

ESPERANZA RISING

PAM MUÑOZ RYAN





PORTALS TO READING

Reading Skills Through Literature

ESPERANZA RISING

Pam Muñoz Ryan

Reproducible Activity Book

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The *Portals to Reading* series accompanies literature that should be an important part of every school's reading program. The activities will reinforce a wide variety of language and reading skills that are generally part of the curriculum at the reading level of the novel. However, the *Portals* pick-and-choose format gives you the final decision about which activities will enhance your students' personal learning.

The activities in this book are based on sentences and paragraphs especially written to support the teaching objective of each lesson. Clearly, such literary matters as style and flavor may be experienced only by reading the book itself. Thus, the words of the author have been left where they belong—in their pure form in the pages of the novel.

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ESPERANZA RISING

Author! Author!

Pam Muñoz Ryan

Pam Muñoz Ryan was born and raised in California's San Joaquin Valley. She always loved reading, but it wasn't until after she was married and had children that she began writing.

Ms. Ryan's first children's novel was *Riding Freedom*. Her other books include *Amelia and Eleanor Go For a Ride*, *When Marian Sang*, and *Becoming Naomi León*, along with various picture books for younger readers.

Ms. Ryan particularly enjoys writing about real-life people who have experienced and accomplished amazing things. For example, although *Esperanza Rising* is a novel, Ms. Ryan based the story on her own grandmother's experience moving to California in the 1930s and working in the farm labor camps.

Currently, Ms. Ryan lives just north of San Diego with her husband and four children.



ESPERANZA RISING

The Story in Brief

Living on El Rancho de las Rosas, Esperanza is spoiled. She has servants to wait on her, expensive clothes, and whatever else she wants. She is busy daydreaming about her thirteenth birthday when she realizes that her father is late returning home from tending to his cattle.

Alfonso, the boss on the ranch, and his son Miguel return home with her father, who has been killed by bandits. After the funeral, her father's brothers begin to take over the care of the ranch. One of them proposes marriage to Esperanza's mother, saying that if she doesn't accept he will make things difficult for her.

Esperanza and her mother realize they must do something when their house is burned down and they lose their remaining possessions. They decide that they will trick Esperanza's uncle and leave for the United States. Alfonso, his wife Hortensia, and Miguel will go with them to California, where Alfonso's brother can get them jobs. Abuelita, Esperanza's grandmother, will stay at a convent with her sisters until they can send for her.

They leave in the middle of the night and begin their long journey via wagon and train. Esperanza has trouble adjusting to her new lifestyle as a poor person. Everyone makes it safely across the border, and in California they are met by Juan, Alfonso's brother, and his family.

Esperanza and the others return to the camp, where Esperanza is shocked at how small their cabin is. The next day all the adults leave for work, while Isabel and Esperanza stay with the babies. Isabel can't

believe that Esperanza doesn't know how to wash clothes, change diapers, or sweep.

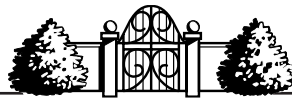
Esperanza becomes discouraged, but is touched when Alfonso and Miguel reveal that they brought one of her father's rosebushes with them from Mexico. She is in a good mood for the fiesta at the camp, but the party is spoiled when some of the workers begin yelling about a planned strike. Esperanza knows that the working conditions aren't good but understands that everyone must work to feed their families.

Fall arrives and school starts for Isabel, which means Esperanza is alone to take care of the babies and cook. After a rough first day, Esperanza becomes better at her responsibilities.

A dust storm strikes and weakens Esperanza's mother. She grows worse and is eventually put in the hospital with Valley Fever. Esperanza begins working so that she will have enough money to bring Abuelita to California, believing Abuelita's presence will help her mother recover. She and Miguel have a fight one night because she believes he is letting himself be treated badly by his employers. The next morning Miguel is gone, with all of Esperanza's money.

Esperanza's mother is finally well enough to come home. One day, Miguel arrives with Abuelita! Miguel had gone to get her because he knew Esperanza and her mother needed Abuelita.

Abuelita arrives in time for Esperanza's fourteenth birthday. And although her life is different, Esperanza is thankful for her family and grateful for the possibilities ahead of her.



Name _____

ESPERANZA RISING

1924–Los Higos

Making Compounds

Two words combined form a compound. Each word in Box A forms the first part of a compound. Each word in Box B forms the second part. In the blank in each sentence below, write the compound that best completes the sentence. Use a word from each box to make your compounds.

Box A

court	birth
grape	grand
eye	sun
cattle	fore
vine	needle
bare	

Box B

mother	down
foot	day
heads	yard
vines	yard
men	brows
work	

Example: Esperanza and her father walked together through the _____ *vineyard* _____.

1. Campesinos wore bandannas around their _____ and necks to keep out the sun.
2. Esperanza walked to the _____, grabbed a stem, and cut off the cluster of grapes.
3. Papa was always home before _____, yet it was already dark.
4. The _____ made beef jerky that Esperanza loved to eat.
5. Tomorrow was Esperanza's _____, and there was going to be a celebration.

(continued)

Making Compounds

1924–Los Higos

6. Esperanza's mother loved to do _____, so her gift would be linens or a blouse.
7. Esperanza paced around the _____, waiting for her father to arrive.
8. Abuelita, Esperanza's _____, loved to crochet.
9. Sometimes Abuelita would wander around _____, reading poetry to the birds.
10. Miguel had thick, bushy _____ that Esperanza thought might grow together.



Name _____

ESPERANZA RISING

1924–Los Higos

Finding Base Words

Each word below has been made by adding an ending such as *-ly*, *-ed*, or *-ing* to a base word. On the blank beside each word, write the base word.

Example: gently _____ *gentle*

1. thumping _____

11. smallest _____

2. snugly _____

12. grieving _____

3. rattled _____

13. collapsed _____

4. presentation _____

14. convincing _____

5. beautiful _____

15. marrying _____

6. sympathetic _____

16. scurried _____

7. difficulties _____

17. silhouetted _____

8. secretly _____

18. smoldering _____

9. ignoring _____

19. propped _____

10. completely _____

20. sniffing _____



Name _____

ESPERANZA RISING

1924–Los Higos

Using Long Vowels

Read the words in the word box. Each word contains a long vowel sound. Say the words to yourself and listen for the long vowel sounds. Then read each sentence. Choose a word from the word box to complete each sentence. Write your answer on the blank line.

strained	grief	lady
feet	believe	blade
behind	slopes	politely
brightly	beauty	

Example: Esperanza enjoyed meandering on the gentle slopes of the vineyard.

1. Papa handed Esperanza the knife with the curved _____ to cut the grapes.
2. The workers were easy to spot because of their _____ colored shirts.
3. Esperanza _____ her eyes, searching for her father.
4. Esperanza wanted to _____ that her father was just late.
5. Whenever Miguel passed Esperanza, he would nod and _____ call her his queen.
6. Esperanza could see the _____ on Señor Rodríguez's face.
7. Esperanza took the doll and left all the other gifts _____.
8. Tío Luis believed that Esperanza's mother's _____ and reputation would benefit him.
9. Tío Luis expected Esperanza to behave like a proper _____.
10. In her anger, Esperanza had smashed the figs beneath her _____.



Name _____

ESPERANZA RISING

1924–Los Higos

Adding Endings

Read each sentence. Then look at the word shown in parentheses at the end of the sentence. Add an ending such as *-ed*, *-ing*, *-s*, or *-er* to the word to make it fit in the sentence. Remember, you may need to change the word when you add the ending. Write the new word in the blank.

Example: Esperanza's father looked up at her, _____ *patting* _____ the ground near him. (pat)

1. Esperanza watched her father _____ the knife. (sharp)
2. Everyone on the ranch was excited for Esperanza's birthday _____. (celebrate)
3. Esperanza walked around the courtyard in the _____ light. (dusk)
4. Corrals, stables, and servants' quarters _____ beyond the house. (sprawl)
5. Hortensia wrapped a shawl _____ around Esperanza's mother. (protective)
6. Esperanza imagined herself with her friends, _____ and telling stories. (giggle)
7. Esperanza _____ opened her presents, not really enjoying them. (methodical)
8. Alfonso told Esperanza that her uncles were very _____ and corrupt. (power)
9. Esperanza examined the _____ victims of the fire. (survive)
10. Esperanza _____ her head as her mother said goodbye to Abuelita. (bury)



Name _____

ESPERANZA RISING

Las Guayabas–Las Cebollas

Listening for Syllables

Say each of the words below to yourself. The number of vowel sounds you hear in each word will be the same as the number of syllables. Decide how many syllables are in each word. Then write the number on the blank line after each word.

Example: pear 1

- | | | | |
|-----------------|-------|-----------------|-------|
| 1. lantern | _____ | 16. hook | _____ |
| 2. protection | _____ | 17. jerked | _____ |
| 3. spies | _____ | 18. apologizing | _____ |
| 4. engagement | _____ | 19. difficult | _____ |
| 5. frightened | _____ | 20. little | _____ |
| 6. beginning | _____ | 21. disapproval | _____ |
| 7. persistent | _____ | 22. clouds | _____ |
| 8. cupboards | _____ | 23. weary | _____ |
| 9. prized | _____ | 24. bored | _____ |
| 10. station | _____ | 25. cucumbers | _____ |
| 11. excitement | _____ | 26. moments | _____ |
| 12. train | _____ | 27. personal | _____ |
| 13. grinned | _____ | 28. wrong | _____ |
| 14. peasants | _____ | 29. complexions | _____ |
| 15. trustworthy | _____ | 30. proud | _____ |



Name _____

ESPERANZA RISING

Las Guayabas–Las Cebollas

Classifying Word Groups

Read the following sentences. Decide if the italicized part of the sentence tells you *where*, *when*, or *how*. Underline the correct choice.

- Example:** Pigeons fluttered *in the rafters* of the barn. where when how
1. Esperanza stretched her arms out *like a bird*. where when how
2. Miguel's reward was to go *on a train ride*. where when how
3. Esperanza and Miguel bounced *happily* on the leather train seats. where when how
4. They ate *in the dining car* on the train. where when how
5. Esperanza wished she didn't have to ride in a wagon to get *to Zacatecas*. where when how
6. The children crowded *near their mother*. where when how
7. Esperanza's mother wrapped the yarn *around her hands*. where when how
8. *Every morning* the sun peeked over the mountains. where when how
9. Miguel looked *anxiously* toward the horizon. where when how
10. The train reached the border *the next morning*. where when how
11. Esperanza's mother looked *into the official's eyes*. where when how

(continued)

Classifying Word Groups**Las Guayabas–Las Cebollas**

12. The train began moving *slowly* as they jumped on. where when how
13. The train arrived in Los Angeles *on Thursday*. where when how
14. Miguel’s uncle held a baby *in his arms*. where when how
15. *Below Esperanza*, the canyons met the water. where when how
16. Esperanza let the tears fall *down her cheeks*. where when how
17. Marta’s father fought in the Mexican Revolution
before he came to the United States. where when how
18. The camp was having a party *that Saturday night*. where when how
19. The camp was *in a large clearing* with fields all around. where when how
20. The camp cabins were connected *like bunkhouses*. where when how



Name _____

ESPERANZA RISING

Las Guayabas–Las Cebollas

Determining Fact and Opinion

Some of the following sentences are statements of fact. Some are statements of opinion. In the blank before each sentence, write the letter *F* if that sentence is a statement of fact. Write *O* if that sentence is a statement of opinion.

Example: *F* They covered Hortensia, Esperanza, and Esperanza's mother with guavas in the wagon.

- _____ 1. Guavas smell better than oranges.
- _____ 2. Girls are usually braver than boys.
- _____ 3. Taking from the rich and giving to the poor is a dumb idea.
- _____ 4. Miguel went on a train ride as a reward for saving Esperanza.
- _____ 5. Esperanza's mother was making lace doilies.
- _____ 6. Crocheting is a waste of time.
- _____ 7. Esperanza's mother made a yarn doll for a girl on the train.
- _____ 8. Carmen gave Esperanza's mother two chickens.
- _____ 9. Esperanza smelled oranges when they arrived in Los Angeles.
- _____ 10. Isabel would learn in English when she went to school.



Name _____

ESPERANZA RISING

Las Guayabas–Las Cebollas

Making Inferences

Read each of the questions below. Then read the three possible answers. Think about what happened in the chapters titled “Las Guayabas”–“Las Cebollas.” Use what you know to choose the best answer for each question. Circle the number next to the answer you choose.

- a.** Why was Esperanza uncomfortable on the train?
1. She was not used to being around such poor people.
 2. She missed her mother, who was sitting in the fancy car.
 3. She had to stand for the entire trip to the United States.
- b.** Why did the people in the fancy cars get taken to the shorter immigration lines?
1. They were very sick and had to be taken to the hospital.
 2. They had relatives waiting for them in the United States.
 3. They were considered more important because they had money.
- c.** Why did Isabel ask Esperanza about her old life back in Mexico?
1. Isabel could not imagine living a wealthy life like Esperanza did.
 2. Isabel had never been to Mexico.
 3. Isabel used to live at El Rancho de las Rosas.

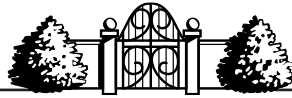
(continued)

Making Inferences

Name _____

Las Guayabas–Las Cebollas

- d.** Why did Esperanza feel funny when she saw Miguel talking to Marta?
1. Esperanza wanted to be Marta's best friend.
 2. Esperanza was jealous of Marta.
 3. Esperanza ate too many guavas on the train ride.
- e.** Why wouldn't the train people hire Miguel as a mechanic?
1. He was asking for too much money.
 2. He did not know how to fix train engines.
 3. They were racist.



ESPERANZA RISING

Las Guayabas–Las Cebollas

Matching Synonyms

A synonym is a word having the same or nearly the same meaning as another word. Read each sentence. Choose a synonym from the word box to replace the italicized word. Write your answer on the blank line.

astonished	shone	huge
bandits	crabby	thankful
fall	suitcase	allowed
afraid	sweat	

Example: _____ *thankful* _____ Everyone said a *grateful* goodbye to Señor Rodríguez.

- _____ 1. When Esperanza was five, she had to hide from *thieves* that came to her house.
- _____ 2. Hortensia was *frightened* that the thieves would find them.
- _____ 3. Miguel's eyes *gleamed* with excitement as they boarded the train.
- _____ 4. Esperanza kept the doll in her *valise*.
- _____ 5. Esperanza didn't understand how Miguel could be so happy when she was so *irritable*.
- _____ 6. Esperanza's mother had never *permitted* her to accept candy from a stranger.
- _____ 7. Miguel was *surprised* that Esperanza had never noticed that the people with Spanish blood were the wealthiest.
- _____ 8. Esperanza was covered with grime and *perspiration*.
- _____ 9. Esperanza saw the *vast* sky and felt as if she were floating.
- _____ 10. Esperanza let the tears *cascade* down her cheeks.



Name _____

ESPERANZA RISING

Las Almendras–Las Ciruelas

Discovering Meaning Through Context

Read the following sentences. Three meanings are given for each italicized word. Use the context of the sentence to figure out which meaning is correct. Underline the correct meaning.

Example: Esperanza's mother *massaged* the back of her head with her hand as she complained that her neck hurt.

pinched hit rubbed

1. Miguel and Alfonso fenced in a large *plot* of earth around the roses.

area trick story

2. Esperanza made the *decision* to come to the party once she heard about the flan.

discussion speech choice

3. Marta told the crowd that they were quiet and *meek* like the kittens.

babies timid confident

4. Esperanza did as she was *directed* and gave Pepe his bottle.

acted instructed forced

5. Esperanza lay down and *dozed*, wondering why she was so tired.

slept yelled swam

(continued)

Discovering Meaning Through Context

Las Almendras–Las Ciruelas

6. Esperanza woke up to an *atrocious* smell and saw something brown coming from the babies' diapers.

pleasant silent horrible

7. The beans were *scorched* on the bottom because Esperanza had forgotten about them.

salty burned uncooked

8. The sky looked yellow and very *peculiar*.

strange normal colorful

9. Esperanza's mother *slumped* into a kitchen chair, exhausted and sick.

collapsed ran jumped

10. The young doctor looked very *grim* when he came out to tell them the bad news.

happy serious old



Name _____

ESPERANZA RISING

Las Almendras–Las Ciruelas

Using Cloze Reading

Read the paragraph below. Use the words in the word box to fill in the blanks. The first one is done for you.

washtubs	excited	baths
morning	camp	Mexico
water	window	stove
fabric	party	

Saturday (1) morning, the women prepared to take
(2) _____ for the fiesta. Hortensia put (3) _____
over the (4) _____ so no one could see in. They brought in the big
(5) _____
and filled them with (6) _____ they had heated on the (7) _____
. Esperanza was (8) _____
because she hadn't had a bath since she had left (9) _____. The only
thing they ever did at the (10) _____ was wash their faces and arms in
the sink. But because of the (11) _____, everyone wanted to be clean.



Name _____

ESPERANZA RISING

Las Almendras–Las Ciruelas

Determining Cause and Effect

To determine a cause, ask “What is the reason?” To determine an effect, ask “What is the result?” Match the causes and effects below. Write the number of the cause in front of its effect.

Cause

Effect

- | | | |
|---|-------|---|
| 1. Esperanza was used to Hortensia helping her take a bath. | _____ | Esperanza and Isabel could hear the music when they were lying in bed. |
| 2. Esperanza was embarrassed because people had seen her trying to sweep. | _____ | Esperanza stood by the tub with her arms out, waiting for Hortensia to undress her. |
| 3. Marta was born in the United States. | _____ | Esperanza wasn't sure that she wanted to go to the camp party. |
| 4. Marta was holding one of the kittens up and waving it around. | _____ | Isabel was worried about the kitten getting hurt. |
| 5. The music from the party was loud. | _____ | Marta spoke English. |
-
- | | | |
|---|-------|--|
| 1. Esperanza forgot to add water to the beans. | _____ | Esperanza's mother contracted a bad case of Valley Fever. |
| 2. Babies are too young to eat raw plums. | _____ | The twins got sick. |
| 3. Esperanza and her mother needed money to bring Abuelita to the United States. | _____ | Esperanza could not see the trees that were right outside their cabin. |
| 4. There was a horrible dust storm. | _____ | Esperanza and her mother could not afford to strike. |
| 5. Because she was an adult, Esperanza's mother had trouble adjusting to the air in California. | _____ | The beans burned. |



Name _____

ESPERANZA RISING

Las Almendras–Las Ciruelas

Sequencing Events

The two sets of events listed below are arranged in incorrect sequence. Number each set of events in order from 1 to 5 by writing a *1* in the blank before the event that happened first, a *2* before the event that happened next, and so on.

Set 1

- _____ When she got home, she put the babies on the floor to play.
- _____ Esperanza returned from walking Isabel to the bus.
- _____ Esperanza continued to stir the beans and watch the twins play.
- _____ With her arms free, Esperanza started the beans.
- _____ Later in the day, Esperanza fed the twins plums for lunch.

Set 2

- _____ As they sat outside, they noticed that the sky looked strange.
- _____ Melina realized that it was a dust storm and told them all to run inside.
- _____ The dust started coming in the cabin, so they stuffed rags around the door.
- _____ When they were inside, they watched as dust began to blast against the house.
- _____ Esperanza sat outside with Irene and Melina.



Name _____

ESPERANZA RISING

Las Almendras–Las Ciruelas

Evaluating What You Read

Read each of the story situations below. Decide whether you agree or disagree with what the character said, did, or thought about the situation. Then explain why you feel as you do.

1. Esperanza was embarrassed about not knowing how to sweep. She wasn't sure she wanted to go to the party because people might make fun of her. Isabel told her that her mother said Esperanza should just face people and get it over with. She also said if people tease, Esperanza should just laugh. Do you agree or disagree with Isabel's mother's advice?

I _____ with Isabel's mother because _____

2. Marta and her friends tried to convince others at the party that everyone should strike. Marta said that a strike was the only way to get what they deserved for their families. Do you agree or disagree with Marta that a strike was the only answer?

I _____ with Marta because _____

3. Esperanza wasn't sure how she felt about the strike, but she knew that she and her mother would not strike. They needed money to bring Abuelita to the United States. So even if she agreed with the strikers, she would not strike because of the money. Do you agree or disagree with Esperanza's decision not to strike?

I _____ with Esperanza because _____



Name _____

ESPERANZA RISING

Las Papas–Los Espárragos

Getting the Main Idea

Read each of the following paragraphs. Then read the four sentences below each paragraph. Choose the sentence that best states the main idea of the paragraph. Then neatly copy that sentence on the line provided.

a. Esperanza begged her mother to eat some soup, or at least drink some juice. Esperanza offered to comb her mother's hair, because it might make her feel better. But Esperanza's mother had no energy and spent most of her days crying silently.

1. Esperanza's mother was too thin.
 2. Esperanza thought her mother might be sick.
 3. Esperanza had trouble interesting her mother in anything.
 4. Esperanza wanted to help her mother look better.
-

b. Esperanza put on all her clothing at once. She wore wool pants, a thick sweater, a jacket, a cap, and two pairs of gloves. She also heated a brick in the oven, bundled it in newspaper, and brought it with her in the truck. She hugged it closely to her body to feel the warmth of the brick.

1. Esperanza did not have very many clothes.
 2. Esperanza prepared for the cold weather.
 3. Hortensia taught Esperanza how to heat the brick.
 4. The brick kept Esperanza warm.
-

(continued)

Getting the Main Idea

Las Papas–Los Espárragos

C. When the other women put their bricks down at their feet, Esperanza did too. Later, she took off one layer of gloves when she saw the other women take theirs off. She watched what Hortensia did to the potatoes with her knife and did the same.

1. Esperanza didn't know what to do.
 2. This was Esperanza's first day working.
 3. The women couldn't worry about being cold when they had work to do.
 4. Esperanza copied what the other women did.
-

d. Esperanza was surprised at how many things she missed about her mother. She missed the graceful and strong way that her mother walked. She missed watching her mother crochet. But what she missed the most was simply hearing her mother's voice and laughter.

1. It was quiet with Esperanza's mother gone.
 2. Esperanza missed her mother.
 3. Esperanza didn't think she would miss her mother.
 4. Esperanza wished her mother could come home for Christmas.
-



ESPERANZA RISING

Las Papas–Los Espárragos

Matching Antonyms

An antonym is a word that means the opposite or nearly the opposite of another word. Read each sentence. Choose an antonym from the word box to replace the italicized word. Write your answer on the blank line.

loose	permanent	immune
smooth	weaker	sweltering
comforted	peaceful	vacant
energetic	destitute	

Example: _____ *peaceful* _____ Esperanza's mother had a *fitful* sleep that night.

- _____ 1. Esperanza's mother was *listless*, lying in bed all day.
- _____ 2. If Esperanza wanted her mother to get *stronger*, she needed to go to the hospital.
- _____ 3. The trees and empty grapevines looked *frigid* with nothing on them to keep them warm.
- _____ 4. The strikers lost their cabins in the *migrant* camps.
- _____ 5. The floor of Esperanza's cabin was *splintery* and dirty.
- _____ 6. The few *occupied* beds on the hospital floor were spread out.
- _____ 7. Esperanza tied the branches to the *taut* wires between the posts.
- _____ 8. Esperanza realized that she would never have the hands of a *wealthy* woman.
- _____ 9. Esperanza's mother had pneumonia, which made her *susceptible* to other diseases.
- _____ 10. Esperanza was *tormented* when she heard that her mother was worse.



ESPERANZA RISING

Las Papas–Los Espárragos

Determining Alphabetical Order

Words are listed in a dictionary in alphabetical order. Number the six words in each list below to show the order in

which they would appear in the dictionary. Write a *1* in the blank before the word that comes first alphabetically, and so on.

Example:

- _____ 5 sponged
 _____ 6 sweeping
 _____ 1 shaking
 _____ 2 she
 _____ 3 small
 _____ 4 smell

A.

- _____ remembered
 _____ reached
 _____ ran
 _____ riding
 _____ really
 _____ right

B.

- _____ death
 _____ draped
 _____ day
 _____ doctor
 _____ driver
 _____ different

C.

- _____ long
 _____ loads
 _____ looked
 _____ leave
 _____ lose
 _____ live

D.

- _____ never
 _____ noticed
 _____ niece
 _____ noise
 _____ nights
 _____ new

E.

- _____ front
 _____ flowers
 _____ filled
 _____ floor
 _____ frayed
 _____ fairy

F.

- _____ bed
 _____ beside
 _____ bare
 _____ blanket
 _____ babies
 _____ bring

G.

- _____ money
 _____ men
 _____ moving
 _____ mashed
 _____ mother
 _____ mixture

H.

- _____ greasy
 _____ green
 _____ gardening
 _____ girl
 _____ graceful
 _____ grape



ESPERANZA RISING

Las Papas–Los Espárragos

Using a Pronunciation Key

Use the key at the bottom of the page to help pronounce the respelled words. Write the word correctly spelled on the line beside the Respelled Word. Use the Word List to help figure out the Respelled Word.

Respelled Word

Word List

- Example:** (kōōl) cool
1. (līf' tīm) _____
 2. (sent) _____
 3. (bun' dəl) _____
 4. (va' lē) _____
 5. (in tent')
 6. (sūp) _____
 7. (jūs) _____
 8. (a' lē) _____
 9. (jur' nē) _____
 10. (sad' nes) _____
 11. (kamp) _____
 12. (he' vē) _____
 13. (grāp) _____
 14. (kōld) _____

- valley
- alley
- grape
- juice
- scent
- sadness
- bundle
- intent
- journey
- lifetime
- cold
- cool
- camp
- soup
- heavy

pat/ cāke/ cār/ pet/ mē/ it/ nīce/ pot/ cōld/ nōrth/
 book/ fool/ boil/ out/ cup/ mūle/ burn/ sing/ thin/
 this/ hw in white/ zh in pleasure/ ə in about
 The ' mark indicates an accented syllable.



ESPERANZA RISING

Las Papas–Los Espárragos

Choosing Correct Meanings

The italicized word in each of the sentences below has several meanings. Some of the meanings are listed in the Glossary. Decide which meaning the word has in the sentence. Then write the number of your choice on the blank.

Glossary

point	1. purpose 2. indicate with a finger 3. exact moment 4. distinguishing detail
side	1. right or left part of the body 2. to take the same position 3. a place away from the center 4. position or viewpoint 5. a line of descent traced from either parent
state	1. a condition 2. political body of people living in an area 3. express
sweet	1. being of the taste sensation associated with sugars 2. a food having a high sugar content 3. kind and gentle 4. delicately pleasing to the eye or ear

Example: 7 When her mother got sick, Esperanza stayed at her *side* almost all the time.

- _____ 1. Esperanza's mother tried to *point* toward where Abuelita's blanket was kept.
- _____ 2. Esperanza could smell the *sweet* scent of peppermint in the blanket.
- _____ 3. Abuelita was Esperanza's grandmother on her mother's *side*.
- _____ 4. Esperanza cried as she thought of how far Abuelita was from coming to the *state* of California to live with them.
- _____ 5. Esperanza had many *points* to consider before she could decide what to do.
- _____ 6. Esperanza tried to *state* what she was thinking, but all she could do was repeat what the doctor had said.

(continued)

Choosing Correct Meanings

Name _____

Las Papas–Los Espárragos

- _____ 7. At that *point*, Esperanza could think of nothing else to do but go to work and earn money to bring Abuelita to them.
- _____ 8. Esperanza stood off to the *side* so the man wouldn't notice she was too young to work.
- _____ 9. Esperanza used some of her money to buy a piñata to fill with *sweets*.
- _____ 10. Esperanza didn't *side* with Marta on the strike, but she still wanted to help her.
- _____ 11. Esperanza didn't know what the *point* of turning Marta in would be.
- _____ 12. Marta wasn't exactly a *sweet* girl, but she didn't deserve to be kicked out of her home.
- _____ 13. Marta's *side* had lost against the owners in the strike.
- _____ 14. The doctor told Esperanza that her mother's *state* had worsened.
- _____ 15. Esperanza missed the sound of her mother's *sweet* voice.



Name _____

ESPERANZA RISING

Las Papas—Los Espárragos

Using Guide Words

At the top of each dictionary page are guide words. These words are the first and last words on a dictionary page. The other words on the page fall in alphabetical order between the guide words.

Put the words in the word box in alphabetical order under the correct guide words. The first one has been done for you.

check	medicine	drifted
room	fine	night
months	few	face
fire	picked	mama
lived	growing	lately
eat	cope	maybe

act—fin

final—march

mare—tongue

1. check

1. _____

1. _____

2. _____

2. _____

2. _____

3. _____

3. _____

3. _____

4. _____

4. _____

4. _____

5. _____

5. _____

5. _____

6. _____

6. _____

6. _____



Name _____

ESPERANZA RISING

Los Duraznos–Las Uvas

Creating a Picture

Draw one of the scenes the author describes in the chapters titled “Los Duraznos” or “Las Uvas.” Then write your own description of what you have drawn.



Name _____

ESPERANZA RISING

Using Descriptive Words

List four words that can be used to describe each of the italicized words below. Write your words on the blanks. Be creative.

Example: *ghost*

1. *pale* _____
2. *spooky* _____
3. *mischievous* _____
4. *floating* _____

A. *rose*

1. _____
2. _____
3. _____
4. _____

B. *Abuelita*

1. _____
2. _____
3. _____
4. _____

C. *dust storm*

1. _____
2. _____
3. _____
4. _____

D. *Miguel*

1. _____
2. _____
3. _____
4. _____

E. *Esperanza*

1. _____
2. _____
3. _____
4. _____

F. *train*

1. _____
2. _____
3. _____
4. _____



Name _____

ESPERANZA RISING

Explaining Feelings

The questions below ask you to describe the feelings you had as you read the book. Read each question carefully. Write your response on the lines provided. Explain why you felt the way you did. Be sure to use complete sentences.

1. How did you feel when Esperanza's uncle proposed to her mother?

2. How did you feel when Esperanza's house burned down?

3. How did you feel about the way Esperanza acted on the train ride to California?

(continued)

Explaining Feelings

Name _____

4. How did you feel when Marta spoke out about striking?

5. How did you feel when Esperanza's mother was in the hospital?

6. How did you feel when Esperanza gave Isabel her doll?

7. How did you feel when Miguel arrived with Abuelita?



ESPERANZA RISING

Optional Spelling and Vocabulary Lists

Here are five word lists from the book. The words can be used as spelling or vocabulary words.

1924–Los Higos

mountains	reputation
clusters	pretentious
vicious	devious
premonition	pungent
bandits	deliberate
capricious	encased
propriety	salvage
quivery	charity
cordial	phoenix
indignation	venom

Las Guayabas–Las Cebollas

renegades	cousins
mesmerized	miserable
undulating	wrinkled
monotonous	debris
immigration	peasant
perspiration	awkward
spacious	toilets
insults	laundry
wages	ridicule
solemn	diapers

Las Almendras–Las Ciruelas

squeal	supporters
cantaloupe	cloves
oval	liquid
statue	exhausted
taunting	adore
burlap	sympathetic
citizens	hazy
revolution	drowsy
specialty	cafeteria
swaddled	spasm

(continued)

Optional Spelling and Vocabulary Lists

Las Papas–Los Espárragos

peppermint	previous
stitch	musty
county	ritual
medicine	vapors
separated	routine
gesture	swollen
honor	regal
cavernous	weathered
supervisor	infection
dimples	strain

Los Duraznos–Las Uvas

grotto	optimism
squat	contorted
dedication	grimace
devoutly	porcelain
bundle	relapse
unrelenting	mature
barracks	antiseptic
irrigation	recline
weary	marveled
prophecy	infuriated



Supplementary Activities

Below is a list of ideas that could be used as supplementary or culminating activities.

I. Oral reading

- A. To the entire class
- B. To each other
- C. To the teacher
- D. To a tape recorder

II. Group discussions

- A. Author's writing style
- B. Ideas gained from the book
- C. Parts of the book
 - 1. Most important
 - 2. Most humorous
 - 3. Most saddening
 - 4. Most exciting
 - 5. Most liked
- D. Characters
 - 1. Did the characters seem real?
 - 2. What did you like best about each character?
 - 3. What did you dislike most about each character?
 - 4. Which character was your favorite? Why?
 - 5. List questions to ask each character.

(continued)

Supplementary Activities

III. Spelling bee using words from the book

IV. Role-play situations from the book

V. Artistic creations

A. Murals

B. Dioramas

C. Book jackets

D. Posters

E. Puppets

F. Poetry

G. Costumes

H. Portraits

I. Mobiles

J. Songs

K. Newspaper headlines, articles, and drawings

VI. Research

A. Mexico

B. San Joaquin Valley

C. The Mexican Repatriation

D. The Dust Bowl

E. Valley Fever

F. California in the early 1930s

VII. Read other books by Pam Muñoz Ryan



ESPERANZA RISING

Response Key

WORD ATTACK SKILLS

Making Compounds (page 9)

1. foreheads; 2. grapevines; 3. sundown; 4. cattlemen; 5. birthday; 6. needlework;
7. courtyard; 8. grandmother; 9. barefoot; 10. eyebrows

Finding Base Words (page 11)

1. thump; 2. snug; 3. rattle; 4. present; 5. beauty; 6. sympathy; 7. difficulty or difficult;
8. secret; 9. ignore; 10. complete; 11. small; 12. grieve or grief; 13. collapse; 14. convince;
15. marry; 16. scurry; 17. silhouette; 18. smolder; 19. prop; 20. sniffle

Using Long Vowels (page 12)

1. blade; 2. brightly; 3. strained; 4. believe; 5. politely; 6. grief; 7. behind; 8. beauty;
9. lady; 10. feet

Adding Endings (page 13)

1. sharpen; 2. celebration; 3. dusky; 4. sprawled; 5. protectively; 6. giggling;
7. methodically; 8. powerful; 9. surviving; 10. buried

Listening for Syllables (page 14)

1. 2; 2. 3; 3. 1; 4. 3; 5. 2; 6. 3; 7. 3; 8. 2; 9. 1; 10. 2; 11. 3; 12. 1; 13. 1; 14. 2; 15. 3; 16. 1;
17. 1; 18. 5; 19. 3; 20. 2; 21. 4; 22. 1; 23. 2; 24. 1; 25. 3; 26. 2; 27. 3; 28. 1; 29. 3; 30. 1

COMPREHENSION SKILLS

Classifying Word Groups (page 15)

1. how; 2. where; 3. how; 4. where; 5. where; 6. where; 7. where; 8. when; 9. how;
10. when; 11. where; 12. how; 13. when; 14. where; 15. where; 16. where; 17. when;
18. when; 19. where; 20. how

Determining Fact and Opinion (page 17)

1. O; 2. O; 3. O; 4. F; 5. F; 6. O; 7. F; 8. F; 9. F; 10. F

Making Inferences (page 18)

a. 1; b. 3; c. 1; d. 2; e. 3

Matching Synonyms (page 20)

1. bandits; 2. afraid; 3. shone; 4. suitcase; 5. crabby; 6. allowed; 7. astonished; 8. sweat;
9. huge; 10. fall

Discovering Meaning Through Context (page 21)

1. area; 2. choice; 3. timid; 4. instructed; 5. slept; 6. horrible; 7. burned; 8. strange;
9. collapsed; 10. serious

Using Cloze Reading (page 23)

1. morning; 2. baths; 3. fabric; 4. window; 5. washtubs; 6. water; 7. stove; 8. excited;
9. Mexico; 10. camp; 11. party

Determining Cause and Effect (page 24)

Set 1: 5; 1; 2; 4; 3

Set 2: 5; 2; 4; 3; 1

Sequencing Events (page 25)

Set 1: 2; 1; 4; 3; 5

Set 2: 2; 3; 5; 4; 1

Evaluating What You Read (page 26)

Responses will vary.

Getting the Main Idea (page 27)

a. Esperanza had trouble interesting her mother in anything; b. Esperanza prepared for the cold weather; c. Esperanza copied what the other women did; d. Esperanza missed her mother.

Matching Antonyms (page 29)

1. energetic; 2. weaker; 3. sweltering; 4. permanent; 5. smooth; 6. vacant; 7. loose;
8. destitute; 9. immune; 10. comforted

STUDY SKILLS

Determining Alphabetical Order (page 30)

A. 4; 2; 1; 5; 3; 6

B. 2; 5; 1; 4; 6; 3

C. 4; 3; 5; 1; 6; 2

D. 1; 6; 3; 5; 4; 2

E. 6; 4; 2; 3; 5; 1

F. 3; 4; 2; 5; 1; 6

G. 4; 2; 6; 1; 5; 3

H. 5; 6; 1; 2; 3; 4

Using a Pronunciation Key (page 31)

1. lifetime; 2. scent; 3. bundle; 4. valley; 5. intent; 6. soup; 7. juice; 8. alley; 9. journey;
10. sadness; 11. camp; 12. heavy; 13. grape; 14. cold

Choosing Correct Meanings (page 32)

1. 2; 2. 1; 3. 5; 4. 2; 5. 4; 6. 3; 7. 3; 8. 3; 9. 2; 10. 2; 11. 1; 12. 3; 13. 4; 14. 1; 15. 4

Using Guide Words (page 34)

act—fin	final—march	mare—tongue
1. check	1. fine	1. maybe
2. cope	2. fire	2. medicine
3. drifted	3. growing	3. months
4. eat	4. lately	4. night
5. face	5. lived	5. picked
6. few	6. mama	6. room

CREATIVE SKILLS

Recalling an Event (page 35)

Responses will vary.

Writing a Journal Sample (page 36)

Responses will vary.

Creating a Picture (page 37)

Responses will vary.

Using Descriptive Words (page 38)

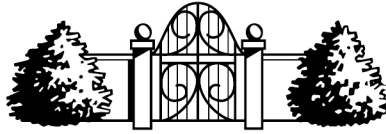
Responses will vary.

Writing a Book Recommendation (page 39)

Responses will vary.

Explaining Feelings (page 40)

Responses will vary.



ESPERANZA RISING

WORD ATTACK SKILLS

Making Compounds
Finding Base Words
Using Long Vowels
Adding Endings
Listening for Syllables

COMPREHENSION SKILLS

Classifying Word Groups
Determining Fact and Opinion
Making Inferences
Matching Synonyms
Discovering Meaning
 Through Context
Using Cloze Reading
Determining Cause and Effect
Sequencing Events
Evaluating What You Read
Getting the Main Idea
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STUDY SKILLS

Determining Alphabetical Order
Using a Pronunciation Key
Choosing Correct Meanings
Using Guide Words

CREATIVE SKILLS

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SPELLING AND VOCABULARY

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