

UNIT Block Plan – The House on Mango Street

Preview	Focused – Learning	Closure/Extension
<p>Lesson 1: The House on Mango Street (might take two days)</p> <p><u>Description:</u> Introduce the book titled <i>The House on Mango Street</i>, by Sandra Cisneros. Students will learn about the author and her creative writing. The students will listen to the first vignette the first and complete a Venn diagram. Review the key vocabulary. Next they will share orally their differences and similarities of where they use to live to where they live now. Next they will draw an image of their house where they used to live and make a list of all the places they have lived in the past and share it as a class.</p> <p><u>Content Objective:</u> After reviewing vocabulary words and reading about the author students will be learning the process of note taking and learning how to use the Venn diagram to compare and contrast their personal experience with the authors in written text with 80% accuracy.</p> <p><u>Language Objective:</u> Student will orally express their understanding of the vignette and compare it to their personal experience.</p> <p><u>Strategies:</u> Think-Pair-Share, Venn diagram, Note-taking, Illustrating</p> <p><u>Assessment:</u> Did students identify important information of the author? Did they complete the Venn Diagram and compared it to their own personal experience?</p>	<p>Lesson 3: Debate and Vocabulary review</p> <p><u>Description:</u> The Student will dispute with their classmate why a certain gender should have full responsibility in a household or if it should be equal. The student will also play vocabulary bingo and will have a mini questionnaire to take home as homework for the next in-class assignment.</p> <p><u>Content Objective:</u> After discussing gender and cultural differences students will be able to express their personal point of view giving short answers using simple sentences in the target language with 80% accuracy.</p> <p><u>Language Objective:</u> Student will orally explain and justify their argument.</p> <p><u>Strategies:</u> Motivation and Debate</p> <p><u>Assessment:</u> Did students give convincing arguments about the assigned topic; did they provide a good reason? Did they understand the meaning of the vocabulary?</p> <p>Homework</p> <p>Lesson 4: My name, Cathy queen of Cats, Our good day (may take 2 days):</p> <p><u>Description:</u> The student will talk about what they think their names mean then they will do research on what their names means and where it comes from. Then they will write a paragraph on a name they wish they had and why. If they like their name they can write about why they like their name. Then they</p>	<p>Lesson 5: Those who don't</p> <p><u>Description:</u> Students will review vocabulary and read the vignette. Next they will brainstorm with a partner and discuss about their neighborhood in Mexico (in the target language). Then individually they will write their short essay about their neighborhood by using a lot of details (descriptive essay). Then they will share their essays with the class.</p> <p><u>Content Objective:</u> After an engaging lesson, the student will complete a descriptive essay with 80% accuracy.</p> <p><u>Language Objective:</u> Students will orally communicate with their partners about their neighborhoods in Mexico in complete sentences using descriptive words.</p> <p><u>Strategies:</u> Brainstorming, Think-Pair-Share</p> <p><u>Assessment:</u> Were students able to write a detailed short essay? Were the students able to describe their neighborhood to the class?</p>

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<p>Lesson 2: Hairs, Boys and Girls</p> <p><u>Description:</u> The student will read the next vignettes and write, illustrate, and discuss about physical and cultural differences. They will also do key vocabulary.</p> <p><u>Content Objective:</u> After reading the vignette students will orally discuss the cultural differences using simple sentences with 80% accuracy.</p> <p><u>Language Objective:</u> Student will orally discuss a give their point of view on cultural differences as a class to understand the main concept of the vignette.</p> <p><u>Strategies:</u> Think-Pair-Share, Venn diagram Note taking, answering questions.</p> <p><u>Assessment:</u> Did students provide details and adjectives in their short sentences? Did they understand how genders are perceived in different cultures?</p>	<p>will also have to answer questions with a partner and have a brief discussion English only about the reading.</p> <p><u>Content Objective:</u> After doing research on the meaning of their name and comparing it with their questionnaire. Students will able to write a paragraph using complete sentences with 80% accuracy.</p> <p><u>Language Objective:</u> Student will orally share their meaning of their name.</p> <p><u>Strategies:</u> KWL, Think-Pare-Share</p> <p><u>Assessment:</u> Did students answer all of the questions about the vignette? Did all students create a paragraph about their name? Were the students practicing the target language?</p>	