



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
<p>1. Opening</p> <p>A. Reviewing Homework and Engaging the Reader (5 minutes)</p> <p>2. Work Time</p> <p>A. Visualizing the Gist: <i>The Inuit Thought of It</i>, Pages 26–27 (10 minutes)</p> <p>B. Synthesizing Details to Explain Relationships: World Café (25 minutes)</p> <p>C. Analyzing Key Terms: The Frayer Model (15 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Debrief and Review Learning Targets (5 minutes)</p> <p>4. Homework</p> <p>A. Reread pages 26–27 of <i>The Inuit Thought of It</i> and add to your resource webs.</p> <p>B. As needed, complete the Frayer Models of Key Terms.</p> <p>C. Read your independent reading book for at least 15–20 minutes.</p>	<ul style="list-style-type: none"><li>• In this lesson, students read the section titled “Medicine and Healing” from <i>The Inuit Thought of It</i>.</li><li>• 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.</li><li>• 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.</li><li>• In advance:<ul style="list-style-type: none"><li>– Display the five class resource webs: Seal, Caribou, Walrus, Wood, and Stone.</li><li>– Create and display signs labeled Seal, Caribou, Walrus, Wood, and Stone for the World Café protocol.</li><li>– Review the World Café protocol (see Appendix) in order to facilitate student discussions during Work Time B.</li><li>– Review Milling to Music and Fist to Five in Checking for Understanding Techniques (see Appendix).</li></ul></li></ul>



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



Opening	Meeting Students’ Needs
<p><b>A. Reviewing Homework and Engaging the Reader (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Ask students to take out the Frayer vocabulary card they completed for homework.</li><li>• 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.</li><li>• Once students are partnered, ask them to share their cards with each other and discuss the similarities and differences between their ideas.</li><li>• After 2 or 3 minutes, focus students whole group and invite a few partners to share out ideas from their discussions.</li><li>• Ask students to add their Frayer vocabulary card to their <b>vocabulary cards on metal ring</b> that they have been collecting throughout this unit.</li><li>• 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.</li></ul>	<ul style="list-style-type: none"><li>• Provide sentence starters to allow all students access to partner discussions. Example: “I notice my model is similar to/different from yours because ...”</li></ul>



Work Time	Meeting Students’ Needs
<p><b>A. Visualizing the Gist: <i>The Inuit Thought of It</i>, Pages 26–27 (10 minutes)</b></p> <ul style="list-style-type: none"><li>• Ask students to collect their copies of <i>The Inuit Thought of It</i> and their <b>journals</b> before meeting in their groups.</li><li>• Direct them to open their books to page 26, the section titled “Medicine and Healing.”</li><li>• 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.</li><li>• As students finish, they should begin discussing the gist of the text.</li><li>• After 4 or 5 minutes or as students have completed the task, refocus students whole class.</li><li>• Have students divide a clean page in their journal into four sections.</li><li>• Ask students to select one subsection from the text for which they would like to draw a visual gist.</li><li>• Give students 30 seconds to sketch a visual gist of the subsection into one quadrant of their journal page. Set a <b>timer</b>.</li><li>• Have students select a second subsection from the text, and give them 30 seconds to sketch a visual gist.</li><li>• 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.</li><li>• Invite several students to share their visual gist sketches whole class.</li><li>• Encourage students to consider and explain:<ul style="list-style-type: none"><li>* “What <i>one</i> idea or statement ties all four sketches together?”</li></ul></li><li>• 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.</li></ul>	<ul style="list-style-type: none"><li>• 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.</li><li>• 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.</li><li>• 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.</li></ul>



Work Time (continued)	Meeting Students’ Needs
<p><b>B. Synthesizing Details to Explain Relationships: World Café (25 minutes)</b></p> <ul style="list-style-type: none"> <li>• Direct students to read today’s first learning target aloud chorally:           <ul style="list-style-type: none"> <li>* “I can explain the relationship between the Inuit and their natural environment, using details from the text.”</li> </ul> </li> <li>• Draw students’ attention to the familiar terms: <i>relationships</i>, <i>natural</i>, and <i>environment</i>.</li> <li>• Refer to the <b>Seal, Caribou, Walrus, Wood, and Stone resource webs</b> and the <b>Natural Environment anchor chart</b> as you could call a few students to restate the target in their own words.</li> <li>• Distribute <b>white boards</b> to each group and a <b>white board marker</b> to each student.</li> <li>• 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.</li> <li>• Clarify as needed and then circulate to provide support.</li> <li>• 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.</li> <li>• 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"> <li>* “In your opinion, which natural resource was the <i>most important</i> for helping the Inuit adapt to the Arctic environment? Explain.”</li> </ul> </li> <li>• 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"> <li>* “What information makes you think that this resource is more important than the others?”</li> <li>* “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?”</li> <li>* “What is it that traditional Inuit needed most to successfully adapt to life in the Arctic?”</li> </ul> </li> <li>• After 2 or 3 minutes, distribute the <b>Synthesizing My Thinking note-catcher</b>. Clarify directions as needed.</li> <li>• Have students circle the resource they think best answers the question at the top of the note-catcher.</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Display the target restated in students’ language to support all students, especially ELLs.</li> <li>• 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.</li> <li>• 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 _____.”</li> <li>• 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.</li> <li>• Consider previewing the World Café protocol with students who find it difficult to navigate multistep protocols.</li> </ul>



Work Time (continued)	Meeting Students’ Needs
<ul style="list-style-type: none"><li>• 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.</li><li>• After 4 or 5 minutes, refocus students whole class.</li><li>• Use a <b>document camera</b> to display the <b>World Café protocol directions</b> 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.</li><li>• Direct students to meet in groups of three or four to begin the World Café by discussing Question 1 from their note-catchers.</li><li>• Give students 3 or 4 minutes to work in each World Café group before changing to meet with a new discussion group.</li><li>• 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.</li><li>• After 10–12 minutes or three group rotations, refocus students whole class.</li><li>• 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.</li></ul>	



Work Time (continued)	Meeting Students' Needs
<p><b>C. Analyzing Key Terms: The Frayer Model (15 minutes)</b></p> <ul style="list-style-type: none"><li>• Ask students to rejoin their regular groups then chorally read aloud the second learning target:<ul style="list-style-type: none"><li>* “I can better understand words by completing Frayer Models.”</li></ul></li><li>• 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.</li><li>• 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.</li><li>• 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.</li><li>• Display and distribute the <b>Frayer Models of Key Terms</b>. Read the directions aloud and answer any clarifying questions.</li><li>• Ask students to begin working independently. Circulate to offer guidance, and encourage students to refer to their group <b>Frayer Model charts</b> from Lesson 7 for ideas.</li><li>• 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.</li><li>• After 2 or 3 minutes, cold call students to share their ideas whole group. See <b>Frayer Models of Key Terms (answers, for teacher reference)</b> for ideas students may share.</li></ul>	<ul style="list-style-type: none"><li>• Allow students who struggle with language to use a dictionary and/or thesaurus to complete the Frayer Models.</li><li>• For second language learners, consider limiting the number of words they create a Frayer Model for, to one or two key terms.</li><li>• 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.</li><li>• Consider more closely guiding small groups of students who struggle with language.</li></ul>



Closing and Assessment	Meeting Students’ Needs
<p><b>A. Debrief and Review Learning Targets (5 minutes)</b></p> <ul style="list-style-type: none"><li>• 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"><li>* What are some innovative ways that traditional Inuit used resources from their natural environment to meet their needs?</li></ul></li><li>• After 2 or 3 minutes, invite a few partners to share their thinking with the class.</li><li>• 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.</li><li>• Inform students they will take the End of Unit 1 Assessment in the next lesson.</li></ul>	<ul style="list-style-type: none"><li>• Provide sentence starters for students who have difficulty expressing their ideas aloud.</li></ul>
Homework	Meeting Students’ Needs
<ul style="list-style-type: none"><li>• Reread pages 26–27 of <i>The Inuit Thought of It</i> and add to your resource webs.</li><li>• As needed, complete the Frayer Models of Key Terms.</li><li>• Read your independent reading book for at least 15–20 minutes.</li></ul>	<ul style="list-style-type: none"><li>• If possible, provide an audio version of pages 26–27 of the book for students who struggle reading independently.</li><li>• Allow students who struggle with writing to dictate their web and Frayer Model ideas to someone at home to scribe for them.</li><li>• Consider providing partially filled-in Frayer Models of Key Terms to students who struggle with language.</li></ul>



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## 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?





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.

<b>Sketch:</b>		<b>Definition:</b>	
<b>remedy</b>			
<b>Synonyms:</b>	<b>Antonyms:</b>	<b>Examples:</b>	
<b>Sketch:</b>		<b>Definition:</b>	
<b>damage</b>			
<b>Synonyms:</b>	<b>Antonyms:</b>	<b>Examples:</b>	
<b>Sketch:</b>		<b>Definition:</b>	
<b>prevent</b>			
<b>Synonyms:</b>	<b>Antonyms:</b>	<b>Examples:</b>	



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

**Remedy**

- **Definition:** Cure for something
- **Synonym:** Medicine; cure; therapy
- **Antonym:** Illness; disease; infection
- **Examples:** Mosquito repellent; 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