



EXPEDITIONARY
LEARNING

Grade 5: Module 1: Unit 2: Lesson 9

Mid-Unit 2 Assessment and Discussing Themes in *Esperanza Rising* (Chapter 9: “Las Ciruelas/Plums”)



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

- I can use quotes to explain the meaning of literary texts. (RL.5.1)
- I can use quotes to support my inferences in literary texts. (RL.5.1)
- I can determine a theme based on details in the text. (RL.5.2)
- I can compare and contrast literary elements using details from the text (two or more characters' points of view, settings, events). (RL.5.3)
- I can determine the meaning of literal and figurative language (metaphors and similes) in text. (RL.5.4)

Supporting Learning Targets

- I can use context clues to help me determine why the author chose specific words in *Esperanza Rising*.
- I can explain how characters respond to challenges in their lives.
- I can describe how the points of view of Esperanza and other characters influence the description of events.
- I can interpret the “blanket” metaphor in *Esperanza Rising*.
- I can identify themes in *Esperanza Rising*.

Ongoing Assessment

- Mid-Unit 2 Assessment: Analyzing Sections of *Esperanza Rising* on My Own
- Triad/quad discussion



Agenda	Teaching Notes
<ol style="list-style-type: none"> Opening <ol style="list-style-type: none"> Engaging the Reader: Revisiting the Reading <i>Esperanza Rising</i> Anchor Chart (5 minutes) Work Time <ol style="list-style-type: none"> Mid-Unit 2 Assessment: Analyzing Sections of <i>Esperanza Rising</i> on My Own (30 minutes) Final Word Seminar on Metaphors and Themes (20 minutes) Optional Review of Using Context Clues (If Time Permits) (5 minutes) Closing and Assessment <ol style="list-style-type: none"> Debrief (5 minutes) Homework 	<ul style="list-style-type: none"> Review Chapter 9: “Las Papas/Plums” from <i>Esperanza Rising</i>, and the answers to Mid-Unit 2 Assessment. There is no comprehension quiz entrance ticket today, since students complete the Mid-Unit 2 Assessment. Review Final Word protocol (Appendix 1). The Final Word protocol was chosen intentionally to provide less scaffolding to students than the specific text-dependent questions students have used in previous lessons to guide their triad discussion. The expectation is that students become increasingly independent with finding relevant evidence to support their analysis. Students may be familiar with some of the vocabulary terms identified for this lesson; many of these words were chosen specifically to help students focus on the blanket metaphor more carefully.

Lesson Vocabulary	Materials
<p>crochet, lopsided, bunched up, protectively, unpredictable, correspondence, zigzag</p>	<ul style="list-style-type: none"> <i>Esperanza Rising</i> (book; one per student) Evidence flags Reading <i>Esperanza Rising</i> anchor chart (begun in Lesson 2) Big Metaphors and Themes in <i>Esperanza Rising</i> anchor chart (begun in Lesson 6) Mid-Unit 2 Assessment: Analyzing Sections of <i>Esperanza Rising</i> on My Own (one per student) Mid-Unit 2 Assessment: Analyzing Sections of <i>Esperanza Rising</i> on My Own (Answers for Teacher Reference) Index cards or half sheets of paper (one per student) Homework: Purpose for Reading, Chapter 10: “Las Papas/Potatoes” (one per student)



Opening	Meeting Students’ Needs
<p>A. Engaging the Reader: Revisiting the Reading Esperanza Rising Anchor Chart (5 minutes)</p> <ul style="list-style-type: none">• Let students know that they will be taking the Mid-Unit 2 Assessment today and it will check their progress on the learning targets they have been using during this unit. Briefly read out loud or have students read the learning targets. Ask students to turn and talk to remind themselves of some of the activities they have done to address each learning target.• Make sure students understand that they are ready for this assessment because they have been practicing all the skills that they will need to show success. Point out the Reading Esperanza Rising anchor chart, briefly reading out loud the list that they created as a class. Tell students that this assessment will have questions that look very similar to questions they have thought about during previous lessons.	
Work Time	Meeting Students’ Needs
<p>A. Mid-Unit 2 Assessment: Analyzing Sections of Esperanza Rising on My Own (30 minutes)</p> <ul style="list-style-type: none">• Remind students that today they get to “show what they know” about how to read <i>Esperanza Rising</i>.• Distribute the Mid-Unit 2 Assessment: Analyzing Sections of <i>Esperanza Rising</i> on My Own (see supporting materials) and read instructions to students out loud. Address any clarifying questions.• Tell students they have approximately 25 minutes to complete the assessment. They may use their novel, notes, and evidence flags. They may also refer to the anchor charts in the room if that is helpful.• Circulate among students as they take the assessment, providing encouragement and reminders about using the novel to find evidence to support their answers.• Collect students’ Mid-Unit 2 Assessment to formally evaluate.	<ul style="list-style-type: none">• Some students may be provided extended time to complete tasks. ELLs are allowed extended time on New York State tests.• Since this assessment is to gauge students’ reading, not writing, students may dictate their answers if appropriate. (See Unit Overview, Mid-Unit 2 Assessment for elaboration on this point.)• ELLs may use bilingual translation dictionaries.



Work Time (continued)	Meeting Students’ Needs
<p>B. Final Word Seminar on Metaphors and Themes (20 minutes)</p> <ul style="list-style-type: none"> Return students’ entrance and exit tickets from Lesson 8. Address any major misconceptions. Ask students to hold on to these entrance and exit tickets; they will want to refer to them for their writing later in the unit. Ask students to sit with their triads. Explain to students that today they are going to continue to work on the learning target of finding the big metaphors that help them understand the themes in <i>Esperanza Rising</i>. Remind them that yesterday they studied two examples of figurative language in the book: the metaphors that life is a rosebush and that the poor workers are kittens. They also briefly revisited the metaphors about the earth’s heartbeat and the river separating Esperanza and Miguel. Today they will practice working with another “big metaphor” that runs through the book: Abuelita’s blanket. Assign students the following sections of text to read independently: <ul style="list-style-type: none"> From the break on page 12 to the second paragraph on page 15 From the middle of page 51 to the end of the page Ask students to consider these questions as they read: <ul style="list-style-type: none"> * “Is Abuelita’s blanket a metaphor? For what?” * “What big idea (theme) of the book is related to the blanket?” Instruct them to use their evidence flags to mark key passages, and to take notes on an index card to prepare for a discussion. After 10 minutes of silent reading, have students begin a discussion of the text. Remind students that in any discussion of a text, they need to support their statements with evidence. Suggest sentence starters such as: “One reason I think this is . . .” or “The evidence is . . .” and “I believe this because the book says . . .” Briefly review the Final Word protocol. <ol style="list-style-type: none"> Someone shares one of the pieces of evidence he or she identified. Each person in the group comments on the evidence in one sentence. The person who shares gets to give the last comment about his/her evidence. Repeat the process until all members of the group get to share at least one of their pieces of evidence. Ask students to use this protocol in small groups to discuss their ideas about the reading. Take only about 4 minutes per round, so that the discussion lasts no more than 12 minutes. 	<ul style="list-style-type: none"> ELL language acquisition is facilitated by interacting with native speakers of English who provide models of language. Consider providing smaller chunks of text (sometimes just a few sentences) for students who struggle with reading large portions of text. Teachers can check in on students’ thinking as they write or speak about their text. For students needing additional supports, consider providing a partially filled-in note-catcher. Provide a visual of the sentence starter on a card or posted in the room. Provide anchor charts for processes and protocols. This allows students who struggle with multistep directions to fully participate.



Work Time	Meeting Students’ Needs
<p>C. Optional: Review of Using Context Clues (If Time Permits) (5 minutes)</p> <p><i>Note: Depending on how quickly students completed their Mid-Unit 2 Assessment, there may be time to reinforce students’ work with context clues.</i></p> <ul style="list-style-type: none">• If time permits, briefly review key vocabulary from the passage students just read. Ask students what the following words mean, and how they figured them out: <i>crochet</i> (13), <i>lopsided</i> (15), <i>bunched up</i> (15), <i>zigzag</i> (51)• Discuss the morphology of <i>protectively</i> and <i>unpredictable</i>, focusing students on the word roots and as well as the prefix <i>un-</i>.• Help students see how these words are important:<ul style="list-style-type: none">* “How does the word <i>protectively</i> help us understand the relationship between Hortensia and Esperanza’s family? (Listen for students to notice Hortensia’s devotion to the family. Guide students toward noticing that Hortensia is of Indian heritage, which in this era often meant of a lower social class.)* “Why does Abuelita tell Esperanza that the mail is <i>unpredictable</i>?” (Listen for students to recognize that Esperanza has not been able to get letters from Abuelita. This has been one of the challenges she has faced throughout the novel: missing her grandmother.)	<ul style="list-style-type: none">• Increasing interactions with vocabulary in context increases the rate of vocabulary acquisition for ELLs.



Closing and Assessment	Meeting Students’ Needs
<p>A. Debrief (5 minutes)</p> <ul style="list-style-type: none"> Remind students that they are continuing to work on the learning targets: “I can interpret big metaphors in <i>Esperanza Rising</i>” and “I can identify the themes in <i>Esperanza Rising</i>.” Revisit the Big Metaphors and Themes in <i>Esperanza Rising</i> anchor chart, adding any new metaphors or marking the metaphors as themes. Ask students to talk in their triads about any new themes they can articulate. Invite representatives from triads to share out, charting students’ comments. 	<ul style="list-style-type: none"> When ELLs are asked to produce language, consider providing a sentence frame, sentence starter, or cloze sentence to assist with the structure required.
Homework	Meeting Students’ Needs
<ul style="list-style-type: none"> Read Chapter 10, “Las Papas/Potatoes” (pages 158–179), in <i>Esperanza Rising</i>. While reading, note examples of where a character’s human rights might be challenged and their responses. Use the Homework: Purpose for Reading, Chapter 10: “Las Papas/Potatoes” question to focus your reading. Use evidence flags to mark the specific areas in the book that support your answer. <p><i>Note: If concerned about students completing the reading assignment at home, plan an additional reading period later in the day or first thing in the morning. In addition, students likely to need additional support should preread this novel with support during intervention or other support periods. Prereading with support will then allow students to spend class periods rereading and focusing on evidence.</i></p> <p><i>Be sure to have formally assessed students’ Mid-Unit Assessments by Lesson 13. In that lesson, there is time for students to review their work.</i></p> <p><i>If the triad conversations are growing “stale,” consider forming new groups for the second half of the novel. If you do form new triads, be sure to review the Norms for Triad Talk, etc.</i></p>	<ul style="list-style-type: none"> When possible, provide text or materials found in students’ L1, while still exposing the student to English text. Audio recordings of text can aid some students in comprehension. Students can pause and replay confusing portions while they follow along with the text.



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Supporting Materials



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Name:

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Date:

For homework last night, you read Chapter 9: “Las Ciruelas/Plums.” On this assessment, you get a chance to show what you know about how to analyze this novel on your own. You may use your novel, your evidence flags, and any notes in your journals from our work together for this assessment.

1. What happens in this chapter? Write a one- or two-sentence summary: What is this chapter mostly about?

2. 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?



3. Reread pages 139–143 and think about the challenge Esperanza is facing at this point in the novel. Complete the T-chart below, citing evidence from the text.

Challenge	Responses

4. 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.



Read the following excerpt from page 157, and then answer the questions below:

“Esperanza felt Alfonso behind her, putting his hands on her shoulder. She felt the blood drain from her face. She wanted to tell the doctor that she could not lose Mama, too. That she had already lost Papa and that Abuelita was too far away. Her voice *strangled* with fear. All she could do was whisper the doctor’s uncertain words ‘If she survives.’”

5. In one sentence, summarize the challenge Esperanza and Mama are facing at this point in the novel.

There are two examples of figurative language in this excerpt.

6. What does it mean to have blood *drain* from your face?

7. What does it mean to say Esperanza’s voice was *strangled* with fear?



8. How does the author's use of the words *drain* and *strangled* help us understand how Esperanza is feeling?



For homework last night, you read Chapter 9: “Las Ciruelas/Plums.” On this assessment, you get a chance to show what you know about how to analyze this novel on your own. You may use your novel, your evidence flags, and any notes in your journals from our work together for this assessment.

1. What happens in this chapter? Write a one- to two-sentence summary: What is this chapter mostly about?

Esperanza had to watch the babies by herself; it did not go very well, but she figured out what to do. There was a dust storm that covered everything in dust and made Mama sick. Esperanza is worried Mama might die.

2. 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?

Pam Muñoz Ryan chose Las Ciruelas/Plums as the title because plums are delicious, but if your body is not used to them raw, they will make you sick like the babies. That is just like what happened to Mama because of the dust. She was not used to it, so when the dust storm happened it made her sick, like the plums made the babies sick.

3. Reread pages 139–143 and think about the challenge Esperanza is facing at this point in the novel. Complete the T-chart below, citing evidence from the text.

Challenge	Responses
Esperanza did not know what to do when the babies got sick.	<p>Esperanza kept changing the babies’ diapers to try to keep them clean.</p> <p>Esperanza made rice water to feed the babies, hoping it would make them feel better.</p> <p>Esperanza forgot about the beans, and they burned because she was so busy trying to take care of the babies.</p>



4. 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.

Esperanza is a problem solver, trying to figure out what to do in hard situations based on things that she knows from her own experiences. “What did Hortensia give her when she was a child and was sick? ... Rice water!”
(p. 142)



Read the following excerpt from page 157, and then answer the questions below:

“Esperanza felt Alfonso behind her, putting his hands on her shoulder. She felt the blood *drain* from her face. She wanted to tell the doctor that she could not lose Mama, too. That she had already lost Papa and that Abuelita was too far away. Her voice *strangled* with fear. All she could do was whisper the doctor’s uncertain words ‘If she survives.’”

5. In one sentence, summarize the challenge Esperanza and Mama are facing at this point in the novel.

Mama is very sick and might not get better. Esperanza was scared that Mama would die and that she was all alone in the United States.

There are two examples of figurative language in this excerpt.

6. What does it mean to have blood *drain* from your face?

Like when water goes out of a sink in the drain, the blood can go out of your face and look very white.

7. What does it mean to say Esperanza’s voice was *strangled* with fear?

When something is strangled, it is choked. Esperanza could not speak because her voice could not get out.

8. How does the author’s use of the words *drain* and *strangled* help us understand how Esperanza is feeling?

The words *drain* and *strangled* paint a detailed picture for readers, helping them see it as if they were there.



Name:

Date:

How is Esperanza changing?

As you read, think about this question. Use your evidence flags to mark specific passages in the text to discuss with your triad. You do not need to write out answers as part of your homework; just keep track of your thinking with your evidence flags.