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# Secondary Curricular Units for New York City Department of Education: Teacher Guide

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Office of English Language Learners

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# Secondary Curricular Units for New York City Department of Education: Teacher Guide

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# UNIT OVERVIEW

## Overview

The Common Core State Standards reflect the knowledge and skills that all students—including English language learners (ELLs)—need for success in college and the workplace. Although these standards present challenges, they also create opportunities to more fully incorporate ELLs into standards-based reform. To help ELLs master these college and career ready (CCR) standards, it is very important to have materials and methods that more fully support them in acquiring grade-level knowledge and skills. Effective methods for enabling ELLs to meet these standards build on approaches that are effective for all students, but they also provide additional support for ELLs, because they are learning content in a second language.

This document presents a secondary-level unit developed to support newcomer ELL students who have entered the U.S. school system with the past three years. This group of students brings a rich diversity of cultural and linguistic backgrounds to the school setting while facing unique challenges. Secondary newcomer students have varying amounts of formal schooling in their home countries and varying levels of literacy in their home languages. Entering the school system at the secondary level, they strive to acclimate to a new school system as adolescents, develop conversational ability in English, and learn basic reading skills, while at the same time acquiring academic English and mastering core content. Furthermore, they are confronted with a limited time frame in which to satisfy course requirements for graduation.<sup>1</sup>

The topic of the unit is immigration, specifically child immigration to the United States. This topic was chosen because of its particular relevance for newcomer ELL students, each of whom has had a recent experience immigrating to the United States. The unit provides students with opportunities to read a range of texts related to child immigration, summarize the central ideas in those texts, and write their own immigration stories. Lessons are based on selections from three texts:

- *Something about America* by Maria Testa
- *Enrique's Journey* by Sonia Nazario
- "A Family Divided by 2 Words, Legal and Illegal" from the *New York Times* (see [http://www.nytimes.com/2009/04/26/nyregion/26immig.html?pagewanted=1&r=1&copyright ©2009 by the New York Times, used by permission](http://www.nytimes.com/2009/04/26/nyregion/26immig.html?pagewanted=1&r=1&copyright%20%29%20by%20the%20New%20York%20Times%2C%20used%20by%20permission))

*Something about America* is a book of poetry about a young girl who escaped the war in Kosovo to start a new life in the United States. *Enrique's Journey* is a novel based on the true story of a teenage boy from Honduras who immigrated to the United States to reunite with his mother.

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<sup>1</sup> Short, D.J., & Boyson, B.A. (2012). *Helping newcomer students succeed in secondary schools and beyond*. Washington, DC: Center for Applied Linguistics; Francis, D., Rivera, M., Lesaux, N., Kieffer, M., & Rivera, H. (2006). *Practical guidelines for the education of English language learners: Research-based recommendations for serving adolescent newcomers*. (Under Cooperative Agreement Grant S283B050034 for the U.S. Department of Education). Portsmouth, NH: RMC Research Corporation, Center on Instruction.

And finally, “A Family Divided by 2 Words, Legal and Illegal” is a newspaper article that profiles the life of a Queens family who immigrated from Ecuador and faces the challenges of their mixed legal statuses.

The lessons in the unit are designed for a 6-week summer school enrichment program. Lessons are intended for a 1-hour class period. However, teachers are encouraged to adapt the lessons to the pace that is most appropriate for the newcomer English language learners in their classes.

A key goal of our lessons is to provide students with scaffolded opportunities to work independently or collaboratively with their peers. All too often, lessons for ELLs are predominately composed of teacher talk, with little opportunity for students to engage in productive peer or independent work, although such work is crucial for academic language development. Lessons are presented for newcomer ELLs who are at beginning levels of proficiency. To differentiate instruction for these students, we have provided word banks and sentence frames. These scaffolds may be removed for students at higher levels of proficiency. We leave it to those implementing the lessons to determine the level of scaffolding needed to support the ELLs in their classrooms.

### **Preparation of Text and Vocabulary for Instruction**

We followed a step-by-step method of preparing each text and identifying the target vocabulary in the glossaries and lessons.

First, we divided each text into sections for instruction. For the book of poetry, *Something about America*, we identified key poems and sectioned the text by poem. For the novel, *Enrique’s Journey*, we identified chapters and subsections of the book that were most important for understanding the main thread of the plot. For the newspaper article, “A Family Divided by 2 Words, Legal and Illegal,” we grouped paragraphs in the article so there would be logical breaks in the flow of the narrative.

Next, we selected and glossed vocabulary that is highly frequent or important for understanding the key points of the text. We used the following process to determine which words from each text would be glossed:

- First, we ran each text through AIR’s First 4000 Words Text Analyzer (<http://vocabularytool.airprojects.org/>). The analyzer provided us with a list of the high-frequency words that appear in the text. Words are categorized into four quartiles—words in the first quartile are among the 1,000 words most frequently used for reading and writing in English, words in the second quartile are among the next 1,000 words most frequently used for reading and writing in English, and so on. Words that appeared in the second, third, and fourth quartiles of high-frequency words were included in the glossaries, in addition to first-quartile words that were critical for understanding the text.
- Next, we reviewed the text for additional words and phrases that were likely to be confusing to ELLs, especially words and phrases that are critical to understanding the

text. This included idiomatic expressions since their meaning cannot be easily gleaned from reading the text.

Using the words identified in this process, we developed a student glossary for each text. For each word, we provided a Spanish translation, a definition in English, and an example of where the word can be found in the text.

## **Model of Instruction**

Our model of instruction is composed of 11 reading components and 3 writing components. Components are presented in a coherent order in the unit, but each component can also be used independently, giving teachers greater flexibility in organizing the lessons to best meet the needs of their students.

### Reading

1. **Pre-assessing Comprehension (optional):** During this component, students take a pre-assessment. Generally, only one pre-assessment is associated with a text, but teachers have the option of pre-assessing students prior to any new section of the text.
2. **Previewing and Reviewing the Text:** Teachers use questioning related to the title to introduce students to the text. Book covers and other illustrations can also be used to help introduce the text. In subsequent lessons, students are given an opportunity to briefly review the text covered during the prior lesson.
3. **Reviewing Standards and Objectives:** By posting and reviewing standards and objectives, teachers make students aware of the knowledge and skills they are expected to master during the lesson. Although the teaching plan would include several standards to be covered during each lesson, we recommend presenting only one standard per lesson to students. Content standards are drawn from the Common Core standards, and objectives are student-friendly versions of the standards (usually in the form of an “I will be able to” statement). In some cases, the lesson may focus on standards in other content areas, such as social studies. Lessons may also include language proficiency standards (which differ from state to state).
4. **Enhancing Background Knowledge (optional):** Before engaging with the text, students may need background information to help them make sense of the text. Teachers review the text to determine the background knowledge students will need for the section presented in the the lessons. Teachers develop media (text, photographs, illustrations, charts, videos, and so on) that will provide the requisite knowledge, and develop questions and a glossary to accompany the materials. Not all texts will require this component, however.
5. **Acquiring Vocabulary:** This component provides dedicated time for pre-teaching key vocabulary and previewing the glossary.
6. **Reading for Key Ideas and Details:** During this component, the teacher helps students read for key ideas and details (Reading Standards 1–3). Teachers develop a guiding

question for each section of text, asking students about main ideas, prominent purposes of the text, or the author’s craft. Close reading of the text is scaffolded by developing supplementary questions to help students respond to the guiding question(s). Sentence frames and word banks are provided for students who need them.

Although most of this component deals with key ideas and details, some of the questions also address parts of Language Standard 4 (determining or clarifying the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate).

7. **Annotating the Text for Key Ideas and Details (optional):** During this component, students conduct a second close reading, annotating the text as they read.
8. **Revisiting Text for Craft and Structure or Integration of Knowledge and Ideas:** During this component, the teacher helps students acquire knowledge and skills associated with craft and structure standards or with integrating knowledge and ideas standards (Reading Standards 4–9). Teachers develop questions that address craft and structure (Reading Standards 4–6) or integration of knowledge and ideas (Reading Standards 7–9). Sentence frames and word banks are provided for students who need them.
9. **Developing Language:** This component provides dedicated time for language development and is focused on the conventions of standard English, knowledge of language, and vocabulary acquisition and use.
10. **Building Listening and Speaking Skills (optional):** Although listening and speaking skills should be integrated into all reading and writing components of the instructional model through opportunities for partner talk and whole-class discussion, we recommend that teachers provide dedicated time to focus on these standards. Teachers can help ELLs develop listening and speaking skills by allowing them to work with a partner to prepare and present information to the class related to a close reading of the text.
11. **Re-assessing Comprehension (optional):** The final component of the reading section of this model is a re-assessment of comprehension. The questions for re-assessment should include the questions used for pre-assessment for all sections of the text, but may include additional questions that ask for important information.

## Writing

Writing should occur throughout the lesson. The reading components above include short writing exercises to answer supplementary and guiding questions, annotate the text, develop language skills, and explore craft and structure and integration of knowledge and ideas. However, students also need longer writing tasks to develop their writing skills. The following components should be used after students have read the entire text.

1. **Reviewing Writing Standards and Objectives:** By posting and reviewing writing standards and objectives, teachers can make students aware of the skills and knowledge

they are expected to master during the lesson. As with reading, not all writing standards need to be covered with students even if they are part of a teacher’s lesson plan.

- 2. Preparing to Write:** Prior to writing, ELLs should have the opportunity to generate ideas and organize their thoughts using a graphic organizer. Students should have opportunities to discuss their ideas (in their home language or in English) with a partner before they begin writing.
- 3. Writing:** ELLs should have access to a paragraph frame to help them construct their essay. During this time, the teacher guides students through writing conferences, meets with small groups to teach specific writing techniques, or works one on one with students.<sup>2</sup> Students should be given opportunities to edit their writing to improve their grammar and to share their writing with others.

### Introduction to the Unit

The unit includes six modules for instruction, each centered on the theme of child immigration:

- **Module A:** Unit Introduction  
The first module includes two introductory lessons intended to provide students with an overview of the topic of the unit, the texts they will be reading, and key vocabulary from the texts. If students do not need the overview, this module can be omitted.
- **Module B:** Something about America  
The next module includes a series of lessons centered on selected poems from the book *Something about America*. It provides background information on the narrator of the poems, a close reading of each poem, and a glossary for each poem.
- **Module C:** Enrique’s Journey; Chapter 1  
This module takes students through a close reading of Chapter 1 of *Enrique’s Journey*. Sections of the chapter were selected so students could follow the main thread of the plot and have a foundation for reading subsequent chapters in the book. Students read the sections of the chapter and answer questions. A student glossary is included for support. The module closes with a writing activity asking students to summarize the key events in Chapter 1.
- **Module D:** Enrique’s Journey; Chapters 4–9  
This module takes students through a light reading of selected sections from Chapters 4, 7, and 9 of *Enrique’s Journey*. Guiding questions and supplementary questions are provided, along with an abbreviated glossary for each chapter. Teachers may choose to read the text aloud, pausing periodically to engage students in discussion. Alternatively, teachers may choose to have students read the text and answer questions in pairs (or individually).

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<sup>2</sup> These methods are the methods used in a writers’ workshop, with additional supports for ELLs. See Calkins, L. (2011). *A curricular plan for the writing workshop*. Portsmouth, NH: Heinemann.

- **Module E: A Family Divided by Two Words**  
 This module takes students through a close reading of the first portion of the article “A Family Divided by 2 Words, Legal and Illegal.” Students read sections of text from the article and answer questions. A student glossary is included for support. The module concludes with a writing activity in which students describe the family featured in the article.
- **Module F: Writing Immigration Stories**  
 This module provides students with a structure for writing their own immigration stories. In addition, students interview family members or friends (in their home language or English) about their immigration stories and write a summary.

Each module includes a teacher guide and student materials. The teacher guide provides guidance for presenting each lesson. The student materials include instructions for students, along with the background texts, questions, sentence frames, and glossaries to accompany each lesson. In addition to the student materials, students will need copies of the books *Something about America* and *Enrique’s Journey* and a copy of the article “A Family Divided by 2 Words, Legal and Illegal.”

The modules are designed to provide flexibility to teachers. They are presented here in order from beginning to end, but teachers may choose to focus on the texts and lessons most relevant for their students. The lessons in each module do not present the entirety of the selected texts. However, if teachers would like to pursue a particular text further, the lessons in each module can be used as a model for developing additional lessons to continue teaching the text.

MODULE A:  
INTRODUCTION

TEACHER GUIDE

## LESSON ONE

### 1. REVIEWING STANDARDS AND OBJECTIVES

#### INSTRUCTIONS FOR TEACHERS

- Review the standards and objectives with students.

### 2. ENHANCING BACKGROUND KNOWLEDGE

#### INSTRUCTION FOR TEACHERS

- Review student instructions.
- Present background materials to the students.
- Have students work in pairs to answer the questions.
- Review the answers with the class.

#### QUESTIONS

1. How many people in the United States are immigrants?  
Approximately, 41 million people in the United States are immigrants.
2. Where are most immigrants from?  
Most immigrants are from Mexico.
3. Who are undocumented immigrants?  
Undocumented immigrants are people who \_\_\_\_\_ (do/do not) have official papers.
4. Who are smugglers?  
Smugglers are guides who take people into a country \_\_\_\_\_ (legally/illegally).
5. Why do people immigrate to the United States?  
Some immigrants come to the United States to escape war or poverty.  
Some immigrants come to the United States to be with their family.  
Some immigrants come to the United States because they want to build a better life.
6. Why are some children separated from their family?  
The mother or the father goes to the United States to make money.

### 3. PREVIEWING/REVIEWING THE TEXT

#### INSTRUCTIONS FOR TEACHERS

- Review student instructions.
- Read the text with students.
- Have students work in pairs to answer the questions.
- Review the answers with the class.
- Show students the texts they will be reading during the unit.
- Point out which texts are fiction and nonfiction.
- Tell students which text they will be reading first.

#### QUESTIONS

1. What does fiction mean?  
Fiction means that the story \_\_\_\_\_ (is/is not) true.
2. What does nonfiction mean?  
Nonfiction means that the story \_\_\_\_\_ (is/is not) true.

### 4. ACQUIRING AND USING VOCABULARY

#### INSTRUCTIONS FOR TEACHERS

##### Dictionary Skills:

- Tell students that they will be using glossaries to read each of the texts in this unit.
- Review how to look up words in a glossary using the glossaries in previous activities as an examples.
- Point out that words are listed in alphabetical order.
- Point out that words are translated into Spanish. (For non-Spanish speaking students, you may suggest that students write in their own translations; show them how to use a bilingual dictionary to complete this task.)
- Point out how the definitions and pictures help us to understand the meanings of the words.

## LESSON TWO (OPTIONAL)

**NOTE TO TEACHER:** The vocabulary words featured in this lesson are high frequency words that appear across all texts in the unit. If students already know these words, you may omit this lesson (or individual activities within the lesson). Use this lesson if students would benefit from additional review of these words.

### 1. REVIEWING STANDARDS AND OBJECTIVES

#### INSTRUCTIONS FOR TEACHERS

- Review the standards and objectives with students.

### 2. ACQUIRING AND USING VOCABULARY

#### PART A: KEY VOCABULARY (optional)

#### INSTRUCTIONS FOR TEACHERS

- Tell students they are going to be reading immigration stories about families. They are going to review family words so they will be ready to read the stories. (Note: The target words in this activity are high frequency words related to family relationships. These words appear across all the texts students will read in this unit.)
- Review student instructions.
- Guide students in looking at the pictures and answering the questions.
- Review the answers with the class.

#### Family Members

1. The woman is a mother.
2. The man is a father.
3. The girl is a daughter.

1. The woman is a mother.
2. The man is a father.
3. The little boy is a son.
4. The big boy is a son.

1. The girl is a sister.
2. The boy is a brother.

## **PART B: STUDENT GLOSSARY (optional)**

### **INSTRUCTIONS FOR TEACHERS**

- Tell students they are going to review words they will find in the stories they will be reading. (Note: The words in the glossary are high frequency words that appear across all texts in the unit.)
- Review the glossary with students.
- Invite students to fill in examples in the column provided. Students may choose to use the word in a sentence, give an example, or translate the word into a language other than Spanish.

MODULE B:  
SOMETHING ABOUT AMERICA  
TEACHER GUIDE

## LESSON ONE

### 1. REVIEWING STANDARDS AND OBJECTIVES

#### INSTRUCTIONS FOR TEACHERS

- Review the standards and objectives with students.

### 2. PREVIEWING/REVIEWING THE TEXT

#### PART A: LOOKING AT THE COVER

#### INSTRUCTIONS FOR TEACHERS

Show the cover of the book. Tell students:

- The title of this book is *Something about America*.
- This is a book of poems. The poems are about a young girl.

Pose questions below to students and discuss their answers. Tell students:

- We will read the book and we will understand why the girl is wearing a scarf around her neck.

#### QUESTIONS

1. What do you see on the cover of the book? [Anticipated reponse: A girl.]
2. What does the girl look like? [Anticipated reponse: She has dark hair, her eyes are closed, etc.]
3. What is the girl wearing? [Anticipated reponse: Scarf, long-sleeved shirt, etc.]

#### PART B: PARTS OF A POEM

#### INSTRUCTIONS FOR TEACHERS

- If students are not familiar with the parts of a poem, ask them to turn to a poem in the book and explain key terms of poetry: **poem**, **title**, and **stanza**.

### 3. ACQUIRING AND USING VOCABULARY

#### INSTRUCTIONS FOR TEACHERS

- Tell students that they will be using a glossary to read *Something about America*.
- Review how to look up words in a glossary using the glossaries below as examples.
- Point out that words are listed in alphabetical order.
- Point out that words are translated into Spanish. (For non-Spanish speaking students, you may suggest that students write in their own translations; show them how to use a bilingual dictionary to complete this task.)
- Point out how the definitions and pictures help us to understand the meanings of the words.

## 4. ENHANCING BACKGROUND KNOWLEDGE

### INSTRUCTION FOR TEACHERS

- Review student instructions.
- Present background materials to the students.
- Have students work in pairs to answer the questions.
- Review the answers with the class.

### QUESTIONS

1. What is a poem?  
A poem is a piece of writing.
2. Who are the poems about?  
The poems are about a young girl.
3. Where is the girl from?  
The girl is from Kosovo.
4. What happened in Kosovo?  
There was a war in Kosovo.
5. What happened to the girl?  
The girl was burned by fire.
6. Why did the girl and her family immigrate to the United States?  
They wanted to escape the war.  
They wanted medical treatment for the girl's burns.
7. What is fiction?  
Fiction is a story that is not true.

## LESSON TWO

*Something about America*

Turn to page 9 to the poem “**Because I Look Like Where I’m From.**”

### 1. REVIEWING STANDARDS AND OBJECTIVES

#### INSTRUCTIONS FOR TEACHERS

- Review the standards and objectives with students.

### 2. PREVIEWING/REVIEWING THE TEXT

#### INSTRUCTIONS FOR TEACHERS

- Show students the cover of the book *Something about America* and remind students of the title.
- Pose questions below to students and discuss their answers.

#### QUESTIONS

1. Today we are going to read a poem called “Because I Look Like Where I’m From.” In this poem, the girl talks about what she looks like.
2. Look at the picture on the cover of *Something about America*. What does the girl look like? [Anticipated reponse: The girl has dark hair, her eyes are closed, she has a scarf around her neck, etc.]
3. Turn to page 9. The title says “Because I Look Like Where I’m From.” Where is the girl from? [Anticipated reponse: Kosovo.]

### 3. ACQUIRING AND USING VOCABULARY

#### PART A: STUDENT GLOSSARY

##### INSTRUCTIONS FOR TEACHERS

- Highlight (or circle) glossed words and put the book in a document camera (if available) to show students.
- Ask students to highlight (or circle) the glossed words in their books.

#### PART B: KEY VOCABULARY

##### INSTRUCTIONS FOR TEACHERS

- Select 1 or 2 key vocabulary words to review (optional).
- Tell students they will be reading words for parts of the body in today's poem.
- Review the parts of the body with the class.
- Have students touch each body part as you say the word.
- Ask students to label the body parts on the picture of the man.
- Ask students to highlight (or circle) the words in their books.

### 4. READING FOR KEY IDEAS AND DETAILS

#### INSTRUCTIONS FOR TEACHERS

For each section of the poem, do the following:

- Pose the guiding question.
- Read the section of the poem aloud to students, modeling appropriate pace and intonation.
- Read the section of the poem chorally with students a second time.
- Have students work in pairs to answer the supplementary questions. (Remind students to use their glossary to find the meanings of words as needed.)
- Review answers with students.
- Discuss the guiding question and have students work in pairs to respond to the guiding question in writing.

#### “Because I Look Like Where I’m From”

Page 9.

Stanza 1.

#### GUIDING QUESTION

What are people asking the girl about? [RL.9-10.2]

#### SUPPLEMENTARY QUESTIONS

1. Who is asking the questions? [RL.9-10.1]  
Other kids are asking the questions.
2. What does “stuff” mean? [L.9-10.4c]  
Stuff means things.

3. What questions do the kids ask the girl? [RL.9-10.1]  
The kids ask, "What's that stuff on your arms and on your neck?"  
The kids ask, "What happened to you?"  
The kids ask, "Why do you look like you do?"

**RESPONSE TO GUIDING QUESTION**

What are people asking the girl about? [RL.9-10.2]  
[Anticipated response: People are asking the girl why she looks the way she looks. They want to know what is on her neck and arms.]

**"Because I Look Like Where I'm From"**

Pages 9-10.  
Stanzas 2-3.

**GUIDING QUESTION**

What change happens in the last sentence? [RL.9-10.2]

**SUPPLEMENTARY QUESTIONS**

1. How old was the girl? [RL.9-10.1]  
The girl was five years old.
2. What time of year was it? [RL.9-10.1]  
It was summer.
3. Where does the girl live? [RL.9-10.1]  
The girl lives in America.
4. The girl was "not ready." What does "not ready" mean? [L.9-10.4c]  
The girl was not prepared.
5. Why did the girl say she was "not ready"? [RL.9-10.1]  
The girl was not ready for the kids in her new neighborhood in America.  
The girl was not ready for English in all those different accents.  
The girl was not ready to figure out what she wanted to say in any language.
6. How does the girl feel now? [RL.9-10.1]  
Now she is ready.

**RESPONSE TO GUIDING QUESTION**

What change happens in the last sentence? [RL.9-10.2]  
[Anticipated response: There is a change in the time. The girl has grown. When the girl was five years old, she was not ready for her life in America, but now she is ready. She is ready to speak about the answers to the questions the kids are asking.]

**"Because I Look Like Where I'm From"**

Page 10.  
Stanzas 4-6.

**GUIDING QUESTION**

What happened in this poem? Summarize in your own words. [RL.9-10.2]

### **SUPPLEMENTARY QUESTIONS**

1. What color is the girl's hair? [RL.9-10.1]  
The girl has black hair.
2. What color are the girl's eyes? [RL.9-10.1]  
The girl has dark eyes.
3. What color are the girl's lips? [RL.9-10.1]  
The girl has red lips.
4. What reasons does she give for why she looks like she does? [RL.9-10.2]  
Because I am who I am.  
Because I look like where I'm from.
5. What does "I Look Like Where I'm From" mean? [L.9-10.4c]  
I look like my home country.
6. How do the girl's answers to the questions change in the poem? [RL.9-10.3]  
In the beginning, the girl was not ready to answer.  
Now the girl is ready.  
Now the girl knows who she is. The girl is proud of where she is from.

### **RESPONSE TO GUIDING QUESTION**

What happened in this poem? Summarize in your own words. [RL.9-10.2]

[Anticipated response: At first, the girl was not ready for life in America, but now she has accepted who she is. She knows who she is and takes ownership of where she's from.]

## **5. REVISITING THE TEXT FOR CRAFT AND STRUCTURE**

### **INSTRUCTIONS FOR TEACHERS:**

- Review student instructions.
- Have students work in pairs to answer the questions.
- Review the answers with the class.

### **QUESTIONS**

1. How does the poem show a change in time? [RL.9-10.5]  
The word now in Stanza 3 shows a change in time. It shows the reader that the girl has changed from talking about the past to talking about the present.
2. What word shows us that the girl likes the way she looks? [RL.9-10.4]  
The word perfect in Stanza 4 shows us that the girl likes the way she looks.
3. How does the poem show us that the girl identifies with (feels a strong connection with) her home country? [RL.9-10.6]  
The girl says, "I look like where I'm from" in Stanza 6.

## LESSON THREE

### 1. REVIEWING STANDARDS AND OBJECTIVES

#### INSTRUCTIONS FOR TEACHERS

- Review the standards and objectives with students.

### 2. ACQUIRING AND USING VOCABULARY

#### PART A: STUDENT GLOSSARY

##### INSTRUCTIONS FOR TEACHERS

- Highlight (or circle) glossed words and put the book in a document camera (if available) to show students.
- Ask students to highlight (or circle) the glossed words in their books.

#### PART B: KEY VOCABULARY

##### INSTRUCTIONS FOR TEACHERS

- Select 1 or 2 key vocabulary words to pre-teach (optional).
- Pre-teach vocabulary using the example provided in the student materials as a guide. (Note: To understand the poem “Lucky,” students will need to know the word “lucky.” If students already know the word lucky, skip this activity. Complete the activity if students would benefit from additional review.)
- Read the description of the vocabulary word as students follow along.
- For Partner Talk, invite one or two pairs to share their responses.

### 3. READING FOR KEY IDEAS AND DETAILS

#### INSTRUCTIONS FOR TEACHERS

For each section of the poem, do the following:

- Pose the guiding question.
- Read the section of the poem aloud to students, modeling appropriate pace and intonation.
- Read the section of the poem chorally with students a second time.
- Have students work in pairs to answer the supplementary questions. (Remind students to use their glossary to find the meanings of words as needed.)
- Review answers with students.
- Discuss the guiding question and have students work in pairs to respond to the guiding question in writing.

#### “Lucky”

Pages 11-12.

Stanzas 1-3.

#### GUIDING QUESTION

Based on the title, what is the central idea of the poem? [RL.9-10.2]

### SUPPLEMENTARY QUESTIONS

1. Who is lucky? [RL.9-10.1]  
The family is lucky.
2. Who are the members of the girl's family? [RL.9-10.1]  
The girl, her mother, and her father are the members of the girl's family.
3. What does "back home" mean? [L.9-10.4c]  
Back home means their home country.
4. How is luck measured back home? [RL.9-10.1]  
Luck is measured in young men.
5. Why does the girl say that her father is lucky? [RL.9-10.1]  
The father is not dead.  
The father is not missing.
6. What probably happened to the young men in Stanza 2? [RL.9-10.2]  
The young men were probably dead or missing.

### RESPONSE TO GUIDING QUESTION

Based on the title, what is the central idea of the poem? [RL.9-10.2] [Anticipated response: The poem explores what it means to be lucky. The young men who are still alive are lucky.]

**"Lucky"**

Page 12.

Stanzas 4-6.

### GUIDING QUESTION

What is the theme of this poem? Summarize in your own words.

### SUPPLEMENTARY QUESTIONS

1. What three events happened in Stanza 4? [RL.9-10.2]  
Their possessions were stolen.  
Their house was swept up by fire (or burned).  
Their daughter was trapped inside the house.
2. Why does the girl say her family was lucky? [RL.9-10.1]  
Her family got out alive.
3. How does the girl's motivation to write the poem become clear over the course of the poem? [RL.9-10.3]  
In the poem, the girl shows that many unlucky things happened back home.  
In the end, the girl shows that they were lucky to get out alive.

### RESPONSE TO GUIDING QUESTION

What is the theme of this poem? Summarize in your own words.

[Anticipated response: The poem explores what it means to be lucky. There are many unlucky things that happened back home. The girl and her family are lucky to be alive.]

## 4. REVISITING THE TEXT FOR CRAFT AND STRUCTURE

### INSTRUCTIONS FOR TEACHERS

- Review student instructions.
- Have students work in pairs to answer the questions.
- Review the answers with the class.

### QUESTIONS

1. What does “lucky” mean? [L.9-10.4c]  
Lucky means that something good has happened.
2. What does “lucky” mean to the girl? [RL.9-10.4]  
Lucky means they are alive.
3. The girl uses the word “lucky” many times in the poem. How does the tone change when the girl uses the word “lucky” again and again? [RL.9-10.4]  
It shows that the usual meaning of the word lucky \_\_\_\_\_ (is/is not) the same as the girl’s meaning of the word “lucky.”
4. Why is it important for the girl to define what “lucky” means back home? [RL.9-10.6]  
The meaning of lucky is \_\_\_\_\_ (is/is not) the same back home as it is in the United States.
5. How does the girl use her unique point of view to show us the cultural experience of an immigrant? [RL.9-10.6]  
The poem shows us that the girl and her family had many difficulties in their home country.  
The poem shows us that they were lucky to get out alive.  
They were lucky to immigrate to the United States.

## LESSON FOUR

### 1. REVIEWING STANDARDS AND OBJECTIVES

#### INSTRUCTIONS FOR TEACHERS

- Review the standards and objectives with students.

### 2. ACQUIRING AND USING VOCABULARY

#### PART A: STUDENT GLOSSARY

##### INSTRUCTIONS FOR TEACHERS

- Highlight (or circle) glossed words and put the book in a document camera (if available) to show students.
- Ask students to highlight (or circle) the glossed words in their books.

#### PART B: KEY VOCABULARY

##### INSTRUCTIONS FOR TEACHERS

- Select 1 or 2 key vocabulary words to pre-teach (optional).
- Pre-teach vocabulary using the example provided in the student materials as a guide. (Note: To understand the metaphor in the poem “Something Pretty Special,” students will need to know the word “slice.” If students already know the word slice, skip this activity. Complete the activity if students would benefit from additional review.)
- Read the description of the vocabulary word as students follow along.
- For Partner Talk, invite one or two pairs to share their responses.

### 3. READING FOR KEY IDEAS AND DETAILS

#### INSTRUCTIONS FOR TEACHERS

For each section of the poem, do the following:

- Pose the guiding question.
- Read the section of the poem aloud to students, modeling appropriate pace and intonation.
- Read the section of the poem chorally with students a second time.
- Have students work in pairs to answer the supplementary questions. (Remind students to use their glossary to find the meanings of words as needed.)
- Review answers with students.
- Discuss the guiding question and have students work in pairs to respond to the guiding question in writing.

#### “Something Pretty Special”

Page 13.

Stanzas 1-3.

### GUIDING QUESTION

How does Stanza 3 show us the theme of the poem? [RL.9-10.2]

### SUPPLEMENTARY QUESTIONS

1. How old is the girl? [RL.9-10.1]  
The girl is thirteen years old.
2. Why is the girl happy? [RL.9-10.1]  
The girl is happy to be in eighth grade.
3. Why does the girl feel lucky? [RL.9-10.1]  
The girl is lucky to have Ms. Lee as her teacher.
4. Why does the girl tell us about Ms. Lee? [RL.9-10.1]  
Ms. Lee is the best teacher in the whole school.  
Ms. Lee likes all of the students a lot.

### RESPONSE TO GUIDING QUESTION

How does Stanza 3 show us the theme of the poem? [RL.9-10.2]

[Anticipated response: Stanza 3 shows us what makes Ms. Lee the best teacher. She knows who her students are.]

### **“Something Pretty Special”**

Pages 13-15.

Stanzas 4-5.

### GUIDING QUESTION

How does the theme of the poem develop in Stanzas 4 and 5? [RL.9-10.3]

### SUPPLEMENTARY QUESTIONS

1. How does Ms. Lee describe the class? [RL.9-10.1]  
Ms. Lee says the class is a slice of America.
2. What does “something pretty special” mean? [L.9-10.4c]  
It means something very special.
3. What does “wonder” mean? [L.9-10.4c]  
Wonder means think about something.
4. What does the girl wonder? [RL.9-10.1]  
The girl wonders what kind of slice Ms. Lee has in mind.
5. What does the girl say about the slice of bread? [RL.9-10.1]  
The class is nothing like a slice of American bread.
6. Why does the girl say that her class is nothing like a slice of American bread?  
[RL.9-10.1]  
The slices of bread \_\_\_\_\_ (are/are not) all the same.  
But the kids in the class \_\_\_\_\_ (are/are not) all the same.
7. What does the girl say about the slice of pizza? [RL.9-10.1]  
The pizza has everything on it.
8. Why does the girl say that her class could be a slice of pizza? [RL.9-10.1]

The pizza has a lot of different toppings on it, mixing together.  
The kids in the class \_\_\_\_\_ (are/are not) all different, just like the toppings on the pizza.

### **RESPONSE TO GUIDING QUESTION**

How does the theme of the poem develop in Stanzas 4 and 5? [RL.9-10.3]  
[Anticipated response: Ms. Lee describes the class as being a slice of America (the central metaphor), which makes them special. The girl compares her class to a slice of bread and a slice of pizza. She celebrates the image of the slice of pizza with everything on it, like the diversity in their class.]

## **4. REVISITING THE TEXT FOR CRAFT AND STRUCTURE**

### **INSTRUCTIONS FOR TEACHERS**

- Review student instructions.
- Have students work in pairs to answer the questions.
- Review the answers with the class.

### **QUESTIONS**

1. Stanza 1 says, “Now I am thirteen.” What does the word “now” tell us? [RL.9-10.5]  
The word now in Stanza 1 shows a change.  
Before, the girl \_\_\_\_\_ (was/was not) a typical American schoolgirl.  
But now, the girl \_\_\_\_\_ (is/is not) a typical American schoolgirl.
2. Stanza 4 says, “Our class is a slice of America.” What does this mean? [RL.9-10.4]  
The class is part of America.  
The class reflects (or shows) the diversity of America.
3. Let’s look at Ms. Lee’s role in the poem:
  - a. How does Ms. Lee feel about her students? [RL.9-10.1]  
Ms. Lee likes her students a lot.
  - b. How is Ms. Lee’s understanding of her students different from just liking them? [RL.9-10.6]  
Ms. Lee knows who her students are.
  - c. Why is this important to the girl? [RL.9-10.6]  
Ms. Lee appreciates (or values) the diversity of the students in the class.

## LESSON FIVE

### 1. REVIEWING STANDARDS AND OBJECTIVES

#### INSTRUCTIONS FOR TEACHERS

- Review the standards and objectives with students.

### 2. ACQUIRING AND USING VOCABULARY

#### PART A: STUDENT GLOSSARY

#### INSTRUCTIONS FOR TEACHERS

- Highlight (or circle) glossed words and put the book in a document camera (if available) to show students.
- Ask students to highlight (or circle) the glossed words in their books.

#### PART B: KEY VOCABULARY

#### INSTRUCTIONS FOR TEACHERS

- Select 1 or 2 key vocabulary words to pre-teach (optional).

### 3. READING FOR KEY IDEAS AND DETAILS

#### INSTRUCTIONS FOR TEACHERS

For each section of the poem, do the following:

- Pose the guiding question.
- Read the section of the poem aloud to students, modeling appropriate pace and intonation.
- Read the section of the poem chorally with students a second time.
- Have students work in pairs to answer the supplementary questions. (Remind students to use their glossary to find the meanings of words as needed.)
- Review answers with students.
- Discuss the guiding question and have students work in pairs to respond to the guiding question in writing.

#### “Something Pretty Special”

Page 15.

Stanza 6.

#### GUIDING QUESTION

How does the girl’s description of the class in Stanza 6 relate to the theme developed in Stanza 5? [RL.9-10.2]

#### SUPPLEMENTARY QUESTIONS

1. What do the kids in the class wear? [RL.9-10.1]  
The kids in the class wear scarves and head coverings and baseball caps.  
The kids in the class wear jeans and silk and muslin.

2. How are the kids decorated? [RL.9-10.1]  
The kids are decorated with braids and jewelry.
3. What are the three ways the kids speak? [RL.9-10.1]  
The kids speak in slang and accents and silence.

### **RESPONSE TO GUIDING QUESTION**

How does the girl’s description of the class in Stanza 6 relate to the theme developed in Stanza 5? [RL.9-10.2] [Anticipate response: The toppings on the pizza in Stanza 5 illustrate the diversity of the kids in the class. The description of the student’s clothing and speech in Stanza 6 further illustrates the diversity of the kids in the class.]

### **“Something Pretty Special”**

Pages 15-16.  
Stanza 7.

### **GUIDING QUESTION**

How does the theme of the poem come to a resolution in the final words of the poem? [RL.9-10.2]

### **SUPPLEMENTARY QUESTIONS**

1. How does the girl describe herself at the beginning of Stanza 7? [RL.9-10.1]  
She says she \_\_\_\_\_ (is/is not) so different.
2. What does “pretty” mean? [L.9-10.4c]  
Pretty means beautiful.
3. Why does the girl wear scarves? [RL.9-10.1]  
The girl wears scarves for fashion.  
The girl wears scarves to be pretty.
4. How does the girl’s description of herself contribute to the poem’s theme? [RL.9-10.3]  
The girl says she has a colorful collection of scarves.  
The girl reflects (or shows) the diversity of America.  
The girl is a slice of America.

### **RESPONSE TO GUIDING QUESTION**

How does the theme of the poem come to a resolution in the final words of the poem? [RL.9-10.2] [Anticipate response: The girl says that her story is her choice. She shows that she knows who she is. She is a blend of being American (no accent on my lips) and reflecting the diversity of America (colorful collection of scarves).]

## 4. REVISITING THE TEXT FOR CRAFT AND STRUCTURE

### INSTRUCTIONS FOR TEACHERS

- Review student instructions.
- Have students work in pairs to answer the questions.
- Review the answers with the class.

### QUESTIONS

1. In Stanza 7, the girl says she is “not so unusual.” Why is that important? [RL.9-10.6]

The girl says she has two languages, she has no accent, and she has a colorful collection of scarves.

These three things are who she is now. She is part of American style.

Therefore, these things \_\_\_\_ (do/do not) make her unusual.

MODULE C:  
ENRIQUE'S JOURNEY, CHAPTER 1

TEACHER GUIDE

## LESSON ONE

### 1. REVIEWING STANDARDS AND OBJECTIVES

#### INSTRUCTIONS FOR TEACHERS

- Review the standards and objectives with students.

### 2. PREVIEWING/REVIEWING THE TEXT

#### INSTRUCTIONS FOR TEACHERS

- Show the cover of the book and tell students that the title of this book is *Enrique's Journey*.
- Pose the questions below to students and discuss their answers.
- Tell students that you are all going to read the book to see what happens on Enrique's journey.

#### QUESTIONS

1. This book is called *Enrique's Journey*. What is a journey? Whose journey is this book about? [Anticipated response: A journey is a long trip. This book is about Enrique's journey.]
2. What do you see on the cover of the book? [Anticipated response: A boy on a train.]
3. The cover of the book says, "The True Story of a Boy Determined to Reunite With His Mother." Is this book fiction or nonfiction? How do you know? [Anticipated response: It is nonfiction because it is a true story.]
4. What do you think will happen in this story? [Accept all responses.]

#### INSTRUCTIONS FOR TEACHERS

Invite students to open their books to the map on page viii and then:

- Put the book in a document camera (if available) to show students the route that Enrique took from Honduras to the United States. Alternatively, students can open their books to the map on page viii and follow along.
- Point out the key that shows the road route and the rail route.
- Pose the questions below to students and discuss their answers.

#### QUESTIONS

1. Where did Enrique start his journey? [Anticipated response: Tegucigalpa, Honduras.]

2. Which countries did Enrique pass through? [Anticipated response: Honduras, Guatemala, Mexico, and the United States.]
3. Where did Enrique end his journey? [Anticipated response: Laredo, Texas.]
4. Which parts of the journey did Enrique travel by road? [Anticipated response: Students point with their fingers.]
5. Which parts of the journey did Enrique travel by rail (train)? [Anticipated response: Students point with their fingers.]

#### INSTRUCTIONS FOR TEACHERS

Invite students to open their books to the photo insert in the center of the book:

- Point out the photos of Enrique and his grandmother.
- Pose the question below to students and discuss their answers.

#### QUESTION

1. What do you see in the pictures? [Accept all responses.]

### 3. ACQUIRING AND USING VOCABULARY

#### INSTRUCTIONS FOR TEACHERS

- Tell students that they will be using a glossary to read *Enrique's Journey*.
- Review how to look up words in a glossary.
- Point out that words are listed in alphabetical order.
- Point out that words are translated into Spanish. (For non-Spanish-speaking students, you may suggest that students write in their own translations; show them how to use a bilingual dictionary to complete this task.)
- Point out how the definitions and pictures help us to understand the meanings of the words.

## 4. ENHANCING BACKGROUND KNOWLEDGE

### INSTRUCTION FOR TEACHERS

- Review the student instructions.
- Present background materials to the students.
- Have students work in pairs to answer the questions.
- Review the answers with the class.

### QUESTIONS

1. Where is Honduras?  
Honduras is in Central America.
2. How many people from Honduras immigrated to the United States?  
Approximately 200,000 people from Honduras immigrated to the United States.
3. How many children from Honduras immigrated to the United States?  
Approximately 20,000 children from Honduras immigrated to the United States.
4. Why did Hondurans immigrate to the United States?  
Most Hondurans came to the United States because they were very poor.
5. What does “undocumented” mean?  
Undocumented means a person who \_\_\_\_\_ (does/does not) have official papers.
6. Who are smugglers?  
Smugglers are people who guide people into a country \_\_\_\_\_ (legally/illegally).
7. Why was the trip to the United States dangerous?  
The immigrants faced violence and crime.
8. Why was the trip to the United States difficult?  
The immigrants were separated from their families for a long time.

## LESSON TWO

### *Enrique's Journey*

Turn to page 19, paragraphs 1–4, of “**The Boy Left Behind.**”

## 1. REVIEWING STANDARDS AND OBJECTIVES

### INSTRUCTIONS FOR TEACHERS

- Review the standards and objectives with students.

## 2. PREVIEWING/REVIEWING THE TEXT

### INSTRUCTIONS FOR TEACHERS

- Show students the cover of the book *Enrique's Journey*.
- Pose the questions below to students and discuss their answers.
- Tell students that you are all going to read the book to see what happens.

### QUESTIONS

1. What is the title of the book we are going to read? [Anticipated response: *Enrique's Journey*.]
2. What do we know about Enrique? [Anticipated response: Enrique is the main character in the book. He is from Honduras. He wanted to reunite with his mother. He traveled by train to the United States when he was 17 years old, etc.]

## 3. PREVIEWING/REVIEWING THE TEXT

### INSTRUCTION FOR TEACHERS

- Review the student instructions.
- Present background materials to the students.
- Have students work in pairs to answer the questions below.
- Review the answers with the class.

### QUESTIONS

1. What is nonfiction?  
Nonfiction is a true story.
2. Who is the main character in *Enrique's Journey*?  
Enrique is the main character.
3. Who are the other characters in *Enrique's Journey*?

The other characters are: Lourdes (Enrique’s mother), Belky (Enrique’s sister), Luis (Enrique’s father), and María Marcos (Enrique’s grandmother).

4. Where is Enrique from?

Enrique is from Honduras.

5. Why did Enrique travel to the United States?

Enrique traveled to the United States to find his mother.

## 4. ACQUIRING AND USING VOCABULARY

### PART A: STUDENT GLOSSARY

#### INSTRUCTIONS FOR TEACHERS

- Using the glossary for Chapter 1 of *Enrique’s Journey* (in the student materials), highlight (or circle) glossed words and put the book in a document camera (if available) to show students.
- Ask students to highlight (or circle) the glossed words in their books.

### PART B: KEY VOCABULARY

#### INSTRUCTIONS FOR TEACHERS

- Select one or two key vocabulary words to pre-teach (optional).
- Pre-teach vocabulary using the example provided in the student materials as a guide.
- Read the descriptions of the vocabulary words as students follow along.
- For Partner Talk, invite one or two pairs to share their responses.

## 5. READING FOR KEY IDEAS AND DETAILS

#### INSTRUCTIONS FOR TEACHERS

For each section of the text, do the following:

- Pose the guiding question.
- Read the section of the text aloud to students, modeling appropriate pace and intonation.
- Read the section of the text chorally with students a second time.
- Have students work in pairs to answer the supplementary questions. (Remind students to use their glossary to find the meanings of words, as needed.)
- Review the answers with students.

- Discuss the guiding question and have students work in pairs to respond to the guiding question in writing.

**“The Boy Left Behind”**

Page 19

Paragraphs 1–3

**GUIDING QUESTION**

What does Lourdes understand that Enrique does not? [RL.9-10.1]

**SUPPLEMENTARY QUESTIONS**

1. Who is the boy? [RL.9-10.1]  
The boy is Enrique.
2. Who is the boy’s mother? [RL.9-10.1]  
The boy’s mother is Lourdes.
3. What does Lourdes understand? [RL.9-10.1]  
Lourdes understands the terror she is about to inflict.
4. What does Lourdes know? [RL.9-10.1]  
Lourdes knows the ache and the emptiness that Enrique will feel.
5. In paragraph 3, what does Lourdes say to Enrique? [RL.9-10.1]  
Lourdes says nothing.

**RESPONSE TO GUIDING QUESTION**

What does Lourdes understand that Enrique does not? [RL.9-10.1]

[Anticipated response: Lourdes understands that her actions are going to cause pain for Enrique.]

**“The Boy Left Behind”**

Page 19

Paragraphs 4–5

**GUIDING QUESTION**

How does Lourdes feel toward Enrique? Why is Lourdes unable to speak to Enrique? [RL.9-10.2]

**SUPPLEMENTARY QUESTIONS**

1. The story says, “What will **become of** him?” What does that mean? (Look at the glossary.) [L.9-10.4c]  
It means, “What will happen to him?”
2. The story says “he is a chatterbox.” What does that mean? (Look at the story.) [L.9-10.4a]  
He is talkative.  
He likes to talk.
3. The story says that Enrique loves Lourdes deeply. How do we know? [RL.9-10.1]

Enrique does not let anyone else feed him or bathe him.

Enrique is openly affectionate with Lourdes.

Enrique is a chatterbox with Lourdes.

4. In paragraph 4, what does Enrique ask Lourdes to do? [RL.9-10.1]

Enrique asks Lourdes to give him a kiss.

5. In the story, Enrique pleads “*Dame pico, Mami.*” What does that mean? (Look at the story.) [L.9–10.4a]

It means “Give me a kiss, Mom.”

6. How does Enrique act without Lourdes? [RL.9-10.1]

Enrique is shy.

7. In paragraph 5, there are three things Lourdes cannot do. What are the three things? [RL.9-10.1]

Lourdes cannot say a word.

Lourdes cannot carry Enrique’s picture.

Lourdes cannot hug Enrique.

8. How old is Enrique? [RL.9-10.1]

Enrique is five years old.

### RESPONSE TO GUIDING QUESTION

How does Lourdes feel toward Enrique? Why is Lourdes unable to speak to Enrique? [RL.9-10.2] [Anticipated response: Lourdes loves Enrique. She understands that her actions are going to hurt him, but her feelings are so strong that she is not able to speak to him or hug him. She is afraid she will change her mind.]

## 5. REVISITING THE TEXT FOR CRAFT AND STRUCTURE

### INSTRUCTIONS FOR TEACHERS

- Review the student instructions.
- Have students work in pairs to answer the questions.
- Review the answers with the class.

### QUESTIONS

1. Paragraph 2 says, “Lourdes understands... the **terror** she is about to inflict.” What does **terror** mean? How do you know? (Look at the story.) [RL.9-10.4]  
Terror means fear and loneliness.  
We know this because the story says Lourdes knows the ache and emptiness Enrique will feel.

2. In paragraph 4, the author uses Enrique’s Spanish words. How do the Spanish words help us understand the story? [RL.9-10.6]

The Spanish words show a close and loving relationship between Enrique and Lourdes.

The Spanish words show that Enrique is caught between two worlds—the world of Honduras and the world of the United States.

3. In paragraph 5, the author repeats the word “cannot” many times. How does this show us the tone of the story? [RL.9-10.4]

It shows the pain Lourdes feels when she thinks about leaving Enrique.

## LESSON THREE

### *Enrique's Journey*

Turn to page 20, paragraphs 6–8, of “**The Boy Left Behind.**”

## 1. REVIEWING STANDARDS AND OBJECTIVES

### INSTRUCTIONS FOR TEACHERS

- Review the standards and objectives with students.

## 2. PREVIEWING/REVIEWING THE TEXT

### INSTRUCTIONS FOR TEACHERS

- Review key events from the text covered in the previous lesson.
- Pose the question below to students and discuss their answers.

### QUESTION

1. What has happened in the story so far? [Anticipated response: Lourdes is getting ready to leave, but Enrique doesn't understand. Enrique loves his mother very much. His mother cannot look at him because she knows the pain she will cause.]

## 3. ACQUIRING AND USING VOCABULARY

### PART A: STUDENT GLOSSARY

#### INSTRUCTIONS FOR TEACHERS

- Using the glossary for Chapter 1 of *Enrique's Journey* (in the student materials), highlight (or circle) glossed words and put the book in a document camera (if available) to show students.
- Ask students to highlight (or circle) the glossed words in their books.

### PART B: KEY VOCABULARY

#### INSTRUCTIONS FOR TEACHERS

- Select one or two key vocabulary words to pre-teach (optional).
- Pre-teach vocabulary using the example provided in the student materials as a guide.
- Read the descriptions of the vocabulary words as students follow along.
- For Partner Talk, invite one or two pairs to share their responses.

**Partner Talk:** What can you afford to buy with \$10? Use this sentence frame: “I can afford \_\_\_\_\_ with \$10.” [Examples might include: hamburger, music, local bus fare, etc.]

What can you afford to buy with \$100? Use this sentence frame: “I can afford \_\_\_\_\_ with \$100.” [Examples might include: clothes, video games, etc.]

#### 4. READING FOR KEY IDEAS AND DETAILS

##### INSTRUCTIONS FOR TEACHERS

For each section of the text, do the following:

- Pose the guiding question.
- Read the section of the text aloud to students, modeling appropriate pace and intonation.
- Read the section of the text chorally with students a second time.
- Have students work in pairs to answer the supplementary questions. (Remind students to use their glossary to find the meanings of words, as needed.)
- Review the answers with students.
- Discuss the guiding question and have students work in pairs to respond to the guiding question in writing.

##### “The Boy Left Behind”

Page 20

Paragraphs 6–7

##### GUIDING QUESTION

Describe Lourdes’ life in Honduras. Summarize in your own words. [RL.9-10.2]

##### SUPPLEMENTARY QUESTIONS

1. Where do Lourdes and Enrique live? [RL.9-10.1]  
Lourdes and Enrique live in Tegucigalpa, the capital of Honduras.
2. How old is Lourdes? [RL.9-10.1]  
Lourdes is twenty-four years old.
3. What does Lourdes do to make money? [RL.9-10.1]  
Lourdes sells things.
4. Where does Enrique play? [RL.9-10.1]  
Enrique plays in the street.

5. Paragraph 7 says, “A good job is **out of the question.**” What does this mean? (Look at the glossary.) [L.9–10.4c]  
It means, “A good job is impossible.”
6. What things can Lourdes can barely afford? [RL.9-10.1]  
Lourdes can barely afford food.
7. What things can Lourdes not afford? [RL.9-10.1]  
Lourdes cannot afford a toy or a birthday cake.  
Lourdes cannot afford uniforms or pencils.
8. How old is Belky? [RL.9-10.1]  
Belky is seven years old.
9. Paragraph 7 says, “Enrique and Belky are not **likely** to finish grade school.” What does this mean? (Look at the glossary.) [L.9–10.4c]  
Enrique and Belky will \_\_\_\_\_ (probably/probably not) finish grade school.

### **RESPONSE TO GUIDING QUESTION**

Describe Lourdes’ life in Honduras. Summarize in your own words. [RL.9-10.2]  
[Anticipated response: Life in Honduras is difficult. Lourdes does not have a good job. She barely has enough money for food. She cannot buy school supplies for her children. The future is bleak.]

### **“The Boy Left Behind”**

Page 20

Paragraph 8

### **GUIDING QUESTION**

How does Lourdes’ outlook change from paragraph 7 to paragraph 8? [RL.9-10.3]

### **SUPPLEMENTARY QUESTIONS**

1. What is the only place that gives Lourdes hope? [RL.9-10.1]  
The United States is the only place that gives Lourdes hope.
2. How did Lourdes discover the United States? [RL.9-10.1]  
Lourdes saw images of the United States on television.
3. Describe Lourdes’ childhood home. [RL.9-10.1]  
Lourdes’ childhood home was a two-room shack made of wooden slats.  
Lourdes’ childhood home had a flimsy tin roof.

### **RESPONSE TO GUIDING QUESTION**

How does Lourdes’ outlook change from paragraph 7 to paragraph 8? [RL.9-10.3]  
[Anticipated response: In paragraph 7, Lourdes has little hope for the future. The future

is bleak. In paragraph 8, Lourdes has hope. She thinks of life in the United States and it gives her hope.]

## 5. REVISITING THE TEXT FOR CRAFT AND STRUCTURE

### INSTRUCTIONS FOR TEACHERS:

- Review the student instructions.
- Have students work in pairs to answer the questions.
- Review the answers with the class.

### QUESTIONS

1. Paragraph 7 says, “Their future is **bleak**.” What does **bleak** mean? How do you know? (Look at the story.) [RL.9-10.4]

Bleak means bad or hopeless.

The story says Enrique and Belky \_\_\_\_\_ (are/are not) likely to finish grade school.

2. Paragraph 8 says, “The flickering images were a **far cry** from Lourdes’s childhood home.” What does this mean? How do you know? [RL.9-10.4]

The flickering images were very different from Lourdes’ childhood home.

The images of the United States \_\_\_\_\_ (were/were not) full of hope.

Lourdes’ childhood home \_\_\_\_\_ (was/was not) full of hope.



## LESSON FOUR

### *Enrique's Journey*

Turn to pages 20–21, paragraphs 9–15, of “**The Boy Left Behind.**”

## 1. REVIEWING STANDARDS AND OBJECTIVES

### INSTRUCTIONS FOR TEACHERS

- Review the standards and objectives with students.

## 2. PREVIEWING/REVIEWING THE TEXT

### INSTRUCTIONS FOR TEACHERS

- Review key events from the text covered in the previous lesson.
- Pose the question below to students and discuss their answers.

### QUESTION

1. What has happened in the story so far? [Anticipated response: Lourdes has a difficult life in Honduras. She does not have a good job and she cannot afford the things her children need. She thinks of images of the United States she saw on television. It gives her hope.]

## 3. ACQUIRING AND USING VOCABULARY

### PART A: STUDENT GLOSSARY

#### INSTRUCTIONS FOR TEACHERS

- Using the glossary for Chapter 1 of *Enrique's Journey* (in the student materials), highlight (or circle) glossed words and put the book in a document camera (if available) to show students.
- Ask students to highlight (or circle) the glossed words in their books.

### PART B: KEY VOCABULARY

#### INSTRUCTIONS FOR TEACHERS

- Select one or two key vocabulary words to pre-teach (optional).
- Pre-teach vocabulary using the example provided in the student materials as a guide.
- Read the descriptions of the vocabulary words as students follow along.
- For Partner Talk, invite one or two pairs to share their responses.

**Partner Talk:** Have you ever faced something difficult? Tell your partner. Use this sentence frame, “I had to face \_\_\_\_ when \_\_\_\_\_.”

#### 4. READING FOR KEY IDEAS AND DETAILS

##### INSTRUCTIONS FOR TEACHERS

For each section of the text, do the following:

- Pose the guiding question.
- Read the section of the text aloud to students, modeling appropriate pace and intonation.
- Read the section of the text chorally with students a second time.
- Have students work in pairs to answer the supplementary questions. (Remind students to use their glossary to find the meanings of words, as needed.)
- Review the answers with students.
- Discuss the guiding question and have students work in pairs to respond to the guiding question in writing.

##### “The Boy Left Behind”

Pages 20–21

Paragraphs 9–10

##### GUIDING QUESTION

What decisions does Lourdes make? Summarize in your own words. [RL.9-10.1]

##### SUPPLEMENTARY QUESTIONS

1. What did Lourdes decide? [RL.9-10.1]  
Lourdes decided to leave.
2. Where will Lourdes go? [RL.9-10.1]  
Lourdes will go to the United States.
3. What will Lourdes do in the United States? [RL.9-10.1]  
Lourdes will make money and send it home.
4. How long does Lourdes plan to be in the United States? [RL.9-10.1]  
Lourdes plans to be in the United States for one year or less.
5. How did Lourdes feel about her decision? [RL.9-10.3]  
Lourdes felt overpowered by guilt.
6. The story says, “Lourdes will have to **split up** her children.” What does **split up** mean? (Look at the glossary.) [L.9–10.4c]  
Split up means separate.

7. Why does Lourdes have to split up her children? [RL.9-10.1]  
None of Lourdes' family members can afford to take both Enrique and Belky.
8. Who will Belky live with? [RL.9-10.1]  
Belky will live with Lourdes' mother and sisters.
9. Who will Enrique live with? [RL.9-10.1]  
Enrique will live with his father.

### **RESPONSE TO GUIDING QUESTION**

What decisions does Lourdes make? Summarize in your own words. [RL.9-10.1]  
[Anticipated response: Lourdes decides to go to the United States. She will be in the United States for one year or less. Lourdes decides to split up her children. Belky will stay with Lourdes' mother and sisters. Enrique will stay with his father.]

### **"The Boy Left Behind"**

Page 21

Paragraph 10–15

### **GUIDING QUESTION**

How do paragraph 14 and paragraph 15 show us the theme? [RL.9-10.2]

### **SUPPLEMENTARY QUESTIONS**

1. What does Lourdes say to Enrique? [RL.9-10.1]  
Lourdes says, "Don't forget to go to church this afternoon."
2. When did Lourdes leave for the United States? [RL.9-10.1]  
Lourdes left on January 29, 1989.
3. How does Enrique feel? [RL.9-10.1]  
Enrique feels sad.
4. The story says, "This decides Enrique's **fate**." What does that mean? (Look at the glossary.) [L.9–10.4c]  
This decides Enrique's future.

### **RESPONSE TO GUIDING QUESTION**

How do paragraph 14 and paragraph 15 show us the theme? [RL.9-10.2] [Anticipated response: Lourdes leaves Enrique to help him and give him a better future, but paragraph 15 says that her decision decides Enrique's fate.]

## 5. REVISITING THE TEXT FOR CRAFT AND STRUCTURE

### INSTRUCTIONS FOR TEACHERS

- Review the student instructions.
- Have students work in pairs to answer the questions.
- Review the answers with the class.

### QUESTIONS

1. Paragraph 11 says Lourdes “cannot face Enrique.” What does this mean? How do you know? [RL.9-10.4]

It means that Lourdes cannot look at Enrique.

The story says that Lourdes feels overpowered by guilt.

This shows us that it is difficult for Lourdes to leave Enrique.

2. Paragraph 15 says, “His mother never returns to Central America. This decides Enrique’s fate.” How does this introduce new tension in the story? [RL.9-10.5]

It shows us that Enrique \_\_\_\_\_ (does/does not) decide his future.

Lourdes believes that her actions will make a better future for Enrique, but her failure to return to Honduras determines Enrique’s future.

## LESSON FIVE

### 1. REVIEWING STANDARDS AND OBJECTIVES

#### INSTRUCTIONS FOR TEACHERS

- Review the standards and objectives with students.

### 2. PREPARING TO WRITE

#### INSTRUCTIONS FOR TEACHERS

- Review the student instructions with the whole class.
- Guide students in completing the graphic organizer. Review the first example with them.

#### GRAPHIC ORGANIZER: ENRIQUE’S JOURNEY, CHAPTER 1

Event	Write details from the story	Summarize in your own words
<p>1. Lourdes faces many difficulties in Honduras.</p>	<ul style="list-style-type: none"> <li>• Enrique lives with his <u>mother</u>, Lourdes, and his <u>sister</u>, Belky, in Honduras.</li> <li>• Lourdes cannot find a good <u>job</u>.</li> <li>• Lourdes can barely <u>afford</u> food for Enrique and Belky.</li> <li>• Lourdes cannot <u>afford</u> school supplies for Enrique and Belky.</li> <li>• The future is <u>bleak</u>.</li> </ul>	<p><i>Example: Lourdes had a hard life in Honduras. She was very poor. She could not afford to buy things for her children, Enrique and Belky.</i></p>
<p>2. Lourdes makes a decision.</p>	<ul style="list-style-type: none"> <li>• Lourdes decides to <u>leave</u> Honduras.</li> <li>• Lourdes will go to the United States to make <u>money</u>.</li> </ul>	

	<ul style="list-style-type: none"> <li>• Lourdes will <u>split up</u> Belky and Enrique.</li> <li>• Belky will be <u>left</u> with Lourdes' mother and sister.</li> <li>• Enrique will be <u>left</u> with his father, Luis.</li> </ul>	
<p>3. On January 29, 1989, Lourdes leaves Honduras.</p>	<ul style="list-style-type: none"> <li>• Lourdes <u>kisses</u> Belky.</li> <li>• Lourdes cannot <u>face</u> Enrique.</li> <li>• Enrique <u>cries</u> over and over that night.</li> </ul>	

## LESSON SIX

### *Enrique's Journey*

Pages 21–23, “Beverly Hills” section, of “**The Boy Left Behind.**”

**NOTE TO TEACHER:** This section of the text is not critical for following the thread of Enrique’s story. You may choose to skip this section if you would like to continue ahead. Alternatively, you could choose to read the text aloud to students, pausing occasionally to clarify key vocabulary and ask questions, or you could assign this section as homework for students to read on their own.

## LESSON SEVEN

### *Enrique's Journey*

Turn to pages 23–24, paragraphs 1–7, “Confusion” section, of “**The Boy Left Behind.**”

## 1. REVIEWING STANDARDS AND OBJECTIVES

### INSTRUCTIONS FOR TEACHERS

- Review the standards and objectives with students.

## 2. PREVIEWING/REVIEWING THE TEXT

### INSTRUCTIONS FOR TEACHERS

- Review key events from the text covered in the previous lesson.
- Pose the question below to students and discuss their answers.

### QUESTION

1. What has happened in the story so far? [Anticipated response: Lourdes decided to go to the United States. Enrique cried and cried when Lourdes left.]

## 3. ACQUIRING AND USING VOCABULARY

### PART A: STUDENT GLOSSARY

#### INSTRUCTIONS FOR TEACHERS

- Using the glossary for Chapter 1 of *Enrique's Journey* (in the student materials), highlight (or circle) glossed words and put the book in a document camera (if available) to show students.
- Ask students to highlight (or circle) the glossed words in their books.

### PART B: KEY VOCABULARY

#### INSTRUCTIONS FOR TEACHERS

- Select one or two key vocabulary words to pre-teach (optional).
- Provide a brief explanation of each word. Show students where to find them in the glossary.
- Ask students to highlight (or circle) the words in the book.

## 4. READING FOR KEY IDEAS AND DETAILS

### INSTRUCTIONS FOR TEACHERS

For each section of the text, do the following:

- Pose the guiding question.
- Read the section of the text aloud to students, modeling appropriate pace and intonation.
- Read the section of the text chorally with students a second time.
- Have students work in pairs to answer the supplementary questions. (Remind students to use their glossary to find the meanings of words, as needed.)
- Review answers with students.
- Discuss the guiding question and have students work in pairs to respond to the guiding question in writing.

### “The Boy Left Behind”

Page 23

Paragraphs 1–2

### GUIDING QUESTION

How do the boxes of clothes and toys show us a theme of the story? [RL.9-10.2]

### SUPPLEMENTARY QUESTIONS

1. How long has it been since Lourdes left? [RL.9-10.1]  
It has been two years since Lourdes left.
2. How old is Enrique? [RL.9-10.1]  
Enrique is seven years old.
3. What does Lourdes send? [RL.9-10.1]  
Lourdes sends boxes from the United States to Tegucigalpa.
4. What are the boxes filled with? [RL.9-10.1]  
The boxes are filled with clothes, shoes, toy cars, a RoboCop doll, and a television.
5. What does Lourdes tell Enrique to do? [RL.9-10.1]  
Lourdes tells Enrique to behave and to study hard.
6. What are Lourdes’ hopes for Enrique? [RL.9-10.1]  
Lourdes hopes he will graduate from high school and have a career.
7. What does Lourdes tell Enrique? [RL.9-10.1]  
Lourdes tells Enrique she loves him.

### RESPONSE TO GUIDING QUESTION

How do the boxes of clothes and toys show us a theme of the story? [RL.9-10.2]

[Anticipated response: Before, in Honduras, Lourdes could barely afford food. Now, in the United States, Lourdes has money. Lourdes can buy things for Enrique.]

### **“The Boy Left Behind”**

Pages 23–24

Paragraphs 3–6

### GUIDING QUESTION

How do Enrique’s feelings towards his mother change between the first and second sections? [RL.9-10.3]

### SUPPLEMENTARY QUESTIONS

1. Who does Enrique cling to? [RL.9-10.1]  
Enrique clings to his father.
2. What does Enrique’s father do for work? [RL.9-10.1]  
Enrique’s father is a bricklayer.
3. Where do Enrique and his father live? [RL.9-10.1]  
Enrique and his father live with Enrique’s grandmother.
4. How does Enrique feel toward Lourdes? [RL.9-10.1]  
Enrique misses his mother less, but he \_\_\_\_\_ (does/does not) forget her.
5. How do Enrique’s feelings change? [RL.9-10.1]  
Enrique’s shock turns to confusion and finally anger.
6. What does Enrique’s grandmother say? [RL.9-10.1]  
Enrique’s grandmother says that Lourdes will come home soon.
7. What happens? [RL.9-10.1]  
Lourdes \_\_\_\_\_ (does/does not) come home.

### RESPONSE TO GUIDING QUESTION

How do Enrique’s feelings towards his mother change between the first and second sections? [RL.9-10.3] [Anticipated response: When Lourdes left Honduras, Enrique cried and cried. Now, every month, Enrique misses Lourdes less, but he does not forget her. Eventually, Enrique becomes confused and angry.]

### **“The Boy Left Behind”**

Page 24

Paragraph 7

### GUIDING QUESTION

Summarize the story in today's lesson in your own words. [RL.9-10.2]

### SUPPLEMENTARY QUESTIONS

1. Who is Belky? [RL.9-10.1]  
Belky is Enrique's sister.
2. Where does Belky live? [RL.9-10.1]  
Belky lives with Lourdes' family.
3. How does Enrique feel about Belky? [RL.9-10.1]  
Enrique misses Belky.
4. What do Enrique and Belky have in common? [RL.9-10.1]  
Enrique and Belky recognize one another's pain.

### RESPONSE TO GUIDING QUESTION

Summarize the story in today's lesson in your own words. [RL.9-10.2] [Anticipated response: Enrique lives with his grandmother. Lourdes sends boxes of clothes and toys. Enrique misses his mother less, but doesn't forget her. Enrique clings to his father. Enrique misses his sister. They feel the same pain.]

## 5. REVISITING THE TEXT FOR CRAFT AND STRUCTURE

### INSTRUCTIONS FOR TEACHERS

- Review the student instructions.
- Have students work in pairs to answer the questions.
- Review the answers with the class.

### QUESTIONS

1. The story says, "Lourdes doesn't write long letters; she is barely **literate** and this embarrasses her." What does **literate** mean? How do you know? [L.9-10.4]  
Literate means able to write.  
We know because the story says that Lourdes \_\_\_\_\_ (does/does not) write long letters.
2. How are Enrique's feelings toward Belky similar to Enrique's initial feelings towards Lourdes? [RL.9-10.5]  
Enrique hardly ever sees Belky. Enrique misses Belky.  
When Lourdes left, Enrique missed Lourdes.  
The loss of Belky and the loss of Lourdes create a similar pain.

## LESSON EIGHT

### 1. REVIEWING STANDARDS AND OBJECTIVES

#### INSTRUCTIONS FOR TEACHERS

- Review the standards and objectives with students.

### 2. PREPARING TO WRITE

#### INSTRUCTIONS FOR TEACHERS

- Review the student instructions.

#### GRAPHIC ORGANIZER: ENRIQUE’S JOURNEY, CHAPTER 1

Event	Write details from the story	Summarize in your own words
<p>1. Lourdes faces many difficulties in Honduras.</p>	<ul style="list-style-type: none"> <li>• Enrique lives with his <u>mother</u>, Lourdes, and his <u>sister</u>, Belky, in Honduras.</li> <li>• Lourdes cannot find a good <u>job</u>.</li> <li>• Lourdes can barely <u>afford</u> food for Enrique and Belky.</li> <li>• Lourdes cannot <u>afford</u> school supplies for Enrique and Belky.</li> <li>• The future is <u>bleak</u>.</li> </ul>	<p><i>Example: Lourdes had a hard life in Honduras. She was very poor. She could not afford to buy things for her children, Enrique and Belky.</i></p>
<p>2. Lourdes makes a decision.</p>	<ul style="list-style-type: none"> <li>• Lourdes decides to <u>leave</u> Honduras.</li> <li>• Lourdes will go to the United States to make <u>money</u>.</li> <li>• Lourdes will <u>split up</u> Belky and Enrique.</li> <li>• Belky will be <u>left</u> with Lourdes’ mother and sister.</li> <li>• Enrique will be <u>left</u> with his father, Luis.</li> </ul>	

<p>3. On January 29, 1989, Lourdes leaves Honduras.</p>	<ul style="list-style-type: none"> <li>• Lourdes <u>kisses</u> Belky.</li> <li>• Lourdes cannot <u>face</u> Enrique.</li> <li>• Enrique <u>cries</u> over and over that night.</li> </ul>	
<p>4. Lourdes lives in the United States and Enrique lives with his grandmother.</p>	<ul style="list-style-type: none"> <li>• Lourdes sends <u>boxes</u> of clothes and toys to Enrique.</li> <li>• Lourdes has <u>hopes</u> for Enrique's future.</li> <li>• Enrique <u>clings</u> to his father.</li> <li>• Enrique <u>misses</u> his mother.</li> <li>• Enrique <u>misses</u> his sister.</li> </ul>	

## LESSON NINE

### *Enrique's Journey*

Pages 24–31 of “**The Boy Left Behind.**”

**NOTE TO TEACHER:** This section of the text is not critical for following the thread of Enrique’s story. You may choose to skip this section if you would like to continue ahead. Alternatively, you could choose to read the text aloud to students, pausing occasionally to clarify key vocabulary and ask questions, or you could assign this section as homework for students to read on their own.

## LESSON TEN

### *Enrique's Journey*

Turn to pages 31–33, paragraphs 1–5, of “**The Boy Left Behind.**”

## 1. REVIEWING STANDARDS AND OBJECTIVES

### INSTRUCTIONS FOR TEACHERS

- Review the standards and objectives with students.

## 2. PREVIEWING/REVIEWING THE TEXT

### INSTRUCTIONS FOR TEACHERS

- Review key events from the text covered in the previous lesson.
- Pose the question below to students and discuss their answers.

### QUESTION

1. What has happened in the story so far? [Anticipated response: Lourdes went to the United States. Enrique lives with his father and grandmother. Lourdes sends boxes of clothes and toys. Enrique misses his mother less, but doesn't forget her. Enrique misses his sister. They feel the same pain.]

## 3. ACQUIRING AND USING VOCABULARY

### PART A: STUDENT GLOSSARY

#### INSTRUCTIONS FOR TEACHERS

- Using the glossary for Chapter 1 of *Enrique's Journey* (in the student materials), highlight (or circle) glossed words and put the book in a document camera (if available) to show students.
- Ask students to highlight (or circle) the glossed words in their books.

### PART B: KEY VOCABULARY

#### INSTRUCTIONS FOR TEACHERS

- Select one or two key vocabulary words to pre-teach (optional).
- Provide a brief explanation of each word. Show students where to find them in the glossary.
- Ask students to highlight (or circle) the words in the book.

## 4. READING FOR KEY IDEAS AND DETAILS

### INSTRUCTIONS FOR TEACHERS

For each section of the text, do the following:

- Pose the guiding question.
- Read the section of the text aloud to students, modeling appropriate pace and intonation.
- Read the section of the text chorally with students a second time.
- Have students work in pairs to answer the supplementary questions. (Remind students to use their glossary to find the meanings of words, as needed.)
- Review the answers with students.
- Discuss the guiding question and have students work in pairs to respond to the guiding question in writing.

### “The Boy Left Behind”

Page 31

Paragraphs 1–2

### GUIDING QUESTION

Summarize the story in your own words. [RL.9-10.2]

### SUPPLEMENTARY QUESTIONS

1. In paragraph 1, what does Enrique ask Lourdes again and again? [RL.9-10.1]  
Enrique asks Lourdes, “When are you coming home?”
2. The story says, “Lourdes **avoids** answering his question directly.” What does that mean? (Look at the story.) [L.9–10.4a]  
Lourdes \_\_\_\_\_ (does/does not) want to answer Enrique’s question.  
Lourdes \_\_\_\_\_ (does/does not) answer Enrique’s question directly.
3. How does Lourdes respond to Enrique? [RL.9-10.1]  
Lourdes promises they will be together again very soon.
4. The story says “for the first time, something **occurs to him**.” What does that mean? (Look at the glossary.) [L.9–10.4c]  
He has an idea.
5. What changes from paragraph 1 to paragraph 2? [RL.9-10.1]  
In paragraph 1, Enrique wants Lourdes to come home.  
In paragraph 2, Enrique gets an idea to go to Lourdes.
6. In paragraph 2, what does Enrique say to Lourdes? [RL.9-10.1]  
Enrique says, “I want to be with you.”

## RESPONSE TO GUIDING QUESTION

Summarize the story in your own words. [RL.9-10.2] [Anticipated response: Enrique misses his mother. He always asks when she is going to come home. Enrique gets an idea to go to see his mother.]

### **“The Boy Left Behind”**

Pages 31–33

Paragraphs 3–5

## GUIDING QUESTION

Lourdes does not want to return to Honduras. Why? How does this show the theme of the story? [RL.9-10.2]

## SUPPLEMENTARY QUESTIONS

1. What does Lourdes’ mother say to Lourdes? [RL.9-10.1]  
Lourdes’ mother says, “Come home.”
2. Lourdes does not want to come home. Why? [RL.9-10.1]  
Lourdes \_\_\_\_\_ (does/does not) want to come home with nothing.
3. What does Lourdes spend a lot of money on? [RL.9-10.1]  
Lourdes spends a lot of money on three immigration counselors.
4. What do the immigration counselors promise to do? [RL.9-10.1]  
The immigration counselors promise to help Lourdes become a resident of the United States and bring her children legally.
5. What do the immigration counselors actually do? [RL.9-10.1]  
The immigration counselors do nothing.  
The immigration counselors steal Lourdes’ money.  
The immigration counselors \_\_\_\_\_ (do/do not) help Lourdes.
6. Why is Lourdes frustrated (or unhappy) with herself for not dating the American? [RL.9-10.1]  
If Lourdes marries an American, she can get citizenship.
7. How do Lourdes’ views of America change in paragraph 4 and paragraph 5? [RL.9-10.3]  
America offers the promise of citizenship.  
Lourdes’ attempts at citizenship \_\_\_\_\_ (are/are not) successful.

## RESPONSE TO GUIDING QUESTION

Lourdes does not want to return to Honduras. Why? How does this show the theme of the story? [RL.9-10.2] [Anticipated response: Lourdes does not want to return home with nothing. She left her children so she could make a better life for them. She does not want to return home with no hope for their future.]

## 5. REVISITING THE TEXT FOR CRAFT AND STRUCTURE

### INSTRUCTIONS FOR TEACHERS

- Review the student instructions.
- Have students work in pairs to answer the questions.
- Review the answers with the class.

### QUESTIONS

1. Paragraph 2 says, “this kernel of an idea will **take root**.” What does this mean? [RL.9-10.4]  
The idea is very small, like a seed, but it will grow bigger, like a plant.
2. Paragraph 3 says, “How can she **justify** leaving her children if she returns **empty-handed**?” What does **empty-handed** mean? How do you know? [RL.9-10.4]  
Empty-handed means having nothing.  
Lourdes’ hands are empty. She has nothing.
3. What does **justify** mean? How do you know? [RL.9-10.4]  
Justify means to show a good reason for something.  
The story says Lourdes is empty-handed.  
Lourdes \_\_\_\_\_ (does/does not) have a good reason for leaving her children.

## LESSON ELEVEN

### *Enrique's Journey*

Turn to pages 32–33, paragraphs 6–10, of “**The Boy Left Behind.**”

## 1. REVIEWING STANDARDS AND OBJECTIVES

### INSTRUCTIONS FOR TEACHERS

- Review the standards and objectives with students.

## 2. PREVIEWING/REVIEWING THE TEXT

### INSTRUCTIONS FOR TEACHERS

- Review key events from the text covered in the previous lesson.
- Pose the question below to students and discuss their answers.

### QUESTIONS

1. What has happened in the story so far? [Anticipated response: Enrique misses his mother, Lourdes. He gets an idea to go see his mother. Lourdes' life in the United States is difficult. She pays immigration counselors a lot of money but they do not help her. Lourdes' mother wants her to come home, but Lourdes does not want to come home empty handed.]

## 3. ENHANCING BACKGROUND KNOWLEDGE

### INSTRUCTION FOR TEACHERS

- Review the student instructions.
- Present background materials to the students.
- Have students work in pairs to answer the questions.
- Review the answers with the class.

### QUESTIONS

1. Who are smugglers?  
Smugglers are people who guide people into a country \_\_\_\_ (legally/illegally).
2. What is another name for smugglers?  
Smugglers are often called coyotes.
3. Who are undocumented immigrants?  
Undocumented immigrants are people who \_\_\_\_\_ (do/do not) have official papers to come into a country.

4. Why do undocumented immigrants pay smugglers?

Undocumented immigrants pay smugglers to help them cross the border in secret.

5. What is the risk?

Sometimes the smugglers steal their money.

6. Why do immigrants take the risk?

They want a better life in the United States.

## 4. ACQUIRING AND USING VOCABULARY

### PART A: STUDENT GLOSSARY

#### INSTRUCTIONS FOR TEACHERS

- Using the glossary for Chapter 1 of *Enrique's Journey* (in the student materials), highlight (or circle) glossed words and put the book in a document camera (if available) to show students.
- Ask students to highlight (or circle) the glossed words in their books.

### PART B: KEY VOCABULARY

#### INSTRUCTIONS FOR TEACHERS

- Select one or two key vocabulary words to pre-teach (optional).
- Pre-teach vocabulary using the example provided in the student materials as a guide.
- Read the descriptions of the vocabulary words as students follow along.
- For Partner Talk, invite one or two pairs to share their responses.

## 5. READING FOR KEY IDEAS AND DETAILS

#### INSTRUCTIONS FOR TEACHERS

For each section of the text, do the following:

- Pose the guiding question.
- Read the section of the text aloud to students, modeling appropriate pace and intonation.
- Read the section of the text chorally with students a second time.
- Have students work in pairs to answer the supplementary questions. (Remind students to use their glossary to find the meanings of words, as needed.)
- Review the answers with students.

- Discuss the guiding question and have students work in pairs to respond to the guiding question in writing.

**“The Boy Left Behind”**

Page 32

Paragraph 6

**GUIDING QUESTION**

What does Lourdes consider doing? Why does she decide against it? [RL.9-10.1]

**SUPPLEMENTARY QUESTIONS**

1. What is a smuggler? (Look at the glossary.) [L.9–10.4c]  
A smuggler is a guide who takes people into a country illegally.
2. What does Lourdes consider doing? [RL.9-10.1]  
Lourdes considers hiring a smuggler to bring Enrique and Belky to the United States.
3. What does Lourdes fear? [RL.9-10.1]  
Lourdes fears the danger of hiring a smuggler.
4. What happened with Lourdes’ smuggler?  
Lourdes’ smuggler abandoned her.

**RESPONSE TO GUIDING QUESTION**

What does Lourdes consider doing? Why does she decide against it? [RL.9-10.1]  
[Anticipated response: Lourdes considers hiring a smuggler to bring Enrique and Belky to the United States. She decides against it because it is dangerous. The smugglers are not reliable. She does not want to put her children in the care of a stranger.]

**“The Boy Left Behind”**

Page 32–33

Paragraphs 7–10

**GUIDING QUESTION**

Summarize the stories of Lourdes’ friends in your own words. [RL.9-10.2]

**SUPPLEMENTARY QUESTIONS**

1. Paragraph 7 says, “Lourdes is continually reminded of the **risks**.” What are **risks**? (Look at the glossary.) [L.9–10.4c]  
Risks are dangers.
2. What happened to Lourdes’ friend in Los Angeles? [RL.9-10.1]  
Lourdes’ friend paid a smuggler to bring her sister.  
Her sister drowned during the journey.

3. What happened to Lourdes' other friend? [RL.9-10.1]

Lourdes' other friend paid a smuggler to bring her three-year-old son.

For a week, Lourdes' friend \_\_\_\_\_ (did/did not) know what happened to her son.

4. What happened to Lourdes' ex-boyfriend, Santos? [RL.9-10.1]

Santos disappeared.

### RESPONSE TO GUIDING QUESTION

Summarize the stories of Lourdes' friends in your own words. [RL.9-10.2] [Anticipated response: The stories of Lourdes' friends show the risks of making the journey to the United States. One friend lost her sister. Another friend did not know what happened to her son. Lourdes' ex-boyfriend disappeared.]

## 6. REVISITING THE TEXT FOR CRAFT AND STRUCTURE

### INSTRUCTIONS FOR TEACHERS

- Review the student instructions.
- Have students work in pairs to answer the questions.
- Review the answers with the class.

### QUESTIONS

1. Paragraphs 8 to 10 describe the experiences of Lourdes' friends. How are Lourdes' experiences similar to those of other immigrants? [RL.9-10.5]

Lourdes wants to be with her family.

Lourdes considers hiring a smuggler to bring her children to the United States.

Lourdes faces the same risks and dangers as other immigrants.

2. Paragraph 9 says, "Lourdes's friend doesn't know **what's become** of her toddler." What does this mean? [RL.9-10.4]

Lourdes' friend doesn't know what happened to her toddler.

3. Paragraph 10 says, "the disappearance of her ex-boyfriend, Santos, **hits closest to home**." What does this mean? [RL.9-10.4]

The disappearance of her ex-boyfriend, Santos, is the most difficult for Lourdes.

The disappearance of her ex-boyfriend, Santos, affects Lourdes personally the most.



## LESSON TWELVE

### *Enrique's Journey*

Turn to page 33, paragraphs 11–14, of “**The Boy Left Behind.**”

## 1. REVIEWING STANDARDS AND OBJECTIVES

### INSTRUCTIONS FOR TEACHERS

- Review the standards and objectives with students.

## 2. PREVIEWING/REVIEWING THE TEXT

### INSTRUCTIONS FOR TEACHERS

- Review key events from the text covered in the previous lesson.
- Pose the question below to students and discuss their answers.

### QUESTION

1. What has happened in the story so far? [Anticipated response: Lourdes considers hiring a smuggler to bring Enrique and Belky to the United States, but she decides against it. It is too dangerous. Lourdes’ friends have had many bad experiences with smugglers.]

## 3. ACQUIRING AND USING VOCABULARY

### PART A: STUDENT GLOSSARY

#### INSTRUCTIONS FOR TEACHERS

- Using the glossary for Chapter 1 of *Enrique's Journey* (in the student materials), highlight (or circle) glossed words and put the book in a document camera (if available) to show students.
- Ask students to highlight (or circle) the glossed words in their books.

### PART B: KEY VOCABULARY

#### INSTRUCTIONS FOR TEACHERS

- Select one or two key vocabulary words to pre-teach (optional).
- Provide a brief explanation of each word. Show students where to find them in the glossary.
- Ask students to highlight (or circle) the words in the book.

## 4. READING FOR KEY IDEAS AND DETAILS

### INSTRUCTIONS FOR TEACHERS

For each section of the text, do the following:

- Pose the guiding question.
- Read the section of the text aloud to students, modeling appropriate pace and intonation.
- Read the section of the text chorally with students a second time.
- Have students work in pairs to answer the supplementary questions. (Remind students to use their glossary to find the meanings of words, as needed.)
- Review answers with students.
- Discuss the guiding question and have students work in pairs to respond to the guiding question in writing.

**“The Boy Left Behind.”**

Page 33

Paragraphs 11–12

### GUIDING QUESTION

How do Lourdes’ views of the United States change in the story? [RL.9-10.3]

### SUPPLEMENTARY QUESTIONS

1. What does Lourdes want? [RL.9-10.1]  
Lourdes wants to have her children with her.
2. Lourdes does not want Belky and Enrique to come to California. Why? [RL.9-10.1]  
There are too many gangs, drugs, and crimes.
3. Lourdes cannot hire a smuggler. Why? [RL.9-10.1]  
Lourdes \_\_\_\_\_ (does/does not) have enough money for a smuggler.
4. Lourdes has to save enough money to bring Belky and Enrique at the same time. Why? [RL.9-10.1]  
If not, the one left in Honduras will think Lourdes loves him or her less.

### RESPONSE TO GUIDING QUESTION

How do Lourdes’ views of the United States change in the story? [RL.9-10.3]

[Anticipated response: Lourdes came to the United States to give Enrique and Belky a better life, but she is separated from them. She does not want to go back to Honduras empty-handed. Bringing Enrique and Belky to the United States is too dangerous.]

## “The Boy Left Behind”

Page 33

Paragraphs 13–14

### GUIDING QUESTION

Summarize the story in your own words. [RL.9-10.2]

### SUPPLEMENTARY QUESTIONS

1. What does Enrique decide to do? [RL.9-10.1]  
Enrique decides to go to the United States.
2. What does Lourdes say? [RL.9-10.1]  
Lourdes says it is too dangerous.

### RESPONSE TO GUIDING QUESTION

Summarize the story in your own words. [RL.9-10.2] [Anticipated response: Lourdes wants to be with her children, but there are many dangers in California and Lourdes does not have enough money to pay a smuggler. Enrique wants to go to the United States by himself. Lourdes says no.]

## 5. REVISITING THE TEXT FOR CRAFT AND STRUCTURE

### INSTRUCTIONS FOR TEACHERS

- Review the student instructions.
- Have students work in pairs to answer the questions.
- Review the answers with the class.

### QUESTIONS

1. Lourdes is an undocumented immigrant. How is Lourdes’ experience different from people who were born in the United States? [RL.9-10.6]  
Lourdes faces many difficulties.  
Lourdes is separated from her children.  
Lourdes \_\_\_\_\_ (does/does not) have enough money to pay a smuggler to bring her children to the United States.  
It is dangerous for Lourdes to bring her children to the United States.  
Most families in the United States \_\_\_\_\_ (do/do not) face the same difficulties.

## LESSON THIRTEEN

### 1. REVIEWING STANDARDS AND OBJECTIVES

#### INSTRUCTIONS FOR TEACHERS

- Review the standards and objectives with students.

### 2. DEVELOPING KNOWLEDGE OF LANGUAGE

#### INSTRUCTIONS FOR TEACHERS

- Read the description of idiomatic expressions with the class.
- Review the student instructions.
- Model for students how to complete the first example in the chart.
- Optional: You may choose to ask students to draw a literal picture of one or two of the idiomatic expressions, and to lead a discussion that compares the literal meanings expressed in the pictures with the actual meanings.
- Have students work in pairs to complete the chart.
- Review answers as a whole class.

Idiomatic Expressions	Page Number
<p>1. Idiomatic expression: A good job is <b>out of the question</b>. Based on the context, I think it means: _____.</p> <p>The idiomatic expression really means: <u>A good job is <b>impossible to find</b>.</u></p>	Page 20
<p>2. Idiomatic expression: The flickering images were a <b>far cry</b> from Lourdes' childhood home: a two-room shack made of wooden slats, with a flimsy tin roof. Based on the context, I think it means: _____.</p> <p>The idiomatic expression really means: <u>The flickering images were <b>very different</b> from Lourdes' childhood home.</u></p>	Page 20
<p>3. Idiomatic expression: Neither he nor his mother realizes it yet, but this kernel of an idea will <b>take root</b>.</p>	Pages 31-32

<p>Based on the context, I think it means:</p> <p>_____.</p> <p>The idiomatic expression really means:</p> <p>The beginning of an idea will <b>start to grow</b>. Now, the idea is very small, like a seed, but it will grow bigger, like a plant.</p>	
<p>4. Idiomatic expression: She can't imagine leaving Enrique and Belky <b>in the hands of</b> a stranger.</p> <p>Based on the context, I think it means:</p> <p>_____.</p> <p>The idiomatic expression really means:</p> <p>She can't imagine leaving Enrique and Belky <b>in the care of</b> a stranger.</p>	Page 32
<p>5. Idiomatic expression: The disappearance of her ex-boyfriend, Santos, <b>hits closest to home</b>.</p> <p>Based on the context, I think it means:</p> <p>_____.</p> <p>The idiomatic expression really means:</p> <p>The disappearance of her ex-boyfriend, Santos, <b>affects her the most</b>. It touches her heart.</p>	Page 33

### 3. PREPARING TO WRITE

#### INSTRUCTIONS FOR TEACHERS

- Review the student instructions.

#### GRAPHIC ORGANIZER: ENRIQUE'S JOURNEY, CHAPTER 1

Event	Write details from the story	Summarize in your own words
<p>1. Lourdes faces many difficulties in Honduras.</p>	<ul style="list-style-type: none"> <li>• Enrique lives with his <u>mother</u>, Lourdes, and his <u>sister</u>, Belky, in Honduras.</li> <li>• Lourdes cannot find a good <u>job</u>.</li> </ul>	<p><i>Example: Lourdes had a hard life in Honduras. She was very poor. She could not afford to buy things for her children, Enrique and Belky.</i></p>

	<ul style="list-style-type: none"> <li>• Lourdes can barely <u>afford</u> food for Enrique and Belky.</li> <li>• Lourdes cannot <u>afford</u> school supplies for Enrique and Belky.</li> <li>• The future is <u>bleak</u>.</li> </ul>	
2. Lourdes makes a decision.	<ul style="list-style-type: none"> <li>• Lourdes decides to <u>leave</u> Honduras.</li> <li>• Lourdes will go to the United States to make <u>money</u>.</li> <li>• Lourdes will <u>split up</u> Belky and Enrique.</li> <li>• Belky will be <u>left</u> with Lourdes' mother and sister.</li> <li>• Enrique will be <u>left</u> with his father, Luis.</li> </ul>	
3. On January 29, 1989, Lourdes leaves Honduras.	<ul style="list-style-type: none"> <li>• Lourdes <u>kisses</u> Belky.</li> <li>• Lourdes cannot <u>face</u> Enrique.</li> <li>• Enrique <u>cries</u> over and over that night.</li> </ul>	
4. Lourdes lives in the United States and Enrique lives with his grandmother.	<ul style="list-style-type: none"> <li>• Lourdes sends <u>boxes</u> of clothes and toys to Enrique.</li> <li>• Lourdes has <u>hopes</u> for Enrique's future.</li> </ul>	

	<ul style="list-style-type: none"> <li>• Enrique <u>clings</u> to his father.</li> <li>• Enrique <u>misses</u> his mother.</li> <li>• Enrique <u>misses</u> his sister.</li> </ul>	
5. Lourdes faces many difficulties in the United States.	<ul style="list-style-type: none"> <li>• Lourdes <u>wants</u> to be with her children.</li> <li>• Lourdes pays a lot of <u>money</u> to immigration counselors but they do not help her.</li> <li>• Lourdes does not have enough <u>money</u> to pay a smuggler.</li> <li>• Traveling with a smuggler is <u>dangerous</u>.</li> <li>• Life in California is <u>dangerous</u>.</li> </ul>	
6. Enrique makes a decision.	<ul style="list-style-type: none"> <li>• Enrique decides to go to the <u>United States</u> to <u>find</u> his mother.</li> <li>• Enrique will sneak on <u>trains</u>.</li> <li>• Lourdes says <u>no</u>. It is too <u>dangerous</u>.</li> </ul>	

## LESSON FOURTEEN

### 1. REVIEWING STANDARDS AND OBJECTIVES

#### INSTRUCTIONS FOR TEACHERS

- Review the standards and objectives with students.

### 2. WRITING

#### INSTRUCTIONS FOR TEACHERS

- Review the student instructions.
- Guide students in completing the paragraph frame and writing a summary of Chapter 1.

MODULE D:  
ENRIQUE'S JOURNEY, CHAPTERS 4–9

TEACHER GUIDE

## LESSON ONE

### *Enrique's Journey*

Chapter 4, pages 65–70, “Facing the Beast”

## 1. REVIEWING STANDARDS AND OBJECTIVES

### INSTRUCTIONS FOR TEACHERS

- Review the standards and objectives with students.

## 2. PREVIEWING/REVIEWING THE TEXT

### INSTRUCTIONS FOR TEACHERS

- Recap the events of the previous two chapters before reading Chapter 4.
- Read the recap below and discuss with students.

In Chapters 2 and 3, Enrique made several attempts (*tries*) to travel from Honduras to the United States. Each time, he was caught and deported (*sent back to Honduras*). In his last attempt, Enrique was beaten by a gang (*group*) of thieves and was badly hurt. Chapter 4 starts with his next attempt.

## 3. ACQUIRING AND USING VOCABULARY

### INSTRUCTIONS FOR TEACHERS

- Review the glossary with students.
- Select one or two key vocabulary words to pre-teach (optional).
- Use ESOL techniques to explain unknown words. Techniques might include defining words in situ, using visuals or gestures, or giving an example.

## 4. READING FOR KEY IDEAS AND DETAILS

### INSTRUCTIONS FOR TEACHERS

For each page of text:

- Pose the guiding question.
- Read the page of text (as a class, in pairs, or individually).
- Have students answer the supplementary questions (as a class, in pairs, or individually).
- Review the answers with students.
- Discuss the guiding question (as a class or in pairs) and have students respond to the guiding question (orally or in writing).

**GUIDING QUESTION**

What is a beast? Why do you think the migrants call Chiapas “The Beast”?

**SUPPLEMENTARY QUESTIONS**

1. What country is Enrique leaving?  
He is leaving Guatemala.
2. What state is Enrique trying to enter?  
Enrique is trying to enter Chiapas, a state in Mexico.
3. How will Enrique get to Chiapas?  
Enrique will get to Chiapas by crossing the Rio Suchiate.
4. Why is it dangerous for Enrique to cross the Rio Suchiate?  
It is dangerous because Enrique cannot swim, and the water is moving quickly.

**RESPONSE TO GUIDING QUESTION**

What is a beast? [Anticipated response: A beast is a dangerous creature.]

Why do you think the migrants call Chiapas “The Beast”? [Anticipated response: They call Chiapas “The Beast” because it is a very difficult and dangerous place.]

**GUIDING QUESTION**

What has Enrique learned about the state of Chiapas?

**SUPPLEMENTARY QUESTIONS**

1. Why doesn't Enrique ride busses in Chiapas?  
He does not ride busses because busses pass through too many immigration checkpoints.
2. How does Enrique travel in Chiapas?  
He travels on top of trains.
3. Why has Enrique learned not to travel on trains alone?  
Enrique was beaten by gang members when he was alone on the top of a train.
4. Why has Enrique learned not to trust the authorities in Chiapas?  
Because they are corrupt and may harm him.
5. Where does Enrique rest for the night?
6. He rests in a cemetery.
7. What is a cemetery?  
It is a place where the dead are buried.

### RESPONSE TO GUIDING QUESTION

What has Enrique learned about the state of Chiapas? [Anticipated response: He has learned not to take buses, not to take trains alone, and not to trust anyone.]

Chapter 4, page 67

### GUIDING QUESTION

What does the word “peril” mean? Why is the cemetery where Enrique is resting a place of great peril?

### SUPPLEMENTARY QUESTIONS

1. What bad things have happened to people in the cemetery?  
People have been beaten, raped, and murdered.
2. Who warns Enrique to wake up?  
The boy sleeping next to him.
3. Why does the boy wake Enrique?  
Because the police have come to capture the migrants.
4. Why does Enrique know that there is no use running from the police?  
Because he was captured by the police in this cemetery before.
5. What happens to Enrique after the police arrive?  
He is captured and taken to jail.

### RESPONSE TO GUIDING QUESTION

What does the word “peril” mean? [Anticipated response: “Peril” means great, immediate danger.] Why is the cemetery where Enrique is resting a place of great peril? [Anticipated response: Because many bad things have happened there, and because the police frequently raid the cemetery and arrest the migrants who are hiding there.]

Chapter 4, page 68

### GUIDING QUESTION

Why is Enrique desperate to escape from the police?

### SUPPLEMENTARY QUESTIONS

1. What happened to Enrique the last time he was captured by police?  
Enrique was deported.
2. What do the other migrants tell Enrique while they are waiting?  
The other migrants tell Enrique that a train is leaving at 10 a.m.
3. How does Enrique escape from the police?  
He climbs up on an old bicycle, then other migrants help Enrique over the wall.

4. Where does Enrique hide after he escapes?  
He hides in the cemetery.
5. Why does he return to the cemetery?  
He is waiting for the 10 a.m. train to come.
6. What do Enrique and the other migrants do when they hear the train coming?  
They run from their hiding places and try to catch the train.

#### **RESPONSE TO GUIDING QUESTION**

Why is Enrique desperate to escape from the police? [Anticipated response: He does not want to be deported again. He does not want to miss the next train headed north.]

Chapter 4, pages 69–70 (stop at the heading “Danger”)

#### **GUIDING QUESTION**

What do the migrants mean when they say “The train ate him up”?

#### **SUPPLEMENTARY QUESTIONS**

1. How do Enrique and the other migrants get onto the train?  
They must run and grab onto a ladder on the train as it passes by, and pull themselves up onto the train.
2. Why is this dangerous?  
It is dangerous because if they miss the ladder or cannot pull themselves up, they could be thrown under the train’s wheels.
3. After boarding the train, Enrique hears a young boy scream. Why is he screaming?  
The boy has grabbed the ladder but cannot pull himself up. He is being sucked under the train.
4. What happens to the young boy?  
He is saved—he is pulled up by other migrants.

#### **RESPONSE TO GUIDING QUESTION**

What do the migrants mean when they say “The train ate him up”? [Anticipated response: They mean that boarding and riding on top of trains is very dangerous, and that many people are hurt or killed while boarding or riding on top of trains.]

## LESSON TWO

*Enrique's Journey*  
Chapter 4, pages 87–93, “Devoured” and “Oaxaca”

### 1. REVIEWING STANDARDS AND OBJECTIVES

#### INSTRUCTIONS FOR TEACHERS

- Review the standards and objectives with students.

### 2. PREVIEWING/REVIEWING THE TEXT

#### INSTRUCTIONS FOR TEACHERS

- Recap the events of the previous two chapters before reading Chapter 4.
- Read the recap below and discuss with students.

In pages 70 to 87, Enrique manages (*is able*) to pass (*travel*) through Chiapas safely. In pages 87 to 93, Enrique reflects on (*thinks about*) his own experiences (*what has happened to him*) thus far, and on the experiences of other migrants he meets along the way.

### 3. ACQUIRING AND USING VOCABULARY

#### INSTRUCTIONS FOR TEACHERS

- Review the glossary with students.
- Select one or two key vocabulary words to pre-teach (optional).
- Use ESOL techniques to explain unknown words. Techniques might include defining words in situ, using visuals or gestures, or giving an example.

### 4. READING FOR KEY IDEAS AND DETAILS

#### INSTRUCTIONS FOR TEACHERS

For each page of text:

- Pose the guiding question.
- Read the page of text (as a class, in pairs, or individually).
- Have students answer the supplementary questions (as a class, in pairs, or individually).
- Review the answers with students.
- Discuss the guiding question (as a class or in pairs) and have students respond to the guiding question (orally or in writing).

Chapter 4, page 87 (begin at the heading “Devoured”)

**GUIDING QUESTION**

What does the word “devour” mean? Who or what do you think is being devoured in this section?

**SUPPLEMENTARY QUESTIONS**

1. How did Enrique get hurt?  
Enrique was beaten by thieves on the train.
2. How are other migrants injured or killed by the trains?  
They are injured or killed as they try to board the trains. They are injured or killed by the train’s wheels.
3. Who is Carlos Roberto Diaz Osorto?  
He is a seventeen-year-old migrant.

**RESPONSE TO GUIDING QUESTION**

What does the word “devour” mean? [Anticipated response: It means to be consumed destructively.] Who or what do you think is being devoured in this section? [Anticipated response: The migrants are being devoured by the trains.]

Chapter 4, page 88

**GUIDING QUESTION**

Why was Carlos Roberto Diaz Osorto in the hospital?

**SUPPLEMENTARY QUESTIONS**

1. How did Carlos try to board the train?  
He ran alongside the train and tried to grab a ladder on a fuel tanker.
2. What happened after Carlos grabbed the railing on the train?  
He tried to hold on, but he was sucked under the train.
3. What were Carlos’ injuries?  
His right foot was flattened and his left leg was cut off above the knee.
4. Who finds Carlos and saves his life?  
Paramedics from the Mexican Red Cross find Carlos and save him.

**RESPONSE TO GUIDING QUESTION**

Why was Carlos Roberto Diaz Osorto in the hospital? [Anticipated response: He was badly injured when he tried to board a train.]

Chapter 4, page 89

**GUIDING QUESTION**

Who is Olga Sanchez Martinez? What does she do at the shelter?

**SUPPLEMENTARY QUESTIONS**

1. Why are the injured migrants so afraid?  
The migrants are afraid that they will not be able to work or get married because of their injuries.
2. How did Olga decide to help the migrants?  
She promised God that if He healed her when she was sick, then she would heal others.

**RESPONSE TO GUIDING QUESTION**

Who is Olga Sanchez Martinez? [Anticipated response: She is the director of the Shelter of Jesus the Good Shepherd.] What does she do at the shelter? [Anticipated response: She nurses the injured migrants until they are well enough to return home.]

Chapter 4, pages 90–91 (up to the heading “Oaxaca”)

**GUIDING QUESTION**

How did Olga learn to heal the migrants’ injuries? Why is Olga’s job so difficult?

**SUPPLEMENTARY QUESTIONS**

1. How does Olga raise money to buy the supplies she needs?  
She sells food in the streets and begs for money.
2. Why does Olga try to buy a coffin for each of the migrants who die in her care?  
Olga buys them a coffin so that they can be buried with dignity.
3. What happens to most of the migrants that Olga cares for?  
They heal slowly under her care.

**RESPONSE TO GUIDING QUESTION**

Why is Olga’s job so difficult? [Anticipated response: It is difficult for her to raise money for the supplies she needs to care for the migrants.]

Chapter 4, pages 91–93 (from the heading “Oaxaca” to the end of the chapter)

**GUIDING QUESTION**

Why is it important for Enrique and the other migrants to try to blend in in Oaxaca? What does Enrique do to try to blend in?

**SUPPLEMENTARY QUESTIONS**

1. Why do the migrants stick out in the small towns in Oaxaca?  
They wear dirty clothes, smell bad, have mosquito bites, and look exhausted after weeks of travel.
2. What will happen if Enrique does not look like a local man?

Enrique may be stopped by police, who might search him and deport him.

3. How is Enrique's hair different from the men in Oaxaca?

Enrique's hair is curly.

4. Why does Enrique ask the barber to cut his hair short?

Enrique does not want the police to see his curly hair.

5. What does Enrique see when he sees his reflection in a store window?

He sees scars and bruises. He sees that one of his eyelids droops.

6. How does Enrique feel when he sees himself in the window?

He feels angry. He feels determined to keep going.

### **RESPONSE TO GUIDING QUESTION**

Why is it important for Enrique and the other migrants to try to blend in in Oaxaca?

[Anticipated response: They do not want anyone to know that they are migrants, because they might be caught and deported.] What does Enrique do to try to blend in?

[Anticipated response: He changes the way he speaks. He gets a haircut.]

## LESSON THREE

### *Enrique's Journey*

Chapter 7, pages 149–161

#### 1. REVIEWING STANDARDS AND OBJECTIVES

##### INSTRUCTIONS FOR TEACHERS

- Review the standards and objectives with students.

#### 2. PREVIEWING/REVIEWING THE TEXT

##### INSTRUCTIONS FOR TEACHERS

- Recap the events of Chapters 5 and 6 before reading Chapter 7.
- Read the recap below and discuss with students.
- Use the map on page viii to trace Enrique's journey in Chapters 5 and 6.

In Chapters 5 and 6, Enrique continues (*keeps going on*) his dangerous journey, traveling through Mexico on his way to the United States. In Chapter 6, Enrique reaches Nuevo Laredo, a town in Mexico on the Rio Grande River. Across the Rio Grande River from Nuevo Laredo is the United States. At the beginning of Chapter 7, Enrique is preparing (*getting ready*) to cross the Rio Grande River with a smuggler named El Tirindaro.

#### 3. ACQUIRING AND USING VOCABULARY

##### INSTRUCTIONS FOR TEACHERS

- Review the glossary with students.
- Select one or two key vocabulary words to pre-teach (optional).
- Use ESOL techniques to explain unknown words. Techniques might include defining words in situ, using visuals or gestures, or giving an example.

#### 4. READING FOR KEY IDEAS AND DETAILS

##### INSTRUCTIONS FOR TEACHERS

For each page of text:

- Pose the guiding question.
- Read the page of text (as a class, in pairs, or individually).
- Have students answer the supplementary questions (as a class, in pairs, or individually).

- Review the answers with students.
- Discuss the guiding question (as a class or in pairs) and have students respond to the guiding question (orally or in writing).

Chapter 7, page 149

**GUIDING QUESTION**

What does El Tirindaro say to Enrique before they cross the river? Why does El Tirindaro say this to Enrique?

**SUPPLEMENTARY QUESTIONS**

1. What time is it when Enrique and the other migrants try to cross the river?  
Enrique and the other migrants try to cross the river at 1 a.m.
2. Why does Enrique try to cross the river at night?  
Enrique crosses the river at night because it will be more difficult for Border Patrol agents to see him.
3. Who is waiting on the other side of the river?  
U.S. Border Patrol agents are waiting on the other side of the river.
4. Why are the agents waiting?  
They are trying to capture any migrants who try to cross the river.
5. Why does Enrique tear up the paper with his mother’s phone number on it?  
Enrique has memorized his mother’s phone number. If he is captured by U.S. Border Patrol agents, he does not want them to find his mother and deport her.

**RESPONSE TO GUIDING QUESTION**

What does El Tirindaro say to Enrique before they cross the river? [Anticipated response: El Tirindaro says, “If you are caught, I don’t know you.”] Why does El Tirindaro say this to Enrique? [Anticipated response: El Tirindaro is telling Enrique that he will pretend not to know him if Enrique is caught, and that he will not help him.]

Chapter 7, page 150

**GUIDING QUESTION**

What risks does Enrique face as he crosses the river?

**SUPPLEMENTARY QUESTIONS**

1. What does El Tirindaro use to help Enrique cross the river?  
El Tirindaro uses an inner tube.
2. Why is an inner tube more risky than using a rope?  
The inner tube is easy for U.S Border Patrol agents to see.
3. Why is Enrique afraid as he climbs aboard the inner tube?

Enrique is afraid because he cannot swim.

4. What happened two nights ago to a young person as he crossed the river?  
The young person drowned.

### **RESPONSE TO GUIDING QUESTION**

What risks does Enrique face as he crosses the river? [Anticipated response: He risks being seen by the U.S. Border Patrol. He risks drowning.]

Chapter 7, page 151

### **GUIDING QUESTION**

What could happen to Enrique if he is caught by U.S. Border Patrol agents?

### **SUPPLEMENTARY QUESTIONS**

1. Where do Enrique and the other migrants stop to rest in the middle of the river?  
Enrique and the other migrants stop to rest on a small island in the middle of the river.
2. What do Enrique and the other migrants do when they see the spotlight?  
They lie down on the ground to avoid being seen.
3. Where would the U.S. Border Patrol send Enrique if they caught him?  
The U.S. Border Patrol would send Enrique back to Honduras.
4. Where does the U.S. Border Patrol send many young migrants before they are deported?  
Many young migrants are sent to prison in Texas before they are deported.

### **RESPONSE TO GUIDING QUESTION**

What could happen to Enrique if he was caught by U.S. Border Patrol agents?  
[Anticipated response: He could be deported directly to Honduras, or he could be put in prison in Texas while waiting to be deported.]

Chapter 7, pages 152–153 (up to the heading “Nearly Frozen”)

### **GUIDING QUESTION**

What do Enrique and the other migrants do to avoid being caught by the U.S. Border Patrol?

### **SUPPLEMENTARY QUESTIONS**

1. Why do Enrique and the other migrants lie still on the ground on the island before continuing their journey?  
They lie still on the ground so that they will not be seen by the U.S. Border Patrol.
2. When do the migrants get up from the ground and continue their journey?

The migrants get up when they are sure that the U.S. Border Patrol has stopped looking for them.

3. What instructions does El Tirindaro give Enrique as they prepare to enter the river again?

El Tirindaro tells Enrique not to make noise.

### **RESPONSE TO GUIDING QUESTION**

What do Enrique and the other migrants do to avoid being caught by the U.S. Border Patrol? [Anticipated response: Enrique and the migrants lie still on the ground. Enrique and the migrants do not make noise.]

Chapter 7, page 153

### **GUIDING QUESTION**

Why are Enrique and the other migrants nearly frozen?

### **SUPPLEMENTARY QUESTIONS**

1. What are Enrique and the other migrants wearing as they step into the creek?  
They are wearing only their underwear.
2. Why aren't Enrique and the other migrants wearing their clothes?  
They do not want their clothes to get wet.
3. How long must Enrique and the other migrants wait in the creek?  
They wait in the creek for one and a half hours.
4. Why does Enrique fall down when he climbs out of the water?  
Enrique falls down because he is numb from being in the cold water for so long.

### **RESPONSE TO GUIDING QUESTION**

Why are Enrique and the other migrants nearly frozen? [Anticipated response: Enrique and the other migrants have been waiting in freezing water for over an hour. They did not have clothes on.]

Chapter 7, page 154 (to the heading "Puffs of Clouds")

### **GUIDING QUESTION**

Why are El Tirindaro and the migrants running? Where are they going?

### **SUPPLEMENTARY QUESTIONS**

1. Why is it dangerous for the migrants to be near people's homes?  
If dogs bark, the Border Patrol agents will think they are intruders.
2. Why do the migrants run and hide behind bushes when cars pass them?  
They run and hide behind bushes because they are afraid of being caught by the U.S. Border Patrol.

3. Where does El Tirindaro take Enrique and the other migrants?

He takes them to a car that is waiting for them.

4. Who is waiting in the car?

A man and woman who are part of El Tirindaro's smuggling network.

### **RESPONSE TO GUIDING QUESTION**

Why are El Tirindaro and the migrants running? [Anticipated response: They are running to avoid being caught by the U.S. Border Patrol.] Where are they going?

[Anticipated response: They are going to meet up with other smugglers in El Tirindaro's network.]

Chapter 7, pages 154–155 (from the heading “Puffs of Clouds” to the end of the last full paragraph on page 155, which ends with the sentence “They crouch next to a billboard, waiting”)

### **GUIDING QUESTION**

Why did the migrants get out of the car before it passed through the Border Patrol checkpoint?

### **SUPPLEMENTARY QUESTIONS**

1. Who does the car belong to?

The car belongs to smugglers who are members of El Tirindaro's network.

2. Why are Border Patrol agents suspicious of SUVs and vans?

These types of cars can hold more migrants.

3. Why do Border Patrol agents check each person's documents at checkpoints?

The agents check for documents to make sure people are U.S. citizens.

4. What do Enrique and the other migrants do when they get out of the car?

When Enrique and the other migrants get out of the car, they walk away from the Border Patrol checkpoint with El Tirindaro.

### **RESPONSE TO GUIDING QUESTION**

Why did migrants get out of the car before it passed through the Border Patrol checkpoint? [Anticipated response: The migrants left the car while it passed through a Border Patrol checkpoint so that they would not be caught by Border Patrol agents.]

Chapter 7, pages 155–156 (from the last paragraph on page 155 to the heading “Lourdes” on page 156)

### **GUIDING QUESTION**

How does Enrique feel about being in the United States?

### **SUPPLEMENTARY QUESTIONS**

1. How does Enrique feel when he gets back in the car?

He feels very happy.

2. Why is Enrique so happy?  
He is happy because he will see his mother soon.
3. Why is Enrique sad that El Tirindaro left while he was sleeping?  
Enrique feels sad because El Tirindaro left without saying goodbye.
4. What does Enrique think when he sees the city of Dallas?  
He thinks that America looks beautiful.
5. What do the smugglers do when they reach their house in Dallas?  
They give Enrique new clothes to wear. They call Enrique’s mother.

### **RESPONSE TO GUIDING QUESTION**

How does Enrique feel about being in the United States? [Anticipated response: Enrique is feeling very happy to be in the United States and to be so close to seeing his mother, but he feels sad that El Tirindaro left without saying goodbye.]

Chapter 7, pages 156–157 (from the heading “Lourdes” to the end of the last full paragraph on page 157, which ends with the sentence “It is the only one she has where he is smiling”)

### **GUIDING QUESTION**

Lourdes has a photo album that holds treasures and painful memories. Why are the memories painful?

### **SUPPLEMENTARY QUESTIONS**

1. Who are the people in the photos in Lourdes’ album?  
The people in the photos are Lourdes’ children, Enrique and Belky.
2. Why isn’t Lourdes in any of the photos?  
Lourdes isn’t in any of the photos because the photos were taken in Honduras.
3. How long has it been since Lourdes has seen Enrique and Belky?  
It has been eleven years since she saw Enrique and Belky.
4. Has Lourdes stopped thinking about Enrique and Belky after being apart from them for so long?  
Lourdes has not stopped thinking about Enrique and Belky. She always thinks about Enrique and Belky.
5. Why does Lourdes treasure the photo of Enrique in the pink shirt?  
Lourdes treasures this photo because it is the only one she has where he is smiling.

### **RESPONSE TO GUIDING QUESTION**

Lourdes has a photo album that holds treasures and painful memories. Why are the memories painful? [Anticipated response: The memories are painful for Lourdes because she misses her children and has missed so many events in their lives.]

Chapter 7, page 157–158 (from the last paragraph on page 157 to the end of page 158)

### **GUIDING QUESTION**

What do the smugglers want from Lourdes?

### **SUPPLEMENTARY QUESTIONS**

1. Why doesn't Lourdes trust the smugglers when they call to tell her that Enrique is with them?  
She is afraid that Enrique is dead and that the smugglers are trying to steal her money.
2. Why does Lourdes insist that the smugglers allow her to speak to Enrique?  
Lourdes needs to be sure that Enrique is alive before she will send money to them.
3. How much money do the smugglers demand from Lourdes?  
The smugglers demand \$1700. The smugglers say that the \$1200 they had asked for before is not enough.

### **RESPONSE TO GUIDING QUESTION**

What do the smugglers want from Lourdes? [Anticipated response: The smugglers want Lourdes to send them money as payment for smuggling Enrique into the United States.]

Chapter 7, page 159

### **GUIDING QUESTION**

Why is Lourdes unsure if it is really Enrique when she first speaks to him on the phone?

### **SUPPLEMENTARY QUESTIONS**

1. Why doesn't Lourdes recognize Enrique's voice on the phone?  
Lourdes has only spoken to Enrique a few times in the past eleven years.
2. Why does Lourdes ask Enrique what shoes he is wearing?  
Lourdes knows Enrique has two left shoes. She wants proof that she is really speaking to Enrique.
3. What does Lourdes do when she is sure that the smugglers really have Enrique with them?  
Lourdes sends money to the smugglers.

### **RESPONSE TO GUIDING QUESTION**

Why is Lourdes unsure if it is really Enrique when she first speaks to him on the phone? [Anticipated response: Lourdes has been away from him for so long, she is not very familiar with his voice.]

Chapter 7, pages 160–161

### **GUIDING QUESTION**

How does Enrique get from Dallas, Texas, to Lourdes' home in North Carolina?

### **SUPPLEMENTARY QUESTIONS**

1. What is a luxury?  
A luxury is something that is not needed but is very desirable.
2. Why does traveling by car feel like a luxury to Enrique?  
Traveling by car is more comfortable than traveling by train.
3. How does Enrique get from Dallas to Orlando?  
Enrique rides in a van with another group of smugglers.
4. Who comes to get Enrique in Orlando?  
Lourdes' boyfriend comes to get Enrique.
5. How does Enrique get from Orlando to North Carolina?  
Lourdes' boyfriend drives Enrique from Orlando to North Carolina.
6. Who does Enrique meet first when he reaches Lourdes' house?  
Enrique meets his sister, Diana.
7. What does Enrique ask his sister?  
Enrique asks where his mother is.

### **RESPONSE TO GUIDING QUESTION**

How does Enrique get from Dallas, Texas, to his mother's home in North Carolina? [Anticipated response: Enrique rides in a van with another group of smugglers and migrants to Orlando, Florida. In Orlando, Lourdes' boyfriend picks Enrique up and drives him back to North Carolina to Lourdes' home.]

## LESSON FOUR

### *Enrique's Journey*

Chapter 9, pages 169–173 and pages 179–184

#### 1. REVIEWING STANDARDS AND OBJECTIVES

##### INSTRUCTIONS FOR TEACHERS

- Review the standards and objectives with students.

#### 2. PREVIEWING/REVIEWING THE TEXT

##### INSTRUCTIONS FOR TEACHERS

- Recap the events of Chapter 8 before reading Chapter 9.
- Read the recap below and discuss with students.

In Chapter 8, Enrique struggles (*has difficulty*) adjusting to (*getting used to*) life in the United States. Enrique also struggles to build a relationship with his mother, Lourdes, who he has not seen since he was five years old. Enrique and Lourdes argue (*fight*) about the choices he is making. Enrique also learns that his girlfriend in Honduras, Maria Isabel, is pregnant with his baby. At the end of Chapter 8, Maria Isabel gives birth to their daughter, Jasmin. In Chapter 9, Enrique and his mother Lourdes continue to fight, and Enrique struggles to maintain (*continue*) his relationship with Maria Isabel and Jasmin.

#### 3. ACQUIRING AND USING VOCABULARY

##### INSTRUCTIONS FOR TEACHERS

- Review the glossary with students.
- Select one or two key vocabulary words to pre-teach (optional).
- Use ESOL techniques to explain unknown words. Techniques might include defining words in situ, using visuals or gestures, or giving an example.

#### 4. READING FOR KEY IDEAS AND DETAILS

##### INSTRUCTIONS FOR TEACHERS

For each page of text:

- Pose the guiding question.
- Read the page of text (as a class, in pairs, or individually).

- Have students answer the supplementary questions (as a class, in pairs, or individually).
- Review the answers with students.
- Discuss the guiding question (as a class or in pairs) and have students respond to the guiding question (orally or in writing).

Chapter 9, pages 169–170

**GUIDING QUESTION**

What does it mean to feel resentment toward someone? Why does Enrique feel resentment toward his mother, Lourdes?

**SUPPLEMENTARY QUESTIONS**

1. What does the author mean when she says that Enrique “snaps”?  
The author means that Enrique loses his temper and begins yelling.
2. Why does Enrique snap?  
Enrique snaps because he can’t contain his feelings of resentment.
3. Who is Enrique yelling at when he snaps?  
He is yelling at his mother, Lourdes.
4. Why does Enrique say hurtful things to his mother?  
Enrique is angry and he wants to hurt her feelings.
5. Why does Enrique want to hurt Lourdes’ feelings?  
He wants her to understand how hurt he was when she left.

**RESPONSE TO GUIDING QUESTION**

What does it mean to feel resentment toward someone? [Anticipated response: It means to feel bitterness due to unfair treatment.] Why does Enrique feel resentment toward his mother, Lourdes? [Anticipated response: Enrique feels resentment toward Lourdes because she left him behind when she came to the United States.]

Chapter 9, page 171

**GUIDING QUESTION**

What does it mean to feel stunned? Why does Lourdes feel stunned?

**SUPPLEMENTARY QUESTIONS**

1. Why does Lourdes remind Enrique of the money and other things she sent him?  
Lourdes feels that Enrique does not appreciate what she sent to him.
2. What does Lourdes mean when she says “I killed myself trying to help you!”?  
She means that she worked very hard and lived through many terrible experiences to try to help her children.

3. Who does Lourdes blame for Enrique’s problems as a child?  
Lourdes blames Enrique’s father and grandmother for Enrique’s problems.
4. What does Lourdes say Enrique chose to do instead of studying?  
Lourdes says Enrique chose to do drugs instead of studying.
5. What does Lourdes say Enrique would have done if she had sent him more money?  
Lourdes says that Enrique would have spent the money on drugs.

**RESPONSE TO GUIDING QUESTION**

What does it mean to feel stunned? [Anticipated response: It means to feel shocked.]  
Why does Enrique’s mother, Lourdes, feel stunned? [Anticipated response: Lourdes feels stunned by Enrique’s words because she has worked so hard to try to give him a better life, and Enrique does not seem to understand or appreciate what she has tried to do for him.]

Chapter 9, pages 172–173 (to the heading “Holidays”)

**GUIDING QUESTION**

What promise did Enrique make to himself before he left Honduras? How is he breaking this promise?

**SUPPLEMENTARY QUESTIONS**

1. What does Enrique do to make his mother angry?  
Enrique talks over his mother, makes messes, and does not tell his mother where he is going at night.
2. What does Enrique do to escape from the fights he has with his mother?  
He goes out drinking with the men on his paint crew.
3. Why isn’t Enrique sending much money to his girlfriend, Maria Isabel, and their baby?  
Enrique is not sending much money because he is spending the money at bars and clubs.

**RESPONSE TO GUIDING QUESTION**

What promise did Enrique make to himself before he left Honduras? [Anticipated response: He promised to leave his addictions behind.] How is he breaking this promise? [Anticipated response: He is drinking heavily and getting high.]

Chapter 9, pages 179–180 (from the heading “No Regrets” to the end of page 180)

### GUIDING QUESTION

How have Lourdes' feelings toward Enrique changed since he arrived in the United States?

### SUPPLEMENTARY QUESTIONS

1. Why does Lourdes say that Enrique needs to respect her?  
Lourdes tells Enrique he must respect her because she is his mother.
2. How does Enrique respond when Lourdes tells Enrique to respect her?  
Enrique tells her he does not love her like his mother, and that he loves his grandmother.
3. What did Lourdes do to spoil Enrique when he first arrived in the United States?  
Lourdes spoiled Enrique by packing his lunch, cooking his dinner, and dropping off his truck payments.
4. Why did Lourdes spoil Enrique when he first arrived?  
Lourdes spoiled Enrique because she felt guilty about leaving him behind.
5. Why doesn't Lourdes do those things anymore?  
Enrique tries to make Lourdes angry, and so she tries to distance herself from him.

### RESPONSE TO GUIDING QUESTION

How have Lourdes' feelings toward Enrique changed since he arrived in the United States? [Anticipated response: Lourdes felt guilty when Enrique first arrived, but now she feels that Enrique does not respect her. ]

Chapter 9, page 181

### GUIDING QUESTION

Why is Enrique having problems with money?

### SUPPLEMENTARY QUESTIONS

1. Why does Enrique move out of Lourdes' house?  
He moves out of Lourdes' house because he and Lourdes fight too much.
2. Why doesn't Enrique send money to Maria Isabel as frequently as he did before?  
Enrique has moved out of Lourdes' house and must pay rent on his own place.
3. Why doesn't Enrique tell Maria Isabel that he is struggling with money?  
Enrique is embarrassed and does not want Maria Isabel to know how much money he is wasting on beer.

### RESPONSE TO GUIDING QUESTION

Why is Enrique having problems with money? [Anticipated response: He is having problems with money because he spends too much on beer and has to pay rent on his own place.]

Chapter 9, page 182 (to the heading “Progress”)

**GUIDING QUESTION**

Why are Enrique and Maria Isabel growing apart?

**SUPPLEMENTARY QUESTIONS**

1. Maria Isabel’s life no longer revolves around (*is no longer focused on*) Enrique.  
Who does Maria Isabel’s life revolve around now?  
Maria Isabel’s life now revolves around their daughter, Jasmin.
2. What has Maria Isabel heard about Enrique’s drinking?  
Maria Isabel has heard that Enrique is drinking too much.
3. Why does Maria Isabel feel snubbed (*ignored*) by Enrique?  
Maria Isabel feels snubbed because Enrique calls less frequently.
4. Why does Maria Isabel stop calling Enrique?  
Maria Isabel stops calling Enrique because she is tired of spending her day off trying to call him.
5. Why doesn’t Enrique talk of returning to Honduras anymore?  
Enrique says he likes the comforts of the United States.

**RESPONSE TO GUIDING QUESTION**

Why are Enrique and Maria Isabel growing apart? [Anticipated response: They are growing apart because they are not talking frequently, and they each are occupied with their own lives.]

Chapter 9, pages 182–184 (from the heading “Progress” to the heading “Motherhood”)

**GUIDING QUESTION**

What is Enrique afraid will happen if he does not change?

**SUPPLEMENTARY QUESTIONS**

1. Who does Enrique decide he must be responsible for?  
Enrique decides he must be responsible for his daughter, Jasmin.
2. What are Enrique’s happiest moments?  
Enrique’s happiest moments are when photos of Jasmin arrive.
3. What are some of the changes Enrique makes to his behavior?  
Enrique stops drinking as much, loses weight, cuts his hair, and goes out less often.
4. Why does Enrique change his behavior?  
Enrique changes his behavior so that he can save money.

5. Why does Enrique need to save money?

Enrique needs to save money so that he can return to Honduras to be with Maria Isabel and Jasmin.

**RESPONSE TO GUIDING QUESTION**

What is Enrique afraid will happen if he does not change? [Anticipated response: Enrique is afraid that if he does not change, his daughter will grow up without him.]

MODULE E:  
A FAMILY DIVIDED BY 2 WORDS

TEACHER GUIDE

## LESSON ONE

### 1. REVIEWING STANDARDS AND OBJECTIVES

#### INSTRUCTIONS FOR TEACHERS

- Review the standards and objectives with students.

### 2. PREVIEWING/REVIEWING THE TEXT

#### INSTRUCTIONS FOR TEACHERS

Show the newspaper article and say:

- We are going to read an article from the *New York Times* newspaper.
- The name of the article is “A Family Divided by 2 Words, Legal and Illegal.”<sup>3</sup>
- Pose the questions below to students and discuss their answers.

#### QUESTIONS

1. Where do you see the name of the newspaper? [Anticipated response: Students point to *New York Times* at the top.]
2. Where do you see the name of the article? [Anticipated response: Students point to the title “A Family Divided by 2 Words, Legal and Illegal.”]
3. Look at the pictures and graphs. How do you think the pictures and graphs will help us understand the article? [Accept all responses.]
4. What do you think this article will tell us? [Accept all responses.]

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<sup>3</sup> “A Family Divided by 2 Words, Legal and Illegal” from the *New York Times* (see <http://www.nytimes.com/2009/04/26/nyregion/26immig.html?pagewanted=1&r=1&>; copyright ©2009 by the New York Times, used by permission)

### 3. ACQUIRING AND USING VOCABULARY

#### INSTRUCTIONS FOR TEACHERS

- Tell students that they will be using a glossary to help them understand “A Family Divided by 2 Words, Legal and Illegal.”
- Review how to look up words in a glossary.
- Point out that words are listed in alphabetical order.
- Point out that words are translated into Spanish. (For non-Spanish-speaking students, you may suggest that students write in their own translations.)
- Point out how the definitions and pictures help us to understand the meanings of the words.

### 4. ENHANCING BACKGROUND KNOWLEDGE

#### INSTRUCTIONS FOR TEACHERS

- Review the student instructions.
- Present background materials to the students.
- Have students work in pairs to answer the questions.
- Review the answers with the class.

#### QUESTIONS

1. What is an article?  
An article is a piece of writing in a newspaper.
2. What is non-fiction?  
Non-fiction is a true story.
3. What is the article about?  
The article is about a family.
4. Where is the family from?  
The family is from Ecuador.
5. Where does the family live?  
The family lives in Queens, New York.

## LESSON TWO

“A Family Divided by 2 Words, Legal and Illegal”

Paragraphs 1–5

### 1. REVIEWING STANDARDS AND OBJECTIVES

#### INSTRUCTIONS FOR TEACHERS

- Review the standards and objectives with students.

### 2. PREVIEWING/REVIEWING THE TEXT

#### INSTRUCTIONS FOR TEACHERS

- Show students the newspaper article.
- Pose the questions below to students and discuss their answers.

#### QUESTIONS

1. The title of the article is “A Family Divided by 2 Words, Legal and Illegal.”  
What do the words legal and illegal mean? [Anticipated response: Legal is something allowed by law. Illegal is something that is not allowed by law and is against the law.]
2. What does it mean to say “a family divided”? [Anticipated response: A family not together, separated, living apart. A family in pieces.]
3. How could a family be divided by the two words legal and illegal? [Accept all responses.]
4. What do you think this article will tell us? [Accept all responses.]

### 3. ACQUIRING AND USING VOCABULARY

#### PART A: STUDENT GLOSSARY

#### INSTRUCTIONS FOR TEACHERS

- Highlight (or circle) glossed words and put the article in a document camera (if available) to show students.
- Ask students to highlight (or circle) the glossed words in the article.

#### PART B: KEY VOCABULARY

- Select one or two key vocabulary words to review (optional).

- Suggested words for this lesson: **sake** and **generation**.
- Provide a brief explanation of each word. Show students where to find them in the glossary.
- Ask students to highlight (or circle) the words in the article.

#### 4. READING FOR KEY IDEAS AND DETAILS

##### INSTRUCTIONS FOR TEACHERS

For each section of the text, do the following:

- Pose the guiding question.
- Read the section of the text aloud to students, modeling appropriate pace and intonation.
- Read the section of the text chorally with students a second time.
- Have students work in pairs to answer the supplementary questions. (Remind students to use their glossary to find the meanings of words, as needed.)
- Review the answers with students.
- Discuss the guiding question and have students work in pairs to respond to the guiding question in writing.

Paragraphs 1–2

##### GUIDING QUESTION

Paragraph 2 introduces the theme of the article. What is the theme? [RI.9-10.2]

##### SUPPLEMENTARY QUESTIONS

1. Where is the family from? [RI.9-10.1]  
The family is from Ecuador.
2. What does smuggle mean? (Look at the glossary.) [L.9-10.4c]  
Smuggle means to enter a country illegally.
3. How did the father get to America? [RI.9-10.1]  
The father paid coyotes to smuggle him into Texas.
4. How did the wife and children get to America? [RI.9-10.1]  
They flew in as tourists and stayed.
5. Paragraph 1 says, “the choice was obvious.” What does “choice” mean? (Look at the glossary.) [L.9-10.4c]  
A choice is a decision.
6. What did the father decide to do? [RI.9-10.1]  
The father decided to move his family to New York.

7. Why does it say that the father's choice was obvious? [RI.9-10.1]

The father had little money.

The father saw no future for his son and daughter in Ecuador.

### **RESPONSE TO GUIDING QUESTION**

Paragraph 2 introduces the theme of the article. What is the theme? [RI.9-10.2]

[Anticipated response: The father immigrated to the United States for the sake of his children. The father wanted his children to have a better future. Many immigrants come to the United States for the same reason.]

Paragraph 3

### **GUIDING QUESTION**

Describe the daughter's life in the United States. Summarize in your own words. [RI.9-10.2]

### **SUPPLEMENTARY QUESTIONS**

1. How did the daughter do in school? [RI.9-10.1]

The daughter excelled in her Queens high school. This means she did well.  
She graduated college with honors.

2. What job does the daughter have? [RI.9-10.1]

She keeps the books for a small, immigrant-run business.

3. What jobs do her classmates have? [RI.9-10.1]

Her classmates have corporate jobs. They work for big businesses.

4. How is the daughter's job different from her classmates' jobs? [RI.9-10.3]

The daughter \_\_\_\_\_ (does/does not) make a lot of money.

Her classmates \_\_\_\_\_ (do/do not) make a lot of money.

5. What two things can the daughter not do? [RI.9-10.1]

The daughter cannot travel outside the city.

The daughter cannot get a driver's license.

6. The daughter cannot do everything her classmates can do. Why? [RI.9-10.1]

The daughter is living in this country illegally.

### **RESPONSE TO GUIDING QUESTION**

Describe the daughter's life in the United States. Summarize in your own words. [RI.9-10.2] [Anticipated response: The daughter excelled in high school and college, but she holds a low-paying job because she is living in the U.S. illegally.]

Paragraphs 4–5

**GUIDING QUESTION**

How is the brother different from the other family members? [RI.9-10.3]

**SUPPLEMENTARY QUESTIONS**

1. Where was the brother born? [RI.9-10.1]  
The brother was born in the United States.
2. What is a citizen? (Look at the glossary.) [L.9-10.4c]  
A citizen is a person who can live and work in a country legally.
3. Is the brother a citizen? [RI.9-10.1]  
The brother \_\_\_\_\_ (is/is not) a citizen.
4. Why can the brother go to Ecuador? [RI.9-10.1]  
The brother is an American citizen.  
The brother has legal documents, such as a passport.  
The brother can legally travel from the United States to Ecuador.
5. What does “declare” mean? (Look at the glossary.) [L.9-10.4c]  
Declare means say (or announce).
6. What did the brother declare? [RI.9-10.1]  
The brother declared that he wanted to move back to the old country.
7. Paragraph 5 says the brother is “the only one with papers.” What does “papers” mean? (Look at the glossary.) [L.9-10.4c]  
Papers means legal documents.
8. Why is the mother upset in paragraph 5? [RI.9-10.1]  
The brother wants to move back to Ecuador.  
The family sacrificed everything to be in the United States.

**RESPONSE TO GUIDING QUESTION**

How is the brother different from the other family members? [RI.9-10.3] [Anticipated response: Unlike his parents and sister, the brother is a U.S. citizen. He can do things his family cannot, but he wants to move back to the old country.]

## 5. REVISITING THE TEXT FOR CRAFT AND STRUCTURE

### INSTRUCTIONS FOR TEACHERS

- Review the student instructions.
- Have students work in pairs to answer the questions.
- Review the answers with the class.

### QUESTIONS

1. Paragraph 2 says: “But the consequences of that **clear-cut decision**—the immigrant’s perennial impulse to uproot for the sake of the next generation—have been anything but simple.” What is a “decision”? (Look at the glossary.) [L.9-10.4c]  
A decision is a choice.
2. What is the decision the father made? (Look at paragraph 2.) [RI.9-10.1]  
The father decided to uproot his family for the sake of the next generation.
3. What is the impact of the author’s use of the phrase “clear-cut decision”? [RI.9-10.4]  
The decision \_\_\_\_\_ (was/was not) simple (*easy to make*).  
The consequences of the decision \_\_\_\_\_ (have/have not) been simple (*easy*).
4. Look at paragraph 5. How are the brother’s feelings about America different from the other family members? [RI.9-10.6]  
The brother \_\_\_\_\_ (can/cannot) travel to Ecuador because he \_\_\_\_\_ (is/is not) a citizen of the United States. Therefore, the brother feels more at home (*comfortable*) in Ecuador.  
The other family members \_\_\_\_\_ (can/cannot) travel to Ecuador because they \_\_\_\_\_ (are/are not) citizens of the United States. Therefore, the other family members feel more at home (*comfortable*) in the United States.

## LESSON THREE

### 1. REVIEWING STANDARDS AND OBJECTIVES

#### INSTRUCTIONS FOR TEACHERS

- Review the standards and objectives with students.

### 2. ENHANCING BACKGROUND KNOWLEDGE

#### INSTRUCTIONS FOR TEACHERS

- Review the student instructions.
- Present background materials to the students.
- Have students work in pairs to answer the questions.
- Review the answers with the class.

#### QUESTIONS

1. What is citizenship?

Citizenship means being able to live and work in a country legally.

2. What is a citizen?

A citizen is a person who \_\_\_\_\_ (does/does not) have legal status to live and work in a country.

3. What can a citizen do?

A citizen can get a good job.

A citizen can vote.

A citizen can get a driver's license.

A citizen can get a passport and travel to other countries.

4. What is a noncitizen?

A noncitizen is a person who \_\_\_\_\_ (does/does not) have legal status to live and work in a country.

5. Who does the United States grant citizenship to?

The United States government grants citizenship to children who were born in the United States.

6. What is happening to a growing number of families?

A growing number of families have citizens and noncitizens living together in one house.

### 3. PREPARING TO WRITE

#### INSTRUCTIONS FOR TEACHERS

- Review the student instructions with the class.
- Have student reread paragraphs 1 to 5.
- Guide students in completing the graphic organizer. (Students should fill in the white boxes with the details they find in paragraphs 1 to 5. They will complete the rest of the graphic organizer later.)
- Review the answers to the questions with the class.

#### GRAPHIC ORGANIZER: A FAMILY DIVIDED BY 2 WORDS

Family members	Age	U.S. citizen or noncitizen?	Immigration to U.S.	Job in Ecuador	Job in U.S.	Education	Feelings about life in the U.S.
Father		Noncitizen	Coyote	Engineer			
Mother		Noncitizen	Came on tourist visa and stayed				
Daughter	22	Noncitizen	Came on tourist visa and stayed		Keeps the books for a small business	Graduated from college	
Son	17	Citizen	Born in U.S.		None		Wants to go back to Ecuador

## QUESTIONS

1. Which family members are noncitizens?  
The father, mother, and daughter are noncitizens.
2. Which family members are citizens?  
The son is a citizen.
3. Why is the son a citizen?  
The son was born in the United States.
4. What education does the daughter have?  
The daughter graduated from college.
5. What job does the daughter have?  
The daughter keeps the books for a small business.

## LESSON FOUR

“A Family Divided by 2 Words, Legal and Illegal”

Paragraphs 6–7

### 1. REVIEWING STANDARDS AND OBJECTIVES

#### INSTRUCTIONS FOR TEACHERS

- Review the standards and objectives with students.

### 2. PREVIEWING/REVIEWING THE TEXT

#### INSTRUCTIONS FOR TEACHERS

- Show students the newspaper article.
- Pose the questions below to students and discuss their answers.

#### QUESTIONS

1. We are going to continue reading the article “A Family Divided by 2 Words, Legal and Illegal.” Who are the members of the Queens family in the article? [Anticipated response: Mother, father, daughter, and son.]
2. Which family members are citizens? Which family members are noncitizens? [Anticipated response: The son is a citizen. The mother, father, and daughter are noncitizens.]
3. What challenges do the noncitizens face? [Anticipated response: The daughter has a college education, but she is not able to get a good job. She cannot get a driver’s license. She cannot travel.]
4. What is the son able to do? [Anticipated response: The son can travel to Ecuador.]
5. What do you think the article will tell us? [Accept all responses.]

### 3. ACQUIRING AND USING VOCABULARY

#### PART A: STUDENT GLOSSARY

#### INSTRUCTIONS FOR TEACHERS

- Highlight (or circle) glossed words and put the article in a document camera (if available) to show students.
- Ask students to highlight (or circle) the glossed words in the article.

## PART B: KEY VOCABULARY

- Select one or two key vocabulary words to review (optional).
- Provide a brief explanation of each word. Show students where to find them in the glossary.
- Ask students to highlight (or circle) the words in the article.

## 4. READING FOR KEY IDEAS AND DETAILS

### PART A: GRAPH

#### INSTRUCTIONS FOR TEACHERS

- Direct students to the graph section embedded in the article, called “Under One Roof, Both Legal and Illegal.” Within that section, direct students to the graph called “Illegal immigrant families with children in the U.S.” Direct students to the portion of the graph that shows data for the year 2008.
- Review the student instructions.
- Review the answers with the class.

Graph: “Under One Roof, Both Legal and Illegal”

#### QUESTIONS

1. How many children live in illegal immigrant families?  
Three million children live in illegal immigrant families.
2. How many families have children who are U.S. citizens?  
About two million families have children who are U.S. citizens.
3. How many children are here illegally?  
About 600,000 children are here illegally.
4. How many immigrant families have a mix of children who are citizens and children who are here illegally?  
About 400,000 families have a mix of children who are citizens and here illegally.

### PART B: TEXT

#### INSTRUCTIONS FOR TEACHERS

For each section of the text, do the following:

- Pose the guiding question.
- Read the section of the text aloud to students, modeling appropriate pace and intonation.

- Read the section of the text chorally with students a second time.
- Have students work in pairs to answer the supplementary questions. (Remind students to use their glossary to find the meanings of words, as needed.)
- Review the answers with students.
- Discuss the guiding question and have students work in pairs to respond to the guiding question in writing.

Paragraphs 6–7

### **GUIDING QUESTION**

How is the Queens family in the story like other immigrant families in the United States? Summarize in your own words. [RI.10.2]

### **SUPPLEMENTARY QUESTIONS**

1. Why is the family afraid to be identified (*named*)? [RI.10.2]  
The family is afraid of being deported (*sent home*).
2. What does undocumented mean? (Look at the glossary.) [L.9-10.4c]  
Undocumented means having no official papers.
3. How many undocumented families have at least one child who is a United States citizen? [RI.9-10.1]  
Nearly 2.3 million undocumented families have at least one child who is a United States citizen.
4. How many families have a mix of citizen and noncitizen children? [RI.9-10.1]  
Nearly 400,000 families have both citizen and noncitizen children.
5. What does mixed status mean? [L.9-10.4c]  
Mixed status means families with citizens and noncitizens living together.
6. What do federal laws say about children born in other countries? [RI.9-10.1]  
Federal laws \_\_\_\_\_ (do/do not) grant citizenship to foreign-born children.
7. What do federal laws say about children born in America? [RI.9-10.1]  
Federal laws \_\_\_\_\_ (do/do not) grant citizenship to American-born children.

### **RESPONSE TO GUIDING QUESTION**

How is the Queens family in the story like other immigrant families in the United States? Summarize in your own words. [RI.10.2] [Anticipated response: The Queens family is like a growing number of mixed-status families in the United States. The parents and daughter are noncitizens. However, the brother is a citizen because he was born in the United States.]

## 5. REVISITING THE TEXT FOR CRAFT AND STRUCTURE

### INSTRUCTIONS FOR TEACHERS

- Review the student instructions.
- Have students work in pairs to answer the questions.
- Review the answers with the class.

### QUESTIONS

1. What are “mixed-status families”? (Look at paragraph 6.) [RI.9-10.4]  
Mixed-status families are families with citizens and noncitizens living together.

## LESSON FIVE

“A Family Divided by 2 Words, Legal and Illegal”

Paragraphs 8–10

### 1. REVIEWING STANDARDS AND OBJECTIVES

#### INSTRUCTIONS FOR TEACHERS

- Review the standards and objectives with students.

### 2. PREVIEWING/REVIEWING THE TEXT

#### INSTRUCTIONS FOR TEACHERS

- Show students the newspaper article.
- Pose the questions below to students and discuss their answers.

#### QUESTIONS

1. We are going to continue reading the article “A Family Divided by 2 Words, Legal and Illegal.” Let’s remember what we have learned from reading the article. What are mixed-status families? [Anticipated response: Mixed-status families have citizens and noncitizens living together.]
2. Is the Queens family a mixed-status family? Why/why not? [Anticipated response: Yes, they are a mixed-status family. The son is a citizen, but the mother, father, and daughter are noncitizens.]
3. Why is the son a citizen? [Anticipated response: The son was born in the United States.]
4. What do you think the article will tell us? [Accept all responses.]

### 3. ACQUIRING AND USING VOCABULARY

#### PART A: STUDENT GLOSSARY

#### INSTRUCTIONS FOR TEACHERS

- Highlight (or circle) glossed words and put the article in a document camera (if available) to show students.
- Ask students to highlight (or circle) the glossed words in the article.

#### PART B: KEY VOCABULARY

- Select one or two key vocabulary words to review (optional).

- Suggested words for this lesson: **stereotypes** and **growing**.
- Provide a brief explanation of each word. Show students where to find them in the glossary.
- Ask students to highlight (or circle) the words in the article.

#### 4. READING FOR KEY IDEAS AND DETAILS

##### INSTRUCTIONS FOR TEACHERS

For each section of the text, do the following:

- Pose the guiding question.
- Read the section of the text aloud to students, modeling appropriate pace and intonation.
- Read the section of the text chorally with students a second time.
- Have students work in pairs to answer the supplementary questions. (Remind students to use their glossary to find the meanings of words, as needed.)
- Review the answers with students.
- Discuss the guiding question and have students work in pairs to respond to the guiding question in writing.

Paragraphs 8–9

##### GUIDING QUESTION

What are the stereotypes about immigrants? In what ways are the stereotypes untrue? Summarize them in your own words. [RI.10.2]

##### SUPPLEMENTARY QUESTIONS

1. What are stereotypes? (Look in your glossary.) [L.9-10.4c]  
Stereotypes are beliefs about a group of people.  
Stereotypes \_\_\_\_\_ (are/are not) true.
2. What are three stereotypes about immigrants? [RI.9-10.1]
  - a. Immigrants are either legal or illegal.
  - b. Immigrants are either here to stay or want to go back to their home country.
  - c. Immigrants are mostly men who are alone.
3. What is the truth about most immigrants? [RI.9-10.1]  
In fact, most immigrants live in families.

4. What are the differences in the Queens family? [RI.9-10.1]
  - They have a blend of legal statuses.
  - They have different dreams.
  - They have different opportunities.
5. How are the differences affecting the Queens family? [RI.9-10.3]
  - They are pulling the family members in opposite directions.
  - They are complicating efforts to plan a common future.

**RESPONSE TO GUIDING QUESTION**

What are the stereotypes about immigrants? In what ways are the stereotypes untrue? Summarize them in your own words. [RI.10.2] [Anticipated response: The stereotypes are that immigrants are either legal or illegal. In fact, most immigrants live in families that include citizens and noncitizens.]

Paragraph 10

**GUIDING QUESTION**

Paragraph 2 introduced the theme of the article. How does paragraph 10 develop the theme? [RI.9-10.3]

**SUPPLEMENTARY QUESTIONS**

1. What does “losing ground” mean? (Look at the glossary.) [L.9-10.4c]
  - Losing ground means not improving.
2. Who feels they are losing ground in the United States? [RI.9-10.1]
  - The daughter feels she is losing ground.
3. What does “takes his citizenship for granted” mean? (Look at the glossary.) [L.9-10.4c]
  - He \_\_\_\_\_ (does/does not) value his citizenship.
4. Who takes their citizenship for granted? [RI.9-10.1]
  - The daughter worries that her brother takes his citizenship for granted.
5. Who carries the family’s highest hopes? [RI.9-10.1]
  - The son carries the family’s highest hopes.

**RESPONSE TO GUIDING QUESTION**

Paragraph 2 introduced the theme of the article. How does paragraph 10 develop the theme? [RI.9-10.3] [Anticipated response: The father immigrated to the United States for the sake of his children. However, his daughter struggles to get ahead. His son carries the family’s highest hopes, but he seems to take his citizenship for granted.]

## 5. REVISITING THE TEXT FOR CRAFT AND STRUCTURE

### INSTRUCTIONS FOR TEACHERS

- Review the student instructions.
- Have students work in pairs to answer the questions.
- Review the answers with the class.

### QUESTIONS

1. What does “disparities” mean? How do you know? (Look at paragraph 9.)  
[RI.9-10.4]

Disparities are differences among family members.

The article says the disparities within immigrant homes are pulling their members in opposite directions. Opposite means different.

2. How does paragraph 10 show us the differences between the son and the daughter? [RI.9-10.5]

The daughter \_\_\_\_\_ (does/does not) have citizenship. The daughter tries to get ahead but feels she is losing ground.

The son \_\_\_\_\_ (does/does not) have citizenship, but he seems to take his citizenship for granted.

## LESSON SIX

“A Family Divided by 2 Words, Legal and Illegal”

Paragraphs 11–13

### 1. REVIEWING STANDARDS AND OBJECTIVES

#### INSTRUCTIONS FOR TEACHERS

- Review the standards and objectives with students.

### 2. PREVIEWING/REVIEWING THE TEXT

#### INSTRUCTIONS FOR TEACHERS

- Show students the newspaper article.
- Pose the questions below to students and discuss their answers.

#### QUESTIONS

1. We are going to continue reading the article “A Family Divided by 2 Words, Legal and Illegal.” Let’s remember what we have learned from reading the article. What are some stereotypes about immigrants? [Anticipated response: The stereotypes are that immigrants are either legal or illegal.]
2. What are the facts about immigrants? [Anticipated response: In fact, most immigrants live in families that include citizens and noncitizens.]
3. What are some of the differences among the Queens family? [Anticipated response: Some family members want to stay in the United States and some want to go back to Ecuador.]
4. What do you think the article will tell us? [Accept all responses.]

### 3. ACQUIRING AND USING VOCABULARY

#### PART A: STUDENT GLOSSARY

#### INSTRUCTIONS FOR TEACHERS

- Highlight (or circle) glossed words and put the article in a document camera (if available) to show students.
- Ask students to highlight (or circle) the glossed words in the article.

#### PART B: KEY VOCABULARY

- Select one or two key vocabulary words to review (optional).

- Suggested word for this lesson: **status**.
- Provide a brief explanation of each word. Show students where to find them in the glossary.
- Ask students to highlight (or circle) the words in the article.

#### 4. READING FOR KEY IDEAS AND DETAILS

##### INSTRUCTIONS FOR TEACHERS

For each section of the text, do the following:

- Pose the guiding question.
- Read the section of the text aloud to students, modeling appropriate pace and intonation.
- Read the section of the text chorally with students a second time.
- Have students work in pairs to answer the supplementary questions. (Remind students to use their glossary to find the meanings of words, as needed.)
- Review the answers with students.
- Discuss the guiding question and have students work in pairs to respond to the guiding question in writing.

Paragraph 11

##### GUIDING QUESTION

Paragraph 2 introduced the theme of the article. How does paragraph 11 develop the theme? [RI.9-10.3]

##### SUPPLEMENTARY QUESTIONS

1. What was the mother's job in Ecuador? [RI.9-10.1]  
The mother was a computer systems analyst in Ecuador.
2. What is the mother's job in the United States? [RI.9-10.1]  
The mother babysits in the United States.
3. What is the father's job in the United States? [RI.9-10.1]  
The father is a draftsman.
4. How does the father feel about his work? [RI.9-10.1]  
The father's work is rewarding.
5. How does the mother feel about her work? [RI.9-10.1]  
The mother feels dissatisfied.
6. What did the mother try to do? [RI.9-10.1]  
The mother tried to use her son's citizenship to get a green card.

7. What is a green card? (Look at the glossary.) [L.9-10.4c]

A green card is legal permission to live and work in the United States.

### **RESPONSE TO GUIDING QUESTION**

Paragraph 2 introduced the theme of the article. How does paragraph 11 develop the theme? [RI.9-10.3] [Anticipated response: The father immigrated to the United States for the sake of his children. However, his son seems to take his citizenship for granted. He wants to go back to Ecuador. The mother wants to stay in the United States. The mother tried to use the son’s citizenship to get a green card.]

Paragraphs 12–13

### **GUIDING QUESTION**

How is the family better off than many illegal immigrants? [RI.9-10.1]

### **SUPPLEMENTARY QUESTIONS**

1. What does “better off” mean? (Look at the glossary.) [L.9-10.4c]  
Better off means having more things, or that things are better for you.
2. How does the city feel about foreigners? [RI.9-10.1]  
The city welcomes foreigners.
3. How are the parents the same as a rising (*growing*) proportion of illegal immigrants? [RI.9-10.1]  
The parents have a college education.
4. What are careers? (Look at the glossary.) [L.9-10.4c]  
Careers are jobs.
5. Why do illegal immigrants abandon their careers back home? [RI.9-10.1]  
They want their children to be in the American middle class.
6. What does the mother think her daughter should do to get citizenship? [RI.9-10.1]  
The mother thinks her daughter should find an American husband.

### **RESPONSE TO GUIDING QUESTION**

How is the family better off than many illegal immigrants? [RI.9-10.1]

[Anticipated response: They live in a city that welcomes foreigners, whether legal or not. The parents have a college education.]

## 5. REVISITING THE TEXT FOR CRAFT AND STRUCTURE

### INSTRUCTIONS FOR TEACHERS

- Review the student instructions.
- Have students work in pairs to answer the questions.
- Review the answers with the class.

### QUESTIONS

1. How are the mother and the daughter similar? [RI.9-10.6]  
The mother and the daughter both want citizenship.  
The mother and the daughter try to get citizenship through a relationship with a man.  
The mother tries to get citizenship through her son.  
The mother wants the daughter to find an American husband to get citizenship.
2. What does “impasse” mean? How do you know? (Look at paragraph 13.) [RI.9-10.4]  
An impasse is a problem or a difficult situation with no solution.  
The article says the mother points out a simple solution to the daughter’s career impasse.

## 6. PREPARING TO WRITE

### INSTRUCTIONS FOR TEACHERS

- Review the student instructions.
- Have students work in pairs to continue completing the graphic organizer.
- Review the answers with the class.

## LESSON SEVEN

“A Family Divided by 2 Words, Legal and Illegal”

Paragraphs 14–18

### 1. REVIEWING STANDARDS AND OBJECTIVES

#### INSTRUCTIONS FOR TEACHERS

- Review the standards and objectives with students.

### 2. PREVIEWING/REVIEWING THE TEXT

#### INSTRUCTIONS FOR TEACHERS

- Show students the newspaper article.
- Pose the questions below to students and discuss their answers.

#### QUESTIONS

1. We are going to continue reading the article “A Family Divided by 2 Words, Legal and Illegal.” Let’s remember what we have learned from reading the article. What level of education do the mother and father have? [Anticipated response: Both are college educated.]
2. What jobs do the mother and father have in the United States? [Anticipated response: The father found rewarding work as a draftsman, but the mother is only able to get a babysitting job.]
3. What does the mother want the daughter to do? [Anticipated response: The mother wants the daughter to find an American husband so she can get citizenship.]
4. What do you think the article will tell us? [Accept all responses.]

### 3. ACQUIRING AND USING VOCABULARY

#### PART A: STUDENT GLOSSARY

#### INSTRUCTIONS FOR TEACHERS

- Highlight (or circle) glossed words and put the article in a document camera (if available) to show students.
- Ask students to highlight (or circle) the glossed words in the article.

#### PART B: KEY VOCABULARY

- Select one or two key vocabulary words to review (optional).

- Suggested word for this lesson: **independence**.
- Provide a brief explanation of each word. Show students where to find them in the glossary.
- Ask students to highlight (or circle) the words in the article.

#### 4. READING FOR KEY IDEAS AND DETAILS

##### INSTRUCTIONS FOR TEACHERS

For each section of the text, do the following:

- Pose the guiding question.
- Read the section of the text aloud to students, modeling appropriate pace and intonation.
- Read the section of the text chorally with students a second time.
- Have students work in pairs to answer the supplementary questions. (Remind students to use their glossary to find the meanings of words, as needed.)
- Review the answers with students.
- Discuss the guiding question and have students work in pairs to respond to the guiding question in writing.

Paragraphs 14–15

##### GUIDING QUESTION

How do the different future plans for the daughter and the son support the theme?  
[RI.9-10.2]

##### SUPPLEMENTARY QUESTIONS

1. What two things were celebrated at the Chinese restaurant? [RI.9-10.1]  
The daughter’s birthday and a wedding were celebrated at the Chinese restaurant.
2. What are the daughter’s plans for the future? [RI.9-10.1]  
The daughter’s plans are: graduate school, community work, a life of service, and independence.
3. What are the son’s plans for the future? [RI.9-10.1]  
The son wants to attend college.
4. What does “vague” mean? (Look at the glossary.) [L.9-10.4c]  
Vague means not clear.
5. How are the son’s plans for the future different from the daughter’s plans for the future? [RI.9-10.1]

The son's plans are vague.

The daughter's plans are detailed.

### **RESPONSE TO GUIDING QUESTION**

How do the different future plans for the daughter and the son support the theme?

[RI.9-10.2]

[Anticipated response: The parents worry about the son. The son's future plans are vague despite his secure citizenship. On the other hand, the parents have high hopes for the daughter. The daughter's future plans are detailed, despite the challenges of her immigration status.]

Paragraphs 16–18

### **GUIDING QUESTION**

The mother's hopes for her daughter have changed. How have her hopes changed?

[RI.9-10.3]

### **SUPPLEMENTARY QUESTIONS**

1. Why did the parents abandon their careers back home? (Look at paragraph 12.)

[RI.9-10.1]

They want their children to be in the American middle class.

2. What does the mother want her daughter to do now? (Look at paragraph 17.)

[RI.9-10.1]

The mother wants her daughter to get married.

3. Why does the daughter look away in silence? (Look at paragraph 18.) [RI.9-10.1]

The daughter \_\_\_\_\_ (does/does not) want to get married.

### **RESPONSE TO GUIDING QUESTION**

The mother's hopes for her daughter have changed. How have her hopes changed?

[RI.9-10.3] [Anticipated response: The mother moved to the United States to give her children more choices and access to the American middle class. Now, the only choice she sees is for her daughter to find an American husband.]

## **5. REVISITING THE TEXT FOR CRAFT AND STRUCTURE**

### **INSTRUCTIONS FOR TEACHERS**

- Review the student instructions.
- Have students work in pairs to answer the questions.
- Review the answers with the class.

## QUESTIONS

1. The author ended the story with a real moment from the family's life. What does this show us about the theme of the story? [RI.9-10.5]

It shows us that the parents want the best for their children's future, in any way possible. One way is for the daughter to get married, even if she marries someone she does not love.

## 6. PREPARING TO WRITE

### INSTRUCTIONS FOR TEACHERS

- Review the student instructions.
- Have students work in pairs to continue completing the graphic organizer.
- Review the answers with the class.

### GRAPHIC ORGANIZER: A FAMILY DIVIDED BY 2 WORDS

Family members	Age	U.S. citizen or noncitizen?	Immigration to U.S.	Job in Ecuador	Job in U.S.	Education	Feelings about life in the U.S.
Father	47	Noncitizen	Coyote	Engineer	Draftsman	College degree in Ecuador	Found rewarding work
Mother	47	Noncitizen	Came on tourist visa and stayed	Computer systems analyst	Babysitter	Computers in Ecuador	Dissatisfied with opportunities in the U.S.
Daughter	22	Noncitizen	Came on tourist visa and stayed	None	Keeps the books for a small business	Graduated from college	Has many goals for the future, but feels she is losing ground
Son	17	Citizen	Born in U.S.	None	None	In high school; thinking about college	Wants to go back to Ecuador

## LESSON EIGHT

### 1. REVIEWING STANDARDS AND OBJECTIVES

#### INSTRUCTIONS FOR TEACHERS

- Review the standards and objectives with students.

### 2. WRITING

#### INSTRUCTIONS FOR TEACHERS

- Review the student instructions.
- Review the writing prompt with students.
- Guide students in completing the paragraph frame. (Remind students to use their graphic organizers for help.)
- Guide students in summarizing the story of the Queens family in their own words, as appropriate. (Provide the level of scaffolding needed for individual students. For example, beginning-level students may be given the option of using the paragraph frame only, without being required to summarize the article in their own words. Intermediate-level students may be given the option of omitting the paragraph frame and moving directly from the graphic organizer to summarizing the story in their own words.)

#### Paragraph Frame

“A Family Divided by 2 Words” tells the story of a family from Ecuador. The family immigrated to the United States to have a better future for their children. The family lives in Queens, New York. They are a mixed-status family.

The father is a noncitizen.

- Details:
  - The father immigrated to the United States illegally. He hired a coyote.
  - The father is 47 years old.
  - The father was an engineer in Ecuador.
  - The father is a draftsman in the United States.
  - The father found rewarding work in the United States.

The mother is a noncitizen.

- Details:
  - The mother immigrated to the United States illegally. She came to the United States on a tourist visa and stayed.
  - The mother is 47 years old.

- The mother was a computer systems analyst in Ecuador.
- The mother is a babysitter in the United States.
- The mother is dissatisfied with her opportunities in the United States.

The daughter is a noncitizen.

- Details:
  - The daughter immigrated to the United States illegally. She came to the United States on a tourist visa and stayed.
  - The daughter is 22 years old.
  - The daughter has a college degree.
  - The daughter keeps the books for a small company.
  - The daughter feels she is losing ground.

The son is a citizen.

- Details:
  - The son was born in the United States.
  - The son is 17 years old.
  - The son is in high school.
  - The son wants to go back to Ecuador.

# MODULE F: WRITING

## TEACHER GUIDE

## LESSON ONE

### 1. REVIEWING STANDARDS AND OBJECTIVES

#### INSTRUCTIONS FOR TEACHERS

- Review the standards and objectives with students.

### 2. PREPARING TO WRITE

#### INSTRUCTIONS FOR TEACHERS

- Review student instructions with the class.
- Guide students in completing the graphic organizer. (Keep in mind that immigration stories may be traumatic for some students. Allow them to share as much—or as little—as they choose.)
- Remind students to use the glossaries from previous lessons to help them find words, as needed.
- As needed, give students the option to write their stories in their home language first and then translate.

## LESSON TWO

### 1. REVIEWING STANDARDS AND OBJECTIVES

#### INSTRUCTIONS FOR TEACHERS

- Review the standards and objectives with students.

### 2. WRITING

#### INSTRUCTION FOR TEACHERS

- Review student instructions with the class.
- Guide students in completing the paragraph frame. (Keep in mind that immigration stories may be traumatic for some students. Allow them to share as much—or as little—as they choose.)
- Guide students in summarizing their immigration stories in their own words, as appropriate. (Provide the level of scaffolding needed for individual students. For example, beginning level students may be given the option of using the paragraph frame only without being required to summarize the story in their own words. Intermediate level students may be given the option to omit the paragraph frame and move directly from the graphic organizer to summarizing the story in their own words.)
- As needed, give students the option to write their stories in their home language first and then translate.

## LESSON THREE

### 1. REVIEWING STANDARDS AND OBJECTIVES

#### INSTRUCTIONS FOR TEACHERS

- Review the standards and objectives with students.

### 2. DEVELOPING LANGUAGE

#### INSTRUCTION FOR TEACHERS

- Review student instructions with the class.
- Review the list of interview questions with students.
- Ask students to interview a partner about their immigration story using the interview questions provided. (Students can add questions to the list, if they'd like.)
- Partners take turns asking and answering questions. (Keep in mind that immigration stories may be traumatic for some students. Allow them to share as much—or as little—as they choose. When students are interviewing other people, they should allow the respondent to pass on any questions they do not wish to answer.)
- Have students change partners so they have several opportunities to ask and answer questions.
- For homework, have students interview family members and friends about their immigration stories (in English or their home language).

## LESSON FOUR

### 1. REVIEWING STANDARDS AND OBJECTIVES

#### INSTRUCTIONS FOR TEACHERS

- Review the standards and objectives with students.

### 2. PREPARING TO WRITE

#### INSTRUCTIONS FOR TEACHERS

- Review student instructions with the class.
- Have students select a classmate, friend, or family member about whom they will write an immigration story (in their home language or English).
- Guide students in completing the graphic organizer (in their home language or English).
- Students can use their interview notes from Lesson Three for help.

## LESSON FIVE

### 1. REVIEWING STANDARDS AND OBJECTIVES

#### INSTRUCTIONS FOR TEACHERS

- Review the standards and objectives with students.

### 2. WRITING

#### INSTRUCTION FOR TEACHERS

- Review student instructions with the class.
- Guide students in completing the paragraph frame.
- Guide students in summarizing the immigration story in their own words, as appropriate. (Provide the level of scaffolding needed for individual students. For example, beginning level students may be given the option of using the paragraph frame only without being required to summarize the story in their own words. Intermediate level students may be given the option to omit the paragraph frame and move directly from the graphic organizer to summarizing the story in their own words.)
- As needed, give students the option to write the story in their home language first and then translate.