



Supporting Resilience and Social-Emotional Learning:

Support for Immigrant and Refugee Students Project - Phase II

Classroom Lesson Module Grades K-2



In collaboration with:



Lesson 1: Developing Resilience

GRADES K-2 MODULE OVERVIEW

Lesson 1: Developing Resilience (90 Minutes)	Lesson 2: The Immigrant Experience Literature-Based Discussion: <i>La Frontera</i> (120 – 180 minutes)
<ul style="list-style-type: none"> • Activity 1: Tapping into Internal Resources • Activity 2: Tapping into External Resources • Activity 3: A Few Things About Me 	<ul style="list-style-type: none"> • Discussion 1: Decisions and Goodbyes <ul style="list-style-type: none"> ○ Part I ○ Part II • Discussion 2: The Journey • Discussion 3: A New Home – Adapting to Change • Discussion 4: Together Again

Teacher Background

Resilience is the process of adapting well in the face of adversity, trauma, tragedy, threats, or significant sources of stress – such as family and relationship problems, serious health problems, war trauma, financial hardships, or other stressors. It means "bouncing back" from difficult experiences.

Research has shown that resilience is ordinary, not extraordinary. People commonly demonstrate resilience. One example is the response of many Americans to the September 11, 2001, terrorist attacks and individuals' efforts to rebuild their lives.

Being resilient does not mean that a person does not experience difficulty or distress. Emotional pain and sadness are common in people who have suffered major adversity or trauma in their lives. In fact, the road to resilience is likely to involve considerable emotional distress.

Resilience is not a trait that people either have or do not have. It involves behaviors, thoughts, and actions that can be learned and developed in anyone.

American Psychological Association and Discovery Health Channel (April 2013).
The Road to Resilience. University of Illinois, Springfield (UIS).

https://www.uis.edu/counselingcenter/wp-content/uploads/sites/87/2013/04/the_road_to_resilience.pdf

Preface

The recent wave of migrants seeking to enter the United States arrive at our border after experiencing many different events, including very traumatic experiences. In addition, many of the children come to our schools after suffering deprivation, fear, and separation from their loved ones and everything they have ever known. Recognizing the pervasiveness of trauma and its impact on the cognitive, physical and emotional functioning of these schoolchildren, this second phase of the Support for Immigrant and Refugee Students (SIRS) Curriculum aims to help students develop tools that will give them a sense of safety and the ability to cope in moments of stress when participating in classroom activities.

Experts define trauma as:

“. . . the result of an event, series of events, or set of circumstances that is experienced by an individual as physically or emotionally harmful or life- threatening and that has lasting adverse effects on the individual’s functioning and mental, physical, social, emotional, or spiritual well-being.”¹

Concept of Trauma and Guidance for a Trauma-Informed Approach, Pg. 7.

These modules are designed to develop resilience by providing a safe environment of understanding and empathy. By applying the principles of a trauma-informed approach - specifically the principles of safety, trustworthiness, collaboration, empowerment/voice/choice, and cultural/historical/gender issues – the goal will be to facilitate or begin the healing process among students who have known trauma. In this regard, lessons are structured to develop a sense of safety in the interactions that take place between and among students by promoting trust and collaboration. The objective is to recognize and give a voice to students' experiences so that understanding is built and biases, beliefs, and stereotypes are challenged.

Phase II of the SIRS curriculum is designed to work in tandem with the modules in Phase I, <https://www.californianstogether.org/publications-2/#sirs>. While Lesson 1 in the Phase I Modules was designed to build community and empathy by recognizing and communicating thoughts and feelings, Lesson 1 in the Phase II Modules is intended to support all learners' emotional safety, especially students who have experienced trauma. This lesson provides students with basic tools to help them cope with their emotions during stressful situation in the classroom setting. Lesson 2 of the Modules continues with the goal of building empathy and understanding for the experience of refugees and immigrants. This goal is aligned to the *Collaborative for Academic, Social, and Emotional Learning's (CASEL) framework for Social and Emotional Learning Competencies* that promote the learning of skills and behaviors to enhance students' capacity to deal effectively with daily tasks and challenges².

¹ Substance Abuse and Mental Health Services Administration (2014). SAMHSA's Concept of Trauma and Guidance for a Trauma-Informed Approach. HHS Publication No. (SMA) 14-4884, Rockville, MD.

² *Collaborative for Academic, Social, and Emotional Learning (2017). Framework for SEL Competencies.*
<http://CASEL.org/core-competencies/>

Before starting this module: Due to the sensitive nature and topic of this Module, it is strongly suggested that teachers communicate with the students' parents ahead of time. Make the reason for including this curriculum clear and assure families that schools are safe zones and that all classroom discussions and information are strictly confidential and protected.

Establishing Norms

Most teachers develop a system for establishing community (or a positive classroom climate) in order to get students to feel comfortable sharing and expressing their ideas and feelings with their peers, such as through a "Magic Circle." If the class is not used to sharing their feelings and ideas, it will be important to develop a level of trust and comfort, so that such things may happen. The first step is to establish norms by teaching and modeling behaviors that are conducive to a positive social climate. With older students, norms that promote a feeling of safety, confidentiality, and establish trust in a group can be developed by the group members. Younger (Kindergarten) students would need to be given the norms. In either case, what is important is that the students **own** these rules and understand that the norms will not only help them get along together by getting to know each other better but also feel good about themselves and others.

There are four essential norms for establishing community:

1. We listen attentively to what others have to say.
2. We don't make fun of or put anyone down.
3. We have a right to decide if, what, and when we'll share.
4. What is shared in our group, we keep in our group.

An essential component to ensure the successful practice of these behaviors is teacher modeling. This can only happen if, as teachers, we are true and authentic to the message. It's what Jeanna Gibbs (2006)³ called being REAL and HEART-CONNECTED.

The teaching environment is important. Sitting in a circle where everyone can see and hear each other is more conducive to establishing communication and creates a feeling of community. Likewise, it would be important for the teacher to be part of the group and not place himself/herself in a position that establishes hierarchy or is perceived as one of power, especially with older students. Be willing to share your experiences and feelings whenever you ask student to share either orally or in writing.

Lesson 1 is comprised of three activities based on trauma-informed practices. They are intended to provide students with tools to begin the development of resilience and self-regulation, which are an integral part of acquiring socio-emotional competencies. The activities may be taught sequentially or independently of each other.

³ Gibbs, J. (2006). *Reaching All by Creating Tribes Learning Communities*. Windsor, CA: Center Source Systems

Activity 1: Tapping into Internal Resources

I. Instructional Focus

Begin to develop resilience by recognizing and utilizing one's own internal resources as a tool to regulate our negative emotions.

II. Objectives

- A. Students will identify an internal resource that they can call upon when they feel upset, scared, or threatened.
- B. Students will apply vocabulary words to describe or visualize situations.

III. Standards

CCSS ELA Speaking and Listening Strands 1 and 2
ELD Standards 1.A.1, 3 and 4, I.B.5

IV. SEL Competencies

Self-Awareness – emotions, thoughts, and value recognition
Self-Management – emotions, thoughts, and behavior regulation, goal setting
Social Awareness – understanding, empathizing, cultural awareness
Relationship Skills – communication, cooperation, empathy
Responsible Decision-Making – analyzing situations, identifying and solving problems

V. Materials and Resources

- A. Paper
- B. Crayons, markers or tempera paint and brushes
- C. [Activity 1 – Teacher Resource: Family Memories Resource List](#)

VI. Vocabulary

Feeling and descriptive words

VII. Introduction

- A. Tell students that in this activity, they will identify, recall, and talk about things in their lives that make them feel good, happy, or calm.
- B. Explain that we can use happy memories to help us when we are sad or upset.

VIII. Input

- A. While you're sitting in a circle, ask students to think about something they have done or
- B. experienced that when they think about it makes them feel good/happy/calm.
- C. Have students name the memory. Contribute to the group's ideas by naming your special memory and help students understand what you are asking, e.g., my 15th birthday party, a family picnic, watching the 4th of July fireworks, visiting my grandparents.

- D. If the children struggle to name an experience or memory, show a list of possibly ideas and ask them to add to the list as the examples trigger memories. [See Teacher Resource 1.](#)
- E. Ask students to draw something about their memory. Make sure to sketch an image about your own recollection to model the activity. When finished, have students return to the circle and share.

My special memory is _____.
I'll always remember when _____.
It always makes me feel _____. I will never forget it.

IX. Reflective Discussion

- A. Ask students to share in what ways their memories were similar or different.
- B. Ask questions such as, "How did you feel while you were drawing or sharing your memory? Why?"
- C. How might thinking about this happy memory help you feel better/calmer when you are upset or scared?
- D. Explain to students that happy memories are a resource they have inside themselves that can help them feel better whenever they have a strong feeling such as feeling frustrated, scared, upset, or angry.

X. Closure

Point out that our feelings change depending on situations. Not all memories make us feel the same way. When we are upset, we need to focus on a memory that gives us a good, happy feeling to help us calm down.

XI. Follow-up Activities

READ ALOUDS:

Wilfred MacDonald Partridge by Mem Fox, First Voyager Books, Florida 2006

Use the story to talk about how Miss Nancy chose a happy memory for most of the artifacts Wilfred brought her. Guide the students to understand how the medal made her think of her big brother whom she loved, and that made her feel happy but sad at the same time because he had died in the war. Discuss the choices we can make. Since we can feel different emotions about the same memory, we sometimes need to choose which feeling to focus on and which to ignore. Choosing memories that create good feelings are the ones we want to use to help us calm down. Ask students which artifact would they think might be best if Miss Nancy were upset and decided to calm down.

Activity 2: Tapping into External Resources

I. Instructional Focus

Begin to develop resilience by recognizing and utilizing one's external resources as a tool to cope with stress and negative emotions

II. Objectives

- A. Students will identify external resources that can help them cope with strong emotions
- B. Students will be able to talk about their feelings and build trust among the class community.

III. Materials

- A. Chart paper
- B. [Activity 2 – Teacher Resource 1: Positive Feeling Words Picture Cards](#)
- C. [Activity 2 – Teacher Resource 2: Pictures of Places](#)
- D. [Activity 2 – Student Handout \(Gr. 1-2\): "My Favorite Place" Graphic Organizer](#)

IV. Vocabulary

Descriptive words

V. Introduction

Tell students that they will be participating in an activity that will help them identify external resources they can use to help them manage strong emotions/feelings.

VI. Input

- A. While sitting in a circle, brainstorm with students their favorite places. Ask them to think of places that make them feel good/happy or calm.
- B. Contribute to the brainstorm giving your examples. On chart paper, write the place and student contributor, e.g. My bedroom (Rosa)
- C. Use the Positive Feeling Words Picture Cards ([Teacher Resource 1](#)) to create a chart. Display the Feeling Words Chart and have students share with a partner why that is their favorite place and how it makes them feel.

My favorite place is _____. I like it because I can _____. I feel _____ there.

VII. Reflective Discussion

- A. Tell students that they are going to look at pictures of different places ([Activity 2 – Teacher Resource 2](#)). Let them know they are going to be asked to choose one of the pictures as their "favorite place."
- B. Show each picture and place them at different tables. Ask students to go to the table with the picture of their favorite place.

- C. In their table group, ask students to pretend they are at the place and think about why it is their favorite place by discussing the following:
- What they would see, hear, touch or smell
 - What they would do if they were there
 - How they would feel

NOTE: Grades 1-2 can write down their ideas in the [Activity 2 – Student Handout: "My Favorite Place" Graphic Organizer](#).

VIII. Closure

- A. Bring students back as a whole group and have them sit in a circle. Ask students to share what they did and experience how they felt while pretending to be at their favorite place.
- B. Tell students you will display all their favorite places so that whenever they are feeling unhappy or upset, they can go there. Remind them that their "Favorite Place" is where they can breathe and remember the good feelings they had when they were there.
- C. Remind students how to breathe to help them calm down.
- Model by looking at your favorite place, putting your hand on your belly, and breathing as you count slowly to five.
 - Total Physical Response (TPR) alternative: *Square Breathing* – Make one line of a square while breathing in and counting to four; make the next line and breathe out while counting to four. Repeat with the third and fourth sides to complete the square, and calm the nerves.
 - Do a Think-Aloud as you look at your "favorite place."
 - Reiterate to student that whenever they feel a strong emotion, they can go to their "Safe Place" and use their "external resource" to help them feel better.

NOTE: Create a "Quite/Safe Space/Cool-down Spot" in the classroom where students can go to calm down, take time process, or be alone when they are experiencing strong emotions.

IX. Follow-up Activities

- A. K Literature Log: Draw a picture of a time when you felt sad because of seeing someone else cry or while watching a sad moment in a movie.
Grades 1-2 Literature Log: Write about a time when you felt sad because of seeing someone else cry or while watching a sad moment in a movie. Tell what happened.
- Ask students how they feel after writing and sharing their memory.
 - Ask them to use their "external resource" to connect to the good feelings they get when they pretend to be there.

NOTE: Be part of the community. Write your own entry in response to the prompt. If you would like to be able to support and observe students during the writing, have it ready ahead of time. Responses can be shared in a small group setting or one on one.

B. Read Alouds:

Wilfred Gordon MacDonald Partridge by Mem Fox, Kane/Miller Books, 1989

This is a picture book about a little boy who helps his elderly friend recall her happy memories.

Sand Castle by Brenda Shannon Yee, Greenwillow, 1999

Five young children (ages 5-8) meet on the beach and build an enormous sand castle, complete with a moat, a wall, a canal to the water, and a big road leading to the gate. Each kid builds their own part, and by cooperating, they are able to make something bigger than any of them could have made alone. Then, when the day was done, and their parents called them to go home, what next? Well, they stomped the castle into oblivion, of course! Nice book about cooperation and beach experiences.

C. Developing Resilience: Art as an External Resource

- If art photos or images are available, they can be another source for students to restore their feeling of well-being.
- Choose landscapes, abstract art, still-lives, or portraits that might evoke calmness or feelings of joy or laughter. Have a conversation around each picture about what they see and how it makes them feel. If possible, ask students to draw the picture and have them keep it as an external resource. Display art in the class room.

Activity 3: A Few Things About Me

I. **Instructional Focus**

To develop socio-emotional competency in relationship skills and self-awareness.

II. **Objectives**

- A. Students will build self-esteem and self-awareness by identifying emotional triggers and things that make them feel good.
- B. Students will be encouraged to talk about their feelings and practice attentive listening.

III. **Materials**

- A. Construction and writing paper
- B. Pencils, felt pens, crayons

IV. Vocabulary

Action words

V. Introduction

Tell students they will be making a book about themselves so that others can get to know them better. Let them know that each day of the week you will give them a thought to complete for a page in the book.

Day 1: My favorite toy is ...

Day 2: My favorite outfit is ...

Day 3: Something I am grateful for is ...

Day 4: I feel great when ...

Day 5: I wish ...

VI. Input

Day 1

- A. Sitting in a circle, tell students that today they will draw a picture and write about their favorite toy.
- B. Discuss with the group what favorite means. Remind them that a favorite means you prefer it above all others. If students have seen the movie *Toy Story*, use Sheriff Woody as an example of a favorite toy.

NOTE: Follow the same procedure on Day 2. On Days 3 and 4, discuss how they would draw themselves feeling grateful/good and what they do with their hands when they feel happy, for example.

VII. Reflective Discussion

- A. At their table, have students draw a picture that completes this statement:
My favorite toy is _____.
- B. Facilitate by going to the tables and asking questions.
- C. With younger students, have them dictate their explanation of the drawing.
- D. Review the qualities of active listening and, in pairs, have students share their statements.

VIII. Closure

- A. <Inside – Outside Circle>
 - Have students from two concentric circles. The Inside circle faces the Outside Circle, so each student is facing another student.
 - Have students in the Outside Circle move two places over to the left. Repeat the process one more time or until they have shared their book page with at least three partners.

- B. Gather the class and debrief the experience by asking if it was hard to think of what to draw and if they discovered anything about themselves.
- C. Encourage students to share their appreciation by using sentence frames such as:
 - I like ___'s picture/statement because ...
 - I feel a lot like you when ...
 - I'm like you because ...
 - ___'s picture/statement reminded me of ...

IX. Follow-up Activities

Have students choose a partner to draw each other's portrait. When finished, have them check with each other for additions or corrections.

- Student can choose to use their portrait for the cover of their book or create a Portrait Gallery.

Lesson 2: *La Frontera, My Journey with Papá:* A Literature-Based Discussion About the Immigrant Experience

GRADES K-2 MODULE OVERVIEW

Lesson 1: Developing Resilience (90 minutes)	Lesson 2: The Immigrant Experience Literature-Based Discussion: <i>La Frontera</i> (120 – 180 minutes)
<ul style="list-style-type: none">• Activity 1: Tapping into Internal Resources• Activity 2: Tapping into External Resources• Activity 3: A Few Things About Me	<ul style="list-style-type: none">• Discussion 1: Decisions and Goodbyes• Discussion 2: The Journey• Discussion 3: A New Home – Adapting to Change• Discussion 4: Together Again

Preface

The Support for Immigrant and Refugee Students (SIRS) Modules are designed to develop resilience and empathy by providing a context of understanding, and by facilitating the healing process among students who experience trauma. Each classroom lesson module includes two lessons intended to engage students in (1) developing resilience, and (2) participating in literature-based discussions centered on socio-emotional themes. Similar to the [Phase I modules](#), Lesson 1 in Phase II is designed to help build students' socio-emotional skills such as collaboration and communication. Lesson 1, Phase II, focuses on trauma-informed practices to teach students – especially those who have experienced trauma – basic tools to cope with their emotions. It is recommended that educators deliver content from and engage students in Lesson 1 activities to prepare them for the reflective discussions they will participate in during Lesson 2.

The goal of Lesson 2 in Phase II continues to be toward building empathy and understanding regarding refugees and immigrants. This goal is aligned to the socio-emotional competencies presented in the Collaborative for Academic, Social, and Emotional Learning (CASEL) Framework¹ as critical learnings for students to build their emotional health.

Why Literature Studies?

The study of literature to discuss and understand the human experience is an established vehicle through which to share opinions, feelings, and emotions via the characters' experiences and story events. As students study a particular text to arrive at the understanding of the author's message and make connections between the characters and their own lives, not only can a safe place to share thoughts and feelings be created but students can arrive at a better

¹ Collaborative for Academic, Social, and Emotional Learning (2017). Framework for SEL Competencies <https://casel.org/selected/framework/>

understanding of themselves and others. As a result, literature studies align well with the development of socio-emotional competencies of social awareness and relationship skills, especially in the area of empathy and understanding. (See CASEL Framework). *La Frontera* was selected because of its strong connection to the realities that some of our students might have experienced or stress and fear they might currently be suffering as a result of worrying about their family or friends' migratory status. With this in mind, the lesson can last for several days to provide students with the time and space to explore and share their feelings and emotions about immigration and help support the social-emotional and educational needs of this student population.

Story Summary

Based on the true story of Alfredo Alva and his father, this tale of resilience, sacrifice, and family love tells the story of their difficult journey from Mexico to the U.S. Alfredo and his father are forced to leave their family in search of work and a better life in the U.S. With the help of a "coyote" (a human smuggler at border crossings), they make it across the Rio Grande. However, Alfredo's father realizes too late that the coyote has taken all his money and left them to their own devices. After many days of traveling, they meet a friend of the family who offers them a place to stay. Little by little, with resilience and courage, Alfredo and his father adapt to their new life.

I. Instructional Focus

- A. Understand that people are willing to make great sacrifices for their loved ones in order to provide for them.
- B. Provide a window into the dangers and difficulties immigrants endure to get to the U.S.
- C. Use the story as a springboard for students to share their fears and thoughts about danger, deportation, and separation

II. Objective

Students will be able to retell the story, and orally state the author's message.

III. Standards

ELA Reading Standards: Strands 1, 2, 3, 6, and 7

ELA Speaking and Listening: Strands 1 and 2

ELD Standards: I.A.1, I.B.5 & 6, I.C.11

HSS Standards: K.1, K4.2; 1.2, 1.5.2, 2.2.3, 2.3, 2.5

IV. SEL Competencies

Social Awareness – understanding, empathizing, cultural awareness

Relationship Skills – communication, cooperation, empathy

V. Materials and Resources

- A. Literature Book – *La Frontera, My Journey with Papá* by Deborah Mills and Alfredo Alva, Barefoot Books, Cambridge, MA, 2018
- B. Literature Logs
- C. Teacher Resources
 1. [PowerPoint 1, Lesson 2 – The Border](#)
 2. [PowerPoint 2, Lesson 2 – Vocabulary and Journey Resources](#)
 3. [Teacher Resource 1 – Feeling Words Pictures](#)
 4. [Teacher Resource 2 – Sample Completed Tree Map "The Journey"](#)
 5. [Teacher Resource 3a – Sample Narrative Input Chart Directions](#)
 6. [Teacher Resource 3b – Sample Narrative Input Chart](#)
 7. [Teacher Resource 4 – Sample Story Summary – Gr. 1-2](#)
 8. [Teacher Resource 5 – Sample Story Summary - Kindergarten](#)
- D. Student Handouts
 1. [Student Handout 1 – The Border Divided Circle Map \(2nd gr. optional\)](#)
 2. [Student Handout 2 – My Family's Journey \(K-1 and 2\)](#)

VI. Vocabulary

Coyote Wily Stealth Collapse Embassy/*Embajada* Amnesty Citizenship

VII. Introduction

- A. Tell students that they are going to read a book called *La Frontera/The Border*. On chart paper, draw and divide a Circle Map in half and label one half, "What is it?" Label the other half, "What have I seen, heard about it?" In the center, draw a small circle and label it The Border. See 2nd gr. [Students Handout 1 – The Border Divided Circle Map](#) for an example.
- B. <Table Talk>

Have students discuss in groups the questions in the Divided Circle Map around what a border is.

2ND Grade (optional): Distribute [Student Handout 1 – The Border Divided Circle Map](#) and have students record their ideas.

- C. Show [PowerPoint 1 – The Border](#)
- D. Add any new understanding to the class and student Divided Circle Map using a different color ink.

VIII. Input

- A. Read the full title as you show the cover. Ask students to describe the illustration.
- B. <Think-Pair-Share>
 - Ask students to predict based on the cover what they think is happening.
I predict that the characters _____.
 - Chart their predictions.

2nd Grade: Guide students to use the clues in the title and pictures, as well as their background knowledge. Refer to the [Divided Circle Map](#) and [PowerPoint – The Border](#) to predict that the story is taking place in the U.S.-Mexico border, possibly by the Rio Grande. Chart answers.

C. Tell students they will read the story and compare the events to their predictions.

IX. Reflective Discussion

Note: Depending on time and grade level, divide some discussions into two parts, as indicated below.

<Discussion 1 (pp.2-13) Read Aloud. Show and discuss the illustrations>

Part I – Difficult Decisions

1. Pages 2-3

A. Point to the opening phrase, "*When I was young...*" Tell students that the boy is telling us his story.

<Think-Pair-Share>

1 – 2nd Grades:

In pairs, ask students to discuss who they think is narrating/telling the story (point of view). How do they know?

B. What did we learn about his family? How do they make a living?

2nd Grade (optional): What challenges might they have?

C. On a map of Mexico, show where the family lives ([PowerPoint – Vocabulary and Journey Resources, Slide 2](#))

2. Pages 4-7

A. Point to the opening phrase, "*When I was young...*" Tell students that the boy is telling us his story.

<Think-Pair-Share>

1 – 2nd Grades:

In pairs, ask students to discuss who they think is narrating/telling the story (point of view). How do they know?

B. What did we learn about his family? How do they make a living?

2nd Grade (optional): What challenges might they have?

- C. On a map of Mexico, show where the family lives ([PowerPoint – Vocabulary and Journey Resources, Slide 2](#))

Part II – Saying Goodbye

1. Pages 8 – 9

- A. Why did the father meet with the man he called "Coyote"?
- B. Show [PowerPoint 2 – Vocabulary and Journey Resources, Slide 3](#) Point to the illustration to show the man and the chair's shadow resembling the animal. Compare to the real one on the photo to the right.
- C. What does the father say when the boy asks why his name is Coyote?
- D. What does it mean to be *stealthy* and *wily*? Role play to illustrate the meaning of *stealthy*. Give examples to illustrate the meaning of *wily* such as the wolf in *Little Red Riding Hood* or other stories familiar to the children.
- E. Use [PowerPoint 2 – Vocabulary and Journey Resources, Slide 4](#), or the description at the end of the book under the *Immigration* section to explain to students what "coyotes" do.
- F. **2nd Grade:** How do you think the father feels about having to deal with a "coyote"? Why?

SEL:
Social
Awareness
-Understanding
-Empathizing

2nd Grade (optional)

Literature Log: In your own words, explain what coyotes do and why people say they are wily.

2. Pages 10-13

- A. Why are they having a party?
- B. Reread the mother's words to 'Alfredito.' Ask, what does his mother mean when she says – *You must be strong. You must think of yourself as a little bird...?*
- C. Reread Alfredo's words, "*She did not tell me that I would not see her or my brothers for many years.*" What is he trying to tell us? Guide students to understand that Alfredo didn't realize they were going to be separated for a long time.

3. Literature Logs

Draw a picture or write about a time you were away from your mother or father. Describe how you felt. Use the Feeling Words Pictures as reference.

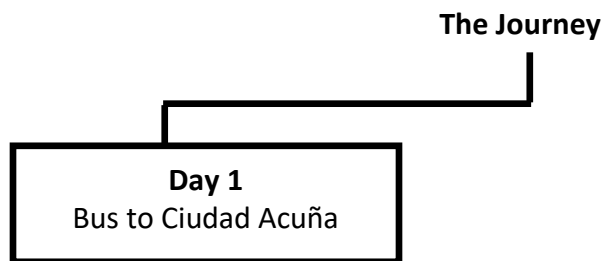
SEL:
Social
Awareness
-Understanding
-Empathizing

Note: If some students have never been away from their father or mother or can't think of a time when it happened, ask them to draw how it would feel to be away from your mother, father, or family.

<Discussion 2 (pp. 14 – 30) Read Aloud. Show and discuss the illustrations>

The Journey – Part I: pp. 14 – 19

1. Pages 14-15:
 - A. What happened?
 - B. How do you think Alfredo and his father felt? Remind students to use the Feeling Words Pictures ([Teacher Resources 1](#)) if needed.
 - C. Show [PowerPoint 2 – Vocabulary and Journey Resources, Slides 5 – 6](#).
 - D. Begin a Tree Map (2nd Gr.) or a Narrative Input Chart (K-1) using book illustrations or drawings. See [Teacher Resource 2 – Sample Tree Map "The Journey"](#) and [Teacher Resource 3a – Sample Narrative Input Chart](#).

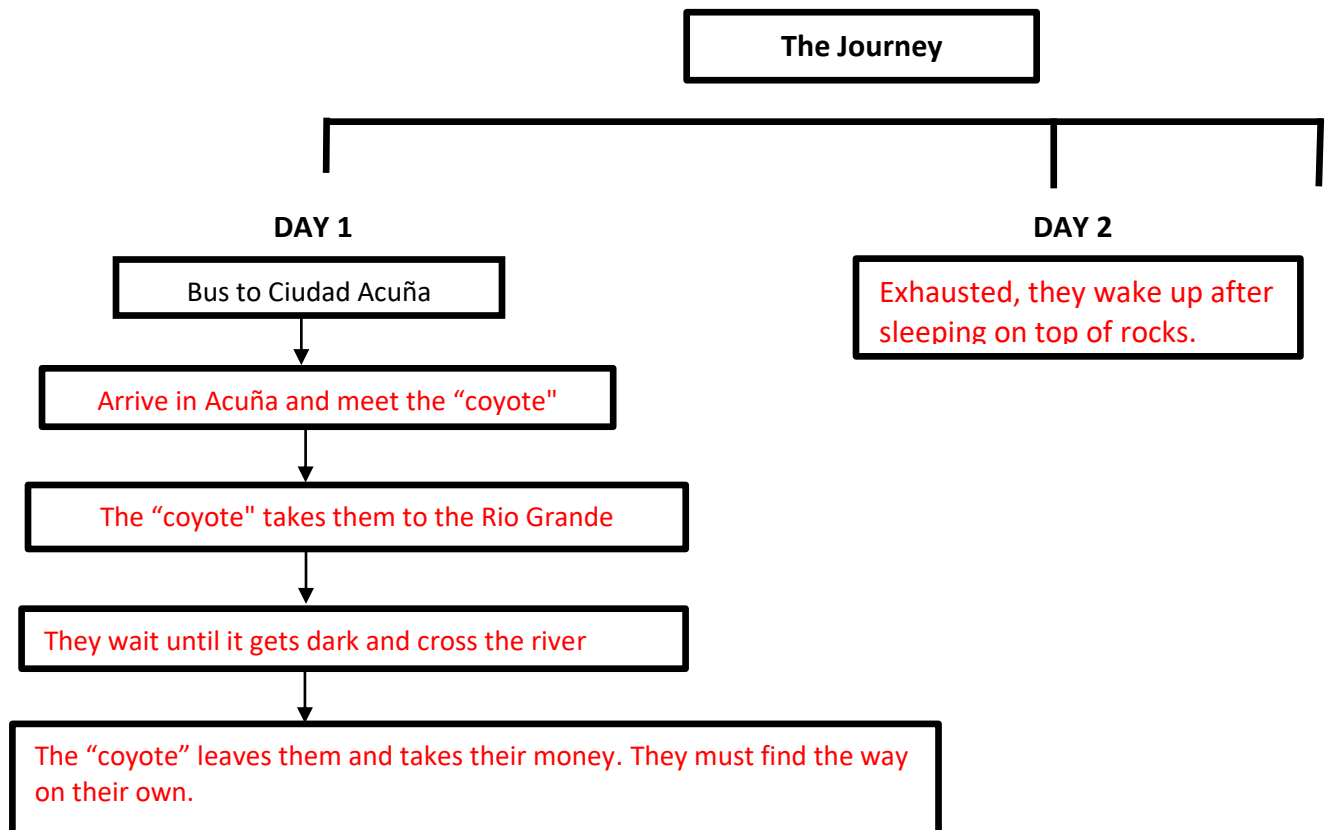


2. Pages 16-17:
 - A. What happened next? Reread if necessary, showing [PowerPoint – Vocabulary and Journey Resources, Slides 7-8](#). Add to the Tree Map/ Narrative Input Chart.
 - B. What dangers did they face?
 - C. Why do you think Alfredo said he was not afraid?
 - D. How do you think the father feels?
 - E. Return to the [Class Divided Circle Map](#) and Prediction Chart to compare and verify.
3. Page 18
 - A. Where are they when they crossed the river? Return to the map in [PowerPoint – Vocabulary and Journey Resources](#) to show the students that Alfredo and his dad are now in the U.S.
 - B. What happened to Coyote? Add to the Tree Map.
 - C. **2nd Grade:** How does Coyote's action show "*why and stealthy ways*"? Remind students of the information they heard about coyotes earlier and their own knowledge and how they align to what the Coyote did to Alfredo and his Papá.
 - D. How does Alfredo's Papá feel about Coyote's disappearance? Why?
 - E. Why are they running away from the border and the river? Explain that because they did not have official documents (permission) to use the Border Crossing (if needed return to that slide), they are afraid of being put in jail.

SEL:
Social
Awareness
-Understanding
-Empathizing

4. Page 19

- A. Point to the illustrations to notice the difference in colors and what they indicate. Point to the transitional phrase, "In the morning" to highlight the fact that it is now a new day. Add a new branch to the Tree Map or illustration to the Narrative Input Chart (Day 2).
- B. <Think-Pair-Share>
In pairs, ask students to discuss how they think Alfredo and his Papá feel. Then ask them to predict what they think the characters are going to do next.



The Journey – Part II: pp. 20 – 30

1. Pages 20 – 23:

- A. How long did they walk? (5 days) Add a new branch to the Tree Map or illustration to the Narrative Input Chart and helps students understand that their journey took a **total** of 6 days starting in Mexico. Tell students that Alfredo is beginning to relate to use what happened during the five days they walked.
- B. What was the walk like?
What does Alfredo describe? Show the brambles in the illustration ([PowerPoint-Vocabulary and Journey Resources, Slides 12](#)). Help students notice the snake among the brambles.
- C. What do you think about Alfredo and his Papá? Do you think you could have done what Alfredo did? What kind of person do you need to be?

SEL:
Social
Awareness
-Understanding
-Empathizing

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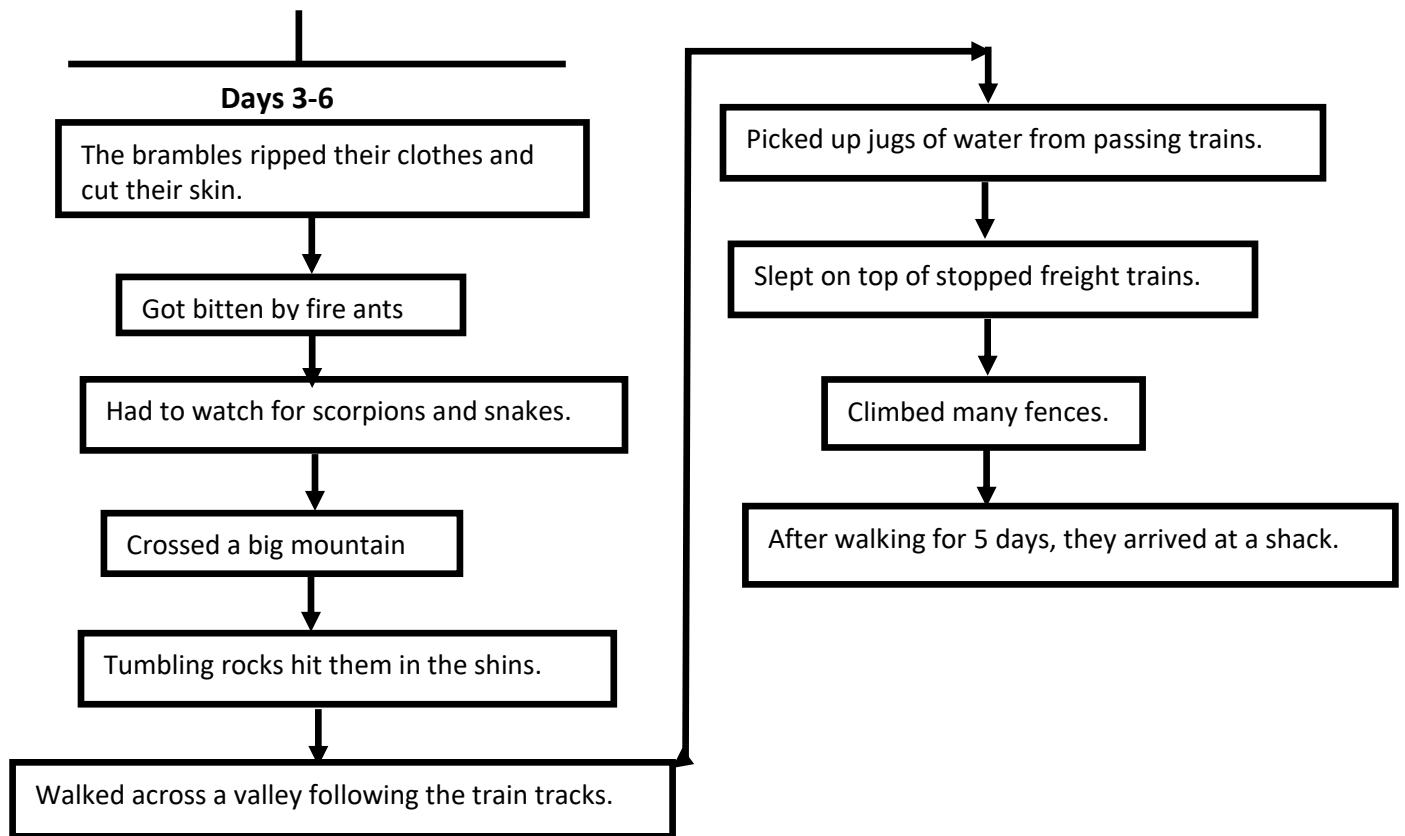
2. Pages 24 – 25:

- A. How do you think Alfredo feel? Reread, "*We climbed many fences. I did not talk much – It took too much energy.*" Guide students to understand that Alfredo was tired, hungry, homesick, and worried.
- B. Remind students what his mother told him before he left on the journey and how he would need to be like a little bird (pp. 12-13).
- C. <Think-Pair-Share>
 - What do you think might happen now?

3. Literature Log: Draw or write about a time you had to do something physically difficult, like walk for a long time in the heat or carry something heavy. *How did you feel? What helped you do it?*

Note: **K-1** – Ask the questions when students gather to share their pictures.

The Journey (Cont.)



4. Pages 28 – 29:
 - A. What happens on the sixth day of walking?
 - B. Why do you think the shack is there?
 - C. Why is Alfredo so happy?
 - D. What did Alfredo learn when Isidro arrived the next day? Show students the map in [PowerPoint-Vocabulary and Journey Resources, Slide 14](#) and add another branch to the Tree Map.

The Journey (cont.)

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Day 7

The next day, Isidro came to pick them up.
Alfredo learns he is in Texas.

5. Page 30:
 - A. How long did the journey take?
 - B. Where did Isidro take them?
 - C. Was the Embassy the way Alfredo had imagined it? Why or why not?

<Discussion 3 (pp. 31 – 39) Read Aloud as you show the illustrations>

Resilience – A New Home

1. Page 31
 - A. What do you think it was like living at the Embassy?
 - B. How does Alfredo feel now that he is there? Why does he say, "*I think she had lost her mother. I felt like I had, too.*"

2. Pages 32 – 33:
 - A. Reread the paragraph. Why did Alfredo's Papá give him \$100? What is he afraid of or worried about?
 - B. **2nd Grade:** What does this tell you about Alfredo?

3. Pages 34 – 35:
 - A. How does Alfredo feel about going to school? Why?

4. Literature Log: Draw/Write about a time you felt shy or scared about being in a new place or about a time you felt alone because you couldn't speak the language and couldn't understand what was said.

As part of the community, draw/write and share your own feelings and experiences.

SEL:
Social
Awareness
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5. Pages 36 – 37:
 - A. How did Antonio help Alfredo?

6. Pages 38 – 39:
 - A. How have Alfredo's feelings changed?

2nd Grade (optional)

Reread the last sentence in pg. 39, In November ... Explain what amnesty and citizenship mean. Use the explanation I the second page of the Immigration section at the back of the book. Show Slides in [PowerPoint – The Border](#) of a Green Card and an American passport to help with the explanation. Let students know that when you get citizenship, it is like being born in the U.S.

<Discussion 4 (pp. 40 – 43) Read Aloud as you show the illustrations>

Together Again

1. Pages 40 – 41:
 - A. Why do you think Alfredo is afraid to go to El Paso and the border?
Show El Paso on the Texas map ([PowerPoint – Vocabulary and Journey Resources – Slide 16](#))

2. Pages 42 – end:
 - A. What happened when they got to El Paso?
 - B. How long has he been separated from his mother and siblings?
 - C. How did Alfredo feel? How did he describe it?

SEL:
Social
Awareness
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-Empathizing

X. Closure

- A. In pairs, ask students to retell the story. Debrief as a class. See Teacher Resource [4](#) and [5](#) – Sample Story Summary ([Gr. 1&2](#) and [K](#))
- B. Now that we have finished reading the story, which passage/event will you remember the most?

The part of the story/event I will remember is when _____.

K-1: Chart what students say and recognize the speaker by adding his/her name.

2ND Grade: Have students write in their Literature Log and share in pairs or table groups. Ask volunteers to share with the whole class.

- C. Why is it called *My Journey with Papá*? Review the Tree Map or Narrative Input Chart. How were they able to make the journey? Guide students to understand the courage and determination it took to make such a journey.
- D. What do you think the author is trying to tell us (author's message) with this story?

XI. Follow-up/Extension Activities

The following activities may be carried out after reading the story.

A. Current Events

Ask students to look in a newspaper, watch TV, or listen to the radio for news about immigration to bring back and share with the class. How is it similar or different from Alfredo's journey? This activity may be continued throughout the unit.

B. Read the Author's Background Story (p.44)

Read Alfredo's story and show all the pictures of the family.

C. Immigration Laws

Read the section in pg. 46 of the book that talks about immigration laws. Ask students if they have heard the term "without papers" or undocumented. Explain that it means not having official documents to visit or live in the U.S. Tell students that for a while Alfredo and his Papá were afraid to be sent back to Mexico.

D. Class Journey Story

Ask students to bring or draw a picture of their family. Have students draw on a map, similar to Alfredo's, illustrating their journey or a family member's journey to the U.S. from their country of origin. Display their maps and have students present their family journey.

Note: For homework, students interview their family to find out where they or their grandparents started from and the stops, if any, they made on their way to the U.S. See [Student Handout 2 – My Family's Journey](#).

E. Making Connections to a Song

Sometimes authors make connections to experiences, stories, or songs that many people know or are familiar with to help the readers understand how a character is feeling. Show the illustrations and read pp. 11 – 12 to remind students of the love and closeness of the family. Have students listen to the repetitive verse in the song and show they lyrics in [PowerPoint 2, Slide 15](#). How does Alfredo feel about his family? What does the song say about his hopes?

F. An Embassy

Why did the immigrants name Isidro's trailers "the Embassy"? Alfredo imagined the Embassy as a place. Show [PowerPoint 2, Slide 17 and 18](#) and ask if Alfredo was right in thinking an embassy was a grand building. Explain what an embassy is, especially the idea that people can ask for protection/help there ([PowerPoint 2, Slide 19](#)).

G. Recognizing Interconnecting Themes

The Journey by Francesca Sanna, Flying Eye Books, London-New York, 2016. This is the story of a mother and her two children who escape their war-torn country in search for a new life. Without documents, they pay their way, crossing many borders. The book is an allegory for the difficult personal journeys of immigrants and refugees and the different paths they take towards a better future.

H. Additional Read Alouds

Two White Rabbits by Jairo Buitrago, Groundwood Books, 2015. A little girl and her father travel mostly on the roof of a train known as “The Beast,” but the little girl doesn’t know where they are going. She counts the animals by the road, the clouds in the sky, the stars. Sometimes she sees soldiers. She sleeps, dreaming that she is always on the move, although sometimes they are forced to stop, and her father has to earn more money before they can continue their journey towards the border.

Marwan’s Journey by Patricia de Arias, Mineedition, 2018. A child walks across the desert fleeing conflict, recalling the home left behind and promising to return to it someday. A picture of his mother helps him remember happier days and supports him during his flight. Originally published in Spanish as *El Camino de Marwan* and honored at the Bologna Ragazzi Awards in 2017, it is the story of a journey. This journey is sadly the passage of too many children, a trip filled with fear and hope, longing, and sadness. The country that Marwan is forced to leave is never specified, but details such as his Arabic name, onion domes, and women in hijabs point to Syria.

North to South by Rene Colato Lainez, Children’s Book Press, New York, 2010. This is the story of a family that is separated when the mother is deported back to Mexico and has to stay at a center near the U.S. border where she is waiting for the time when she can return to her husband and child in the U.S. This book offers the opportunity to compare and contrast the two stories’ similarities and differences in the ways families can be separated and how they cope and face challenges.

The Colour of Home by Mary Hoffman, Frances Lincoln Publishers, 2012. This poignant story about the trauma of being a refugee is beautifully complemented by bright illustrations. Hassan is forced to flee her native Somalia and misses the colours (UK spelling) of Africa in his cold and grey new home country. Painting a picture of his old home in a school art project helps him deal with his homesickness and the trauma of leaving a war-torn country. Hassan slowly starts to see the beauty of his new home in America, too.

Undocumented Immigrants by Sarah Howell, PowerKids Press, New York, 2015. This informational text uses brief and easy to understand explanations suitable for elementary grade students about reasons for undocumented immigration, rights, deportation, sanctuary city, etc. The book is easy to read or paraphrase and lends itself readily to pick and choose sections as the text is organized by topics.

From Far Away? by Robert Munsch and Saoussan Askar, Annick Press, New York, 2017. When Saoussan immigrated with her family from war-torn Lebanon, she was only 7 years old. This picture book tells the story of how she had to adjust to her new home. She describes the frustration of not understanding the teacher when she entered school, not knowing how to ask to go to the bathroom, and being terrified of a Halloween skeleton. This is the perfect book to help kids empathize with immigrant children whose experiences are very similar to Saoussan's.

Stepping Stones by Margriet Ruurs, Orca Book Publishers, British Columbia, 2017. This is a picture book about a Syrian family that is forced to leave their village to escape the ravages of the civil war taking place in their country. They set out with only what they can carry on their backs to walk toward freedom in Europe.

