

Common Core Standards

Unit 2, Lesson 7

L.6.2b	spell correctly
L.6.3a	vary sentence patterns
L.6.4c	consult reference materials, both print and digital, to find pronunciation and determine and clarify meaning and part of speech
L.6.5a	interpret figures of speech in context
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. 6.3	analyze how a key individual, event, or idea is introduced, illustrated, or elaborated
R.I. 6.4	determine the meaning of words and phrases, including figurative, connotative, and technical meanings
R.I. 6.5	analyze how a sentence, paragraph, chapter, or section fits in the overall structure
R.I. 6.7	integrate information presented in different media or formats as well as in words
R.I. 6.10	read and comprehend literary nonfiction
R.L. 6.7	integrate information presented in different media or formats as well as in words
R.L. 6.10	read and comprehend literature

Contents & Explanation

Unit 2, Lesson 7

Page 1

Text and Graphic Features	Students use the graphic organizer to list each graphic feature, the text accompanying it, and how the text and graphic feature work together to provide information.
Summarize	Students write a summary of the text. They write the most important information from each section. Students are challenged to use vocabulary words in their summary.
INTERACTIVE NOTEBOOK Summarize	Students write the main idea of each section on the outside of each flap. They lift the flaps and support the main ideas with details. Students cut and paste this page into their Interactive Notebook.
Figurative Language Cards	Word wall cards are provided for the figurative language terms: simile, metaphor, personification, and onomatopoeia.
Figurative Language: Classification	Students classify each example of figurative language as a metaphor, simile, personification, and onomatopoeia. They explain the likely reason the author used the figurative language.
Do Knot Enter Text Questions	Students answer text-dependent questions. They need access to the text in order to provide evidence for their thinking.
The Knot That Is Not 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, "How can math help you solve problems in everyday life?"
Vocabulary Word Wall Words	Word Wall Words are provided for teachers wanting to hang the selection vocabulary on their focus wall.

Contents & Explanation

Unit 2, Lesson 7

▶▶▶ Page 2

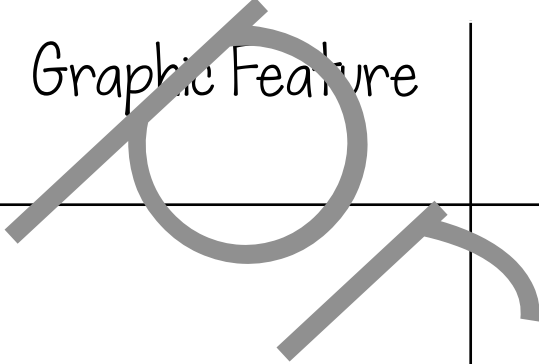
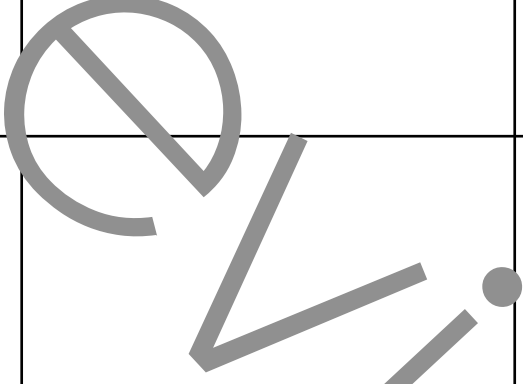
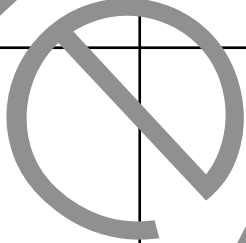
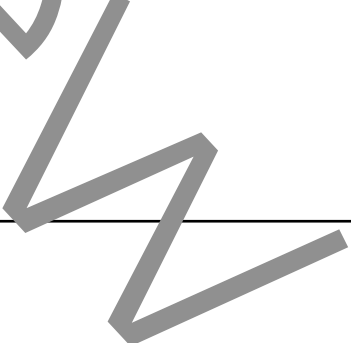
Vocabulary Definitions and Sentence Writing	Students complete the table, using the glossary to define each vocabulary word. Then, they write sentences using the vocabulary words that shows they understand each word's meaning.
INTERACTIVE NOTEBOOK Vocabulary Words	<p>* This page may be used in place of 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>
Vocabulary: Antonyms	Students match each vocabulary word to its antonym.
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: Triangle Words	Students write the spelling words, one letter at a time, so that the words form the shape of triangles.
INTERACTIVE NOTEBOOK Verbs and Objects	<p>Students lift each flap and follow the directions to write examples of verbs and objects. They write sentences with a transitive verb and a direct object, sentences with a transitive verb and a direct and indirect object, and sentences with an intransitive verb.</p> <p>Students cut and paste this page into their Interactive Notebook.</p>
Answer Keys	Answer Keys are provided for all applicable pages.

Name: _____

Do Knot Enter

»→ Text & Graphic Features

Directions: As you read, notice the text and graphic features in the text. Use the graphic organizer to list each graphic feature, the text accompanying it, and how the text and graphic feature go together to provide information.

Graphic Feature	Text	How They Go Together
		
		
		
		

Name: _____

▶▶▶ Do Knot Enter

»→ Summarize

Directions: Write a summary of the text. Write the most important information from each section. **CHALLENGE:** How many vocabulary words can you use in your summary? Underline them!

Introduction

Knots and
Unknots

To Be or
Knot to Be

Lord Kelvin's
Knots

Knots in
Your Body

Name: _____

Do Knot Enter

Summarize

Directions: Cut out and glue into your interactive notebook. On the outside, write the main idea of each section. Lift the flaps and write 3 supporting details. This will provide succinct summaries for each section.

Glue down the rectangular strip only

Do Knot Enter	<h2>Knots and Unknots</h2> <p>Main Idea:</p>
	<h2>To Be or Knot to Be</h2> <p>Main Idea:</p>
	<h2>Lord Kelvin's Knots</h2> <p>Main Idea:</p>
	<h2>Knots in Your Body</h2> <p>Main Idea:</p>

Cut flaps



metaphor

comparing a person, place or thing
to something else by saying
it IS something else

-My grandpa is a teddy bear.

personification

giving human characteristics
to an object or animal

-The blanket wrapped me
in a warm hug.

Name: _____

Do Knot Enter

»→ Figurative Language

Directions: Read each example of figurative language. Classify it as an onomatopoeia, a simile, a metaphor, or personification. Then explain the likely reason the author included the figurative language.

Example	Classification <i>onomatopoeia, simile, metaphor, personification</i>	Likely Reason for Author's Use
Motors whirring and bell dinging reminded me of an amusement park.		
Naughty knots disobeyed.		
The DNA strands are spaghetti in our cells.		
The common cold leaves bodies in knots.		
The sneaky path tricked visitors into going the wrong way.		
My fishing line is as tangled as Rapunzel's hair!		
The unknot smiled, knowing I was fooled.		
The clippity-clop of horses' hooves were like a lullaby putting me to sleep.		

Name: _____

Do Knot Enter

»→ Text Questions

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

1. The author writes that MathZone looks more like an amusement park. Give the text evidence that leads to this conclusion.

2. Explain the meaning of the following words.

knot - _____

not - _____

knotty - _____

naughty - _____

Knots and Unknots

3. Explain the difference between knot and an unknot.

To Be or Knot to Be

4. Make an inference: Why might the study of knots be important?

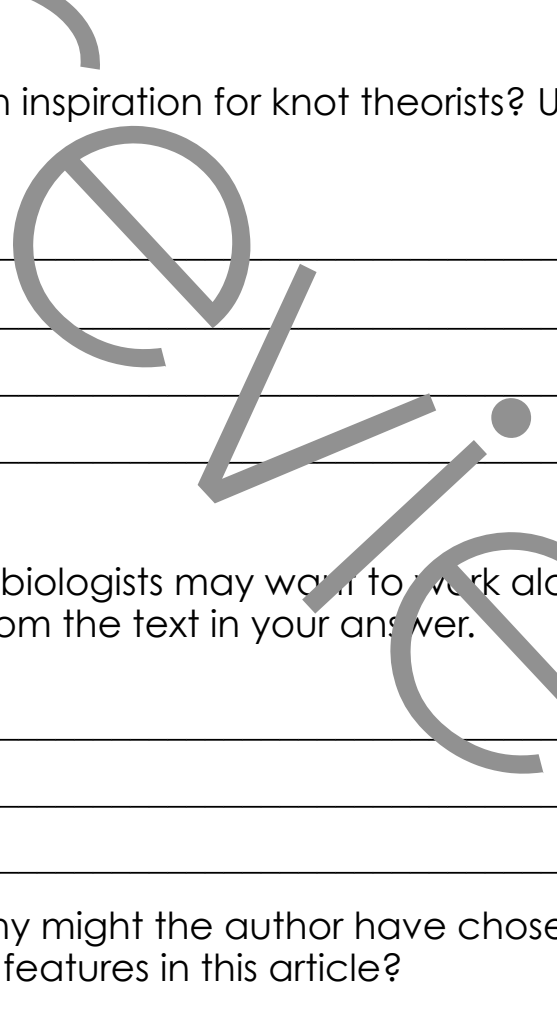
Name: _____

Do Knot Enter

Text Questions

Cat's Cradle

5. Using what you know about knots, explain why the Cat's Cradle will not become knotted.



Lord Kelvin's Knots

6. How was Lord Kelvin an inspiration for knot theorists? Use text evidence in your answer.

Knots in Your Body

7. Explain why molecular biologists may want to work alongside knot theorists in the future. Use evidence from the text in your answer.

8. Make an inference: Why might the author have chosen to include so many diagrams and graphic features in this article?

Name: _____

▶▶▶ The Knot That Is Not

»→ Text Questions

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

1. In step 4, why might the author suggest saying, "Even though that seems physically impossible to do!"

2. In step 5, make an inference: Why might the author suggest you are "struggling mightily" when in actuality, you are not?

3. Below, describe something you know how to do well. This should be something that can be described in 3-5 steps. Be sure to include graphic features, such as diagrams or illustrations, to help your reader follow directions.

How to _____

Step 1:

Step 2:

Step 3:

Step 4:

Step 5:

Name: _____

Do Not Enter

» Vocabulary

Directions: Define each word using the glossary. Then, write each vocabulary word into a sentence that shows you understand the meaning of the word.

Word	Definition	Sentence
observe		
raucous		
looms		
zany		
gigantic		
impressive		
phony		
distinguish		
intriguing		
correspond		

Name: _____

Do Not Enter

»» Antonyms

Directions: Match each vocabulary word to its antonym. Write the letter of the best match on the line.

observe _____

raucous _____

looms _____

zany _____

gigantic _____

impressive _____

phony _____

distinguish _____

intriguing _____

correspond _____

A. descends out of view

B. tiny

C. real, authentic

D. ignore

E. uninteresting

F. confuse; lump together

G. restrained; quiet

H. clash; differ

I. serious

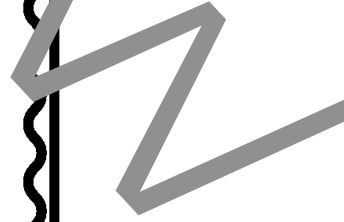
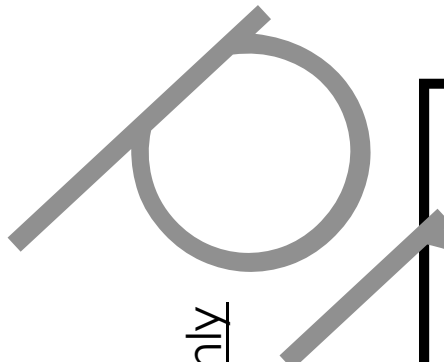
J. unremarkable;
unmemorable

Name: _____

Do Knot Enter

Verbs and Objects

Directions: Cut out and glue into your interactive notebook. Lift each flap and follow the directions to write examples of verbs and objects. Try to write at least 2 sentences under each flap.



Glue down the rectangular strip only

Do Knot Enter

Verbs and Objects

Cut flaps

Do Knot Enter	Sentences with a Transitive Verb and a Direct Object
Verbs and Objects	Sentences with a Transitive Verb and a Direct and Indirect Object
	Sentence with an Intransitive Verb