

GRADES K-2 LESSON PLAN

FROM NORTH TO SOUTH

Title: *From North to South*

Author: Rene Colato Lainez

Grade Level: K-2

Standards*:

- **Common Core:** *CCSS.ELA-Literacy.RL.K.1, K.2, & K.3; CCSS.ELA-Literacy.RL.1.1, 1.2, & 1.3; CCSS.ELA-Literacy.RL.2.1, 2.2, & 2.3*
- **Virginia Standards of Learning:** K.9; 1.9; 2.8

Overarching Theme(s): Immigration, Fairness, Point of View, Empathy, Inferencing

Timeframe: (45-60 minutes)

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From North to South

Summary: The story is written from the perspective of a young boy, José, whose mother has been taken from the United States and brought back to Mexico because she was an undocumented immigrant. He and his father are going to visit her in Tijuana, and José is very excited because he has not seen her in several weeks. When they are together, José is incredibly happy, and he is sad when he has to leave her at the end of the day to return to America.

Lesson Goals:

1. Identify feelings and motivations of characters

Key Terms:

- **Deportation:** when people, who are living in the United States without having citizenship, are sent back to the country where they are from
- **Immigrant:** a person living in a country that is different from where they were born
- **Immigration:** the process of people moving from one country to another
- **Permanent Resident:** a person from a different country who has permission from the United States government to live in the United States for a period of time (“green card”)
- **Undocumented:** when an immigrant lives in the United States without having proper immigration or working papers

Procedure:

Important! Before the start of the lesson, students **must engage in transactive discussion practice for the discussion to be meaningful. This does not have to take place before every lesson but students need to be familiar with this type of discussion for the lesson to be effective.**

Before reading the teacher should provide a brief overview of immigration (sample language below):

“Immigration is a way people from other countries come to new countries to live. Sometimes people who do this break the laws because they do not have documentation that says it is okay for them to stay in America. When these people, whom we would call undocumented immigrants, are found to be without papers, officials may send them back to their home country. Often the people who are sent back to their home country have families and children that stay in America. This is a story about a little boy named José visiting his mother who has been sent back to her home country of Mexico.”

Teacher should read the story aloud to the whole group. During the read aloud process, teacher should stop and ask teacher-generated comprehension questions to assess/support student understanding, address misconceptions, and answer questions.

- Students should discuss and answer book-specific discussion questions (see below) in pairs. (Teacher-generated comprehension questions can be discussed as a whole group.)
- Teacher can then have students share out the answers they generated in pairs.
- During whole group discussions, teacher should provide guiding questions rather than providing answers.
- Immediately following reading and discussion, teacher should have students *independently* respond to writing prompts or assign for homework.

Discussion Questions

Whole Class (probing for empathy):

1. How do you think José is feeling now that his mom is living in another country and he cannot see her all the time?
2. How do you think José’s mom is feeling now that she has to be separated from her son and cannot see him all the time?
 - a. How do you think you would feel if this happened to your family?
3. How do you think José and his family are feeling when they finally get to see each other?
4. How do you think they are feeling when they have to leave each other at the end of the day? *(This question is also used for the writing prompt.)*
5. What might you tell José to help him feel better?

Writing Prompt

How are José and his family feeling when they have to leave each other at the end of the day? Why?

José is feeling

Standards*

Common Core Standards[CCSS.ELA-Literacy.RL.K.1](#)

With prompting and support, ask and answer questions about key details in a text.

[CCSS.ELA-Literacy.RL.K.2](#)

With prompting and support, retell familiar stories, including key details.

[CCSS.ELA-Literacy.RL.K.3](#)

With prompting and support, identify characters, settings, and major events in a story.

[CCSS.ELA-Literacy.RL.1.1](#)

Ask and answer questions about key details in a text.

[CCSS.ELA-Literacy.RL.1.2](#)

Retell stories, including key details, and demonstrate understanding of their central message or lesson.

[CCSS.ELA-Literacy.RL.1.3](#)

Describe characters, settings, and major events in a story, using key details.

[CCSS.ELA-Literacy.RL.2.1](#)

Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

[CCSS.ELA-Literacy.RL.2.2](#)

Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

[CCSS.ELA-Literacy.RL.2.3](#)

Describe how characters in a story respond to major events and challenges.

Virginia Standards of Learning (SOL)

- **K.9** The student will demonstrate comprehension of fictional texts: a) Identify the role of an author and an illustrator; b) Relate previous experiences to what is read; c) Use pictures to make predictions; d) Ask and answer questions about what is read; e) Use story elements of characters, settings, and events to retell stories sequentially using beginning, middle, and end.
- **1.9** The student will read and demonstrate comprehension of a variety of fictional texts: a) Preview the selection; b) Set a purpose for reading; c) Relate previous experiences to what is read; d) Make and confirm predictions; e) Ask and answer who, what, when, where, why, and how questions about what is read; f) Identify characters, setting, and important events; g) Retell stories and events, using beginning, middle, and end in a sequential order; h) Identify the theme.
- **2.8** The student will read and demonstrate comprehension of a variety of fictional texts: a) make and confirm predictions; b) connect previous experiences to new texts; c) ask and answer questions using the text for support; d) describe characters, setting, and plot events in fiction and poetry; e) identify the conflict and resolution; f) identify the theme; g) summarize stories and events with beginning, middle, and end in the correct sequence; h) draw conclusions based on the text.