, subsection paragraphs, images, and captions as well as the main text. • Clarify as needed and then circulate to provide support. • After 4 or 5 minutes, refocus students whole class. Cold call several students to share ideas their group recorded on the white board. Add strong student examples to the class webs. • Ask students to consider the details on all five resource webs as they discuss the following with group members: <ul style="list-style-type: none"> * “In your opinion, which natural resource was the <i>most important</i> for helping the Inuit adapt to the Arctic environment? Explain.” • Circulate to support student discussions. Encourage students to thoroughly consider the five options, and remind them that they do not have to agree with their group members. Probe student thinking with questions such as: <ul style="list-style-type: none"> * “What information makes you think that this resource is more important than the others?” * “Is it more important that a natural resource is used for many different purposes or that a natural resource is used for a few critical purposes?” * “What is it that traditional Inuit needed most to successfully adapt to life in the Arctic?” • After 2 or 3 minutes, distribute the Synthesizing My Thinking note-catcher. Clarify directions as needed. • Have students circle the resource they think best answers the question at the top of the note-catcher. • Refer to the five natural resource signs displayed around the classroom. Direct students to quickly move to the area of the room with a sign for the natural resource they circled. 	<ul style="list-style-type: none"> • Display the target restated in students’ language to support all students, especially ELLs. • Consider working with a small group of students who struggle to read grade-level texts to guide them in adding to their resource web and Natural Environment anchor charts. • Display a sentence starter to allow all students access to the discussion: “The natural resource that has been the most important for Inuit survival is _____ because _____.” • Consider pulling a small group of students who struggle with writing to guide them through the process of completing the remaining sections on the Synthesizing My Thinking note-catcher. • Consider previewing the World Café protocol with students who find it difficult to navigate multistep protocols.



Work Time (continued)	Meeting Students’ Needs
<ul style="list-style-type: none">• Give students 4 or 5 minutes to work with the other students in their new resource group to complete the remaining sections on the Synthesizing My Thinking note-catcher.• After 4 or 5 minutes, refocus students whole class.• Use a document camera to display the World Café protocol directions and clarify as needed. Explain that during the World Café, groups will rotate three times. During each rotation, students will discuss one of the numbered questions from their Synthesizing My Thinking note-catcher. Point out that there is space on the back of the Synthesizing My Thinking note-catcher for the leader of each discussion to record notes.• Direct students to meet in groups of three or four to begin the World Café by discussing Question 1 from their note-catchers.• Give students 3 or 4 minutes to work in each World Café group before changing to meet with a new discussion group.• Circulate as needed. Consider supporting student discussions by ensuring that all students have the opportunity to contribute, and encourage students to cite evidence from the resource webs to support their thinking.• After 10–12 minutes or three group rotations, refocus students whole class.• Have the leader from each of the final World Café tables share their group’s notes whole class. Student responses will vary, but listen for students to cite specific examples from the resource webs that support their understanding of the relationship between the Inuit and resources from their natural environment.	



Work Time (continued)	Meeting Students’ Needs
<p>C. Analyzing Key Terms: The Frayer Model (15 minutes)</p> <ul style="list-style-type: none">• Ask students to rejoin their regular groups then chorally read aloud the second learning target:<ul style="list-style-type: none">* “I can better understand words by completing Frayer Models.”• Underline <i>Frayer Models</i> and ask students to think about and discuss in groups what they recall about how a Frayer Model can be used to better understand the meaning of a word.• After 1 minute, cold call a few students to share out. Listen for them to mention specific ways that sketching a picture of the word, defining a word, listing synonyms and antonyms, and noting examples of the term helps them better understand the meaning of key terms.• Remind students that in the previous lesson they completed a chart-sized Frayer Model with group members. Explain that today students will complete Frayer Models for three key words independently, before sharing their work with group members and revising based on new understandings from group discussions.• Display and distribute the Frayer Models of Key Terms. Read the directions aloud and answer any clarifying questions.• Ask students to begin working independently. Circulate to offer guidance, and encourage students to refer to their group Frayer Model charts from Lesson 7 for ideas.• After 8–10 minutes, pause students in their work and ask them to share and discuss their completed models with group members. Direct students to add to or revise their models based on new understandings from the group discussion.• After 2 or 3 minutes, cold call students to share their ideas whole group. See Frayer Models of Key Terms (answers, for teacher reference) for ideas students may share.	<ul style="list-style-type: none">• Allow students who struggle with language to use a dictionary and/or thesaurus to complete the Frayer Models.• For second language learners, consider limiting the number of words they create a Frayer Model for, to one or two key terms.• Allow students who struggle with the physical act of writing, or who have IEP and other accommodation needs to dictate their ideas to you or another adult to act as a scribe.• Consider more closely guiding small groups of students who struggle with language.



Closing and Assessment	Meeting Students’ Needs
<p>A. Debrief and Review Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Bring students together whole group. Ask them to consider then discuss with a nearby partner who is not a member of their regular group:<ul style="list-style-type: none">* What are some innovative ways that traditional Inuit used resources from their natural environment to meet their needs?• After 2 or 3 minutes, invite a few partners to share their thinking with the class.• Ask students to chorally read aloud each learning target and then demonstrate their level of mastery toward the target by using a Fist to Five.• Inform students they will take the End of Unit 1 Assessment in the next lesson.	<ul style="list-style-type: none">• Provide sentence starters for students who have difficulty expressing their ideas aloud.
Homework	Meeting Students’ Needs
<ul style="list-style-type: none">• Reread pages 26–27 of <i>The Inuit Thought of It</i> and add to your resource webs.• As needed, complete the Frayer Models of Key Terms.• Read your independent reading book for at least 15–20 minutes.	<ul style="list-style-type: none">• If possible, provide an audio version of pages 26–27 of the book for students who struggle reading independently.• Allow students who struggle with writing to dictate their web and Frayer Model ideas to someone at home to scribe for them.• Consider providing partially filled-in Frayer Models of Key Terms to students who struggle with language.



EXPEDITIONARY
LEARNING

Grade 5: Module 3B: Unit 1: Lesson 8

Supporting Materials



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Synthesizing My Thinking Note-catcher

Name:

Date:

Directions:

- Circle the natural resource that best answers the focus question below.
- Use specific details from the class resource webs to answer the remaining questions.
- Be prepared to share your thinking with the whole class.

Focus Question: In your opinion, which natural resource was most important for helping traditional Inuit adapt to the Arctic environment? (Circle one.)

Seal

Caribou

Walrus

Wood

Stone

1. In what ways did the natural resource you selected help traditional Inuit adapt to life in the Arctic?
2. Why was the resource you selected more important to native Inuit than the other four resources you have studied?
3. How would you describe the relationship between traditional Inuit and the resources that were available in their natural environment?



This image shows a blank 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.



Frayer Models of Key Terms

Complete the following:

1. Independently, refer to the text and your notes to help you complete each square of the three Frayer Models of Key Terms.
2. Discuss your thinking with group members.
3. Add to or revise your Frayer Models of Key Terms based on new understandings from your group discussion.

Sketch:		Definition:	
Sketch:		Definition:	
Sketch:		Definition:	



Frayer Models of Key Terms
(Answers, for Teacher Reference)

Remedy

- **Definition:** Cure for something
- **Synonym:** Medicine; cure; therapy
- **Antonym:** Illness; disease; infection
- **Examples:** Mosquito repellant; dog droppings/urine; cranberries

Damage

- **Definition:** Cause harm
- **Synonyms:** Injure; hurt; harm
- **Antonyms:** Repair; fix; mend; restore
- **Examples:** Frostbite; snow blindness; mosquito bites

Prevent

- **Definition:** Keep something from happening
- **Synonyms:** Stop; avoid; inhibit
- **Antonyms:** Allow; permit; let
- **Examples:** Snow goggles to prevent snow blindness; parkas used to keep hunters from being bitten by swarms of mosquitoes



EXPEDITIONARY
LEARNING

Grade 5: Module 3B: Unit 1: Lesson 9

End of Unit Assessment: “The Inuit Today”



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

- I can quote accurately from the text when explaining what the text says explicitly and when making inferences. (RI.5.1)
- I can determine two or more main ideas from a text and explain how they are supported by key details. (RI.5.2)
- I can summarize the text. (RI.5.2)
- I can identify the relationships between two or more individuals, events, ideas, or concepts in a historical text based on specific information in the text. (RI.5.3)
- I can determine the meaning of general academic and domain-specific words and phrases in a text. (RI.5.4)
- I can demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (L.5.5)
 - c. I can use the relationship between particular words to better understand each of the words.

Supporting Learning Targets

- I can determine two of the main ideas from the last pages of *The Inuit Thought of It* and explain how they are supported by key details from the text.
- I can explain the relationship between the Inuit and modern technologies, using details from the text.
- I can determine the meaning of key terms using a variety of strategies.

Ongoing Assessment

- End of Unit 1 Assessment
- Tracking My Progress, End of Unit 1 recording form



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Reviewing Homework and Engaging the Reader (12 minutes)B. Review Learning Targets (3 minutes)2. Work Time<ol style="list-style-type: none">A. End of Unit Assessment (30 minutes)B. Tracking My Progress (10 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Debrief and Sharing Reflections (5 minutes)4. Homework<ol style="list-style-type: none">A. Read your independent reading book for at least 15–20 minutes.	<ul style="list-style-type: none">• Students take the on-demand End of Unit 1 Assessment in this lesson.• During the Opening, students participate in a “legal note-passing” activity to help them review their notes and synthesize their thinking before they take the end of unit assessment.• In advance: Display all charts for student reference during the assessment: See materials list below.



Lesson Vocabulary	Materials
main ideas, supported, key details, relationship, modern, technologies, variety, strategies	<ul style="list-style-type: none">• Journal (begun in Lesson 1; one per student)• Vocabulary cards on metal ring (begun in Lesson 2; one set per student)• Seal, Caribou, Walrus, Wood, and Stone resource webs (class versions; from Lessons 2–6)• <i>The Inuit Thought of It</i> (book; one per student)• End-of-Unit 1 Assessment: Main Ideas and Details graphic organizer (one per student)• End of Unit 1 Assessment: “Inuit Today” (one per student)• Vocabulary Strategies anchor chart (from Lesson 2)• Natural Environment anchor chart (from Lesson 2)• Main Ideas and Details anchor chart (from Lesson 3)• Summary Paragraph anchor chart (from Lesson 4)• Frayer Model charts (from Lesson 7)• Tracking My Progress, End of Unit 1 recording form (one per student)• End of Unit 1 Assessment: “Inuit Today” (answers, for teacher reference)• Main Ideas and Details graphic organizer (answers, for teacher reference)



Opening	Meeting Students’ Needs
<p>A. Reviewing Homework and Engaging the Reader (12 minutes)</p> <ul style="list-style-type: none">• Ask students to take out their journals and vocabulary cards on metal ring and then find a partner who is not a member of their regular group and prepare for a “legal note-passing” activity.• Once students are partnered, explain that each student will write a two-or-three-sentence note to their partner that explains:<ul style="list-style-type: none">* “How did traditional Inuit use their resources in innovative ways to adapt to life in the Arctic?”• Tell students they should refer to the class Seal, Caribou, Walrus, Wood, and Stone resource webs as well their notes, summaries, and vocabulary cards to help them determine and craft a response to the question.• Clarify as needed and then ask students to begin reviewing their resources and writing a note to their partner.• After 5 minutes, prompt students to complete their thoughts and exchange notes with their partner.• Then ask students to silently read their partner’s note and in the margin write: agreements, disagreements, and/or questions they have about their partner’s note.• After 2 or 3 minutes, ask students to return their partner’s note, with comments added to the margin.• Tell students to review their partner’s comments and then discuss questions and areas of agreement or disagreement.• After 2 or 3 minutes, invite a few students to share ideas from their partner notes and discussion with the group.• Congratulate students on their ability to thoughtfully discuss with partners all they have learned about how traditional Inuit people adapted to their environment and found innovative ways to meet the needs of their community.• Tell students that today they will read the final two pages of <i>The Inuit Thought of It</i>. Then they will demonstrate their understanding of the text by determining main ideas and supporting details, summarizing, explaining the relationships described, and analyzing word meanings for the end of unit assessment.	<ul style="list-style-type: none">• For struggling readers, allow partners to whisper-read their own letters to each other before they write notes.• Allow students who struggle with the physical act of writing to dictate their notes to you or another adult to act as a scribe; or, if adequate technology is available, allow students to speak and record their ideas for their partner to listen to.• Provide sentence starters as needed to allow all students access to the conversation.• Consider displaying a student-paraphrased version of one or all three of the learning targets to support all students, especially during the Tracking My Progress portion at the end of this lesson.



Opening (continued)	Meeting Students’ Needs
<p>B. Review Learning Targets (3 minutes)</p> <ul style="list-style-type: none">• Ask students to read each learning target aloud with you:<ul style="list-style-type: none">* “I can determine two of the main ideas from the last pages of <i>The Inuit Thought of It</i> and explain how they are supported by key details from the text.”* “I can explain the relationship between the Inuit and modern technologies, using details from the text.”* “I can determine the meaning of key terms using a variety of strategies.”• Underline the following key terms from the targets, most of which students are familiar with from previous lessons and modules: <i>main ideas, supported, key details, relationship, modern, technologies, variety, and strategies.</i>• Ask students to talk with nearby peers about how they could restate each target in their own words, based on their understanding of key words.• After 1 or 2 minutes, cold call a few students to share their thinking whole group.	



Work Time	Meeting Students’ Needs
<p>A. End of Unit Assessment (30 minutes)</p> <ul style="list-style-type: none">• Ask students to collect their journals and their copies of <i>The Inuit Thought of It</i>.• Distribute an End-of-Unit 1 Assessment: Main Ideas and Details graphic organizer and the End of Unit 1 Assessment: “Inuit Today” to each student.• Read through the directions and answer students’ clarifying questions. Encourage students to refer to the resource webs, the Vocabulary Strategies anchor chart, Natural Environment anchor chart, Main Ideas and Details anchor chart, Summary Paragraph anchor chart, and Frayer Model charts as needed, for support during the assessment.• Ask students to turn to pages 28–29 of their texts and begin. Circulate to observe; because this is a formal on-demand assessment, do not provide support other than formally approved accommodations.• If students finish the assessment early, they may do the following:<ol style="list-style-type: none">1. Complete your vocabulary cards from this unit.2. Complete your Frayer Models of Key Terms from Lesson 8.3. Begin filling out your Tracking My Progress forms.4. Read your independent reading book.	<ul style="list-style-type: none">• ELLs receive extended time as an accommodation on NY State assessments.• If students receive accommodations for assessment, communicate with the cooperating service providers regarding the practices of instruction in use during this study, as well as the goals of the assessment.
<p>B. Tracking My Progress (10 minutes)</p> <ul style="list-style-type: none">• Distribute a Tracking My Progress, End of Unit 1 recording form to each student. Ask students to refer to their responses on the End-of-Unit 1 Assessment as they reflect on their ability to meet each of the targets.• Collect students’ assessments to review and score. See End of Unit 1 Assessment: “Inuit Today” (answers, for teacher reference) and Main Ideas and Details graphic organizer (answers, for teacher reference) to score students’ assessments.• Tell students to hold on to their progress forms to share with a partner during the debrief.	<ul style="list-style-type: none">• Consider allowing students who struggle with written language to dictate their reflections to a partner or the teacher. This allows all students to participate in the self-reflection in a meaningful way.



Closing and Assessment	Meeting Students’ Needs
<p>A. Debrief and Sharing Reflections (5 minutes)</p> <ul style="list-style-type: none">• Ask students to join a partner who is <i>not</i> a part of their regular small group to share reflections from their progress trackers.• After 2 or 3 minutes, focus students whole group and pose the following questions:<ul style="list-style-type: none">* “Which target(s) have you mastered? Explain your thinking.”* “Which target(s) are you struggling with? Explain.”* “How can you move toward mastery of the targets you are struggling with? What strategies might help you?”• Invite several students to share their thinking aloud.• Collect students’ progress trackers to review.• Congratulate students on their ability to demonstrate an understanding of how today’s Inuit people use a combination of traditional methods and modern conveniences to meet the needs of their community and to reflect on their learning.	<ul style="list-style-type: none">• Offer sentence starters to support all students in accessing the debrief conversation: “I think I have mastered ... because ...” and “I’m still struggling with ... because ...”
Homework	Meeting Students’ Needs
<ul style="list-style-type: none">• Read your independent reading book for at least 15–20 minutes.	<ul style="list-style-type: none">• If available, provide an audio version of independent reading books for struggling readers.



EXPEDITIONARY
LEARNING

Grade 5: Module 3B: Unit 1: Lesson 9

Supporting Materials



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End-of-Unit 1 Assessment:
Main Ideas and Details Graphic Organizer

Main Idea 1 Initial: Revised:			
Detail 1	Detail 2	Detail 3	Detail 4

Main Idea 2 Initial: Revised:			
Detail 1	Detail 2	Detail 3	Detail 4



End of Unit 1 Assessment:
Main Ideas and Details Graphic Organizer
(Answers, for Teacher Reference)

Main Idea 1

Initial: Inuit today use modern conveniences and technology.

Revised: Life for the Inuit today is very different because they can use modern technologies and conveniences that make many things easier.

Detail 1
The Inuit get their food, medicines, and clothing from stores, so they do not have to rely on hunting animals or finding other natural resources.

Detail 2
“Instead of living in igloos or tents, we have modern heated homes with electricity.”

Detail 3
The Inuit use cars, snowmobiles, and motorboats instead of dog sleds and kayaks.

Detail 4
The Inuit use modern forms of entertainment, “such as TVs, MP3 players, CD and DVD players, and computer and video games.”



End of Unit 1 Assessment:
Main Ideas and Details Graphic Organizer
(Answers, for Teacher Reference)

Main Idea 2

Initial: Some new technologies are helpful for preserving Inuit traditions.

Revised: The Inuit continue to demonstrate their spirit of innovation as they use modern technologies in new ways to preserve Inuit traditions.

Detail 1

“Today, the Inuit show the same spirit of innovation in the ways in which we work to preserve our traditional culture while living a modern lifestyle.”

Detail 2

Many children go to modern schools but study and share the traditional language of Inuktitut, using computers.

Detail 3

Inuit still hunt for caribou, seals, walruses, and whales, but they use modern technology.

Detail 4

Inuit elders used to teach children about their culture by telling stories, but now the Inuit are using computers and websites to teach many people about Inuit culture.



End of Unit 1 Assessment:
“The Inuit Today”

Name: _____

Date: _____

Directions:

- Independently read through “Inuit Today,” pages 28–29 of *The Inuit Thought of It*, to determine the gist.
 - Use the details from the introductory paragraph, subsections, and images to complete your Main Ideas and Supporting Details note-catcher. (RI.5.1, RI.5.2)
 - Use the text and the information on your note-catcher to respond to the assessment questions.
1. On page 28, the text states, “And we no longer depend on Arctic animals for survival; food, clothes, medicine, and all the **conveniences** of modern life can be purchased from stores.” (RI.5.4, L.5.5 c)

What is the meaning of the term *conveniences* as it is used in the text?

- ☐ Shelters
- ☐ Things that are needed to survive
- ☐ Transportation
- ☐ Items that make life easier

2. On page 29, the text states, “Today, Inuit show the same **spirit** of innovation in the ways in which we work to preserve our traditional culture while living a modern lifestyle.”

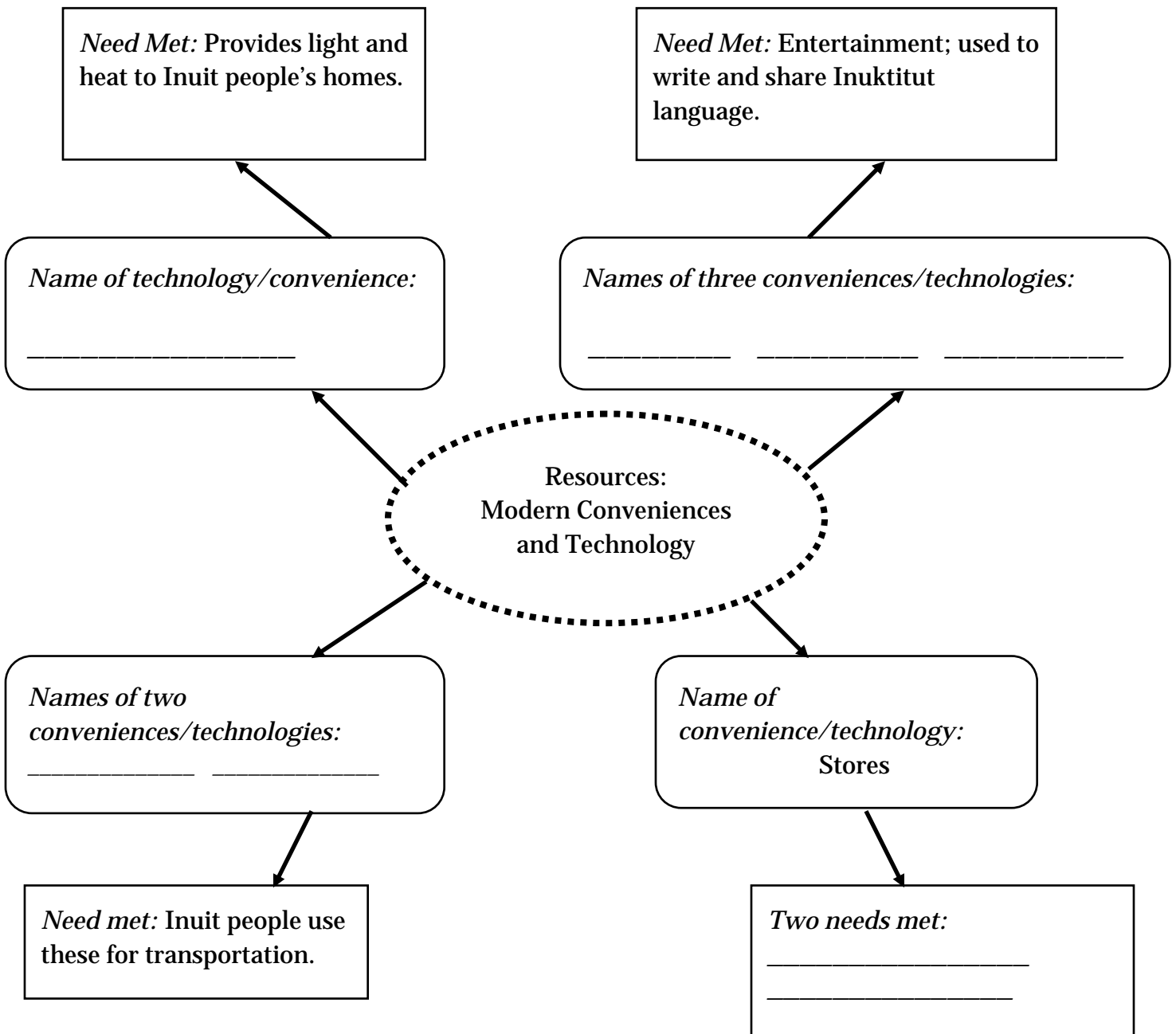
What is a synonym for the word *spirit* in this sentence? (L.5.5 c)

- ☐ Strength
- ☐ Quality
- ☐ Energy
- ☐ Ghost



End of Unit 1 Assessment:
"The Inuit Today"

3. Fill in the lines on the resource web to show how today's Inuit use modern conveniences and technology to meet their needs. (RI.5.1, RI.5.3)





- Your summary paragraph should include:**

- A topic sentence that explains what these pages are mostly about
- Two main ideas, explained and supported with key details from the text
- A combination of quotes and paraphrased details from the text to explain each main idea
- A conclusion sentence that restates the topic in a new and interesting way

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.



End of Unit 1 Assessment:
“The Inuit Today”
(Answers, for Teacher Reference)

Directions:

- Independently read through “Inuit Today,” pages 28–29 of *The Inuit Thought of It*, to determine the gist.
 - Use the details from the introductory paragraph, subsections, and images to complete your Main Ideas and Supporting Details note-catcher. (RI.5.1, RI.5.2)
 - Use the text and the information on your note-catcher to respond to the assessment questions.
1. On page 28, the text states, “And we no longer depend on Arctic animals for survival; food, clothes, medicine, and all the **conveniences** of modern life can be purchased from stores.” (RI.5.4, L.5.5 c)

What is the meaning of the term *conveniences* as it is used in the text?

- ☐ Shelters
- ☐ Things that are needed to survive
- ☐ Transportation
- X **Items that make life easier**

5. On page 29, the text states, “Today, Inuit show the same **spirit** of innovation in the ways in which we work to preserve our traditional culture while living a modern lifestyle.”

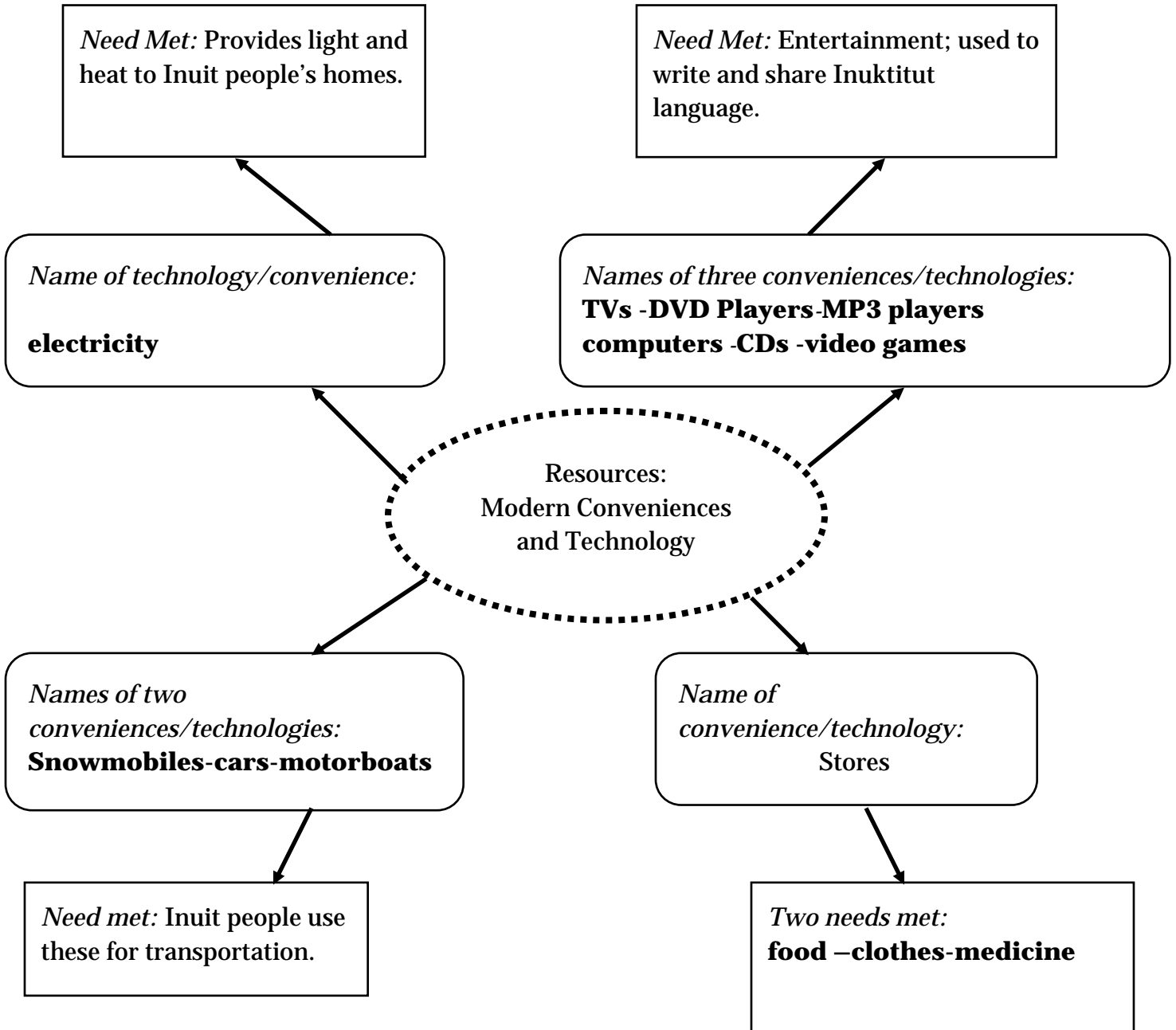
What is a synonym for the word *spirit* in this sentence? (L.5.5 c)

- ☐ Strength
- ☐ Quality
- X **Energy**
- ☐ Ghost



End of Unit 1 Assessment:
“The Inuit Today”
(Answers, for Teacher Reference)

6. Fill in the lines on the resource web to show how today’s Inuit use modern conveniences and technology to meet their needs. (RI.5.1, RI.5.3)





End of Unit 1 Assessment:
“The Inuit Today”
(Answers, for Teacher Reference)

7. In the space below, use information from the text and your note-catcher to write a 7–9 sentence paragraph that summarizes pages 28–29 of *The Inuit Thought of It*. (RI.5.2)

Your summary paragraph should include:

- A topic sentence that explains what these pages are mostly about
- Two main ideas, explained and supported with key details from the text
- A combination of quotes and paraphrased details from the text to explain each main idea
- A conclusion sentence that restates the topic in a new and interesting way

Inuit today are both similar to and different from traditional Inuit. Life for the Inuit today is very different because they can use modern technologies and conveniences that make many things easier. For example, most Inuit today do not need to build igloos or move camps with the seasons because they live in modern homes with heating and electricity. In addition, they buy clothes, food, and medicine from stores instead of relying on animals or other natural resources. Although many things have changed, Inuit continue to demonstrate their spirit of innovation as they use modern technologies in new ways to preserve Inuit traditions. In the text it says, “Today, the Inuit show the same spirit of innovation in the ways in which we work to preserve our traditional culture while living a modern lifestyle.” Modern schools and computers are used to teach about Inuit culture and traditional language, and modern weapons are used for hunting. Inuit people are learning to adapt to new technologies, while trying to preserve parts of their traditional culture.



Tracking My Progress, End of Unit 1

Name: _____

Date: _____

Learning Target: I can determine two of the main ideas from the last pages of *The Inuit Thought of It* and explain how they are supported by key details from the text.

1. The target in my own words is:

2. How am I doing? Circle one.

I need more help to learn this



I understand some of this



I am on my way!



3. The evidence to support my self-assessment is:



Tracking My Progress, End of Unit 1

Name: _____

Date: _____

Learning Target: I can explain the relationship between the Inuit and modern technologies, using details from the text.

1. The target in my own words is:

2. How am I doing? Circle one.

I need more help to learn this



I understand some of this



I am on my way!



3. The evidence to support my self-assessment is:



Tracking My Progress, End of Unit 1

Name:

Date:

Learning Target: I can determine the meaning of key terms using a variety of strategies.

1. The target in my own words is:

2. How am I doing? Circle one.

I need more help to learn this



I understand some of this



I am on my way!



3. The evidence to support my self-assessment is:
