**Objectives/Goals**

* I can answer questions about the setting of the novel based on evidence from the text.
* I can answer questions about the main character, Esperanza, based on evidence from the text.
* Review setting, character, historical fiction

**Vocabulary**

Premonition sympathetic distinguished Capricious propriety crochet Property stubbornly lopsided Self-importance beacon tormented

**A. Introduction of Triad Structure (5 minutes)**

Review the learning target: **“I can discuss answers to questions with my triad and provide evidence to explain my ideas.”**

You will be working on this novel in triads, or groups of three.

Get into your triads and I will review with you the anchor chart for Norms for Triad Talk.

*If there’s time, model some of the expected behaviors with a student helper the learning target: “I can discuss answers to questions with my triad and provide evidence to explain my ideas,” and let students know they will be working on this novel in triads, or groups of three. Place students in their triads and review with them the anchor chart for Norms for Triad Talk. If there’s time, model some of the expected behaviors with a student helper.*

**A. Triad Discussion: Setting and Character in Chapter 1 (10 minutes)**

Choose two students to read the learning targets aloud:

**“I can answer questions about the setting of the novel *Esperanza Rising* based on evidence from the text.”**

**“I can answer questions about the main character, Esperanza, based on evidence from the text.”**

What do you notice?

Let’s briefly review the terms *setting* (from Lesson 1) and *character.*

Remember class that *Esperanza Rising* is *historical fiction*: The author draws upon real events, real settings, and some real people, but also made up many events and characters.

Remember also students of what you learned about yesterday (Mexico, the Mexican Revolution, social unrest).

Turn and tell a neighbor where *Esperanza Rising* takes place *(the setting: Aguascalientes, Mexico)* and what characters have been introduced so far *(Esperanza and her papa).*

In your triads discuss the two questions you were given to focus on for your homework rereading of Chapter 1: “Aguascalientes, Mexico, 1924.”

**“Describe the geographical setting of *Esperanza Rising*. What is it like where Esperanza lives? Use details from the text to support your answer.”**

**“What is Esperanza’s relationship with her papa like? How do you know?”**

*Use this opportunity to circulate and listen in to gauge who did the homework reading, how well students understand the reading, and how students are beginning to collaborate in their triads.*

**B. Read-aloud, Independent Reading, and Text-Dependent Questions: Pages 4–8 (20 minutes)**  
  
**You did** a “first draft” read of Chapter 2: “Las Uvas/Grapes” for your homework. This novel is challenging, and you will often need to read sections multiple times in order to understand the ideas in the text. The most important thing to do while reading is to think! **“As we read this book, we are going to be thinking a lot about the characters—what they are like, the challenges they face (including human rights), and how they change over time.”**   
**Read aloud page 4 through the top of page 6 (“Harvest!”), as students follow along.**   
**T**hink, then talk briefly with your triad, about what these first few pages of Chapter 2 are mostly about. *Listen for students to notice the chapter title “Las Uvas/Grapes.” If necessary, point out how chapter titles in a novel provide a signal to a reader about the main ideas or events in a given chapter.*   
*Display just Question 1 from the Text-Dependent Questions for Chapter 2: “Las Uvas/Grapes” (see supporting materials). Question 1 and 2 are on the following slides.*  
*You have* five minutes on your own to reread through the break on page 8. (Note that this is the third time they have read pages 4-6). Rereading is an important strategy to help you make sense of difficult text. Keep Question 1 in mind as you read.   
Remember to use your triad talk norms, refer to the anchor chart on the wall.  
Ask a few groups to report out their answer and their evidence. If necessary, model by adding additional evidence to clarify and further support what students are saying.   
Praise groups using Triad Talk well. Tell students that they will be working in these groups each day, and remind them how discussing their thinking with others can help them understand hard text.

Guided Practice  
Question 1:  
 The first paragraph on page 8 says that Esperanza would like to live at El Rancho de las Rosas with her Mama and Papa forever. Why does she feel this way? Find details from the text to explain your answer.

**C. Guided Practice: Triad Work (10 minutes)**

Distribute the Text-Dependent Questions for Chapter 2: Las Uvas/”Grapes” to students.

Focus on the second question.

Listen for and mark evidence that answers the question as you read aloud. I will Continue to read aloud from the middle of page 8, with you following along. I will stop at the break in the middle of page 12, and ask you to discuss your answers to Question 2 with your triad, rereading the pages if necessary.

*Again, follow the process of having some triads report out their answers to the class, augmenting the students’ responses with evidence from the text if necessary.*

**D. Answering Questions in Triads (10 minutes)**

Note: Students may not have time to answer all three of the remaining text-dependent questions; Question 5 (about Papa’s death) is revisited in Lesson 3.

Students should read aloud one text-dependent question at a time.

You should then think on your own, then talk together to answer the question, marking your answers with evidence flags. You do not need to write answers to the questions at this point.

Repeat this cycle for the next question.

*As students work, monitor this discussion, making sure all students are participating. Reinforce students who are following the Triad Talk norms well.*

Guided Practice  
Question 2:  
 On pages 8-12, Esperanza and Mama seem to be worried about Papa. What specific words or phrases in this section of the novel help you know that they are worried? Why are they worried? Use evidence from the text in your answer.  
Now listen as I read page 8-12.