



EXPEDITIONARY
LEARNING

Grade 5: Module 1: Unit 1: Lesson 4

Close Reading: The Introduction to the Universal Declaration of Human Rights



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

- I can determine the main idea(s) of an informational text based on key details. (RI.5.2)
- I can explain important connections between people, events, or ideas in a historical, scientific, or technical text accurately. (RI.5.3)
- I can determine the meaning of academic words or phrases in an informational text. (RI.5.4)
- I can determine the meaning of content words or phrases in an informational text. (RI.5.4)
- I can use a variety of strategies to read grade-appropriate words and phrases I don't know. (L.5.4)

Supporting Learning Targets

- I can use context clues to help me determine the meaning of words.
- I can use common Greek and Latin affixes (prefixes) and roots as clues to help me know what a word means.
- I can determine the main ideas of the introduction to the Universal Declaration of Human Rights (UDHR) by reading closely.

Ongoing Assessment

- Students' annotated copies of the UDHR
- Exit tickets



Agenda	Teaching Notes
<ol style="list-style-type: none"> 1. Opening <ol style="list-style-type: none"> A. Engaging the Reader: Revisiting Article 1 of the UDHR (10 minutes) 2. Work Time <ol style="list-style-type: none"> A. Modeling and Practicing Closely Reading Paragraph 1 of the Introduction to the UDHR (10 minutes) B. Guided Practice Closely Reading Paragraph 2 of the Introduction to the UDHR (15 minutes) C. Independent Practice Closely Reading Paragraphs 3–5 of the Introduction to the UDHR (10 minutes) 3. Closing and Assessment <ol style="list-style-type: none"> A. Adding to Our Human Rights Vocabulary Flash Cards (15 minutes) 4. Homework 	<ul style="list-style-type: none"> • This lesson reinforces the vocabulary work from Lesson 3 and introduces a new vocabulary strategy: using morphology (word roots, prefixes, suffixes, etc.). • In advance: Post the anchor chart from Lesson 1: Close Readers Do These Things. Prepare an anchor chart titled Article 1. • Review: Helping Students Read Closely, Think-Pair-Share protocol (see Appendix 1). • Post: Learning targets.

Lesson Vocabulary	Materials
<p>fundamental, inalienable, charter, reaffirms, dignity, upholding, promoting, and protecting.</p>	<ul style="list-style-type: none"> • Close Readers Do These Things anchor chart (begun in Lesson 1) • Universal Declaration of Human Rights (from Lesson 1) • Introduction to the UDHR note-catcher (one per student). See supporting materials. Note: this is a different note catcher from the “UDHR note-catcher” students have been using about specific articles from the UDHR) • Vocabulary flash cards (from Lesson 3; student-created on index cards) • Document camera or interactive white board • Chart paper • Markers



Opening	Meeting Students' Needs
<p>A. Engaging the Reader: Revisiting Article 1 of the UDHR (10 minutes)</p> <ul style="list-style-type: none"> • Ask students to locate their formatted copy of the Universal Declaration of Human Rights (introduced in Lesson 1; likely you are having them store these in folders). Remind them briefly that in Lesson 1, they looked at this entire document for the way it was structured and then focused on Article 1 in their UDHR note-catcher. They also looked at Article 1 again briefly in Lesson 3 when they made their flash cards. • Read Article 1 aloud again, or invite a student to do so. Be sure all students are following along in their copy of the text. • Ask students to turn and talk with a partner about what words they have learned from this article. Invite a few students to share out the new words they have learned and why they are important. Comment on how good students are getting at noticing unfamiliar and important vocabulary as they read. • Read or have a student read aloud the first learning target: <ul style="list-style-type: none"> * “I can use context clues to help me determine the meaning of words.” • Say: “Yesterday, we focused on vocabulary related to human rights, particularly how to figure out important words from context. Today we will continue practicing that as we read the introduction to the UDHR.” • Have students give a thumbs-up or thumbs-down to show whether they understand the first target. • Read or have a student read aloud the second learning target: <ul style="list-style-type: none"> * “I can use common Greek and Latin affixes (prefixes) and roots as clues to help me know what a word means.” • Tell students that today they also will practice another strategy to figure out what words mean: looking at the parts of the word. Say: “For example, think about the word <i>context</i>, which we now know means ‘the text around the word.’ That word has two parts, <i>con</i> and <i>text</i>. We know what <i>text</i> means: ‘the words on the <i>page</i>.’ And <i>con</i> means ‘with’ or ‘together.’ So by thinking about those two parts, we can know that context means the stuff around the words we are trying to figure out.” • Tell students they will practice breaking down other words in this same way. • Have students give a thumbs-up or thumbs-down to show whether they understand the second target. • Review the Close Readers Do These Things anchor chart from Lessons 1 and 2, asking students to suggest when they might focus on vocabulary. Listen for responses such as: “After I have read the text and have a basic idea of what it is about.” 	<ul style="list-style-type: none"> • Use vocabulary learning strategies to support all learners: prefixes, root words, suffixes, cognates, and context.



Work Time	Meeting Students' Needs
<p>A. Modeling and Practicing Closely Reading Paragraph 1 of the Introduction to the UDHR (10 minutes)</p> <ul style="list-style-type: none"> Remind students that in Lesson 1, they spent time looking at the UDHR to notice how it is set up, or “structured.” Ask them to turn and talk with a partner about something they remember or notice. Orient students to the introduction: the italicized text below the title and above the preamble. Tell them: <ul style="list-style-type: none"> * “This part is called the introduction. Intro means ‘the first part.’ These short paragraphs are at the very beginning of the document and set up many of the main ideas.” Tell them they will practice together reading closely the first paragraph, which is just one sentence. Distribute the Introduction to the UDHR note-catcher. Tell students that they will use this to take notes after they have read and annotated the introduction to the UDHR. Read aloud the first paragraph of the introduction twice, with students following along (this promotes fluency). Have students reread this first paragraph silently and independently. Ask them to focus on words or phrases that might help them determine the meaning of this first sentence. Encourage them to annotate their UDHR by circling unknown words or underlining words they think are important. Ask them to think, then share with a partner, what they suspect some of the words mean based on the context, or what the entire sentence means. Invite a few students to share out. Then ask students to reread the first paragraph a third time, focusing on just two or three words they underlined or circled. Ask a few students to share a word they underlined; have classmates give a thumbs-up if they chose the same word(s). Focus on the word <i>fundamental</i>. Invite a student who underlined or circled the word <i>fundamental</i> to explain why. Likely he or she will say: “I didn’t know what it meant” or “It came at the very end, so I thought it might be important.” Ask if anyone was able to figure out that word from context. If so, have them explain. If not, model: <ul style="list-style-type: none"> * “I underlined that word, too. I know that word from math, like my ‘math fundamentals.’ But that didn’t make sense here. But I saw it next to the word <i>freedom</i> and know this whole thing is about being equal, so I think it’s about the kinds of freedom everyone deserves. Like the basic stuff.” On an interactive white board or document camera, write: “<i>fundamental</i> = basic.” Focus on the word <i>inalienable</i>. Invite a student who underlined the word <i>inalienable</i> to explain why. Likely he or she will say: “It was next to the word ‘rights,’ so I figured it mattered.” Ask if anyone knows or could figure out what this word means. If so, have them explain. If not, introduce the idea of working with parts of a word. 	<ul style="list-style-type: none"> When possible, provide text or materials in students’ home language. This can help them understand materials presented in English. Consider partnering an ELL with a student who speaks the same home language when discussion of complex content is required. This can let students have more meaningful discussions and clarify points in their home language. Provide ELLs bilingual word-for-word translation dictionaries or online translation sources such as Google Translate to assist with comprehension. ELLs should be familiar with how to use glossaries or dictionaries. Provide nonlinguistic symbols to assist ELLs and other struggling readers in making connections with vocabulary. These symbols can be used in directions and learning targets throughout the year.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Focus first on the word root <i>alien</i>: “That middle part of the word is called the root. It’s like the main meaning of the word.”• Ask if anyone knows the word <i>alien</i>. Students may refer to beings from outer space, or to things that are really strange. Tell them:<ul style="list-style-type: none">* “If we looked up the word <i>alien</i> in a dictionary, we would find a lot of different meanings: ‘foreign,’ ‘strange,’ ‘separate.’ Some days we will use dictionaries. But for today, I am just going to tell you that it means ‘separate.’”• Focus on the prefix <i>in</i>. Tell students: “The word <i>in</i> also has a few meanings. By itself, it is the opposite of <i>out</i>. But here, it means ‘not.’ So <i>inalienable</i> means ‘not separate.’ <i>Inalienable rights</i> are rights that can’t be taken away from you.”• On the white board or document camera, write the word parts, “in = not” and “alien = separate,” along with the whole word: “inalienable = not separate; can’t be taken away.”• Tell students that they will get more practice figuring out words from context and using word roots and prefixes as they read the rest of the introduction. Encourage them; this is hard!	<ul style="list-style-type: none">• For ELLs, consider providing extra time for tasks and answering questions in class discussions. ELLs often need more time to process and translate information. They receive extended time as an accommodation on NY State assessments.



Work Time	Meeting Students' Needs
<p>B. Guided Practice Closely Reading Paragraph 2 of the Introduction to the UDHR (15 minutes)</p> <ul style="list-style-type: none"> • Repeat this process with Paragraph 2. • Read this longer paragraph aloud twice, with students following along. • Ask students to put a slash mark between the two sentences in this paragraph (after the word individual). Ask them to focus only on the first sentence for now. • Have students reread the first sentence of Paragraph 2 (“The United Nations ... every individual”). Ask them to focus on words or phrases that might help them determine the meaning. Ask them to think, then share with a partner, what they suspect this sentence means. As before, encourage them to annotate the text on their UDHR copy. Invite a few students to share out. • Then ask students to reread this sentence a third time, focusing on just two or three words they underlined. Ask a few to share the words they chose. • Focus on three key words: <i>upholding</i>, <i>promoting</i>, and <i>protecting</i>. • Follow the same process as before: <ol style="list-style-type: none"> 1. Invite a student who underlined the word to say why. 2. Ask if anyone was able to figure out that word from context. If so, have them explain. 3. If not, focus on the morphology, beginning with the word roots. For example, ask: “What words that you know do you see in the word <i>upholding</i>?” • Focus students on <i>hold</i>. Then focus on the prefix <i>up</i>: “to lift,” etc. Capture the meaning on the white board or document camera. • Repeat with <i>promoting</i>. Students may need to be told that the prefix <i>pro</i> means “to put forward” and the root <i>mot</i> relates to motion. They may know the word <i>promote</i> as “to move forward” as in “My mom got promoted at work.” In this context, it means “to move forward” as in “to move ideas forward to other people.” • Repeat with <i>protecting</i>. Likely students will know that <i>protect</i> means “to keep safe.” Consider telling them that <i>tect</i> means “to cover” and connect that with what they just learned about <i>pro</i> by saying “moving forward to cover or keep safe.” As before, post the meanings. • Ask students what they notice about all three of these words. Listen for someone to say: “<i>ing</i>—they are all verbs.” • Tell students that now that they have worked closely with the words in this sentence, they may have more thinking about the main idea. Ask students to turn and talk, and then add to their notes about the main idea and important words in Paragraph 1. 	<ul style="list-style-type: none"> • For ELLs, consider providing extra time for tasks and answering questions in class discussions. ELLs often need more time to process and translate information. ELLs receive extended time as an accommodation on NY State assessments. • Increase interactions with vocabulary in context. This increases rate of vocabulary acquisition for ELLs.



Work Time	Meeting Students' Needs
<ul style="list-style-type: none"> • Ask students to repeat this process with the second sentence of Paragraph 2. Encourage them; this is hard text! • Read the sentence aloud twice, with students following along. • Use the Think-Pair-Share protocol for students to discuss the meaning. • Focus on these words: <i>charter</i>, <i>reaffirms</i>, and <i>dignity</i>. See which ones students can figure out from context or from their background knowledge based on the reading they did in Lessons 1–3. • Ask: <ul style="list-style-type: none"> * “What is the United Nations committed to doing, and why?” • Tell students to add to their notes for Paragraph 2. 	
<p>C. Independent Practice Closely Reading Paragraphs 3–5 of the Introduction to the UDHR (10 minutes) <i>Note: Be sure to allow 15 minutes for the Closing and Assessment.</i></p> <ul style="list-style-type: none"> • Give students just 10 minutes to continue with Paragraphs 3–5. Tell them they are not expected to finish and will complete this note-catcher for homework. • For paragraphs 3–5: <ol style="list-style-type: none"> 1. Read aloud twice, with students following along. 2. Think-Pair-Share about the meaning. 3. Focus on words or phrases they think are particularly important. 4. Ask a few students to share the words they chose and why. • Focus on these words: <ul style="list-style-type: none"> – Paragraph 3: <i>stated</i>, <i>terms</i> (focus on specific meaning in this context) – Paragraph 4: none – Paragraph 5: <i>familiarize</i>, <i>promote</i>, <i>defend</i> (note that <i>promote</i> repeats from Paragraph 1) • Remind students that they should complete their Introduction to the UDHR note-catcher for homework. 	



Closing and Assessment	Meeting Students' Needs
<p>A. Adding to Our Human Rights Vocabulary Flash Cards (15 minutes)</p> <ul style="list-style-type: none"> • Ask students to make flash cards based on the words you have posted on the board from this lesson: <i>fundamental, inalienable, charter, reaffirms, dignity, upholding, promoting, and protecting.</i> • This time, students should also capture prefixes and roots on their cards. So, for example, when they add the definition to the card for promoting, they should write “<i>pro</i> = to put forward” and “<i>mot</i> = motion.” • Revisit today’s learning targets. Use the Fist to Five protocol for students to show how well they did. Congratulate them on their stamina today working with hard text and figuring out words from context and word roots. <p><i>Note: If there’s time, students may also create flash cards for words they selected while reading more independently. But those words will not be on the mid-unit assessment in Lesson 5.</i></p>	<ul style="list-style-type: none"> • For students who need additional supports producing language, consider offering a sentence frame, sentence starter, or cloze sentence to provide the structure required.
Homework	Meeting Students' Needs
<ul style="list-style-type: none"> • Finish your Introduction to the UDHR: Paragraphs 1 and 2 note-catcher. • Review your vocabulary flash cards for the Mid-Unit 1 Assessment. 	<ul style="list-style-type: none"> • Some students may need Paragraphs 3–5 read aloud to them again, or need to be told which words to focus on.



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Supporting Materials



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Name:

.....
Date:

Paragraph 1:

*All human beings are born with equal and **inalienable** rights and **fundamental** freedoms.*

Main idea:	Important words:

Paragraph 2:

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.

Main idea:	Important words:

Paragraph 3:

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.

Main idea:	Important words:

Paragraph 4:

These rights belong to you.

Main idea:	Important words:

Paragraph 5:

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

Main idea:	Important words: