

**Grade 5:** Module 1: Unit 3

# Homework Resources (For Families)

## Unit 3: Using Writing to Raise Awareness: Human Rights

Common Core State Standards addressed: RF.5.4, W.5.3, W.5.4, W.5.5, L.5.1b



### Guiding Questions and Big Ideas

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

### What will your student be doing at school?

In Unit 3, students prepare for the performance task by writing original monologues based on events from *Esperanza Rising*, and writing a Directors' Note explaining what human right was threatened in the event described in their monologues, and how people are impacted by that challenge today. For the performance task, they publish their Directors' Note and present their monologue to an audience.

Working to contribute to a better world is the habit of character emphasized in this unit.

These are the specific skills students will focus on:

- I use my strengths to help others grow.
- I take care of and improve our shared spaces and the environment.
- I apply my learning to help our school, the community, and the environment.

The Language standard that students will be focusing on in this unit (L.5.1b) requires them to:

- Form and use the perfect verb tenses (e.g., *I had walked*; *I have walked*; *I will have walked*—see information on the next page).

### Perfect Verb Tenses

L.5.1b: Form and use the perfect (e.g., *I had walked*; *I have walked*; *I will have walked*) verb tenses.

**verb:** a word that describes an action or state of being

We use different forms of a verb to show when an action happened. This is called *verb tense*. Verb tense shows if an action happened in the past, in the present, or will happen in the future. There are several verb tenses: the simple verb tenses, the progressive verb tenses, and the perfect verb tenses.

The perfect verb tenses are used to show action already completed and are formed by adding the auxiliary form of *have* to the past participle of the verb.

**Present Perfect Tense: a form of a verb that shows something began in the past and continues into the present but just ended.**

The present perfect tense uses the auxiliary “has” or “have.”

Simple Past Tense	Present Perfect Tense
I walked one mile.	I have walked one mile.
He told them we are his cousins.	“He has told them we are his cousins.” (p. 102, <i>Esperanza Rising</i> )

**Past Perfect Tense: a form of a verb that shows something began, continued, and was completed in the past, before another action.**

The present perfect tense uses the auxiliary “had.”

Simple Past Tense	Past Perfect Tense
I walked.	I had walked.
She saw people sweep.	“She had seen people sweep many times.” (p. 115–116, <i>Esperanza Rising</i> )

**Future Perfect Tense: a form of a verb that shows an action that will begin, continue for a while, and then be completed at a specified time in the future.**

The present perfect tense uses the auxiliary “will have.”

Simple Past Tense	Future Perfect Tense
Saturday I will walk.	By Saturday morning, I will have walked.

### How can you support your student at home?

- Talk to your student about human rights and threats to human rights.
- Read informational texts in order 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.
- Watch documentaries, and research on the internet with your student to find out more about human rights issues people face today and how they are impacted by these challenges.
- Watch monologues to find out more about the purpose of a monologue within a performance and what makes a monologue effective.
- Help your child practice reading aloud fluently and accurately.

## Unit 3: Homework

In Lessons 1–6, homework focuses on research reading and forming and using the perfect verb tenses.

In Lessons 7–13, homework focuses on research reading and reading literary texts aloud for fluency.

**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.

Lesson	Lesson Content	Homework Practice	Due In	Anticipated Date*
1	Students are introduced to the performance task, and read and analyze model monologues to determine characteristics of the format.	1. Discuss the guiding questions with your family. How do they make you feel now? Why? What do they make you think about? You can sketch or write your reflections.	1. <b>Lesson 2</b> 2. Teacher will check independent reading journals strategically.	
2	Students select an event from <i>Esperanza Rising</i> where human rights are threatened to focus on for the remainder of the unit and plan the beginning of their monologues.	1. Perfect Verb Tenses I 2. Research reading and answering prompt	1. <b>Lesson 6</b> 2. Teacher will check independent reading journals strategically.	
3	Students plan the middle of their monologues.	1. Research reading and answering prompt	1. Teacher will check independent reading journals strategically.	
4	Students plan the ending of their monologues and participate in peer critique focused on the use of details and descriptions to develop their ideas.	1. Perfect Verb Tenses II 2. Research reading and answering prompt	1. <b>Lesson 6</b> 2. Teacher will check independent reading journals strategically.	
5	Students revise their monologue plans and then for the Mid-Unit 3 Assessment draft their monologues.	1. Research reading and answering prompt	1. Teacher will check independent reading journals strategically.	

\*Teacher note: Please complete the Anticipated Date column according to your schedule.

Lesson	Lesson Content	Homework Practice	Due In	Anticipated Date*
6	Students revise their monologues to convey experiences precisely.	1. Research reading and answering prompt	1. Teacher will check independent reading journals strategically.	
7	Students revise their monologues for narrative voice and for use of the perfect verb tenses.	1. Reading a new literary text or excerpt of a literary text aloud for fluency 2. Research reading and answering prompt	1. Students will read aloud a new literary text for fluency in <b>Lesson 11</b> . 2. Teacher will check independent reading journals strategically.	
8	Students analyze model programs and Directors' Notes to understand characteristics of the format and begin to gather evidence for their group's Directors' Note.	1. Reading a new literary text or excerpt of a literary text aloud for fluency 2. Research reading and answering prompt	1. Students will read aloud a new literary text for fluency in <b>Lesson 11</b> . 2. Teacher will check independent reading journals strategically.	
9	Students read informational texts and continue to gather evidence for their group's Directors' Note.	1. Reading a new literary text or excerpt of a literary text aloud for fluency 2. Research reading and answering prompt	1. Students will read aloud a new literary text for fluency in <b>Lesson 11</b> . 2. Teacher will check independent reading journals strategically.	
10	Students work with their monologue group to draft a Directors' Note.	1. Reading a new literary text or excerpt of a literary text aloud for fluency 2. Research reading and answering prompt	1. Students will read aloud a new literary text for fluency in <b>Lesson 11</b> . 2. Teacher will check independent reading journals strategically.	
11	Students answer selected response questions about forming and using the perfect verb tenses; revise their group's Directors' Note for task, purpose, and audience and the perfect verb tenses; and read aloud a literary text for fluency and accuracy for the End of Unit 3 Assessment.	1. Research reading and answering prompt	1. Teacher will check independent reading journals strategically.	
12	Students work in their monologue groups to publish their programs for the performance task.	1. Research reading and answering prompt	1. Teacher will check independent reading journals strategically.	

\*Teacher note: Please complete the Anticipated Date column according to your schedule.

### Independent Reading (For Families)

**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:** 04/08/2015

**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:

<b>Definition in your own words</b>	<b>Synonyms</b> (words that mean the same)
<b>Words with the same affix or root</b>	<b>Sketch</b>

\*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.



### Reading Fluency Texts (For Families)

**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

### Vocabulary Strategies

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

- 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).



**Homework: Vocabulary****Excerpts from *Esperanza Rising* by Pam Muñoz Ryan**

- pages 100–106: From “‘We’re here,’ said Isabel ...” to “... more miserable in her life?”
- pages 199–203: From “Marta was right.” to “... such low wages.”
- pages 204–210: From “Esperanza had grown ...” to “... nothing had happened.”
- pages 218–220: From “Miguel walked in ...” to “... a darkened trail.”
- pages 220–224: From “Esperanza’s eyes were on fire.” to “... you are a queen.”

**Perfect Verb Tenses I**  
**(For Families)**

**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

1. Underline the verb in the present perfect verb tense in this sentence:  
**Esperanza and Isabel have washed all of the twins' diapers.**
2. Underline the correct answer to this question:  
What does the verb tense show in this sentence?
  - The action is still happening.
  - The action happened in the past.
  - The action started in the past and was just completed.
3. Underline the verb in the past perfect verb tense in this sentence:  
**After she had swept the platform, Esperanza realized that she forgot the dustpan.**
4. Underline the correct answer to this question:  
What does the verb tense show in this sentence?
  - The action happened in the past.
  - The action happened in the past and was completed in the past.
  - The action started in the past and was just completed.
5. Underline the verb in the future perfect verb tense in this sentence:  
**Esperanza will have cleaned the whole house by the time Mama returns home.**
6. Underline the correct answer to this question:  
What does the verb tense show in this sentence?
  - The action will happen in the future.
  - The action started in the past and was just completed.
  - The action will begin and be completed in the future

## Perfect Verb Tenses II (For Families)

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Directions:** Complete the sentences:

1. Esperanza \_\_\_\_\_ used mashed-up avocados to make her hands softer.

had	have
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2. Before leaving to get Abuelita, Miguel \_\_\_\_\_ Esperanza's money orders from her trunk.

have taken	had taken
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3. "She \_\_\_\_\_ that if she and Mama were to get Abuelita here, they could not afford to strike." (page 146)

had decided	will have decided
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4. By the time the asparagus is ready, the strikers \_\_\_\_\_ organized and slowed down the workers.

will have	had
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5. When Abuelita came to California, Esperanza \_\_\_\_\_ crocheting the blanket.

had finished	has finished
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