



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 1 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 1

- **Reading the first nine chapters** of the novel.
- Understanding and identifying **similes, metaphor, and personification**.
- **Creating a character chart**, beginning with the main character, Esperanza.
- **Establishing a personal response journal**.
- **Writing summaries**.
- **Using simple past** to retell or summarize a story.

House on Mango Street Unit: Week 1, Monday

Objectives <i>Learners will be able to...</i>	Materials
<p>Literacy: read the first two chapters of the novel.</p> <p>Literacy: write a personal reaction to the first two chapters.</p> <p>Literacy: organize sentences to create a paragraph summarizing the first chapter.</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. Logically order sentences to form a paragraph.</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"> • Textbook: <i>The House on Mango Street</i>, pp. 3-7 • Textbook: <i>The ESL Reader's Companion to The House on Mango Street</i>, pp. 4, 9-10 • Handout: Sandra Cisneros and <u>The House on Mango Street</u> • Handout: Summarizing Chapter One <p>Make Single Copies or Reference</p> <ul style="list-style-type: none"> • Handout: Irregular Verbs (optional class set; if used as such, copy back to back) <p>Props, Technology, or Other Resources</p> <ul style="list-style-type: none"> • A projector • A set of notebooks for daily journaling • Index Cards • Learners' dictionaries

Lesson Plan

Warm up for today's Lesson

Description: Discuss general strategies for reading a novel and read background on the author and the short novel to be read over the next four weeks.

Materials/Prep: Handout: **Sandra Cisneros and *The House on Mango Street***

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. 4**

Activity 2: Literacy, Listening/speaking

Description: Read chapter one, *The House on Mango Street* (pp. 3-5), aloud in pairs.

Materials/Prep: Textbook: ***The House on Mango Street*, pp.3-5**

Activity 3: Literacy, Grammar & Critical Thinking

Description: Create a summary for chapter one by ordering sentences and inserting correct past tense verbs.

Materials/Prep: Handout: **Summarizing Chapter One**

Activity 4: Literacy & Listening/speaking

Description: Read chapter two, *Hairs* (pp. 6-7), aloud in pairs.

Materials/Prep: Textbook: ***The House on Mango Street*, pp.6-7**

Activity 5: Literacy/Vocabulary

Optional Activity—Do as time allows

Description: Word Study

Materials/Prep: Index cards with unfamiliar words on them; learners' dictionaries

Activity 6: Checking for Understanding

Description: Personal response writing

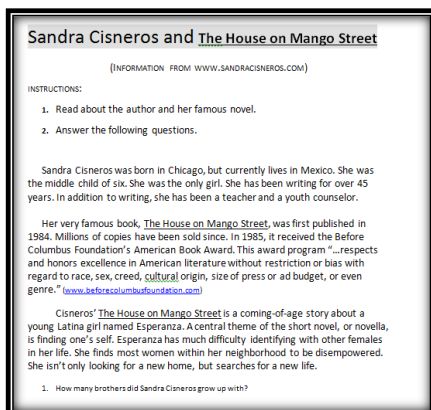
Materials/Prep: Learner notebooks designated for journaling, Textbook: *The ESL Reader's Companion to The House on Mango Street*, pp.9-10

Teacher Directions: Warm up: Read Author and Novel Background

Step 1: Context

Ask students to think of a time when they tried to do something challenging and they kept trying until they improved, such as learning to use a new phone, learning to cook, or some other skill. Invite learners to share their experiences. What was challenging? What made you keep trying?

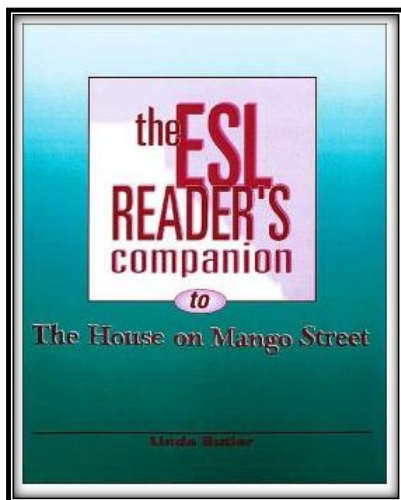
Explain that students will be reading a novel over the next few weeks. They will find it challenging, especially at first. There will be a lot of vocabulary they don't know. It is important to keep pushing through, even though you don't know all the words. Keep trying to read more and you will come to understand more. Encourage each other to keep going.



Step 2: Read and Discuss

Learners read the handout **Sandra Cisneros and The House on Mango Street**. After about 5 min, answer the questions that follow together through class discussion.

Teacher Directions: Activity 1: Literacy/vocabulary –Materials: Textbook: The ESL Reader's Companion to The House on Mango Street, p. 4



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: Guided Practice

Read "mango" through "for the time being" together and provide examples whenever possible. For example, "we were six" = "there were six people in my family," so discuss whether or not this includes the parents; does it include the narrator?

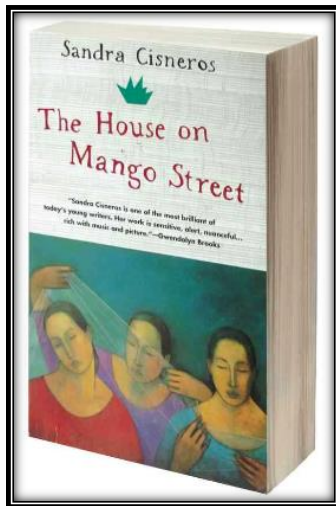
Limit discussion of the new vocabulary to 15 minutes. If desired, students may study the words in more depth at home.

Step 3: Partner Practice

Learners pair up and practice using “we were #” and “for the time being,” because those may be the most useful phrases for personal application. Learners discuss their childhood family sizes (we were #) and something that they are dealing with today, but will most likely change in the near future (for the time being). For example,

- When I was a child, we were four: my father, mother, sister, and I lived together in South Dakota.
- Now, I have a family of three: my husband and I and our daughter. My brother-in-law lives with us for the time being.

Teacher Directions: Activity 2: Literacy & Listening/speaking –Materials: Textbook: The House on Mango Street, pp. 3-5, index cards



Step 1: Modeling

Turn to chapter 1 of the novel *The House on Mango Street*, also entitled “The House on Mango Street.” Read the first few paragraphs aloud. As you read aloud, say your thoughts about what you are reading. Focus especially on questions that you have as you read. When you read an unfamiliar word, say your thoughts as you use context clues to define it.

Step 2: Guided Practice

Students open their books. Read the next paragraph aloud as students follow along. Pause and ask students what they are wondering about so far as they read. Ask students to reread the text to find clues about the meaning of new words.

If the class gets stuck and can't figure out what a word means, instruct them to write that word on an index card and then continue reading—don't use a dictionary yet. They will work with the words on the cards later, as time allows.

Step 3: Pair Reading

Learners pair up and take turns reading through the first chapter of the novel 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 instead of their dictionaries. Learners keep the “Before You Read” sheet nearby in case they need to refer back to it about any new or unfamiliar phrases on pp. 3-5.

As they come across words they would like to look up, remind them to write each word on an index card for later instead of using a dictionary.

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.)

- How is the house on Mango Street different from the places where the family lived before?
- Is Esperanza happy to be living there? What evidence from the story supports your answer?

Summarizing Chapter One
(This exercise is based on The ESL Reader's Companion to The House on Mango Street's p.11)

INSTRUCTIONS:

1. Put the following sentences in order to create a paragraph that summarizes the first chapter of *The House on Mango Street*.
2. Fill in the spaces with the correct past tense form of the verb in parentheses. Many are irregular (do not take -ed endings), so be careful!

But the house on Mango Street _____ (is) not the house they used to talk about, not the house she dreamed about.

In those days, her parents always _____ (talk) about the house they were going to own someday.

Before they _____ (move) there, they _____ (rent) a series of poor apartments.

It _____ (is) small and in bad condition, so she _____ (is) disappointed in it.

In "The House on Mango Street," the narrator _____ (describe) moving to Mango Street with her family.

Teacher Directions: Activity 3: Grammar, Literacy, & Critical Thinking –Materials: Handout: Summarizing Chapter One; Handout: Irregular Verbs ; a projector

Step 1: Instructor Demonstration

Place a copy of the Summarizing handout on a projector and demonstrate filling in one of the missing verbs. Some of the verbs are regular –ed ending past verbs, whereas others are irregular past verbs. Students may refer to the ‘**Irregular Verbs**’ handout for help with finding the correct form of the verbs. Brainstorm with learners how they might begin organizing the sentences to create a logical summary of the chapter.

Step 2: Pair Work

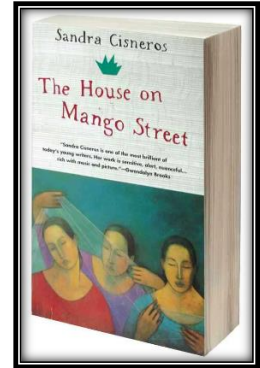
Learners partner up to order the five sentences into a logical summary of the chapter. Partners also fill in the blanks with the correct verbs in their simple past tense forms.

*Instructor Demo Note:
Ask questions instead of providing the answers. This encourages critical thinking and future self-guided questioning before beginning an exercise. For example, ask learners, “How many sentences do you need to order?” and “Why would it be incorrect to begin with the sentences ‘But the house...’ and ‘It is small...’?”*

**Teacher Directions: Activity 4: Literacy & Listening/speaking –Materials: Textbook:
The House on Mango Street, pp. 6-7**

Step 1: Pair Reading

Learners pair up and take turns reading through the second chapter of the novel *The House on Mango Street*, entitled “Hairs,” 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 instead of their dictionaries. Learners keep the “Before You Read” sheet nearby in case they need to refer back to it about any new or unfamiliar phrases on pp. 6-7.



As they come across words they would like to look up, remind them to write each word on an index card for later instead of using a dictionary while they read.

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.)

- What do you think are Esperanza’s feelings about her mother? What evidence do you find in “Hairs” to support this?

Teacher Directions: Activity 5: Literacy/Vocabulary—Materials: *index cards; learners’ dictionaries*

Note: Skip this activity if time is running short.

Step 1:

Divide students into groups of 3, or they may work in pairs. Instruct the students to place all their vocabulary index cards on the table, so they can see them all at once. The groups should choose two or three of the words to look up in their dictionaries, depending on how much class time is left. They may use any criteria they want to choose the words.

Be sure to leave enough time for the journaling activity.

Step 2:

Students look up the words in 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 begin **Personal Response Journals**. Provide some context for this activity by reading “Suggestions for Writing,” pp. 9-10 from *The ESL Reader's Companion to the House on Mango Street*.

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. Provide learners with an example of your own personal response to the novel so far.

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.

If learners struggle with ideas for journaling, provide them with a few minutes to talk about their ideas with a partner before they write.

Preparation note: *Instead of photocopying the entire sample journal entry (p. 10), you may opt to project it and cover up the 2nd and 3rd entries, which are relevant to later chapters. Another option is to cover the 2nd and 3rd journal entries before photocopying.*

Remember to copy pp. 9 & 10 back to back to save paper!

Sandra Cisneros and The House on Mango Street

(INFORMATION FROM WWW.SANDRACISNEROS.COM)

INSTRUCTIONS:

1. Read about the author and her famous novel.
2. Answer the following questions.

Sandra Cisneros was born in Chicago, but currently lives in Mexico. She was the middle child of six. She was the only girl. She has been writing for over 45 years. In addition to writing, she has been a teacher and a youth counselor.

Her very famous book, The House on Mango Street, was first published in 1984. Millions of copies have been sold since. In 1985, it received the Before Columbus Foundation's American Book Award. This award program "...respects and honors excellence in American literature without restriction or bias with regard to race, sex, creed, cultural origin, size of press or ad budget, or even genre." (www.beforecolumbusfoundation.com)

Cisneros' The House on Mango Street is a coming-of-age story about a young Latina girl named Esperanza. A central theme of the short novel, or novella, is finding one's self. Esperanza has much difficulty identifying with other females in her life. She finds most women within her neighborhood to be disempowered. She isn't only looking for a new home, but searches for a new life.

1. How many brothers did Sandra Cisneros grow up with?
2. For approximately how long has Cisneros been writing?
3. Where does Cisneros live now?
4. What type of book is The House on Mango Street? Or, what genre is it?

Summarizing Chapter One

(THIS EXERCISE IS BASED ON *THE ESL READER'S COMPANION TO THE HOUSE ON MANGO STREET'S* P.11)

INSTRUCTIONS:

1. Put the following sentences in order to create a paragraph that summarizes the first chapter of *The House on Mango Street*.
2. Fill in the spaces with the correct past tense form of the verb in parentheses. Many are irregular (do not take -ed endings), so be careful!

But the house on Mango Street _____ (is) not the house they used to talk about, not the house she dreamed about.

In those days, her parents always _____ (speak) about the house they were going to own someday.

Before they _____ (move) there, they _____ (rent) a series of poor apartments.

It _____ (is) small and in bad condition, so she _____ (is) disappointed in it.

In "The House on Mango Street," the narrator _____ (describe) moving to Mango Street with her family.

Irregular Verbs, (4 pages)

This is a list of some irregular verbs in English. Of course, there are many others, but these are the more common irregular verbs. (www.englishclub.com)

Base Form	Past Simple	Past Participle
awake	Awoke	awoken
be	was, were	been
beat	Beat	beaten
become	Became	become
begin	Began	begun
bend	Bent	bent
bet	Bet	bet
bid	bid	bid
bite	bit	bitten
blow	blew	blown
break	broke	broken
bring	brought	brought
build	built	built
burn	burned/burnt	burned/burnt
buy	bought	bought
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut

dig	dug	dug
do	did	done
draw	drew	drawn
dream	dreamed/dreamt	dreamed/dreamt
drive	drove	driven
drink	drank	drunk
eat	ate	eaten
fall	fell	fallen
feel	felt	felt
fight	fought	fought
find	found	found
fly	flew	flown
forget	forgot	forgotten
forgive	forgave	forgiven
freeze	froze	frozen
get	got	got (<i>sometimes</i> gotten)
give	gave	given
go	went	gone
grow	grew	grown
hang	hung	hung
have	had	had
hear	heard	heard
hide	hid	hidden
hit	hit	hit

hold	held	held
hurt	hurt	hurt
keep	kept	kept
know	knew	known
lay	laid	laid
lead	led	led
learn	learned/learnt	learned/learnt
leave	left	left
lend	lent	lent
let	let	let
lie	lay	lain
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
pay	paid	paid
put	put	put
read	read	read
ride	rode	ridden
ring	rang	rung
rise	rose	risen
run	ran	run
say	said	said
see	saw	seen

sell	sold	sold
send	sent	sent
show	showed	showed/shown
shut	shut	shut
sing	sang	sung
sit	sat	sat
sleep	slept	slept
speak	spoke	spoken
spend	spent	spent
stand	stood	stood
swim	swam	swum
take	took	taken
teach	taught	taught
tear	tore	torn
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
wake	woke	woken
wear	wore	worn
win	won	won
write	wrote	written

House on Mango Street Unit: Week 1, Tuesday

Objectives <i>Learners will be able to...</i>	Materials
<p>Literacy: read chapters three and four.</p> <p>Literacy: identify similes, metaphors, and personification.</p> <p>Literacy: write a personal reaction to the third and fourth chapters.</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. 8-11 • <u>Textbook:</u> <i>The ESL Reader's Companion to The House on Mango Street</i>, pp. 4, 9-10 • Handout: Similes, Metaphors, and Personification <p>Make Single Copies or Reference</p> <p>Props, Technology, or Other Resources</p> <ul style="list-style-type: none"> • A set of notebooks for daily journaling • A projector (optional for corrections) • Index Cards • Learners' dictionaries

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. 4

Activity 2: Literacy & Listening/speaking

Description: Read chapter three, Boys & Girls (pp. 8-9), aloud in pairs.

Materials/Prep: Textbook: *The House on Mango Street*, pp.8-9

Activity 3: Literacy & Critical Thinking

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

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

Activity 4: Literacy & Listening/speaking

Description: Read chapter four, My Name (pp. 10-11), aloud in pairs.

Materials/Prep: Textbook: *The House on Mango Street*, pp.10-11

Activity 5: Literacy/Vocabulary

Optional Activity—Do as time allows

Description: Word Study

Materials/Prep: Index cards with unfamiliar words on them; learners' dictionaries

Activity 6: Literacy/Checking for Understanding

Description: “Points of Departure” journal writing (responding to prompt one)

Materials/Prep: Textbook: *The ESL Reader’s Companion to The House on Mango Street*, pp. 9-10; learner notebooks designated for journaling

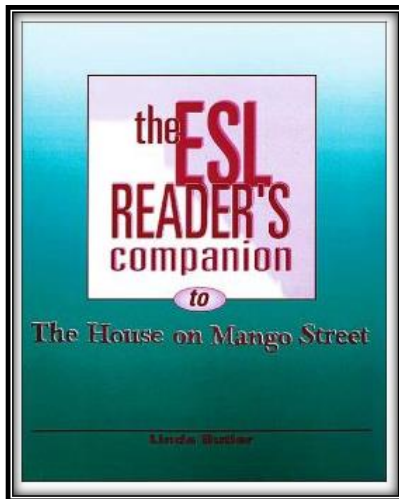
Teacher Directions: Warm up: Summarize Chapters One and Two

Learners volunteer to stand and summarize *The House on Mango Street*, chapters one and two, 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 consistently as they retell, or summarize, chapters one and two. This will also help support any learners that may have been absent on day one.

If learners struggle to give a summary, write the following hints on the board:

- characters (people)
- setting (when and where the story takes place)
- plot (what happened)

Teacher Directions: Activity 1: Literacy/vocabulary –Materials: Textbook: *The ESL Reader's Companion to The House on Mango Street*, p. 4



Step 1: Context

Learners may find reading the text challenging, especially at first. There will be a lot of vocabulary they don't know. It is important to keep pushing through, even though you don't know all the words. Keep trying to read more and you will come to understand more. Encourage each other to keep going.

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 "she comes right after me" through "they say my name funny" together and provide examples whenever possible. For example, "they say my name funny" = "they pronounce my name in a strange way," so discuss what true emotions this can produce for a young person. Do *we* always laugh when people struggle to pronounce *our* names? Is it sometimes frustrating? Etc.

Step 3: Partner Practice

Learners pair up and practice using “make the best with what she/he/you got” and “the story goes,” 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 three and four of The House on Mango Street.

Limit discussion of the new vocabulary to 15 minutes. If desired, students may study the words in more depth at home

Teacher Directions: Activity 2: Literacy & Listening/speaking –Materials:

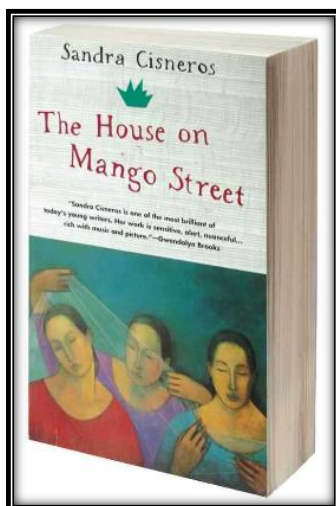
Textbook: *The House on Mango Street*, pp. 8-9; **index cards**

Step 1: Modeling

Turn to chapter 3 of the “The House on Mango Street.” Read the first few lines aloud. As you read aloud, say your thoughts about what you are reading. Focus especially on questions that you have as you read. When you read an unfamiliar word, say your thoughts as you use context clues to define it.

Step 2: Guided Practice

Pass out index cards. Students open their books. Read the next few lines aloud as students follow along. Pause and ask students what they are wondering about so far as they read. Ask students to reread the text to find clues about the meaning of new words.



If the class gets stuck and can't figure out what a word means, instruct them to write that word on an index card and then continue reading—don't use a dictionary yet. They will work with the words on the cards later, as time allows.

Step 3: Pair Reading

Learners pair up and take turns reading through the third chapter of the novel *The House on Mango Street*, entitled “Boys & Girls” 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 pp. 8-9.

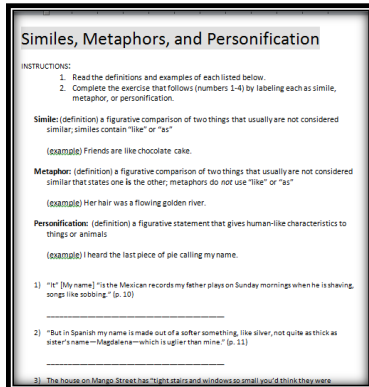
As they come across words they would like to look up, remind them to write each word on an index card to look up later instead of using a dictionary while they read.

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.)

- Why do you think Esperanza's brothers can't let anyone see them talking to girls?
- How old do you think Esperanza is? What evidence from the story supports your answer?

Teacher Directions: Activity 3: Literacy & Critical Thinking –Materials: Handout: Similes, Metaphors, and Personification; 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 will read about three specific types and practice identifying them.

Step 2: Read as a Class

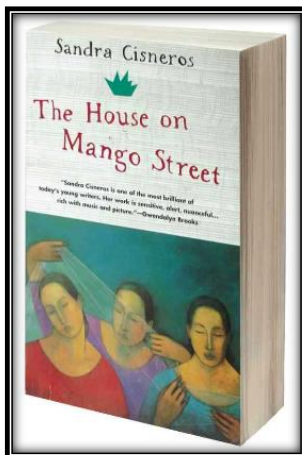
Volunteer learners take turns reading the handout “Similes, Metaphors, and Personification” aloud. Discuss as a class. Elicit more examples of similes, metaphors and personification.

Step 3: Independent Practice

Learners complete numbers 1-5 independently. Circulate the room to check for individual understanding of the literary devices discussed today.

Step 4: 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. 10-11; index cards

Step 1: Pair Reading

Learners pair up and take turns reading through the fourth chapter of the novel *The House on Mango Street*, entitled “My Name,” 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 pp. 10--11.

As they come across additional words they would like to look up, remind them to write each word on an index card for later instead of using a dictionary.

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 feel about her name?
- What are Esperanza’s feelings about her great-grandmother? What evidence from the story supports your answer?

Teacher Directions: Activity 5: Literacy/Vocabulary—Materials: *index cards; learners’ dictionaries*

Note: Skip this activity if time is running short.

Step 1:

Divide students into groups of 3, or they may work in pairs. Instruct the students to place all their vocabulary index cards on the table, so they can see them all at once. The groups should choose two or three of the words to look up in their dictionaries, depending on how much class time is left. They may use any criteria they want to choose the words.

Be sure to leave enough time for the journaling activity.

Step 2:

Students look up the words in 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 their **Personal Response Journals**. If any learners were absent yesterday, provide some context for this activity by giving them “Suggestions for Writing,” pp. 9-10 from *The ESL Reader’s Companion to the House on Mango Street*.

Learners should answer one of the two questions listed 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.

- 1) Esperanza says that "the Chinese, like the Mexicans, don't like their women strong" (p. 10). If you are Chinese or Mexican, do you believe this is true? Why or why not? If you have a different ethnic background, do people of your ethnicity or culture like women to be strong? Explain.

- 2) Esperanza described "the house Papa talked about when he held a lottery ticket" (p. 4). Do you ever buy lottery tickets? If yes, how do you wish to spend your winnings? Would you buy a dream home? If no, why not?

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.

Similes, Metaphors, and Personification

INSTRUCTIONS:

1. Read the definitions and examples of each listed below.
2. Complete the exercise that follows (numbers 1-4) by labeling each as simile, metaphor, or personification.

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.

- 1) “It” [My name] “is the Mexican records my father plays on Sunday mornings when he is shaving, songs like sobbing.” (p. 10)

- 2) “But in Spanish my name is made out of a softer something, like silver, not quite as thick as sister’s name—Magdalena—which is uglier than mine.” (p. 11)

- 3) The house on Mango Street has “tight stairs and windows so small you’d think they were holding their breath.” (p. 4)

- 4) “My Papa’s hair is like a broom, all up in the air.” (p. 6)

House on Mango Street Unit: Week 1, Wednesday

Objectives <i>Learners will be able to...</i>	Materials
<p>Literacy: read two chapters of a novella and use context clues to understand new concepts/vocabulary.</p> <p>Listening/speaking: think critically about their own names and share in a class discussion about name origin and meaning. Ask classmates about their name preference.</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>Grammar: choose present or past tense to complete summarizing statements.</p>	<p>Make Student Copies</p> <ul style="list-style-type: none"> • Textbook: <i>The House on Mango Street</i>, pp. 12-16 • Textbook: <i>The ESL Reader’s Companion to The House on Mango Street</i>, pp. 12-13 • Handout: Character Analysis Chart <p>Make Single Copies or Reference</p> <p>Props, Technology, or Other Resources</p> <ul style="list-style-type: none"> • A computer w/Internet connection (optional) • Learner notebooks designated for journaling • A projector • index cards • learners’ dictionaries

Lesson Plan

Warm up for today’s Lesson

Description: CLASS DISCUSSION: “My Name:” Do you like your name? What does it mean? Who chose your name? What’s your favorite name, and why?

Materials/Prep: A computer with Internet connection (optional)

Activity 1: Grammar & Critical Thinking

Description: Fill in the blanks of two paragraphs summarizing chapter 3 and 4 with the appropriate verb tense.

Materials/Prep: Textbook: *The ESL Reader’s Companion to The House on Mango Street*, pp. 12-13 (Activities 2 & 3 only)

Activity 2: Literacy & Listening/speaking

Description: Read chapters five and six, Cathy Queen of Cats (pp. 12-13) and Our Good Day (pp. 14-16), aloud in pairs or small groups.

Materials/Prep: Textbook: *The House on Mango Street*, pp.12-16

Activity 3: Literacy/Transitions & Critical Thinking

Description: Begin a Character Analysis Chart for Esperanza, Nenny, and Cathy.

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

Activity 4: Literacy/Vocabulary

Optional Activity—Do as time allows

Description: Word Study

Materials/Prep: Index cards with unfamiliar words on them; learners’ dictionaries

Activity 5: Checking for Understanding

Description: Make a personal response entry in journals.

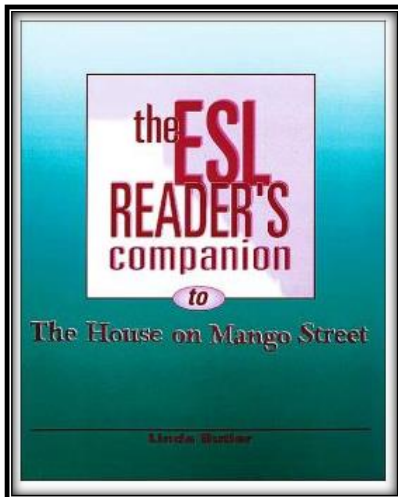
Materials/Prep: Learner notebooks designated for journaling

Teacher Directions: Warm up: Class Discussion: “My Name”-Material: computer w/Internet access (optional, to research meaning of names, if unknown)

In review of the chapter “My Name,” learners discuss the importance and meaning of their own names. In small groups or as a whole class, address the following questions:

- Do you like your name?
- What does your name mean? (your given names and/or your surname)
- Who chose your name?
- What is your favorite name and why? Is it your own name? Is it the name of a loved one? Is it the name of a famous person? Etc.

Teacher Directions: Activity 1: Grammar & Critical Thinking –Materials: Textbook: The ESL Reader’s Companion to The House on Mango Street, pp. 12-13 (Learners will only be completing Activities 2 & 3; if possible, cover up “Points of Departure” on p. 13 and keep everything to one sheet.)



Step 1: Context

Explain to learners that they will be practicing consistency in verb tense when writing a summary. The textbook explains that summaries of stories may be written in simple present, because a story can be told again and again. However, a story can be summarized in the simple past as well when we feel as though the events have already happened and the audience has missed the plot. The key to a good and clear summary of a story is consistency.

Suggestion: *If learners are confused by the term “consistency,” use an analogy to help guide them to understand it better, such as comparing consistent present verbs to the learner who is consistently present or on time for class.*

Step 2: Practice

Learners complete Activities 2 and 3 independently.

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 2: Literacy & Listening/speaking –Materials: Textbook:
The House on Mango Street, pp. 12-16; index cards**

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. 24:

1. **She says...** (p. 12) = Usually when we write what someone said, we use the past tense: "she said." The present tense is used in informal spoken and written English, or when someone says something repeatedly, as in: "My mother always says, 'Eat your vegetables.'"
2. **great great grand cousin** (p. 12)= a distant cousin (Cathy has invented this phrase.)
3. **stuck-up** (p. 12)= conceited, with a high opinion of herself
4. **donuts** (p. 13)= doughnuts (small fried cakes in the shape of a circle)
5. **doesn't get it** (p. 15)= doesn't understand it
6. **sassy** (p. 16)= bold, not showing respect

Limit discussion of the vocabulary to 10 minutes.

Step 1: Modeling

Turn to chapter 4 of the "The House on Mango Street." Read the first few lines aloud. As you read aloud, say your thoughts about what you are reading. Focus especially on questions that you have as you read. When you read an unfamiliar word, say your thoughts as you use context clues to define it.

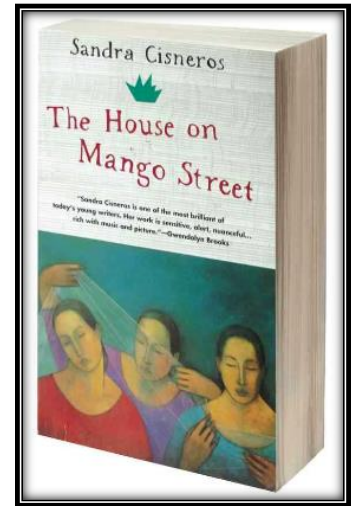
Step 2: Guided Practice

Students open their books. Read the next few lines aloud as students follow along. Pause and ask students what they are wondering about so far as they read. Ask students to reread the text to find clues about the meaning of new words.

If the class gets stuck and can't figure out what a word means, instruct them to write that word on an index card and then continue reading—don't use a dictionary yet. They will work with the words on the cards later, as time allows.

Step 3: Pair or Small Group Reading

Learners pair up or form small groups of no more than four and take turns reading through the fifth and sixth chapters of the novel *The House on Mango Street*, entitled "Cathy Queen of Cats" and



“Our Good Day” 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.

As they come across additional words they would like to look up, remind them to write each word on an index card for later instead of using a dictionary while they read.

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 Cathy talk to Esperanza about?
- What are two reasons why this is a good day for Esperanza? What evidence from the story supports your answer?

Make sure learners understand that in “Cathy Queen of Cats” the pronoun “she” often refers to Cathy, but sometimes to women being described in the neighborhood. Also, make sure learners understand the grammar correction Esperanza attempts to make in “Our Good Day” on p. 15. There is humor and bluntness/rudeness that may need explaining in the final comment made by Esperanza’s new friend when she says, “You’ve got quite a load there too.”

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

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” & “Lindlueum 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 fill in Character Analysis Charts for **Esperanza**, **Nenny**, and **Cathy**, covering chapters “The House on Mango Street” through “Our Good Day.” 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.

Elicit one characteristic for Esperanza and actions or words that show this characteristic. Direct learners to open their books and find a page number to support this characteristic.

Learners continue filling out the chart independently about Esperanza, Nenny and Cathy.

Make sure learners are not filling in sections that they have not read yet, as Esperanza’s character will be revisited towards the end of the novella.

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: *index cards; learners’ dictionaries*

Note: Skip this activity if time is running short.

Step 1:

Divide students into groups of 3, or they may work in pairs. Instruct the students to place all their vocabulary index cards on the table, so they can see them all at once. The groups should choose two or three of the words to look up in their dictionaries, depending on how much class time is left. They may use any criteria they want to choose the words.

Be sure to leave enough time for the journaling activity.

Step 2:

Students look up the words in 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.

When was your "good day"? How would you describe it? What made it special?

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.

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 1, 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 simile, metaphor, and personification content.</p> <p>Listening/speaking: dictate sentences containing simile, metaphor, or personification to classmates. Listen in order to write cohesive sentences containing the aforementioned figurative language.</p> <p>Transitions & Critical Thinking: summarize two chapters using only paraphrase in three sentences or fewer. Hold roles in order to function within a small discussion group.</p> <p>Grammar: use the simple past in a story summary.</p>	<p>Make Student Copies</p> <ul style="list-style-type: none"> • Textbook: <i>The House on Mango Street</i>, pp. • Handout: Comprehension Questions, Chapters 7-9 • Handout: Practice Reading Test—Figurative Language <p>Make Single Copies or Reference</p> <ul style="list-style-type: none"> • House on Mango Street Running Dictation • House on Mango Street Dictation—Figurative Language, Answers (for teacher reference) <p>Props, Technology, or Other Resources</p> <ul style="list-style-type: none"> • A projector • index cards • learners’ dictionaries

Lesson Plan

Warm up for today’s Lesson

Description: Write no more than three sentences summarizing what happened in the chapters read yesterday (Cathy Queen of Cats and Our Good Day).

Materials/Prep: No materials; Prep requires writing instructions on the board prior to learners’ arrival. See detailed plan for specific instructions.

Activity 1: Literacy & Listening/speaking

Description: Read chapters 7-9 (Laughter, Gil’s Furniture Bought and Sold, and Meme Ortiz) in small groups.

Materials/Prep: Textbook: *The House on Mango Street*, pp. 17-22

Activity 2: Listening/speaking & Critical Thinking

Description: Discuss chapters 7-9 in small groups.

Materials/Prep: Handout: **Comprehension Questions, Chapters 7-9**

Activity 3: Listening/speaking & Literacy

Description: Running Dictation of quotes containing similes, metaphors, and personification.

Materials/Prep: Handout: **House on Mango Street Running Dictation rounds 1 and 2; House on Mango Street Running Dictation, Answers (one copy to be projected); and a projector**

Activity 4: Literacy/Vocabulary

Optional Activity—Do as time allows

Description: Word Study

Materials/Prep: Index cards with unfamiliar words on them; learners’ dictionaries

Activity 5: Checking for Understanding

Description: Take a practice reading test covering simile, metaphor, and personification.

Materials/Prep: Handout: **Reading Test Practice—Figurative Language; a projector**

Teacher Directions: Warm up: Writing a 3-sentence Summary—Prep: Post the guidelines listed below on the board.

In review of the chapters “Cathy Queen of Cats” and “Our Good Day,” learners write a three-sentence summary following these guidelines:

- **Do not copy** any sentences directly from the book! Only paraphrase.
- **Use past tense.**
- **Don’t be too broad or too narrow** in your summary. Try to be concise so that readers feel it is a reasonable review of what was read in class yesterday.
- **Do not include your opinion or feelings** in the summary. Only restate what happened. When opinion or feelings are included, it is no longer a summary, but a reaction or response to the text. This is a different type of writing.

Ask a few learners to share their short paragraph summaries with the whole class.

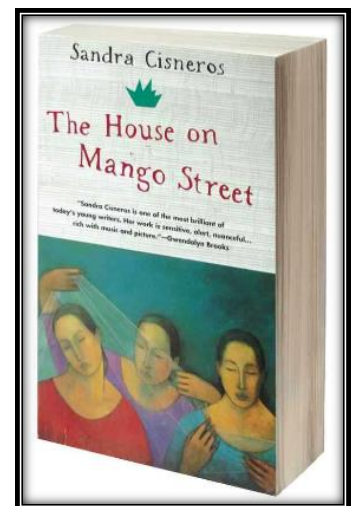
Teacher Directions: Activity 1: Literacy & Listening/speaking —Materials: Textbook: *The House on Mango Street*, pp. 17-22

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*, pp. 24-25:

7. **ice cream bells...** (p. 17) = In the summer, ice cream trucks travel around city streets to sell ice cream. When they arrive at a park or in a neighborhood, the drivers get people’s attention with the sound of small bells.
8. **a junk store** (p. 19)= a store that sells used things which are usually of little value
9. **marimba** (p. 20)= a musical instrument like a xylophone
10. **this ain’t for sale** (p. 20)= this is not for sale (The word “ain’t” is non-standard English.)
11. **with the limbs flopping** (p. 21)= with the arms or legs moving freely and loosely
12. **lopsided** (p. 22)= with one side lower than the other
13. **A-framed** (p. 22)= built in the shape of the letter A
14. **Tarzan** (p. 22)= a fictional character, from a novel and movies, who was raised by apes in the African jungles

Limit discussion of the vocabulary to 10-12 minutes.



Step 2: Guided Practice

Students open their books to chapter 7 of *The House on Mango Street*, entitled “Laughter.” Read the first few lines aloud as students follow along. Pause and ask students what they are wondering about so far as they read. Ask students to reread the text to find clues about the meaning of new words.

If the class gets stuck and can’t figure out what a word means, instruct them to write that word on an index card and then continue reading—don’t use a dictionary yet. They will work with the words on the cards later, as time allows.

Step 3: Small Group Reading

Learners form small groups of no more than four and take turns reading through the seventh through ninth chapters of the novel entitled “Laughter” through “Meme Ortiz” 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 notes on vocabulary words 7-14 nearby as they read in small groups in order to reference new terms.

As they come across additional words they would like to look up, remind them to write each word on an index card for later instead of using a dictionary while they read.

Teacher Directions: Activity 2: Listening/speaking & Critical Thinking-Materials: Handout: Comprehension Questions, Chapters 7-9

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 7-9

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) Why did Nenny say, “That’s what I was thinking exactly.” (p. 18)? Choose the answer below that seems the best, and be ready to explain your choice in class.
_____ the house was built in a Mexican style.
_____ Esperanza is older, so Nenny agrees with what she says.
_____ Nenny wants to defend her sister from Rachel and Lucy’s laughter.
_____ Nenny doesn’t want Rachel and Lucy to know that her sister is crazy.
_____ Other: _____

2) Who in your discussion group would like to go into Girl’s store? Why? Provide a reason other than: “It would be interesting.”

3) In this store, what has a powerful effect on Esperanza?

4) What is special about the backyard of Meme’s house?

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

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 7-9 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 & Listening/speaking—Materials: ESL Volunteer Tutor Manual, p.59; Handout: **Figurative Language Walking Dictation Strips**

Figurative Language Walking Dictation Strips
(round 1)
<u>Nenny</u> and my laughter is all of a sudden and surprised
The wood box is like drops of water
The dog is big, like a man dressed in a dog suit
But what you remember most is this tree, huge,
Look at that house, I said;

Nikki Carson-Padilla, Minnesota Literacy Council, 2013 p. 26 Advanced House on Mango Street Unit

Figurative Language Walking Dictation Strips
(round 2)
like a pile of dishes breaking.
or like marimbas only with a funny sound to it.
and runs the same way its owner does, clumsy and wild.
with fat arms and mighty families of squirrels.
<u>Nenny</u> says: Yes, that's Mexico all right.

Nikki Carson-Padilla, Minnesota Literacy Council, 2013 p. 27 Advanced House on Mango Street Unit

Figurative Language Walking Dictation, Answers
<u>Nenny</u> and my laughter is all of a sudden and surprised like a pile of dishes breaking. (simile)
The wood box is like drops of water or like marimbas only with a funny sound to it. (simile)
The dog is big, like a man dressed in a dog suit and runs the same way its owner does, clumsy and wild. (simile or personification)
But what you remember most is this tree, huge, with fat arms and mighty families of squirrels. (personification)
Look at that house, I said; <u>Nenny</u> says: Yes, that's Mexico all right. (metaphor)

Step 1: Walking Dictation

Review figurative language as well as *The House on Mango Street* content with a special walking dictation. Pair anyone who missed class yesterday with someone who was present and provide Tuesday's handout, **Simile, Metaphor, and Personification**, as a reference. If an odd number of learners, the teacher will need to pair up with someone. First, tape incomplete sentences in the hallway just outside of the classroom. Explain to the learners that one learner from each

pair will need to leave the room, memorize (not write down!) each incomplete sentence, return and dictate each to his/her partner. When all 5 have been completed, change the paper strips for random completions to the phrases. Writers become walking dictators and the former dictators take a seat to write the newly posted phrases, which will eventually complete the former ones.

Step 2: Partner Practice

After all pairs have completed 10 sentence parts, they should work together to match the initial 5 to the latter 5, creating 5 complete sentences. The completed sentences should each form a simile, metaphor, or personification taken directly from the novella.

Step 3: Facilitated Corrections

Ask one person from each pair to write one of the completed sentences on the board as the teacher facilitates corrections in a whole class discussion format. Learners should also denote whether the sentence is a simile, metaphor, or personification. They may use **S**, **M**, or **P** after the sentences to label them.

Teacher Directions: Activity 4: Literacy/Vocabulary—Materials: *index cards; learners' dictionaries*

Note: Skip this activity if time is running short.

Step 1:

Divide students into groups of 3, or they may work in pairs. Instruct the students to place all their vocabulary index cards on the table, so they can see them all at once. The groups should choose two or three of the words to look up in their dictionaries, depending on how much class time is left. They may use any criteria they want to choose the words.

Be sure to leave enough time for the Checking for Understanding activity.

Step 2:

Students look up the words in dictionaries. They may copy the definitions, if they wish.

Teacher Directions: Activity 5: Literacy/Checking for Understanding—Materials: Handout: Reading Test Practice—Figurative Language; a projector

Reading Test Practice—Figurative Language

My great-grandmother, I would've liked to have known her, a wild horse of a woman, so wild she wouldn't marry. Until my great-grandfather threw a sack over her head and carried her off. Just like that, as if she were a fancy chandelier. That's the way he did it.

And the story goes she never forgave him. She looked out the window her whole life, the way some women sit their sadness on an elbow. Esperanza, I have inherited her name, but I don't want to inherit her place by the window.

At school they say my name funny as if the syllables were made of tin and hurt the roof of your mouth. But in Spanish my name is made of a softer something, like silver.

(The House on Mango Street, pp. 10-11)

<p>1. Esperanza compares her great-grandmother to all of the following except?</p> <p>A. a fancy chandelier</p> <p>B. a wild horse</p> <p>C. sadness</p>	<p>2. Which of the following is an example of metaphor?</p> <p>A. The syllables were made of tin.</p> <p>B. In Spanish my name is made of a softer something, like silver.</p> <p>C. He carried her off as if she were a fancy chandelier.</p>
<p>3. Which of the following is an example of metaphor?</p> <p>A. Just like that, as if she were a fancy chandelier.</p> <p>B. In Spanish my name is made of a softer something, like silver.</p>	<p>4. Which of the following is literal (not figurative)?</p> <p>A. ...the waysome women sit their sadness on an elbow.</p> <p>B. ...my great-grandfather threw a sack over her head.</p>

Reading Test Practice—Figurative Language, Answers

- C. sadness
- A. The syllables were made of tin.
- C. I would've liked to have known her, a wild horse of a woman, so wild she wouldn't marry.
- B. ...my great-grandfather threw a sack over her head.

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 7-9

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) Why did Nenny say, "That's what I was thinking exactly," (p. 18)? Choose the answer below that seems the best, and be ready to explain your choice in class.

_____ the house was built in a Mexican style.

_____ Esperanza is older, so Nenny agrees with what she says.

_____ Nenny wants to defend her sister from Rachel and Lucy's laughter.

_____ Nenny doesn't want Rachel and Lucy to know that her sister is crazy.

_____ Other: _____

- 2) Who in your discussion group would like to go into Gil's store? Why? Provide a reason other than: "It would be interesting."

- 3) In this store, what has a powerful effect on Esperanza?

- 4) What is special about the backyard of Meme's house?

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

Figurative Language Walking Dictation Strips

(round 1)

Nenny and my laughter is all of a sudden and surprised

The wood box is like drops of water

The dog is big, like a man dressed in a dog suit

But what you remember most is this tree, huge,

Look at that house, I said;

Figurative Language Walking Dictation Strips

(round 2)

like a pile of dishes breaking.

or like marimbas only with a funny sound to it.

and runs the same way its owner does, clumsy and wild.

with fat arms and mighty families of squirrels.

Nenny says: Yes, that's Mexico all right.

Figurative Language Walking Dictation, Answers

Nenny and my laughter is all of a sudden and surprised like a pile of dishes breaking. (simile)

The wood box is like drops of water or like marimbas only with a funny sound to it. (simile)

The dog is big, like a man dressed in a dog suit and runs the same way its owner does, clumsy and wild. (simile or personification)

But what you remember most is this tree, huge, with fat arms and mighty families of squirrels. (personification)

Look at that house, I said; Nenny says: Yes, that's Mexico all right. (metaphor)

Reading Test Practice—Figurative Language

My great-grandmother. I would've liked to have known her, a wild horse of a woman, so wild she wouldn't marry. Until my great-grandfather threw a sack over her head and carried her off. Just like that, as if she were a fancy chandelier. That's the way he did it.

And the story goes she never forgave him. She looked out the window her whole life, the way some women sit their sadness on an elbow. Esperanza. I have inherited her name, but I don't want to inherit her place by the window.

At school they say my name funny as if the syllables were made of tin and hurt the roof of your mouth. But in Spanish my name is made of a softer something, like silver.

(*The House on Mango Street*, pp. 10-11)

1. Esperanza compares her great-grandmother to all of the following except?

- A. a fancy chandelier
- B. a wild horse
- C. sadness

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

- A. The syllables were made of tin.
- B. In Spanish my name is made of a softer something, like silver.
- C. He carried her off as if she were a fancy chandelier.

4. Which of the following is an example of metaphor?

- A. Just like that, as if she were a fancy chandelier.
- B. In Spanish my name is made of a softer something, like silver.
- C. I would've liked to have known her, a wild horse of a woman, so wild she wouldn't marry.

3. Which of the following is literal (not figurative)?

- A. ...the way some women sit their sadness on an elbow.
- B. ...my great-grandfather threw a sack over her head.
- C. ..., but I don't want to inherit her place by the window.

Reading Test Practice—Figurative Language, Answers

1. C. sadness
2. A. The syllables were made of tin.
3. C. I would've liked to have known her, a wild horse of a woman, so wild she wouldn't marry.
4. B. ...my great-grandfather threw a sack over her head.