



BEST FOR
ALL

We will set all students on a path to success.

ELA

Grade 5

Boot Camp

Student Materials

Week 3

Lesson	Lesson Content	Homework Practice
11	Students read “Las Cebollas” in <i>Esperanza Rising</i> and prepare for a text-based discussion about threats to human rights in Chapters 4–6.	1. Research reading and answering prompt
12 and 13	Students participate in a text-based discussion about the threats to human rights in Chapters 4–6 of <i>Esperanza Rising</i> for the end of unit assessment.	1. Research reading and answering prompt
14	Students analyze character reactions to moving into a cabin in the camp in the chapter “Las Cebollas.”	1. Research reading and answering prompt
15	Students analyze character reactions to Mama’s sickness in the chapter “Las Ciruelas.”	<ol style="list-style-type: none"> 1. Write a character reaction paragraph for either Mama or Esperanza to Mama’s sickness 2. <i>Esperanza Rising</i>: Questions about “Las Ciruelas” 3. Research reading and answering prompt

Unit 1: Building Background Knowledge: Human Rights



Guiding Questions and Big Ideas

- What are human rights, and how can they be threatened?
 - *Human rights belong to everyone, but they can look different to different people in different places.*
 - *We can better understand how human rights can be threatened by reading about the experiences of fictional characters in stories.*
 - *We can raise awareness of human rights issues by writing about the issues fictional characters face.*

What will your student be doing at school?

This unit is designed to help students build knowledge about human rights while simultaneously building their ability to read challenging text closely through a case study of the threats to human rights faced by fictional characters in the novel *Esperanza Rising* by Pam Muñoz Ryan (740L). Students read this novel in conjunction with selected articles of the Universal Declaration of Human Rights (UDHR) and consider how the human rights of the characters were threatened in the novel.

When reading articles of the Universal Declaration of Human Rights, students determine the main ideas and details to support the main ideas, and then summarize the text. Students also read informational texts related to the novel's historical context. They will trace the journey of Esperanza, a young girl born into a comfortable life of privilege in Mexico in the 1930s, who is forced to flee to California and must rise above her difficult circumstances.

In the second half of the unit, students participate in a discussion about threats to human rights in *Esperanza Rising* and how the students feel about the events in the novel.

The Language standard that students focus on in this unit requires them to:

- Use strategies to determine the meaning of unfamiliar vocabulary, including using the context (read around the word), using common affixes and roots as a clue to the meaning of the word, and using reference materials like glossaries and dictionaries to find the definition.

Working to become ethical people is the habit of character emphasized in this unit. These are the specific skills students will focus on:

- I show empathy. This means I understand and share or take into account the feelings, situation, or attitude of others.
- I behave with integrity. This means I am honest and do the right thing, even when it's difficult, because it is the right thing to do.
- I show respect. This means I appreciate the abilities, qualities, and achievements of others and treat myself, others, and the environment with care.
- I show compassion. This means I notice when others are sad or upset and try to help them.

How can you support your student at home?

- Talk to your student about human rights and threats to human rights, including any personal experiences you may have had.
- Read informational texts to determine the main ideas from supporting details and to summarize.
- Read articles of the Universal Declaration of Human Rights and discuss what they mean and how you feel about them. (Students closely read Articles 2, 3, 13, 17, and 23 in class.)
- Watch documentaries and research on the internet with your student to find out more about the Mexican Revolution and its effects on immigration.
- Read chapter books with your student and discuss how each chapter fits into the overall structure of the novel using the key below:

Key:	
exposition	beginning of the story describing how things are before the action begins
rising action	series of conflicts and crisis in the story that builds toward the climax
climax	the turning point, when something important happens that changes the direction of the story
falling action	the action that happens after the climax and starts to guide the story toward the resolution
resolution	tying everything together

Unit 1: Homework

In Lessons 1–12, homework focuses on research reading and determining the meaning of unfamiliar words using context and reference materials. Students also reread the chapter of *Esperanza Rising* read in class and answer questions about it.

Research reading: Your student is expected to independently research the topic by reading topic-related books of his or her choice for approximately 20 minutes **each day** and responding to a prompt of choice in the **front** of the independent reading journal. These are usually books your student will bring home from school; however, they may be topic-related books chosen by the student at the public or home library. Prompts for independent reading can be found in the homework materials provided.

Choice reading: If your student would also like to independently read and respond to a book of free choice, he or she may use the **back** of the independent reading journal. Prompts for independent reading can be found in the homework materials provided.

Vocabulary logs:

- In the front of the log, students record new **academic vocabulary:** words you might find in informational texts on many different topics. For example, the words *challenges*, *questions*, and *explain* are words that could be found in books on any topic.
- In the back of the log, students record new **domain-specific vocabulary:** words about a particular topic. For example, the words *tadpoles*, *frogspawn*, and *amphibian* are some that would be found on the topic of frogs.

Independent Reading

Directions: Remember to record responses to **research reading in the front** of your independent reading journal and responses to **choice reading in the back**. Try to choose a different prompt each time.

Record any new vocabulary in your vocabulary log. Remember, academic vocabulary is recorded in the front, and domain-specific vocabulary (words about the topic) is recorded in the back. Mark vocabulary found during independent reading with a symbol such as an asterisk (*).

Record:

- Date
- Title and author of your reading book
- Pages you have read
- Prompt
- Response

Example:

Date: 04/08/2018

Book Title and Author: *Universal Declaration of Human Rights* by the United Nations

Pages Read: Article 4

Prompt: What is the main idea of the text you read?

Response: People shall not be slaves or treated in that way.

Consider using the following independent reading prompts* :

- What is the main idea of the text? What are some of the key details, and how do they support the main idea?
- What do the illustrations (photographs, maps) tell you? How do they help you understand the words?
- What questions do you now have after reading? What would you like to learn more about? Why?
- What are the most important facts you learned from reading?
- What is the most interesting fact you learned today? Why?
- How does what you read today connect to something you have learned in previous lessons?
- How does the section or chapter fit into the overall structure of the novel?
- How does the main character change over the course of the novel?
- Choose one new word from your reading today and analyze it on a vocabulary square:

Definition in your own words	Synonyms (words that mean the same)
Words with the same affix or root	Sketch
Translation in home language (if appropriate):	

* Some of the prompts will not be appropriate for the text students are reading. Invite students to choose a prompt that works for the text they have just read.

Vocabulary

Directions: In the classroom, you have been recording words from your texts in your vocabulary log. Throughout this unit, you have been research reading topic-related books at home to build your knowledge of human rights and recording words in your independent reading journal.

Choose a word from your research reading or from a text you've read in class and add the word to your vocabulary log. Try to choose a different word to add and to practice a different vocabulary strategy each time. For each word, be sure to add the following:

1. The definition, or meaning, of the word
2. The vocabulary strategy you used to figure out the meaning of the word
3. A sketch or diagram that helps you to better understand the meaning of the word

As a reminder, the vocabulary strategies we've been working on in class are:

Vocabulary Strategies

- Context: Read the sentence around the word.
- Look at the affixes for clues.
- Look at the root of the word for clues.
- Use a dictionary.
- Discuss the word with another person (after attempting some of the above strategies).



Lesson 15

Esperanza Rising: Questions about “Las Ciruelas”

Name: _____ Date: _____

Directions: Reread “Las Ciruelas” (plums) in *Esperanza Rising* and answer the questions below. Quote accurately from the text in your answers.

1. This chapter is titled “Las Ciruelas/Plums.” Why do you think Pam Muñoz Ryan chose this title for the chapter? How does this title relate to the main events or ideas in this chapter?

2. Make an inference: What does Esperanza’s response to the challenge on pages 139–143 tell us about her as a person? Cite evidence from the text to support your answer.
