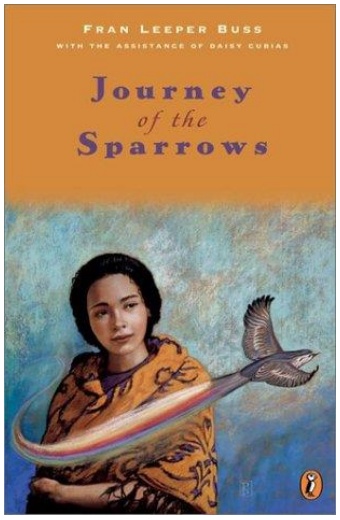
Journey of the Sparrows



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Author	Fran Leeper Buss
Publisher	Puffin Books
Copyright	1991

Synopsis	Fifteen-year-old Maria escapes death by hunger and the Salvadoran Civil War. After a difficult journey through Mexico, she struggles to make a living in Illinois.
Themes	Social justice

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Character-Based Literacy Program 90-Minute Lesson Plan
Journey of the Sparrows, Day 1

Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.6.1; CCSS.ELA-LITERACY.RL.6.2; CCSS.ELA-LITERACY.RL.6.3; CCSS.ELA-LITERACY.RL.6.4; CCSS.ELA-LITERACY.RL.7.1; CCSS.ELA-LITERACY.RL.7.2; CCSS.ELA-LITERACY.RL.7.3; CCSS.ELA-LITERACY.RL.7.4; CCSS.ELA-LITERACY.RL.8.1; CCSS.ELA-LITERACY.RL.8.2; CCSS.ELA-LITERACY.RL.8.3; CCSS.ELA-LITERACY.RL.8.4

Cite textual evidence to support analysis. Determine a theme or central idea of a text. Describe how a particular story or drama's plot unfolds. Determine the meaning of words and phrases as they are used in a text.

Writing Outcomes

CCSS.ELA-LITERACY.W.6.1; CCSS.ELA-LITERACY.W.7.1; CCSS.ELA-LITERACY.W.8.1

Write arguments to support claims with clear reasons and relevant evidence.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.

Kindness Requires Empathy. Kindness is the desire to lift others' spirits, help the ones in need, and mend relationships. Kindness requires that I take the time to listen, understand, and take action to benefit other people and the world.

Where is El Salvador?

Maria and her siblings fled El Salvador, a densely populated country in Central America. El Salvador is smaller than the state of Massachusetts. It is estimated that more than 25 percent of its population migrated or fled during the civil war, which began in 1979 and ended in 1992. Migrants fled to the United States, Canada, Australia, and Italy.

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

Whimper (1)	sternness (4)	thrashed (5)	stumbled (7)	hurled (8)

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READ

Review the timeline from the beginning every day.

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

As today is Day 1, have students look at the front and back cover, then make predictions about what they will be reading over the course of the next three weeks.

Read Chapter 1 (pp. 1–9)

Setting	Characters	Pages
Coyote's Vegetable Truck between Mexico and the US	María, Tomás, Oscar, Julia	1–7
Illinois, US	María, Tomás, Oscar, Julia, Marta, Doña Elena	7–9

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- María, Tomás, Oscar, Julia endure pain, thirst, and anxiety as they illegally cross the US-Mexico border hidden in a vegetable truck.
- Tomás' aunt and Marta welcome the children in the US.

Map Add to ongoing class activities like a KWL chart or map: Learn about the setting.

Find El Salvador, Mexico, and Chicago, Illinois on the world map. Draw a possible route for the journey of the children. You may use the map on page 3 of the UNICEF report, Broken Dreams: Central American children's dangerous journey to the United States.

EXPLORE

Activity Explore the reading more deeply with a visual or oral language activity.

Find a photo of the bird, Quetzal. Draw and color the bird.
Question: Why did María feel like the trapped Quetzal she once found?

Discussion Ask discussion questions.

Answer the key questions. Use evidence from the text.
1. What were the different fears that María, Tomás, Oscar, Julia felt when they inside the crate?
2. Why did María shake her head when the woman asked if she was from El Salvador?

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Analyze the key paragraph.

Key Paragraph, p. 4
"We'd been so poor at home. Just flowers and hunger. Four brothers and one sister died from worms and lack of food. Finally, Papa and a few others brought a nurse and a teacher into our village, and that's how I learned to read. I imagined my teacher, standing by the chickens in front of her little house. Her left hand was on her hip; her right hand was pulling back her long hair as she watched the sunset. But the red of the sunset began to spread outward, toward me, flowing as though bleeding, and I heard the clicks as the guns went into position, and I saw people, their mouths open, screaming."

EXTEND

Write a short product based on today's prompt to connect to the unit theme.

María, Tomás, Oscar, and Julia comforted each other during their journey inside a crate. Write a paragraph about the things they said to help each other overcome their pain and fears.

Use as much detail as you can.

Close by extending today's lesson to life and the world.

Think about times in which you were afraid or in pain, and someone close to you comforted you. What did they say or do?

Kindness begins with the willingness to help others. Researchers have found that comforting others can help us become stronger and more resilient. When we help others manage their stress, we remind ourselves of emotion regulation strategies and positive problem-solving.

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Character-Based Literacy Program 90-Minute Lesson Plan
Journey of the Sparrows, Day 2

Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.6.1; CCSS.ELA-LITERACY.RL.6.2; CCSS.ELA-LITERACY.RL.6.3; CCSS.ELA-LITERACY.RL.6.4; CCSS.ELA-LITERACY.RL.7.1; CCSS.ELA-LITERACY.RL.7.2; CCSS.ELA-LITERACY.RL.7.3; CCSS.ELA-LITERACY.RL.7.4; CCSS.ELA-LITERACY.RL.8.1; CCSS.ELA-LITERACY.RL.8.2; CCSS.ELA-LITERACY.RL.8.3; CCSS.ELA-LITERACY.RL.8.4

Cite textual evidence to support analysis. Determine a theme or central idea of a text. Describe how a particular story or drama's plot unfolds. Determine the meaning of words and phrases as they are used in a text.

Writing Outcomes

CCSS.ELA-LITERACY.W.6.1; CCSS.ELA-LITERACY.W.7.1; CCSS.ELA-LITERACY.W.8.1

Write arguments to support claims with clear reasons and relevant evidence.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.

Kindness Requires Empathy. Kindness is the desire to lift others' spirits, help the ones in need, and mend relationships. Kindness requires that I take the time to listen, understand, and take action to benefit other people and the world.

What is the Level of Poverty and Hunger in El Salvador?

The following facts are based on the assumed time covered by the book, *Journey of the Sparrows*. Between 1980 and 2001, the amount of cultivated land in El Salvador increased by 6 percent, while the population grew by 42 percent. At the same time, the value of agricultural products dropped, affecting the income of farmers. As a result, nearly half of the children in rural areas suffered from malnutrition and were vulnerable to disease, and about half of the children did not live beyond the age of five years.

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

outrageous (12)	chuckle (15)	huddled (16)	flicked (18)	exuberant (20)

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READ

Review the timeline from the beginning every day.

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read Chapter 2 (pp. 10–20)

Setting	Characters	Pages
Marta's apartment	María, Tomás, Oscar, Julia, Marta	10–20

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- María is concerned about a man standing in the street by the house.
- Marta tells her story of coming to America.
- Oscar shows signs of trauma from the journey.
- Marta and Julia get clothes and look for an apartment.

Map Add to ongoing class activities like a KWL chart or map: Learn about the setting.

Draw a picture of Maria's village in El Salvador based on her memories. Compare the village setting to living in Chicago.

EXPLORE

Activity Explore the reading more deeply with a visual or oral language activity.

Find a photo of the Chipping Sparrow. Draw and color the bird.
Question: Why did María call her brother "Little Oscar Sparrow?"

Discussion Ask discussion questions.

Answer the key questions. Use evidence from the text.
1. Why did María ask Julia not to tell about the necklace?
2. How did María make Oscar feel better?

Analyze the key paragraph.

Key Paragraph, pp. 17–18
"Oscar," I said, "we made it, We're here in the North where everyone gets so rich. We'll have lots to eat, and we'll send money so Mama and Teresa can join us."

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EXTEND

Write a short product based on today's prompt to connect to the unit theme.

María was worried about her brother, Oscar. Write a paragraph about the relationship between the siblings, Julia, María, and Oscar, and how important it was that they took care of each other.

Use as much detail as you can.

Close by extending today's lesson to life and the world.

Think about times in which you were worried about a family member. What did you do?

Kindness is necessary for families to thrive. Think about random acts of kindness that children can do at home, such as helping prepare meals, clean, and care for younger siblings.

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Character-Based Literacy Program 90-Minute Lesson Plan
Journey of the Sparrows, Day 3

Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.6.1; CCSS.ELA-LITERACY.RL.6.2; CCSS.ELA-LITERACY.RL.6.3; CCSS.ELA-LITERACY.RL.6.4; CCSS.ELA-LITERACY.RL.7.1; CCSS.ELA-LITERACY.RL.7.2; CCSS.ELA-LITERACY.RL.7.3; CCSS.ELA-LITERACY.RL.7.4; CCSS.ELA-LITERACY.RL.8.1; CCSS.ELA-LITERACY.RL.8.2; CCSS.ELA-LITERACY.RL.8.3; CCSS.ELA-LITERACY.RL.8.4

Cite textual evidence to support analysis. Determine a theme or central idea of a text. Describe how a particular story or drama's plot unfolds. Determine the meaning of words and phrases as they are used in a text.

Writing Outcomes

CCSS.ELA-LITERACY.W.6.1; CCSS.ELA-LITERACY.W.7.1; CCSS.ELA-LITERACY.W.8.1

Write arguments to support claims with clear reasons and relevant evidence.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.

Kindness Requires Empathy. Kindness is the desire to lift others' spirits, help the ones in need, and mend relationships. Kindness requires that I take the time to listen, understand, and take action to benefit other people and the world.

Who are Migrant Children?

Migrant children are boys and girls who travel unaccompanied to arrive at a safe place. These children travel without parents or guardians and hide from authorities as they walk through deserts and forests, and mountains. Tens of thousands of children have left El Salvador to find safety. Some of the children have parents or other family members in Mexico or the US, and they travel for family reunification.

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

astonishment (23)	thudding (23)	pleaded (27)	tiredness (29)	protected (30)

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READ

Review the timeline from the beginning every day.

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read Chapter 3 (pp. 21–30)

Setting	Characters	Pages
New apartment	María, Oscar, Julia, Marta, Alicia	21–30

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Marta helps María and her siblings find a new place to stay.
- María meets Alicia, who provides the children with food and mattresses.
- María tells a bedtime story about a sparrow.

Map Add to ongoing class activities like a KWL chart or map: Learn about the setting.

Draw a picture of the apartment or the room where María, Julia, and Oscar are staying. Include as many details as you can, based on the text. Add additional details as you imagine the living conditions of the children and other residents in the apartment.

EXPLORE

Activity Explore the reading more deeply with a visual or oral language activity.

Create a two-column table comparing the story about the little sparrow to the story of María and her siblings. In your table, identify the similarities in the two stories.

Question: In your opinion, why is the book called "Journey of the Sparrows?"

Discussion Ask discussion questions.

Answer the key questions. Use evidence from the text.

1. Why were the children frightened by the police siren?
2. How did Alicia show kindness to the siblings?

Analyze the key paragraph.

Key Paragraph, p. 25

"I looked out the kitchen window, was amazed at how high we were and saw that there were other buildings even higher. Lights blinked on from building to building, and I wondered how many people were hiding."

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EXTEND

Write a short product based on today's prompt to connect to the unit theme.

María remarked that darkness reminded her of the crate. Sometimes, small signals, such as smell, noise, or light can trigger painful memories. Write a paragraph about the need of the three siblings, Julia, María, and Oscar to be close to people who have empathy and understand them and their fears.

Use as much detail as you can.

Close by extending today's lesson to life and the world.

Think about times in which someone showed empathy – understanding of how you feel. How did he or she express empathy?

Empathy helps us find ways to comfort others and to support them. It is necessary among family members, friends, and all members of a community or society.

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Character-Based Literacy Program 90-Minute Lesson Plan
Journey of the Sparrows, Day 4

Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.6.1; CCSS.ELA-LITERACY.RL.6.2; CCSS.ELA-LITERACY.RL.6.3; CCSS.ELA-LITERACY.RL.6.4; CCSS.ELA-LITERACY.RL.7.1; CCSS.ELA-LITERACY.RL.7.2; CCSS.ELA-LITERACY.RL.7.3; CCSS.ELA-LITERACY.RL.7.4; CCSS.ELA-LITERACY.RL.8.1; CCSS.ELA-LITERACY.RL.8.2; CCSS.ELA-LITERACY.RL.8.3; CCSS.ELA-LITERACY.RL.8.4

Cite textual evidence to support analysis. Determine a theme or central idea of a text. Describe how a particular story or drama's plot unfolds. Determine the meaning of words and phrases as they are used in a text.

Writing Outcomes

CCSS.ELA-LITERACY.W.6.1; CCSS.ELA-LITERACY.W.7.1; CCSS.ELA-LITERACY.W.8.1

Write arguments to support claims with clear reasons and relevant evidence.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.

Kindness Requires Empathy. Kindness is the desire to lift others' spirits, help the ones in need, and mend relationships. Kindness requires that I take the time to listen, understand, and take action to benefit other people and the world.

What are the Employment Ethical Issues in U.S. Garment Manufacturing?

There are many small garment and apparel workshops that compete with one another for limited business and can generate only narrow profit margins. To cut costs, they often hire unauthorized workers who are willing to work long hours for low wages. In most cases, the workers are paid below the minimum wage and their salary does not meet overtime regulations. Most workshops employ between five and 50 workers, predominantly female immigrants. The workshop size is often intentionally small, so the employer can lay off workers or close the workshop during slow periods. Often, these working conditions are a result of the contract between the workshops and the brand names that sell their products. Brands pay factories pay low prices while demanding short turnaround times.

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

fragile (32)	seam (34)	scowled (35)	throbbed (36)	stanzas (41)

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READ

Review the timeline from the beginning every day.

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read Chapter 4 (pp. 31–41)

Setting	Characters	Pages
Sewing factory	María, Alicia, Isabel	31–39
Apartment	María, Alicia, Julia, Oscar, a man with a guitar	39–41

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- María and Julia find jobs.
- María tells her story to Alicia.
- The siblings receive a letter from Mamá telling them their young sister is well.

Map Add to ongoing class activities like a KWL chart or map: Learn about the setting.

The Chicago "L" is an important part of Chicago's landscape. Visit the website of the Smithsonian National Museum of American History by clicking this link or copying and pasting the URL: https://www.chicago-l.org/museums/smithsonian.html to your browser and learn more about the history of the train.

EXPLORE

Activity Explore the reading more deeply with a visual or oral language activity.

Use the Resilience Chart to write on each of the five arrows one personal strength or type of social support that has enabled María endure her journey, painful memories of loss and separation, and the conditions of living and working in Chicago.

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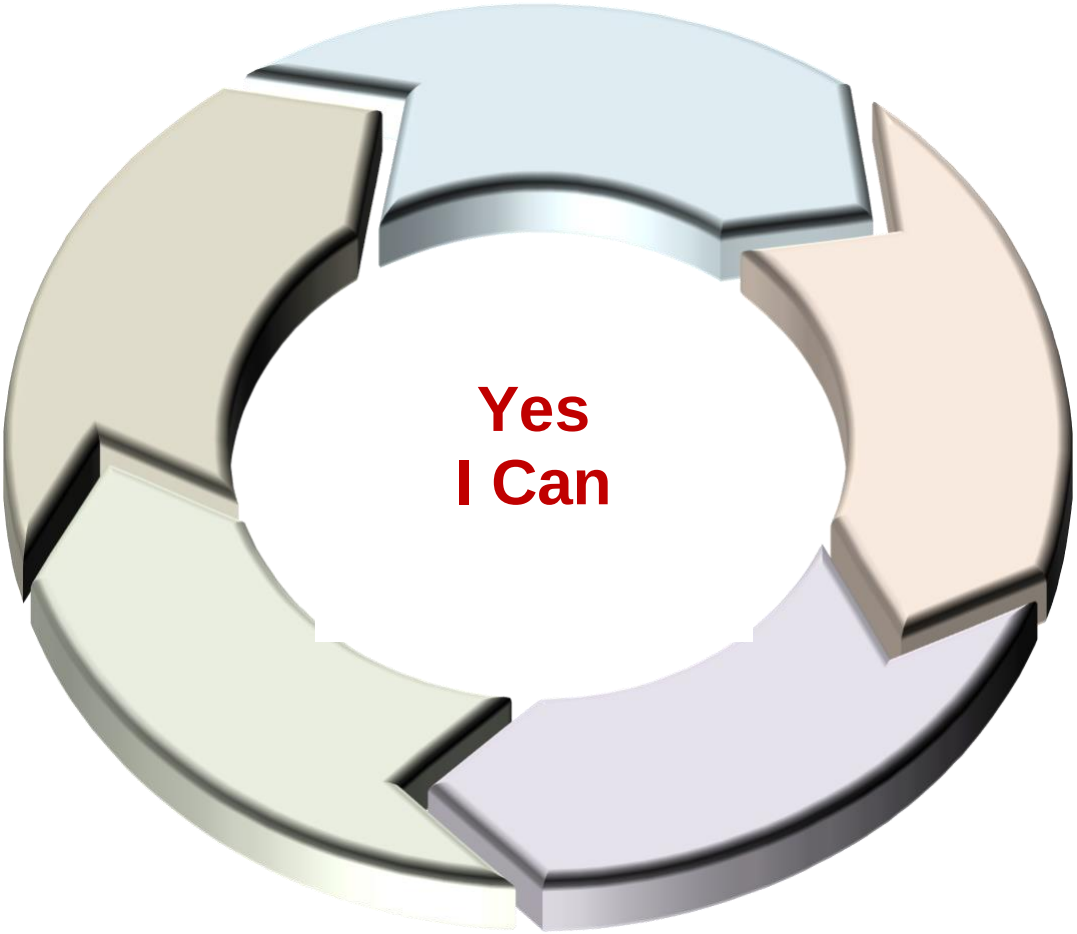
Resilience Chart



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Discussion Ask discussion questions.

Answer the key questions. Use evidence from the text.
1. According to Alicia, why does she sometimes seem unfriendly?
2. Why did Alicia encourage María to talk about herself and her feelings?

Analyze the key paragraph.

Key Paragraph, p. 38
"I keep thinking about Papá saying I was going to save the family, Alicia," I said. "I don't know if I can do it." I cried, leaning against Alicia, my eyes so full of tears I couldn't see the lights.

EXTEND

Write a short product based on today's prompt to connect to the unit theme.

María was happy to hear music that reminded her of home. Write a paragraph about the importance of having music, stories, pictures, or other artifacts that help ease immigrants' feelings of homesickness.

Use as much detail as you can.

Close by extending today's lesson to life and the world.

Think about times in which you were homesick. What helped you manage these feelings?

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Character-Based Literacy Program 90-Minute Lesson Plan
Journey of the Sparrows, Day 5

Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.6.1; CCSS.ELA-LITERACY.RL.6.2; CCSS.ELA-LITERACY.RL.6.3; CCSS.ELA-LITERACY.RL.6.4; CCSS.ELA-LITERACY.RL.7.1; CCSS.ELA-LITERACY.RL.7.2; CCSS.ELA-LITERACY.RL.7.3; CCSS.ELA-LITERACY.RL.7.4; CCSS.ELA-LITERACY.RL.8.1; CCSS.ELA-LITERACY.RL.8.2; CCSS.ELA-LITERACY.RL.8.3; CCSS.ELA-LITERACY.RL.8.4

Cite textual evidence to support analysis. Determine a theme or central idea of a text. Describe how a particular story or drama's plot unfolds. Determine the meaning of words and phrases as they are used in a text.

Writing Outcomes

CCSS.ELA-LITERACY.W.6.1; CCSS.ELA-LITERACY.W.7.1; CCSS.ELA-LITERACY.W.8.1

Write arguments to support claims with clear reasons and relevant evidence.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.

Kindness Requires Empathy. Kindness is the desire to lift others' spirits, help the ones in need, and mend relationships. Kindness requires that I take the time to listen, understand, and take action to benefit other people and the world.

What is the Impact of Language Barriers on Immigrants?

Because of their fear of being caught, undocumented immigrants accept jobs with poor working conditions. Another barrier is the lack of English proficiency which prevents them from obtaining many types of jobs, communicate with people around them, shopping for essentials, going to school, and receiving health care services.

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

carved (46)	full-fledged (47)	scraggly (48)	clamored (50)	puffed (51)

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READ

Review the timeline from the beginning every day.

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read Chapter 5 (pp. 42–51)

Setting	Characters	Pages
Sewing factory	María, Alicia, the man with white hair	42–43
Streets and shops of Chicago	María, Oscar	44–46
Marta's apartment	María, Oscar, Tomás, Marta	47–51

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- María is worried about the man with the white hair.
- María and Oscar visit stores in Chicago.
- Tomás starts teaching María English.

Map Add to ongoing class activities like a KWL chart or map: Learn about the setting.

Draw a picture of María and Oscar at the toy store. Try to capture their mood by drawing their facial expressions or adding thought bubbles.

EXPLORE

Activity Explore the reading more deeply with a visual or oral language activity.

Imagine you are asked to tutor a Spanish speaking immigrant. What English phrases would you teach him or her? How have you selected these phrases?

Discussion Ask discussion questions.

Answer the key questions. Use evidence from the text.

1. Why did María shudder when she saw a toy machine gun in the store?
2. How could English proficiency change María's life?

Analyze the key paragraph.

Key Paragraph, p. 47

"We're having a full-fledged American party," said Tomás. "Complete with candles."

Find out about traditional birthday customs in a country in Central America. How are these traditions same or different than birthday celebrations in the United States?

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EXTEND

Write a short product based on today's prompt to connect to the unit theme.

María and her siblings face food insecurity – lack of consistent access to a sufficient amount of food. Write a paragraph about the mix of joy and hunger that María and Oscar experienced on their fun day outdoors.

Use as much detail as you can.

Close by extending today's lesson to life and the world.

Think about times in which you were hungry. How did hunger affect your mood and behavior?

Kindness towards people in poverty includes helping them find access to food. What do you know about food drives? In your opinion, should only wealthy people donate to food drives?

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Character-Based Literacy Program 90-Minute Lesson Plan
Journey of the Sparrows, Day 6

Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.6.1; CCSS.ELA-LITERACY.RL.6.2; CCSS.ELA-LITERACY.RL.6.3; CCSS.ELA-LITERACY.RL.6.4; CCSS.ELA-LITERACY.RL.7.1; CCSS.ELA-LITERACY.RL.7.2; CCSS.ELA-LITERACY.RL.7.3; CCSS.ELA-LITERACY.RL.7.4; CCSS.ELA-LITERACY.RL.8.1; CCSS.ELA-LITERACY.RL.8.2; CCSS.ELA-LITERACY.RL.8.3; CCSS.ELA-LITERACY.RL.8.4

Cite textual evidence to support analysis. Determine a theme or central idea of a text. Describe how a particular story or drama's plot unfolds. Determine the meaning of words and phrases as they are used in a text.

Writing Outcomes

CCSS.ELA-LITERACY.W.6.1; CCSS.ELA-LITERACY.W.7.1; CCSS.ELA-LITERACY.W.8.1

Write arguments to support claims with clear reasons and relevant evidence.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.

Kindness Requires Empathy. Kindness is the desire to lift others' spirits, help the ones in need, and mend relationships. Kindness requires that I take the time to listen, understand, and take action to benefit other people and the world.

How Religious Spaces Help Immigrants in the United States?

Prayers help immigrants maintain hope and are important to their well-being. Parishes around the country meet other basic needs of immigrants. They run soup kitchens, homeless shelters, and collect donations of clothes, toiletries, and other essentials. Some churches provide additional social services as well as civic and legal advice.

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

fragile (59)	solemnly (60)	humble (61)	swooped (62)	downdraft (63)

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READ

Review the timeline from the beginning every day.

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read Chapter 5 (pp. 52–64)

Setting	Characters	Pages
Sewing factory	María, Alicia, the man with white hair	52–53
Near the church	María, Oscar, Tomás	54–61
Street	María, Oscar, Tomás	62–63
Marta's apartment	María, Oscar, Tomás, Julia, Alicia	64

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- María quits her job after the supervisor attempts to harass.
- Tomás, María, and Oscar go to a soup kitchen in a church.
- An old lady likes Tomás because he reminds her of her younger brother.
- Tomás, María, and Oscar fly a kite.

Map Add to ongoing class activities like a KWL chart or map: Learn about the setting.

Complete the KWL Chart in response to the following questions:

- What do you know about the ability of María and Julia to obtain food, clothes, and other necessities?
- What do you want to know?
- After discussing with your group, what did you learn?

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KWL Chart

What do you **K**now?	**W**hat do you want to know?	What did you **L**earn?

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EXPLORE

Activity Explore the reading more deeply with a visual or oral language activity.

Draw a kite. Color and decorate the kite. Add your wishes for Julia, María, and Oscar.

Discussion Ask discussion questions.

Answer the key questions. Use evidence from the text.
1. What saved Julia, María, and Oscar from hunger?
2. What toy does the Quetzal Lady give to Oscar? What is the importance of this gift?

Analyze the key paragraph.

Key Paragraph, p. 60
”Oscar reached for the drawing and knelt on the floor, folding the picture in half and pressing it carefully with his hands. He folded it again and again into a little square and held it against his chest. I felt tears on my cheeks from missing Mama. From that time on, Oscar carried the drawing with him wherever he went, opening it up every so often, staring at is carefully, and folding it back up.”

EXTEND

Write a short product based on today’s prompt to connect to the unit theme.

Flying a kite was one of the most fun days Oscar had since he arrived at the United States. Write a paragraph about the importance of this day to Oscar.

Use as much detail as you can.

Close by extending today’s lesson to life and the world.

Although it was still cold outside and Oscar had no coat, María thought he should spend some time outside. Think about your favorite outdoor activities. How does being outdoor make you feel?

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Character-Based Literacy Program 90-Minute Lesson Plan
Journey of the Sparrows, Day 7

Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.6.1; CCSS.ELA-LITERACY.RL.6.2; CCSS.ELA-LITERACY.RL.6.3; CCSS.ELA-LITERACY.RL.6.4; CCSS.ELA-LITERACY.RL.7.1; CCSS.ELA-LITERACY.RL.7.2; CCSS.ELA-LITERACY.RL.7.3; CCSS.ELA-LITERACY.RL.7.4; CCSS.ELA-LITERACY.RL.8.1; CCSS.ELA-LITERACY.RL.8.2; CCSS.ELA-LITERACY.RL.8.3; CCSS.ELA-LITERACY.RL.8.4

Cite textual evidence to support analysis. Determine a theme or central idea of a text. Describe how a particular story or drama's plot unfolds. Determine the meaning of words and phrases as they are used in a text.

Writing Outcomes

CCSS.ELA-LITERACY.W.6.1; CCSS.ELA-LITERACY.W.7.1; CCSS.ELA-LITERACY.W.8.1

Write arguments to support claims with clear reasons and relevant evidence.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.

Kindness Requires Empathy. Kindness is the desire to lift others' spirits, help the ones in need, and mend relationships. Kindness requires that I take the time to listen, understand, and take action to benefit other people and the world.

What Raids are Conducted by Immigration and Customs Enforcement (ICE)?

ICE conducts surprise checks of employers suspected of hiring employees that are not legally authorized to work in the United States. ICE may arrest both the unauthorized workers and their employers. In some states, ICE can lawfully enter employer premises without a search warrant.

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

scraps (67)	slammed (68)	slumped (68)	scalded (69)	motioned (70)

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READ

Review the timeline from the beginning every day.

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read Chapter 7 (pp. 65–71)

Setting	Characters	Pages
Marta's apartment	María, Julia	65–67
Sewing factory	María, Alicia, Immigration	68–69
Street	María, Woman	70–71

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Julia stops working for fear of losing her baby.
- Immigration raids the sewing sweatshop and arrests most of the workers, including Alicia.
- A woman helps María get to the train and gives her money.

Map Add to ongoing class activities like a KWL chart or map: Learn about the setting.

Complete the KWL Chart in response to the following questions:

- What do you know about the lives of illegal immigrants in the United States?
- What do you want to know?
- After discussing with your group, what did you learn?

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KWL Chart

What do you **K**now?	**W**hat do you want to know?	What did you **L**earn?

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EXPLORE

Activity Explore the reading more deeply with a visual or oral language activity.

In 2016, the U.S. Department of Labor investigated 77 garment companies in the city and found that 85 percent of the time, they cheated their workers. Research information about the exploitation of illegal workers in the United States. Write two or three examples you have found.

Discussion Ask discussion questions.

Answer the key questions. Use evidence from the text.
1. According to María, why was the immigration raid on payday?
2. What dangers are awaiting María, Julia, and Oscar?

Analyze the key paragraph.

Key Paragraph, p. 67
”Tonight we get paid,” she reminded me, “and you’ll feel better. Don’t give up, María. You’re young. Your brother and sister need you.”

EXTEND

Write a short product based on today’s prompt to connect to the unit theme.

Today you have read about an employer who has violated workers’ rights in several respects. The women received low pay, worked many hours a week, and did not receive their weekly paycheck. Write a paragraph and the lack of ability of illegal immigrants to negotiate better working conditions.

Use as much detail as you can.

Close by extending today’s lesson to life and the world.

Consider your career aspirations. How will you learn about your rights as an employee? What resources will you use?

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Character-Based Literacy Program 90-Minute Lesson Plan
Journey of the Sparrows, Day 8

Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.6.1; CCSS.ELA-LITERACY.RL.6.2; CCSS.ELA-LITERACY.RL.6.3; CCSS.ELA-LITERACY.RL.6.4; CCSS.ELA-LITERACY.RL.7.1; CCSS.ELA-LITERACY.RL.7.2; CCSS.ELA-LITERACY.RL.7.3; CCSS.ELA-LITERACY.RL.7.4; CCSS.ELA-LITERACY.RL.8.1; CCSS.ELA-LITERACY.RL.8.2; CCSS.ELA-LITERACY.RL.8.3; CCSS.ELA-LITERACY.RL.8.4

Cite textual evidence to support analysis. Determine a theme or central idea of a text. Describe how a particular story or drama's plot unfolds. Determine the meaning of words and phrases as they are used in a text.

Writing Outcomes

CCSS.ELA-LITERACY.W.6.1; CCSS.ELA-LITERACY.W.7.1; CCSS.ELA-LITERACY.W.8.1

Write arguments to support claims with clear reasons and relevant evidence.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.

Kindness Requires Empathy. Kindness is the desire to lift others' spirits, help the ones in need, and mend relationships. Kindness requires that I take the time to listen, understand, and take action to benefit other people and the world.

How Did the Guardia Nacional Act in the Civil War in El Salvador (1980-1992)?

When the El Salvadoran government did not fulfill its promise to improve living standards in the country, discontent with the government provoked a 12-year war. The war between government, guerilla and paramilitary forces produced systematic human rights violations, subjecting civilians to torture, mutilation, forced disappearance, extrajudicial killing and mass rape. In 1992, a peace settlement was signed. The United Nations appointed a Truth Commission to investigate war crimes. The Commission's report attributed the majority of the human rights violations to the National Guard (Guardia Nacional) who have killed 75,000 civilians during the Civil War.

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

beckoned (76)	steadied (77)	serenely (78)	stammering (80)	fervently (80)

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READ

Review the timeline from the beginning every day.

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read Chapter 8 (pp. 72–80)

Setting	Characters	Pages
Marta's apartment	María, Julia, Tomás	72–75
Church	María, the Quetzal lady, Father Jonathan	76–80

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- María can't find a job.
- Father Jonathan catches María stealing bread from the church.
- Father Jonathan offers María a cleaning job at the church.

Map Add to ongoing class activities like a KWL chart or map: Learn about the setting.

Complete the KWL Chart in response to the following questions:

- What do you know about the people who share the apartment with María, Julia, and Oscar?
- What do you want to know?
- After discussing with your group, what did you learn?

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KWL Chart

What do you **K**now?	**W**hat do you want to know?	What did you **L**earn?

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EXPLORE

Activity Explore the reading more deeply with a visual or oral language activity.

Explore the CIA's World Fact Book page on El Salvador. Create a postcard about El Salvador. It can convey current or historical aspects of the country.

Discussion Ask discussion questions.

Answer the key questions. Use evidence from the text.
1. What did María and Julia do feed themselves and their brother?
2. Why did Father Jonathan promise to help María?

Analyze the key paragraph.

Key Paragraph, p. 80
"Not everyone here agrees with Immigration. Or back the Guardias. Some of us are trying to change things. To make it legal for people like you."

Note: In 1981 and 1982, thousands of demonstrators in the United States demanded to change United States policy toward El Salvador. The United States has provided military aid to El Salvador to assist the government during the Civil War.

EXTEND

Write a short product based on today's prompt to connect to the unit theme.

Write 1–2 paragraphs about the power of civilians to support people in poverty and immigrants in distress. What kinds of support can people and organizations provide? Refer to Father Jonathan's help to María as one of your examples.

Use as much detail as you can.

Close by extending today's lesson to life and the world.

Consider charitable organizations in your city or town. What charitable organization have you heard about? What do these organizations do?

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Character-Based Literacy Program 90-Minute Lesson Plan
Journey of the Sparrows, Day 9

Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.6.1; CCSS.ELA-LITERACY.RL.6.2; CCSS.ELA-LITERACY.RL.6.3; CCSS.ELA-LITERACY.RL.6.4; CCSS.ELA-LITERACY.RL.7.1; CCSS.ELA-LITERACY.RL.7.2; CCSS.ELA-LITERACY.RL.7.3; CCSS.ELA-LITERACY.RL.7.4; CCSS.ELA-LITERACY.RL.8.1; CCSS.ELA-LITERACY.RL.8.2; CCSS.ELA-LITERACY.RL.8.3; CCSS.ELA-LITERACY.RL.8.4

Cite textual evidence to support analysis. Determine a theme or central idea of a text. Describe how a particular story or drama's plot unfolds. Determine the meaning of words and phrases as they are used in a text.

Writing Outcomes

CCSS.ELA-LITERACY.W.6.1; CCSS.ELA-LITERACY.W.7.1; CCSS.ELA-LITERACY.W.8.1

Write arguments to support claims with clear reasons and relevant evidence.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.

Kindness Requires Empathy. Kindness is the desire to lift others' spirits, help the ones in need, and mend relationships. Kindness requires that I take the time to listen, understand, and take action to benefit other people and the world.

What is the Importance of Memories from Home to Immigrants?

In addition to the challenges of finding work, food, and shelter as well as learning a new language, immigrants need to assimilate to a new culture. Talking with friends and family about memories from home, and making dishes and artwork that reflect cultural traditions can ease the difficulties of change. Americans can demonstrate appreciation of diversity by acknowledging the importance of these traditions and showing interest in the music, food, and other cultural traditions of immigrants.

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

ragged (81)	Flushed (81)	squirmed (83)	silhouetting (86)	

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READ

Review the timeline from the beginning every day.

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read Chapter 9 (pp. 81–88)

Setting	Characters	Pages
Marta's apartment	María, Julia, Marta	81–82
Religious store	María, shop owner	83–84
Yard behind Marta's apartment building	María, Tomás, Oscar, Quetzal lady	85–88

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- María's mother used all her money to send Teresa to the US, but the people were caught and Teresa was back with her mother.
- María sold her artwork at the religious store.
- Oscar receives a red toy truck from Tomás and a kitten from the Quetzal lady.

Map Add to ongoing class activities like a KWL chart or map: Learn about the setting.

Complete the KWL Chart in response to the following questions:

- What do you know about María – what she does like? What does she believe in and hope for?
- What do you want to know?
- After discussing with your group, what did you learn?

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KWL Chart

What do you **K**now?	**W**hat do you want to know?	What did you **L**earn?

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EXPLORE

Activity Explore the reading more deeply with a visual or oral language activity.

Draw the cat with the ragged ear from the religious store and the kitten that the Quetzal Lady found.

Reflect: How do pets provide comfort to people at times of stress?

Discussion Ask discussion questions.

Answer the key questions. Use evidence from the text.
1. What did María sell at the religious store?
2. What memories of good times at home does María have?

Analyze the key paragraph.

Key Paragraph, p. 87
”Well, you know how the stars move across the sky at night.” Tomás nodded again. “See, I always thought I had a special star, ever since I was little. And when our neighbor played his *pita* each night, my star would move right where I could see it through my crack. Then it’d move away. But it always came back the next night.”

EXTEND

Write a short product based on today’s prompt to connect to the unit theme.

Write a paragraph about the positive power of hope. María’s hard work and initiatives were driven by her hope for a better future. What is hope and why is it important?

Use as much detail as you can.

Close by extending today’s lesson to life and the world.

Think about all the things that people throw away. What objects could be useful to other people? Can there be a better purpose for these objects instead of sending them to the landfill?

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Character-Based Literacy Program 90-Minute Lesson Plan
Journey of the Sparrows, Day 10

Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.6.1; CCSS.ELA-LITERACY.RL.6.2; CCSS.ELA-LITERACY.RL.6.3; CCSS.ELA-LITERACY.RL.6.4; CCSS.ELA-LITERACY.RL.7.1; CCSS.ELA-LITERACY.RL.7.2; CCSS.ELA-LITERACY.RL.7.3; CCSS.ELA-LITERACY.RL.7.4; CCSS.ELA-LITERACY.RL.8.1; CCSS.ELA-LITERACY.RL.8.2; CCSS.ELA-LITERACY.RL.8.3; CCSS.ELA-LITERACY.RL.8.4

Cite textual evidence to support analysis. Determine a theme or central idea of a text. Describe how a particular story or drama's plot unfolds. Determine the meaning of words and phrases as they are used in a text.

Writing Outcomes

CCSS.ELA-LITERACY.W.6.1; CCSS.ELA-LITERACY.W.7.1; CCSS.ELA-LITERACY.W.8.1

Write arguments to support claims with clear reasons and relevant evidence.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.

Kindness Requires Empathy. Kindness is the desire to lift others' spirits, help the ones in need, and mend relationships. Kindness requires that I take the time to listen, understand, and take action to benefit other people and the world.

How Should Doctors Treat Illegal Immigrants?

Present the following case study to students and invite students to discuss the point of views of the clerk, the doctor, and the patient.

Jane Smith works in a hospital as a front desk clerk. A pregnant woman checks in. Her water just broke and she is in urgent need for help delivering her baby. Mrs. Smith notices that the patient's identification card is missing the holograms that ID cards typically have. She suspects the ID card to be fake. Based on the patient's language and ethnicity, she assumes that the patient is likely to be an illegal immigrant. She consults with a doctor, who tells her that the First Amendment to the US Constitution protects the right of free speech including the right not to speak. The doctor notes that there is no general obligation to report a crime, including the presence of an illegal immigrant in the hospital. Mrs. Smith points out that illegal immigrants are not eligible to medical benefits in the United States and that the patient may not be able to pay the hospital bill. The doctor responds that under the Emergency Medical Treatment and

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Active Labor Act, in a state of emergency, doctors cannot deny medical treatment to a patient for economic reasons.

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

peered (91)	shrill (91)	midwife (91)	basin (93)	diminished (93)

READ

Review the timeline from the beginning every day.

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read Chapter 10 (pp. 89–97)

Setting	Characters	Pages
Doña Elena's apartment	María, Julia, Doña Elena	89–97

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- María's takes Julia to Doña Elena.
- Doña Elena tells María her story.
- Julia delivers a healthy, but small, baby girl.

Map Add to ongoing class activities like a KWL chart or map: Learn about the setting.

Complete the KWL Chart in response to the following questions:

- What do you know about Doña Elena?
- What do you want to know?
- After discussing with your group, what did you learn?

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KWL Chart

What do you **K**now?	**W**hat do you want to know?	What did you **L**earn?

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EXPLORE

Activity Explore the reading more deeply with a visual or oral language activity.

Using old magazines, cut out words, phrases, and images that represent the values, talents, attitudes, and people that help you face challenges in life and cope with stress.

Connect: María looked at herself in the mirror and reflected: "Why me? Why did I have to be the one who Papa thought would save the family?" What attitudes and behavior should María have to take care of her family?

Discussion Ask discussion questions.

Answer the key questions. Use evidence from the text.
1. Why didn't Julia go to a hospital to deliver the baby?
2. Why didn't Doña Elena go back to New Mexico?

Analyze the key paragraph.

Key Paragraph, p. 96
"María," she said, "you'll learn that the goodness, the goodness you had before, it can't ever really go away. It's all inside of you. Your family, your home, your land, before the killings began. You can keep those things living inside. Like my son and family live in me. And the grass and the sky. I feel them every day. They're still part of me, and it'll be that way for you."

Instructions: Doña Elena wanted María to know that she does not have to go back home to have the values, wisdom, and strength that she learned earlier in life. Why did Doña Elena want María to understand that?

EXTEND

Write a short product based on today's prompt to connect to the unit theme.

Write a paragraph about the importance of controlling our thoughts. Doña Elena instructed María to get her sister focused on prayer rather than on her dead husband and her fears. Why is it important to manage our thoughts to reduce stress?

Use as much detail as you can.

Close by extending today's lesson to life and the world.

Think about Julia's reluctance to go to a hospital, even at a time of emergency. Sometimes, people are afraid to seek help because they do not trust others. Have you ever avoided asking for help? Why was it difficult to seek help?

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Character-Based Literacy Program 90-Minute Lesson Plan
Journey of the Sparrows, Day 11

Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.6.1; CCSS.ELA-LITERACY.RL.6.2; CCSS.ELA-LITERACY.RL.6.3; CCSS.ELA-LITERACY.RL.6.4; CCSS.ELA-LITERACY.RL.7.1; CCSS.ELA-LITERACY.RL.7.2; CCSS.ELA-LITERACY.RL.7.3; CCSS.ELA-LITERACY.RL.7.4; CCSS.ELA-LITERACY.RL.8.1; CCSS.ELA-LITERACY.RL.8.2; CCSS.ELA-LITERACY.RL.8.3; CCSS.ELA-LITERACY.RL.8.4

Cite textual evidence to support analysis. Determine a theme or central idea of a text. Describe how a particular story or drama's plot unfolds. Determine the meaning of words and phrases as they are used in a text.

Writing Outcomes

CCSS.ELA-LITERACY.W.6.1; CCSS.ELA-LITERACY.W.7.1; CCSS.ELA-LITERACY.W.8.1

Write arguments to support claims with clear reasons and relevant evidence.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.

Kindness Requires Empathy. Kindness is the desire to lift others' spirits, help the ones in need, and mend relationships. Kindness requires that I take the time to listen, understand, and take action to benefit other people and the world.

How is Lack of English Literacy a Barrier to Financial Stability?

About one-third of the legal immigrants and the majority of the illegal immigrants in the United States lack necessary English literacy skills – the ability to read, write, and speak basic English. Lack of English literacy prevents them from finding better jobs, understanding their rights, and seek health and social services.

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

thankful (100)	ragged (101)	pleaded (103)	glistened (103)	flushed (104)

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READ

Review the timeline from the beginning every day.

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read Chapter 11 (pp. 98–104)

Setting	Characters	Pages
Doña Elena's apartment	María, Julia, Doña Elena, baby Ramona	98–100
The park	María, Tomás, Oscar	101–104

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Julia and the baby are back home.
- Tomás fixed a wagon for Oscar, Marta's children, and the baby.
- Tomás, María, and Oscar spend a day at the park.

Map Add to ongoing class activities like a KWL chart or map: Learn about the setting.

Complete the KWL Chart in response to the following questions:

- What do you know about Tomás?
- What do you want to know?
- After discussing with your group, what did you learn?

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KWL Chart

What do you **K**now?	**W**hat do you want to know?	What did you **L**earn?

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EXPLORE

Activity Explore the reading more deeply with a visual or oral language activity.

Create a comparison chart of the lives of María, Julia, and Oscar during the first weeks in the US and now. Use sentences or images to show what has changed and what has stayed the same.

Discussion Ask discussion questions.

Answer the key questions. Use evidence from the text.
1. Why did María nearly cry when she reached the park?
2. In your opinion, what does the sparrow symbolize in this book?

Note: A symbol is an object or an action that means something more than its literal meaning. The characteristics of the symbol represent ideas, values, or other significant aspects in the story.

Analyze the key paragraph.

Key Paragraph, p. 100
”You don’t realize how good you are? You don’t know how proud of you I am?” she said. “You don’t know how lovely you’re becoming? How happy I’d be if Ramona looked like you?”

Answer: Why did María have a low self-image? Why were her sister’s words so important?

EXTEND

Write a short product based on today’s prompt to connect to the unit theme.

Write a paragraph about the relationship among the key characters in the book, *Journey of the Sparrows*. Despite their age, the teenagers help their families and friends. Include at least two examples.

Use as much detail as you can.

Close by extending today’s lesson to life and the world.

Do you know someone your age who supports his or her family? Maybe they take care of a sibling, a sick parent, or take on major chores around the house. What do they do to support them?

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Character-Based Literacy Program 90-Minute Lesson Plan
Journey of the Sparrows, Day 12

Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.6.1; CCSS.ELA-LITERACY.RL.6.2; CCSS.ELA-LITERACY.RL.6.3; CCSS.ELA-LITERACY.RL.6.4; CCSS.ELA-LITERACY.RL.7.1; CCSS.ELA-LITERACY.RL.7.2; CCSS.ELA-LITERACY.RL.7.3; CCSS.ELA-LITERACY.RL.7.4; CCSS.ELA-LITERACY.RL.8.1; CCSS.ELA-LITERACY.RL.8.2; CCSS.ELA-LITERACY.RL.8.3; CCSS.ELA-LITERACY.RL.8.4

Cite textual evidence to support analysis. Determine a theme or central idea of a text. Describe how a particular story or drama's plot unfolds. Determine the meaning of words and phrases as they are used in a text.

Writing Outcomes

CCSS.ELA-LITERACY.W.6.1; CCSS.ELA-LITERACY.W.7.1; CCSS.ELA-LITERACY.W.8.1

Write arguments to support claims with clear reasons and relevant evidence.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.

Kindness Requires Empathy. Kindness is the desire to lift others' spirits, help the ones in need, and mend relationships. Kindness requires that I take the time to listen, understand, and take action to benefit other people and the world.

What are the Risks that Refugees from El Salvador Face?

Thousands of women have traveled alone or together with their children or other family members since the start of the Civil War in El Salvador. They attempted to escape violence but on their way encountered assault and extortion by heavily-armed, transnational criminal groups.

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

speechless (106)	quiver (108)	tender (109)	piercing (112)	exhaustion (114)

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READ

Review the timeline from the beginning every day.

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read Chapter 12 (pp. 105–114)

Setting	Characters	Pages
María's apartment	María, Julia	105–110
The church	María, blonde secretary, the Quetzal lady	111–112
Doña Elena's apartment	María, Doña Elena	112–113
María's apartment	María, Julia, Doña Elena	113–114

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- María's mother was deported to El Salvador.
- María wants to travel to Mexico to bring Teresa to the United States.
- Doña Elena sells her most valuable possession and gives Julia and María the money.

Map Add to ongoing class activities like a KWL chart or map: Learn about the setting.

Complete the KWL Chart in response to the following questions:

- What do you know about Teresa?
- What do you want to know?
- After discussing with your group, what did you learn?

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KWL Chart

What do you **K**now?	**W**hat do you want to know?	What did you **L**earn?

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EXPLORE

Activity Explore the reading more deeply with a visual or oral language activity.

Print or draw a map of North America and Mexico. What route should Maria take as she travels from Chicago to Mexico?

Discussion Ask discussion questions.

Answer the key questions. Use evidence from the text.
1. Why did Julia and María disagree about who should bring Teresa to the United States? What arguments did they provide?
2. What did Doña Elena sell?

Analyze the key paragraph.

Key Paragraph, pp. 111–112
”Turn to the wise ones. Don’t be talking to stiff old boards. And don’t be running off in no fool’s direction. You young ones can be dumb, dumb as shadows in the wind.”

EXTEND

Write a short product based on today’s prompt to connect to the unit theme.

Write a paragraph about María’s temptation to give up and accept the fate of her family compared to her willingness to take on a risky journey to save her sister. What made María change her mind?

Use as much detail as you can.

Close by extending today’s lesson to life and the world.

Today’s chapter emphasizes the value of protecting human life. María and Julia are willing to take on difficult challenges to save their little sister. What other stories do you know about heroic efforts to save human life?

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Character-Based Literacy Program 90-Minute Lesson Plan
Journey of the Sparrows, Day 13

Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.6.1; CCSS.ELA-LITERACY.RL.6.2; CCSS.ELA-LITERACY.RL.6.3; CCSS.ELA-LITERACY.RL.6.4; CCSS.ELA-LITERACY.RL.7.1; CCSS.ELA-LITERACY.RL.7.2; CCSS.ELA-LITERACY.RL.7.3; CCSS.ELA-LITERACY.RL.7.4; CCSS.ELA-LITERACY.RL.8.1; CCSS.ELA-LITERACY.RL.8.2; CCSS.ELA-LITERACY.RL.8.3; CCSS.ELA-LITERACY.RL.8.4

Cite textual evidence to support analysis. Determine a theme or central idea of a text. Describe how a particular story or drama's plot unfolds. Determine the meaning of words and phrases as they are used in a text.

Writing Outcomes

CCSS.ELA-LITERACY.W.6.1; CCSS.ELA-LITERACY.W.7.1; CCSS.ELA-LITERACY.W.8.1

Write arguments to support claims with clear reasons and relevant evidence.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.

Kindness Requires Empathy. Kindness is the desire to lift others' spirits, help the ones in need, and mend relationships. Kindness requires that I take the time to listen, understand, and take action to benefit other people and the world.

Who Are Migrant Workers?

Migrant workers come to the United States for several months every year to work in temporary or seasonal jobs. They send back home the salaries they earn. María's first stop on her journey is a town in Illinois that has many migrant workers who travel the country to harvest the crops.

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

fragile (118)	gumption (118)	doubted (119)	frightened (120)	refugees (121)

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READ

Review the timeline from the beginning every day.

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read Chapter 13 (pp. 115–122)

Setting	Characters	Pages
María's apartment	María, Julia, Tomás, Marta, Oscar	115–116
Marta's apartment	María, Tomás, Marta	117–118
Doña Elena's apartment	María, Doña Elena	118–119
Near bus stop	María, human rights advocates	120–122

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- María plans her journey.
- María meets human rights advocates who tell her they are fighting for refugees from El Salvador.

Map Add to ongoing class activities like a KWL chart or map: Learn about the setting.

Complete the KWL Chart in response to the following questions:

- What do you know about Ana Aragón?
- What do you want to know?
- After discussing with your group, what did you learn?

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KWL Chart

What do you **K**now?	**W**hat do you want to know?	What did you **L**earn?

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EXPLORE

Activity Explore the reading more deeply with a visual or oral language activity.

Print or draw a map of North America and Mexico. What route should Maria take as she travels from Chicago to Mexico?

Discussion Ask discussion questions.

Answer the key questions. Use evidence from the text.
1. What is the planned route for María's journey?
2. Why did Doña Elena give María medicine for Teresa?

Analyze the key paragraph.

Key Paragraph, p. 122
"You think there's hope?" I asked.

She smiled. "yes, at least some hope," she answered."

What did the human rights advocates hope to achieve? What risk are they taking and why do they think the cause is worth the risk?

EXTEND

Write a short product based on today's prompt to connect to the unit theme.

Connect this chapter to the unit's theme: Kindness Requires Empathy. Both family, friends, and strangers feel empathy towards refugees like María. Discuss how empathy leads to kindness and social support.

Use as much detail as you can.

Close by extending today's lesson to life and the world.

How does the book, *Journey of the Sparrows*, helps you understand immigrants to the United States? How does this book help you better understand the news about immigrants?

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Character-Based Literacy Program 90-Minute Lesson Plan
Journey of the Sparrows, Day 14

Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.6.1; CCSS.ELA-LITERACY.RL.6.2; CCSS.ELA-LITERACY.RL.6.3; CCSS.ELA-LITERACY.RL.6.4; CCSS.ELA-LITERACY.RL.7.1; CCSS.ELA-LITERACY.RL.7.2; CCSS.ELA-LITERACY.RL.7.3; CCSS.ELA-LITERACY.RL.7.4; CCSS.ELA-LITERACY.RL.8.1; CCSS.ELA-LITERACY.RL.8.2; CCSS.ELA-LITERACY.RL.8.3; CCSS.ELA-LITERACY.RL.8.4

Cite textual evidence to support analysis. Determine a theme or central idea of a text. Describe how a particular story or drama's plot unfolds. Determine the meaning of words and phrases as they are used in a text.

Writing Outcomes

CCSS.ELA-LITERACY.W.6.1; CCSS.ELA-LITERACY.W.7.1; CCSS.ELA-LITERACY.W.8.1

Write arguments to support claims with clear reasons and relevant evidence.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.

Kindness Requires Empathy. Kindness is the desire to lift others' spirits, help the ones in need, and mend relationships. Kindness requires that I take the time to listen, understand, and take action to benefit other people and the world.

What are the Risks that Refugees from El Salvador Face?

Thousands of women have traveled alone or together with their children or other family members since the start of the Civil War in El Salvador. They attempted to escape violence but on their way encountered assault and extortion by heavily-armed, transnational criminal groups.

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

absorb (123)	rippled (124)	soared (124)	Incline (125)	gully (125)

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READ

Review the timeline from the beginning every day.

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read Chapter 14 (pp. 123–134)

Setting	Characters	Pages
On the bus	María	123–124
Ana Aragón's apartment	María, Ana	125–131
In the car	María, Laura, Manuel	131–133
Brownsville, TX	María	134

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Ana Aragón helps María find a ride to Texas border with Mexico.
- Police patrol officers are suspicious about the passengers but let everybody go.

Map Add to ongoing class activities like a KWL chart or map: Learn about the setting.

Find Brownsville, TX on a map and the US-Mexico border. Look up information about the Rio Grande River. You may use the American Rivers website at https://www.americanrivers.org/river/rio-grande-river/

EXPLORE

Activity Explore the reading more deeply with a visual or oral language activity.

Draw a scene from María's dream about the old woman in black. Use images and colors that symbolize the fears and hopes of María.

Discussion Ask discussion questions.

Answer the key questions. Use evidence from the text.

1. How did Ana Aragón help María?
2. Why did the police let Laura and the passenger go?

Analyze the key paragraph.

Key Paragraph, p. 127

"None of this is your fault, María, And God wouldn't punish you. You've all suffered because of the killings. Because you have to be secret up here. Because people are so poor where you live. Don't you see?"

EXTEND

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Write a short product based on today's prompt to connect to the unit theme.

Write a paragraph about María's sense of responsibility towards her family. Explore how the kindness and encouragement of other people, such as Ana Aragón, give María the courage and strength to keep fighting for her family's survival.

Use as much detail as you can.

Close by extending today's lesson to life and the world.

Throughout the book, María describes how she looks down to show respect to people. Establishing eye contact is a disrespectful behavior according to her upbringing. Consider the different nonverbal communications of people from different cultures. How would you interpret the behavior of someone who looks down rather than makes eye contact? What does the book, *Journey of the Sparrows*, teach you about understanding different cultures?

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Character-Based Literacy Program 90-Minute Lesson Plan
Journey of the Sparrows, Day 15

Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.6.1; CCSS.ELA-LITERACY.RL.6.2; CCSS.ELA-LITERACY.RL.6.3; CCSS.ELA-LITERACY.RL.6.4; CCSS.ELA-LITERACY.RL.7.1; CCSS.ELA-LITERACY.RL.7.2; CCSS.ELA-LITERACY.RL.7.3; CCSS.ELA-LITERACY.RL.7.4; CCSS.ELA-LITERACY.RL.8.1; CCSS.ELA-LITERACY.RL.8.2; CCSS.ELA-LITERACY.RL.8.3; CCSS.ELA-LITERACY.RL.8.4

Cite textual evidence to support analysis. Determine a theme or central idea of a text. Describe how a particular story or drama's plot unfolds. Determine the meaning of words and phrases as they are used in a text.

Writing Outcomes

CCSS.ELA-LITERACY.W.6.1; CCSS.ELA-LITERACY.W.7.1; CCSS.ELA-LITERACY.W.8.1

Write arguments to support claims with clear reasons and relevant evidence.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.

Kindness Requires Empathy. Kindness is the desire to lift others' spirits, help the ones in need, and mend relationships. Kindness requires that I take the time to listen, understand, and take action to benefit other people and the world.

What are the Effects of Undernutrition on Children?

Young children (ages 0–6 years) who are chronically hungry are likely to suffer long-term health problems such as weak immune system, low density of the bones, hypertension, and fatigue among other problems. They are also likely to have learning disabilities.

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

gaunt (135)	broiled (135)	jackknifed (136)	crumbling (136)	infirmary (138)

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READ

Review the timeline from the beginning every day.

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read Chapter 15 (pp. 135–142)

Setting	Characters	Pages
On the bus, Mexico	María	135–136
Beatriz' Shack, Monterrey	María, Virginia, Teresa, Pregnant woman, Beatriz	137–142

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- María finds Beatriz' shack and discovers that the children are home alone.
- María learns that her mother is safe and well in Honduras.

Map Add to ongoing class activities like a KWL chart or map: Learn about the setting.

Find Monterrey, Mexico on the map.

EXPLORE

Activity Explore the reading more deeply with a visual or oral language activity.

Beatriz lived in the slums of Monterrey. Draw a shack made of adobe, wood, cardboard, and tin like the one Beatriz and her children have.

Discussion Ask discussion questions.

Answer the key questions. Use evidence from the text.

1. What happened to Beatriz's children when she was in the infirmary?
2. What letters did María receive while she was staying at Beatriz's place?

Analyze the key paragraph.

Key Paragraph, p. 140

"I swept up little Teresa, holding her out in front of me, her surprised face above mine, "Mamá's alive! Mamá's alive!" I shouted. "Safe. Alive. Like Oscar and you. She escaped again."

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EXTEND

Write a short product based on today's prompt to connect to the unit theme.

Consider the poverty and hunger that María sees in Monterrey. Write a paragraph about immigration driven by a shortage of food.

Close by extending today's lesson to life and the world.

María sees any signs of poverty in Mexico in the weathered shacks, the thin barefooted children, and women and children begging in the streets. Reflect, how does poverty look like in the US?

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Character-Based Literacy Program 90-Minute Lesson Plan
Journey of the Sparrows, Day 16

Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.6.1; CCSS.ELA-LITERACY.RL.6.2; CCSS.ELA-LITERACY.RL.6.3; CCSS.ELA-LITERACY.RL.6.4; CCSS.ELA-LITERACY.RL.7.1; CCSS.ELA-LITERACY.RL.7.2; CCSS.ELA-LITERACY.RL.7.3; CCSS.ELA-LITERACY.RL.7.4; CCSS.ELA-LITERACY.RL.8.1; CCSS.ELA-LITERACY.RL.8.2; CCSS.ELA-LITERACY.RL.8.3; CCSS.ELA-LITERACY.RL.8.4

Cite textual evidence to support analysis. Determine a theme or central idea of a text. Describe how a particular story or drama's plot unfolds. Determine the meaning of words and phrases as they are used in a text.

Writing Outcomes

CCSS.ELA-LITERACY.W.6.1; CCSS.ELA-LITERACY.W.7.1; CCSS.ELA-LITERACY.W.8.1

Write arguments to support claims with clear reasons and relevant evidence.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.

Kindness Requires Empathy. Kindness is the desire to lift others' spirits, help the ones in need, and mend relationships. Kindness requires that I take the time to listen, understand, and take action to benefit other people and the world.

How Do People Cross the Border at the Rio Grande River?

Border patrol officers watch the Rio Grande River area. However, some illegal immigrants paddle in rafts or walk in the water to cross the border. Often these immigrants can carry only small backpacks with them because there is no space on the raft or because of the difficulty in maintaining balance in the water.

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

appeal (145)	currents (145)	wading (146)	thrashing (147)	furnished (149)

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READ

Review the timeline from the beginning every day.

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read Chapter 16 (pp. 143–155)

Setting	Characters	Pages
On the bus to Reynosa, Mexico	María, Teresa	143–144
Across the border	María, Teresa, Estela, Gilberto, Juan	145–152
Bus station in Edinburg, TX	María, Teresa, Estela, Gilberto, Juan	153–154
On the bus to San Antonio and the bus to Chicao	María, Teresa	155

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- María tries to cross the river with Teresa but they are both bruised.
- María and Teresa cross the river on a raft with Estela, Gilberto, and Juan.
- Border patrol officers catch Estela, Gilberto, and Juan.
- María and Teresa pass all checkpoints and continue safely to Illinois.

Map Add to ongoing class activities like a KWL chart or map: Learn about the setting.

Find a possible bus route from Edinburg, TX to Chicago through San Antonio, TX.

EXPLORE

Activity Explore the reading more deeply with a visual or oral language activity.

A publisher invites you to design a new book cover for the book, *Journey of the Sparrows*. Draw and color a book cover that conveys a central theme in the story.

Discussion Ask discussion questions.

Answer the key questions. Use evidence from the text.

1. Why did Estela and Gilberto want to go to the United States?
2. In your opinion, why did the cleaning lady in the bathroom help María and Teresa stay hidden?

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Analyze the key paragraph.

Key Paragraph, p. 154
”I cried for Estela, Gilberto, and Juan and because I finally knew. My saving Teresa wouldn’t bring Papa back or always keep Oscar strong. It would have nothing to do with determining when we’d be together with Mama.”

EXTEND

Write a short product based on today’s prompt to connect to the unit theme.

Write a conclusion paragraph summarizing what you have learned about the reasons for illegal immigration from the book, *Journey of the Sparrows*.

Close by extending today’s lesson to life and the world.

There is an ongoing controversy in the United States about illegal immigration policies. One the one side of the debate, some policymakers claim that they are morally obligated to address the problems and the needs of US citizens. To do so within the resources available, they should limit immigration into the United States. On the other side of the debate, policymakers claim that the government does not have the moral right to do whatever it wants regarding immigration. There are special cases, such as asylum-seeking refugees that require an ethical response that respects the rights of all people to safety and dignity. Consider learning more about the topic from reliable sources.

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