

UNIT 6 WEEK 1

CONTENTS & EXPLANATION

Asking Questions	Students ask questions as they read the story for the first time.
Answer Questions (2)	Students answer text-dependent questions.
INTERACTIVE NOTEBOOK PAGE Answer Questions	Students lift the flaps and answer the text-dependent questions. *Students cut out and glue the page into their interactive notebook.
Main Idea and Details: Web	Students determine the main idea of the text and support the main idea with 6 text details.
Supporting the Main Idea: Web	Students support the main idea with 6 text details.
Two Main Ideas and Supporting Details	Students determine two main ideas from the text and support each main idea with 3 details.
Supporting Two Main Ideas	Students support two provided main ideas with 3 text details.
INTERACTIVE NOTEBOOK PAGE Main Idea and Details	Students write the main idea of 4 sections of text. They lift the flaps and write one supporting detail for each main idea. *Students cut out and glue the page into their interactive notebook.
Main Selection Text Questions	Students use evidence from the text to answer text-dependent comprehension questions about the story.

UNIT 6 WEEK 1

CONTENTS & EXPLANATION

Paired Selection Text Questions	Students use evidence from the text to answer text-dependent comprehension questions about the story.
INTERACTIVE NOTEBOOK PAGE Author's Purpose	Students write about the author's purpose. * Students cut out and glue this page into their interactive notebook.
Essential Question	Students journal write to answer the essential question.
Vocabulary: Word Wall Words	The 8 vocabulary words are available to be cut and hung for use on a Word Wall.
Vocabulary: Definition and Sentence Writing	Students use the glossary at the back of the book to look up the meanings of the words. Then, students write the vocabulary words into sentences that show they understand the meaning of the word.
INTERACTIVE NOTEBOOK PAGE Vocabulary Definitions	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.
Vocabulary: Context Clues	Students use context clues to complete sentences with the vocabulary words.
Vocabulary: Definitions	Students match each vocabulary word to its definition.
Vocabulary: Latin Roots	Students use the meaning of the Latin roots to match each word to its definition.

UNIT 6 WEEK 1

CONTENTS & EXPLANATION

Spelling Lists	<p>Spelling lists are provided (3 to a page) to be used with the spelling pages.</p> <p>IMPORTANT Like in the curriculum, the spelling lists and pages are differentiated by Approaching, On Level, and Beyond. Each list can be identified by the shape in the upper right corner:</p> <ul style="list-style-type: none">■ Approaching▲ On Level● Beyond
Spelling Words Writing 3x Each	Students write their spelling words 3 times each.
Spelling: Sort	Students write the spelling words into the correct sort.
Spelling: Sentences	Students write the spelling words in sentences showing they understand the meaning of the words.
INTERACTIVE NOTEBOOK PAGE Spelling Sort	<p>Students lift the flaps and write the spelling words in the correct sort.</p> <p>*Students cut out and glue the page into their interactive notebook.</p>
Answer Keys	Answers keys for all applicable sheets are at the end of the unit.

Name: _____

THE STORY OF SALT

Ask Questions

Directions: As you read, ask questions about the text. This will help focus your thinking.

WHO?

WHEN?

WHAT?

WHY?

WHERE?

HOW?

Name: _____

THE STORY OF SALT

Answer Questions

Directions: Look back in the story to find the answers to the questions.

QUESTION	ANSWER
What two elements combine to make salt?	
How are these two elements like naughty kids who only play well together?	
Name 4 places you can find salt in nature.	
Explain how salt played a role in taming farm animals.	

Name: _____

THE STORY OF SALT

Answer Questions

Directions: Look back in the story to find the answers to the questions.

QUESTION	ANSWER
How did salt pay for the Great Wall of China?	
Why do you think salt is used in the mummification process?	
Explain how Emperor Augustus used salt for goodwill.	
Name two items for which salt was traded in North America.	

Name: _____

THE STORY OF SALT

Answer Questions

Directions: Cut out and glue into your interactive notebook. Lift the flaps and answer the questions about the text.

Glue down this rectangular strip only ↓

The Story of Salt	Soy Sauce Name 4 ingredients the Chinese used to make soy sauce.
	Words Salted by the Romans Name one expression inspired by salt and explain the meaning of the expression.
	Salt Through the Centuries Name 2 ways people used salt for power. Give the years, as well.

Cut flaps

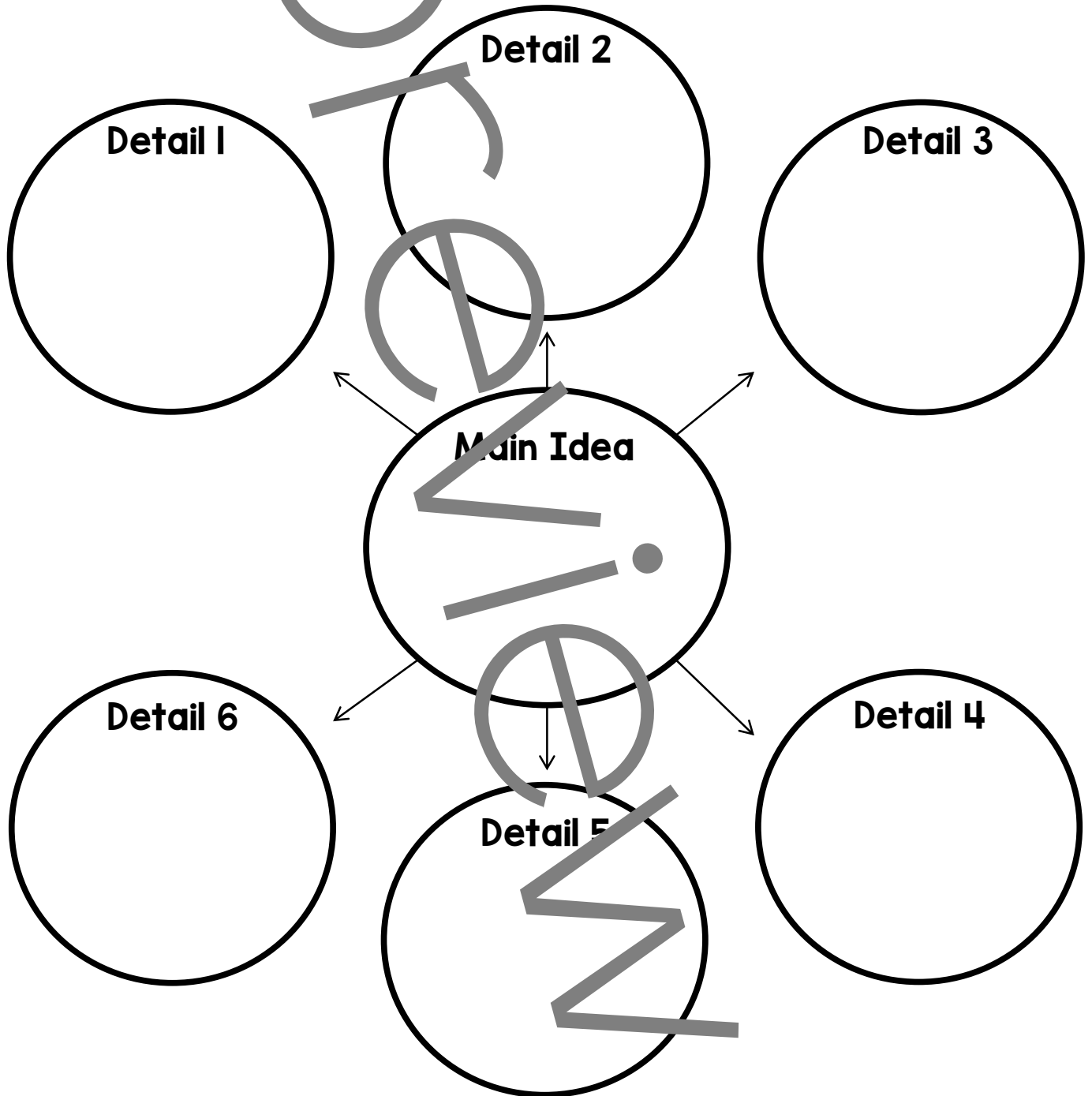


Name: _____

THE STORY OF SALT

Main Idea and Key Details

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



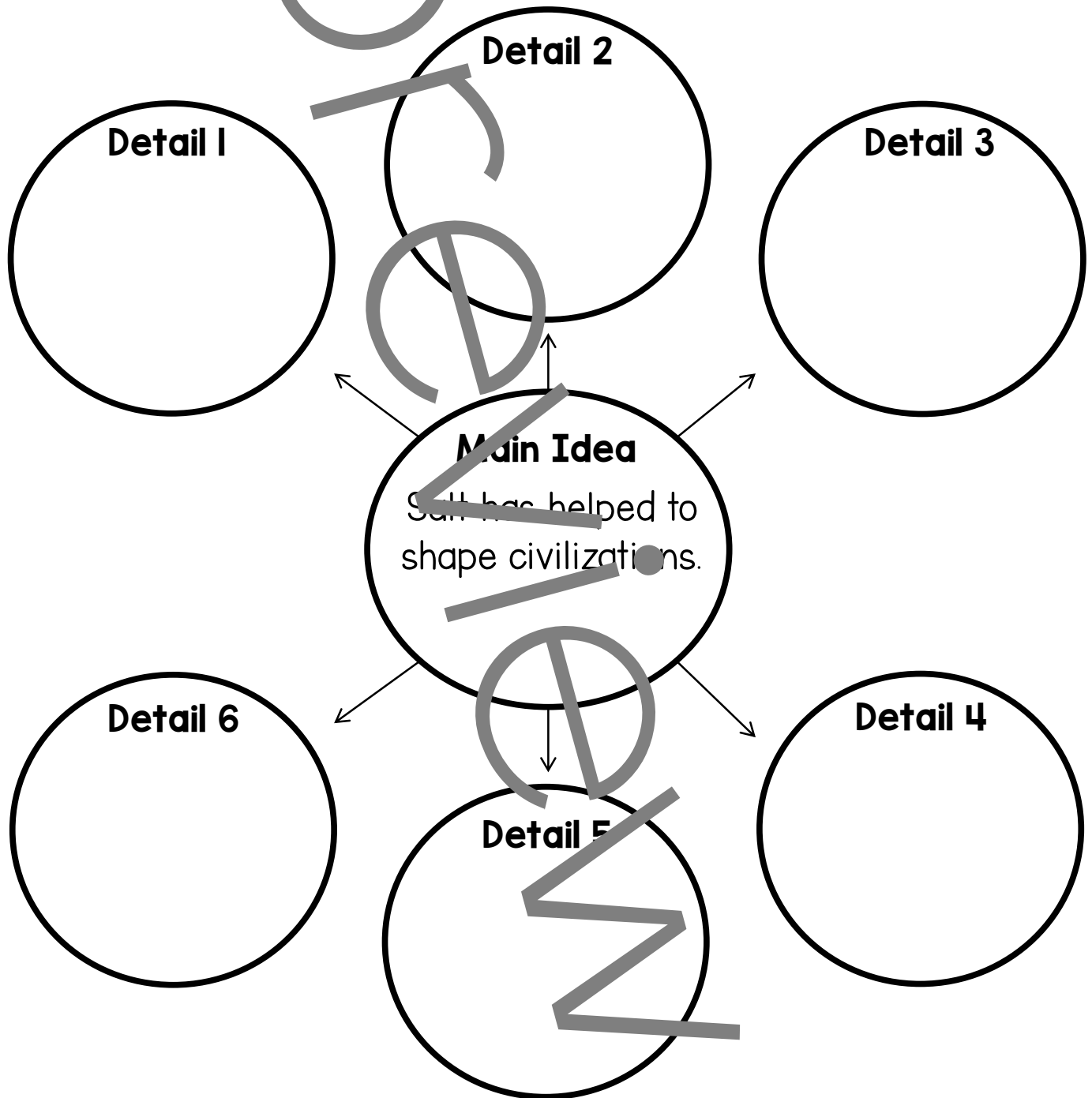
TOPIC: _____

Name: _____

THE STORY OF SALT

Main Idea and Key Details

Directions: Complete the graphic organizer. Support the main idea with text details.



TOPIC: _____

Name: _____

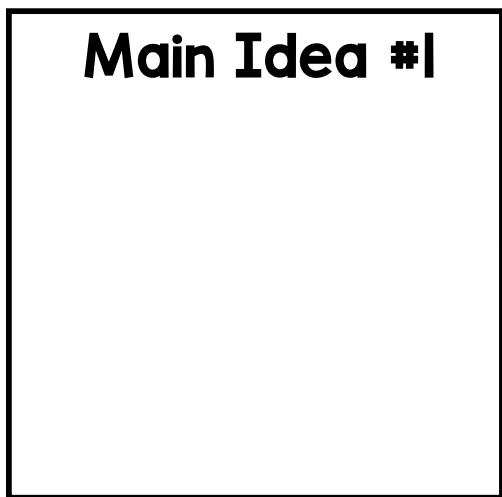
THE STORY OF SALT

Main Idea and Key Details

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

TOPIC: _____

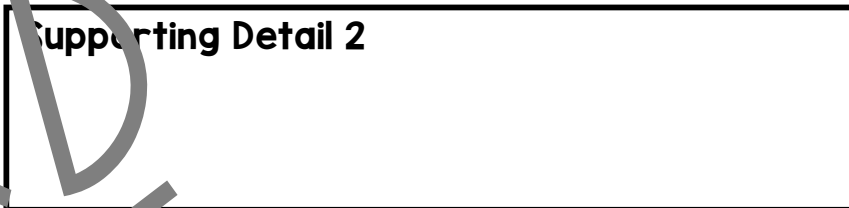
Main Idea #1



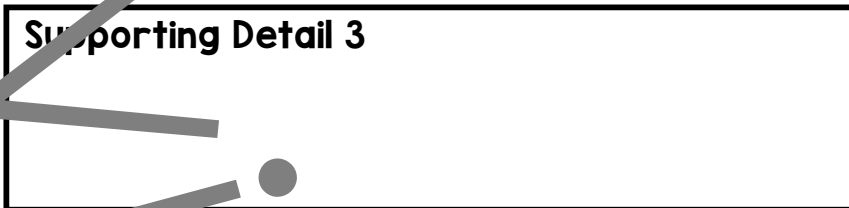
Supporting Detail 1



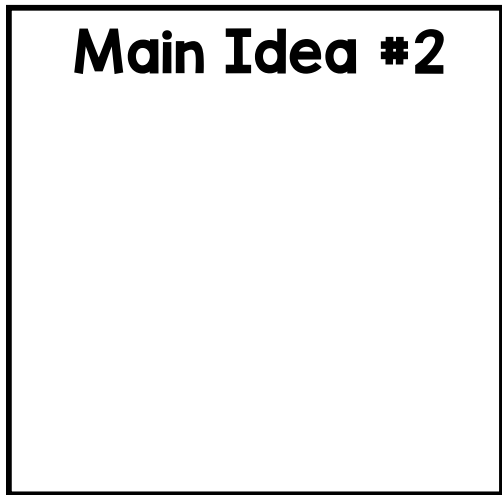
Supporting Detail 2



Supporting Detail 3



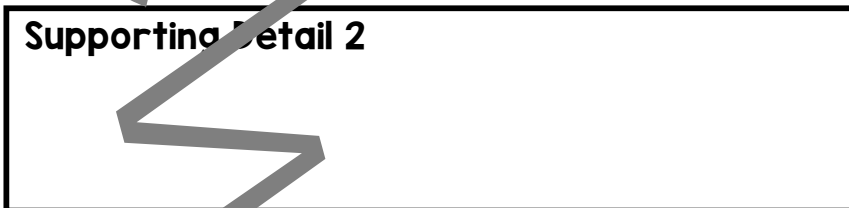
Main Idea #2



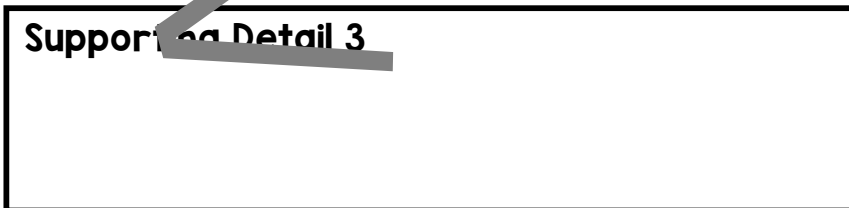
Supporting Detail 1



Supporting Detail 2



Supporting Detail 3



Name: _____

THE STORY OF SALT

Main Idea and Key Details

Directions: Complete the graphic organizer. Support the main ideas with details from the text.

TOPIC: _____

Main Idea #1
How to Make Salt
You can find salt naturally occurring in nature.

Main Idea #2
Salt Preserves
Salt became an important trade commodity because of its preservation quality.

Supporting Detail 1

Supporting Detail 2

Supporting Detail 3

Supporting Detail 1

Supporting Detail 2

Supporting Detail 3

Name: _____

THE STORY OF SALT

Main Idea and Key Details

Directions: Cut out and glue into your interactive notebook. Write one main idea from each section. Lift the flap and write one supporting detail for each main idea.

Glue down this rectangular strip only ↓

The Story	MAIN IDEA: <u>What is Salt?</u>	MAIN IDEA: <u>How to Make Salt</u>	
	MAIN IDEA: <u>Meals and Mummies</u>	MAIN IDEA: <u>An Empire of Salt</u>	

Glue down this rectangular strip only ↓

↑
Cut
flaps

Name: _____

THE STORY OF SALT

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. Explain why the body needs salt.

2. Do you think using the ocean as a source of salt is a good idea? Why?

3. Name two ways salt helped to shape civilizations.

4. Explain how *and why* people's view of salt has changed over time.

Name: _____

THE NOT-SO-GOLDEN TOUCH

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. How does the author support the statement *Midas was not a thoughtful man*?

2. Describe Midas using one word. Support your word choice with 2 text details.

3. What are two significant effects of King Midas' wish that everything he touch be turned to gold?

4. What may be the author's message to readers?

Name: _____

THE STORY OF SALT

Author's Purpose

Directions: Cut out and glue into your interactive notebook. Lift the flaps and write about the author's purpose.

Glue down this rectangular strip only ↓

<h3>The Story of Salt</h3>	<h3>Author's Purpose</h3> <p>Unit 6 Week 1</p>
<p>What might be the author's purpose for writing this text?</p>	<p>The author uses many illustrations to help support the text. Choose one illustration. How did this drawing help your comprehension of the text?</p>

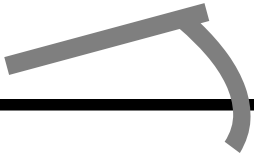
commodity

distribution

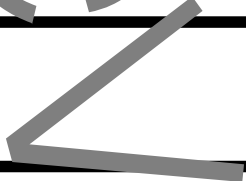
dominant

edible

impenetrable



ornate



replenished



significant



Name: _____

THE STORY OF SALT

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
commodity		
distribution		
dominant		
edible		
impenetrable		
ornate		
replenished		
significant		

Name: _____

THE STORY OF SALT

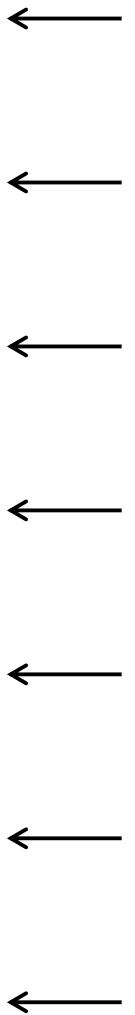
Vocabulary

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

Glue down the rectangular strip only →

The Story of Salt	commodity
	distribution
	dominant
	edible
	impenetrable
	ornate
	replenished
	significant

Cut flaps



Name: _____

THE STORY OF SALT

Vocabulary: Context Clues

Directions: Use context clues (clues within the sentence) to complete each sentence using the given vocabulary words.

commodity	distribution	dominant	edible
impenetrable	ornate	replenished	significant

1. Because Marley has been in our home longer, he thinks he's the ___ dog over Buster. _____
2. The fortress has thick stone walls and is ___ to invaders. _____
3. In our home hangs a ___ piece of artwork painted by my grandfather when he was a teen. _____
4. A popular ___ at the Sixth Grade Marketplace is root beer floats. _____
5. After cleaning the fish tank, I ___ it with water. _____
6. The Victorian Era bed featured ___ designs on the bedposts and headboard. _____
7. Our team will handle the ___ of the posters. We are hanging them around the school tomorrow. _____
8. "Are the decorations on the cake ___ or just for show?" asked Andrew. " _____

Name: _____

THE STORY OF SALT

Vocabulary: Definitions

Directions: Write the letter of the correct match.

VOCABULARY

commodity _____

distribution _____

dominant _____

edible _____

impenetrable _____

ornate _____

replenished _____

significant _____

DEFINITION

a. ruling; governing; having authority

b. resupplied; refilled

c. unable to be broken through

d. the process of delivering and spreading out goods

e. elaborately adorned or decorated

f. important; having special meaning or consequence

g. something that can be bought or sold

h. fit or safe to eat

Name: _____

THE STORY OF SALT

Vocabulary: Latin Roots

Directions: Use the meanings of the Latin roots to match each word to its definition.

tract = to pull

vac = to be empty

WORD

MEANING

extract

a. to take away from another

evacuate

b. a vehicle with large rear wheels used for pulling farm implements

tractor

c. to leave empty or vacant

vacuum

d. to make empty; to remove people from an area

subtract

e. to remove by pulling

vacate

f. a space empty of matter

Name: _____

THE STORY OF SALT

Spelling List

Unit 6, Week 1

terrible
impossible
valuable
adorable
reasonable
available
horrible
comfortable
vegetable
sensible
usable
reliable
acceptable
probable
breakable
possible
favorable
lovable
movable
visible

Unit 6, Week 1

terrible
impossible
valuable
adorable
reasonable
available
horrible
comfortable
vegetable
sensible
usable
reliable
acceptable
probable
breakable
possible
favorable
lovable
movable
visible

Unit 6, Week 1

terrible
impossible
valuable
adorable
reasonable
available
horrible
comfortable
vegetable
sensible
usable
reliable
acceptable
probable
breakable
possible
favorable
lovable
movable
visible

Name: _____

THE STORY OF SALT ▲

Spelling List

Unit 6, Week 1

terrible
impossible
valuable
noticeable
considerable
available
horrible
believable
audible
predictable
remarkable
reversible
changeable
reliable
acceptable
probable
admirable
dependable
profitable
lovable

Unit 6, Week 1

terrible
impossible
valuable
noticeable
considerable
available
horrible
believable
audible
predictable
remarkable
reversible
changeable
reliable
acceptable
probable
admirable
dependable
profitable
lovable

Unit 6, Week 1

terrible
impossible
valuable
noticeable
considerable
available
horrible
believable
audible
predictable
remarkable
reversible
changeable
reliable
acceptable
probable
admirable
dependable
profitable
lovable

Name: _____

THE STORY OF SALT

Spelling List

Unit 6, Week 1

collectible
compatible
valuable
traceable
considerable
available
horrible
believable
audible
predictable
remarkable
permissible
salvageable
regrettable
acceptable
culpable
admirable
dependable
profitable
inevitable

Unit 6, Week 1

collectible
compatible
valuable
traceable
considerable
available
horrible
believable
audible
predictable
remarkable
permissible
salvageable
regrettable
acceptable
culpable
admirable
dependable
profitable
inevitable

Unit 6, Week 1

collectible
compatible
valuable
traceable
considerable
available
horrible
believable
audible
predictable
remarkable
permissible
salvageable
regrettable
acceptable
culpable
admirable
dependable
profitable
inevitable

Name: _____

THE STORY OF SALT

Spelling 3 Times Each

Directions: Write your spelling words three times each. Use your neatest handwriting.

terrible			
impossible			
valuable			
adorable			
reasonable			
available			
horrible			
comfortable			
vegetable			
sensible			
usable			
reliable			
acceptable			
probable			
breakable			
possible			
favorable			
lovable			
movable			
visible			

Name: _____

Spelling 3 Times Each

Directions: Write your spelling words three times each. Use your neatest handwriting.

terrible			
impossible			
valuable			
noticeable			
considerable			
available			
horrible			
believable			
audible			
predictable			
remarkable			
reversible			
changeable			
reliable			
acceptable			
probable			
admirable			
dependable			
profitable			
lovable			

Name: _____

THE STORY OF SALT

Spelling 3 Times Each

Directions: Write your spelling words three times each. Use your neatest handwriting.

collectible			
compatible			
valuable			
traceable			
considerable			
available			
horrible			
believable			
audible			
predictable			
remarkable			
permissible			
salvageable			
regrettable			
acceptable			
culpable			
admirable			
dependable			
profitable			
inevitable			

Name: _____

Spelling Sort

Directions: Write the words at the bottom into the correct columns.

-able	-ible
-------	-------

terrible impossible valuable adorable reasonable
available horrible comfortable vegetable sensible
usable reliable acceptable probable breakable
possible favorable lovable movable visible

Name: _____

Spelling Sort

Directions: Write the words at the bottom into the correct columns.

-able

-ible

terrible	impossible	noticeable	valuable	considerable
available	horrible	believable	audible	predictable
lovable	reversible	changeable	reliable	acceptable
probable	admirable	dependable	profitable	remarkable

Name: _____

Spelling Sort

Directions: Write the words at the bottom into the correct columns.

-able

-ible

audible	compatible	remarkable	traceable	considerable
available	horrible	permissible	collectible	predictable
valuable	believable	salvageable	acceptable	regrettable
culpable	admirable	dependable	profitable	inevitable

Name: _____

Spelling Sentences

Directions: Write the following spelling words into sentences that show you know the meaning of the word. Underline the spelling word in each sentence.

1.

2.

3.

4.

5.

6.

7.

8.

terrible impossible valuable adorable reasonable
available horrible comfortable vegetable sensible
usable reliable acceptable probable breakable
possible favorable lovable movable visible

Name: _____

Spelling Sentences

Directions: Write the following spelling words into sentences that *show you know the meaning of the word*. Underline the spelling word in each sentence.

1.

2.

3.

4.

5.

6.

7.

8.

terrible impossible noticeable valuable considerable
available horrible believable audible predictable
lovable reversible changeable reliable acceptable
probable admirable dependable profitable remarkable

Name: _____

Spelling Sentences

Directions: Write the following spelling words into sentences that show you know the meaning of the word. Underline the spelling word in each sentence.

1.

2.

3.

4.

5.

6.

7.

8.

audible compatible remarkable traceable considerable
available horrible permissible collectible predictable
valuable believable salvageable acceptable regrettable
culpable admirable dependable profitable inevitable

Name: _____

THE STORY OF SALT

Spelling Sort

Directions: Cut out and glue into your interactive notebook. Lift the flaps and sort the spelling words into the correct columns.

Unit 6 Week 1	ible
	ible

Glue down this rectangular strip only ↓

Cut flap ←

Name: _____

THE STORY OF SALT

Answer Questions

Directions: Look back in the story to find the answers to the questions.

QUESTION	ANSWER
What two elements combine to make salt?	Sodium and chlorine combine to make salt.
How are these two elements like naughty kids who only play well together?	Sodium is an unstable metal that easily bursts into flame. Chlorine is a deadly poisonous gas. But put together, they create perfectly safe salt.
Name 4 places you can find salt in nature.	It can be found in dry salt beds, in the ocean, in underground springs, and in rocks under the earth.
Explain how salt played a role in taming farm animals.	Animals need salt to survive. Farmers would offer animals the salt they needed and couldn't get from eating vegetables and grains. Animals would come close to farmers to get the salt they need.

Name: _____

THE STORY OF SALT

Answer Questions

Directions: Look back in the story to find the answers to the questions.

QUESTION	ANSWER
How did salt pay for the Great Wall of China?	Ancient Chinese rulers knew the value of salt, so they made a law that only the government could sell it. They raised the price on salt (knowing people needed it) to pay for the Great Wall.
Why do you think salt is used in the mummification process?	Salt draws out moisture. It preserves things. Dead bodies could be cleaned and then salted to be preserved as mummies.
Explain how Emperor Augustus used salt for goodwill.	He would sometimes distribute free salt when he wanted to gain support for a war.
Name two items for which salt was traded in North America.	Salt was traded for cod, furs, and ham.

Name: _____

THE STORY OF SALT

Answer Questions

Directions: Cut out and glue into your interactive notebook. Lift the flaps and answer the questions about the text.

Glue down this rectangular strip only ↓

The Story of Salt	Soy Sauce Name 4 ingredients the Chinese used to make soy sauce.
	Words Salted by the Romans Name one expression inspired by salt and explain the meaning of the expression.
	Salt Through the Centuries Name 2 ways people used salt for power. Give the years, as well.

Soybeans, yeast, salt and water

Sample answer: "Worth his salt" means that someone has to do a job worth paying for. Salt was used as payment in ancient Rome.

Many possible answers. Sample answer: In 1776, the British cut off Washington from his army's salt supply.