



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"> <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 16 and 17 (10 minutes)</li> <li>B. Determining Main Ideas and Identifying Key Supporting Details (20 minutes)</li> <li>C. Analyzing Synonymous Terms (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 (10 minutes)</li> </ol> </li> <li>4. Homework               <ol style="list-style-type: none"> <li>A. Reread pages 16 and 17 of <i>The Inuit Thought of It</i> and add to resource web.</li> <li>B. Complete vocabulary terms.</li> <li>C. Read your independent reading book for at least 30 minutes.</li> </ol> </li> </ol>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• In advance:               <ul style="list-style-type: none"> <li>– 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.</li> <li>– 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.</li> <li>– Review Fist to Five in Checking for Understanding Techniques (Appendix).</li> </ul> </li> </ul>



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"> <li>• Journal (one per student; begun in Lesson 1)</li> <li>• Seal, Caribou, and Walrus resource webs (class versions; from Lesson 2)</li> <li>• <i>The Inuit Thought of It</i> (book; one per student)</li> <li>• Visual Gist chart (class version; completed in Lesson 1)</li> <li>• Main Ideas and Details anchor chart (new; teacher-created)</li> <li>• Main Ideas and Details graphic organizer (one per student)</li> <li>• Main Ideas and Details graphic organizer (answers, for teacher reference)</li> <li>• Main Ideas and Details task card (one per student)</li> <li>• Quote/Paraphrase anchor chart (from Module 2B, Unit 1, Lesson 2)</li> <li>• Index cards (one-hole punched; eight per student)</li> <li>• Metal ring (one per student; from Lesson 2)</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 locate their <b>journals</b> and meet with a partner who is not in their small discussion group.</li> <li>• Direct students to share the resource webs they created for homework and discuss the following: <ul style="list-style-type: none"> <li>* “How did the Inuit use this resource in innovative ways to meet their needs?”</li> </ul> </li> <li>• 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.</li> <li>• Add student-generated examples to the class <b>Seal, Caribou, and Walrus resource webs</b>.</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• 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_____.”</li> <li>• For students who struggle with writing, allow them to dictate examples they would like added to their web, to an adult.</li> </ul>



Work Time	Meeting Students’ Needs
<p><b>A. Visualizing the Gist: <i>The Inuit Thought of It</i>, Pages 16 and 17 (10 minutes)</b></p> <ul style="list-style-type: none"><li>• 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.</li><li>• Direct students to open their books to page 16 and explain that today’s lesson focuses on the section titled “Shelter.”</li><li>• 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 <b>Visual Gist chart</b> completed during Lesson 1 as needed to refresh students’ memories.</li><li>• 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.</li><li>• Tell students to begin reading pages 16 and 17 with their group members, alternating paragraphs read aloud.</li><li>• 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.</li><li>• Give students 1 minute to draft a visual gist.</li><li>• 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.</li><li>• 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"><li>– “The Inuit used different shelters to protect themselves from the harsh Arctic weather in different seasons.”</li><li>– The Inuit used the available materials, such as snow and animal furs, to build shelters that could protect them from the elements.”</li></ul></li><li>• Give students 1 minute to revise the visual gists and gist statements in their journals, based on new understandings from the whole group share.</li></ul>	<ul style="list-style-type: none"><li>• 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.</li><li>• Encourage students who share their visual gist and gist statements to display them under a document camera, as a way to support visual learners.</li></ul>



Work Time (continued)	Meeting Students’ Needs
<p><b>B. Determining Main Ideas and Identifying Key Supporting Details (20 minutes)</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>Ask students to read the first learning target aloud chorally: <ul style="list-style-type: none"> <li>* “I can determine two main ideas from pages 16 and 17 of <i>The Inuit Thought of It</i>.”</li> </ul> </li> <li>Draw students’ attention to the term <i>main ideas</i>. Remind them that this term was discussed in Module 2.</li> <li>Give students 1 minute to review the term in their small groups and discuss their understanding of main ideas.</li> <li>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.</li> <li>Display the new <b>Main Ideas and Details anchor chart</b> and add a student-generated definition of main ideas.</li> <li>Cold call a few students to restate the target in their own words.</li> <li>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.</li> <li>Direct students to look back at pages 16 and 17 of the text.</li> <li>Ask what they notice when they look at these pages. Listen for responses such as: <ul style="list-style-type: none"> <li>– “I notice a big picture of people with blocks of snow.”</li> <li>– “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.”</li> <li>– “I notice that the text in the first paragraph is bigger than the text in the other paragraphs.”</li> <li>– “I notice lots of pictures with captions.”</li> <li>– “I notice the text is separated into different parts; it is not all connected as in a novel.”</li> </ul> </li> <li>Point out that the elements they noticed in the text are text features that the author included to help clearly communicate important ideas.</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Consider using a document camera or overhead projector to model how to use the Main Ideas and Details graphic organizer.</li> <li>Consider displaying a student-restated version of the learning target under the original to support all students, especially ELLs.</li> <li>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.</li> <li>Encourage students to share the main ideas their group generated under the document camera to support visual learners and students who struggle with organization.</li> <li>Encourage students to display their revised main idea statements under the document camera as they share out whole group, to support visual learners.</li> <li>Recognizing and using text features is a strategy that helps students understand complex informational texts.</li> </ul>



Work Time (continued)	Meeting Students’ Needs
<ul style="list-style-type: none"><li>• 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.</li><li>• 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.</li><li>• Record or reveal the sentence “Identify main ideas from the introductory paragraph” under “Strategies for Determining Main Ideas” on the anchor chart.</li><li>• Distribute the <b>Main Ideas and Details graphic organizer</b>.</li><li>• Draw students’ attention to the box labeled Main Idea 1.</li><li>• Cold call students to read aloud the additional terms in the box: “initial” and “revised.”</li><li>• Ask students to consider and discuss the terms with their groups.</li><li>• After 1 minute, cold call a few students to define each term. Listen for:<ul style="list-style-type: none"><li>– “Initial means at first or at the beginning.”</li><li>– “Revised means changed by adding new information or clarifying based on new ideas.”</li></ul></li><li>• 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.</li><li>• Distribute the <b>Main Ideas and Details task card</b>. 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.</li><li>• After 3 or 4 minutes, cold call several students to share the initial main ideas their group generated. Refer to the <b>Main Ideas and Details graphic organizer (answers, for teacher reference)</b> for possible student suggestions.</li><li>• Record a few strong student examples of main ideas on the Main Ideas and Details anchor chart.</li></ul>	



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 explain how key details support each main idea, by using quotes and paraphrased details from the text.”</li></ul></li><li>• Draw students’ attention to the terms <i>key</i> and <i>support</i>. Ask students to consider and discuss each term in their groups.</li><li>• After 1 minute, cold call several students to share possible definitions with the class. Listen for:<ul style="list-style-type: none"><li>– “Key means important.”</li><li>– “Support means add to the meaning or strengthen.”</li></ul></li><li>• 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.</li><li>• 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.</li><li>• 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.</li><li>• 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.</li><li>• 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.</li><li>• Remind students to refer to the <b>Quote/Paraphrase anchor chart</b> from Module 2B as needed, pointing out that students must record both quotations and paraphrased details into their graphic organizers.</li><li>• Circulate to provide support. Consider pushing student thinking by asking questions such as:<ul style="list-style-type: none"><li>* “How does this detail support your understanding of the main idea?”</li><li>* “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?”</li></ul></li></ul>	





Work Time (continued)	Meeting Students’ Needs
<ul style="list-style-type: none"><li>• 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.</li><li>• Record a few strong examples of key supporting details on the Main Ideas and Details anchor chart.</li><li>• 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"><li>* “How can you use the information from the key supporting details to revise your main idea statements?”</li><li>* “How can you make your main idea statements more clear and specific?”</li></ul></li><li>• After 1 or 2 minutes, cold call several students to share their revised main idea statements whole class.</li><li>• If relevant, revise the main idea statements on the Main Ideas and Details anchor chart.</li><li>• Give students 1 minute to record their revised main idea statements on their graphic organizers.</li></ul>	



Work Time (continued)	Meeting Students’ Needs
<p><b>C. Analyzing Synonymous Terms (15 minutes)</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>Ask students to read today’s final learning target aloud chorally: <ul style="list-style-type: none"> <li>* “I can better understand words by analyzing their relationship to similar terms.”</li> </ul> </li> <li>Draw students’ attention to the familiar terms: <i>analyze</i>, <i>relationship</i>, and <i>similar</i>. Clarify definitions if needed.</li> <li>Invite several students to consider these terms as they restate/paraphrase the target in their own words.</li> <li>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>.</li> <li>Remind students that some of these terms are general academic terms found in lots of texts, while others are specific Inuit terms.</li> <li>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.</li> <li>Display the following directions for student reference: <ol style="list-style-type: none"> <li>Write each vocabulary term on an index card</li> <li>Work with your team to determine a definition for each term, using clues from the text.</li> <li>Record the definition on the appropriate index card.</li> </ol> </li> <li>Clarify directions as needed.</li> <li>Distribute the <b>index cards</b> and give students 5 minutes to work on their vocabulary cards.</li> <li>Then, refocus students whole class.</li> <li>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.</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Allow students who struggle with language access to dictionaries or thesauri to help them determine the meaning of, or synonyms for, key academic terms.</li> <li>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.</li> <li>Consider working in a separate small group with students who may struggle with this task.</li> </ul>



Work Time (continued)	Meeting Students’ Needs
<ul style="list-style-type: none"> <li>• Cold call a few students to provide definitions for each term. Listen for:               <ul style="list-style-type: none"> <li>– “Shelter is a place or structure that provides protection from bad weather.”</li> <li>– “Insulation means a barrier that creates a shield or protection from the cold.”</li> <li>– “Protection means a thing that provides safety.”</li> </ul> </li> <li>• Ask students to consider and discuss:               <ul style="list-style-type: none"> <li>* “How are the definitions for these terms similar, and how are they different?”</li> <li>* “What connections do you notice between these terms?”</li> </ul> </li> <li>• After 1 minute, cold call several students to share their thinking whole class. Listen for suggestions such as:               <ul style="list-style-type: none"> <li>– “I notice that all of the words are related to being protected or safe, but some are specifically about the weather.”</li> <li>– “I notice that the words all have similar definitions; they seem like synonyms.”</li> </ul> </li> <li>• Confirm or explain that <i>shelter</i>, <i>insulation</i>, and <i>protection</i> are synonyms.</li> <li>• Ask students to consider and discuss:               <ul style="list-style-type: none"> <li>* “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>?”</li> </ul> </li> <li>• After 1 minute, cold call several students to share their ideas with the whole class. Listen for:               <ul style="list-style-type: none"> <li>– “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.”</li> <li>– “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.”</li> <li>– “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.”</li> </ul> </li> <li>• Ask students to add the new terms to the <b>metal ring</b> where they are keeping their vocabulary cards.</li> <li>• 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.</li> </ul>	



Closing and Assessment	Meeting Students’ Needs
<p><b>A. Debrief and Review Learning Targets: Adding to Resource Webs (10 minutes)</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Display the resource webs from Lesson 2.</li> <li>• Ask students to consider and discuss:             <ul style="list-style-type: none"> <li>* “After reading pages 16 and 17 of <i>The Inuit Thought of It</i>, what new information could be added to these resource webs?”</li> </ul> </li> <li>• After 1 or 2 minutes, cold call several students to share possible additions. Listen for suggestions such as:             <ul style="list-style-type: none"> <li>– “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.”</li> <li>– “Caribou furs were used to make sleeping bags. The Inuit needed sleeping bags to keep them warm in the cold Arctic.”</li> <li>– “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.”</li> </ul> </li> <li>• Tell students they will have the opportunity to continue adding to their own resource webs in their journals for homework.</li> <li>• Briefly review homework directions with students. Provide the definition for, and/or an example of, “antonym” if necessary.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> </ul>
Homework	Meeting Students’ Needs
<ul style="list-style-type: none"> <li>• Reread pages 16 and 17 of <i>The Inuit Thought of It</i> and add to your resource webs in your journal.</li> <li>• 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.</li> <li>• Read your independent reading book for at least 30 minutes.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• If possible, provide an audio recording of the text to struggling readers.</li> </ul>



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

<b>Main Idea 2</b>  Initial:    Revised:			
<b>Detail 1</b>	<b>Detail 2</b>	<b>Detail 3</b>	<b>Detail 4</b>





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.