

Common Core Standards

Unit 3, Lesson 13

L.6.4a	use context as a clue to the meaning of a word or phrase
L.6.4c	consult reference materials, both print and digital, to find pronunciation and determine and clarify meaning and part of speech
L.6.6	acquire and use general academic and domain-specific words and phrases/ gather vocabulary knowledge for comprehension or expression
R.I. 6.1	cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn
R.I. 6.2	determine a central idea of a text/provide a summary
R.I. 6.4	determine the meaning of words and phrases, including figurative, connotative, and technical meanings
R.I. 6.7	integrate information presented in different media or formats as well as in words
R.I. 6.9	compare and contrast one author's presentation of events with that of another
R.I. 6.10	read and comprehend literary nonfiction

Contents & Explanation

Unit 3, Lesson 13

▶▶▶ Page 1

Main Idea and Details: Web	Students complete the graphic organizer, noting a main idea and several supporting details.
INTERACTIVE NOTEBOOK Main Idea and Details	Students note two main ideas as they read, writing them on the outside. They lift the flaps and write two supporting details for each main idea. Students cut and paste this page into their Interactive Notebook.
Main Idea and Details	Students note two main ideas and three supporting details for each idea.
Supporting the Main Idea	Students support the two main ideas provided.
Monitor and Clarify	Students monitor their own understanding as they read. They write their questions about the text.
Monitor and Clarify: Tricky Words	Students monitor their own understanding as they read, recording any tricky words they find. They use context clues to infer meaning and then use the dictionary to define the words.
Domain-Specific Vocabulary	Students define each word and then write the words into sentences that show they understand the meanings.
INTERACTIVE NOTEBOOK Domain-Specific Vocabulary	Students lift the flaps and answer questions about each domain-specific vocabulary word. Students cut and paste this page into their Interactive Notebook.

Contents & Explanation

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Page 2

Onward Text Questions	Students answer text-dependent questions. They need access to the text in order to provide evidence for their thinking.
The Pole! Text Questions	Students answer text-dependent questions. They need access to the text in order to provide evidence for their thinking.
Essential Question	Students journal write, answering the essential question, "What drives people to explore remote places?"
Vocabulary Word Wall Words	Word Wall Words are provided for teachers wanting to hang the selection vocabulary on their focus wall.
Vocabulary Definitions and Sentence Writing	Students complete the table, using the glossary to define each vocabulary word. Then, they write sentences using the vocabulary words, showing they understand each word's meaning.
Vocabulary: Using Context Clues	Students use context clues to complete each sentence with the correct vocabulary word.
Vocabulary: Dictionary Definitions	Students match each vocabulary word to its definition.
INTERACTIVE NOTEBOOK Vocabulary Words	<p>* This page may be used in place of the Vocabulary Definitions and Sentence Writing page.</p> <p>Students lift the flaps and write sentences using each vocabulary word. Students are challenged to write sentences about the story.</p> <p>Students cut and paste this page into their Interactive Notebook.</p>

Contents & Explanation

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Page 3

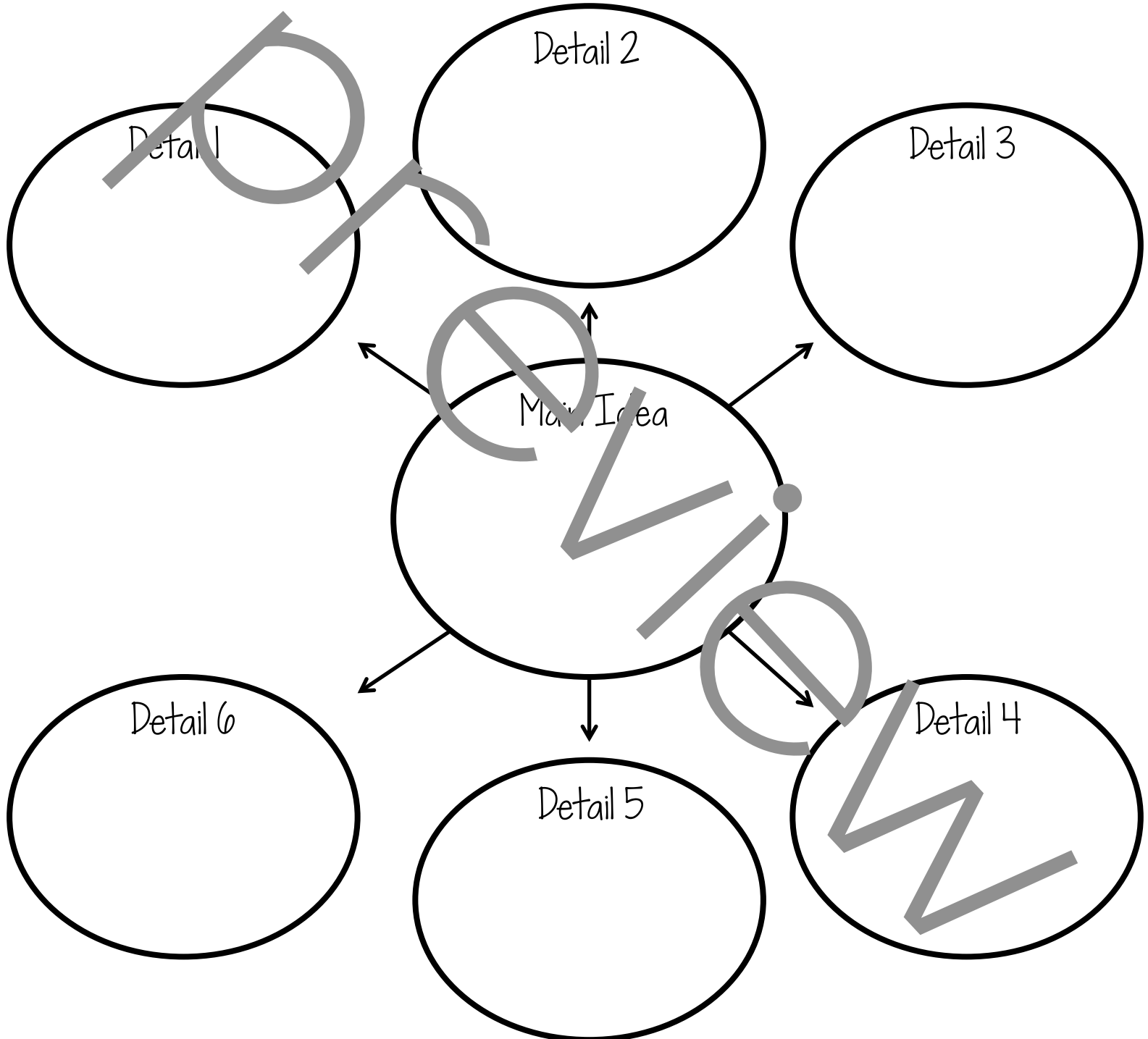
Spelling List	Teachers are provided with the spelling lists (2 to a page) to be cut and distributed to students for at-home study.
Spelling Practice: Writing 3 Times Each	Students write the spelling words, three times each.
Spelling Practice: Suffixes	Students write the spelling words into the correct column, based upon whether each word has a suffix.
Spelling Practice: Alphabetical Order	Students write the words in alphabetical order.
Grammar: Simple and Perfect Verb Tenses	Students underline the verb in each sentence. They color the snowflakes that describe the verb tense.
Answer Keys	Answer Keys are provided for all applicable pages.

Name: _____

▶▶▶ Onward

»→ Main Idea and Details

Directions: Complete the graphic organizer. Note a main idea and supporting details as you read.



Name: _____

▶▶▶ Onward

»→ Main Idea and Details

Directions: Cut out and glue into your interactive notebook. As you read the text, note two main ideas. Write them on the front. Then, lift the flaps and support each main idea with 2 details from the text.

»→ Main Idea & Supporting Details

Onward: A Photobiography of African-American Polar Explorer Matthew Henson

1. Cut on the solid lines.
2. Fold on the dotted lines.
3. Glue down the top half-circle, only.

▶▶▶ Main Idea #1

▶▶▶ Main Idea #2

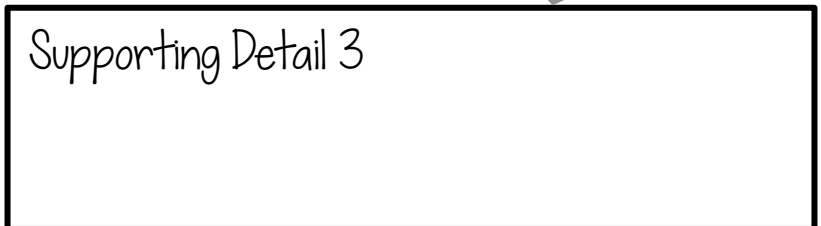
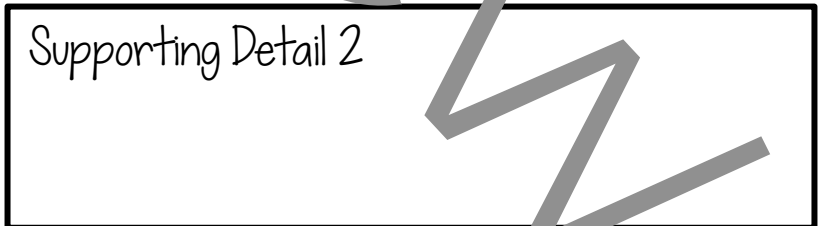
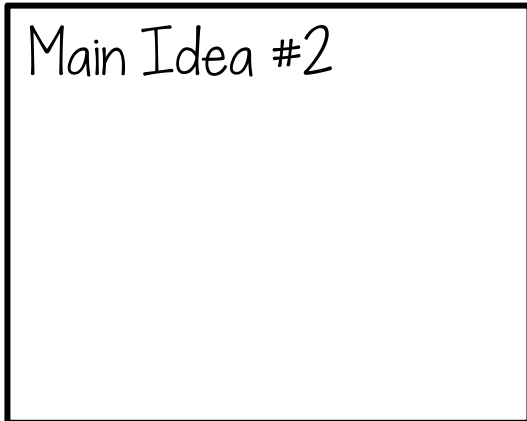
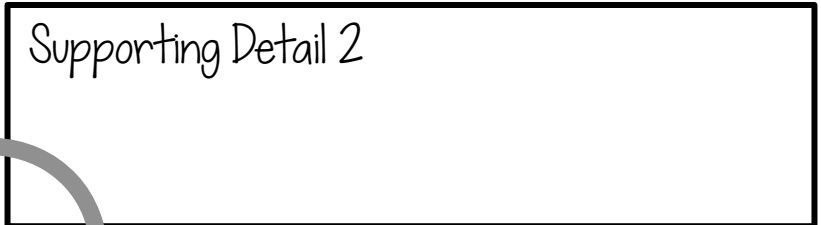
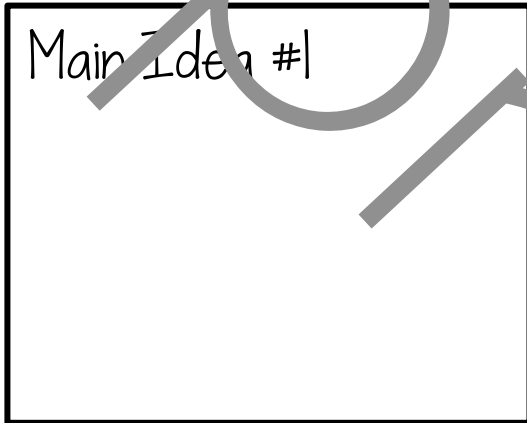
Name: _____

▶▶▶ Onward

»→ Main Idea and Details

Directions: Complete the graphic organizer. Note two main ideas and supporting details as you read.

TOPIC: _____



Name: _____

▶▶▶ Onward

»→ Monitor/Clarify

Directions: As you read, monitor your own understanding of the text. Below, write your questions about the story.

Who?

When?

What?

Why?

Where?

How?

©2016

Name: _____

▶▶▶ Onward

»» Monitor/Clarify

Directions: As you read, monitor your own understanding of the text. Record any tricky words you find as you read. Use context clues to infer meaning, and then define the words using the dictionary.

»» Page Number	»» Tricky Word	»» Inferred Meaning	»» Dictionary Definition

➤➤➤ Onward

➤➔ Domain Specific Vocabulary

Directions: Cut out and glue into your interactive notebook. Lift the flaps and answer the questions about each domain-specific vocabulary word.

Glue down the rectangular strip only

➤➤➤ Onward

➤➔ Domain-Specific Vocabulary

cartography
Describe the you skills you need to become a successful cartographer

compass
Draw and label a compass

frontier
How did Henson and Peary conquer a new frontier?

sextant
Explain the function of a sextant

territories
According to the map, name territories the S.S. Roosevelt crossed.

Cut flaps



Name: _____

▶▶▶ Onward

»→ Text Questions

Directions: Answer each question in a complete sentence. You will need to provide text evidence to support your thinking.

1. Explain how Matthew Henson's experiences influenced him to view the journey to the North Pole as serious business.

2. Using details from the text, describe the garments the men on the expedition would wear.

3. Using context clues from the text, define the word *sledges*.

4. Support the main idea with text details:

The journey on March 2nd began with difficulty.

Name: _____

▶▶▶ Onward

»→ Text Questions

6. Describe how patience played a part in the expedition.

7. Support the following conclusion with details from the text:

The Inuit on Peary and Henson's team were an integral part of their success.

8. According to the text, how did Henson and Peary react upon finally reaching the North Pole?

9. What amazed the Inuit about the North Pole?

10. Make an inference: What does the last sentence of the text tell you about the team?

Name: _____

▶▶▶ Onward

»→ Using Context Clues

Directions: Use context clues to complete each sentence with the correct vocabulary word.

expanse

sacrificed

frigid

participants

equivalent

durable

prime

deduced

affirmed

culmination

1. Matthew Henson _____ having a normal family life in order to conduct expeditions to the North Pole.
2. The _____ in the expedition included Matthew Henson, Captain Peary, Ootah, and Ooqueah.
3. The _____ of ice seemed to go on as far as the eye could see.
4. Not making it to the North Pole was _____ to failure in the eyes of Matthew Henson.
5. The bearskin pants were _____, able to withstand wear and tear, water, and ice.
6. Due to the _____ weather, the men had to pound their arms and legs to keep the blood circulating.
7. In order to _____ the men for the cold, Inuit women sewed garments made of deerskin and sealskin.
8. Sticking the flag in the snow at the North Pole _____ Henson and Peary's belief that they would one day achieve their goal.
9. After hearing the ice grind and groan beneath their camp, the crew _____ that they would need to move campsites.
10. The final _____ of the expedition was met with exhaustion and elation.

Name: _____

▶▶▶ Onward

»→ Dictionary Definitions

Directions: Match each vocabulary word to its definition.

expanse

A. sturdy

sacrificed

B. to reach a conclusion by reasoning

frigid

C. people who join with others

participants

D. very cold

equivalent

E. confirmed

durable

F. highest point; climax

prime

G. a wide open space

deduced

H. prepare

affirmed

I. gave up one thing for something better

culmination

J. equal in value, meaning, or force

Name: _____

▶▶▶ Onward

»→ Suffix -ion

Directions: Write each spelling word into the correct column based on the suffix -ion or no suffix.

ion	no suffix
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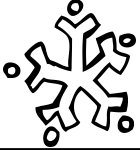

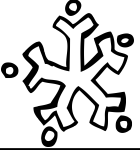
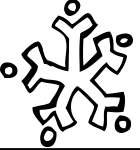
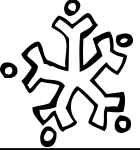










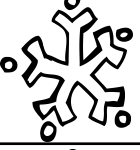
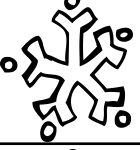
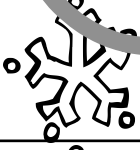


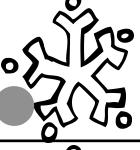


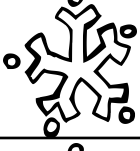
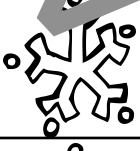


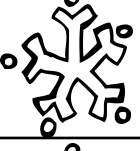
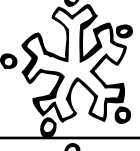
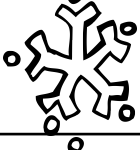
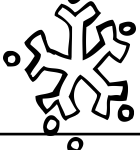


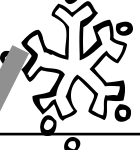
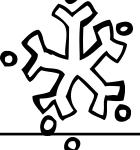
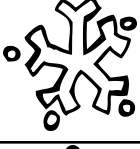
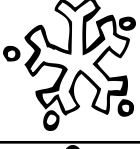
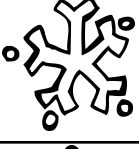


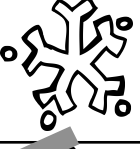
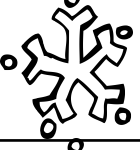
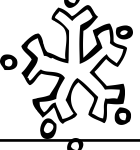
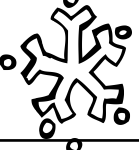
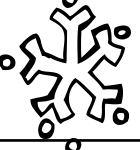
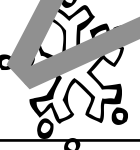

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|-------------|--------------|------------|------------|-----------|-----------------|
| circulate | instruction | except | collision | educate | detect |
| circulation | possess | exception | oppose | education | detection |
| conclude | possession | discuss | opposition | elect | procrastinate |
| conclusion | introduce | discussion | estimate | election | procrastination |
| instruct | introduction | collide | estimation | | |

Name: _____

▶▶▶ Onward

»→ Simple & Perfect Verb Tenses

Directions: Underline the verb in each sentence. Color the snowflake that describes its tense.

	Simple Present	Simple Past	Simple Future	Present Perfect	Past Perfect	Future Perfect
1. Henson and Peary have made four attempts to the North Pole.						
2. Peary and Henson have become friends with the Inuit.						
3. The explorers had struggled to cross the ice.						
4. The crew viewed the North Pole as their ultimate goal.						
5. Henson devotes his life to reaching the North Pole.						
6. Peary and Henson will motivate others to take risks.						
7. Most students will have read Henson's journal by the end of the school year. .						
8. We will read more about explorers throughout the year.						
9. Henson slept when he reached the North Pole.	