



Name \_\_\_\_\_

## 5<sup>th</sup> Grade ELA Remote Learning Toolbox

Week 1 - 2

September 21<sup>st</sup> – October 2<sup>nd</sup>



**Scholars and Families,**

**These documents and anchor charts are to be filed in the front of the ELA binder for use throughout Module 1. They are not to be returned to the school.**

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

# Introduction to the UDHR



EXPEDITIONARY  
LEARNING

Dignity and justice for all of us



All human beings are born with equal and inalienable rights and fundamental freedoms. The United Nations is committed to upholding, promoting and protecting the human rights of every individual. This commitment stems from the United Nations Charter, which reaffirms the faith of the peoples of the world in fundamental human rights and in the dignity and worth of the human person.

In the Universal Declaration of Human Rights, the United Nations has stated in clear and simple terms the rights which belong equally to every person.

These rights belong to you.

They are your rights. Familiarize yourself with them. Help to promote and defend them for yourself as well as for your fellow human beings.

*Adopted and proclaimed by General Assembly resolution 217 A (III) of 10 December 1948*

# **The Universal Declaration of Human Rights (UDHR)**

## **Article 1.**

All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.

## **Article 2.**

Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status. Furthermore, no distinction shall be made on the basis of the political, jurisdictional or international status of the country or territory to which a person belongs, whether it be independent, trust, non-self-governing or under any other limitation of sovereignty.

## **Article 3.**

Everyone has the right to life, liberty and security of person.

## **Article 4.**

No one shall be held in slavery or servitude; slavery and the slave trade shall be prohibited in all their forms.

## **Article 5.**

No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.

## **Article 6.**

Everyone has the right to recognition everywhere as a person before the law.

## **Article 7.**

All are equal before the law and are entitled without any discrimination to equal protection of the law. All are entitled to equal protection against any discrimination in violation of this Declaration and against any incitement to such discrimination.

## **Article 8.**

Everyone has the right to an effective remedy by the competent national tribunals for acts violating the fundamental rights granted him by the constitution or by law.

## **Article 9.**

No one shall be subjected to arbitrary arrest, detention or exile.

**Article 10.**

Everyone is entitled in full equality to a fair and public hearing by an independent and impartial tribunal, in the determination of his rights and obligations and of any criminal charge against him.

**Article 11.**

(1) Everyone charged with a penal offence has the right to be presumed innocent until proved guilty according to law in a public trial at which he has had all the guarantees necessary for his defence.

(2) No one shall be held guilty of any penal offence on account of any act or omission which did not constitute a penal offence, under national or international law, at the time when it was committed. Nor shall a heavier penalty be imposed than the one that was applicable at the time the penal offence was committed.

**Article 12.**

No one shall be subjected to arbitrary interference with his privacy, family, home or correspondence, nor to attacks upon his honour and reputation. Everyone has the right to the protection of the law against such interference or attacks.

**Article 13.**

(1) Everyone has the right to freedom of movement and residence within the borders of each state.

(2) Everyone has the right to leave any country, including his own, and to return to his country.

**Article 14.**

(1) Everyone has the right to seek and to enjoy in other countries asylum from persecution.

(2) This right may not be invoked in the case of prosecutions genuinely arising from non-political crimes or from acts contrary to the purposes and principles of the United Nations.

**Article 15.**

- (1) Everyone has the right to a nationality.
- (2) No one shall be arbitrarily deprived of his nationality nor denied the right to change his nationality.

**Article 16.**

- (1) Men and women of full age, without any limitation due to race, nationality or religion, have the right to marry and to found a family. They are entitled to equal rights as to marriage, during marriage and at its dissolution.
- (2) Marriage shall be entered into only with the free and full consent of the intending spouses.
- (3) The family is the natural and fundamental group unit of society and is entitled to protection by society and the State.

**Article 17.**

- (1) Everyone has the right to own property alone as well as in association with others.
- (2) No one shall be arbitrarily deprived of his property.

**Article 18.**

Everyone has the right to freedom of thought, conscience and religion; this right includes freedom to change his religion or belief, and freedom, either alone or in community with others and in public or private, to manifest his religion or belief in teaching, practice, worship and observance.

**Article 19.**

Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers.

**Article 20.**

- (1) Everyone has the right to freedom of peaceful assembly and association.
- (2) No one may be compelled to belong to an association

**Article 21.**

- (1) Everyone has the right to take part in the government of his country, directly or through freely chosen representatives.
- (2) Everyone has the right of equal access to public service in his country.
- (3) The will of the people shall be the basis of the authority of government; this will shall be expressed in periodic and genuine elections which shall be by universal and equal suffrage and shall be held by secret vote or by equivalent free voting procedures.

**Article 22.**

Everyone, as a member of society, has the right to social security and is entitled to realization, through national effort and international co-operation and in accordance with the organization and resources of each State, of the economic, social and cultural rights indispensable for his dignity and the free development of his personality.

**Article 23.**

- (1) Everyone has the right to work, to free choice of employment, to just and favourable conditions of work and to protection against unemployment.
- (2) Everyone, without any discrimination, has the right to equal pay for equal work.
- (3) Everyone who works has the right to just and favourable remuneration ensuring for himself and his family an existence worthy of human dignity, and supplemented, if necessary, by other means of social protection.
- (4) Everyone has the right to form and to join trade unions for the protection of his interests.

**Article 24.**

Everyone has the right to rest and leisure, including reasonable limitation of working hours and periodic holidays with pay.

**Article 25.**

- (1) Everyone has the right to a standard of living adequate for the health and well-being of himself and of his family, including food, clothing, housing and medical care and necessary social services, and the right to security in the event of unemployment, sickness, disability, widowhood, old age or other lack of livelihood in circumstances beyond his control.
- (2) Motherhood and childhood are entitled to special care and assistance. All children, whether born in or out of wedlock, shall enjoy the same social protection.

**Article 26.**

- (1) Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.
- (2) Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.

(3) Parents have a prior right to choose the kind of education that shall be given to their children.

**Article 27.**

(1) Everyone has the right freely to participate in the cultural life of the community, to enjoy the arts and to share in scientific advancement and its benefits.

(2) Everyone has the right to the protection of the moral and material interests resulting from any scientific, literary or artistic production of which he is the author.

**Article 28.**

Everyone is entitled to a social and international order in which the rights and freedoms set forth in this Declaration can be fully realized.

**Article 29.**

(1) Everyone has duties to the community in which alone the free and full development of his personality is possible.

(2) In the exercise of his rights and freedoms, everyone shall be subject only to such limitations as are determined by law solely for the purpose of securing due recognition and respect for the rights and freedoms of others and of meeting the just requirements of morality, public order and the general welfare in a democratic society.

(3) These rights and freedoms may in no case be exercised contrary to the purposes and principles of the United Nations.

**Article 30.**

Nothing in this Declaration may be interpreted as implying for any State, group or person any right to engage in any activity or to perform any act aimed at the destruction of any of the rights and freedoms set forth herein.

United Nations Department of Public Information

For more information

[www.ohchr.org/english/issues/education/training/udhr.htm](http://www.ohchr.org/english/issues/education/training/udhr.htm) [www.un.org/cyberschoolbus/humanrights/index.asp](http://www.un.org/cyberschoolbus/humanrights/index.asp)

## “Teaching Nepalis to Read, Plant, and Vote”

by Leslie Reed

Seventy years ago, a boy named Bishnu Prasad Dhungel was not allowed to go to school. As a result, thousands of Nepalis have learned to read and write. This is the remarkable story of Bishnu, his son Dinesh, and Dinesh’s wife Ratna.

When Bishnu was a child, there was only one school in Nepal and it was far away in Kathmandu. It was actually against the law to start schools in the villages of Nepal, because the government believed that it was easier to control people if they didn’t know how to read and write.

Back then, parents arranged to have their children married very young. Bishnu was married when he was just nine years old, and then married again to a second wife when he was 15. He helped on the family farm, but he longed to go to school. Finally, he was so determined to get an education that he ran away to Kathmandu, walking for three entire days. He completed one year of school, enough to get a government job.

Bishnu’s wives had 25 children between them, though ten died from diseases such as smallpox and measles and malaria (a disease of tropical countries). As Bishnu’s children grew, he was determined that they would go to school, so he brought a teacher from India to teach them. For doing so, Bishnu was sent to jail for three months for breaking the law. However, he didn’t give up. He joined the Nepali Congress—a then-illegal political party fighting for democracy—to fight the government. In 1951, when a new government came to power, education was finally allowed.

Dinesh is Bishnu’s third son. He not only went to elementary school, he graduated from college. Because he had studied English, he was able to get a job teaching Nepali to U.S. Peace Corps volunteers. With the job came the opportunity to travel around Nepal.

Dinesh soon noticed how few poor Nepalis, especially women and girls, knew how to read. They now had the right to go to school, but they didn’t have schools or teachers. This realization inspired Dinesh to follow in his father’s footsteps as a champion of education. As a result, thousands of lives were changed.

Dinesh was fortunate to have married Ratna, a lively young woman who was also committed to helping the poor. They created an organization called the Non-Formal Education Services Center to educate poor Nepalis. Dinesh describes their first project: “We were working with a very poor tribal group that lived in caves on the sides of steep hills. When we first visited, they ran into the forest because they were scared of strangers. They had nothing. I couldn’t believe our brothers and sisters were living in this condition.”

While they’d set out to teach reading and writing, they quickly realized that they needed to do something about the poverty they saw. After talking with the villagers, they decided to buy goats for the ten poorest families. Goats could scale the steep hillsides and eat the brush that grew there. When the goats gave birth, the kids were given to other poor families. Dinesh and Ratna also learned that orange trees would grow in the area, so they planted hundreds of trees.



The villagers were required to save one quarter of the money they earned from the goats and oranges. With their savings, they sent their children to the schools that the center helped build. They were eventually able to buy land and build better houses.

Since then, the center has taught 20,000 adults and 5,000 children to read as well as helped to lift them out of poverty. They have built 15 schools and 56 drinking water systems and planted thousands of trees. When democracy came to Nepal in 1990, the center also taught the meaning of democracy and the importance of voting and human rights.

Ratna was eager to help the women and children in another village, so she started her own organization, called HANDS. To get to the village, she had to wade a river seven times. It was a three-and-a-half-hour walk to the nearest health clinic. When the river was flooded, the people couldn't get to the clinic at all. Ratna's organization built a health center. It also taught women

and girls to raise animals, to farm organically and make tofu, to sew, and to make pressed-flower cards (which Ratna sells in the United States). Of course, they also learn to read and write.

"In the poor areas of Nepal," Dinesh says, "there is no TV or computer or electricity. Most children don't have enough pencils or paper. When the rainy season starts, it seems like all the rain is falling in the class because the roofs leak so much. The classrooms are tiny, dark, and cold. The children need to help their parents with housework, fetching firewood, and taking care of goats or their younger brothers and sisters. Because of this, only about one out of ten children complete grade 10."

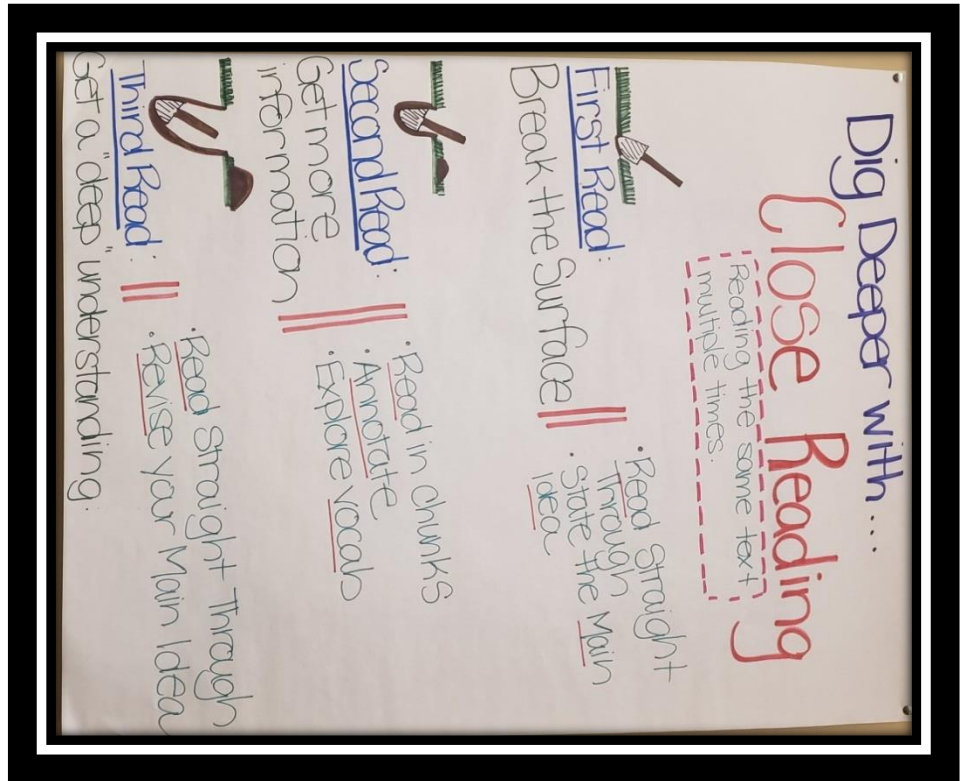
Dinesh and Ratna have spent their lives trying to change this. Of this, Dinesh says, "We are proud."

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Lesley Reed, "Teaching Nepalis to Read, Plant, and Vote," in *Faces* 21 (April 2005, Issue 8), 26–28.

## Anchor Charts

### Close Reading

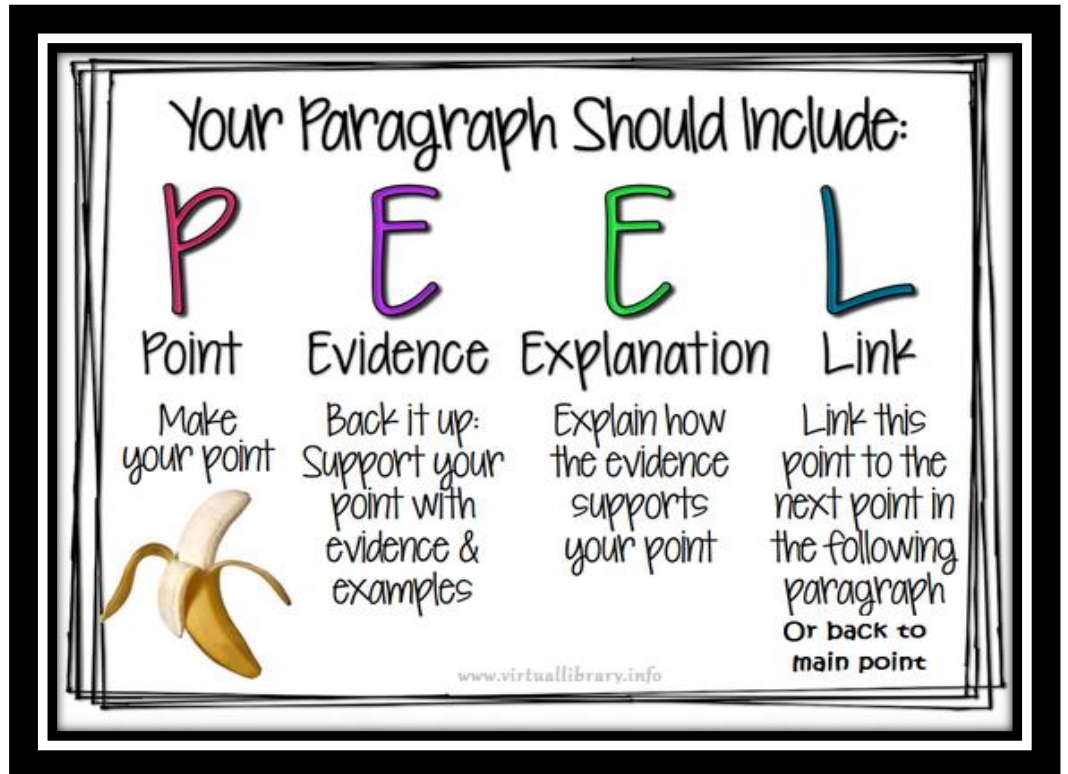


### Annotation Symbols

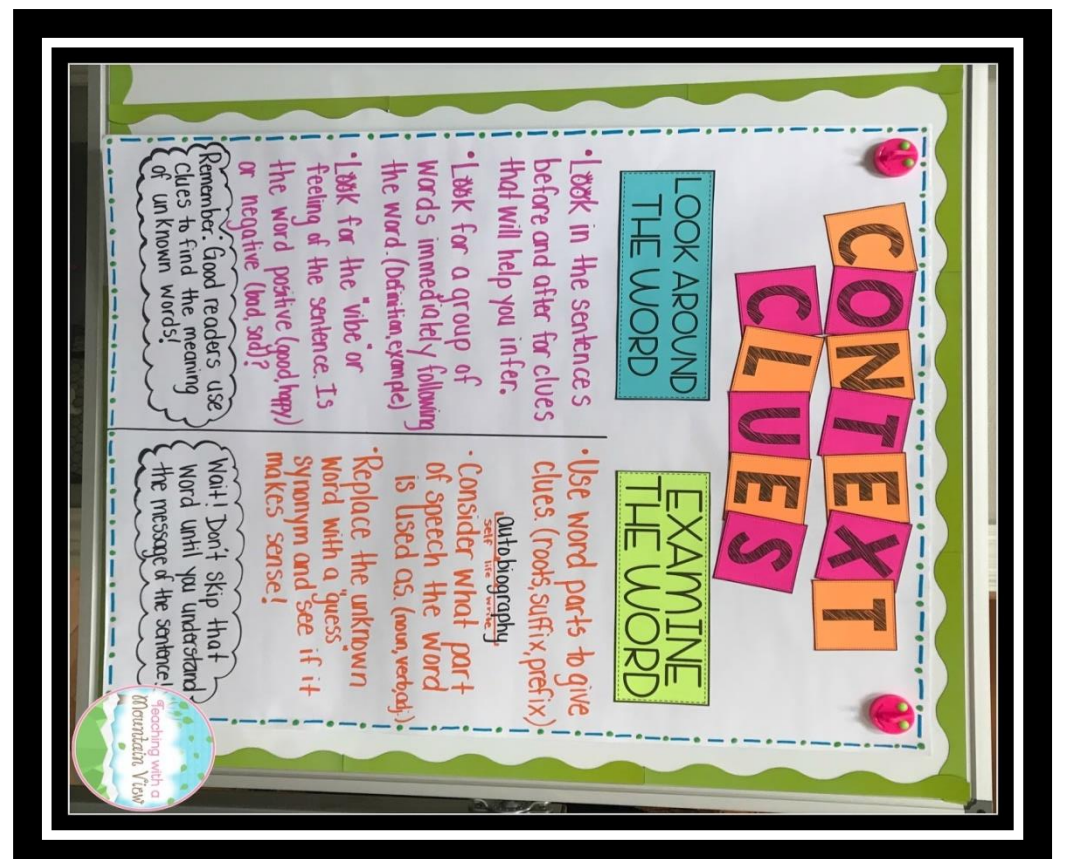


# Anchor Charts

## PEEL Writing



## 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 Roots

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

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

### Common Prefixes

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

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

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