



Name _____

5th Grade Modified ELA Remote Learning Packet

Week 1

September 21st – September 25th



Dear Educator,

My signature is proof that I have reviewed my scholar's work and supported him to the best of my ability to complete all assignments.

(Parent Signature)

(Date)

Parents please note that all academic are also available on our website at www.brighterchoice.org under the heading "Remote Learning." All academic packet assignments are mandatory and must be completed by all scholars.

Name: _____

September 21, 2020

BCCS Boys

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Do Now

1. What does the word human mean?

2. What are some “rights” that you have? List at least two.

3. What do you think “human rights” are?

Day 1, Unit 1, Module 1

| | |
|-----------------------------|---|
| Standard | RI 5.4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a 5 th grade topic or subject area. |
| LEQ | What are _____ and why are they important? |
| Objective | I can use _____ words that are unfamiliar or uncomfortable in an informational text. |
| Assignment to Submit | Exit Ticket (Google Form on Google Classroom) |

Input: Guided Notes on Content

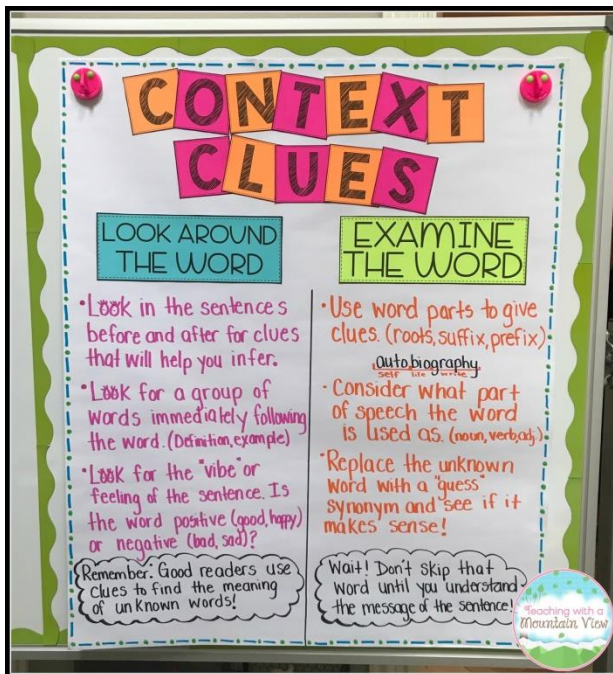
- We are going to be studying a document called the UDHR:

U _____ D _____ of

H _____ R _____.

- It is a _____.
- A Primary Source is an _____ document or _____ that was _____ during the specific time period.
- Text _____: how a text is _____
- The UDHR has _____ articles or _____. Each article has a different _____ about something the authors believed to be _____ for all _____

Input: Skills Strategy: Using Context Clues



When reading an informational text we will come to words that we are unfamiliar or uncomfortable with. We must NOT skip over them. We must work WITH the text to figure out the meaning.

How? Read AROUND the word for clues of its meaning.

Let's practice.

CFU: Skills Practice: Context Clues: Read the examples. Think about the meaning of the underlined word. Underline clues within the sentence that help you with the meaning. Write your own definition of the word based on your clues. We will do the first 2 together. The last 2 will be done in small groups in Breakout Rooms. You will have 4 minutes.

| Unfamiliar Word | Example | Definition |
|--|---|------------|
| Dignity *Guided* | Brighter Choice scholars show <u>dignity</u> when <u>they meet</u> the <u>high expectations</u> of the school. | |
| Endowed *Guided* | <u>Nobody taught</u> Shama to draw, it <u>seems</u> he was just <u>endowed</u> with the <u>great ability to draw.</u> | |
| Conscience *Breakout Rooms* | My <u>conscience</u> stopped me from looking at his test for the answer. | |
| Brotherhood *Breakout Rooms* | When one of your classmates appears to be upset, you can show <u>brotherhood</u> by asking if there is anything you can do for him. | |

Application: Using the UDHR Document in your Toolbox.

Name: _____

September 22, 2020

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Do Now

1. What is a human right?

2. Who wrote the UDHR? _____

3. Why did they write the UDHR?

Day 2, Unit 1, Module 1

| | |
|-----------------------------|---|
| Standard | RI 5.4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a 5 th grade topic or subject area. |
| LEQ | What are _____ and why are they important? |
| Objective | I can _____ vocabulary to better understand an informational text. |
| Assignment to Submit | Exit Ticket (Google Form on Google Classroom) |

Input/CFU/Application

Topic:

Main Idea:

A Short History of the UDHR

Throughout history, most societies have had traditions such as the **Golden Rule**. This means **“Do unto others as you would have them do unto you.”**

The **U.S. Bill of Rights** came into effect in **1791** but excluded (did not apply to) women, people of color, and members of certain social, religious, economic, and political groups.

In **1919**, the **International Labor Organization (ILO)** was **formed to protect workers to be sure they stayed healthy and safe**. But this organization didn't last.

During World War II (in the 1930s and 1940s), millions of people were killed by the Nazis. These people included Jews, gypsies, and people with disabilities.

President **Franklin Delano Roosevelt** gave a **speech in 1941 about his vision, or dream, for the world**. He said that everyone should have **four freedoms: freedom of speech, freedom of religion, freedom from want (being hungry), and freedom from fear**.

In 1945, after World War II, governments decided to start the **United Nations**. The **goal** of the United Nations (UN) **was to foster peace and stop conflict, or fighting between countries, around the world**.

In **1948**, the **Universal Declaration of Human Rights was written** by people belonging to the United Nations. **Fifty-six nations that belonged to the United Nations agreed to follow** the ideas in this document.

Today, more than 185 nations around the **world have taken the ideas from the UDHR** and put them in their own constitutions. (Constitutions are the rules and laws of a country.)

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September 23, 2020

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Do Now

1. Describe what you do in each step of a close read.

Step One:

Step Two:

Step Three:

Day 3, Unit 1, Module 1

| | |
|-----------------------------|---|
| Standard | RI 5.4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a 5 th grade topic or subject area. |
| LEQ | What are _____ and why are they important? |
| Objective | I can use context clues to _____ my _____ of “A Background of the UDHR.” |
| Assignment to Submit | Vocabulary Assignment (Edlight) Exit Ticket (Google Form on Google Classroom) |

Review “A Short History of the UDHR”

Main Idea:

Three important details:

1.

2.

3.

Input/CFU

Topic:

Main Idea:

“Background on the UDHR”

Rights for all members of the human family were first articulated in 1948 in the United Nations’ Universal Declaration of Human Rights (UDHR).

Following the horrific experiences of the Holocaust and World War II, and amid the grinding poverty of much of the world’s population, many people sought to create a document that would capture the hopes, aspirations, and protections to which every person in the world was entitled and ensure that the future of humankind would be different.

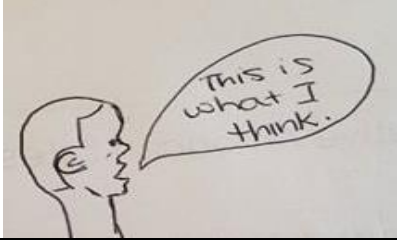
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Application Directions: Chart at least 3 unfamiliar words from the passage. Write down your definition for those words. Draw a picture that you think symbolizes the word.

| Word | Definition | Picture |
|-------------|------------------------|---|
| articulated | Stated or written down |  |
| | | |
| | | |
| | | |

Submit on Edlight!

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Do Now

1. What is the United Nations?

2. Based on the sentence below, what does the word articulated mean?

Beysean articulated his opinion on human rights in the debate with Michael.

3. List a synonym for each word below:

Poverty: _____

Aspirations: _____

Day 4, Unit 1, Module 1

| | |
|-----------------------------|---|
| Standard | RI 5.4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a 5 th grade topic or subject area. |
| LEQ | What are _____ and _____ and why are they important? |
| Objective | I can use common _____ and _____ affixes and roots as clues to help me figure out what a word means. |
| Assignment to Submit | Exit Ticket (Google Form on Google Classroom) |

Input/CFU: Skills Strategy: Using Word Parts of Affixes as Context Clues

Navigating Greek & Latin Word Parts

What are Word Parts & Where are they From?

Word parts are the smallest pieces of words. They originate from ancient Greek and Latin words, which are present in many languages worldwide.

Why are they Useful?

Even if you don't know a word's meaning, you can use its parts to determine meaning. Prefixes give hints about the tone of the word. Roots hold the core meaning of the word. Suffixes hint at the part of speech.

Ships Navigate by Using all their Features
Readers
Navigate Word Meaning by Using all Word Parts

Prefix + Root + Suffix = Word Meaning

Common Prefixes

Like the bow at the front of a ship, prefixes guide the meaning of a root.

| Prefix | Meaning |
|--------------------|-------------------------|
| Anti- | Against |
| Con-, Com- | With, together |
| De- | Opposite |
| Dis- | Not, Opposite of |
| Ex-, Exo- | Out of, From |
| In-, Im- | In |
| In-, Im-, Il-, Ir- | Not |
| Inter- | Between, Among |
| Mis- | Wrongly |
| Neo- | New, Recent, Revived |
| Pre- | Before |
| Pro- | Forward |
| Re- | Again |
| Se- | Apart |
| Semi- | Half, Partly, Not Fully |
| Sub- | Under |
| Super- | Above, Beyond |
| Trans- | Across, Beyond, Through |
| Un- | Not, Opposite of |

Common Roots

Roots are like the anchor of a ship holding it in place.

| Root | Meaning |
|-----------------|----------------|
| Aud | To hear |
| Auto | Self |
| Bene | Good |
| Circum | Around |
| Chron | Time |
| Contra, Counter | Against |
| Dict | To say |
| Dyna | Power |
| Fac | To do, To make |
| Fract | To break |
| Hetero | Different |
| Homo | Same |
| Ject | Throw |
| Logy | Study of |
| Mis; Miso | To hate |
| Mit | To send |
| Multi | Many |
| Phil | Love |
| Phon | Sound |
| Rupt | To break |
| Spect | To look |
| Tele | Far off |
| Vid/Vis | To see |

Common Suffixes

Like the stern at the back of a ship that determines direction travelled, suffixes determine a word's part of speech.

| Suffix | Meaning |
|----------------------|--------------------------------------|
| -Able, -ible | Is, Can be |
| -Ed | Past tense verbs, Adjectives |
| -En | Made of |
| -Er, -Or | One who; Person connected with |
| -Er | More; comparative form |
| -Est | The most, Superlative form |
| -Ful | Full of |
| -Hood | State, Quality, Condition, Adj. form |
| -Ic | Having characteristics of |
| -Ing | Verb form |
| -Ion; -Tion, -Action | Act, Process |
| -Less | Without |
| -Ly | How something is, adverb form |
| -Ment | State of being; Act of |
| -Ness | State, Condition |
| -Ologist | A person who studies; Noun form |
| -Ious, -Ous, -Eous | Possessing or full of |
| -Y | Characterized by |

How many prefixes on this chart mean “not”?

Let's break apart the word “projection”:

Pro:

Ject:

Tion:

Definition:

Create at least 2 words from the Word Parts Chart. Jot down their definition.

Word 1: _____ Definition: _____

Word 2: _____ Definition: _____

Application: Turn to the Introduction to the UDHR in your Toolbox.

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September 25, 2020

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Do Now

1. Why did the United Nations decide to write the UDHR?

2. What does the prefix **in-** mean?

3. What do the following words mean?

Inactive: _____

Incorrect: _____

Inhumane: _____

Day 5, Unit 1, Module 1

| | |
|-----------------------------|---|
| Standard | RI 5.4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a 5 th grade topic or subject area. |
| LEQ | What are _____ and why are they important? |
| Objective | I can use context clues and _____ words apart to determine the _____ of unfamiliar word. |
| Assignment to Submit | Vocabulary Quiz (Google Form) Mid-Unit Quiz (Google Form) |

Input: Review of the UDHR

UDHR

5 W's Chart

5 Ws

who

what

when

where

why

Graphic Organizer

Complete your Mid-Unit Quiz on Google Forms.



Name _____

5th Grade Modified ELA Remote Learning Packet

Week 2

September 28th – October 2nd



Dear Educator,

My signature is proof that I have reviewed my scholar's work and supported him to the best of my ability to complete all assignments.

(Parent Signature)

(Date)

Parents please note that all academic are also available on our website at www.brighterchoice.org under the heading "Remote Learning." All academic packet assignments are mandatory and must be completed by all scholars.

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September 28, 2020

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Do Now

1. Circle the correct words.

The UDHR is a (**document, organization, council**) that was written after (**summer, World War II, the American Revolution**). It was written to protect our (**rights, money, houses**). The organization that wrote it is called the (**NAACP, UNICEF, United Nations**).

2. Make a list of at least 3 rights you think should be human rights.

- _____
- _____
- _____

Day 6, Unit 1, Module 1

| | |
|-----------------------------|--|
| Standard | RI 5.2: Determine two or more main ideas and how they are supported by key details; summarize the text. |
| LEQ | How can I _____ my understanding of human rights? |
| Objective | I can _____ the main points of 3 article of the UDHR with support. |
| Assignment to Submit | Exit Ticket (Google Form) |

Input: Guided Notes on Paraphrasing

A. Paraphrasing means putting what you have _____
into your _____ words.

B. You _____ by reading
something, _____ about what it means,
and then _____ it in your own words.

C. Paraphrasing is a useful strategy to check to be sure that you have
_____ when reading something difficult or
something that is important to
_____.

D. If you cannot paraphrase after reading, it is important to go back
and _____ to clarify information.

CFU/Application: UDHR in Toolbox & Graphic Organizer

| Article | Paraphrase or Summary (in your own words) | Sketch: An example of “keeping the promise” of this Article (Draw what it looks like.) | Sketch: An example of “breaking the promise” of this Article (Draw what is does NOT look like.) |
|----------------------|--|---|--|
| Article 1 | | | |
| Article 2 | | | |
| Article 3 | | | |

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September 29, 2020
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Do Now

1. **What is our conscience? Why is it important in the UDHR?**

2. **What does liberty mean?**

Day 6, Unit 1, Module 1

| | |
|-----------------------------|--|
| Standard | RI 5.2: Determine two or more main ideas and how they are supported by key details; summarize the text. |
| LEQ | How can I _____ my understanding of human rights? |
| Objective | I can _____ the main points of 3 article of the UDHR with support. |
| Assignment to Submit | Exit Ticket (Google Form) |

Hook: Video Presentation

First View: Think about WHY this video was created. Be ready to share out.

Second View: Jot down which image best captures articles 1-3 of the UDHR. Why?

| Image Description | It captures the UDHR because... |
|-------------------|---------------------------------|
| | |

Input: Model Article Summaries

| Article | Paraphrase or Summary (in your own words) | Sketch: An example of “keeping the promise” of this Article (Draw what it looks like.) | Sketch: An example of “breaking the promise” of this Article (Draw what is does NOT look like.) |
|-----------------------|--|---|--|
| Article 14 | | | |
| Article 16 | | | |
| Article 25 | | | |

CFU: Article Summaries in Breakout Rooms

| Article | Paraphrase or Summary (in your own words) | Sketch: An example of “keeping the promise” of this Article (Draw what it looks like.) | Sketch: An example of “breaking the promise” of this Article (Draw what is does NOT look like.) |
|-----------------------|--|---|--|
| Article 6 | | | |
| Article 20 | | | |
| Article 23 | | | |

Application: Read Article 26 and summarize below.

| | | | |
|-----------------------|--|--|--|
| Article 26 | | | |
|-----------------------|--|--|--|

Name: _____

September 30, 2020

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Do Now

1. Article 6 of the UDHR declared that we have the right to live freely and safely. Article 26 declared that we have the right to an education. Which article do you feel is more important? Why?

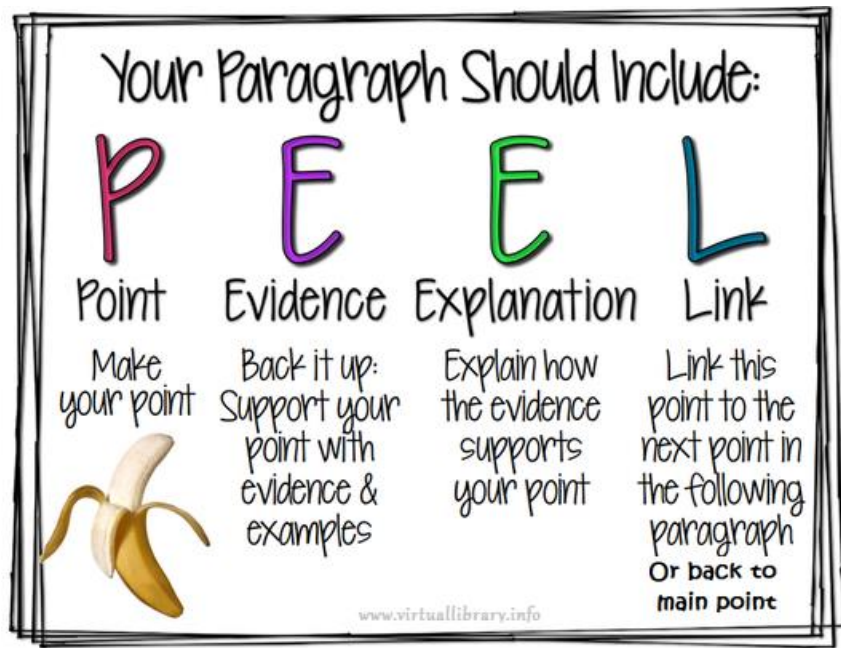
Day 7, Unit 1, Module 1

| | |
|-----------------------------|---|
| Standard | RI 5.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. W 5.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience. |
| LEQ | How can I _____my thoughts in a paragraph? |
| Objective | I can use PEEL writing to write a paragraph response for 2 texts. |
| Assignment to Submit | Exit Ticket (Edlight) |

CFU: Plain Version of the UDHR

| | |
|-------------------|---|
| Article 1 | When children are born, they are free and each should be treated in the same way. They have reason and conscience and should act towards one another in a friendly manner. |
| Article 2 | Everyone can claim the following rights, despite - a different sex, a different skin color, speaking a different language, thinking different things, believing in another religion, owning more or less, being born in another social group, coming from another country. It also makes no difference whether the country you live in is independent or not. |
| Article 3 | You have the right to live, and to live in freedom and safety |
| Article 6 | You should be legally protected in the same way everywhere, and like everyone else. |
| Article 14 | If someone hurts you, you have the right to go to another country and ask it to protect you. You lose this right if you have killed someone and if you, yourself, do not respect what is written here. |
| Article 16 | As soon as a person is legally entitled, he or she has the right to marry and have a family. In doing this, neither the color of your skin, the country you come from nor your religion should be impediments. Men and women have the same rights when they are married and also when they are separated. Nobody should force a person to marry. The government of your country should protect you and the members of your family |
| Article 20 | You have the right to organize peaceful meetings or to take part in meetings in a peaceful way. It is wrong to force someone to belong to a group. |
| Article 23 | You have the right to work, to be free to choose your work, to get a salary which allows you to support your family. If a man and a woman do the same work, they should get the same pay. All people who work have the right to join together to defend their interests. |

Input: PEEL Writing



CFU: Which version of the UDHR do you prefer? *Use a detail from both the Plain Version of the UDHR and the original version in your response.*

P

E

E

L

Name: _____

October 1, 2020

BCCS Boys

5th grade ELA

Do Now

1. What is the main idea?

2. How do you determine the main idea of an article?

Day 9, Unit 1, Module 1

| | |
|-----------------------------|--|
| Standard | RI 5.2: Determine 2 or more main ideas and how they are supported by key details; summarize the text. |
| LEQ | How can I _____ a first-hand account of human rights? |
| Objective | I can determine the _____ of the first 5 paragraphs of “Teaching Nepalis to Read, Plant, and Vote.” |
| Assignment to Submit | Exit Ticket (Edlight) |

CFU: Topic/Main Idea/Supporting Details Practice

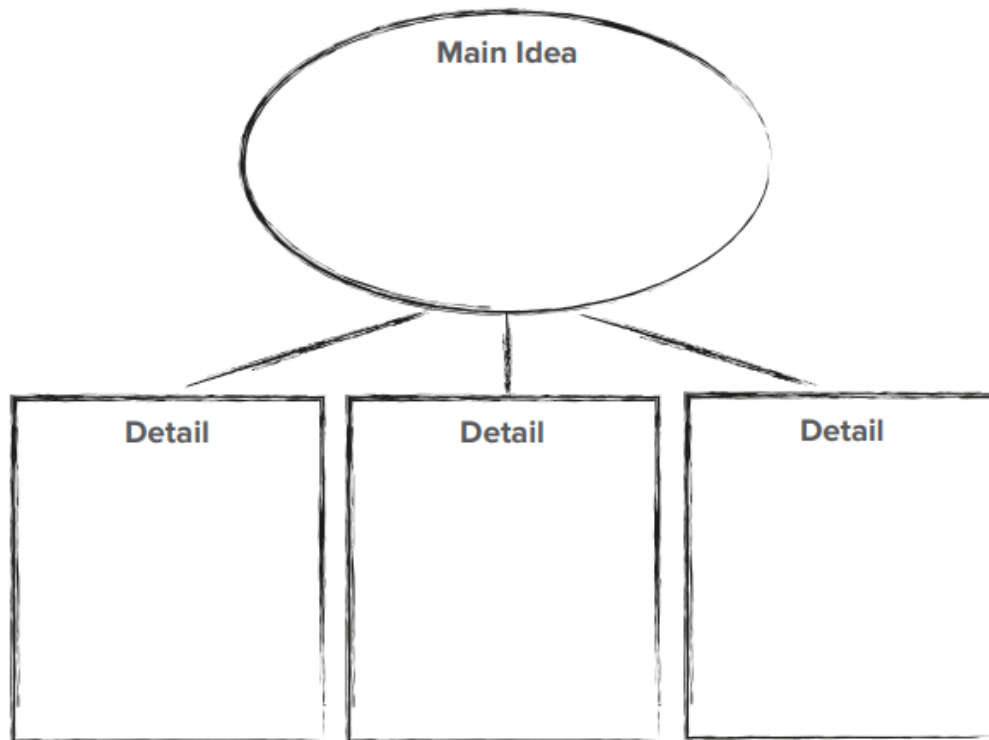
Directions: Teacher will read aloud the text once. We will determine the main idea through scholar discourse. Teacher will read the text aloud again. Scholars will mark supporting evidence with an E.

Main Idea Practice

Sometimes I see something happen that makes me uncomfortable, like when a kid is getting picked on. The other day, I was riding the bus to school as usual, when I noticed some other kids making fun of Zach. Zach is quiet and maybe a little weaker than other people, and kids on the bus were calling him bad names. I knew it was wrong, and at first I tried to ignore it. But then a little voice inside (maybe it was my conscience?) told me I had to take action. I decided I had to stand up for Zach. I told the bullies that Zach was my friend and asked them not to be mean to him again. It wasn't easy, but it was worth it. I could see in Zach's eyes how grateful he was. I realized that you've got to have compassion. You have to take action if you see someone suffering. Do what you can to help take away their pain.

MAIN IDEA/SUPPORTING DETAILS

Subject: _____



Application: Use “Teaching Nepalis to Read, Plant, and Vote” in Toolbox.

Name: _____

October 2, 2020

BCCS Boys

5th grade ELA

Do Now

1. What is the difference between main idea and topic?

2. When you are annotating, what do you use the letter E for?

Day 10, Unit 1, Module 1

| | |
|-----------------------------|--|
| Standard | RI 5.2: Determine 2 or more main ideas and how they are supported by key details; summarize the text. |
| LEQ | How can I _____ a first-hand account of human rights? |
| Objective | I can _____ my main idea of “”Teaching Nepalis to Read, Plant, and Vote” using text based evidence. |
| Assignment to Submit | Exit Ticket (Edlight) |

CFU: Main Idea/Topic Practice: Remember that topic and subject are SYNONYMS.

Directions: We will be using this for Guided Practice and chatting in our responses.

Main Idea

Use the text to answer each question below.

1. Almost everything that you read will have a **subject**, **main idea** and **details**. It may help to imagine these characteristics as big, medium and small.

The subject of a book is big and broad. Try asking yourself, "What is this book about?" and answering in a few words.

Read the following passage.

The ability to vote is one of the most important rights in a democracy. People should be able to vote easily, and voting laws should be written to make sure that the largest number of people are able to vote. Voting stations should be easy to get to and should be open early enough and late enough so that everyone has time to vote.

What is the subject of the passage?

- | | |
|--|---|
| A. the ability to vote | B. The ability to vote is an important right. |
| C. Voting stations should be easy to get to. | D. People should be able to vote easily. |

2. The main idea is more specific than the subject. It gives us more information about what the text is about. Try asking yourself, "What is the author saying?" and "What is the most important thing the author wants me to walk away with from this text?"

Read the following passage.

Federica sat in the back of the cab, watching her new city go by. Nothing around here felt like home. Home was a house at the very end of a sloping dirt road, with no one else around for miles. Home was the sound of wind through grass and trees and the calls of animals at night. Home was peaceful and Federica liked it that way. Home was not what whizzed past her window now: soaring glass buildings, traffic in the streets, the sound of cars rushing past and so many people talking, talking, always talking. "This place is chaos," Federica thought. "I'll never get used to this."

What is the main idea of the passage?

- | | |
|--|---|
| A. Federica sat in the back of the cab, watching her new city go by. | B. Federica doesn't feel at home in her new city. |
| C. a girl named Federica | D. Sometimes, people must get used to new ways of life. |

Application: Use "Teaching Nepalis to Read, Plant, and Vote" in Toolbox.