

Lesson Guidance 7	
Grade	7
Unit	3
Selected Text(s)	The House on Mango Street, pages 35-45
Duration	2 days

Plan with guidance from the [ELA Instructional Expectations Guide](#)

Learning Goal(s)

What should students understand about today's selected text?

Explain how Esperanza's stream of consciousness storytelling impacts the mood of the story

CCSS Alignment	<p>RL.7.1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.7.5: Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.</p>
End of lesson task <i>Formative assessment</i>	<p>The style of an author's writing helps to create the mood, or the feeling, of the story. In the chapters from page 35-45, Cisneros wrote in a stream of consciousness-style. How does this style of writing create the different moods in these chapters? Write a paragraph in response and use evidence from the text to support your analysis.</p>
Knowledge Check <i>What do students need to know in order to access the text?</i>	<p>Background Knowledge</p> <ul style="list-style-type: none"> • Sexual harassment: any unwanted sexual advances or visual, verbal, or physical conduct of a sexual nature • Eskimos: Although the name "Eskimo" was commonly used in Alaska to refer to Inuit and Yupik people of the world, this usage is now considered unacceptable by many or even most Alaska Natives, largely since it is a colonial name imposed by non-Indigenous people. <p>Key Terms <i>(domain specific terms to analyze the text)</i></p> <ul style="list-style-type: none"> • Stream of consciousness: a literary style in which a character's thoughts, feelings, and reactions are depicted in a continuous flow uninterrupted by objective description or conventional dialogue. • Mood: the feeling that the writing creates for the reader • Tone: the author or speaker's attitude <p>Vocabulary Words <i>(words found in the text)</i> <i>Implicit Instruction (during reading)</i></p> <ul style="list-style-type: none"> • Cumulus: definition • Frijoles: Spanish word for "beans" • Tamales: a traditional Mexican dish made with a corn based dough mixture that is filled with various meats or beans and cheese

- **Linoleum:** a hard, washable floor covering formed by coating burlap or canvas with linseed oil, powdered cork, and rosin

Core Instruction

Text-centered questions and ways students will engage with the text



Opening Activity:

The image on the left shows a stream, or creek that is running through the mountains. Using your own experience and your powers of observation (what you can see), what is true about the way this stream moves? Does the stream ever stop moving? What could cause the stream to move slower or faster? What does the water do when it meets a rock? Once the timer begins, start writing, and challenge yourself to *continue writing without stopping until the timer runs out*.

Teaching Note: After the warmup time (5 minutes) expires, facilitate a class discussion about the behavior of the stream. Ask the questions from the warmup aloud, and ask students to share their responses with the class. Hone in on how the stream *never stops moving, and what it does when it hits a rock or obstacle*.

[\(ELD Support\)](#)

Content Knowledge:

- **Sexual harassment:** any unwanted sexual advances or visual, verbal, or physical conduct of a sexual nature
- **Eskimos:** Although the name "Eskimo" was commonly used in Alaska to refer to Inuit and Yupik people of the world, this usage is now considered unacceptable by many or even most Alaska Natives, largely since it is a colonial name imposed by non-Indigenous people.
- **Stream of consciousness:** a literary style in which a character's thoughts, feelings, and reactions are depicted in a continuous flow uninterrupted by objective description or conventional dialogue.
- **Mood:** the feeling that the writing creates for the reader
- **Tone:** the author or speaker's attitude

Mini-Lesson on Stream of consciousness: Make the connection that the behavior of the stream is similar to the style of writing called **stream of consciousness**. When an author writes in this style, it can almost seem like they wrote in the way that you did during the warmup; by beginning to write and then continuing on without stopping, even if they switched topics abruptly. Tell students that they will be analyzing Sandra Cisneros's **stream of consciousness** style in the following chapter, and how it contributes to the **mood** of the chapters.



Teaching Note: Reference the following table of “mood words” throughout the shared reading so that students can choose words to describe the shifting moods in these chapters. Consider sharing a copy of the table with each student that they can keep with their class materials. Encourage students to look up the definitions of unfamiliar words to expand their vocabularies.

Mood = emotion that the audience feels			
POSITIVE MOOD WORDS		NEGATIVE MOOD WORDS	
amused	Jubilant	aggravated	insidious
awed	liberating	annoyed	intimidated
bouncy	light-hearted	anxious	irate
calm	loving	apathetic	irritated
cheerful	mellow	apprehensive	jealous
chipper	nostalgic	barren	lethargic
confident	optimistic	brooding	lonely
contemplative	passionate	cold	melancholic
content	peaceful	confining	merciless
determined	playful	confused	moody
dignified	pleased	cranky	morose
dreamy	refreshed	crushed	nauseated
ecstatic	rejuvenated	cynical	nervous
empowered	relaxed	depressed	nightmarish
energetic	relieved	desolate	numb
enlightened	satiated	disappointed	ominous
enthralled	satisfied	discontented	overwhelmed
excited	sentimental	distressed	painful
exhilarated	silly	drained	pensive
flirty	surprised	dreary	pessimistic
giddy	sympathetic	embarrassed	predatory
grateful	thankful	enraged	rejected
harmonious	thoughtful	envious	restless
hopeful	touched	exhausted	scared
hyper	trustful	fatalistic	serious
idyllic	vivacious	foreboding	sick
joyous	warm	frustrated	somber
	welcoming	futile	stressed
		gloomy	suspenseful
		grumpy	tense
		haunting	terrifying
		heartbroken	threatening
		hopeless	uncomfortable
		hostile	vengeful
		indifferent	violent
		infuriated	worried

[\(ELD Support\)](#)

Shared Reading:

Pages 35-38 “And Some More” (stop after “Rachel, Lucy, Esperanza, and Nenny.”)

Teaching Note: Tell students to reread pages 35-36 either independently or with a partner, and to answer the following question(s) as they read.

1. Imagine the scene that Esperanza is describing; children staring up at the sky on a summer day and naming the clouds. How would you describe the mood so far in this chapter? *Discuss this question as a whole group following the student-discussion time.*

Teaching Note: Tell students to reread pages 37-38 either independently or with a partner, and to answer the following question(s) as they read.

2. Ask this question to the whole class, and if necessary, conduct a quick review of **mood** versus **tone**:
Who remembers what the difference is between the **mood** of a story and the **tone** of the speakers?
 - a. How would you describe the way the kids are interacting on pages 37-38?
 - b. Describe the kids’ tones throughout pages 37-38. Does the shift in their **tone** create a different **mood** from earlier in the chapter? Why or why not? *Discuss these questions as a whole group following the student discussion-time.*

Shared Reading: Pages 39-42 “The Family of Little Feet”

Pages 39-40 (stop after “We must be Christmas.”)

3. Refer back to the definition of **stream of consciousness**. How can you tell that this chapter is written in the style of **stream of consciousness**?
4. How do the girls feel about the shoes at this point?
5. What is the mood of the chapter so far? How can you tell?

Pages 40-42 (stop after “But no one complains.”)

6. Which part of the text signaled to you that the way the girls were feeling had changed?
7. What caused the mood to shift as the chapter continued?
 - a. How would you describe the mood at the end of the chapter?

[\(ELD Support\)](#)

Discuss: *(The topics of **sexual harassment** and **sexism** are inherent in these discussion questions. Consider introducing these topics and how sensitive they can be prior to asking the discussion questions.)*

8. Why did “no one complain” that the shoes, which the girls had been so excited about, were thrown away?
9. What did the shoes come to represent for Esperanza and her friends?

[\(ELD Support\)](#)

Independent Reading: Pages 43-45 “A Rice Sandwich”

Students may work independently or in pairs to read this chapter and write their answers to the following questions.

10. Why does Esperanza want to eat lunch at school?
11. How does this vignette connect to the two that we read before?

Discuss:

Discuss these questions as a whole group after the Independent Reading.

12. Esperanza was so sure that she wanted to eat lunch at school, but then she ended up in tears. What do you think was the deeper cause of Esperanza’s tears?
13. Describe the mood at the beginning of the chapter and the mood at the end of the chapter. What caused the mood to change?

Formative Assessment:

The style of an author’s writing helps to create the mood, or the feeling, of the story. In the chapters from page 35-45, Cisneros wrote in a stream of consciousness-style. How does this style of writing create the different moods in these chapters? Write a paragraph in response and use evidence from the text to support your analysis.

[\(ELD Support\)](#)

Fluency, Comprehension and Writing Supports

Fluency	Fluency Protocols
Sentence Comprehension	Juicy Sentence Protocol Sample sentence:
Writing	Pattan Writing Scope and Sequence

Suggested writing skills for this lesson:

Additional Supports


ELD Practices

Practices to promote Tier 1 access

Opening Activity and Discussions:

 Google Draw Word web/semantic map  Think – (Write)-Pair-Share

 Academic Conversations Tools.pdf

 WIDA-Speaking-Rubric-Gr-1-12.pdf

Explicit Vocabulary Instruction: Google Draw Vocabulary in Context

Pg. 36-37 -Some students might not be familiar with the types of clouds.

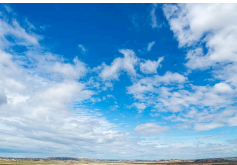
Cumulus -



Nimbus-



Stratus -



Content Knowledge: What is stream of consciousness writing?

 feeling-words-kids.pdf [Bilingual Glossaries and Cognates | NYU](#)

[Steinhardt](#)

Shared Reading: [Collaborative poster / Reading / ESOL teaching strategies / Resources for planning / Planning for my students' needs / ESOL Online / English](#)

 Collaborative Poster  Collaborative Poster for Literacy with rubric

Formative Assessment: TDA Graphic Organizer ACES

 WIDA-Writing-Rubric-Gr-1-12.pdf

SpEd Practice

[Lesson 7 Guidance SPED Accommodations](#)

MTSS Practices

Practices to promote Tier 1 access



Enrichment Practices	Practices to promote Tier 1 access
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