Title/Author: La Frontera

Suggested Time to Spend: 5 Days

(Recommendation: two sessions per day, at least 20 minutes per day)

Lesson Objective: Students will be able to use reading, writing, speaking and listening skills to understand and explain why Alfredo and his father immigrate to the United States, and what they face along the way.

Teacher Instructions

**Before the Lesson**

1. Read the Big Ideas and Key Understandings and the Synopsis below. **Please do not read this to the students**. This is a description to help you prepare to teach the book and be clear about what you want your children to take away from the work.

Big Ideas/Key Understandings/Focusing Question

The memories during immigration are relevant. Telling these stories is more important now than ever, including (and some who say especially) to children. This is a simple story and at the same time beautiful… it describes what so many people must go through while searching for a better life in the United States.

Synopsis

This story is an important migration narrative. The book highlights some of the reasons why people choose to migrate and do so with children. Before Alfredo and his Papa leave, her mother tells him: “You must think of yourself as a small bird that does not need too much to drink or eat to continue flying.” Alfredo’s mother clearly understood the perils of entering the United States. But she also understood the unbearable situation that their family was facing in La Ceja. The book provides extensive details about the route that Alfredo and her Papa take to go to the United States, the persons they meet, and the challenges they face.

1. Go to the last page of the lesson and review “What Makes this Read-Aloud Complex.” This was created for you as part of the lesson and will give you guidance about what the lesson writers saw as the sources of complexity or key access points for this book. Regardless, you will evaluate text complexity with your own students in mind and make adjustments to the lesson pacing and even the suggested activities and questions.
2. Read the entire book, adding your own insights to the understandings identified. Also note the stopping points for the text- inspired questions and activities. *Hint: you may want to copy the questions vocabulary words and activities over onto sticky notes so they can be stuck to the right pages for each day’s questions and vocabulary work.*

The Lesson – Questions, Activities, and Tasks

The majority of questions, activities, and tasks should be based on the writing, pictures, and features unique to this text (be text specific). Questions that address text-to-self or text-to-world connections - what we like to call text *inspired* questions or activities - should be held until after the children have really gotten to know the book.

This template is designed to be flexible. Feel free to insert or delete rows as needed for additional questions, activities, or tasks. Questions, Activities, and Tasks are all aligned to the CCSS for ELA and can address any of the following through reading aloud rich selections:

* + Academic language exploration and learning (vocabulary and syntax)
	+ Speaking and Listening activities
	+ Writing activities
	+ Language activities and questions
	+ Creative performance tasks and activities that are text-specific or text-inspired
	+ Foundational reading skills reinforcement where appropriate

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| **Questions/Activities/Vocabulary/Tasks** | **Expected Outcome or Response (for each)** |
| **Before reading:**Have the students study the map that Alfredo and his Papa traveled to get to the United States. It is important that students see the trip of almost 2,000 miles. Once the first 41-43 pages have been read, have the students use the graffiti strategy, that is, draw whatever comes to their mind when they read pages 41-43 and develop basic knowledge about immigration and the difficulties of the trip.**First Reading:**Read aloud the entire book (or chapter) with minimal interruptions. Stop to provide word meanings or clarify only when you know the majority of your students will be confused. | The goal here is for students to enjoy the book, both writing and pictures, and to experience it as a whole. This will give them some context and sense of completion before they dive into examining the parts of the book more carefully. |
| **Second Reading:**Have the students really concentrate on the following words:* Page [17] – the border - the line that separates a country, state, province, etc., from another; borderline
* Page [7] – coyote - Slang. A person that smuggles immigrants, especially Latin Americans, to the U.S. for a fee.
* Page [26] – Embassy – As used in this text- a name given to a place with "a collection of broken-down trailers and furniture that people had dumped in the woods behind a factory"

These words are the core to understanding the story of Alfredo and her Papa. As you read and encounter these words, stop and have the students make questions to clarify.  |  |
| **Third Reading:**This reading is centered in deepening the understanding of the Alfredo and Papa’s story. Thus, the following questions were developed depending on the text:* Page 4: Why did Abuelo tell Papa that he should find a new home?
* Page 7: What is a coyote? (Pay attention to the artwork on page 8.)
* Page 10: Why did Uncle Tomás have a great party/celebration?
* Page 12: There are many birds in the pages of this book. How did Mother compare Alfredo with a bird?
* Page 18: Can you imagine being so tired that you slept on rocks? Why do you think Alfredo and Papa were so tired?
* Page 19: How many days did Alfredo and Papa walk?
* Page 22: Where would Alfredo and Papa hide sometimes?
* Page 23: What name did Papa give himself that always made Alfredo laugh?
* Page 27: Where did Alfredo and Papa go after spending the night in the cabin?
* Page 29: What was the embassy?
* Page 30: Who was Alfredo’s friend that she ran into at the embassy?
* Page 32: Why did Papa give Alfredo a $100 bill?
* Page 33: How did Alfredo feel regarding her class in school?
* Page 35: What did Alfredo think about what her teacher did to help her in school?
* Page 38: Alfredo was really enjoying her new life, but deep in her heart, who did she miss?
* Page 39-42: Four years later, Papa picked up Alfredo from school to go on a special trip. Who did Papa and Alfredo see when they got to El Paso?

**Examples of other questions:*** Why would Papa and Alfredo travel so far to the United States?
* Why couldn’t they drive or fly?
* Where did they sleep?
* What did they eat?
 | **For example:*** Grandpa could no longer help Papa and without his help he could no longer support the growing family.
* Coyote is a person who makes money by bringing immigrants to the United States illegally.
* Tomás had a farewell party for Papa and Alfredo.
* Mother told Alfredo that he must consider himself a little bird that does not need to eat or drink much to continue flying north.
* Papa and Alfredo were so judged because they had crossed the Rio Grande and started running to cross the border into the United States.
* 5 days
* Alfredo and Papa sometimes slept on a freight train to hide.
* Papa would be called Raymundo, which means the king of the world
* Abuelo's friend, Isidro, picked them up in his truck.
* The embassy was a collection of broken-down trailers and furniture that people had dumped in the woods behind a factory.
* A baby javelin, wild pig.
* Papa told Alfredo to carry the $ 100 with him at all times in case someone in a uniform picks him up and takes him back to the border, use this money to buy a bus ticket for the family in The eyebrow.
* He felt lonely and did not understand English or anything.
* He thought that his teacher had sent Antonio to help him since he also spoke Spanish.
* Alfredo missed his mother, his brothers and his little sister.
* His family, GrandPapa, Mother, Luis, Arturo and llda.

**Writing**:What does your family mean to you? Have you ever missed your family? How did it make you feel? |

Final Day with the Book: Final Task

Describe an event that was difficult for Alfredo as a child during his immigration trip.

Describe an event that made Alfredo feel happy.

Vocabulary

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| **These words deserve less time**(These are concrete words and easy to explain/describe the events/processes, concepts, or experiences that students can relate.) | **These words deserve more time**(These are abstract words and have multiple meanings or are part of a family of words with similar meanings.) These words are harder to process. |
| * Page [4] –– plentiful – yielding abundantly
* Page [4] –– flourish – to be in a vigorous state; thrive
* Page [16] –– old inner tube – an inflatable usually ring-shaped rubber tube designed for use inside a pneumatic tire
* Page [16] –– crept - to move slowly with the body close to the ground, as a reptile or an insect, or a person on hands and knees
* Page [16] –– current - a flowing; flow, as of a river
* Page [17] –– collapsed - to fall or cave in; crumble suddenly
* Page [19] –– dawn every day - the first appearance of daylight in the morning
* Page [19] –– brambles - any prickly shrub
* Page [19] –– scorpions - any of numerous arachnids of the order Scorpionida, widely distributed in warmer parts of the world, having a long, narrow, segmented tail that terminates in a venomous sting
* Page [1 y 21] –– valley - an extensive, more or less flat, and relatively low region drained by a great river system
* Page [27] –– shack - a rough cabin
* Page [38] – amnesty - an act of forgiveness for past offenses, especially to a class of persons as a whole
 | * Page [17] – the border - the line that separates one country, state, province, etc., from another; frontier line
* Page [7] – Coyote – Argot. a person who smuggles immigrants, especially Latin Americans, into the U.S. for a fee
* Page [26] – Embassy - Argot. name given to a place with "a collection of broken-down trailers and furniture that people had dumped in the woods behind a factory"
* Page [42] – immigration - to come to a country of which one is not a native, usually for permanent residence
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Note for the teacher

The academic vocabulary in this book is very important for students’ understanding, so that they can interact with the context of the story.

**What makes this a complex book?**

1. **Qualitative Measures**

Go to page<http://www.lexile.com/> and enter the title of the book that you will read aloud or use the Quick Book Search that can be found in the right corner between the book that you will read aloud, enter the title of the book that you will read aloud. The majority of the books will have the measure:

\_\_730\_\_\_L\_\_\_

Most of the texts that we read aloud in K-2 should be in the 2-3 or 4-5 band, more complex than the students can read themselves.

2-3 band 420-820L

4-5 band 740-1010L

1. **Qualitative Characteristics**

Consider the four dimensions[[1]](#footnote-1) of the complex book shown below. Observe the specific examples of two opinions that are less complex.

The structure is complex due to the academic vocabulary and the complexity of the immigration process.

Realistic fiction based on the true story of Alfredo's immigration trip with his Papa.

**Meaning/Purpose**

**Structure**

**Language**

**Knowledge Demands**

Figurative language: Mom compares Alfredo with a little bird and understanding the role of a coyote.

Vocabulary: immigration, border, coyote, embassy, ​​La Ceja, and Río Grande

Students may need knowledge built around immigration, Mexico, and their culture. They may also want to understand why and how people from other countries come to the United States and the role a coyote plays.

1. **Reader and tasks to consider**

What will challenge my students the most about this book? What support can I provide?

It is important to develop basic knowledge about immigration and immerse the students in the map that shows the trip of Papa and Alfredo so that this story is relevant for them.

How will it help to enhance the knowledge of the world?

Immigration memories are relevant. Telling these stories has more importance now than ever: there are those who say especially for children. This story is simple and at the same time beautiful ... it describes what so many people go through in their search for a better life in the United States.

1. **Level**

At what level does this book belong?

It is appropriate for the First Grade.

1. For more information on the qualitative dimensions of text complexity, visit <http://www.achievethecore.org/content/upload/Companion_to_Qualitative_Scale_Features_Explained.pdf> [↑](#footnote-ref-1)