



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">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 18–19 (10 minutes)B. Determining Main Ideas and Supporting Details and Summarizing (30 minutes)C. Using Antonyms to Understand Key Terms (10 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 18–19 of <i>The Inuit Thought of It</i> and add to the resource web.B. If necessary, complete the summary paragraph.C. 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
<p>visual gist, determine, main ideas, identify, key, supporting, quotes, paraphrased details, analyzing, relationship; traditional, scarce, artificial (19)</p>	<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.



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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