
SIOP® LESSON PLANS

Grade 9/SIFE Reading/Language Arts/Writing

Unit/Theme: Emotions and The House on Mango Street

Standards: [SIOP Feature #3]

TEKS:

§128.43.(1).(A);	§128.43.(2).(E);	§128.43.(7).(B)(C);	§128.43.(11).(D);
§128.43.(1).(B);	§128.43.(3).(A);	§128.43.(7).(D);	§128.43.(12).(A);
§128.43.(1).(C);	§128.43.(3).(B);	§128.43.(7).(F);	§128.43.(14).(A);
§128.43.(1).(D);	§128.43.(3).(C);	§128.43.(7).(H)(I);	§128.43.(14).(B);
§128.43.(2).(A);	§128.43.(3).(D);	§128.43.(8).(A);	§128.43.(16).(A);
§128.43.(2).(B);	§128.43.(5).(A);	§128.43.(9).(B);	§128.43.(16).(E);
§128.43.(2).(C);	§128.43.(5).(B);	§128.43.(10).(A)(B);	§128.43.(16).(F);
§128.43.(2).(D);	§128.43.(6).(A)(B)(F);	§128.43.(11).(C);	

*Content Objective(s): [SIOP Feature #1]

*Students will describe Cisneros' voice and style, listing some of her creative uses of language as characteristic of this author's craft. [SIOP Feature #21]

*Students will explore the physical and emotional prisons in which people live.

*Students will discover and evaluate different methods of escape from these prisons.

*Students will practice writing in the persuasive mode, using evidence from the text and from their own lives to construct effective arguments proposing the best way to escape the troubles of life. [SIOP Feature #21][SIOP Feature #8]

*Students will peer edit and revise for content, for sentence structure, and for use of figurative language. [SIOP Feature #29][SIOP Feature #17]

*Language Objective(s): [SIOP Feature #2]

*Students will continue to build vocabulary resources for discussing emotions.
SIOP Feature #6]

*Students will identify fragmentary sentence structure, voice, and effective use of figurative language in Cisneros' style and use knowledge of style to develop originality in their own writing style. [SIOP Feature #6]

*Student will be able to participate in and contribute to collaborative learning, such as "think, pair, share" and "expert groups." [SIOP Feature #17]

Key Vocabulary: prison, escape, safe haven, voice, style, figurative language, persuasive mode, context, concept map, anticipatory set, peer editing, rubric, tapping

***Supplementary Materials:** The House on Mango Street, paperback copy for each student. See attached hand-outs and print-outs of power point presentations. (Supplements 3.1-3.25) Also, websites: [SIOP Feature #4]

prior knowledge, description, sensory detail, quotation, five senses, , sentence fragments, “unacceptable in academic writing,” punctuation, prejudice, graphic organizer, Venn diagram, fluent, non-fluent, cycle of abuse, helpline, counselor, “think-pair-share,” editing, revising, support for assumptions, inadequate, off-topic, content, assessment, expert groups, game format [SIOP Feature #9]

www.210.pair.com/udticg/lessonplans/mango_street/resources.htm; <www.Randomhouse.com/highschool/catalog/display.paper/?isbn=97806797347723vi>

***SIOP Features**

- *1. Content Objectives Clearly Defined, Displayed, and Reviewed with Students**
- *2. Language Objectives Clearly Defined, Displayed, and Reviewed with Students**
- *3. Content Concepts Appropriate for Age and Educational Background**
- *4. Supplementary Materials Used to a High Degree**
- *5. Adaptation of Content to All Levels of Student Proficiency**
- *6. Meaningful Activities that Integrate Lesson Concepts with Language Practice Opportunities**
- *7. Concepts Explicitly Linked to Students’ Background Experiences**
- *8. Links Explicitly Made between Past Learning and New Concepts**
- *9. New Vocabulary Emphasized**
- *10. Speech Appropriate for Students’ Proficiency Levels**
- *11. Clear Explanation of Academic Tasks**
- *12. A Variety of Techniques Used to Make Content Concepts Clear**
- *13. Ample Opportunities Provided for Students to Use Learning Strategies**
- *14. Scaffolding Techniques Consistently Used, Assisting and Supporting Student Understanding**
- *15. A Variety of Questions or Tasks that Promote Higher-Order Thinking Skills**
- *16. Frequent Opportunities for Interaction and Discussion**
- *17. Grouping Configurations Support Language and Content Objectives of the Lesson**
- *18. Sufficient Wait Time for Student Responses Consistently Provided**
- *19. Ample Opportunity for Students to Clarify Key Concepts in Language 1.**
- *20. Hands-On Materials and/or Manipulatives Provided for Students to Practice Using New Content Knowledge**
- *21. Activities Provided for Students to Apply Content and Language Knowledge**
- *22. Activities that Integrate All Language Skills**
- *23. Content Objectives Clearly Supported by Lesson Delivery**
- *24. Language Objectives Clearly Supported by Lesson Delivery**
- *25. Student Engaged Approximately 90% to 100% of the Period**
- *26. Pacing of the Lesson Appropriate to Students’ Ability Levels**
- *27. Comprehensive Review of Key Vocabulary**
- *28. Comprehensive Review of Key Content Concepts**

***29. Regular Feedback Provided to Students on Their Output**

***30. Assessment of Student Comprehension and Learning of All Lesson Objectives throughout the Lesson**

Lesson Sequence (Please note: Information between parentheses refers to hand-outs and information between brackets refers to SIOP Features.)

FIRST DAY:

Give copies of "CONCEPT MAP"(3.1), "Prison Graphic Organizers" (3.7),(3.8A-C) and "EMOTIONS CHART" (3.5) to students. The "CONCEPT MAP" will be used for any unfamiliar vocabulary encountered in sustained silent reading. The use of the "Prison Graphic Organizers" and the "Emotions Chart" are explained in paragraphs 3 and 6 BELOW. [SIOP Features #5, #9, #12, #13, #14 and #27]. Students will use these in the Anticipation and Tapping Prior Knowledge Activities. [SIOP Feature #7] Throughout the unit, teachers should use extra time in class to encourage students to read stories from the book silently, including those that won't be covered in preparation for the assessment. It's a good idea to read some of the happier stories at the end of a "weighty" day. ("Laughter", "Our Good Day", "Gil's Furniture Bought and Sold", "Meme Ortiz", "And Some More", "Chanclas", and "Hips". See Guided Reading Questions online at www.randomhouse.com/acmart/catalog/display.pperl?isbn=9780679734772&view=tg or www210.pair.com/udticg/lessonplans/mango_street/resources.htm to keep students accountable for sustained silent reading. "Teacher Notes"(3.2) [SIOP Feature #4]

Introduce the book by looking at the book jacket or cover, title and the Table of Contents. Ask students: Who are the characters? What do you think the setting might be? Can you tell anything about the author? [SIOP Feature #15: Prediction is a higher-order thinking skill.] Notice that the first story has the same title as the book. There is a way for us to tell the difference. Write: The House on Mango Street (/u) and "The House on Mango Street" on the chalkboard. Tell students that when a title is underlined, it is the title of a complete work (book, magazine, encyclopedia). When a title is in quotes, it is a part of something bigger (chapter, article, subheading). Remind students of the difference and emphasize the correct usage of underlining and quotation marks throughout the unit. Do you remember the theme we are going to look for in this book? (Point to prison and escape concept maps on wall.)[SIOP Feature #8 and #20] Read "The House on Mango Street" to meet the main character of the book. Tell students the little girl who is telling the story is named Esperanza.

Teacher and students will read together the article "SANDRA CISNEROS"(3.3), focusing on the main ideas presented in the article. [SIOP Feature #13] Teacher will help students read past the words and phrases that are unfamiliar in order to get to the meaning of the passage. [SIOP Feature #14] Students will then do the worksheet "ABOUT THE AUTHOR." (3.4)[SIOP Features #12 & #21] Teacher and students will discuss how a person's background influences how he/she thinks. Students will give examples from their own lives following the format practiced on the worksheet. (cause - arrow - effect) [SIOP Feature #7] Teacher and students will fill in the first row of "EMOTIONS CHART"(3.5) together, determining the most accurate word choice for the main emotion in the story "The House on Mango Street". After choosing an emotion, teacher and students will write a complete sentence showing the cause of that emotion. [SIOP Feature #19] For example, "Esperanza feels ashamed because her teacher thinks her house isn't good enough." Students can add a quote from the book to justify their decision. [SIOP Features #16 and #14]

SECOND DAY:

To start the class, ask students to describe a safe place in a journal. Tell them you want them to include these things: Where is it? What does it look like? What does it sound like? What does it smell like? What does it feel like? What does it taste like? What emotions do they feel there? Who creates this place? [SIOP Features #15 and #18]

Pass out The House on Mango Street books and read aloud "Hairs". Ask students to answer the questions from above about the safe place in the story. Have students look at their own journals and make a Venn diagram (two overlapping circles) comparing their safe places to Esperanza's. [SIOP Features #15 and #13] Analyze Sandra Cisneros's style in the story "Hairs". Point out to students that she appeals to the senses and the emotions. Ask students to look at her sentences. "Are they all complete sentences?" (No.) "Incomplete sentences are called fragments. Why do you think she used fragments in this story?" Help students see that Cisneros purposely used fragments to create the voice of a little girl. Explain to students that in academic writing fragments are not acceptable, but in creative writing, the author can use them for voice. [SIOP Feature #14] Now students will practice writing in the computer lab with a child's voice about their own safe places. They can use "Hairs" as a model for their writing. (A different option for this assignment is to assign each student a different topic from the following list: arms, voices, mouths, hugs, feet, laughs, eyes, noses, ears, hands, smiles, teeth) See "HAIRS ESSAYS"(3.6)[SIOP Features #12 and #10] for examples of student writing. Have students peer edit each other's papers for content: emotions and 5 senses. [SIOP Feature #17] Have students edit a new classmate's paper for voice: Does it sound like a child wrote this? SIOP Features #16 and #11] Students should write a

suggestion for change if they feel it doesn't have a child's voice. (BEWARE: You may have a student or two who would like to give this essay a different voice. As long as they can explain whose voice they are using, let them "tweak" the assignment.) [SIOP Feature #18 and #5]

Pass out the first of many copies of the Prison Graphic Organizer from the "GRAPHIC ORGANIZERS" PowerPoint – (3.7). [SIOP Feature #9, #12 and #14] Fill it in together for "The House on Mango Street". The PowerPoint "GRAPHIC SAMPLE" (3.8) [SIOP Feature #26 and #4] will take you and the students through the graphic one part at a time. Save the explanation of how to choose and punctuate a quote until you've finished reading and discussing the stories about prejudice: "Smart Cookie", "Boys and Girls", "Those Who Don't", "Cathy Queen of Cats", and "My Name". Fill in a prison graphic for each story, gradually encouraging students to work more independently. [SIOP Features #20, #27, and #14] Have students leave the quote section blank for now. [SIOP Features #18 and #26]

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Pass out copies of "QUOTES" (3.9) and walk students through "How to Choose a Quote" and "How to Use a Quote". Walk students through the two pages. [SIOP Features #12, #14 and #20] Then have them search the stories you've already read for quotes that show the prisons of each character and write them on index cards. [SIOP Feature #8] Pair students [SIOP Feature #17] and have them check their ideas to make sure the sentence(s) they chose prove the ideas on their prison graphic organizers. [SIOP Feature #29] Only then should they fill in the Quote blank on each organizer, paying close attention to punctuation. Grade the organizers for choice of quotes and correct punctuation. [SIOP Feature #29] *This is preparation for the 2nd paragraph of the assessment. Students need examples of prisons with details and quotes. [SIOP Features #23 and #24]

THIRD DAY:

At the beginning of class, have students copy this sentence and finish it as many times as they can in three minutes. "Sometimes I want to _____, but I am responsible for _____". [SIOP Features #6, #13 and #7] You may need to give an example to jump-start their thinking. (Sometimes I want to sleep late on Monday, but I am responsible for teaching my class.) [SIOP Feature #14] Discuss answers. [SIOP Features #14 and 16] - Read "Boys and Girls" and "Marin". What are the responsibilities of the characters in these two stories? Esperanza describes herself as a balloon tied to an anchor. Discuss the meaning of this metaphor. View power point and hand out the worksheets SIMILIES AND METAPHORS (3.10). [SIOP Feature #4] The balloon represents her desires and dreams. The anchor represents what is holding her back right now. Pass out templates (3.11), scissors, and construction paper. Each student needs 3 pieces of paper: black(anchor), gray(scissors), and a bright color(balloon). Have students trace the templates and cut out their shapes. (The more templates you make, the faster this will go.) Students write their hopes and dreams for the future on the balloons (large enough to see after balloons are hung on the wall). [SIOP Feature #20] On the anchors, students write the responsibilities that hold them back. On the scissors, students write their plans to break free from their anchors. On the wall, attach anchors to balloons with string and set scissors to cut the strings. (Another variation of this activity would be to use real balloons, anchors, strings, and scissors. After the teacher has graded them, students set their balloons free with their scissors, saying aloud what the parts are.) [SIOP Features #6, #7, #12, #21 and #28] This is a great goal-setting activity. - For homework, have students fill in PRISON GRAPHIC ORGANIZERS for the new stories, filling in all of the blanks. *This is continued preparation for the 2nd paragraph of the assessment. [SIOP Features #28, #29 and #30]

Pass out "TRAPPED" (3.11a&b) and ask students to read #1 and write in the margin what the man can do to get out of the cave. Have them share their answers in pairs. [SIOP Features #11, #14, #15, #16, and #17] - Then students read #2 and make a Venn diagram (two overlapping circles) [SIOP Feature #5, through use of graphic organizer] comparing the man in #1 to the man in #2. They can add feelings and predict future actions, too. - [SIOP Feature #15] Ask students to make a Venn diagram comparing the resources they have now in the U.S. to the resources they had in their home country. [SIOP Feature #6 and #7] They should add feelings and resulting actions as well. (You could prompt them to think about why they left their home countries.) - Read "No Speak English", "Marin", "Louie, His Cousin, and His Other Cousin", and "Darius". Discuss the ways in which the characters are imprisoned by limited experience and/or resources. - In groups, fill in the Prison Graphic Organizer from "GRAPHIC ORGANIZERS" Before BEGINNING these stories. *This is more preparation for the 2nd paragraph of the assessment [SIOP Feature #28]. - For homework, assign each student one character from the book. The student should "become" that character and write a letter to Dear Abby. Then the student should "become" Abby and write an answer to the letter. At the beginning of the next class, students share their letters. Both letters should exhibit the writer's command of fluency. Examples of fluent and non-fluent writings can be found in the examples (3.13). [SIOP Feature #5] At the beginning of the next class, students share their letters. [SIOP Feature #16] See "DEAR ABBY" (3.13) for details and examples.

Teacher will discuss the purpose of similes with students: "Sandra Cisneros uses similes throughout her writing in order to make it richer. When she says something using a simile, it creates a picture in your mind. Similes can be funny, sad, etc. Cisneros creates emotion by using similes." [SIOP Feature #7] Teacher will define a simile: "A simile is a comparison of two things using "like" or "as". The two things aren't REALLY the same, but they are compared to make a picture in the reader's mind." Teacher will write some examples of similes on the board (I'm as angry as a tiger. The clock hands are moving like turtles. His mind is like a machine. etc.) Then students and

teacher will look in the book *The House on Mango Street* to find similes. (See "SIMILES LIST" for a key.) – (Working in small groups, students will make a list of similes from the book, writing each simile on a separate 4x6 index card. They will analyze each simile, circling the two things being compared and deciding what is similar about them. Teacher will facilitate discussion about the literal meaning of the simile vs. the actual meaning implied. Each group will choose one or two similes from the book and rewrite it in straightforward, non-figurative language. At the end of class, the teacher will read their new (probably boring) versions of the stories, and ask students to judge between the figurative and the straightforward versions. Next, students will each receive a simile card. Each student will tell the class why Sandra Cisneros used that simile in her writing. In small groups the students will work together to create their own similes. [SIOP Features #24 and #21 and #17] Students will use a list of emotions/feeling-words and think of animals and/or types of weather that might represent each word in a simile. Final Review of Similes: Students will write answers to the following questions: "What do similes add to writing? Do you think it's better to have similes or to write exactly what you mean?"

Teacher will introduce the term metaphor and explain that it does the same job as a simile without using "like" or "as". Students will look on pp.9, 10, and 17 for metaphors. "USING METAPHORS" PowerPoint may be helpful(3.10A)(3.10D) [SIOP Features #4 and #11]

Fourth Day:

Define abuse together as a class. [SIOP Feature #9] Write synonyms or examples on the board. Ask students to write silently as many answers to the following question as possible: "Why do people abuse each other?" - Read the stories about Sally (1. "What Sally Said", 2. "Sally" and 3. "Linoleum Roses"). Fill out Sally graphic organizer from "GRAPHIC ORGANIZERS" in *Before You Begin*. As you work on the graphic organizers, discuss the cycle of abuse. - As a class, brainstorm steps to follow if you or someone you know is being abused. Go to the website <http://www.focusas.com/texas.htm/> for helpline numbers and adolescent services in Texas. [SIOP Feature #3, #6, #25, and #12] (This can be an uncomfortable topic, but it may save one of your students from pain or even death.) Pass out pamphlets with hotline numbers and/or advice about abusive situations. (You can contact a bilingual counselor at 972-494-8699.) [SIOP Features #19 AND #10]

Ask students to write silently as many answers to this question as possible: "How can I change my world?" - Each student should write another letter to Dear Abby, but this time they will be themselves. They should share a real problem they have. These can be anonymous. - Students put all of the Dear Abby questions in a hat. The teacher pulls them out one at a time, and the class composes answers while the teacher types them into the computer (with the presentation station on). In this way, the teacher models good writing and how editing and revising work [SIOP Feature #14] while students end the class on a more positive note. - For homework, have students read "Papa Who Wakes Up Tired in the Dark", "Alicia and I Talking on Edna's Steps", "The Three Sisters", and "Bums in the Attic". They should write down the things Esperanza does or plans to do to change her world. Part III, Comprehension Questions (3.14)[SIOP Feature #21 and #22]

Repeat movie clips from Anticipation Day. See "ESCAPE MOVIE CLIPS" (1.14) and (3.15) for a listing of the movies. Discuss escape attempts. [SIOP Feature #16] Do one Escape Graphic Organizer from "GRAPHIC ORGANIZER" PowerPoint in "Before You Begin" together based on one movie clip. [SIOP Feature #14] Do "THINK-PAIR-SHARE" activity (3.16)[SIOP Features #12 and #17] about the escapes tried in the book. - Then divide students into groups and have them do graphic organizers for the stories they've read so far. Each group should have 3 – 4 stories. SIO Feature #23] Part IV COMPREHENSION QUESTIONS (3.17). The groups share their results and post them in the classroom for later use in writing paragraph 3 of the assessment.[SIOP Feature #30] - Read "Elenita, Cards, Palm, Water", "Minerva Write Poems", and "Rafaela Who Dinks Coconut and Papaya Juice on Tuesdays". Do escape graphic organizers. - Read "A House of My Own" and "Mango Says Goodbye Sometimes". Does Esperanza escape? How? Do "WHAT REALLY WORKS"(3.18).[SIOP Features #6]

Students will add their own experiences to the "EMOTIONS CHART"(3.19). [SIOP Feature #27 and #25] They may also add similes and metaphors to the chart to support assumptions they've already made.

Pass out "ASSESSMENT RUBRIC" (3.20) [SIOP Features #29 and #30] to each student and go over the writing assignment and how it will be graded. Encourage students by telling them they have already done almost all of the thinking. Now they will simply write their ideas in one place. - For pre-writing, look back at the concept maps, prison and escape graphic organizers, and anchors/balloons. Students should choose the three prisons they will mention in paragraph 2 and pull the appropriate graphics. - Pass out "ASSESSMENT INSTRUCTIONS" [SIOP Feature #11] (3.21) and go over the assignment with students. Students write one paragraph at a time, not moving to a new paragraph without getting teacher approval (maybe initials or a stamp by each paragraph). This way, no one will finish the paper and then be told the whole thing is inadequate or off-topic. - Peer edit for content, using forms from "ASSESSMENT INSTRUCTIONS" Another option for editing is included here "EDITING FOR CONTENT"(3.22, pp. 1-2). On another day (maybe even in their writing class), peer edit for quotes and

sentences, using the "Assessment Instructions". (3.23, pp 1-6) Grade using the "ASSESSMENT RUBRIC" (3.20)

Teacher will divide students into teams of 3 to create a game called "Who's Got Style?" Within each group, students will number off. Then students will move to expert groups by numbers (Group #1=Sentence Structure, Group #2=Voice, Group #3=Similes/Metaphors). Each expert group will complete its unique investigation and will submit a list of quotations from The House on Mango Street, which illustrate three points about Cisneros' style with regard to sentence structure, voice or similes/metaphors. [SIOP Features #28, #29, #30, #23, #24 and #17] Findings could be presented as power points or cloze note worksheets. [SIOP Feature #12] Then students will return to original teams of 3 and create games that will help future students grasp these ideas. [SIOP Feature #12 and #14] Any game format is acceptable, but Jeopardy is one which would work well. Teacher will grade the games for understanding of how sentence structure, voice, and similes/metaphors affect author's style. The games may be used in the future to review these concepts.

Final day:

Culminating Assessment: [SIOP Features #27, #28, #29 and #30] At the end of the unit, students will write persuasive essays, using evidence from the text and from their own lives. They will make effective arguments for the best way to escape the troubles of life. Another option for the completion of the culminating assessment is to have students write each of the paragraphs during the unit just after the prewriting for that paragraph. Then at the end of the unit, students simply link their paragraphs together with good transitions and add the last paragraph. Students will also create a game called "Who's Got Style?" for the practice of all of the elements that make up an author's style, including sentence structure, voice, and the appropriate use of figurative language. [SIOP Features #23 and #24]