

HOUSE ON MANGO STREET  
5/6 Grade  
WHOLE CLASS Literacy Unit

**Unit:**

*The House on Mango Street*

5/6 grade

60-minute periods

Approximately 6 weeks

**Overview:**

This unit plan is for the novel *The House on Mango Street* by Sandra Cisneros. There will be a variety of activities and strategies used as well as a final writing project and an evaluative exam. Students will learn several important concepts and will be able to relate much of the content of the unit to their own lives. Importantly, one critical aspect of this unit is the implementation of the WRITERS' WORKSHOP.

**Essential Question/ Concept to be explored:**

Identity. Who am I? Who am I in relation to the *worlds* in which I live?

**GOALS**

- To experience a piece of great, relevant literature as a whole class.
- To provide opportunities for all students to articulate their knowledge of this literature and their experiences through writing.
- To both enhance students' canon of literacy vocabulary and their ability to purposefully apply various techniques in their writing.

**OBJECTIVES**

- SWBAT identify a vignette and other styles
- SWBAT define and identify theme
- SWBAT able to identify and use 5 literary devices
- SWBAT converse with peers on topics relevant to their lives and draw text to self connections with House on Mango Street
- SWBAT to write uninterrupted/ on task for 20-30 minutes during WRITERS' WORKSHOP

## **SUPPLIES NEEDED:**

Daily Lesson Handout  
Chapters recorded on disk or Itunes  
3 Computers for specific students  
2 Computers for students who sign up to use  
Variety of paper choice and writing utensils (markers, pencils, paintbrushes, etc)  
Signs around the room re: Rules of Writers' Workshop  
Typewriter  
Poster paper

## **PRE-READING ACTIVITIES (3 Lessons)**

### **DIVING INTO HOUSE ON MANGO STREET and WRITERS' WORKSHOP**

#### **Basic Daily Routine**

- DO NOW Activities
- SHARE daily HOUSE ON MANGO STREET handout with class
- READ/ LISTEN to chapter
- GROUP CONVERSATION or MINI LESSON
  - GROUP CONVERSATIONS** will be structured as table, partner or whole class
  - MINI LESSONS** will be 10-15 minutes long and focus on literary elements and devices ( ie. theme, style, simile, metaphor, listing, juxtaposition, etc)

**WRITERS' WORKSHOP  
SHARE OUT**

---

# House on Mango Street

## Pre-Reading 1

---

Literacy

5/6

1/

---

### Overview

Students will be prepared to enter text “House on Mango” Street by Sandra Cisneros.

### Objectives

- Students will hone to understand understanding of Inside Self/ Outside Self

### Activities

- Students will begin reflective peice

### Preparation

Book “House on Mango Street” will be on shelves—visible.

2-3 pieces of adult modeling of art piece.

### Materials

### Other Resources

Mini-Lesson (10min) re: Inside Self/ Outside Self w/ Brief mention of connection to book

1. What do people see on the outside/ Who do they think you are? What misconceptions (define) might they have about you? What pieces of you do you allow people to see?
2. What parts of yourself do you keep hidden? What qualities (define) about you do you only allow closest family and friends to see? Dreams, aspirations (define) for future self? Who are you really?

---

# House on Mango Street

## Pre-Reading 2

---

Literacy

5/6

2/

---

### Overview

Students will be prepared to enter text “House on Mango” Street by Sandra Cisneros. First two sessions will be small group and all-class.

### Objectives

- Students will continue to understand concept of Inside Self/ Outside Self
- Students will start engaging in Writer’s Workshop. Will be introduced to WW time and styles.

### Activities

1. Students will continue art piece “Inside Self/Outside Self” (told that this must be finished by next day)
2. After 35 minutes. Students will reconvene for Writer’s Workshop Intro w/ small snack
3. Rules for writing workshop overview, adults will have written on strips of paper. Students will post.
4. Students will explore new things in Writers Workshop. Maybe generate list of things they need.

### Additional Support

- Students can have more time for art piece during lunch/ recess

### Preparation

#### Rules for Writing Workshop

1. You must be writing, talking about writing, or consulting a writing resource
2. Talking is ok but don’t disturb other students
3. Don’t interrupt an adult when s/he is conferencing with another student
4. If you need help, use conferencing sign up sheet
5. Use sign up if you want to use computer (or typewriter?) for writing
6. You can write anywhere in the classroom, but use the Quiet table if you don’t want to be disturbed.

### Materials

- Writer’s workshop set up: all kinds of paper (lined, unlined, newsprint, construction, recycled ½ sheets, card stock, stationary, index cards, chart paper, notepads, sticky notes)
- Other writing materials (pens, pencils, colored pencils)
- Computers, maybe old typewriter
- Sign: Writing is hard work.

### Other Resources

7. No talking during the first five minutes of independent writing time.

---

# House on Mango Street

## Pre-Reading 3

---

Literacy

5/6

3/

---

### Overview

Students will be prepared to enter text “House on Mango” Street by Sandra Cisneros.

### Objectives

- Students will hone to understand understanding of Inside Self/ Outside Self through reflective piece

### Activities

- Students will put art pieces on table for others to see. Short gallery walk with no talking. (5 minutes)
- Share out w/ observations
- Writer’s Workshop begins with mini-lesson and assignment.
- 

### Preparation

Book “House on Mango Street” will be on shelves—visible.

Example of reflective piece posted extremely visible.

### Materials

- Writers workshop materials
- Brainstorm worksheet

### Other Resources

Mini-Lesson (10min) re:  
REFLECTIVE PIECE w/ example

“ Some might see me as outgoing but really I am shy”, etc

Creating a short piece using art piece as a resource. One word title of a word that most describes you.

---

# House on Mango Street Reading 4

---

Literacy

5/6

4/

---

## Overview

Students will enter text "House on Mango" Street by Sandra Cisneros.

## Objectives

Students will read chapter titles in small reading and w/in group anticipate what each chapter might be about.

## Activities

- Students get book and write name inside
- Explore cover/ inside cover within small group. What do you know already about this book?
- Explore chapter titles. Anticipate what you think some may be about. Have students share observations about the titles, which chapters they are most interested in reading and why, predict what they will find in those chapters, etc. Discuss the creativity of Cisneros' "chapter titles" and the impact of a title such as "The Rice Sandwich" w/ regard to interest level and curiosity.
- Give assignment
- Writer's Workshop at 12:15

## Preparation

Example of writing desired in big print.

**Homework:** Complete final draft of Chapter Titles

## Materials

- Writers workshop materials

## Other Resources

NO Mini-Lesson Today

But lots of books opened to table of contents displayed.

## ASSIGNMENT

Students should brainstorm a list of 10 ACTUAL significant events from their lives which helped shape their sense of identity (the more interesting and concrete the memory, the better!) and title them accordingly. Once the rough draft of each student's "Chapter Titles" has been approved, students create a personal table of contents for their own lives. They should come up with a title for their table of contents. The final draft should be artistically/creatively displayed and illustrated.

## The House on Mango Street

By Sandra Cisneros

### Chapter 1

DO NOW:

- Write 3 words for an old house
- Write 3 words for a dream home
- If you still have time, draw a picture of the inside or the outside of a house.

READ/ LISTEN:

*Chapter 1: The House on Mango Street*

GROUP CONVERSATION (Everyone takes a turn):

*See page titled CHAPTER 1: CONVERSATIONS*

WRITERS' WORKSHOP:

*Write a paragraph or more about one of the following:*

- A favorite house where you lived or once lived
- Describe your favorite dream house.

HOMEWORK:

- A. *Look at the example provided on the last page of your packet, then:*
- Use the chapter titles you created last Friday to make a Table of Contents.
  - Title your Table of Contents
  - Decorate your page in any way you like.
  - Put your full name AND the date on the bottom of the page.
  - Put this in the bin tomorrow morning marked "Literacy Homework"

- B. *WTK (Words to know): Meaning and Spelling*

- |              |               |
|--------------|---------------|
| 1. ceiling   | 5. garage     |
| 2. landlord  | 6. laundromat |
| 3. crumbling | 7. temporary  |
| 4. ordinary  |               |



Full Name: \_\_\_\_\_

# DO NOW

What are 3 words for an old house?

1.

2.

3.

Full Name: \_\_\_\_\_

MAY 8, 2014

# DO NOW

What are 3 words for a dream home?

1.

2.

3.

## **The House on Mango Street**

By Sandra Cisneros

### Chapter 4: My Name

DO NOW:

- Put your homework in the Literacy Bin
- Write 3 first names you really like; that you think are cool.
- Sit at the table with your group.

READ or LISTEN:

*Chapter 4: My Name*

WHOLE GROUP WORK

*See page titled CHAPTER 4: CONVERSATIONS & CONTENT DIG*

*As a group take on 2 or 3 of these questions. If you have time, you should do more. You may need to use a computer to research one of the questions. Not every group needs to visit the 2 computers at the back table at the same time. Also, some groups have members who already have a computer at the table.*

WRITERS' WORKSHOP:

***Write about one of the following OR choose your own topic:***

- a) What does your name mean in English, Spanish, or any other language? Do you think your name fits you?
- b) Whose name did you inherit? What do you know about that person.
- c) Do you like your name and why?
- d) If you were to change your name who would you become and why?
- e) What is the statement that your name makes about you?
- f) There are a lot of songs that name people. If you were to write song about your name what would the song say about you?
- e) Write a poem that uses your whole name as an acrostic. Write a first draft and a second.

HOMEWORK:

A. *WTK (Words to know): Meaning and Spelling*

- |                 |            |
|-----------------|------------|
| 1. cousin       | 5. inherit |
| 2. counter      | 6. baptize |
| 3. danger       |            |
| 4. skinny       |            |
| 5. refrigerator |            |

NOTE!!!! ONLY 1 FORM FROM EACH GROUP SHOULD BE TURNED IN.

Group Members' Names:

Date:

The House on Mango Street  
CHAPTER 3: CONVERSATIONS and CONTENT DIG

With your group, please discuss and fill out this form together:  
““My Name”

- 1) In the story "My Name," the young girl's name in English means .....and in Spanish it means.....
- 2) The narrator says she is named for her .....
- 3) Who is the young girl's great grandmother? Look at the text and see what you can infer/ figure out about her.
- 4) In what years were the Esperanza and her great-grandmother born.? .....&  
..... (Look up Chinese Astrology)
- 5) Who is the author of House on Mango Street?  
-----
- 6) What is it that the Esperanza does not want to inherit from her great-grandmother?
- 7) The young girl wants to be baptized under the name .....