



EXPEDITIONARY  
LEARNING

# Grade 5: Module 1: Unit 2: Lesson 10

## Characters Charging Over Time

(Chapter 10: “Las Papas/Potatoes”)



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**Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)**

- 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)

**Supporting Learning Targets**

- I can answer comprehension questions based on text from *Esperanza Rising* that I have read independently.
- I can make inferences from the text about Esperanza and Mama in *Esperanza Rising*.
- I can begin to describe how Esperanza is changing.
- I can interpret big metaphors in *Esperanza Rising*.
- I can identify themes in *Esperanza Rising*.

**Ongoing Assessment**

- Comprehension Quiz, Chapter 10: “Las Papas/Potatoes” (entrance ticket)
- Observe where students place evidence flags
- Triad discussions
- Exit Ticket: Independent answer to text-dependent question



Agenda	Teaching Notes
<ol style="list-style-type: none"> <li>1. Opening               <ol style="list-style-type: none"> <li>A. Entrance Ticket: Comprehension Quiz, Chapter 10: “Las Papas/Potatoes” (5 minutes)</li> <li>B. Engaging the Reader: Oral Chapter Review (5 minutes)</li> </ol> </li> <li>2. Work Time               <ol style="list-style-type: none"> <li>A. Esperanza and Mama: Answering Questions in Triads (15 minutes)</li> <li>B. How Much Is Esperanza Changing? (10 minutes)</li> <li>C. Revisiting the Metaphor of Abuelita’s Blanket: Close Reading of Pages 159–161 (15 minutes)</li> </ol> </li> <li>3. Closing and Assessment               <ol style="list-style-type: none"> <li>A. Independent Writing (5 minutes)</li> <li>B. Debrief (5 minutes)</li> </ol> </li> <li>4. Homework</li> </ol>	<ul style="list-style-type: none"> <li>• In advance: Read Chapter 10 and review the text-dependent questions (see supporting materials). Two copies of the questions are provided: a blank to display for students, and one with answers for teacher reference. Students may not have time to complete all five text-dependent questions; Question 5 is intended as an extension for groups that are working more quickly.</li> <li>• In advance: Locate, review, and post the Character anchor charts students began in Lesson 4. In this lesson, students are reminded of their work on the anchor charts for Esperanza and Mama.</li> <li>• This lesson begins to lay the foundation for students’ End of Unit 2 Assessment, in which they write an essay about how Esperanza changes over time. During this lesson, do not worry if students’ understanding of Esperanza’s development is just beginning to form. They will revisit this idea repeatedly in future lessons.</li> <li>• If you have evaluated students’ Mid-Unit 2 Assessments, return them at this time. There also is time built in to Lesson 13 for students to review their assessment.</li> <li>• Review the protocol Give One, Get One (see Appendix). Review the anchor chart Big Metaphors and Themes in <i>Esperanza Rising</i>, paying particular attention to any notes you added about Abuelita’s blanket during the debrief of Lesson 9 and the anchor chart “Inferring by Using Text Clues”.</li> <li>• In advance: Post the Big Metaphors and Themes in <i>Esperanza Rising</i> anchor chart.</li> </ul> <p><i>Note: In this lesson, students will not use a note-catcher, but rather the evidence they marked with their evidence flags for the previous night’s homework.</i></p>



Lesson Vocabulary	Materials
<p>confronted, compare, contrast, physically, emotionally, fitful, uneasily, valise, hands wide (i.e. measurement), scent, uneasily, clutched, intent, listless, depressed, patrona</p>	<ul style="list-style-type: none"><li>• Comprehension Quiz Entrance Ticket (Chapter 10: “Las Papas/Potatoes”) (one per student)</li><li>• <i>Esperanza Rising</i> (book; one per student)</li><li>• Evidence flags</li><li>• Text-Dependent Questions for Chapter 10: “Las Papas/Potatoes” (one per student; one for display)</li><li>• Text-Dependent Questions for Chapter 10: “Las Papas/Potatoes” (Answers for Teacher Reference)</li><li>• Character T-charts for Mama and Esperanza (begun in Lesson 4)</li><li>• Students’ reading journals</li><li>• Venn diagram (see sample in Appendix 1; students create these in their reading journals)</li><li>• Big Metaphors and Themes in <i>Esperanza Rising</i> anchor chart (begun in Lesson 6)</li><li>• Inferring by Using Text Clues anchor chart (begun in Lesson 3)</li><li>• Document camera</li><li>• Index cards or half-sheets of paper (one per student)</li><li>• Homework: Purpose for Reading, Chapter 11: “Los Aguacates/Avocados” (one per student)</li></ul>



Opening	Meeting Students’ Needs
<p><b>A. Entrance Ticket: Comprehension Quiz, Chapter 10: “Las Papas/Potatoes” (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Students should sit with their triad.</li> <li>• Begin the lesson with the comprehension quiz entrance ticket. Collect students’ work to review and/or assess.</li> </ul>	<ul style="list-style-type: none"> <li>• Consider providing extended time for tasks and answering questions in class discussions. ELLs often need more time to process and translate information.</li> </ul>
<p><b>B. Engaging the Reader: Oral Chapter Review (5 minutes)</b></p> <p><i>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.</i></p> <ul style="list-style-type: none"> <li>• Lead the class in a whole group session, cold calling students to elicit a summary of the chapter that was read for homework. Start with an open-ended question, such as: “What happened in this chapter?” and then ask more detailed text-dependent questions as necessary. Encourage students to cite evidence or point to specific passages. Give students the opportunity to ask clarifying questions about plot points they didn’t understand.</li> <li>• Ask students if they can predict what question you will ask them next. Listen for students to say something about thinking about the title of the chapter. Commend them, and ask someone to explain 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.) Ask students to add an evidence flag on the first page of Chapter 10, on which they write a phrase that will help them summarize this chapter and remember why it was titled “Potatoes.”</li> <li>• Briefly review the learning targets with students by reading them out loud, specifically focusing on: “I can begin to describe how Esperanza is changing.” This is a new target and is the focus for their writing later in the unit. Point out to students the Inferring by Using Text Clues anchor chart that they created together as a class in previous lessons. Remind them that they may use this as a reference as they work during this lesson.</li> </ul>	<ul style="list-style-type: none"> <li>• Visuals can help some students comprehend questions and discussions. Chart main points in answers and post all questions asked to students.</li> </ul>



Work Time	Meeting Students’ Needs
<p><b>A. Esperanza and Mama: Answering Questions in Triads (15 minutes)</b></p> <ul style="list-style-type: none"><li>• Be sure to allow time for students to add to their character notes during these 15 minutes.</li><li>• Remind students also that it is less important to rush through all the questions. The purpose is to have a rich discussion based on evidence. It is fine if they only have time for a few questions; they will revisit many of these ideas again in later lessons.</li><li>• Distribute a small pile of evidence flags to each triad. Also display and distribute the Text-Dependent Questions for Chapter 10: “Las Papas/Potatoes” (see supporting materials).</li><li>• Using your document camera or placing the questions on the board, display just Question 1 from the Text-Dependent Questions for Chapter 10: “Las Papas/Potatoes.”</li><li>• Focus students just one Question 1. Give students a few minutes to reread pages 158–161 on their own, with Question 1 in mind, and then talk with their triad. Encourage them to use their evidence flags to mark evidence that supports their answer.</li><li>• 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.</li><li>• Praise groups using Triad Talk well. Remind them how discussing their thinking with others can help them understand difficult text.</li><li>• Focus students on Question 2. Tell them to listen for and mark evidence that answers the question as you read aloud.</li><li>• Ask students to discuss their answers to Question 2 with their triad, rereading if necessary.</li><li>• 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.</li><li>• As students continue with the rest of the text-dependent questions, make sure they are reading them aloud, clarifying any terms, thinking on their own, then talking and marking their answers with evidence flags. As in previous days, students do not need to write complete answers to the questions at this point.</li><li>• As students work, monitor this discussion, making sure all students are participating. Reinforce students who are following the Triad Talk norms well.</li><li>• After about 10 minutes, ask students to take 3 or 4 minutes to add new thinking to their Character T-chart in their reading journals about Esperanza and Mama.</li></ul>	<ul style="list-style-type: none"><li>• Students needing additional supports may benefit from partially filled-in graphic organizers.</li></ul>



Work Time	Meeting Students’ Needs
<p><b>B. How Much Is Esperanza Changing? (10 minutes)</b></p> <ul style="list-style-type: none"><li>Point out to students how much more they understand about Esperanza and Mama than when they did their original anchor charts (in Lesson 4). Also note that in their triad discussions today, they were noticing how both Esperanza and Mama are changing. They will keep thinking about how characters change, particularly Esperanza, in upcoming lessons. Redirect students to the following learning target: “I can begin to describe how Esperanza is changing.”</li><li>Briefly review the Give One, Get One protocol (see Appendix 1). Explain that instead of using a note-catcher this time, they will be taking with them their text marked with evidence and they will just be discussing orally. They will not be writing anything down this time. Ask students to stand, find a partner, and discuss the following prompt (which was their homework purpose for reading for Chapter 10):<ul style="list-style-type: none"><li>* “How is Esperanza changing? Be sure to share the evidence from your text with your partners.”</li></ul></li><li>Circulate to listen in. Encourage students to cite text to support their opinions.</li><li>Have students repeat the process until they have received and given a different piece of evidence with at least 3 other students.</li><li>Have students return to their triads when they are done.</li></ul>	<ul style="list-style-type: none"><li>Provide anchor charts for processes and protocols for students who may struggle with multistep directions.</li><li>Visuals can help some students comprehend questions and discussions. Chart main points in answers and post all questions asked to students.</li></ul>



Work Time	Meeting Students’ Needs
<p><b>C. Revisiting the Metaphor of Abuelita’s Blanket: Close Reading of Pages 159–161 (15 minutes)</b></p> <ul style="list-style-type: none"><li>• Ask students to remain in their triads, but focus whole group.</li><li>• Point out the learning target: “I can determine the metaphors and themes in <i>Esperanza Rising</i>.” Ask students to turn and talk about how they worked with metaphor and theme during Lesson 9. Ask students if they noticed any of these metaphors appear again in their reading of Chapter 10: “Las Papas/Potatoes.” Listen for students to mention the reference to Abuelita’s blanket.</li><li>• Refer students to the Big Metaphors and Themes in <i>Esperanza Rising</i> anchor chart. Invite a student to read out loud any notes that you charted about the metaphor of Abuelita’s blanket (during Lesson 9).</li><li>• Read aloud page 159 from “Abuelita’s blanket” through the end of the text, as students follow along in their text.</li><li>• Ask a series of text-dependent questions. Give students time to think, talk in triads, and share out whole group after each question.</li><li>• At the bottom of page 159, the text says: “Esperanza looked at Mama, breathing <i>uneasily</i>, her eyes closed. It was clear Mama needed Abuelita.”<ul style="list-style-type: none"><li>* “What does the word <i>uneasily</i> mean? How did you figure that out?” (Listen for students to refer to context clues and/or the word root “easy” and the prefix “un”)</li><li>* “How is it clear that Mama needs Abuelita?”</li></ul></li><li>• Read aloud page 160, from “They both needed her” through “This valley of Mama being sick.” Ask:<ul style="list-style-type: none"><li>* “What metaphor does the author use to describe Mama being sick? Why do you think the author chose this metaphor?” (Listen for students to notice the “valley.”)</li></ul></li><li>• Again give students time to think, talk in triads, and share out.</li><li>• Direct students to the phrase in the middle of page 160: “Esperanza picked up the needlework and began where Abuelita had left off.”</li><li>• Say: “Think about what you read yesterday about the blanket, on page 15. What seems important about Esperanza “beginning” the blanket “where Abuelita left off”? (Listen for students to begin to understand that it’s not just the crocheting Esperanza is beginning again, but her new life, as a more mature person. Guide students to this understanding as needed.)</li></ul>	<ul style="list-style-type: none"><li>• Visuals can help some students comprehend questions and discussions. Chart main points in answers and post all questions asked to students.</li></ul>



Closing and Assessment	Meeting Students’ Needs
<p><b>A. Independent Writing (10 minutes)</b></p> <ul style="list-style-type: none"> <li>Review the learning targets with students by reading them out loud or calling on students to do so.</li> <li>Distribute index cards or half-sheets of paper. Ask students to respond to the following prompt:               <ul style="list-style-type: none"> <li>* “How is Esperanza changing? Cite evidence from Chapter 10: ‘Las Papas/Potatoes’ to support your opinion.”</li> </ul> </li> <li>Collect students’ independent writing to check for individual understanding.</li> </ul> <p><b>B. Debrief (5 minutes)</b></p> <ul style="list-style-type: none"> <li>Gather students as a whole group and draw their attention to the Big Metaphors and Themes in <i>Esperanza Rising</i> anchor chart. Ask students for suggestions of any new ones to add. Be sure to listen for additional acknowledgments about the rose, Abuelita’s blanket, and the potatoes’ eyes, which are all metaphors for life.</li> </ul>	<ul style="list-style-type: none"> <li>For students needing additional supports producing language, consider offering a sentence frame, sentence starter, or cloze sentence to provide the structure required.</li> <li>Consider allowing students to draw their observations, ideas, or notes when appropriate. This allows ELLs to participate in a meaningful way.</li> </ul>
Homework	Meeting Students’ Needs
<ul style="list-style-type: none"> <li>Read Chapter 11: “Los Aguacates/Avocados” (pages 179–199) in <i>Esperanza Rising</i>. Use the <b>Homework: Purpose for Reading, Chapter 11: “Los Aguacates/Avocados”</b> question to focus your reading. Use evidence flags to mark the specific areas in the book that support your answer.</li> </ul> <p><i>Note: Be sure to have formally assessed students’ Mid-Unit 2 Assessments by Lesson 13. In that lesson, there is time for students to review their work.</i></p>	<ul style="list-style-type: none"> <li>Audio recordings of text can aid some students in comprehension. Students can pause and replay confusing portions while they follow along with the text.</li> </ul>



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# Grade 5: Module 1: Unit 2: Lesson 10

## Supporting Materials



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**Name:**

.....  
**Date:**

1. Why did Esperanza start working in the sheds?

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2. What did Esperanza promise Abuelita she would do after she left her?

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3. Why did Hortensia tell Esperanza not to send a letter to Abuelita?

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

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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.

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3. On page 163, what did the doctor mean when he said that Mama was depressed? Cite evidence from the text to support your answer.

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4. The chapter starts: “Esperanza almost never left Mama’s side,” and it ends with Esperanza saying: “Don’t worry. I will take care of everything. I will be la patrona for the family now.” How has Esperanza changed in this chapter, and what does it mean to be la patrona? Cite specific evidence from the text to support your answer.

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5. What did the author mean when she wrote on page 176, “Isabel had nothing, but she also had everything. Esperanza wanted what she had”? How is this different from the way Esperanza acted when they first moved to California? Be sure to provide details from the text in your answer.

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

**The doctor says on page 158: “She is not getting worse ... But she is not getting better, either.” She can’t sleep well, drifting “in and out of fitful sleep” (p. 158). She is still having trouble breathing: “breathing uneasily” (p. 159).**

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.

**Mama is very sad because she is “weeping” and she has “given up.” She does not want to try anymore to be “strong and determined.” The word *listless* has to do with being sad and not wanting to do anything, because in the paragraph before it says that “it seemed Esperanza could not interest Mama in anything.”**

3. On page 163, what did the doctor mean when he said that Mama was depressed? Cite evidence from the text to support your answer.

**Mama is not just sick from the dust. She is sick from worrying so much as well. Hortensia says: “Sometimes sadness and worry can make a person sicker.... Everything became too much for her.”**

4. The chapter starts: “Esperanza almost never left Mama’s side,” and it ends with Esperanza saying: “Don’t worry. I will take care of everything. I will be la patrona for the family now.” How has Esperanza changed in this chapter, and what does it mean to be la patrona? Cite specific evidence from the text to support your answer.

**Esperanza went from being a scared little girl who did not know what to do, to taking charge of the situation to make things better. “If Esperanza could somehow get money to Abuelita, then maybe she could come sooner” (p. 165). “I could work in the fields or in the sheds” (p. 166). “How much depended on her being able to work” (p. 172).**

**Being *la patrona* means to be in charge, to make sure everything is OK.**



5. What did the author mean when she wrote on page 176, “Isabel had nothing, but she also had everything. Esperanza wanted what she had”? How is this different from the way Esperanza acted when they first moved to California? Be sure to provide details from the text in your answer.

**Isabel is always happy and does not seem to worry about things. “She wanted so few worries that something as simple as a yarn doll would make her happy” (p. 176). When they first arrived, Esperanza thought the place they were living was only good enough for animals and that she was still rich, expecting people to do things for her. She was sad all the time because they had to move and life was different. She didn’t know how to do many things. Now, Esperanza just wanted Mama to get better, and she had become more responsible.**



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**Name:**

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**Date:**

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What challenges to human rights do characters face in Chapter 11? How do they respond?

As you read, think about this question. Use your evidence flags to mark specific passages in the text to discuss with your triad. You do not need to write out answers as part of your homework; just keep track of your thinking with your evidence flags.