

# Common Core Standards

## Unit 4, Lesson 16

L.6.3a	vary sentence patterns
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. 6.5	analyze how a sentence, paragraph, chapter, or section fits in the overall structure
R.I. 6.6	determine the author's point of view or purpose, and explain how it is conveyed
R.I. 6.10	read and comprehend literary nonfiction
R.L. 6.1	cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn
R.L. 6.4	determine the meaning of words and phrases, including figurative and connotative meanings/analyze impact of word choice
R.L. 6.10	read and comprehend literature

# Contents & Explanation

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▶▶▶ Page 1

Compare and Contrast: Graphic Organizer	Students complete the graphic organizer, looking for people, settings, and other details that can be compared and contrasted.
Compare and Contrast: Supporting Details	Students write paragraphs with topic sentences and supporting details that explain two major similarities and differences in the text.
INTERACTIVE NOTEBOOK Compare and Contrast	Students compare the homes of the Vikings with modern day homes. On the outside, they illustrate these two types of homes. Students lift the flaps and they write about the similarities and differences.  Students cut and paste this page into their Interactive Notebook.
Summary Writing	Students write a summary of the text. They write the important ideas and supporting details for each section. Topics are provided to help students organize their summary.
Determining Author's Purpose	Students determine the author's purpose for writing the text. They support this purpose with details from the text.
Author's Purpose: Supporting Details	Students support the author's purpose (to inform) with details from the text.
Main Idea and Details: Web	Students determine a main idea from the text and support it with details.
INTERACTIVE NOTEBOOK Main Idea and Details	Students determine two main ideas in the text. They write those on the outside. Students lift the flaps and support the main ideas with details from the text.  Students cut and paste this page into their Interactive Notebook.

# Contents & Explanation

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Page 2

The Real Vikings Text Questions	Students answer text-dependent questions about the text. They need access to the text in order to provide evidence for their thinking.
Poems that Boast Text Questions	Students answer text-dependent questions about the poems. They also think critically about the poems, inferring and making connections.
Essential Question	Students journal write, answering the essential question, "How can learning about history help people today?"
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 word to its dictionary 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

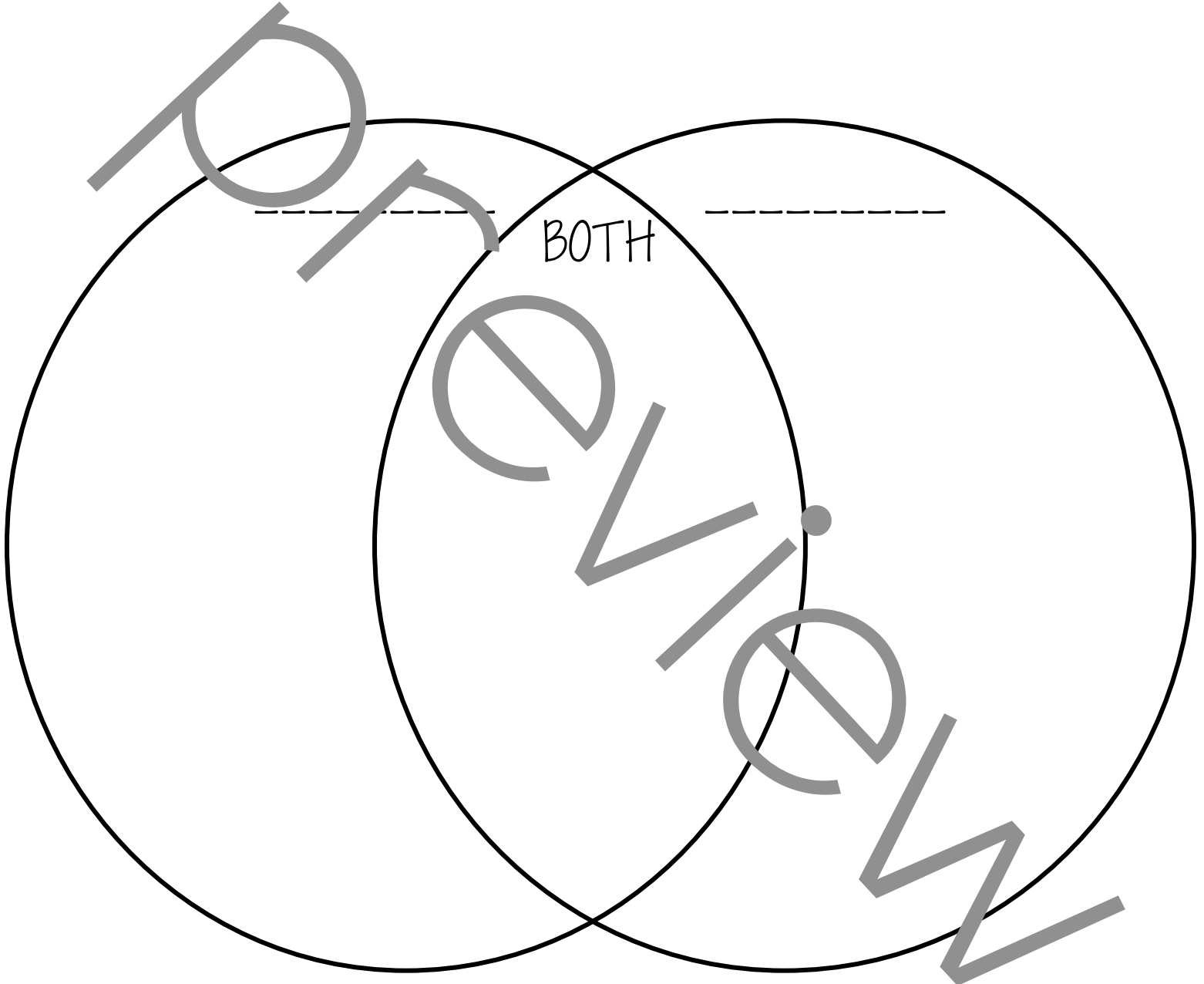
Spelling List	Teachers are provided with the spelling lists (2 to a page) to be cut and distributed to students for at-home study.
Spelling Practice: Writing 3 Times Each	Students write the spelling words, three times each.
Spelling Practice: Suffixes	Students sort the spelling words according to suffix.
Spelling Practice: Create a Word Search	Students write the spelling words in the grid, hiding them among other letters.
Grammar: Principal Parts of Verbs	Students analyze the table, filling in the missing principal parts.
Answer Keys	Answer Keys are provided for all applicable pages.

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

# ▶▶▶ The Real Vikings

»→ Compare/Contrast

Directions: As you read, complete the graphic organizer. Look for people, settings, and other details in the text that can be compared and contrasted.



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

# ▶▶▶ The Real Vikings

»→ Compare/Contrast

Directions: As you read, look for people, settings, and other details in the text that can be compared and contrasted. Write paragraphs with topic sentences and supporting details that explain the similarities and differences.

## ALIKE

Topic sentence: \_\_\_\_\_

Supporting details: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## DIFFERENT

Topic sentence: \_\_\_\_\_

Supporting details: \_\_\_\_\_

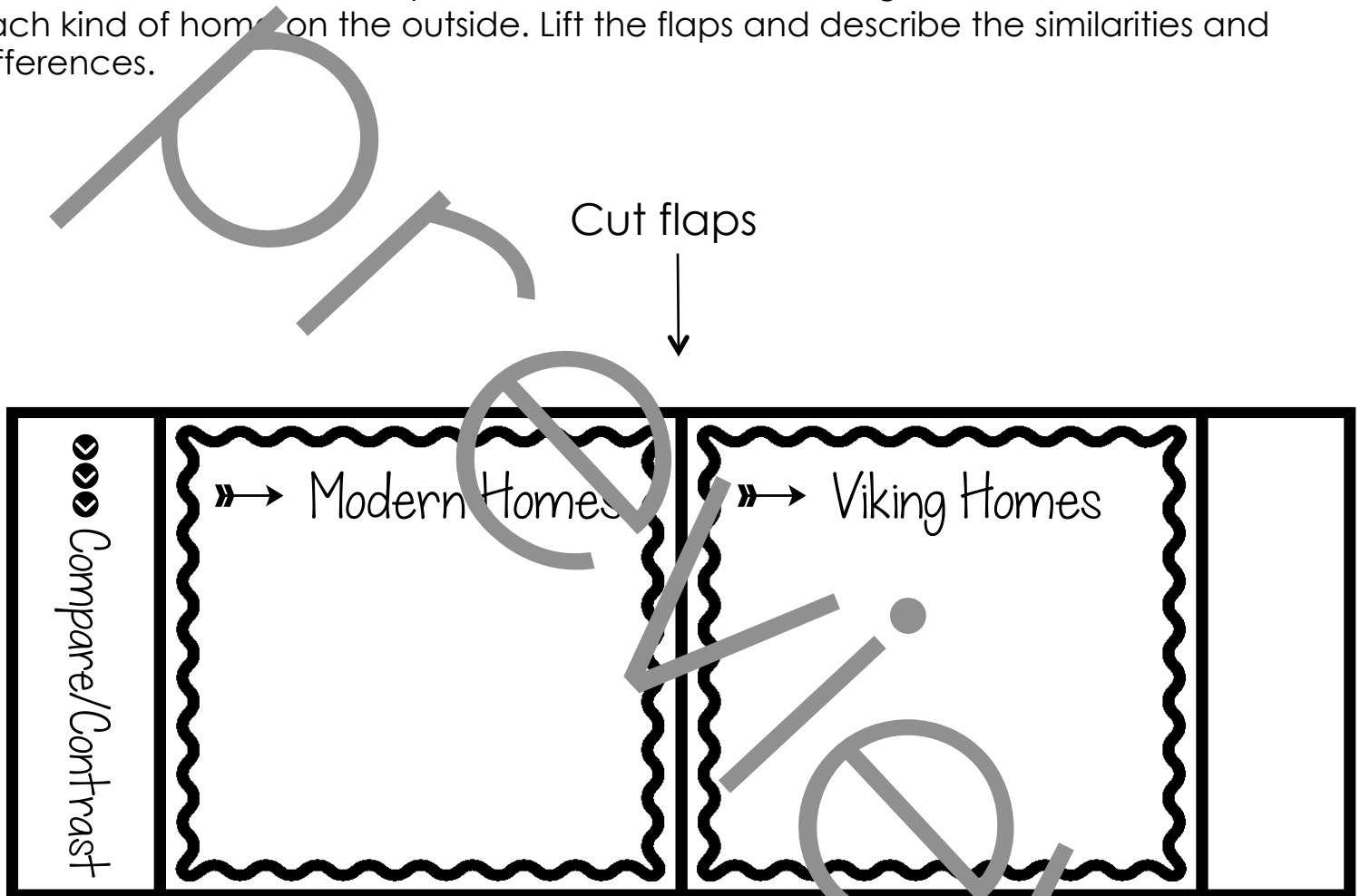
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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

# »»» The Real Vikings

## »»» Compare/Contrast

Directions: Cut out and glue into your interactive notebook. Compare and contrast the modern homes of today with the homes of the Vikings. Draw an illustration of each kind of home on the outside. Lift the flaps and describe the similarities and differences.



Glue down the rectangular strips only

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

# ▶▶▶ The Real Vikings

## »→ Summary Writing

Directions: Write a summary of the text. Write the most important ideas and supporting details from the text. Use the topics on the margin to help organize your writing.

Long-held  
beliefs

Archaeologists'  
Finds

Hedeby

Viking Homes

Viking Work  
and Play



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

# ▶▶▶ The Real Vikings

## »→ Author's Purpose

Directions: Complete the graphic organizer, noting the author's purpose for writing the text. Support the author's purpose with details from the text.

Detail

Detail

Detail

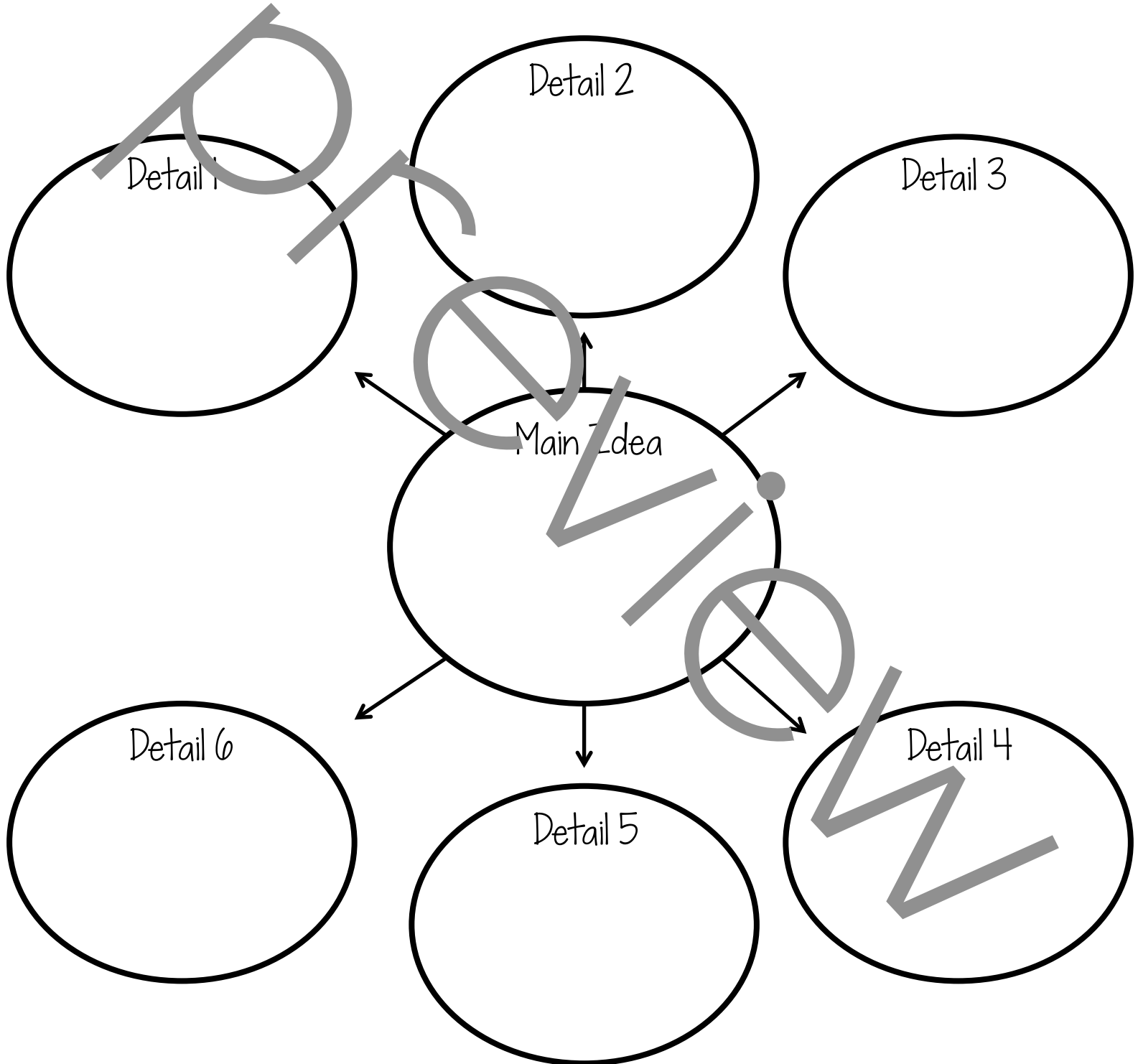
The author's purpose is to

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

# ▶▶▶ The Real Vikings

## »→ Main Idea and Details

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



# ▶▶▶ The Real Vikings

## »→ 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

The Real Vikings: Craftsmen, Traders, and Fearsome Raiders

.....

Main Idea #1

Main Idea #2

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

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

# ▶▶▶ The Real Vikings

## »→ Text Questions

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

1. Compare and contrast the long held beliefs about Vikings with the finds of archaeologists.

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2. Support the following main idea with details from the text.

*Evidence from Viking graves tells us about their everyday life.*

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3. According to the text, explain a likely reason the runic alphabet was angular in shape.

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4. How were Viking homes in Hedeby similar to homes today? Give evidence from the text in your answer.

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

## ▶▶▶ The Real Vikings

## »→ Text Questions

5. How were Viking homes in Hedeby unlike homes today? Give evidence from the text in your answer.

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6. Compare and contrast the homes of the wealthier Vikings to those of the poorer Vikings.

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7. Use details from the text to explain how every member from a farm family shared in the work.

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8. Support the following main idea with details from the text.

*Life was hard in Viking times, but there was still time to relax and have fun.*

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

## ▶▶▶ The Real Vikings

## »→ Using Context Clues

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

ruthless	unearthed	embodied	artistry	recreational
ancestral	forge	saga	majestic	destiny

1. There are many long-held beliefs that Vikings were \_\_\_\_\_ raiders and cruel murderers.
2. Many Viking families told stories \_\_\_\_\_, about heroic Vikings that were later written down.
3. Archaeologists \_\_\_\_\_ objects such as coins, jewelry, and carved animal bones.
4. Viking families would \_\_\_\_\_, or build, strong relationships by working together both on the farm and in the home.
5. The Vikings \_\_\_\_\_ the very idea of strength: they were known to be true warriors.
6. Although they worked hard, Vikings had \_\_\_\_\_ time as well. They enjoyed playing ball games, chess, and fencing.
7. The \_\_\_\_\_ town of Hedeby was truly beautiful. It faced the Baltic Sea.
8. The \_\_\_\_\_ of the Vikings was reflected in jewelry \_\_\_\_\_ unearthed by archaeologists.
9. \_\_\_\_\_ legends told of Viking heroes such as Erik the Red. These stories were passed down from generation to generation.
10. Although some think the Viking's \_\_\_\_\_ is to be remembered as ruthless warriors, in reality many lived simple lives providing for their families.

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

# ▶▶▶ The Real Vikings

# »→ Principal Parts of Verbs

Directions: Fill in the missing principal parts.

Present	Present Participle	Past	Past Participle
retell			
unearth		dug	
			(has) learned
	(is) farming		
carve			
	(is) raiding		
		traded	
sail			
			(has) explored
	(is) fencing		
build			
	(is) fighting		
forge			
			(has) eaten
raise			
		held	