

A Rice Sandwich

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Day 10

Opener: G.U.M (grammar, usage, and mechanics) Review: Students will complete the review worksheet by identifying the four levels of grammar in the provided sentences from the short story A Rice Sandwich. The instructor will guide students through a whole class discussion of the worksheet, stopping to review the definitions of the four levels of grammar. Students will make quick predictions as to what the story may be about based on the example sentences.

Preview: Quickwrite on page 140 of HOLT Literature book: “In this story, Esperanza has an upsetting encounter with Sister Superior. Have you, or someone you know, ever been corrected by someone in authority? Jot down some notes about the incident.” Students are given five minutes to complete the quickwrite and there is two-three minutes of class discussion in which students are able to share their responses with the class.

Standards:

Reading Standard 3.3: Analyze characterization as delineated through a character’s thoughts, words, and actions.

Reading Standard 3.5: Identify the speaker, and recognize first-person narration.

Objective: Students will read A Rice Sandwich in class. Students will analyze the main character Esperanza in the story by taking notes on the character’s thoughts, words, and actions. Students will examine the use of first-person narrative and how the author’s narrative choice shapes the actions and characters within the story.

Instructional Input: Instructor will transition the discussion of the quickwrite responses to the story by explaining the importance of the main character’s thoughts, feelings, actions, and words as crucial elements to the short story. Instructor reinforces the expectations of the class to read along as volunteers read, reminds students to be looking for examples of both direct and indirect characterization, and explains that the students will be partaking in a group activity in which they will analyze the main character. (3 minutes) The instructor reads the introduction information for the story, stopping to check for understanding through direct questions. Students read the story and Instructor stops at various points to confirm understanding and to point out important moments of direct and indirect characterization.

Modeling: Instructor displays character analysis worksheet on the projector, and periodically refers to the text and suggests where particular evidence would belong.

Checking for Understanding: Instructor pauses periodically to ask simple comprehension questions such as, “What does Esperanza want? Whom is Esperanza speaking with?”