



TEACHER'S PET PUBLICATIONS

LITPLAN TEACHER PACK™

for

The House on Mango Street

based on the book by
Sandra Cisneros

Written by
Barbara M. Linde, MA Ed.

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A FEW NOTES ABOUT THE AUTHOR SANDRA CISNEROS

CISNEROS, SANDRA (b. 1954) Sandra Cisneros was born in 1954 in Chicago, Illinois. Her father is Mexican and her mother is Mexican-American. She has six brothers. During her childhood, the family moved frequently between Mexico City and Chicago. She recalls a great deal of loneliness from the constant moves as well as from not having a sister. Cisneros was very shy, and spent a great deal of time reading. *The Little House* was her favorite book, because it described the kind of stable family home she longed for.

Cisneros wrote in secret during her elementary school years. By the time she was in high school she was writing poetry and editing the school literary magazine. While in a creative writing class in college in 1974 she began writing seriously, and developing her own unique voice. She received her B. A. in English from Loyola University in Chicago, and her M. A. from the writing program at the University of Iowa. since she was the only minority female in the class, she felt like an outsider. This feeling led her to develop her unique writing style.

The House on Mango Street was her first book, written in 1983. Her other works are: *My Wicked Ways*, (1987); "Ghosts and Voices: Writing from Obsession," *Americas Review*, 15 (Spring 1987): 69-73; "Notes to a Young(er) Writer," *Americas Review*, 15 (Spring 1987): 74-76; "DO You Know Me? I Wrote The House On Mango Street," *Americas Review* 15 (Spring 1987): 77-79; *Woman Hollering Creek and Other Stories* (1991) and *Loose Woman: Poems* (1994).

Ms. Cisneros currently lives and writes in San Antonio, Texas

INTRODUCTION

This unit has been designed to develop students' reading, writing, thinking, listening and speaking skills through exercises and activities related to *The House on Mango Street* by Sandra Cisneros. It includes twenty lessons, supported by extra resource materials.

The introductory lesson introduces students to one main theme of the novel, growing up as a minority female, through a KWL activity. Following the introductory activity, students are given an explanation of how the activity relates to the book they are about to read.

The reading assignments are approximately twenty-five pages each; some are a little shorter while others are a little longer. Students have approximately 15 minutes of pre-reading work to do prior to each reading assignment. This pre-reading work involves reviewing the study questions for the assignment and doing some vocabulary work for 6 to 10 vocabulary words they will encounter in their reading.

The study guide questions are fact-based questions; students can find the answers to these questions right in the text. These questions come in two formats: short answer or multiple choice. The best use of these materials is probably to use the short answer version of the questions as study guides for students (since answers will be more complete), and to use the multiple choice version for occasional quizzes. It might be a good idea to make transparencies of your answer keys for the overhead projector.

The vocabulary work is intended to enrich students' vocabularies as well as to aid in the students' understanding of the book. Prior to each reading assignment, students will complete a two-part worksheet for approximately 8 to 10 vocabulary words in the upcoming reading assignment. Part I focuses on students' use of general knowledge and contextual clues by giving the sentence in which the word appears in the text. Students are then to write down what they think the words mean based on the words' usage. Part II gives students dictionary definitions of the words and has them match the words to the correct definitions based on the words' contextual usage. Students should then have an understanding of the words when they meet them in the text.

After each reading assignment, students will go back and formulate answers for the study guide questions. Discussion of these questions serves as a review of the most important events and ideas presented in the reading assignments.

After students complete extra discussion questions, there is a vocabulary review lesson which pulls together all of the separate vocabulary lists for the reading assignments and gives students a review of all of the words they have studied.

Following the reading of the book, two lessons are devoted to the extra discussion questions/writing assignments. These questions focus on interpretation, critical analysis and personal response, employing a variety of thinking skills and adding to the students' understanding of the novel. These questions are done as a group activity. Using the information they have acquired so far through individual work and class discussions, students get together to further examine the text and to brainstorm ideas relating to the themes of the novel.

The group activity is followed by a reports and discussion session in which the groups share their ideas about the book with the entire class; thus, the entire class gets exposed to many different ideas regarding the themes and events of the book.

There are three writing assignments in this unit, each with the purpose of informing, persuading, or having students express personal opinions. The first assignment is to inform: students will read a piece of non-fiction related to *The House on Mango Street* and write a brief report on the piece. The second assignment is to persuade: students will take the role of one character and argue persuasively with another character. The third assignment is to express a personal opinion: students will write a memoir of their own in the style of Sandra Cisneros.

The nonfiction reading assignment for this unit will be done in conjunction with Writing Assignment #1. Students are required to read a piece of nonfiction related in some way to *The House on Mango Street*. After reading their nonfiction pieces, students will fill out a worksheet on which they answer questions regarding facts, interpretation, criticism, and personal opinions. During one class period, students make oral presentations about the nonfiction pieces they have read. This not only exposes all students to a wealth of information, it also gives students the opportunity to practice public speaking.

The review lesson pulls together all of the aspects of the unit. The teacher is given four or five choices of activities or games to use which all serve the same basic function of reviewing all of the information presented in the unit.

The unit tests come in two formats: all multiple choice-matching-true/false or with a mixture of matching, short answer, and composition. As a convenience, two different tests for each format have been included.

There are additional support materials included with this unit. The resource materials sections includes suggestions for an in-class library, crossword and word search puzzles related to the novel, and extra vocabulary worksheets. There is a list of bulletin board ideas which gives the teacher suggestions for bulletin boards to go along with this unit. In addition, there is a list of extra class activities the teacher could choose from to enhance the unit or as a substitution for an exercise the teacher might feel is inappropriate for his/her class. Answer keys are located directly after the reproducible student materials throughout the unit. The student materials may be reproduced for use in the teacher's classroom without infringement of copyrights. No other portion of this unit may be reproduced without the written consent of Teacher's Pet Publications.

UNIT PLAN ADAPTATIONS

Block Schedule

Depending on the length of your class periods, and the frequency with which the class meets, you may wish to choose one of the following options:

- ! Complete two of the daily lessons in one class period.
- ! Have students complete all reading and writing activities in class.
- ! Assign all reading to be completed out of class, and concentrate on the worksheets and discussions in class.
- ! Assign the projects from Daily Lesson Fifteen at the beginning of the unit, and allow time each day for students to work on them.
- ! Use some of the Unit and Vocabulary Resource activities during every class.

Gifted & Talented / Advanced Classes

- ! Emphasize the projects and the extra discussion questions.
- ! Have students complete all of the writing activities.
- ! Assign the reading to be completed out of class and focus on the discussions in class.
- ! Encourage students to develop their own questions.

ESL / ELD

- ! Assign a partner to help the student read the text aloud.
- ! Tape record the text and have the student listen and follow along in the text.
- ! Give the student the study guide worksheets to use as they read.
- ! Provide pictures and demonstrations to explain difficult vocabulary words and concepts.

UNIT OBJECTIVES *The House on Mango Street*

1. Through reading *The House on Mango Street* students will analyze characters and their situations to better understand the themes of the novel.
2. Students will demonstrate their understanding of the text on four levels: factual, interpretive, critical, and personal.
3. Students will practice reading aloud and silently to improve their skills in each area.
4. Students will enrich their vocabularies and improve their understanding of the novel through the vocabulary lessons prepared for use in conjunction with it.
5. Students will answer questions to demonstrate their knowledge and understanding of the main events and characters in *The House on Mango Street*.
6. Students will practice writing through a variety of writing assignments.
7. The writing assignments in this are geared to several purposes:
 - a. To check the students' reading comprehension
 - b. To make students think about the ideas presented by the novel
 - c. To make students put those ideas into perspective
 - d. To encourage critical and logical thinking
 - e. To provide the opportunity to practice good grammar and improve students' use of the English language.
8. Students will read aloud, report, and participate in large and small group discussions to improve their public speaking and personal interaction skills.

UNIT OUTLINE - *The House on Mango Street*

1 Introduction Writing Assignment 1	2 PVR House on Mango Street-Laughter	3 Study ?s House-Laughter Mini-Lesson Voice	4 PVR Gil's Furniture- There Was an Old Woman	5 Study ?s Gil's-Old Woman Mini-Lesson Character Dev.
6 PVR Alicia-A Rice Sandwich Oral Reading Evaluation	7 Study ?s Alicia-Rice PVR Chancas- Born Bad	8 Study ?s Chancas- Born Bad Mini-Lesson Fig. Lang.	9 Writing Assignment 2	10 Quiz House-Born Bad PVR Elenita-No Speak English
11 Writing Conf. PVR Rafaela- What Sally Said	12 ??s Elenita-Sally PVR The Monkey Garden- Mango Says Goodbye	13 Study ?s Monkey-Mango Extra Discussion Questions	14 Writing Assignment 3	15 Projects
16 Independent Work	17 Nonfiction Presentations	18 Vocabulary Review	19 Unit Review	20 Test

P= Preview Study Questions V=Do Vocabulary Worksheet R=Read

READING ASSIGNMENT SHEET - *House on Mango Street*

<i>Date Assigned</i>	<i>Assignment</i>	<i>Completion Date</i>
	The House On Mango St. - Laughter	
	Gil's Furniture - There Was An Old Woman	
	Alicia Who Sees Mice - A Rice Sandwich	
	Chanclas - Born Bad	
	Elenita, Cards - No Spanish	
	Rafaela Who Drinks Coconut - What Sally Said	
	The Monkey Garden - Mango Says Goodbye	

WRITING ASSIGNMENT LOG - *House on Mango Street*

Date Assigned	Assignment	Completion Date
	Writing Assignment 1	
	Writing Assignment 2	
	Writing Assignment 3	
	Project	

LESSON ONE

Student Objectives

1. To receive books and other related materials (study guides, reading assignment)
2. To relate prior knowledge to the new material
3. To develop research skills
4. To write to inform by developing and organizing facts to convey information
5. To begin Writing Assignment #1 and the Nonfiction assignment

Activity #1

Show students pictures of barrio life in a major city such as Los Angeles or Chicago. Then do a group KWL Sheet with the students. Some students will know something about Sandra Cisneros or *The House on Mango Street* and will have information to share. Put this information in the K column (What I Know.) Ask students what they want to find out from reading the book and record this in the W column (What I Want to Find Out.) Keep the sheet and refer back to it after reading the book. Complete the L column (What I Learned) at that time.

Activity #2

Distribute the materials students will use in this unit. Explain in detail how students are to use these materials.

Study Guides Students should preview the study guide questions before each reading assignment to get a feeling for what events and ideas are important in that section. After reading the section, students will (as a class or individually) answer the questions to review the important events and ideas from that section of the book. Students should keep the study guides as study materials for the unit test.

Reading / Writing Assignment Sheet You need to fill in the reading and writing assignment sheet to let students know when their reading has to be completed. You can either write the assignment sheet on a side blackboard or bulletin board and leave it there for students to see each day, or you can duplicate copies for each student to have. In either case, you should advise students to become very familiar with the reading assignments so they know what is expected of them.

Unit Outline You may find it helpful to distribute copies of the Unit Outline to your students so they can keep track of upcoming lessons and assignments. You may also want to post a copy of the Unit Outline on a bulletin board and cross off each lesson as you complete it.

Extra Activities Center The Unit Resource portion of this unit contains suggestions for a library of related books and articles in your classroom as well as crossword and word search puzzles. Make an extra activities center in your room where you will keep these materials for students to use. Bring the books and articles in from the library and keep several copies of the puzzles on hand. Explain to students that these materials are available for students to use when they finish reading assignments or

WRITING ASSIGNMENT #1 - *House on Mango Street*

PROMPT

You are reading a semi-autobiographical novel about the life of a young Hispanic American girl. The setting is present day, in the Latino section of Chicago. In order to better understand the novel, you must first understand more about the author / narrator's cultural heritage and background.

PREWRITING

Your teacher may assign a topic or allow you to choose one. You will then go to the library to research the topic. Look for encyclopedias, books, magazine articles, videos, and Internet sources. You may want to interview an expert on the topic of your choice.

Think of questions you have about your topic. Write each one on a separate index card. Then read to find the answers, and write them on the cards. Also take notes on interesting and important facts, even if you did not have questions about them. Put each fact on a separate card. Make sure to cite your references. That means to write down the title of the book or article, the author, and the page number for each one.

Arrange your note card in the order you want to use for your paper. Number them, perhaps in the upper right hand corner. Read through them to make sure they make sense in that order. Rearrange as necessary.

DRAFTING

Introduce your topic in the first paragraph. Tell why you chose it, and give a preview of what the rest of the paper will be about. Then write several paragraphs about the topic. Each paragraph should have a main idea and supporting details. Your last paragraph should summarize the information in the report.

PEER CONFERENCE/REVISING

When you finish the rough draft, ask another student to look at it. You may want to give the student your note cards so he/she can double check for you and see that you have included all of the information. After reading, he or she should tell you what he/she liked best about your report, which parts were difficult to understand or needed more information, and ways in which your work could be improved. Reread your report considering your critic's comments and make the corrections you think are necessary.

PROOFREADING/EDITING

Do a final proofreading of your report, double-checking your grammar, spelling, organization, and the clarity of your ideas.

PUBLISHING

Follow your teacher's directions for making a final copy of your report.