

## UNIT 5 LESSON 22

# COMMON CORE STANDARDS

L.5.1b	form and use perfect verb tenses
L.5.4a	use context as a clue to the meaning of an unknown word or phrase
L.5.4c	consult reference materials, both print and digital, to find pronunciation and determine or clarify meaning
L.5.6	acquire and use general academic and domain-specific words and phrases
R.L. 5.1	quote accurately when explaining what the text says explicitly and when drawing inferences
R.L. 5.2	determine theme from details; summarize
R.L. 5.7	analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of the text
R.L. 5.10	read and comprehend literature
R.I. 5.10	read and comprehend informational text

## UNIT 5 LESSON 22

# CONTENTS & EXPLANATION

<b>Theme</b>	Students complete the graphic organizer, writing about the character's qualities, motives, and actions, in order to determine the theme.
<b>Theme</b>	Students complete the graphic organizer, supporting the theme with details from the text.
<b>INTERACTIVE NOTEBOOK PAGE Theme</b>	<p>* This page may be used in place of the previous Theme page.</p> <p>Students lift the flaps, writing about the characters, setting, character's actions, and theme.</p> <p>*Students cut out and glue the page into their interactive notebook.</p>
<b>Story Summary</b>	Students write a summary of the story using the transition words provided. They are challenged to use vocabulary words in their summary.
<b>Making Predictions</b>	Students make predictions as they read. They give the text details that lead to their predictions.
<b>Making Inferences</b>	Students use text details and their own background knowledge to make inferences as they read.
<b>Visual Elements</b>	Students choose 3 illustrations to describe. They write about why the author may have included these illustrations. What tone do the pictures help to convey? What information can the reader gain?

## UNIT 5 LESSON 22

# CONTENTS & EXPLANATION

<b>The Birchbark House Story Questions</b>	Students use details from the story to answer text-dependent comprehension questions.
<b>Four Seasons of Food Text Questions</b>	Students use evidence from the text to answer questions about the story.
<b>Essential Question</b>	Students journal write, answering the essential question, "How can traditions influence a person's thoughts and feelings?"
<b>Vocabulary Word Wall Words</b>	The 10 vocabulary words are available to be cut out and hung for use on a Word Wall.
<b>Vocabulary Definitions and Sentence Writing</b>	Students define each word using the glossary. Then, they write each vocabulary word into a sentence that shows they understand the meaning of the word.
<b>INTERACTIVE NOTEBOOK PAGE Vocabulary Definitions</b>	Students use the glossary at the back of the book to look up the meanings of the words.  * Students cut out and glue this page into their interactive notebook.
<b>Synonyms</b>	Students match each vocabulary word to its synonym.
<b>Reference Materials</b>	Students use the dictionary to write the definition for 4 domain-specific vocabulary words. They write the words' syllabication and parts of speech as well. Then, students use a thesaurus to write at least one synonym.

## UNIT 5 LESSON 22

# CONTENTS & EXPLANATION

<b>Spelling Words</b>	A list of spelling words is provided (2 lists to a page) for students to use for studying at home.
<b>Spelling Words Writing 3x Each</b>	Students write their spelling words 3 times each.
<b>Spelling: Rainbow Words</b>	Students write the spelling words using the colors of the rainbow. Each letter is a different color.
<b>Perfect Tenses</b>	Students color the sentences with perfect present tense black, sentences with past perfect tense brown, and sentences with future perfect tense gray.
<b>Answer Keys</b>	Answers keys for all applicable sheets are at the end of the unit.

Name: \_\_\_\_\_

# THE BIRCHBARK HOUSE

## Theme

Directions: The theme of a story is the moral, message, or lesson. Think: What is the author trying to teach me? As you read, complete the graphic organizer to determine the theme.

Character's  
Qualities

Character's  
Motives

Character's  
Actions

These details lead me to think that the theme is:

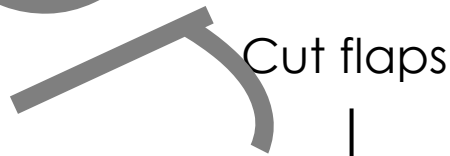
Name: \_\_\_\_\_

# THE BIRCHBARK HOUSE

## Theme

Directions: Cut out and glue into your interactive notebook. Lift the flaps, and write about the setting (when and where the story takes place), the cast of characters, and the characters actions. Then, write the theme.

Cut flaps



Glue down the rectangular strips only

	<b>Characters</b>	<b>Setting</b>	
	<b>Characters' Actions</b>	<b>THEME</b>	

Glue down the rectangular strips only

Name: \_\_\_\_\_

# Story Summary

Directions: Write a summary of the story. Include the important characters, the setting, and the most important story events. Transition words have been provided for you.

**CHALLENGE:** Underline all the vocabulary words you use in your summary.

First,

Next,

Then,

After that,

In the end,

Name: \_\_\_\_\_

# Visual Elements

Directions: Choose 3 illustrations, or visual elements, from the story. Describe the illustration, include the page number, and explain why you think the author included the visual element. Does it set a tone? What tone is set through the visual element? Are you better able to understand the story?

**Illustrations are visual elements. They are included in a story to give the reader a better understanding, to describe a part of the story, and often to communicate tone.**

Visual Element Description	Page number	What is the purpose of the visual element?



Name: \_\_\_\_\_

# Text Questions

Directions: Answer each question in complete sentences. You will need to look back in the story to find your answer and to provide text evidence.

1. Describe Omakayas relationship with her sister. Use details from the story in your answer.

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2. Make a judgment: Should Omakayas have waited to share the maple candy with Angeline? Explain your thinking.

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3. Circle the word that you think best describes the bear cubs.

**curious**

**playful**

**dangerous**

Support your answer with 2 details from the story.

---

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4. How does Omakayas plan to impress Angeline?

---

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Name: \_\_\_\_\_

# Text Questions

5. Support the following conclusion with details from the text.

**Omakayas is resourceful.**

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6. Describe the main problem in the story.

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7. Describe how Omakayas responds to this problem. What does this tell you about her?

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8. Make an inference: How might this story have been different if the setting had changed? What if the bear encounter had happened in a well populated area, or nearer to Omakayas' house?

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Name: \_\_\_\_\_

# FOUR SEASONS OF FOOD

## Text Questions

Directions: For each section of text, write about the food eaten each season.

Season	Food Eaten	How Food Was Found (hunted, gathered, etc.)
<b>SPRING</b>		
<b>SUMMER</b>		
<b>FALL</b>		
<b>WINTER</b>		

The Ojibwe people share their recipe for a favorite breakfast, Wild Rice Breakfast. Below, write a recipe for your favorite breakfast.

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---

---

---



astonished



nerve



reasoned



envy

Name: \_\_\_\_\_

# THE BIRCHBARK HOUSE

## Vocabulary

Directions: Cut out and glue into your interactive notebook. Lift the flaps, then write the dictionary definition for each vocabulary word.

Glue down the rectangular strip only

**The Birchbark House Vocabulary**

astonished
nerve
reasoned
envy
spared
bared
banish
margins
deserted
upright

Cut  
flaps



Name: \_\_\_\_\_

# Vocabulary: Synonyms

Directions: Match each vocabulary word to its synonym.

astonished

nerve

reasoned

envy

spared

bared

banish

margins

deserted

upright

a. jealousy; discontentment

b. showed mercy

c. expel

d. abandoned

e. straight and upward

f. surprised; shocked

g. inferred; thought

h. border; edge

i. courage

j. uncovered

Name: \_\_\_\_\_

# Reference Materials

Directions: Use the dictionary to define each domain-specific vocabulary word, give the word's part of speech, and write the words syllabication. Then, use a thesaurus to find one or more synonyms for each vocabulary word.

*customs*

**definition:**

**part of speech:**

**syllabication:**

**synonym(s):**

*indigenous*

**definition:**

**part of speech:**

**syllabication:**

**synonym(s):**

*language*

**definition:**

**part of speech:**

**syllabication:**

**synonym(s):**

*mythology*

**definition:**

**part of speech:**

**syllabication:**

**synonym(s):**



Name: \_\_\_\_\_

# Grammar: Perfect Tenses

Directions: Color the sentences with perfect present tense black, the sentences with past perfect tense brown, and the sentences with future perfect tense gray.

Omakayas has eaten some berries.

The mother bear will have punished her cubs.

Omakayas had argued with her sister.

The bear cubs had played with Omakayas.

Omakayas will have told her mother about the bears.

The mother bear has threatened Omakayas.

Omakayas has been resourceful.

The bear had scared Omakayas.

Avaline will have some berries.