



The Minnesota Literacy Council created this curriculum. We invite you to adapt it for your own classrooms.

Advanced Level (CASAS reading scores of 221-235)

The House on Mango Street: Week 4 of 4

Unit Overview

This is a 4-week unit in which students learn more about figurative language and character analysis while practicing using context clues and inference skills to comprehend the short novel The House on Mango Street. Learners write personal responses to the novel using evidence and experience. Learners also practice summarizing. Finally, learners use new vocabularies in a variety of parts of speech, striving for verb tense accuracy and subject-verb agreement.

Focus of Week 4

- **Reading and discussing the last twelve chapters** of the novel.
- **Completing a character chart**, revisiting the main character, Esperanza.
- **Maintaining a personal response journal.**
- **Using reported vs. quoted speech** to accurately retell or summarize a story.
- Reviewing **simile, metaphor, and personification.**
- Reviewing **summarizing.**

House on Mango Street Unit: Week 4, Monday

Objectives <i>Learners will be able to...</i>	Materials
<p>Literacy: read three chapters of the novel.</p> <p>Literacy: write a personal reaction to the chapters read.</p> <p>Listening/speaking: discuss key vocabulary before reading.</p> <p>Listening/speaking: read aloud with emotion, fluency, and while minding punctuation.</p> <p>Transitions & Critical Thinking: personally connect to the novel. Make inferences to understand what Esperanza is concluding and observing in her neighborhood.</p> <p>Grammar: use reported speech and the simple past to retell, or summarize, a chapter.</p>	<p>Make Student Copies</p> <ul style="list-style-type: none"> • <u>Textbook:</u> <i>The House on Mango Street</i>, pp. 84-89 • <u>Textbook:</u> <i>Grammar in Use Intermediate</i>, pp. 90-91 • Handout: Summarizing “Bums in the Attic” with Reported Speech • Handout: Vocabulary List <p>Make Single Copies or Reference</p> <ul style="list-style-type: none"> • <u>Textbook:</u> <i>The ESL Reader’s Companion to The House on Mango Street</i>, pp. 112, 120 (vocabulary) <p>Props, Technology, or Other Resources</p> <ul style="list-style-type: none"> • A beach ball • A projector • Learners’ dictionaries • A set of notebooks for daily journaling

Lesson Plan

Warm up for today’s Lesson

Description: Learners report what they did over the weekend then, practice restating what each other did using reported speech.

Materials/Prep: a beach ball

Activity 1: Literacy/vocabulary

Description: “BEFORE YOU READ” class discussion

Materials/Prep: Textbook: *The ESL Reader’s Companion to The House on Mango Street*, pp. 112, 120 (*copies are not necessary, share vocabulary from lesson plan while learners take notes*)

Activity 2: Literacy, Listening/speaking

Description: Read chapter 33, “Minerva Writes Poems” (pp. 84-85), aloud and discuss as a class.

Materials/Prep: Textbook: *The House on Mango Street*, pp.84-85, Handout: **Vocabulary List**

Activity 3: Literacy & Listening/speaking

Description: Read chapters 34 & 35, “Bums in the Attic” and “Beautiful & Cruel” (pp. 86-89), aloud in pairs.

Materials/Prep: Textbook: *The House on Mango Street*, pp.86-89, Handout: **Vocabulary List**

Activity 4: Grammar & Critical Thinking

Description: Review reported speech then, create a summary for chapter 34 by ordering sentences and converting them from direct speech to reported speech.

Materials/Prep: Textbook: *Grammar in Use Intermediate*, pp. 90-91; Handout: **Summarizing “Bums in the Attic” with Reported Speech**

Activity 5: Literacy & Vocabulary

Description: Make note of a few words to look up later

Materials/Prep: make copies and then cut in half: Handout: **Vocabulary List**

Activity 6: Checking for Understanding

Description: Personal response writing

Materials/Prep: Learner notebooks designated for journaling

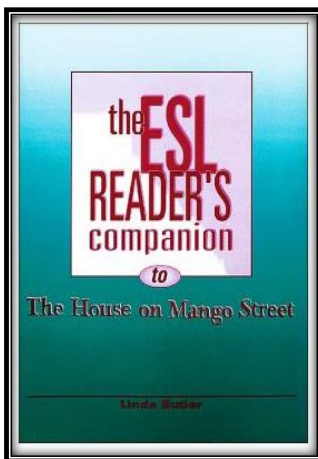
Teacher Directions: Warm up: Beach Ball Review of Reported Speech

--Materials: beach ball

Learners stand in a circle. Toss the beach ball to a learner and ask him/her to announce his/her name and one thing that he/she did over the weekend. For example, "My name is Luis and I worked six hours on Saturday." Luis passes the ball to the next learner and he/she must report what Luis said using reported speech and then announce his/her own name and something that he/she did over the weekend and so on until all learners have had a chance to share. For example, "Luis said that he worked six hours on Saturday. My name is Najma. I went to the mall with my sister."

Note; there are two options of play: learners may only report on the last person who tossed the ball to them, or they may be held responsible for all previous classmates' announcements, which really keeps learners on their toes! This makes the warm-up a longer activity, but raises the level of intensity of play.

Teacher Directions: Activity 1: Literacy/vocabulary –Materials: Textbook: *The ESL Reader's Companion to The House on Mango Street*, pp. 112, 120 (as a reference only)



Step 1: Context

Share with learners the purpose of the "Before You Read" vocabulary explanations, as provided by the textbook:

"This section contains cultural information, translations of words written in Spanish, and explanations of words or expressions that may be uncommon, so students need not waste time hunting for them in their dictionaries. Like any novel with realistic dialogue, *The House on Mango Street* includes language that is inappropriate for students' own use." [Organization of *The Companion*, p. vi]

The last statement is exemplified by the term "flat," meaning "apartment," which in the Midwestern U.S. isn't very useful, but knowledge of its noun form existence in other English-speaking countries is helpful, especially at the advanced level.

Step 2: Vocabulary Note-taking

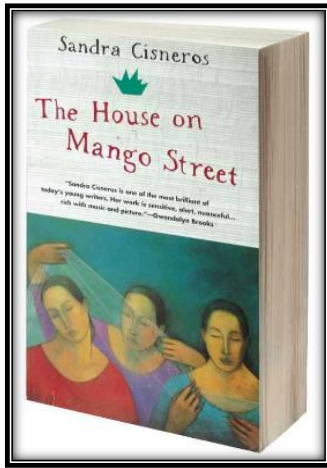
Place the following on the board and ask learners to take notes as each is discussed:

- 1) (p. 84) **raise** (v.) to help a child grow up
- 2) (p. 85) **be through with** (phrasal v.) to be finished
- 3) (p. 86) **stare** (v.) to look at something or someone for a long time
- 4) (p. 88) **the ball and chain** (n. phrase) the heavy iron ball and chain that keep a prisoner from escaping

When discussing vocabulary, make sure learners note that there are multiple meanings for "raise," but this is the definition for the term in the context in which it is used in the story.

In addition, the noun phrase "the ball and chain" is commonly used in a figurative sense and not to literally reference an actual iron ball attached to an actual prisoner.

Teacher Directions: Activity 2: Literacy & Listening/speaking –Materials: Textbook: The House on Mango Street, pp. 84-85, Handout: **Vocabulary List**



Step 1: Guided Reading

Teacher reads the 33rd chapter of the novel *The House on Mango Street*, entitled “Minerva Writes Poems,” aloud. Instruct the learners to question the text as they follow along. You may wish to model this by pausing and asking a few questions as you read the first few lines. Learners should follow the text and not the teacher’s facial expressions, as this is a reading exercise as much as it is a listening exercise, and attempt to use context clues. In other words, they should not be distracted by unfamiliar forms of words or new phrases, but instead, come back to them after the very short chapter has been read aloud.

Step 2: Vocabulary List

Pass out the **Vocabulary List** handout, giving one to each student. Direct learners to read the instructions. Clarify that this list is for the whole lesson today (chapters 33-35) and that they need to limit the words they write in the list to five or less. The category in the list called “Key idea on this page” is intended to both help students increase their comprehension, and as criteria to help them decide later which words they will look up.

Give students a couple minutes to write down a word or two and then set aside the lists for now. They will have an opportunity to look up some words later in the lesson.

Step 3: Class Discussion

Discuss the text. **DO NOT** tell the answers to the learners! Instead, refer students back to the text to find the answers. Ask them to give the location of the evidence they find (page number, paragraph number, etc.)

- How does Esperanza feel about Minerva’s situation? What evidence from the story supports your answer?
- What do Minerva and Esperanza have in common? (Possible answers: both **write poems**; both **live on Mango Street**; both **feel trapped**, etc.)
- The title of this chapter is “Minerva Writes Poems”. Author Cisneros makes the chapter poetic by forming some purposeful rhymes throughout. Where can you find **rhyme** in this chapter? (Answers: first paragraph=**time & dime**, third paragraph=**sorry & story**, fourth paragraph=**blue & do**)
- What simile is used to describe Minerva’s sadness? (Answer: “**like a house on fire**”) What kind of image of sadness does that give you?

Teacher Directions: Activity 4: Grammar & Critical Thinking –Materials: Textbook: Grammar in Use Intermediate, pp. 90-91; Handout: Summarizing “Bums in the Attic” with Reported Speech; a projector

Step 1: Context

Learners read through p. 90 aloud with instructor. Address questions as they arise.

Part A addresses verb changes from direct to reported speech and when verb tenses may *not* change. For example,

Maria said, “I plan on taking Citizenship class next year.”

Maria said that she **plans on taking** Citizenship class next year. (Not, “she planned”)

Part B addresses the difference between “say” and “tell”.

Part C addresses using the infinitive form in reported speech conveying a direct command or imperative. For example,

The teacher said, “Don’t shout!”

The teacher said **not to shout**.

Step 2: Individual Work

Learners complete exercises 45.1 and 45.2 and correct together as a class.

Step 3: Pair Work

Learners partner up to order the six sentences found on the Summarizing handout into a logical summary of the chapter “Bums in the Attic”. Partners also convert the sentences into reported speech. Correct together as a whole class by projecting the handout and having learners share their sequencing and conversions to reported speech both orally and by demonstration.

Summarizing “Bums in the Attic” with Reported Speech

INSTRUCTIONS:

1. Put the following sentences in order to create a paragraph that summarizes “Bums in the Attic” of *The House on Mango Street*.
2. Then convert the direct speech into reported speech. Change the verb tense if necessary. Make sure verbs agree with subjects, as many will change in reported speech. For example, *Henry* said that Esperanza was getting too stuck up.

Dinner guests will ask, “Rats?”

“Getting too stuck up,” says *Henry*.

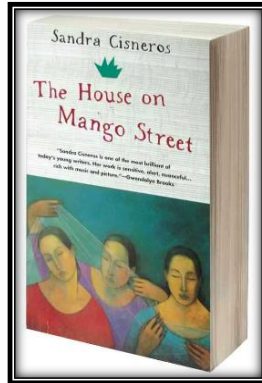
“Bums,” I’ll say, and I’ll be happy.

One day I’ll own my own house, but I won’t forget who I am or where I came from.

“You don’t like to go out with us,” Papa says. “Getting too old?”

Passing bums will ask, “Can I come in?”

Teacher Directions: Activity 3: Literacy & Listening/speaking –Materials: Textbook: *The House on Mango Street*, pp. 86-89, Handout: **Vocabulary List**



Step 1: Pair Reading

Learners pair up and take turns reading through chapters 34 & 35 of the novel *The House on Mango Street*, entitled “Bums in the Attic,” and “Beautiful & Cruel” aloud. Learners should be encouraged to question the text as they read. Learners should strive for fluency at this point and attempt to use context clues.

The House on Mango Street
 Chapter _____ Vocabulary List
 After you read a chapter, you may write a few words or phrases you want to look up in the chart below. It is not necessary to write words for every chapter; record your list for two or three words for each day.

Word or Phrase	Page	Key idea on this page

After the teacher assigns you to read a chapter, you will look up during class time. Your teacher will tell you how many words you have and how many words to look up.

Step 2: Vocabulary List

Direct students to get their **Vocabulary List** handouts. Give students a few minutes to write down a few words and then set aside the lists for now. They will have an opportunity to look up some words later in the lesson.

Step 2: Class Discussion

Discuss the text. **DO NOT** tell the answers to the learners! Instead, refer students back to the text to find the answers. Ask them to give the location of the evidence they find (page number, paragraph number, etc.)

- Where does Esperanza’s family go on Sundays? Why do they go there? What evidence do you find in “Bums in the Attic” to support this?
- What does Esperanza’s plan to invite bums into her future attic tell us about her? Why?
- Who does Esperanza describe as “beautiful and cruel”? How is she cruel?
- On p. 89, what does Esperanza mean when she says she has begun a quiet war? Explain.

Teacher Directions: Activity 5: Literacy & Vocabulary –Materials: Handout: **Vocabulary List, Learners’ dictionaries**

Step 1: Choose Words

Direct students to get out their copies of the **Vocabulary List** handout. Make learners’ dictionaries

available. Check how much class time is left and leave 10-15 minutes for the journaling activity. Inform students how much time they have for looking up words and suggest how many words they might be able to look up in that time. Students review their lists and star (*) the words they will look up now. They may use any criteria they wish to choose words to look up.

Step 2: Look Up Words:

With the time allotted students look up starred words in learners' dictionaries. They may copy the definitions, if they wish.

Teacher Directions: Activity 6: Literacy/Checking for Understanding—Materials:
Textbook: *The ESL Reader's Companion to The House on Mango Street*, pp. 9-10 and designated notebooks for regular journaling



Learners continue **Personal Response Journals**.

Learners should comment on at least one aspect of the first or second chapter today before leaving. This is the learners' "Exit Ticket." This journal entry should differ from a summary. A personal response is a reaction to the text, making a personal connection to what one has read.

Consider this prompt:

Esperanza says it's easy for Nenny to talk with confidence about the future because Nenny is pretty. Which gives a person a greater advantage in life: being good-looking or being smart? Why?

Inform learners that only a teacher/coordinator will read the Personal Response Journal. Teachers/coordinators will be reading to check for comprehension and clarity, but will not be doing a lot of editing, because journaling does not involve edit/revision steps. Learners will not be expected to share anything recorded here with classmates, so they should write freely. Learners may share journal entries if they wish, but it is always optional.

The House on Mango Street

Chapters _____ Vocabulary List

After you read a chapter, you may write a few words or phrases you wish to look up in the chart below. It is not necessary to write words for every chapter. Limit your list to five or fewer words for one day.

Word or Phrase	Page	Key Idea on this page	*

When the teacher directs you to, put a star (*) next to the words you will look up during class time. Your teacher will tell you how many minutes you have and how many words to look up.

The House on Mango Street

Chapters _____ Vocabulary List

After you read a chapter, you may write a few words or phrases you wish to look up in the chart below. It is not necessary to write words for every chapter. Limit your list to five or fewer words for one day.

Word or Phrase	Page	Key Idea on this page	*

When the teacher directs you to, put a star (*) next to the words you will look up during class time. Your teacher will tell you how many minutes you have and how many words to look up.

Summarizing “Bums in the Attic” with Reported Speech

INSTRUCTIONS:

1. Put the following sentences in order to create a paragraph that summarizes “Bums in the Attic” of *The House on Mango Street*.
2. Then convert the direct speech into reported speech. Change the verb tense if necessary. Make sure verbs agree with subjects, as many will change in reported speech. For example, Nenny **said** that Esperanza **was** getting too stuck up.

Dinner guests will ask, “Rats?”

“Getting too stuck up,” says Nenny.

“Bums,” I’ll say, and I’ll be happy.

One day I’ll own my own house, but I won’t forget who I am or where I came from.

“You don’t like to go out with us,” Papa says. “Getting too old?”

Passing bums will ask, “Can I come in?”

House on Mango Street Unit: Week 4, Tuesday

Objectives <i>Learners will be able to...</i>	Materials
<p>Literacy: read chapters 36-38.</p> <p>Literacy: identify similes, metaphors, and personification.</p> <p>Literacy: write a personal reaction to the chapters read.</p> <p>Listening/speaking: read aloud with emotion, fluency, and while minding punctuation.</p> <p>Transitions & Critical Thinking: distinguish between different types of figurative language.</p> <p>Grammar: use the simple past to retell or summarize a story.</p>	<p>Make Student Copies</p> <ul style="list-style-type: none"> • <u>Textbook:</u> <i>The House on Mango Street</i>, pp. 90-98 • <u>Textbook:</u> <i>The ESL Reader's Companion to The House on Mango Street</i>, p. 120 • Handout: Vocabulary List • Handout: Similes, Metaphors, and Personification Table <p>Make Single Copies or Reference</p> <p>Props, Technology, or Other Resources</p> <ul style="list-style-type: none"> • Learners' dictionaries • A set of notebooks for daily journaling • A projector (optional for corrections)

Lesson Plan

Warm up for today's Lesson/Review

Description: Volunteers summarize yesterday's reading to the class without using any notes and using the past tense.

Materials/Prep: none

Activity 1: Literacy & Vocabulary

Description: "BEFORE YOU READ" class discussion

Materials/Prep: Textbook: *The ESL Reader's Companion to The House on Mango Street*, p. 120

Activity 2: Literacy & Listening/speaking

Description: Read and listen to chapters 36-37, (pp. 90-93) as a class.

Materials/Prep: Textbook: *The House on Mango Street*, pp.90-93

Activity 3: Literacy & Critical Thinking

Description: Discuss and practice identifying similes, metaphors, and personification.

Materials/Prep: Handout: **Similes, Metaphors, and Personification Table; a projector (optional for corrections)**

Activity 4: Literacy & Listening/speaking

Description: Read chapter 38, The Monkey Garden, (pp. 94-98), aloud in pairs.

Materials/Prep: Textbook: *The House on Mango Street*, pp.94-98

Activity 5: Literacy & Vocabulary

Description: Make note of a few words to look up later

Materials/Prep: make copies and then cut in half: Handout: **Vocabulary List**

Activity 6: Literacy/Checking for Understanding

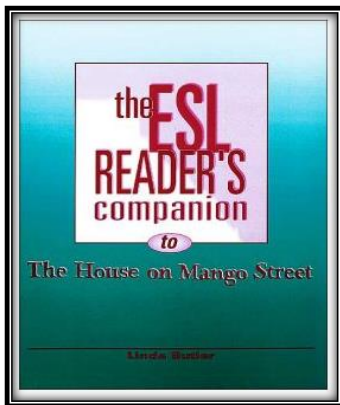
Description: “Points of Departure” journal writing

Materials/Prep: Learner notebooks designated for journaling

Teacher Directions: Warm up: Summarize “Minerva Writes Poems”

Learners volunteer to stand and orally summarize *The House on Mango Street* chapter “Minerva Writes Poems,” read in class yesterday, without looking at any handouts, notes, or the novella itself. Learners must recall the characters, setting, and plot. It may be a collaborative effort or individuals may compete to see who can give the most concise summary. Learners should use the past tense and reported speech consistently as they retell, or summarize, the short chapter. This will also help support any learners that may have been absent on day one, although the information from this chapter is not necessary for understanding what happens in the chapters read today.

Teacher Directions: Activity 1: Literacy & Vocabulary –Materials: Textbook: *The ESL Reader’s Companion to The House on Mango Street*, p. 120,



Step 1: Context

Share with learners the purpose of the “Before You Read” vocabulary explanations, as provided by the textbook:

“This section contains cultural information, translations of words written in Spanish, and explanations of words or expressions that may be uncommon, so students need not waste time hunting for them in their dictionaries. Like any novel with realistic dialogue, *The House on Mango Street* includes language that is inappropriate for students’ own use.” [Organization of *The Companion*, p. vi]

The last statement is exemplified by the term “flat,” meaning “apartment,” which in Midwestern U.S. isn’t very useful speech, but knowledge of its noun form existence in other English-speaking cultures is helpful, especially at the advanced level.

Step 2: Guided Practice

Read “a smart cookie” through “how come I felt” together and provide examples whenever possible. For example, “how come” means “why” and is very commonly used in spoken American English.

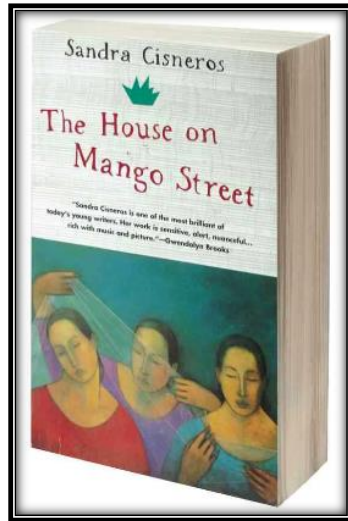
Step 3: Partner Practice

Learners pair up and practice using “how come” and “a smart cookie,” because those may be the most useful phrases for personal application. Learners think of two situations in which they might be able to use the aforementioned phrases. Later, they will see how they are used in chapters of The House on Mango Street.

For example,

- **How come** you were late for class today?
- **How come** you don’t like soccer?
- My son is a **smart cookie**, because...

Teacher Directions: Activity 2: Literacy & Listening/speaking –Materials: Textbook: *The House on Mango Street*, pp. 90-93 Handout: **Vocabulary List**



Step 1: Guided Reading

Teacher reads the 36th & 37th chapters of the novel *The House on Mango Street*, entitled “A Smart Cookie” and “What Sally Said” aloud. Instruct the learners to question the text as they follow along. You may wish to model this by pausing and asking a few questions as you read the first few lines. Learners should follow the text and not the teacher’s facial expressions, as this is a reading exercise as much as it is a listening exercise, and attempt to use context clues. In other words, they should not be distracted by unfamiliar forms of words or new phrases, but instead, come back to them after the very short chapter has been read aloud.

Step 2: Vocabulary List

Pass out the **Vocabulary List** handout, giving one to each student. Direct learners to read the

Word or Phrase	Page	Key idea on this page

instructions. Clarify that this list is for the whole lesson today (chapters 36-38) and that they need to limit the words they write in the list to five or less. The category in the list called “Key idea on this page” is intended to both help students increase their comprehension, and as criteria to help them decide later which words they will look up.

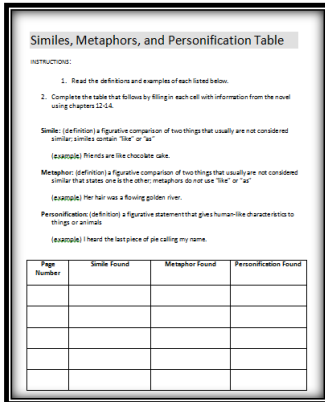
Give students a couple minutes to write down a word or two and then set aside the lists for now. They will have an opportunity to look up some words later in the lesson.

Step 2: Class Discussion

Discuss the text. DO NOT tell the answers to the learners! Instead, refer students back to the text to find the answers. Ask them to give the location of the evidence they find (page number, paragraph number, etc.)

- How does Esperanza’s mother feel now about the fact that she quit school?
- Sally says her father never hits her hard. Do you believe her? What evidence from the story supports your answer?

Teacher Directions: Activity 3: Literacy & Critical Thinking –Materials: Handout: Similes, Metaphors, and Personification Table; a projector (optional for corrections)



Step 1: Setting the Context

Figurative Language is expressing ideas indirectly. It is the opposite of literal language. We use figurative language to help readers “feel,” “see,” or “experience” the written word. In literature, figurative language is often referred to as **literary devices**. There are many types of figurative language. *The House on Mango Street* is full of examples of figurative language. The learners read about three specific types and practiced identifying them in earlier weeks of the unit: simile, metaphor, and personification. Briefly review these three literary devices before asking learners to identify them within the novella chapters just read.

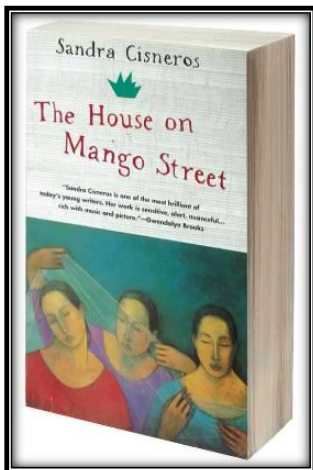
Step 2: Independent Practice

Learners complete the table with any literary devices found in the chapters read so far today. Circulate the room to check for individual understanding of the literary devices discussed.

Step 3: Corrections

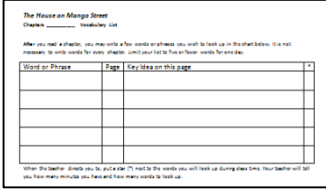
Correct together, eliciting responses from learners. Time-permitting, have learners come forward to write answers in a projected copy of the handout. Discuss the accuracy of the learner responses as a class.

Teacher Directions: Activity 4: Literacy & Listening/speaking –Materials: Textbook: *The House on Mango Street*, pp. 94-98, Handout: Vocabulary List



Step 1: Pair Reading

Learners pair up and take turns reading through the 38th chapter of the novel *The House on Mango Street*, entitled “The Monkey Garden,” aloud. Learners should be encouraged to **question the text as they read**. Learners **should strive for fluency** at this point and **attempt to use context clues**. Learners keep the “Before You Read” sheet nearby in case they need to refer back to it about any new or unfamiliar phrases on p. 120.



Step 2: Vocabulary List

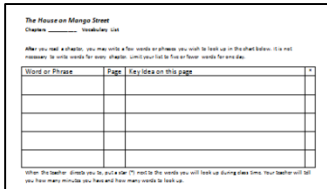
Direct students to get their **Vocabulary List** handouts. Give students a few minutes to write down a few words and then set aside the lists for now. They will have an opportunity to look up some words later in the lesson.

Step 3: Class Discussion

Discuss the text. **DO NOT** tell the answers to the learners! Instead, refer students back to the text to find the answers. Ask them to give the location of the evidence they find (page number, paragraph number, etc.)

- What does Esperanza get angry about?
- What happens after Esperanza confronts the boys?
- Do you think Esperanza was right to be upset about Sally and Tito and his friends? Why or why not?
- What do you think would have happened if Esperanza had run to her own mother instead of to Tito's?

Teacher Directions: Activity 5: Literacy & Vocabulary –Materials: Handout: Vocabulary List, Learners’ dictionaries



Step 1: Choose Words

Direct students to get out their copies of the **Vocabulary List** handout. Make learners’ dictionaries available. Check how much class time is left and leave 10-15 minutes for the journaling activity. Inform students how much time they have for looking up words and suggest how many words they might be able to look up in that time. Students review their lists and star (*) the words they will look up now.

They may use any criteria they wish to choose words to look up.

Step 2: Look Up Words:

With the time allotted students look up starred words in learners’ dictionaries. They may copy the definitions, if they wish.

Teacher Directions: Activity 6: Literacy/Checking for Understanding—Materials:
Designated notebooks for regular journaling



Learners continue their **Personal Response Journals**.

This is the learners' "Exit Ticket." This journal entry should differ from a summary. A personal response is a reaction to the text, making a personal connection to what one has read.

The description of the garden (pages 94-95) is rich in details that appeal to the five senses. ***Describe a place you know well that has a strong effect on you. Use details in your description that relate to several of the senses: hearing sight, touch, taste, and smell.***

Inform learners that only a teacher/coordinator will read the Personal Response Journal. Teachers/coordinators will be reading to check for comprehension and clarity, but will not be doing a lot of editing, because journaling does not involve edit/revision steps. Learners will not be expected to share anything recorded here with classmates, so they should write freely. Learners may share journal entries if they wish, but it is always optional.

The House on Mango Street

Chapters _____ Vocabulary List

After you read a chapter, you may write a few words or phrases you wish to look up in the chart below. It is not necessary to write words for every chapter. Limit your list to five or fewer words for one day.

Word or Phrase	Page	Key Idea on this page	*

When the teacher directs you to, put a star (*) next to the words you will look up during class time. Your teacher will tell you how many minutes you have and how many words to look up.

The House on Mango Street

Chapters _____ Vocabulary List

After you read a chapter, you may write a few words or phrases you wish to look up in the chart below. It is not necessary to write words for every chapter. Limit your list to five or fewer words for one day.

Word or Phrase	Page	Key Idea on this page	*

When the teacher directs you to, put a star (*) next to the words you will look up during class time. Your teacher will tell you how many minutes you have and how many words to look up.

Similes, Metaphors, and Personification Table

INSTRUCTIONS:

1. Read the definitions and examples of each listed below.
2. Complete the table that follows by filling in each cell with information from the novel using chapters read in class today. Note that **some figures of speech may not be found** in chapters “A Smart Cookie” and “What Sally Said,” especially not five of each. Not ALL cells of the table will be completed.

Simile: (definition) a figurative comparison of two things that usually are not considered similar; similes contain “like” or “as”

(example) Friends are like chocolate cake.

Metaphor: (definition) a figurative comparison of two things that usually are not considered similar that states one **is** the other; metaphors do *not* use “like” or “as”

(example) Her hair was a flowing golden river.

Personification: (definition) a figurative statement that gives human-like characteristics to things or animals

(example) I heard the last piece of pie calling my name.

Page Number	Simile Found	Metaphor Found	Personification Found

House on Mango Street Unit: Week 4, Wednesday

Objectives <i>Learners will be able to...</i>	Materials
<p>Literacy: read three chapters of a novella and use context clues to understand new concepts/vocabulary.</p> <p>Listening/speaking: discuss comprehension questions relevant to the novel.</p> <p>Listening/speaking: read with emotion and while minding punctuation.</p> <p>Transitions & Critical Thinking: provide evidence (actions, words, and thoughts) to support a character’s personality or characteristic. Display this information in a graphic organizer.</p> <p>Critical Thinking: distinguish between a concise summary and those that are too broad or too narrow.</p> <p>Grammar: use “lie” vs. “lay”</p>	<p>Make Student Copies</p> <ul style="list-style-type: none"> • <u>Textbook:</u> <i>The House on Mango Street</i>, pp. 99-105 • <u>Textbook:</u> <i>The ESL Reader’s Companion to The House on Mango Street</i>, pp. 125-126 • <u>Textbook:</u> <i>The ESL Reader’s Companion to The House on Mango Street</i>, pp. 131-132 • Handout: Vocabulary List • Handout: Character Analysis Chart <p>Make Single Copies or Reference</p> <p>Props, Technology, or Other Resources</p> <ul style="list-style-type: none"> • Learners’ dictionaries • Learner notebooks designated for journaling • A projector

Lesson Plan

Warm up for today’s Lesson: Literacy & Critical Thinking

Description: Summarizing “A Smart Cookie”

Materials/Prep: *The ESL Reader’s Companion to The House on Mango Street*, pp. 125-126

Activity 1: Literacy & Listening/speaking

Description: Read chapters 39 through 41, “Red Clowns” (pp. 99-100), “Linoleum Roses” (pp. 101-102), and “The Three Sisters” (pp. 103-105) in pairs or small groups.

Materials/Prep: Textbook: *The House on Mango Street*, pp.99-105

Activity 2: Grammar

Description: Discuss proper use of “lie” and “lay”; then, practice using the verbs correctly in different contexts.

Materials/Prep: Textbook: *The ESL Reader’s Companion to The House on Mango Street*, pp. 131-132

Activity 3: Literacy/Transitions & Critical Thinking

Description: Complete a Character Analysis Chart for Esperanza and Sally.

Materials/Prep: Handout: **Character Analysis Chart**

Activity 4: Literacy & Vocabulary

Description: Make note of a few words to look up later

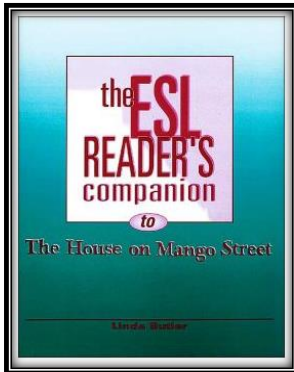
Materials/Prep: make copies and then cut in half: Handout: **Vocabulary List**

Activity 5: Checking for Understanding

Description: Make a personal response entry in journals.

Materials/Prep: Learner notebooks designated for journaling

Teacher Directions: Warm up: Summary Exercise-Material: *The ESL Reader's Companion to The House on Mango Street*, pp. 125-126



This exercise provides review of one of the last chapters read, as well as a clear analysis of what constitutes a good summary. Three summaries are provided each summarizing "A Smart Cookie," but in a different way. Summary A is the proper way; whereas Summary B is too broad, or general, and opinionated and Summary C is too narrow, or detailed, filled with specific quotes.

Step 1: Read

Learners read all 3 summaries and compare them to each other.

Step 2: Match Errors

Denote B or C next to each summarizing error listed (#s 1-5).

Step 3: Corrections

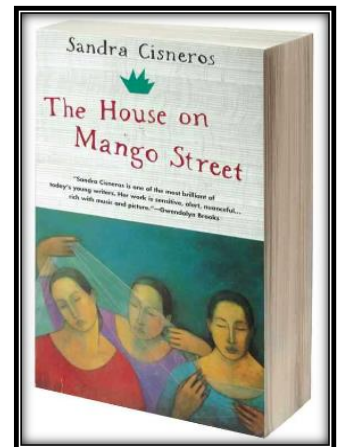
Discuss the correct answers as a class.

Teacher Directions: Activity 1: Literacy & Listening/speaking –Materials: Textbook: *The House on Mango Street*, pp. 99-105

Step 1: Discuss Pre-reading Vocabulary

Before reading, discuss the following terms taken from *The ESL Reader's Companion to The House on Mango Street*, p. 136:

1. **a school bazaar** (p. 101) = a fair with games, food, and things for sale held to raise money for a school
2. **she'll go very far** (p. 104)= she'll be very successful in life
3. **read my mind** (p. 105)= know what I was thinking



Step 2: Pair or Small Group Reading

Learners pair up or form small groups of no more than four and take turns reading the 39th-41st chapters of the novel *The House on Mango Street*, entitled "Red Clowns" through "The Three Sisters" aloud. Learners should be encouraged to pause and question the text as they read. Learners should strive for fluency at this point and attempt to use context clues.

The House on Mango Street
 Chapter 1 Vocabulary List

After you read a chapter, you may notice a few words or phrases you want to look up or find out more about. Use this list to write down the words and phrases you want to look up. You can use this list to help you find the words you want to look up in the dictionary or on the internet.

Word or Phrase	Page	Key idea on this page

When the teacher assigns you to read a chapter, you will look up during class time. Your teacher will tell you how many minutes you have and how many words to look up.

Step 3: Vocabulary List

Pass out the **Vocabulary List** handout, giving one to each student. Direct learners to read the instructions. Clarify that this list is for the whole lesson today (chapters 39-41) and that they need to limit the words they write in the list to five or less. The category in the list called “Key idea on this page” is intended to both help students increase their comprehension, and as criteria to help them decide later which words

they will look up.

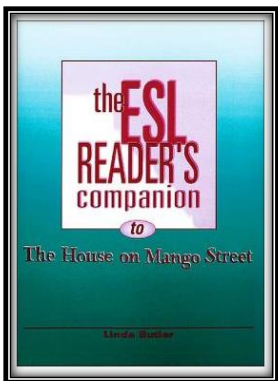
Give students a couple minutes to write down a few words and then set aside the lists for now. They will have an opportunity to look up some words later in the lesson.

Step 4: Class Discussion

Discuss the text. **DO NOT** tell the answers to the learners! Instead, refer students back to the text to find the answers. Ask them to give the location of the evidence they find (page number, paragraph number, etc.)

- Where is Esperanza in the chapter “Red Clowns”?
- On p. 99, why does Esperanza say that Sally lied?
- Why do the three sisters come to Lucy and Rachel’s house?
- What responsibility does the sister “with marble hands” tell Esperanza she must remember?

Teacher Directions: Activity 2: Grammar –Materials:
Textbook: The ESL Reader’s Companion to The House on Mango Street, pp. 131-132; a projector



Step 1: Context

Place the following quotes from the novella on the board and underline as shown:

“Sally, you lied.” (p. 99)

“...under a tree that wouldn’t mind if I lay down and cried a long time.” (p. 97)

Grammar note:

When “lie” has the meaning “to be in a resting position,” it is intransitive, meaning it does not take an object. However, “lay” is transitive and does take an object.

For example,

She is **lying** down. (no object)

She **lays** something down. (object)

She lies something down. (**incorrect!**)

Explain to learners that they are going to explore the different ways in which “lie” and “lay” can be used and how easily the two verbs can be confused. Have learners take turns reading p. 131 of the supplemental text aloud. Provide additional examples and address questions as they arise.

Step 2: Practice

Learners complete Exercises 5 and 6 independently. Instructor circulates the room to check for individual understanding.

Step 3: Correct

Project the text page so learners can volunteer to come forward to fill in answers. Discuss the accuracy of learner responses as a class.

Teacher Directions: Activity 3: Literacy/Transitions & Critical Thinking –Materials: Handout: Character Analysis Chart; a projector

Character	Actions	Words	Pages	Characteristics (adjectives determined by reader)
Esperanza "The House on Mango Street" to "Our Good Day"				
Nenny "The House on Mango Street" to "Our Good Day"				
Cathy "Cathy Queen of Cats"				
Alicia "Alicia Who Sees Mice"				
Sally "Sally" & "Linoleum Roses"				
Esperanza "The Three Sisters" to end of novella				

Nikki Carson-Padilla, Minnesota Literacy Council, 2013 p. 20 Advanced House on Mango Street Unit

Step 1: Context

A character analysis gives readers a stronger understanding of the story and helps them to become better critical thinkers, because they must question character motive and symbolism. Writers use character analysis when they write a story to help them decide plot or how relationships between characters will work. Book reviewers, or critics, also use character analysis when they review the quality of a story.

Step 2: Graphic Organizer

Learners complete their Character Analysis Charts by filling in the final rows for Sally and Esperanza covering chapters "Linoleum Roses" and "The Three Sisters." Learners need to list actions made and/or words said by the characters that prove or support the characteristics they choose for them. For example, if a learner decides that a characteristic of Esperanza is that she is "hopeful," he or she must find some evidence from the story that supports this claim. This evidence might be found in something Esperanza did or said. Once the evidence has been found, page numbers must be provided in the pages column of the chart. **Learners should be looking for new insights into Esperanza's character and adding adjectives to the chart that are not already listed in row one. How has her character changed or developed? What characteristics seem to remain the same? What evidence can be found in the later chapters to support these claims?**

Step 3: Discuss

Project the **Character Analysis Chart** and elicit responses from learners. List learner ideas and evidence as provided. Ask learners to explain their analysis ideas as thoroughly as possible via whole class discussion.

Teacher Directions: Activity 4: Literacy & Vocabulary –Materials: Handout: **Vocabulary List**, Learners’ dictionaries

Step 1: Choose Words

Direct students to get out their copies of the **Vocabulary List** handout. Make learners’ dictionaries available. Check how much class time is left and leave 10-15 minutes for the journaling activity. Inform students how much time they have for looking up words and suggest how many words they might be able to look up in that time. Students review their lists and star (*) the words they will look up now. They may use any criteria they wish to choose words to look up.

Step 2: Look Up Words:

With the time allotted students look up starred words in learners’ dictionaries. They may copy the definitions, if they wish.

Teacher Directions: Activity 5: Literacy/Checking for Understanding—Materials: designated learner notebooks for personal response journaling



Learners continue their **Personal Response Journals**.

Learners should respond to the question below before leaving class today. This is the learners’ “Exit Ticket.” This journal entry should differ from a summary. A personal response is a reaction to the text, making a personal connection to what one has read.

Learners may make any personal reaction to the chapters read today, or choose from the following:

- 1) Esperanza's mother wants her daughter's life to be different from her own, and Esperanza wants this, too. What about you and your parents? In what ways do you want it to be similar?**

- 2) Esperanza's mother said she quit school because she didn't have nice clothes. Think about other times in the novel when we see how clothes influence people. Write about how clothes affect people, using examples from the novel to support your ideas.**

Inform learners that only a teacher/coordinator will read the Personal Response Journal. Teachers/coordinators will be reading to check for comprehension and clarity, but will not be doing a lot of editing, because journaling does not involve edit/revision steps. Learners will not be expected to share anything recorded here with classmates, so they should write freely. Learners may share journal entries if they wish, but it is always optional.

The House on Mango Street

Chapters _____ Vocabulary List

After you read a chapter, you may write a few words or phrases you wish to look up in the chart below. It is not necessary to write words for every chapter. Limit your list to five or fewer words for one day.

Word or Phrase	Page	Key Idea on this page	*

When the teacher directs you to, put a star (*) next to the words you will look up during class time. Your teacher will tell you how many minutes you have and how many words to look up.

The House on Mango Street

Chapters _____ Vocabulary List

After you read a chapter, you may write a few words or phrases you wish to look up in the chart below. It is not necessary to write words for every chapter. Limit your list to five or fewer words for one day.

Word or Phrase	Page	Key Idea on this page	*

When the teacher directs you to, put a star (*) next to the words you will look up during class time. Your teacher will tell you how many minutes you have and how many words to look up.

Character Analysis Chart

Character	Actions	Words	Pages	Characteristics (adjectives determined by reader)
Esperanza "The House on Mango Street" to "Our Good Day"				
Nenny "The House on Mango Street" to "Our Good Day"				
Cathy "Cathy Queen of Cats"				
Alicia "Alicia Who Sees Mice"				
Sally "Sally" & "Linoleum Roses"				
Esperanza "The Three Sisters" to end of novella				

House on Mango Street Unit: Week 4, Thursday

Objectives <i>Learners will be able to...</i>	Materials
<p>Literacy: read three chapters of the novella while using context clues to aid in understanding new phrases/vocabulary.</p> <p>Literacy: pass a practice reading test covering summarizing, figurative language, and reported speech.</p> <p>Listening/speaking: critically discuss comprehension questions relevant to the novel.</p> <p>Listening/speaking: read aloud a literary conversation (create a skit).</p> <p>Transitions & Critical Thinking: hold roles in order to function within a small discussion group.</p> <p>Grammar: identify direct speech in order to create a scene from the novel.</p>	<p>Make Student Copies</p> <ul style="list-style-type: none"> • <u>Textbook:</u> <i>The House on Mango Street</i>, pp.106-110 • <u>Textbook:</u> <i>The House on Mango Street</i>, pp. 104-105 (photocopied) • <u>Textbook:</u> <i>The ESL Reader’s Guide to The House on Mango Street</i>, pp. 138-139 • Handout: Vocabulary List • Handout: Comprehension Questions, Chapters 42-44 • Handout: Practice Reading Test—House on Mango Street Final <p>Make Single Copies or Reference</p> <ul style="list-style-type: none"> • Practice Reading Test—House on Mango Street Final, Answers (for teacher reference) <p>Props, Technology, or Other Resources</p> <ul style="list-style-type: none"> • Learners’ dictionaries • A projector

Lesson Plan

Warm up for today’s Lesson

Description: Identify direct speech in the chapter “The Three Sisters” and create a skit.

Materials/Prep: Textbook: *The ESL Reader’s Guide to The House on Mango Street*, pp. 138-139; *The House on Mango Street*, pp. 104-105 (photocopied)

Activity 1: Literacy & Listening/speaking

Description: Read chapters 42-44 (Alicia & I Talking on Edna’s Steps, A House of My Own, and Mango Says Goodbye Sometimes) in small groups.

Materials/Prep: Textbook: *The House on Mango Street*, pp. 106-110

Activity 2: Listening/speaking & Critical Thinking

Description: Discuss chapters 42-44 in small groups.

Materials/Prep: Handout: **Comprehension Questions, Chapters 42-44**

Activity 3: Literacy & Vocabulary

Description: Make note of a few words to look up later

Materials/Prep: make copies and then cut in half: Handout: **Vocabulary List**

Activity 4: Checking for Understanding

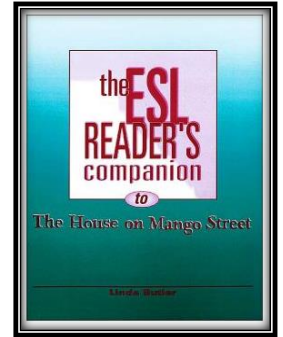
Description: Take a practice reading test covering figurative language, summarizing, and reported speech.

Materials/Prep: Handout: **Practice Reading Test—House on Mango Street Final; a projector**

Teacher Directions: Warm up: “The Three Sisters” Skit—Material: Textbook: *The ESL Reader’s Guide to The House on Mango Street*, pp. 138-139; Textbook: *The House on Mango Street*, pp. 104-105 (photocopied)

Learners follow instructions on pp. 138-139 (steps 1-4) of the supplemental text.

1. Divide into groups of 4. If an odd number of learners, one group will have one learner reading two parts, or the instructor/coordinator may step in. Each learner within a group will play a role: Esperanza, sister “Cat Eyes,” sister “Blue Veins,” and sister “Funny Laugh”.
2. Give learners copies of the novel pp. 104-105. Ask them to underline or highlight with highlighters the direct speech of the characters throughout the chapter “The Three Sisters”. Use the examples provided on p. 139 to demonstrate.
3. Practice the skit aloud within groups.
4. Each group presents in front of the class. Interpretations may be a little different, making this an interesting activity!



Teacher Directions: Activity 1: Literacy & Listening/speaking –Materials: Textbook: The House on Mango Street, pp. 106-110, Handout: **Vocabulary List**

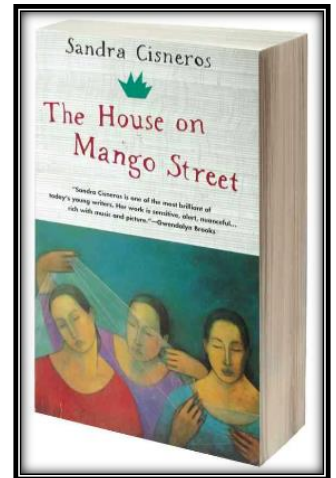
Step 1: Discuss Pre-reading Vocabulary

Before reading, discuss the following terms taken from *The ESL Reader’s Companion to The House on Mango Street*, p. 136:

Like it or not (p. 107) = whether you like it or you don’t, the fact is...

Step 2: Small Group Reading

Learners form small groups of no more than four and take turns reading through the 42nd through 44th chapters of the novel *The House on Mango Street*, entitled “Alicia & I Talking on Edna’s Steps” through “Mango Says Goodbye Sometimes” aloud. Learners should be encouraged to pause and question the text as they read. Learners should strive for fluency at this point and attempt to use context clues.



Word or Phrase	Page	Key idea on this page

Step 3: Vocabulary List

Pass out the **Vocabulary List** handout, giving one to each student. Direct learners to read the instructions. Clarify that this list is for the whole lesson today (chapters 42-44) and that they need to limit the words they write in the list to five or less. The category in the list called “Key idea on this page” is intended to both help students increase their comprehension, and as criteria to help them decide later which words

they will look up.

Give students a couple minutes to write down a word or two and then set aside the lists for now. They will have an opportunity to look up some words later in the lesson.

Teacher Directions: Activity 2: Listening/speaking & Critical Thinking-Materials: Handout: Comprehension Questions, Chapters 42-44

Step 1: Role Assignments

Either randomly assign learners the following roles, or allow them to choose:

1. **Discussion manager:** reads questions aloud to group; makes sure each member has a chance to share an idea/answer to each question

2. **Time-keeper:** notifies the group every 5 minutes; gives a warning when only 5 minutes remain (total activity time is 20 minutes once discussions begin)

3. **Recorder:** writes down group members' responses to questions; writes legibly so presenter will be able to read responses later

4. **Presenter:** reads or summarizes the group's responses to the whole class after the discussion; must pay attention and understand everyone's responses; cannot share only his/her ideas!

Comprehension Questions, Chapters 42-44

INSTRUCTIONS:
Discussion Manager reads questions aloud. Every member of the group participates in answering the questions. The recorder writes down everyone's answers or a very good summary of answers with the help of his/her team. Do not move on to a new question, if the recorder is not ready! Work together at all times. Pay attention to the time-keeper. Try to complete all questions in 20 minutes.

- 1) How much time has passed since Esperanza moved into the house on Mango Street? How do you know?
- 2) How does Esperanza feel about the house on Mango Street now?
- 3) What do you think is most important to Esperanza about having a house of her own? Why do you think this?
- 4) Why does Esperanza write? Give two or more reasons, using not only what you read on pages 109-110 but also what you have learned about Esperanza throughout reading *The House on Mango Street*.

If a group consists of only three learners, combine the roles of time-keeper and presenter, as these two roles will not have simultaneous responsibilities. Make sure the responsibilities of each role are clearly conveyed both in writing and orally by listing them on the board and explaining as necessary.

Step 2: Discuss Comprehension Questions

Small groups work together in roles to complete the handout Comprehension Questions, Chapters 42-44 within 20 minutes.

Step 3: Present Out

Each group's presenter shares answers, preferably summaries of answers instead of reading directly from the handout, with the whole class. Some Q/A can be conducted between the class and each group as it presents. Instructor should serve as facilitator of Q/A session.

Teacher Directions: Activity 3: Literacy & Vocabulary –Materials: Handout: **Vocabulary List**, Learners’ dictionaries

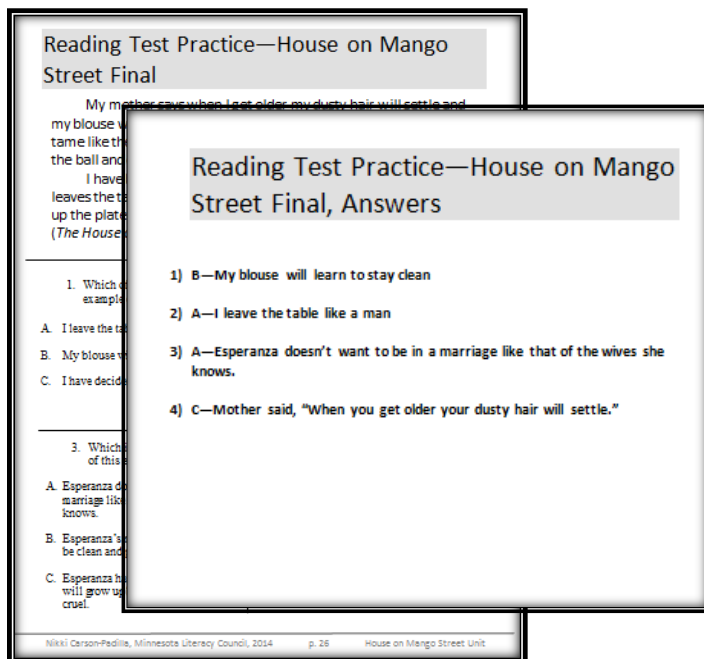
Step 1: Choose Words

Direct students to get out their copies of the **Vocabulary List** handout. Make learners’ dictionaries available. Check how much class time is left and leave 15-20 minutes for the Reading Practice Test. Inform students how much time they have for looking up words and suggest how many words they might be able to look up in that time. Students review their lists and star (*) the words they will look up now. They may use any criteria they wish to choose words to look up.

Step 2: Look Up Words:

With the time allotted students look up starred words in learners’ dictionaries. They may copy the definitions, if they wish.

Teacher Directions: Activity 4: Literacy/Checking for Understanding—Materials: Handout: **Reading Test Practice—House on Mango Street Final**; a projector



Step 1: Independent Practice

Before distributing the questions, remind learners that this is practice for their reading test. During the test they should not talk, look at their notebook or dictionary, or look at other learners’ papers.

Pass out the **Reading Test Practice** handout. Give everyone 5-10 minutes to complete questions 1-4. Use this time to circulate the room and see who has mastered this skill and who needs extra practice.

Step 2: Reviewing Answers

Use a projector to review the questions. Invite learners to come up and circle the correct answers. They should also identify for the class the key information that helped them find the correct answer.

Comprehension Questions, Chapters 42-44

INSTRUCTIONS:

Discussion Manager reads questions aloud. **Every member of the group participates in answering the questions.** The recorder writes down everyone's answers or a very good summary of answers with the help of his/her team. Do not move on to a new question, if the recorder is not ready! **Work together at all times.** Pay attention to the time-keeper. Try to complete all questions in 20 minutes.

- 1) How much time has passed since Esperanza moved into the house on Mango Street? How do you know?

- 2) How does Esperanza feel about the house on Mango Street now?

- 3) What do you think is most important to Esperanza about having a house of her own? Why do you think this?

- 4) Why does Esperanza write? Give two or more reasons, using not only what you read on pages 109-110 but also what you have learned about Esperanza throughout reading *The House on Mango Street*.

- 5) Write a question or two that your group has about the novel so far:

The House on Mango Street

Chapters _____ Vocabulary List

After you read a chapter, you may write a few words or phrases you wish to look up in the chart below. It is not necessary to write words for every chapter. Limit your list to five or fewer words for one day.

Word or Phrase	Page	Key Idea on this page	*

When the teacher directs you to, put a star (*) next to the words you will look up during class time. Your teacher will tell you how many minutes you have and how many words to look up.

The House on Mango Street

Chapters _____ Vocabulary List

After you read a chapter, you may write a few words or phrases you wish to look up in the chart below. It is not necessary to write words for every chapter. Limit your list to five or fewer words for one day.

Word or Phrase	Page	Key Idea on this page	*

When the teacher directs you to, put a star (*) next to the words you will look up during class time. Your teacher will tell you how many minutes you have and how many words to look up.

Reading Test Practice—House on Mango Street Final

My mother says when I get older my dusty hair will settle and my blouse will learn to stay clean, but I have decided not to grow up tame like the others who lay their necks on the threshold waiting for the ball and chain.

I have begun my own quiet war. Simple. Sure. I am one who leaves the table like a man, without putting back the chair or picking up the plate.

(The House on Mango Street, pp. 88-89)

1. Which of the following is an example of personification?

- A. I leave the table like a man
- B. My blouse will learn to stay clean
- C. I have decided not to grow up tame

2. Which of the following is an example of simile?

- A. I leave the table like a man
- B. My blouse will learn to stay clean
- C. I have decided not to grow up tame

3. Which is the best summary of this excerpt?

- A. Esperanza doesn't want to be in a marriage like that of the wives she knows.
- B. Esperanza's mother wants her to be clean and pick up her dishes.
- C. Esperanza has confidence that she will grow up beautiful, but not cruel.

4. Which of the following is a proper change of the first line to direct speech?

- A. Mother says that when you get older your dusty hair will settle.
- B. Mother said, "When I get older my dusty hair will settle."
- C. Mother said, "When you get older your dusty hair will settle."

Reading Test Practice—House on Mango Street Final, Answers

- 1) B—My blouse will learn to stay clean
- 2) A—I leave the table like a man
- 3) A—Esperanza doesn't want to be in a marriage like that of the wives she knows.
- 4) C—Mother said, "When you get older your dusty hair will settle."