



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



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Agenda	Teaching Notes
<ol style="list-style-type: none"> <li>1. Opening               <ol style="list-style-type: none"> <li>A. Reviewing Homework and Engaging the Reader (5 minutes)</li> </ol> </li> <li>2. Work Time               <ol style="list-style-type: none"> <li>A. Visualizing the Gist: <i>The Inuit Thought of It</i>, Pages 24–25 (10 minutes)</li> <li>B. Determining Main Ideas and Supporting Details and Writing a Summary Paragraph (25 minutes)</li> <li>C. Analyzing Key Terms: The Frayer Model (15 minutes)</li> </ol> </li> <li>3. Closing and Assessment               <ol style="list-style-type: none"> <li>A. Debrief and Review Learning Targets: Adding to Resource Webs (5 minutes)</li> </ol> </li> <li>4. Homework               <ol style="list-style-type: none"> <li>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.</li> <li>B. Complete your Frayer vocabulary card.</li> <li>C. Read your independent reading book for at least 15–20 minutes.</li> </ol> </li> </ol>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• In advance:               <ul style="list-style-type: none"> <li>– Display the Seal, Caribou, Walrus, Wood, and Stone resource webs.</li> <li>– 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).</li> <li>– Review Work Time B for suggestions about locating examples of summary paragraphs that structure elements differently, for student reference.</li> <li>– Review Frayer Model chart: Traditional as well as Work Time C to be able to support students with this method for analyzing word meaning.</li> <li>– Create one Frayer Model chart for each group (see example in supporting materials). Some groups may have the same word.</li> </ul> </li> </ul>



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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"><li>• Vocabulary cards on metal ring (from Lessons 1–6)</li><li>• Seal, Caribou, Walrus, Wood, and Stone resource webs (class versions; from Lessons 2–6)</li><li>• <i>The Inuit Thought of It</i> (book; one per student)</li><li>• Journal (begun in Lesson 1; one per student)</li><li>• Main Ideas and Details anchor chart (from Lesson 3)</li><li>• Main Ideas and Details graphic organizer (from Lesson 3; one new blank copy per student)</li><li>• Main Ideas and Details graphic organizer (answers, for teacher reference)</li><li>• Summary Paragraph anchor chart (from Lesson 4)</li><li>• Summary Paragraph Requirements (one for display)</li><li>• Document camera</li><li>• Vocabulary Strategies anchor chart (from Lesson 2)</li><li>• Frayer Model chart: Traditional (one to display)</li><li>• Frayer Model chart (one per group; teacher-created; see example in supporting materials)</li><li>• Thesaurus (one per group)</li><li>• Frayer Model chart (answers, for teacher reference)</li><li>• Frayer vocabulary card (one per student)</li></ul>



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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 index cards they completed for homework as well as the <b>vocabulary cards on metal ring</b> that they have completed during this unit and then quickly join their regular small groups.</li><li>• Focus students’ attention on the class <b>Seal, Caribou, Walrus, Wood, and Stone resource webs</b>. 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.</li><li>• Give the following directions:<ol style="list-style-type: none"><li>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.</li><li>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.</li><li>3. Be prepared to share your thinking whole group.</li></ol></li><li>• 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.</li><li>• 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.</li><li>• Ask students to place all their vocabulary cards back on the metal rings.</li><li>• 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.</li></ul>	<ul style="list-style-type: none"><li>• For students who struggle with organizing multiple materials, consider preselecting five of their vocabulary cards for them to sort.</li><li>• Consider providing a sentence frame to allow all students the opportunity to share their thinking: “We sorted the word _____ into the resource _____ because _____.”</li></ul>



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Work Time	Meeting Students’ Needs
<p><b>A. Visualizing the Gist: <i>The Inuit Thought of It</i>, Pages 24–25 (10 minutes)</b></p> <ul style="list-style-type: none"><li>• Ask students to get their copies of <i>The Inuit Thought of It</i> and their <b>journals</b> and then rejoin their groups.</li><li>• Display the following directions:<ol style="list-style-type: none"><li>1. Open your copy of <i>The Inuit Thought of It</i> to pages 24 and 25.</li><li>2. Work with your group to read these two pages. Decide if you will take turns reading aloud or whisper-read chorally.</li><li>3. Discuss the gist of the text.</li><li>4. Draw a quick visual gist on a clean page in your journal.</li><li>5. Record a gist statement below the visual gist in your journal.</li></ol></li><li>• Clarify directions as needed.</li><li>• 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"><li>– “The Inuit ate food that was raw, cooked, or dried, so I drew three quick pictures of each type of food.”</li><li>– “The Inuit found ways to store food for times when meat was scarce; I drew a picture of food stored in sealskin bags.”</li></ul></li><li>• After several students have shared, give students 1 minute to revise the visual gists and gist statements they recorded in their journals.</li></ul>	<ul style="list-style-type: none"><li>• 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.</li><li>• 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.</li><li>• 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.</li></ul>



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Work Time (continued)	Meeting Students’ Needs
<p><b>B. Determining Main Ideas and Supporting Details and Writing a Summary Paragraph (25 minutes)</b></p> <ul style="list-style-type: none"> <li>Ask students to read the first learning target aloud chorally: <ul style="list-style-type: none"> <li>* “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.”</li> </ul> </li> <li>Revisit the <b>Main Ideas and Details anchor chart</b> as needed.</li> <li>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.</li> <li>Distribute a new blank copy of the <b>Main Ideas and Details graphic organizer</b>.</li> <li>Display the following directions: <ol style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> </ol> </li> <li>Clarify directions as needed before releasing students to work in their groups.</li> <li>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"> <li>* “How could you group the details in this section to support two different main ideas?”</li> <li>* “What are the most important ideas you learned about the Inuit and food from reading this section?”</li> </ul> </li> <li>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 <b>Main Ideas and Details graphic organizer (answers, for teacher reference)</b> for possible student responses.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>Consider providing one main idea and charging this small group with finding the other main idea.</li> <li>Consider providing one or two key supporting details and challenging this small group to find the rest.</li> <li>Encourage students to display their Main Ideas and Details graphic organizer under a document camera to provide a model.</li> <li>Provide a few minutes for students to revise their graphic organizers after the whole group share-out.</li> <li>Consider displaying the target restated in students’ language to support all students, especially ELLs.</li> <li>Consider pulling a small group of students who struggle with writing to guide them through the process of writing a summary paragraph together.</li> </ul>



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Work Time (continued)	Meeting Students’ Needs
<ul style="list-style-type: none"><li>• Ask students to read the second learning target aloud chorally:<ul style="list-style-type: none"><li>* “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.”</li></ul></li><li>• Draw students’ attention to the familiar terms: <i>summarizes</i>, <i>quotes</i>, and <i>paraphrased</i>.</li><li>• Cold call a few students to restate this target in their own words.</li><li>• 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.</li><li>• Refer students to the displayed <b>Summary Paragraph anchor chart</b>. Review the organizational structure of the paragraph on the anchor chart, highlighting key elements such as a topic sentence and restated main ideas.</li><li>• 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.</li><li>• 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.</li><li>• Display the <b>Summary Paragraph Requirements</b>:<ul style="list-style-type: none"><li>• A topic sentence that explains what these pages are mostly about</li><li>• Two main ideas, explained and supported with key details from the text</li><li>• A combination of quotes and paraphrased details from the text to explain each main idea</li><li>• A conclusion sentence that restates the topic in a new and interesting way</li></ul></li><li>• Clarify the required elements as needed.</li><li>• 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.</li></ul>	





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Work Time (continued)	Meeting Students’ Needs
<ul style="list-style-type: none"><li>• 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.</li><li>• 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.</li><li>• After 8–10 minutes, refocus students whole class.</li><li>• Invite several students to share their summary paragraphs aloud. Consider allowing students to share their summary paragraphs under a <b>document camera</b> so others can follow along.</li><li>• 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.</li><li>• 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.</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>Read the third learning target aloud: <ul style="list-style-type: none"> <li>* “I can better understand words by completing a Frayer Model with group members.”</li> </ul> </li> <li>Revisit the <b>Vocabulary Strategies anchor chart</b> as needed.</li> <li>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.</li> <li>Use the document camera to display <b>Frayer Model chart: Traditional</b>. Ask students to review the example and then discuss in groups: <ul style="list-style-type: none"> <li>* “What do you notice about how a Frayer Model is used to describe the meaning of the word ‘traditional’?”</li> <li>* “What do you wonder about the Frayer Model?”</li> </ul> </li> <li>After 2 minutes, invite a few students to share their thinking aloud. Listen for ideas such as: <ul style="list-style-type: none"> <li>– “I notice there are five spaces on the model to record a definition; sketch a picture; and write synonyms, antonyms, and examples of ‘traditional.’”</li> <li>– “I wonder which part of the Frayer Model should be completed first.”</li> </ul> </li> <li>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"> <li>* “How can drawing a picture of a word help us understand its definition?”</li> </ul> </li> <li>After 1 minute, invite a few students to share out. Listen for suggestions such as: <ul style="list-style-type: none"> <li>– “Drawing a picture can help us ‘see’ what the word means before trying to put it into words.”</li> </ul> </li> <li>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"> <li>* “How does this definition describe the picture?”</li> </ul> </li> <li>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).</li> </ul>	<ul style="list-style-type: none"> <li>Post directions for completing the Frayer Model chart for student reference.</li> <li>For students who struggle with multistep directions, encourage them to highlight then complete one step at a time.</li> <li>Consider more closely guiding small groups of students who struggle with language.</li> <li>Allow students who struggle with the physical act of writing, or who have IEP or other accommodation considerations, to dictate or type their responses.</li> </ul>



Work Time (continued)	Meeting Students’ Needs
<ul style="list-style-type: none"><li>• 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"><li>* “How do synonyms and antonyms help us better understand the meaning of ‘traditional’?”</li></ul></li><li>• After 1 minute, cold call a few students to share out. Listen for:<ul style="list-style-type: none"><li>– 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;</li><li>– 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.</li></ul></li><li>• Finally, point to the Examples box and ask students how the examples listed help them better understand what “traditional” means.</li><li>• 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"><li>– “Naming specific examples from the text helps me understand what this word means in the context of what we’re studying.”</li></ul></li><li>• Clarify any misconceptions to ensure students understand each element of the Frayer Model.</li><li>• Then, list each of the key terms on the board: <i>store</i>, <i>valuable</i>, and <i>effective</i>.</li><li>• 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.</li><li>• Distribute a <b>Frayer Model chart</b> and a <b>thesaurus</b> to each group and give the following directions:<ol style="list-style-type: none"><li>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.</li><li>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.</li><li>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.</li></ol></li></ul>	



Determining Main Ideas and Supporting Details to Write a Summary  
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Work Time (continued)	Meeting Students’ Needs
<ul style="list-style-type: none"><li>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.</li><li>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.</li><li>• Clarify directions as needed and ask students to begin. Circulate to offer guidance and support.</li><li>• 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 <b>Frayer Model chart (answers, for teacher reference)</b> for possible student responses.</li><li>• As students share out, pose questions to the class such as:<ul style="list-style-type: none"><li>* “How does this group’s model help you better understand the key term?”</li><li>* “Which part of this model best helps you understand the meaning of this word? Explain.”</li><li>* “Would you add anything to the chart to further describe the meaning of this word? Explain.”</li></ul></li><li>• Praise students for their ability to work collaboratively with group members to analyze and explain the meaning of key terms using the Frayer Model.</li></ul>	



Closing and Assessment	Meeting Students’ Needs
<p><b>A. Debrief and Review Learning Targets: Adding to Resource Webs (5 minutes)</b></p> <ul style="list-style-type: none"> <li>Ask students to read each learning target aloud chorally:             <ul style="list-style-type: none"> <li>* “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.”</li> <li>* “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.”</li> <li>* “I can better understand words by completing a Frayer Model with group members.”</li> </ul> </li> <li>Direct students to consider and discuss:             <ul style="list-style-type: none"> <li>* “Which target do you feel most confident about? Explain.”</li> <li>* “Which target was the most challenging for you today? Explain.”</li> </ul> </li> <li>After 1 or 2 minutes, invite several students to share their reflections whole class. Student responses will vary.</li> <li>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"> <li>* “What food resources were most valuable to the Inuit? Why?”</li> </ul> </li> <li>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"> <li>– “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.”</li> <li>– “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.”</li> </ul> </li> <li>Add students’ ideas to the class resource webs.</li> <li>Distribute the <b>Frayer vocabulary card</b> with directions for homework. Review and clarify directions as needed.</li> </ul>	<ul style="list-style-type: none"> <li>Consider rereading relevant portions of the text aloud to students who struggle with reading the text independently.</li> <li>Provide sentence starters for students who have difficulty expressing their ideas aloud.</li> </ul>



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Homework	Meeting Students’ Needs
<ul style="list-style-type: none"><li>• 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.</li><li>• Complete your Frayer vocabulary card.</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 24–25 of the book for students who struggle reading independently.</li><li>• Allow students who struggle with writing to dictate their web and Frayer vocabulary card ideas to someone at home to scribe for them.</li><li>• Consider providing a partially filled-in Frayer vocabulary card to students who struggle with language.</li></ul>



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# 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

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

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*.

<b>Sketch:</b>	<b>Definition:</b>	
<b>Traditional</b>		
<b>Synonyms:</b>	<b>Antonyms:</b>	<b>Examples:</b>



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.

<b>Sketch:</b>		<b>Definition:</b>	
<b>Synonyms:</b>	<b>Antonyms:</b>	<b>Examples:</b>	

