

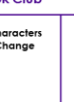
Determining Theme Lesson Plans for 13 Book Club Meetings

Key Vocabulary by Chapter

Step by Step Guided Mini Lesson

<h1>Book Club</h1>	<p>Esperanza Rising By: Pam Muñoz Ryan Grade Level: 5 / Guided Reading Level: V</p>
<div data-bbox="1109 663 1175 688"> <h2>Characters Change</h2> </div> <div data-bbox="1109 930 1200 987"> <p>Sample Notebook Entry</p> <p><i>Las Ceboallas/Onions date</i> Pages 100-105 Characters Change</p> <p>In the book <i>Dear Mr. Henshaw</i>, Leigh Botts changes from the beginning to the end. At first he is a shy, lonely boy who feels out of place in his new school. As the story progresses, he becomes someone who deals with his problems and understands changes in his life.</p> </div>	<div data-bbox="1216 657 1351 669"> <h2>Meeting #7 Continued</h2> </div> <div data-bbox="1216 676 1456 688"> <h3>Kick-off the Book Club Meeting (5-7 minutes)</h3> </div> <ul style="list-style-type: none"> Gather students – remind them to bring everything they might need for Book Club (book, Reader's Notebook, pencil, etc.). Review the conversation prompts on the Book Club Calendar. Invite students to begin the conversation by sharing things they found interesting, funny, or confusing. If needed, initiate the discussion using one of the discussion questions for the chapter or focus on vocabulary. Focus on developing respectful conversation using the conversation prompts provided on the Book Club Calendar. <div data-bbox="1216 879 1485 892"> <h3>Time to Read: Characters Change (7-10 minutes)</h3> </div> <ul style="list-style-type: none"> Tell students that characters react and develop as they react to challenges. Ask students to suggest examples from stories they have read. For example, Ramona in <i>Ramona Quimby, Age 8</i> or Leigh Botts in <i>Dear Mr. Henshaw</i>. Direct students to write ideas in their Reader's Notebook. Share out suggestions. Explain that by tracking the changes, we can find the theme(s) in the novel. Referring to the suggestions, ask students to also suggest themes for the stories mentioned. Refer to the chapter <i>Las Ceboallas/Onions</i>. Tell students to look back in the chapter to find where any character responded to a challenge. Record in notebooks. Challenges noted should include the living conditions, Mama's and Esperanza's new roles, learning new skills, and humiliation. Write students work, create an anchor chart titled, <i>Characters Respond to Challenges</i>.
<p>Esperanza Rising Book Club @BookPages.com</p>	

Sample Notebook Entry on How to Determine Theme

Book Club	
<p>Characters Change</p> 	<p>Esperanza learns a lesson from Miguel. He tells her that people judge them based on appearance. He tells her that people view people as they are, not how they look. If she is not what they want, he does not think they will be married in the end. (Esperanza is crying.) He seems that judging other based on outward appearance is not accurate.</p> <p>Esperanza Rising B</p>
<p>students that at the next meeting they will look for more character responses and see what themes are developing. This can be noted on the handout.</p>	
<p>Take time to Reflect (2 minutes)</p> <ul style="list-style-type: none"> • Distribute the Student Self-Evaluation Assessment. • Ask students to reflect on the work they did in Book Club by completing the self-evaluation form. <p>Esperanza Rising B</p>	
<p>Wrap Up the Book Club Meeting</p> <ul style="list-style-type: none"> • Assign students to independently read Las Almonds/Almonds and Las Cielitas/Pums, pages 121-157 • Determine as a group when the Book Club should meet again. • Model how to record the assessment on their Book Club. 	

Scheduling and Reader Responsibility

[illegible]

Book Club Management Materials

Book Club Calendar

Month: _____ Name: _____

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

Start the Conversation

- I think ...
- I agree ... because ...
- I disagree ... because ...
- In addition ...
- I noticed ...
- I Esperanza Rising ...

- I don't understand ...
- Please say more about that ...
- Can you show me where that is in the book?
- I think the author meant ...

Book Club
Esperanza Rising

© BookPages.com | Book Club Calendar

Custom Calendar Template

Conversation Prompts

Expectation Guide for Before, During, and After Book Club

Name: _____

Expectations for Book Club

Before Book Club	During Book Club	After Book Club
<ul style="list-style-type: none">Read the assigned textChoose a reading response option from your option board then respond to the text in your reader's notebookPrepare for Book Club ahead of time:<ul style="list-style-type: none">Choose at least one interesting, funny, or confusing part to share with your book clubMark the part you want to share with a sticky note or write the page number in your notebookRemember to support your thinking with evidence from the text (explain why the part you chose is interesting, funny, confusing, etc.)	<ul style="list-style-type: none">Come to Book Club on time and ready to begin discussionBring your book, reader's notebook, and any other materials you might need for Book Club with youParticipate in Book Club by sharing your thinking, listening to others, and asking questionsSupport your thinking with evidence from the textAsk for help if you need itStay on topicMake eye contact with the people in your Book ClubRespect the people in your Book Club:<ul style="list-style-type: none">Try not to interrupt - wait your turn to shareUse respectful languageListen carefully	<ul style="list-style-type: none">Reflect on your Book Club meeting. Think about these things:<ul style="list-style-type: none">What part of the meeting made you feel good about yourself as a reader?What can you do to have a better conversation next time?Record your reading assignment on your Book Club calendarDecide when you will complete your assignment (during independent reading time, as homework, etc.)

Book Club
Esperanza Rising

© BookPages.com | Expectations for Book Club

Student Self-Evaluation Rubric

Name: _____

How I Did in Esperanza Rising Book Club

Book Club Expectations	3 I did my best	2 I can do better	1 I did not try	
I read the assignment				Before I was prepared for Book Club
I responded to the text in my reader's notebook				
I prepared something to share with my Book Club				
I had my materials				
I shared my thinking				During I participated in Book Club
I asked someone a question				
I stayed on task, listened, and showed respect to others				
I took the time to reflect				After I was responsible
I know when and where I will prepare for the next meeting				

Score: _____ / 27

A Note from Your Teacher: _____

Book Club
Esperanza Rising

© BookPages.com | Book Club Self Evaluation

Tied to the Book Club Expectation Guide

Reader's Response Option Board

Name: _____

Write about the way this story was told. Was it told in 1 st , 2 nd , or 3 rd person? How do you know?	How do the illustrations provide you with a deeper understanding of the text?	Choose two settings from the text. Explain why each is important to the story.	What is the theme of this book? Why do you think so? Give examples.
What was the main idea of the text you read today? List at least 3 details that support your main idea.	Write about the new words you read. What do you think the words mean? Why?	How does this text compare to other books you've read? Give examples.	What are some powerful words or phrases used in the text? Why are they powerful?
Write about the reading strategies you used to help you be a better reader.	Which chapter was the most important? Why do you think so?	Write about the narrator's message and use evidence from the text to support your thinking.	Name another text with a similar theme to your text. Tell how the texts are the same and different.
Compare and contrast two characters. Tell how they are the same and different.	Make an inference about the main character. What makes the character happy? Give examples.	Write about the things a reader needs to know in order to understand the text.	Choose a scene from the book. Tell how it would be different if it was in a movie!

Directions: Choose one of the response options from the board. Write your response in your reader's notebook. After you've written your response, color in the square on the board above.

Book Club
Esperanza Rising

© BookPages.com | Common Core Aligned Book Club Reading Response Option Board

with 5th Grade Common Core Alignment

Book Club Assessment Materials

Name: _____

Determining Theme **Esperanza Rising**
Book Club Focus Assessment

Directions: Use what you know about *Esperanza Rising* to answer each of the following questions.

Which of the following is not a theme of *Esperanza Rising*?

☐ A War clarifies our values

☐ B Overcoming challenges

☐ C Learning to appreciate the good in life

What was the main conflict in the story?

☐ A The main conflict is finding a way to save Papa's life.

☐ B The main conflict is for Mama and Esperanza to find a way home to Mexico.

☐ C The main conflict is Esperanza must deal with the challenges of survival.

☐ D The main conflict is in getting good treatment for the farm workers.

Tell about one challenge Mama faced and how she overcame that challenge.

Tell about one challenge Esperanza faced and how she overcame that challenge.

Esperanza Rising Book Club | @BookPages.com

Focus Assessment for Determining Theme

Practice with multiple choice questions

Short answer practice

Name: _____

Score: _____

Esperanza Rising
CCSS Assessment

Directions: Use what you know about *Esperanza Rising* to answer each of the following questions.

Choose one of the proverbs that come before the prologue. Why did the author include that proverb? Use details from the text to explain your answer.

RL.5.1

Give a sequence of events that show one character's challenge, response, and lesson learned. What theme is shown through this sequence?

RL.5.2

Use a Venn diagram to compare and contrast two characters in *Esperanza Rising*. Focus on the characters' challenges.

RL.5.3

CCSS Assessment 5th Grade Reading Standards for Literature | @BookPages.com

Complete Common Core Assessment

Answer Keys

One essential question for each of the 5th grade Reading Literature standards

Answer Key **Esperanza Rising**
CCSS Assessment

Directions: Use what you know about *Esperanza Rising* to answer each of the following questions.

Choose one of the following examples of figurative language from *Esperanza Rising*. Explain in your own words what it means.

☐ A "...and a heavy blanket of anguish smothered her smallest joy" (page 23)

☐ B "At first they stayed only a few hours, but soon they became like la calabaza, the squash plant in Alfonso's garden..." (page 29)

☐ C "Would she ever escape this valley she was living in?" (page 160)

☐ D "Are you standing on the other side of the river? No!" (page 224)

Answers will vary:

a) This means that Esperanza was so sad that nothing could make her happy.

b) This is saying that the uncles were around too much and were annoying and unwanted.

c) This means that Esperanza felt like she would never overcome the challenges in her life.

d) This means that Esperanza is telling Miguel that he is still very poor, that he hasn't found a successful life.

Why might the author have chosen the names of fruits and vegetables for the chapter titles?

Answer: The author used the names of fruits and vegetables in relation to the harvested foods. It shows the passage of time, as in seasons. This relates to the theme of periods of ups and downs in the seasons of life.

CCSS Assessment 5th Grade Reading Standards for Literature | @BookPages.com

Esperanza Rising
Book Club Focus Assessment

Directions: Use what you know about *Esperanza Rising* to answer each of the following questions.

What was the main conflict in the story?

The main conflict is finding a way to save Papa's life.

The main conflict is for Mama and Esperanza to find a way home to Mexico.

The main conflict is Esperanza must deal with the challenges of survival.

The main conflict is in getting good treatment for the farm workers.

Tell about one challenge Esperanza faced and how she overcame that challenge.

Esperanza faced the challenge of being ill and being sick. She overcame it by working in the fields and earning money to help her mother.

Esperanza Rising Book Club | @BookPages.com

Rubric with optional Common Core Alignment

Determining Theme Focus Assessment Rubric

Student: _____ Date: _____

CCSS Reading Literature Standard 5.2
Determine a theme of a story, drama, or poem from details in the text; including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

Levels	Beginning	Developing	Proficient	Secure
Correct Answers	0 - 1 Correct	2 - 3 Correct	4 - 5 Correct	4 Correct
Specific Skill: Determine Theme	Was not able to determine the theme in a text.	Is able to determine the theme in a text some of the time.	Is able to determine the theme in a text most of the time.	Is able to determine the theme in a text all of the time.

If student is less than secure, he or she needs to work on the following

- ☐ Identify universal themes in stories
- ☐ Identify the topics in the writing
- ☐ Locate details that support the theme
- ☐ Understand that characters respond to challenges in different ways, such as internally and externally
- ☐ Understand that reflection is an inner process

Book Club
Esperanza Rising

CCSS.ELA-LITERACY.RL.5.2 Esperanza Rising Book Club | @BookPages.com

Running Record

Title: *Esperanza Rising* Guided Reading Text Level: V Word Count: 100

Name: _____ Date: _____

Accuracy Rate: (# of words correct/100 words)

Error Rate: (# of incorrect words/100 words)

Self-Correction Rate: (# of words self-corrected/100 words)

Time: (in seconds) _____ Words Per Minute: (100/seconds read x 60)

	Easy 95% - 100% Accuracy	Instructional 90% - 94% Accuracy	Hard 80% - 89% Accuracy
E = Error SC = Self-Correction M = Meaning			
S = Structure/Spells X = Visual			
Page	E	SC	M
1			

Analysis and Comments:

Tested By: _____ @BookPages.com

Running Record

Vocabulary Connections Resources

← Esperanza Rising Word List


Vocabulary Connections Grade Level: 5 / Guided Reading Level: V		
Alms is a/an noun verb adverb adjective Definition of Alms: 	Bestowed is a/an noun verb adverb adjective Definition of Bestowed: 	Condolences are a/an noun verb adverb adjective Definition of Condolences:
Alms look like this:	Bestowed looks like this:	Condolences look like this:
Alms remind me of:	Bestowed reminds me of:	Condolences remind me of:
I saw this word in	I saw this word in	I saw this word in

Interactive Vocabulary Notebook Cards | [@BookPages.com](#)

Interactive Vocabulary Notebook Cards

Esperanza Rising

By Pam Muñoz Ryan



It's back like I promised. It'll prove me a

Name: _____

By Pam Muñoz Ryan

1. Read the story aloud. A dramatic vocabulary card.

2. Read the story aloud. A dramatic vocabulary card.

3. Read the story aloud. A dramatic vocabulary card.

4. Read the story aloud. A dramatic vocabulary card.

Personalized Vocabulary Bookmark

Vocabulary Connections			Esperanza Rising By: Pam Muñoz Ryan Grade Level: 5 / Guided Reading Level: V
Nimble	Preoccupied	Pungent	Step by Step Directions: 1. Cut out the definitions. 2. Paste on the fold line. 3. Glue, Tape or Staple the top of each Card to Cover the bottom of the book.
Able to move quickly, easily	Thinking about something a lot or too much	Having a strong, sharp taste or smell	
Relapse			
The return of an illness after a period of improvement			



Word Games with Words from Esperanza Rising		
Directions: Unscramble the vocabulary words enclosed in parenthesis to complete the sentences below.		<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> Answer Key Esperanza Rising </div> <p>said enclosed in parenthesis to</p> <p>er seemed to soar over the hurdles.</p> <p>ed by a pungent odor.</p> <p>hole day as she had no desire to</p> <p>by her grandmother.</p> <p>esterday with her business.</p> <p>d in the left to its synonym. Then write a</p> <p>ands.</p> <div style="border-left: 1px solid black; padding-left: 10px; margin-top: 10px;"> Setback Donation Rubbish Sympathies Captivate </div>
1. The _____ basketball player seemed to soar over the hurdles. <div style="text-align: center;">[nemb]</div>	2. Heather's thought was distracted by a _____ odor. <div style="text-align: center;">[unngtipe]</div>	
3. Megan was _____ the whole day as she had no desire to go out anywhere. <div style="text-align: center;">[sleht]</div>	4. The necklace was a gift _____ by his grandmother. <div style="text-align: center;">[oedbsew]</div>	
5. She had been _____ yesterday with her business. <div style="text-align: center;">[clepuperdcio]</div>	6. _____ by her grandmother. <div style="text-align: center;">[sewd]</div>	
Directions: Match each vocabulary word in the left to its synonym. Then write a sentence using one of the vocabulary words.		
<div style="text-align: center;"> Aims Condolences Debris Mesmerize Relapse </div> <div style="border-top: 1px solid black; height: 20px; margin-top: 10px;"></div>	<div style="text-align: center;"> Setback Donation Rubbish Sympathies Captivate </div> <div style="border-top: 1px solid black; height: 20px; margin-top: 10px;"></div>	
Name: _____ <div style="float: right;"> @BookPages.com </div>		

Word Games and Answer Key

[illegible]

Extension Activities

Complete Common Core Alignment

Common Core State Standards Correlation
Esperanza Rising Lesson Plans, Resources, and Activities
The lesson plans, resources, and activities for use with "Esperanza Rising" correlate with the following English Language Arts Common Core State Standards for 8th grade.
Book Club Lesson Plan and Resources
Reading: Literature
RL.8.1 – Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
RL.8.2 – Determine a theme or topic of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
RL.8.3 – Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
RL.8.4 – Analyze the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
RL.8.5 – Analyze how a text's structure and form contribute to its meaning and style; analyze how a particular story, drama, or poem uses its form and structure to create meaning, using what you learn from it to make a comparison.
RL.8.6 – Analyze how a narrator or speaker's point of view influences how events are described.
RL.8.7 – Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
RL.8.8 – Compare and contrast ideas in the same genre (e.g., myths and adventure stories) or their approaches to similar themes and topics.
RL.8.9 – In the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.
Reading: Foundational Skills
RF.8.1 – Know and apply grade-level phonics and word analysis skills in decoding words.
RF.8.4 – Read with sufficient accuracy and fluency to support comprehension.
Speaking & Listening
SL.8.1a – Come to discussion prepared, having read or studied/required material explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
SL.8.1b – Follow agreed-upon rules for discussions and carry out assigned roles.
SL.8.1c – Pose and respond to specific questions for making comments that contribute to the discussion and elaborate on the remarks of others.
Esperanza Rising CCSS Alignment BookPages.com

Book Club Common Core Alignment

Common Core State Standards Correlation
Esperanza Rising Lesson Plans, Resources, and Activities
The lesson plans, resources, and activities for use with "Esperanza Rising" correlate with the following English Language Arts Common Core State Standards for 8th grade.
Vocabulary Lesson Plan and Resources
Language
L.8.4a – Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
L.8.4b – Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
L.8.4c – Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
Esperanza Rising CCSS Alignment BookPages.com

Vocabulary Connections Common Core Alignment

with 5th Grade Common Core Alignment