


Take the
STRESS
out of
planning
your
Novel
Study!

Comprehension and Analysis: Answer the questions in complete sentences.

1. What is Esperanza's favorite time of year? Why is this her favorite?
2. What do you know about Esperanza's family's social status and wealth? Why do you think this is significant to the story?
3. Why is Esperanza in despair at the end of Chapter 2? Use textual evidence to support your answer.

Beyond: Below, draw a picture of how you imagine Abuelita. Then, write what you know about her so far.



Chapters 1-2
* 1924 * LAS UVAS (GRAPES) *

❖ **Quickwrite:** Write about your relationship with your parents below. Are you close with them? Why or why not?

❖ **Vocabulary:** Fill in the blanks.

1. For weeks, the little girl eagerly _____ their upcoming family trip to Disney World.
2. Maybe it was just the full moon or the broken mirror, but I had a _____ that something bad was going to happen.

The president was _____ and impressive as he gave his speech.

With a _____ clang, the school bell finally announced that it was time for lunch.

True or False: Mark T for True and F for False.

Esperanza has no siblings. _____

Esperanza does not get along with her parents. _____


Esperanza will celebrate at her quinceañera when she turns 15. _____

Esperanza and Esperanza begin to worry when Papa is late one day. _____

Esperanza's family is relatively wealthy. _____

Analysis: What do you know about Esperanza's family so far?

resounding anticipated premonition distinguished



Strikers vs. Workers

Name _____

The strikers (the group that includes Marta) and the workers (those that don't want to strike) have opposing opinions. In the appropriate thought bubbles below, write about their opposing opinions. In the bottom box, write about your own opinion.

Strikers

Workers

My Opinion

Chapters 7-14
W 3 U/W 4 U/W 5 U/W 6
RL 7 8/RL 4 8/RL 5 8/RL 6 6

Features **Vocabulary & Comprehension** for every 1-2 chapters!

Consistent format allows for **predictability** and **student confidence**.

Quickwrite prompts relate the text to the student.

Vocabulary words chosen for you.

Variety of question types: True/False, Sequencing, Fill-in-the-Blank, and Written Response.

Chapter 3
* LAS PAPAYAS (PAPAYAS) *

❖ **Quickwrite:** If you could leave your home to move anywhere, would you go? Why or why not? If so, where would you go? Explain your answer.

❖ **Vocabulary:** Fill in the blanks.

- The _____ witch tricked the poor girl into drinking a cup of poison.
- The trash had been sitting outside in the heat for a long time, so it was emitting a very _____ odor.
- When I found out that my dog had passed away, I felt terrible _____.
- When my friend accused me of lying when I was telling the truth, I was filled with _____.

❖ **True or False:** Mark T for True and F for False.

- Esperanza dreams of Papa singing to her on her birthday. _____
- Mama is relieved when Tío Luis and Tío Marco take over the business. _____
- Tío Marco proposes marriage to Mama. _____
- Miguel reveals that his family will move to the United States. _____
- Roses remind Esperanza of her father. _____

❖ **Inferencing:** On the lines below, write one or more quotes from the text that support(s) the following statement.

Tío Luis and Tío Marco are not trustworthy people.

3

anguish
indignation
devious
pungent

Answer
keys
included

❖ **Comprehension and Analysis:** Answer the questions in complete sentences.

- Name two emotions that Esperanza has in this chapter. Explain the reasons behind each emotion.
- Who proposes marriage to Mama? Why does he wish to marry her? What is Mama's reaction to this idea?
- Esperanza and her mother face a dilemma in this chapter. What is the dilemma? How do you think they should solve it?

❖ **Beyond:** Below, draw a picture of an important event from these chapters. Write an accompanying caption.

4

Includes 17 Activities to deepen student understanding.

Focuses include: Plot, Theme, Character Analysis, Setting, Figurative Language, and more!

Name

MAIN Events

What are the main events in the chapter you have just read? Draw a picture for each, and write accompanying text. At the bottom, give this chapter a different title that you think is fitting.

First,

Next,

Last,

Chapter Title:

Name

QUESTIONS and ANSWERS

Read each of the answers below. Think of two sensible questions for each answer. Write the questions on the lines above the answer.

1.

2.

1.

2.

ANSWER: Abuelita

ANSWER: Miguel

Name

Response to Literature: Theme

What do you think is the biggest lesson that can be learned from this story? Write the lesson below. Write a paragraph explaining the lesson, and explaining why that lesson can be learned from the story. Then, illustrate your writing.

Name

My BOOK Review- ESPERANZA RISING

Would you recommend this book? Write about the book, and explain why you like or dislike it. Include a title, picture, and text.

Name

ESPERANZA RISING: Symbolism

Symbolism: the use of symbols to signify ideas and qualities that are different from their literal sense.

The author uses symbols throughout the story to further accentuate the story's important themes. Read each of the symbols below. Write what you think their meanings are. Then, draw literal pictures and symbolic pictures of each symbol.

Symbol #1: Abuelita's blanket

Symbolic Meaning:

Literal Picture:

Symbolic Picture:

Symbol #2: The river that separates Esperanza and Miguel

Symbolic Meaning:

Literal Picture:

Symbolic Picture:

Symbol #3: The phoenix

Symbolic Meaning:

Literal Picture:

Symbolic Picture:

Symbol #4: The roses

Symbolic Meaning:

Literal Picture:

Symbolic Picture:

Name

CHARACTER COMPARISON

Using the graphic organizer below, compare and contrast two characters from the story.

Name

MY BOOK COVER

Design your own book cover of Esperanza Rising on the front of the book below! Then, write a summary of the book on the back. On the lines beneath, explain how and why you chose your book cover's design.

RL.3.3/RL.4.3/RL.5.3/RL.6.3

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RL.3.4/RL.4.4/RL.5.4/RL.6.4

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RL.3.4/RL.4.4/RL.5.4/RL.6.4

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Vocabulary *focus*

4 words chosen for every 1-2 chapters.

Black-and-white
Flashcards

2 Vocabulary
Reviews

Word:
cringed

Definition:
wincing

Word:
weariness

Word:
accosting

Word:
vigorously

Full-color Word
Wall cards

nimble
(adjective)
skillful
and adept

listless
(adjective)
lifeless and
sluggish

bereft
(adjective)
deprived

yearning
(verb or noun)
longing;
wanting

weathered
(adjective)
worn and hardened

bedraggled
(adjective)
dirty and untidy

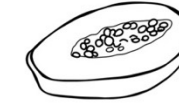
tormented
(adjective or verb)
agonized, afflicted

envy
(noun)
jealousy

Vocabulary Words and Definitions: **ESPERANZA**

CHAPTER	PAGE #	WORD	DEFINITION
1: 1924	2	resounding	echoing
2: Las Uvas (Grapes)	8	anticipated	looked forward to
	9	premonition	feeling that something bad will happen

Vocabulary List
comes with and
without definitions



Esperanza Rising

VOCABULARY REVIEW #1: CHAPTERS 1-5

resounding anticipated premonition distinguished anguish indignation devious
pungent dazed poverty discreetly determined reluctantly mesmerized
undulating scorn

1. Using a dictionary, or your notes, complete the table below.

Word	Definition	Illustration
resounding		
premonition		
pungent		
mesmerized		

2. Complete the graphic organizer below for the word in the middle.

Synonyms		Antonyms
<div>determined</div>		
Part of Speech		Illustration

3. Write a sentence containing the word reluctantly below. Then, illustrate your sentence.

<div></div>	<div></div>
-------------	-------------

4. Choose the best synonym for anguish below.
- pain
 - comfort
 - adoration
 - disappointment
5. Choose the best antonym for poverty below.
- neediness
 - wealth
 - judgment



Completes the following sentence.

_____ basketball hit me in the face.

_____ is distinguished.

_____ have felt indignation.

_____ with a reasonable answer.

_____ any words in one single sentence below. Use more if you can!



2

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Extra Goodies!

Student Packet
Covers provided
for each section of
the novel study.

Student Reference
Bookmarks
highlight essential
book info.

End-of-the-book
Project Choices!

STUDENT CHAPTER PACKET ESPERANZA RISING

By Pam Muñoz Ryan



Name _____

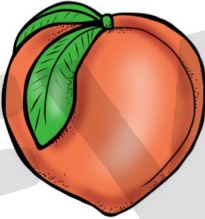
ESPERANZA RISING By Pam Muñoz Ryan Reference Bookmark

PLOT
A young Mexican girl leaves everything she has ever known and starts a new life in America.

SETTING
The story takes place in Mexico and in California.

CHARACTERS

- Esperanza-a young girl and the protagonist of the story.
- Mama-Esperanza's beloved mother.
- Abuelita-Esperanza's grandmother.
- Miguel-Esperanza's friend.
- Isabel-a young girl who befriends Esperanza.



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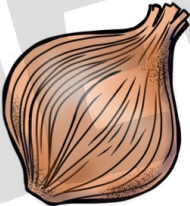
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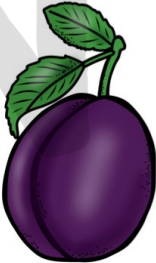
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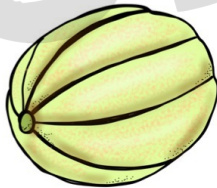
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Culminating Project Choices

In the boxes below, you will find nine project choices to complete after you finish the book. Each of these projects is worth a certain number of stars. You must choose one or more projects that add up to at least _____ stars. Color in the stars of the project(s) you choose.

Author Research ☆☆☆
Use the Internet to do research about the author, Pam Muñoz Ryan. Write a biography about her. Be sure to include a Works Cited page.



Playwright ☆☆☆
Choose your favorite scene(s) from the story. Write it in the form of a play. Either record it to broadcast, or perform it live in front of the class. You will need to get some classmates to play your supporting actors.

Sequel ☆☆☆
What do you think happens to Esperanza, her family, and her friends after the story ends? Write a sequel to the story. Include illustrations with your story.



Game On ☆☆☆
Create a board game that is based around the book. Your game must include a board, game pieces, instructions, and any other materials needed to play the game. You will present your game to the class.



Alternate Ending ☆☆☆
Do you wish *Esperanza Rising* had a different ending? Write an alternate ending to the story. Include an illustration with your alternate ending.



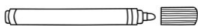
Newspaper ☆☆☆
Write a complete newspaper about the events that happen in the book. Include some articles, a comic strip, an advertisement, an obituary, and any other newspaper parts you can think of!



3D Characters ☆☆☆
Create 3D depictions of the characters. You might use clay, play-doh, posterboard, yarn, wood, or any other material you choose. Include index cards with descriptions about each character.



Paper Bag Book ☆☆☆
Fill a bag with 7-9 items that represent important parts of the book. Present the items to the class and explain why each item is important. Design the outside of the bag to include the book's title, author, and a picture.



Puppet Show ☆☆☆
Create puppets that depict the characters in the book. Use the puppets to act out a scene from the book in front of the class. The puppets may be made out of any material you choose. Be sure to turn in a written manuscript of your play.

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Detailed Teacher Instructions & Plans.

Everything is laid out for you!

Big picture snapshot!

Standards are named for you!

ESPERANZA RISING: Unit Map

Please note that MANY varied resources are included in this novel study. This is so that teachers may pick and choose what they want to use, since no two classrooms are alike. This is also so that teachers may differentiate for different groups within their classrooms. For example, you can:

- Use different resources for different leveled small groups.
- Use some resources for the entire class while using other resources for pull-out groups, for specialized instruction.
- Pick and choose what to use with the whole class, and then use some of the remaining resources as an extension with your higher readers.
- Use some resources with the whole class and then create an early finishers pack with the rest of the resources.
- Use some resources as your basis for whole class direct instruction, while using other resources for independent seatwork.
- Use some resources as classwork, and other resources as homework.

This unit map is meant to show you in one quick and easy snapshot, the order that you will want to use the resources included, but of course it does not mean you must use every single thing with every single student.

Chapters in Student Chapter Packet	Vocabulary Words	Vocabulary Reviews	Assessments	Reading Response Activities (to be used with specific chapters)	Other Reading Response Activities
Chapter 1: R24 Chapter 2: Las Uvas (Grapes)	<ul style="list-style-type: none">• resounding• anticipated• premonition• distinguished	Vocabulary Review #1 Chapters 1-5	Assessment #1 Chapters 1-5		To use before starting the novel: • Reading Strategy: Preview Walk
Chapter 3: Los Papayos (Papayas)	<ul style="list-style-type: none">• anguish• indignation• devious• pungent				
Chapter 4: Los Higos (Figs)	<ul style="list-style-type: none">• dazed• poverty• discreetly• determined				
Chapter 5: Los Guayabos (Guavas)	<ul style="list-style-type: none">• reluctantly• mesmerized• undulating• scorn				
Chapter 6: Los Melones (Cantaloupes)	<ul style="list-style-type: none">• stagnant• rickety• unethereal• brooded	Vocabulary Review #2 Chapters 6-10	Assessment #2 Chapters 6-10	To use with Chapters 2, 4, 5, and 7: • Settings and Emotions To use with Chapters 7-9: • Strikers vs. Workers	To use with any chapter: • Main Events • Character Traits • Character Comparison • Figurative Language Posters (in color and b/w) • Figurative Language • Esperanza Rising Freewriting Journal To use throughout the novel: • Esperanza Rising Cause and Effect • Esperanza's Problems • Esperanza Rising Character Notes • Esperanza Rising Symbolism
Chapter 7: Las Cebollas (Onions)	<ul style="list-style-type: none">• cringed• weariness• accosting• vigorously				
Chapter 8: Las Almendras (Almonds)	<ul style="list-style-type: none">• taunting• meek• accustomed• extravagant				
Chapter 9: Los Crueltes (Piums)	<ul style="list-style-type: none">• atrocious• preoccupied• sympathetic• paced				
Chapter 10: Los Papas (Potatoes)	<ul style="list-style-type: none">• nimble• listless• bereft• yearning	Vocabulary Review #3 Chapters 11-14	Assessment #3 Chapters 11-14		To use after finishing the novel: • Questions and Answers • Response to Literature: Theme • Devil's Advocate: Theme • My Book Cover • My Book Review: Esperanza Rising • Culminating Project Choices with Grading Sheet
Chapter 11: Los Aguacates (Avocados)	<ul style="list-style-type: none">• weathered• bedraggled• tormented• envy				
Chapter 12: Los Espárragos (Asparagus)	<ul style="list-style-type: none">• erupted• menacing• discorded• dispondent				
Chapter 13: Los Duraznos (Peaches)	<ul style="list-style-type: none">• unrelenting• optimism• grimace• reassured				
Chapter 14: Las Uvas (Grapes)	<ul style="list-style-type: none">• marveled• deceiving• infuriated• hovered				

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Easy to navigate!



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TABLE OF CONTENTS: Reading Response Activities

Focus	Common Core	Pages	Resource	Use with Chapter(s)
		87	Activity Packet Cover	
Ask and Answer Questions	RL 3.1/RL 4.1/RL 5.1/RL 6.1	88-89	Questions and Answers	Use after finishing the novel.
Theme	RL 3.2/RL 4.2/RL 5.2/RL 6.2	90-91	Response to Literature: Theme	Use after finishing the novel.
		92-93	Devil's Advocate: Theme	Use after finishing the novel.
Plot Analysis	RL 3.3/RL 4.3/RL 5.3/RL 6.3	94	Main Events	any
		95-96	Esperanza Rising: Cause & Effect	Use throughout the novel.
		97-98	Esperanza's Problems	Use throughout the novel.
Character Analysis	RL 3.3/RL 4.3/RL 5.3/RL 6.3	99	Esperanza Rising: Character Notes	Use throughout the novel.
		100	Character Traits	any
		101	Character Comparison	any
Setting Analysis	RL 3.3/RL 4.3/RL 5.3/RL 6.3	102-103	Settings and Emotions	Chapters 2, 4, 5, and 7
Figurative Language	RL 3.4/RL 4.4/RL 5.4/RL 6.4	104-105	Figurative Language Posters (in color and b/w)	any
		106-107	Figurative Language	any
		108-109	Esperanza Rising: Symbolism	Use throughout the novel.
Point of View	RL 3.6/RL 4.6/RL 5.6/RL 6.6	110-111	Strikers vs. Workers	7-14
Connecting Text with Illustrations or Media	RL 3.7/RL 4.7/RL 5.7/RL 6.7	112	My Book Cover	Use after finishing the novel.
Reading Comprehension Strategies	RL 3.10/RL 4.10/RL 5.10/RL 6.10	113	Reading Strategy: Preview Walk	Use before starting the novel.
		114	My Book Review: Esperanza Rising	Use after finishing the novel.
		115	Esperanza Rising: Freewriting Journal <small>*Have the students choose their own quotes, or display a teacher-chosen quote.</small>	any
Opinion Writing	W 3.1/W 4.1/W 5.1/W 6.1			
		116-117	Culminating Project Choices with Grading Sheet	Use after finishing the novel.

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Three Assessments included.

Assessment #1: Chapters 1-5 | Assessment #2: Chapters 6-10 | Assessment #3: Chapters 11-14

Name _____ Date _____

ESPERANZA RISING

Assessment #1: Chapters 1-5

❖ Part 1: Vocabulary Matching

Match the words with their definitions by writing the correct letters on the lines.

- | | |
|---------------------|---|
| 1. devious ____ | A. agony and pain |
| 2. dazed ____ | B. dishonest |
| 3. anguish ____ | C. cautiously |
| 4. premonition ____ | D. hesitantly |
| 5. reluctantly ____ | E. stunned |
| 6. discreetly ____ | F. feeling that something bad will happen |

❖ Part 2: Vocabulary Fill-in-the-Blank

Choose the word that best completes each sentence below.

7. With a look of _____ my sister haughtily told me that I didn't know what I was talking about.
- undulating
 - scorn
 - anguish
 - poverty
8. I was so _____ by the thrilling book that I forgot to eat both lunch and dinner.
- devious
 - resounding
 - scorn
 - mesmerized

❖ Part 3: Vocabulary Sentences

Write two sentences below, each containing one of the following words.

resounding anticipated distinguished indignation pungent poverty

9. _____
10. _____

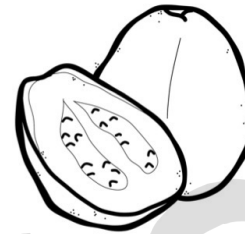
1

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❖ Part 4: Comprehension Multiple Choice

Choose the best answer for each question below.

11. Which of the following does not occur in these chapters?
- Mama marries Tio Luis.
 - Papa passes away.
 - Esperanza gets on a train to California.
 - Abuelita gets left behind.
12. Choose the best word to describe Miguel.
- Kind
 - Amusing
 - Powerful
 - High-tempered
13. Choose the answer that best describes Esperanza's feelings towards Tio Luis.
- She is very friendly with Tio Luis.
 - She doesn't have an opinion of Tio Luis.
 - Tio Luis is like a second father to Esperanza.
 - She feels resentment towards Tio Luis.
14. Choose the best words to describe how Esperanza feels on the train ride to America.
- Confused and irritable
 - Relieved and excited
 - Compassionate and understanding
 - Raging and unable to calm down
15. How does Esperanza describe the divide between her and Miguel?
- It is a fire.
 - It is a mountain.
 - It is a river.
 - It is a phoenix.
16. Which of the following is not true about Abuelita?
- She tells Mama to not be afraid to start over.
 - She loves to crochet.
 - She gets left behind in Mexico.
 - She is often pessimistic.



2

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❖ Part 5: Comprehension & Analysis Short Answer

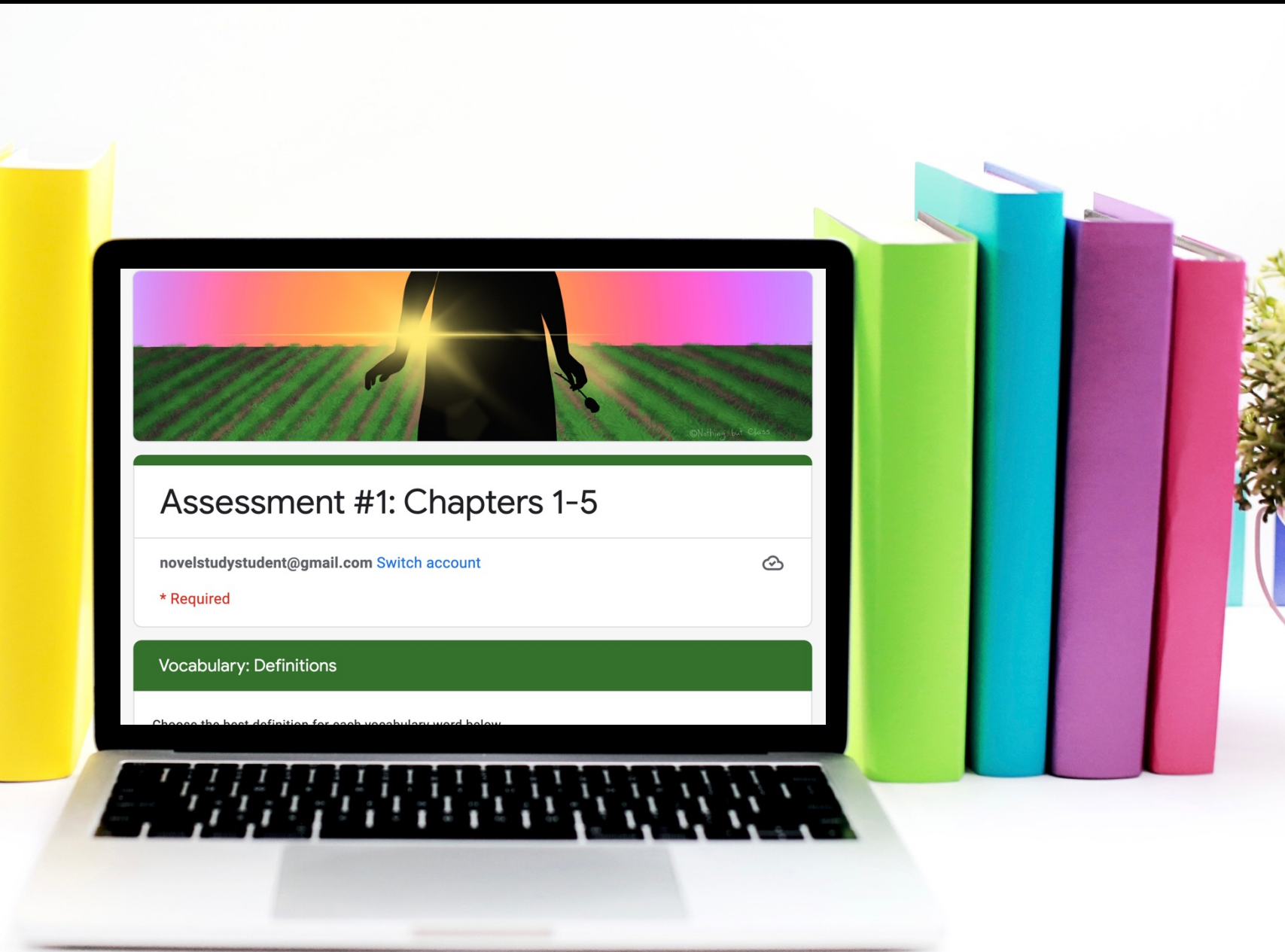
Answer the following questions in complete sentences.

17. Describe Esperanza using at least three adjectives. Explain your choices. Then, explain how you are similar to and different from this character.
- _____
- _____
- _____
- _____
18. Choose one of the following events from the story. Write about what effects they have had so far.
- Papa is killed.
 - Esperanza's home is burned down.
- _____
- _____
- _____
- _____
19. What part of this story so far made you feel a strong emotion? (The emotion can be happiness, sadness, anger, empathy, etc.) Explain what emotion it was, and why you felt that way.
- _____
- _____
- _____
- _____
20. Describe some of the changes that have happened in Esperanza's life so far, and what effects you think these changes will have on her.
- _____
- _____
- _____
- _____

3

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Google Forms versions of Tests *included.*



How it works...

Step 1: Send your students a link.

Step 2: Students complete the test on computers or tablets.

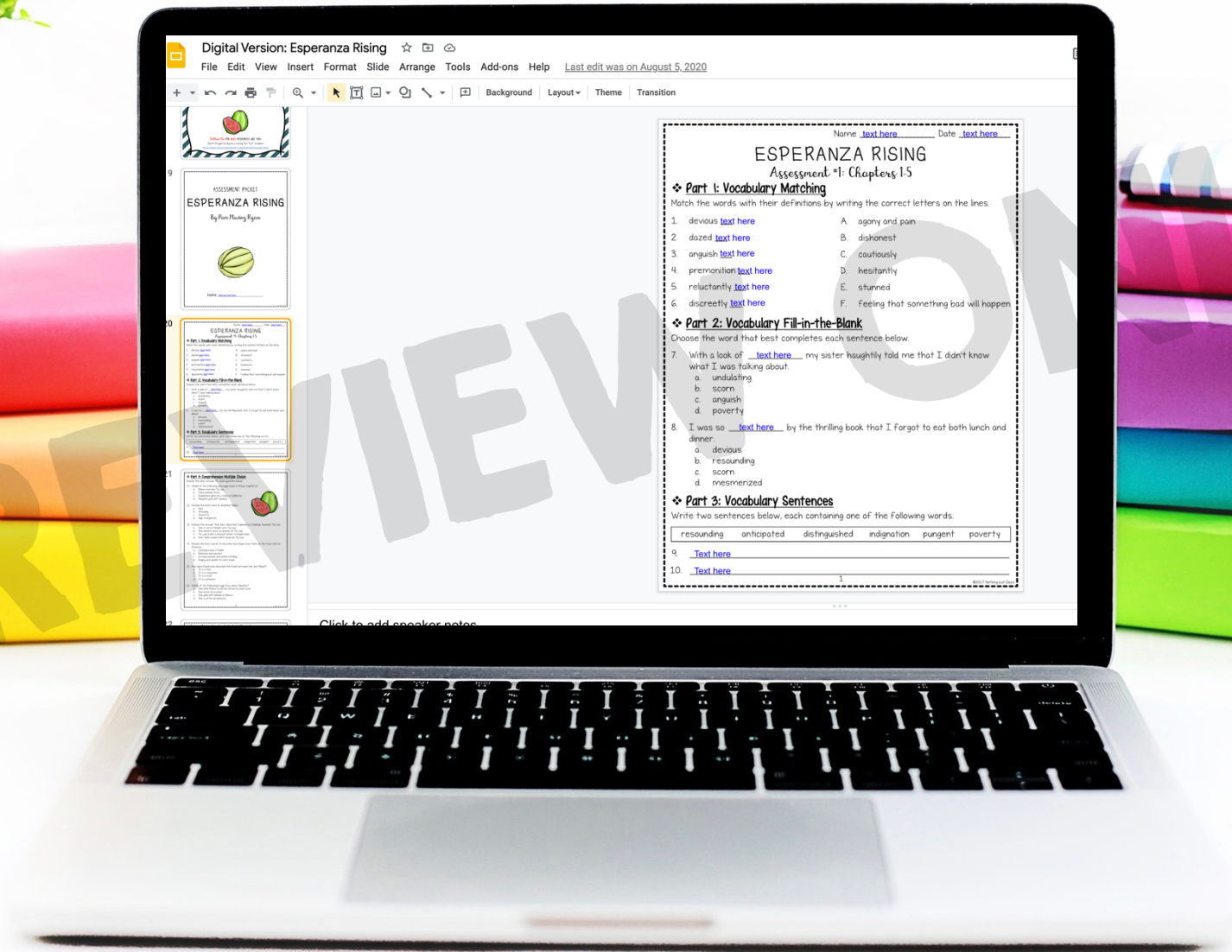
Step 3: Self-grading—so fast, so easy, and **INSTANT** data!

NOTE You will need to manually grade the written responses only.

For testing, *choose* from 3 versions:

1. Google Forms version-
Self grading for instant data!
2. Google Slides version-
Students type directly on the tests!
3. Black and white
Printable version

Google Slides Version of the entire novel study *included*.



- Full-color, interactive adaptations of all resources.
- Text boxes placed everywhere students must type.
- Students can access the digital version from home OR school.
- Teachers and students can easily send this back and forth using Google Drive or Google Classroom!
- Easy instructions included.

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