Scope of lesson plan: Lessons 1-5	Teacher name:	Grade: 5	Subject: ELA	Period(s) this lesson will be taught:
MONDAY				
EngageNY module #/ lesson # / lesson title	Module 1 / Lesson 1: Getting Ready to Learn about Human Rights: Close Reading of Article 1 of the Universal Declaration of Human Rights (UDHR)			
Long-term Targets: (Common Core standards addressed)	I can effectively engage in a discussion with my peers. (SL.5.1) I can summarize portions of a text when reading or listening to information being presented. (SL.5.2) I can determine the meaning of content words or phrases in an informational text. (RI.4)			
Supporting target(s) (These are daily targets. What will students know and be able to do as a result of this lesson?)	I can follow our class norms when I participate in a discussion. I can determine words I know and words I don't know. I can summarize Article 1 of the UDHR.			
Agenda (Activities / Tasks)	1. Opening A. Engaging the Reader: Thinking about the Words "Human" and "Rights" (10 minutes) B. Check In (5 minutes) 2. Work Time A. Text Structure: Scanning the UDHR (5 minutes) B. Introducing Close Reading: Article 1 of the UDHR (15 minutes) C. Begin Close Reading Anchor Chart (10 minutes) D. Return to Key Concept: Thinking about "Human Rights" (10 minutes) 3. Closing and Assessment A. Debrief (5 minutes) 4. Homework			
Resources/ Materials: (What texts, digital resources, & materials will be used in this lesson?)	Chart paper for What Are Human Rights and Close Readers Do These Things anchor charts Chart paper (one per group of four students) Colored markers (one per group of four students) Universal Declaration of Human Rights (one per student and one for display) Document camera or interactive white board UDHR note-catcher (one per student)			

	Folders (one per student) Sticky notes
Relevance/Rationale: (How do the strategies employed meet students' needs?)	Asking students what they think they know encourages them to stay open to new thinking.

	TUESDAY
EngageNY module #/ lesson # / lesson title	Module 1 / Lesson 2: Building Background: A Short History of Human Rights
Long-term Targets: (Common Core standards addressed)	I can effectively engage in a discussion with my peers. (SL.5.1) 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 an informational text accurately. (RI.5.3)
Supporting target(s) (These are daily targets. What will students know and be able to do as a result of this lesson?)	I can use text and visual images to help me understand human rights. I can follow our class norms when I participate in a conversation. I can explain some of the main events that relate to the history of the Universal Declaration of Human Rights (UDHR) by making a human timeline with my peers.
Agenda (Activities / Tasks)	1. Opening A. Engaging the Reader: Revisiting the Meaning of Human Rights (5 minutes) 2. Work Time A. Viewing and Discussing UNICEF Video "For Every Child" (10 minutes) B. A Short History of Human Rights: Key Events (15 minutes) C. Constructing a Human Timeline (20 minutes) 3. Closing and Assessment A. Routine Writing: What Did the Authors of the UDHR Believe? (10 minutes) 4. Homework
Resources/ Materials: (What texts, digital resources, & materials will be used in this lesson?)	UDHR (student copies from Lesson 1) Computer and projector (to show video) UNICEF video "For Every Child" (2010; http://www.youtube.com/watchv=Mmy9MpwyKnQ &noredirect=1)

	Scrap paper Close Readers Do These Things anchor chart (from Lesson 1) "A Short History of the UDHR" (one per student) "A Short History of the UDHR" sentence strips (one copy cut into eight strips) 2 pieces of paper; one titled "A Long Time Ago," and the other titled "2012" (to post during Work Time) Chart paper Markers Anchor chart: What Are Human Rights? (one chart for each small group; from Lesson 1)
Relevance/Rationale: (How do the strategies employed meet students' needs?)	English subtitles as a visual can assist struggling learners in understanding the content of the video
WEDNESDAY	
EngageNY module #/ lesson # / lesson title	Module 1 / Lesson 3: Vocabulary: Human Rights
Long-term Targets: (Common Core standards addressed)	I can determine the main idea(s) of an informational text based on key details. (RI.5.2) I can use a variety of strategies to read grade appropriate words and phrases I don't know. (RL.5.4) 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)
Supporting target(s) (These are daily targets. What will students know and be able to do as a result of this lesson?)	I can use context clues to help me determine the meaning of words. I can draw visuals to represent human rights vocabulary words. I can write to help me deepen my understanding about human rights.
Agenda (Activities / Tasks)	1. Opening A. Reviewing Learning Targets (5 minutes) B. Engaging the Reader: Background on the UDHR (10 minutes) 2. Work Time A. Rereading, Using Context Clues to Determine Word Meaning, and Making Vocabulary Flash Cards (35 minutes) 3. Closing and Assessment A. Routine Writing (10 minutes)

	4. Homework
Resources/ Materials: (What texts, digital resources, & materials will be used in this lesson?)	"A Short History of the UDHR" (from Lesson 2) "Background on the UDHR" (one per student) UDHR note-catchers (from Lesson 1) Index cards Markers or colored pencils Plastic zip bags (quart size) Document camera or interactive white board
Relevance/Rationale: (How do the strategies employed meet students' needs?)	Working with two to three words at a time allows students who struggle with language to gradually increase vocabulary.
THURSDAY	
EngageNY module #/ lesson # / lesson title	Module 1 / Lesson 4: Close Reading: The Introduction to the Universal Declaration of Human Rights
Long-term Targets: (Common Core standards addressed)	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 target(s) (These are daily targets. What will students know and be able to do as a result of this lesson?)	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
Agenda (Activities / Tasks)	1. Opening A. Engaging the Reader: Revisiting Article 1 of the UDHR (10 minutes) 2. Work Time 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 A. Adding to Our Human Rights Vocabulary Flash Cards (15 minutes) 4. Homework
Resources/ Materials: (What texts, digital resources, & materials will be used in this lesson?)	Anchor chart: Close Readers Do These Things (from Lesson 1) Document camera or interactive white board UDHR (from Lesson 1; one per student) Introduction to the UDHR note-catcher (this is a different note catcher than the note catcher about the specific articles from the UDHR; see supporting materials) Students' flash card baggies (from Lesson 3) Chart paper Markers
Relevance/Rationale: (How do the strategies employed meet students' needs?)	vocabulary learning strategies to support all learners: prefixes, root words, suffixes, cognates, and context.
**FRIDAY**
EngageNY module #/ lesson # / lesson title	Module 1 / Lesson 5: Mid-Unit 1 Assessment: Human Rights Vocabulary and Common Prefixes
Long-term Targets: (Common Core standards addressed)	I can use a variety of strategies to read grade-appropriate words and phrases I don't know. (RL.5.4) I can use common Greek and Latin affixes (prefixes) and roots as clues to help me know what a word means. (L.5.4) I can accurately use academic vocabulary to express my ideas. (L.5.6) I can effectively engage in a discussion with my peers. (SL.5.1)
Supporting target(s) (These are daily targets. What will students know and be able to do as a result of this lesson?)	I can use strategies to determine the correct meaning of vocabulary words related to human rights. I can use common Greek and Latin affixes (prefixes) and roots as clues to help me know what a word means. I can use human rights vocabulary words correctly in my writing.

Agenda (Activities / Tasks)	1. Opening A. Engaging the Reader: Review of Introduction to the UDHR Note-catcher (10 minutes) 2. Work Time A. Visualizing Word Meanings: Group Tableaus (20 minutes) B. Mid-Unit 1 Assessment: Human Rights Vocabulary and Common Prefixes (20 minutes) 3. Closing and Assessment A. Debrief (10 minutes) 4. Homework
Resources/ Materials: (What texts, digital resources, & materials will be used in this lesson?)	Vocabulary flash cards Document camera or interactive white board Introduction to the UDHR note-catcher (from Lesson 4; student copies and one for display) Mid-Unit 1 Assessment (one per student) Teacher Resource: Answer Key (Mid-Unit 1 Assessment)
Relevance/Rationale: (How do the strategies employed meet students' needs?)	Students demonstrate their understanding of a concept through their tableau.