

## Lesson 6: Analyzing Character Reactions: *Esperanza Rising*: "Los Espárragos"



### CCS Standards

- **RL.5.1:** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- **RL.5.3:** 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).
- **W.5.2:** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
  - a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
  - b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
  - c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., *in contrast*, *especially*).
  - d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
  - e. Provide a concluding statement or section related to the information or explanation presented.
- **W.5.4:** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- **W.5.9:** Draw evidence from literary or informational texts to support analysis, reflection, and research.
  - a. Apply *grade 5 Reading standards* to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).
  - b. Apply *grade 5 Reading standards* to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).
- **L.5.4:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
  - a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
  - b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *photograph*, *photosynthesis*).
  - c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.



### Daily Learning Targets

- I can describe how pages 199–213 of *Esperanza Rising* contribute to the overall structure of the story. (RL.5.1, RL.5.5)
- I can analyze and write a paragraph about the reactions of characters to the strike in “Los Espárragos.” (RL.5.1, RL.5.3, W.5.2, W.5.4, W.5.9, W.5.9a)

### Ongoing Assessment

- Character Reaction Note-catcher: “Los Espárragos” (RL.5.1, RL.5.3)
- Character Reaction Paragraph: Marta (RL.5.1, RL.5.3, W.5.2, W.5.4, W.5.9, W.5.9a)

### Agenda

#### 1. Opening

- A. Reviewing Learning Targets (5 minutes)
- B. Engaging the Reader: “Los Espárragos” of *Esperanza Rising* (20 minutes)

#### 2. Work Time

- A. Making Connections between the UDHR and “Los Espárragos” (10 minutes)
- B. Analyzing Character Reactions to the Immigration Sweep in “Los Espárragos” (20 minutes)

#### 3. Closing and Assessment

- A. Group Writing: Marta’s Reaction to the Immigration Sweep (5 minutes)

#### 4. Homework

- A. Write a character reaction paragraph for either Esperanza or Josefina using your Character Reaction Note-catcher: “Los Espárragos.”
- B. Complete *Esperanza Rising*: Questions about “Los Espárragos” in your Unit 2 Homework.
- C. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.

## Teaching Notes

### Purpose of lesson and alignment to standards:

- In this lesson, students read the next chapter of *Esperanza Rising*, “Los Espárragos,” and they analyze how the chapter fits into the overall structure (RL.5.1, RL.5.5). They then make connections between this chapter and the UDHR, looking for evidence of threats to human rights, before analyzing character reactions to the event of the strike (RL.5.1, RL.5.3).
- Although the lesson is written for “Los Espárragos” to be a teacher read-aloud, this can be organized in different ways to meet the needs of your students. For example, students could read this in pairs or triads, taking turns to read, with a teacher-led smaller group of students who need additional support.

- Many of the articles of the UDHR could be applied to each chapter. Students may make other suggestions than those recorded on How Were the Human Rights of the Characters in *Esperanza Rising* Threatened? anchor chart (example, for teacher reference).
- In this lesson, the habit of character focus is on working to become an ethical person. The characteristic that students practice is respect as volunteers share out personal reflections on what happened in *Esperanza Rising*.
- Students practice their fluency in this lesson by following along and reading silently in their heads as the teacher reads aloud “Los Espárragos” during Opening B.
- The research reading that students complete for homework will help build both their vocabulary and knowledge pertaining to human rights. By participating in this volume of reading over a span of time, students will develop a wide base of knowledge about the world and the words that help describe and make sense of it.

#### How it builds on previous work:

- In Lesson 3, students analyzed character reactions to an event in the chapter “Las Ciruelas,” just as they will in this lesson with the next chapter, “Los Espárragos.”
- Continue to use Goal 1 Conversation Cues to promote productive and equitable conversation.

#### Areas in which students may need additional support:

- Students may need additional support with analyzing *Esperanza Rising* and completing the note-catcher to show the reactions of each of the characters. Consider grouping students who will need additional support with this in one group to receive teacher support

#### Assessment guidance:

- Review student note-catchers to check that students are on the right track. Use common issues as teaching points for the whole group in Lesson 7.
- Consider using the Reading: Foundational Skills Informal Assessment: Reading Fluency Checklist as students read *Esperanza Rising* in Opening B. See Module 1 Appendix.
- Consider using the Reading: Foundational Skills Informal Assessment: Phonics and Word Recognition Checklist (Grade 5) as students read *Esperanza Rising* in Opening B. See Module 1 Appendix.
- Collect homework from Lesson 4: *Esperanza Rising*: Questions about “Las Papas.” Refer to *Esperanza Rising*: Questions about “Las Papas” (example, for teacher reference) as necessary (see supporting materials).

#### Down the road:

- In the next lesson, students will read the next chapter in *Esperanza Rising*, “Los Duraznos,” and continue analyzing character reactions to an event/situation.

#### In advance:

- Strategically group students into triads, with at least one strong reader.
- Review:
  - Character Reaction Paragraph: Marta (example, for teacher reference) to know what students will be working toward.

- Red Light, Green Light protocol. See Classroom Protocols.
- Post: Learning targets and applicable anchor charts.

### Technology & Multimedia

- Work Time B: Students complete their note-catchers in a word-processing document—for example, a Google Doc—using Speech to Text facilities activated on devices, or using an app or software such as Dictation.io (<https://dictation.io/speech>).
- Closing and Assessment A: Write Character Reaction Paragraph: Marta in an online format—for example, a Google Doc—for students to copy and paste when writing the body paragraphs of their literary essay in Lesson 14.

## Supporting English Language Learners

Supports guided in part by CA ELD Standards 5.I.B.6, 5.I.B.8, 5.I.C.11, 5.II.A.1, 5.II.A.2, and 5.II.C.6

### Important points in the lesson itself

- The basic design of this lesson supports ELLs with opportunities to reflect on the sensitive events in *Esperanza Rising*, discuss how events in the chapter fit into the overall structure of the story, make connections between the events and the simplified version of the UDHR, analyze character reactions to an event in the chapter, and contribute to a group character reaction paragraph.
- ELLs may find it challenging to complete the Character Reaction Note-catcher: “Los Espárragos” in the time allotted without teacher guidance. Consider assigning the same character to students who need heavier support and working closely with that group to complete the note-catcher. See “Levels of support,” below, and the Meeting Students’ Needs column for details.

### Levels of support

*For lighter support:*

- Invite a student to paraphrase the key points of pages 199–213 of *Esperanza Rising* and Article 2 in more comprehensible language for students who need heavier support.
- Encourage students to add to the graphic organizer they began in Unit 1 to track (and illustrate) the main events in pages 199–213 of *Esperanza Rising* against the structure of the story. Invite them to explain this graphic organizer to students who need heavier support.

*For heavier support:*

- During the reading of *Esperanza Rising*, stop often to check for comprehension. Dictate key sentences for students to recite so that they practice using verbal language. Encourage students to act out and sketch key sentences.
- Transform the investigation of the How Were the Human Rights of the Characters in *Esperanza Rising* Threatened? anchor chart into a kinesthetic activity. Copy the new cells of the anchor chart onto separate cards or sticky notes. Students can paste the cards into the correct location on the anchor chart.
- If students who need heavier support are grouped in the character reaction group, consider working closely with this group during Work Time B. Consider completing their note-catcher together as a shared or interactive writing session.

### Universal Design for Learning

- **Multiple Means of Representation (MMR):** Throughout this unit, students will have to incorporate what they are reading into their writing. Consider ways to facilitate increased comprehension by repeatedly offering opportunities for students to access prior knowledge and review previous material. Additionally, use a color-coding system to help students make connections between the model paragraphs and the Character Reaction Paragraph anchor chart. This way, students can see how to apply these writing strategies to their own work.
- **Multiple Means of Action and Expression (MMAE):** Throughout this unit, students will build skills to be able to independently generate a character reaction paragraph. However, they will need scaffolded practice along the way. When writing a character reaction paragraph as a class, allow all students opportunities to participate even if they cannot generate an original sentence at this point. Rather, have students who may need additional support explain why their classmate's sentence fits the criteria on the anchor chart.
- **Multiple Means of Engagement (MME):** Throughout this unit, students are asked to reflect on the progress using the color codes red, yellow, and green. It is important for students to be able to monitor their progress and their own learning. However, some students may feel uncomfortable sharing their progress on meeting the learning targets publicly. Minimize risk by providing students with a sheet of paper where they can select a color for each learning target in private. This provides useful data for future instruction and helps students monitor their own learning.

### Vocabulary

#### Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

(W): Vocabulary Used in Writing

- reaction (L)
- immigration (T)

## Materials

- ✓ *Esperanza Rising* (from Unit 1, Lesson 2; one per student)
- ✓ Spanish/English Dictionary anchor chart (begun in Unit 1, Lesson 2)
- ✓ Working to Become Ethical People anchor chart (begun in Unit 1, Lesson 2)
- ✓ Experiences with Threats against Human Rights anchor chart (begun in Unit 1, Lesson 2; added to during Opening B)
- ✓ Structure of *Esperanza Rising* anchor chart (begun in Unit 1, Lesson 2; added to during Opening B; see supporting materials)
- ✓ Structure of *Esperanza Rising* anchor chart (example, for teacher reference)
- ✓ Vocabulary logs (from Unit 1, Lesson 3; one per student)
- ✓ Red, yellow, and green objects (one of each per student)
- ✓ Simplified version of the UDHR (from Lesson 4; one per student)
- ✓ How Were the Human Rights of the Characters in *Esperanza Rising* Threatened? anchor chart (begun in Unit 1, Lesson 4; added to during Work Time A; see supporting materials)
- ✓ How Were the Human Rights of the Characters in *Esperanza Rising* Threatened? anchor chart (example, for teacher reference)
- ✓ Sticky notes (three per student)
- ✓ Quoting Accurately from the Text handout (from Unit 1, Lesson 5; one per student and one to display)
- ✓ Close Readers Do These Things anchor chart (begun in Unit 1, Lesson 2)
- ✓ Character Reaction Note-catcher: “Los Espárragos” (one per student and one to display)
- ✓ Character Reaction Note-catcher: “Los Espárragos” (example, for teacher reference)
- ✓ Strategies to Answer Selected Response Questions anchor chart (begun in Unit 1, Lesson 5)
- ✓ Character Reaction Paragraph anchor chart (begun in Lesson 1)
- ✓ Domain-Specific Word wall (begun in Unit 1, Lesson 3)
- ✓ Character Reaction Paragraph: Marta (example, for teacher reference)

## Opening

### A. Reviewing Learning Targets (5 minutes)

- Move students into triads and invite them to label themselves A, B, and C.
- Direct students’ attention to the posted learning targets and select a volunteer to read them aloud:
  - “*I can describe how pages 199–213 of *Esperanza Rising* contribute to the overall structure of the story.*”
  - “*I can analyze and write a paragraph about the reactions of characters to the strike in ‘Los Espárragos.’*”
- Remind students that they saw these same learning targets in Lessons 1 and 3. Remind students of the meaning of the word *reaction*.



## Meeting Students' Needs

- For ELLs: Ask students to recall and describe one way that they worked toward similar learning targets in Lessons 1 and 3.
- Provide differentiated mentors by purposefully pre-selecting student partnerships. Consider meeting with students in advance to coach them to share their thought process with their partner. (MMAE)
- Help students generalize skills across lessons by asking the students to share out one strategy they learned about reaching these learning targets from the Lessons 1 and 3. (MMR)

## Opening

### B. Engaging the Reader: Reading “Los Espárragos” of *Esperanza Rising* (20 minutes)

- Invite students to retrieve their copies of *Esperanza Rising* and to turn to page 199, “Los Espárragos.”
- Begin by pointing out the title of this chapter and select volunteers to share:  
*“What does Los Espárragos mean in English? How do you know?” (asparagus: it says so underneath “Los Espárragos”).*
- Add *Los Espárragos* to the **Spanish/English Dictionary anchor chart**.
- Invite students to follow along, reading silently in their heads as you read aloud pages 199–213, adding words to the Spanish/English Dictionary anchor chart as they come up. Invite Spanish speakers to provide the translation and record the Spanish on the anchor chart.
- After reading, invite students to reflect on the following question by thinking, writing, or drawing. Students must be silent when they do this, though:  
*“What did this part of the story make you think about?”*
- Invite students to begin reflecting.
- After 3 minutes, refocus whole group.
- Focus students on the **Working to Become Ethical People anchor chart** and remind them of the habit of character recorded: respect.
- Invite volunteers to share out. Do not force anyone to share ideas with the group, but provide those who desire it with the chance to voice their reflections.
- As students share out, capture any threats against human rights that students share on the **Experiences with Threats against Human Rights anchor chart**.
- Focus students on the **Structure of *Esperanza Rising* anchor chart**. Ask them to turn and talk to their triad, and cold call students to share out:  
*“What is the gist of this chapter?” (Esperanza and the other workers are put in danger by the strikers, but immigration comes and takes the strikers away to deport them back to Mexico.)*  
*“Looking at the key, where do you think this part of the story fits into the structure? Why?” (rising action; there is still no turning point when things get easier for Esperanza)*
- Add this to the anchor chart. Refer to **Structure of *Esperanza Rising* anchor chart (example, for teacher reference)** as necessary.

- Invite students to share any new words, adding any unfamiliar words to their vocabulary logs. Add any new words to the academic word wall and domain-specific word wall, and invite students to add translations in native languages.
- Distribute **red, yellow, and green objects**.
- Tell students they are now going to use the Red Light, Green Light protocol to reflect on their progress toward the first learning target. Remind them that they used this protocol in Lesson 3 and review as necessary. Refer to the Classroom Protocols document for the full version of the protocol.
- Guide students through the protocol using the first learning target.
- Note students showing red or yellow objects so you can check in with them.

### Meeting Students' Needs

- For ELLs and students who may need additional support with comprehension: Before reading, invite students to summarize the first eleven chapters of *Esperanza Rising* in 1 minute or less (with feedback) and then again in 30 seconds or less with a partner. (MMR, MMAE)
- For ELLs: Ask:  
*“What are the series of conflicts and crises in this chapter leading toward climax? What do you think will happen next?” (The strikers put the workers in danger; immigration officials put the strikers onto a bus to take them to Mexico; Esperanza secretly saves Marta, who is hiding from the officials.)*

## Work Time

### A. Making Connections between the UDHR and “Los Espárragos” (10 minutes)

- Invite students to retrieve their **simplified version of the UDHR**.
- Post the following question and tell students they are going to have 5 minutes to work with their partner to look over the simplified UDHR text and “Las Espárragos” in *Esperanza Rising* and answer this question:  
*“Which human rights have been threatened in ‘Los Espárragos’?”*
- Focus students on the **How Were the Human Rights of the Characters in *Esperanza Rising* Threatened? anchor chart**.
- Tell students that when they find instances of this, they need to record the number of the article that it goes against on a **sticky note** and stick it in their book to remind them.
- Distribute sticky notes.
- After 5 minutes, refocus whole group. Invite students to retrieve their **Quoting Accurately from the Text handout** and quickly review it.
- Cold call students to share what they found with the whole group. Encourage students to provide accurate quotes from the text, and mark those quotes using quotation marks. As students share out, capture their responses on the anchor chart. Refer to **How Were the Human Rights of the Characters in *Esperanza Rising* Threatened? anchor chart (example, for teacher reference)** as necessary.



### Meeting Students' Needs

- For ELLs and students who may need additional support with reading: Consider minimizing the complexity of the task by marking key sections of the chapter and asking students why these sections illustrate threats to human rights. (MMR, MMAE)

## Work Time

### B. Analyzing Character Reactions to the Immigration Sweep in “Los Espárragos” (20 minutes)

- Invite students to Think-Triad-Share, leaving adequate time for each person to think, ask each other the question, and share together. Using a total participation technique, invite responses from the group:  
*“What are the significant events in the chapter ‘Los Espárragos?’” (the immigration sweep and Esperanza helping Marta)*
- Ensure students understand what an immigration sweep is. Write the word *immigration* on the board.
- Invite students to refer to the vocabulary strategies on the **Close Readers Do These Things anchor chart** to determine the meaning of the word in triads.
- Using a total participation technique, select a student to share the definition in his or her own words with the rest of the group. (moving to permanently live in another country)
- Tell students that immigration officials ensure that people who live in a country are legally allowed to do so – that they have the right papers.
- Add *immigration* to the Domain-Specific Word Wall.
- Distribute and display the **Character Reaction Note-catcher: “Los Espárragos.”**
- Tell students that today they are going to focus on the event of the immigration sweep, because different characters in the story reacted differently to this situation, which reveals things to us about their characters.
- Tell students that this time, each person in the triad is going to work independently, focusing on a different character, and then they will share together afterward.
- Focus students on the character listed on the note-catcher and the pages they need to read. Note that whoever works on Esperanza will need to read the most pages, so this should be someone who can read reasonably quickly.
- Invite triads to allocate characters.
- Remind students that sometimes the text shows rather than tells us, and we have to infer, and to quote accurately from the text. Refer to the **Quoting Accurately from the Text handout** for how to do that.
- Invite students to begin working independently. Consider allocating areas of the room for each character so that students who may need additional support can turn to a peer for help.
- Circulate to support students as they complete their note-catchers. Remind them to refer back to the text and to quote accurately. As you circulate, consider asking the following questions to guide students:

*“Why do you think that? What evidence can you find in the text to support that claim?”*

- After 10 minutes, refocus whole group and invite students to return to their original triads.
- One at a time, invite students to share out. Give each student 2 minutes to share, with A going first, then B, then C. Tell students that while listening to the other people in their triad presenting, they should make notes on the appropriate row of their note-catcher.
- Once all students have presented, use a total participation technique to invite responses from the group to help you complete the displayed note-catcher. Remind students of what it looks like to quote accurately from the text. Refer to **Character Reaction Note-catcher: “Los Espárragos” (example, for teacher reference)** as necessary.
- Focus students on the selected response questions at the end of their note-catcher and invite them to work in their triads to underline the answer they think is correct. Remind them of the **Strategies to Answer Selected Response Questions anchor chart**.
- Using a total participation technique, invite responses from the group:

*“How are the character reactions similar?” (They are both sad for the people who were taken away.)*

*“How are the character reactions different? What does this tell you about each of the characters?” (Esperanza is worried for herself and her Mama, and once she realizes she is okay, she is then concerned about the strikers who were taken away and Marta. Josefina knows a lot about what will happen to the people, and there is no mention of her being worried. Marta is worried about getting caught.)*

*“Why do they respond differently?” (They respond differently because each has a different role in this situation. Esperanza has never experienced anything like this before and as the provider for her Mama, she is worried for them both. Because of this role of being the provider, she also better understands how the strikers must feel and has a lot of sympathy for them. Josefina seems to know a lot about what happened and doesn’t seem worried, showing perhaps that she has been through this before. Marta is on the other side of the situation—she is at risk of being taken away, so she is dependent on Esperanza not to give her away and very frightened.)*

*“How did the strategies on the Close Readers Do These Things anchor chart help you to better understand the text?” (Responses will vary.)*

- Tell students they are now going to use the Red Light, Green Light protocol to reflect on their progress toward the second learning target. Remind students that they used this protocol earlier in the lesson and review as necessary. Refer to the Classroom Protocols document for the full version of the protocol.
- Guide students through the protocol using the first learning target.
- Note students showing red or yellow objects so you can check in with them.

### Meeting Students’ Needs

- For ELLs: Ask:

*“What is the difference between the words immigrant, immigrate, and immigration?” (Immigrant is a noun describing a person who moves to live permanently a different country. Immigrate is a verb that describes the act of moving to live permanently a different country. Immigration is a noun that describes the process of people moving to another country to live there permanently.)*

- For ELLs: Consider providing students with key quotes from the text that demonstrate each character's reaction to the immigration sweep. Ask:  
***“What does this quote tell us about how [Esperanza] was feeling? What else does it tell us about her reaction?”***
- For ELLs: If students who need heavier support are grouped together to complete the note-catcher, ensure that they are prepared to share out in their triads by inviting them to orally describe their character's reaction using the information on their note-catchers.
- For students who may need additional support with reading comprehension: Have them work with a partner to complete this task. (MMAE)
- For students who may need additional support with fine motor skills: Offer choice with the graphic organizer by providing a template that includes lines within the boxes. (MMR, MME)
- Consider recording the conversation about Josefina and Esperanza's reactions on a Venn Diagram to help students visualize similarities and differences. (MMR)
- For students who may feel uncomfortable sharing their progress on meeting the learning targets publicly: Minimize risk by providing students with a sheet of paper where they can select a color for each learning target in private. This provides useful data for future instruction and helps students monitor their own learning. (MME)

## Closing and Assessment

### A. Group Writing: Marta's Reaction to the Immigration Sweep (5 minutes)

- Focus students on the row for Marta of the Character Reaction Note-catcher: “Los Espárragos” and on the criteria on the **Character Reaction Paragraph anchor chart**.
- Invite the whole group to help you write a character reaction paragraph for Marta. Take it sentence by sentence, inviting students to discuss what the sentence could be, following the model and the criteria and referring to the **domain-specific word wall**, and using a total participation technique to select students to share whole group.
- If productive, cue students to expand the conversation by saying more:  
***“Can you say more about that?” (Responses will vary.)***
- Record the paragraph sentence by sentence for students to see. Refer to **Character Reaction Paragraph: Marta (example, for teacher reference)** as necessary.
- Tell students they are now going to use the Red Light, Green Light protocol to reflect on their progress toward the final learning target. Remind them that they used this protocol earlier in the lesson and review as necessary. Refer to the Classroom Protocols document for the full version of the protocol.
- Guide students through the protocol using the final learning target.
- Note students showing red or yellow objects so you can check in with them.
- Repeat, inviting students to self-assess against how well they showed respect in this lesson.

### Meeting Students' Needs

- For ELLs: Invite students who need heavier support to continue to use the sentence frames created by intermediate students in Lesson 1.
- For ELLs: Review that a complete sentence has both a subject and a predicate and expresses a complete thought. As students share ideas for sentences, consider pointing out examples of effective subject-predicate use. Ask:  
***“What must a subject have? What must a predicate have?” (A subject must have a noun or a noun phrase; a predicate must have a verb or a verb phrase.) Invite students to notice the noun(s) and verb(s) in the sentence(s) discussed.***
- For students who may feel uncomfortable sharing their progress on meeting the learning targets publicly: Minimize risk by providing students with a sheet of paper where they can select a color for each learning target in private. This provides useful data for future instruction and helps students monitor their own learning. (MME)
- Continue using the same color-coding scheme from the first lesson as you compose the paragraph. (MMR)
- For students who may need additional support with writing: Even if some students cannot generate an original sentence, ask individual students to explain how the new sentences demonstrate the criteria for writing a character reaction paragraph. (MMR, MMAE)

### Homework

- A. Write a character reaction paragraph for either Esperanza or Josefina using your Character Reaction Note-catcher: “Los Espárragos.”
- B. Complete *Esperanza Rising*: Questions about “Los Espárragos” in your Unit 2 Homework.
- C. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.

### Meeting Students' Needs

- For ELLs: To prepare for writing a character reaction paragraph, invite students to refer to their note-catchers and orally describe Esperanza’s or Josefina’s reaction to the immigration sweep.
- For ELLs and students who may need additional support with reading and writing: Refer to the suggested homework support in Lesson 1. (MMAE, MMR)