

Lesson Guidance 3	
Grade	7
Unit	3
Selected Text(s)	"The House on Mango Street"
Duration	1 day

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

Learning Goal(s) <i>What should students understand about today's selected text?</i> Students will be able to analyze the narrator's feelings about her place in her world through her thoughts about her name and the different ways that boys and girls are treated around her.	
CCSS Alignment	<p>RL.7.2: Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</p> <p>W.7.3.D: Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p>
End of lesson task <i>Formative assessment</i>	<p>Consider what we have learned so far about the different ways that boys and girls and men and women are treated in Esperanza's world, as well as Esperanza's feelings about her name. How does Esperanza seem to feel about her place in her world? Does Esperanza seem to feel that she "fits in"? Write a paragraph and use evidence from the text to justify your response.</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"> • Stereotypes: oversimplified ideas about what groups of people are like • Gender: socially-constructed norms, behaviors, and roles that are associated with men, women, girls, and boys <ul style="list-style-type: none"> ◦ <u>More student-friendly definition:</u> the norms, behaviors, and roles that many people associate with men, women, girls, and boys • Sexism: prejudice, stereotyping, or discrimination, typically against women, on the basis of sex • Esperanza: a Spanish name meaning "Hope" <p>(ELD Support)</p> <p>Key Terms <i>(domain specific terms to analyze the text)</i></p> <ul style="list-style-type: none"> • Metaphor: a type of figurative language in which an author makes a comparison between 2 unlike things WITHOUT using "like" or "as" • Descriptive writing: writing that appeals to a reader's senses and that creates a picture in the reader's mind • Figurative language: a way of expressing oneself that does not use a word's strict or realistic meaning



Vocabulary Words *(words found in the text)*

Explicit Instruction (before reading)

- **Inherit:** receive (money, property, or a title) as an heir at the death of the previous holder
- **Syllables:** a single, unbroken vowel sound within a spoken word
- **Baptize:** give a name or nickname to

Core Instruction

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

Opening Activity:

People make up stereotypes about other groups of people all of the time. While stereotypes are often based on someone's observations and perceptions of another group of people, they often lead to misconceptions about the larger group that **are not** rooted in facts or truth. While we should always avoid using stereotypes, we are going to make some stereotypes today about women and girls. Be respectful, truthful, and appropriate in your responses!

In the next 5 minutes, choose 3 of the following sentence starters and complete the sentences with the first thoughts that come to your mind.

Women should be...

Good daughters try to...

Strong women always...

If a man... a woman should...

We should teach girls to be...

Then, answer the following questions:

How do you feel about your name? Would you like to change your name? Why or why not?

Explicit Vocabulary Instruction:

1. Introduce each word with these student-friendly definitions.
 - a. **Inherit:** receive (money, property, or a title) as an heir at the death of the previous holder
 - b. **Syllables:** a single, unbroken vowel sound within a spoken word
 - c. **Baptize:** give a name or nickname to
2. Model how each word can be used in a sentence.
 - a. The deceased man's children gathered with the attorney after the funeral to find out what they would **inherit**.
 - b. One way to count **syllables** in words is to clap them out.
 - c. Since he was hiding from the police, he **baptized** himself with a new name.
3. Vocabulary slide deck [here](#).
4. Active practice:
 - a. Would it be accurate to say that an **inheritance** is usually money?
 - b. Should you clap out **syllables** when you are giving a speech? Why or why not?
 - c. Would it be normal to be **baptized** every day?

[\(ELD Support\)](#)

Content Knowledge:

- **Stereotypes:** oversimplified ideas about what groups of people are like



- **Gender:** socially-constructed norms, behaviors, and roles that are associated with men, women, girls, and boys
 - More student-friendly definition: the norms, behaviors, and roles that many people associate with men, women, girls, and boys
- **Sexism:** prejudice, stereotyping, or discrimination, typically against women, on the basis of sex
- **Esperanza:** a Spanish name meaning “Hope”
- **Metaphor:** a type of figurative language in which an author makes a comparison between 2 unlike things WITHOUT using “like” or “as”
- **Descriptive writing:** writing that appeals to a reader’s senses and that creates a picture in the reader’s mind
- **Figurative language:** a way of expressing oneself that does not use a word's strict or realistic meaning

[\(ELD Support\)](#)

Teaching Note: Prior to shared reading, engage students in a mini-lesson to refresh their memories of what a **metaphor** is. Remind students that Sandra Cisneros uses lots of **descriptive** and **figurative language** in her writing. Also, lead a discussion about what **sexism** is, in which you introduce the idea that the book shows many examples of ways that boys and girls, and men and women are treated differently:

Suggestions for Guiding Questions:

- Raise your hand if you know what **sexism** is.
- What is **sexism**? Take an educated guess.
- What examples of **sexism** have you heard of in our society?

Shared Reading:

Pages 8-9 “Boys & Girls” (stop after “Until then I am a red balloon, a balloon tied to an anchor.”)

Teaching Note: Tell students to reread pages 8-9 either independently or with a partner. As they read, students should work together to write their responses to the following questions:

1. The narrator says that, “The boys and the girls live in separate worlds.” Whose world do you think is better or easier to live in? Why do you think this?
2. Why do you think the boys feel like they “can’t be seen talking to girls” outside?
3. How does the narrator feel about having a best friend?

Discuss:

“Until then I am a red balloon, a balloon tied to an anchor.” (pg. 9)

Remind students that this is a **metaphor**. Lead students in a discussion of what makes this a **metaphor** and what the deeper meaning might be.

Suggestions for Guiding Questions:

- What makes this a **metaphor**?
- How do the narrator’s feelings about having a best friend relate to what a balloon does and looks like?
- Imagine the feeling of longing for a friend, and write down your own original **metaphor** that you feel represents that feeling.

Shared Reading:

Pages 10-11 “My Name” (stop after “Something like Zeze the X will do.”)

Teaching Note: Tell students to reread pages 10-11 either independently or with a partner. As they read,

students should work together to write their responses to the following questions:

1. Make a list of descriptions that Esperanza uses in the first paragraph on page 10 when describing what her name means and how it sounds in Spanish. What do you notice about these descriptions?
2. What does Esperanza have in common with her great-grandmother?
3. At the end of the chapter, Esperanza expresses that she'd like to give herself a different name. How are the names that she considers very different from her actual name, "Esperanza"? What does she seem to prefer in a different name from hers?

Discuss:

As a whole group, reread **pages 10-11** from **"My great-grandmother."** to **"I have inherited her name, but I don't want to inherit her place by the window."**

Teaching Note: Guide students in a discussion about this passage, keeping the ideas of **sexism** and **identity** in the forefront.

Suggestions for Guiding Questions:

- The following sentence on page 11 has another example of a metaphor: "She looked out the window her whole life, the way so many women sit their sadness on an elbow."
 - What makes this a metaphor?
 - If you put something on your elbow, will it remain easy to see? Will it be "on top" and "visible," or will it be hidden?
 - Why would women want to hide their sadness, rather than letting it show?
- Esperanza says that although she inherited her great-grandmother's name, she "[doesn't] want to inherit her place by the window." What **does** Esperanza want that is different from what her great-grandmother had?

[\(ELD Support\)](#)

Formative Assessment:

Consider what we have learned so far about the different ways that boys and girls and men and women are treated in Esperanza's world, as well as Esperanza's feelings about her name. How does Esperanza seem to feel about her place in her world? Does Esperanza seem to feel that she "fits in"? Write a paragraph and use evidence from the text to justify your response.

[\(ELD Support\)](#)

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


Background knowledge: [Stereotypes Lesson for Kids: Definition & Examples - Video & Lesson Transcript | Study.com](#)
[Gender equality | UNICEF South Asia](#)
[Sexism Overview, Types & Examples | What is Sexism? - Video & Lesson Transcript | Study.com](#)

Content Knowledge and Explicit Vocabulary Instruction: [Google Slides Vocabulary Ring Bilingual Glossaries and Cognates | NYU Steinhardt](#)

Discuss:  [Academic Conversations Tools.pdf](#)

 [WIDA-Speaking-Rubric-Gr-1-12.pdf](#)

Formative Assessment:  [TDA Graphic Organizer ACES](#)

 [WIDA-Writing-Rubric-Gr-1-12.pdf](#)

SpEd Practice

[Lesson 3 Guidance SPED Accommodations](#)

MTSS Practices

Practices to promote Tier 1 access

Enrichment Practices

Practices to promote Tier 1 access