Objectives

I can explain what a text says using quotes from the text. (RL.5.1)

I can make inferences using quotes from the text. (RL.5.1)

I can compare and contrast literary elements using details from the text (two or more characters’ points of view, settings, events). (RL.5.3)

I can determine the meaning of literal and figurative language (metaphors and similes). (RL.5.4)

I can determine a theme based on details in the text. (RL.5.2)

**Engaging the Reader: Oral Chapter Review (5 minutes)**

**• Note: If you have evaluated students’ Mid-Unit 2 Assessments, return them at this time and let students briefly review.**
**Allow more time later in the day to address any concerns. (Lesson 13 also includes time to return students’ Mid-Unit 2**
**Assessments). If students’ work is not ready to be handed back, simply tell them that they did a great job on the** *assessment and will continue doing similar work with a new chapter today.*

*W*hole group session, summarize chapter 10.

What happened in this chapter?

Discuss details from the chapter, use evidence from text to support discussion.

Can you predict what question I will ask next?
Listen *for students to say something about thinking about the title of the chapter*.

Why Chapter 10 is titled “Las Papas/Potatoes ?”
Listen *for students to point out that Esperanza takes a job that requires her to get the “eyes” out of the potatoes. (Use this opportunity to briefly reinforce what students have been learning about metaphors: Potatoes don’t really have eyes.)*

*A*dd an evidence flag on the first page of Chapter 10, write a phrase that will help you summarize this chapter and remember why it was titled “Potatoes.”

**A. Esperanza and Mama: Answering Questions in Triads (15 minutes)**
**Reminders***: add to your character notes during these 15 minutes.*
 *Have rich discussions based on evidence.*
*Use evidence flags to support your answers*

*Question 1 from the Text-Dependent* Questions for Chapter 10: “Las Papas/Potatoes.”

How is Mama feeling physically?
Be **sure to give detailed evidence from the text.**

**R**eread pages 158–161 on your own, with Question 1 in mind, and then talk with your triad.
Use your evidence flags to mark evidence that supports your answer.

 *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.*

Question 2

Reread the last paragraph on page 161.
What inferences can you make about how Mama is feeling emotionally?
The author uses the word listless to describe Mama. What does that word mean in the sentence? Use context clues to help.

Listen for and mark evidence that answers the question as I read aloud.
Discuss your answers to Question 2 with your triad, rereading if necessary.

Circulate to listen in and support as needed. Probe students to cite specific words and phrases that describe how Mama *is feeling emotionally, reminding them to use context clues to help them figure out the meaning of unknown words.*

*C*ontinue with the rest of the text-dependent questions discussing and finding evidence to support your answers. Your have about 10 minutes.

**B. How Much Is Esperanza Changing? (10 minutes)**
**Did you notice how** both Esperanza and Mama are changing? You will keep thinking about how characters change, particularly Esperanza, in upcoming lessons.
Read the learning target: “I can begin to describe how Esperanza is changing.”

*Everyone* **stand, find a partner, and discuss the following prompt :**
 **How is Esperanza changing? Be sure to share the evidence from your text with your partners**.

**C. Optional: Review of Using Context Clues (If Time Permits) (5 minutes)**
**Note: Depending on how quickly students completed their Mid-Unit 2 Assessment, there may be time to reinforce students’** *work with context clues.*

*B*riefly review key vocabulary from the passage .

What do the following words mean, and how did you figured them out?
**crochet** **(13), *lopsided* (15), *bunched up* (15), *zigzag* (51)**

**How does the word *protectively* help us understand the relationship between Hortensia and Esperanza’s family?**
**(***Listen for students to notice Hortensia’s devotion to the family. Guide students toward noticing that Hortensia is of Indian heritage, which in this era often meant of a lower social class.)*

***Why*****does Abuelita tell Esperanza that the mail is *unpredictable*?”**
**(***Listen for students to recognize that Esperanza has not been able to get letters from Abuelita. This has been one of the challenges she has faced throughout the novel: missing her grandmother.)*