


Support for Immigrant  
and Refugee Students Project:  
**Classroom Lesson Modules**  
**for Grades K-2 & 3-5**


**Professional Development**  
**Sample PowerPoint**

*Presenters*

Loyola Marymount University  
Center for Equity for English Learners



LMU/ELA  
The Center for Equity  
for English Learners



Californians Together  
Championing the Success of English Learners

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**Session Content**

- ☐ Session Objectives
- ☐ **Who is the immigrant and refugee student?**
- ☐ **Overview of Classroom Lesson Modules**
- ☐ **Key Elements of Establishing Community – Classroom Lesson Modules, Lesson 1**
- ☐ Lesson 1 - Application to My Context
- ☐ **Guide to Support Immigrant and Refugee Students' Socio-Emotional Experiences**
- ☐ **Key Elements of Literature-Based Discussion about the Immigrant Experience – Classroom Lesson Modules, Lesson 2**
- ☐ Lesson 2 – Application to My Context
- ☐ Closure

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**Session Objectives**

- \* Become familiar with the **Support for Immigrant and Refugee Students Project: Classroom Lesson Modules**
  - \* Understand the objectives and sequence of each lesson across all modules
  - \* Identify interdisciplinary connections and context-specific considerations for the use of the modules
  - \* Identify ways to promote the implementation of the modules and adapt them to a particular context
- \* Gain **knowledge of considerations, supports, and resources for Immigrant and Refugee students in order to provide professional development** and guide educators at your site

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### Group Norms

- \* Engage in active listening and participating
- \* Respect diverse perspectives and opinions
- \* Bring our best thinking to the work
- \* Disable or silence all electronic devices

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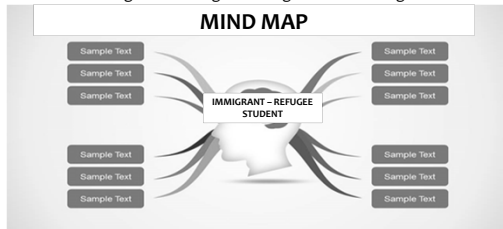
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### Think About It – Map It – Talk About It! Immigrant and Refugee Students

**Focus Question:** Who is an immigrant-refugee student? What are some characteristics of this group of students? What are teachers experiencing in the classroom in regard to immigrant-refugee issues among their students?



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### Setting the Focus Immigration Quiz

- \* <http://www.pbs.org/independentlens/blog/immigration-quiz-2/>
- \* **Partner Discussion:** Based on your results, which answer surprised you the most? Why?

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## California Definition of Immigrant Children and Youth

The Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act (ESSA), sections 3201(1) and (5) defines immigrant children and youth as individuals who

- \* are aged 3 through 21,
  - \* were not born in any state in the US, and
  - \* have not been attending one or more schools in any one or more states for more than three full (cumulative) academic years.
- Section 3201(13) of the ESSA defines State as each of the 50 States, the District of Columbia, and the Commonwealth of Puerto Rico

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### Support for Immigrant and Refugee Students Project

#### Classroom Lesson Modules

#### Purpose

- \* Address the socio-emotional and educational needs of students concern about immigration status by:
  - \* Creating a safe space for students to share their feelings, fears, and worries about immigration
- \* Increase their knowledge and build empathy with regard to immigration and immigration issues

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### Support for Immigrant and Refugee Students Project

#### Classroom Lesson Modules

#### Key Elements

##### Lesson 1

##### Establishing Community

*Evoking Feelings  
Reflective Discussion  
Expanding identity and empathy*

##### Lesson 2

##### Literature Based Discussion

*Fear of Loss and Separation  
Solving Problems  
Crossing Borders  
Persistence and Hope*

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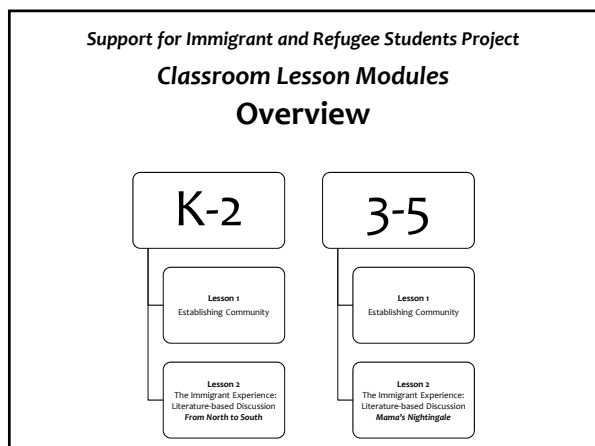
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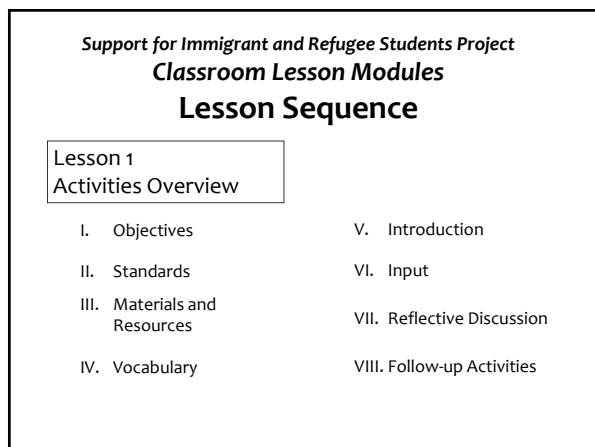
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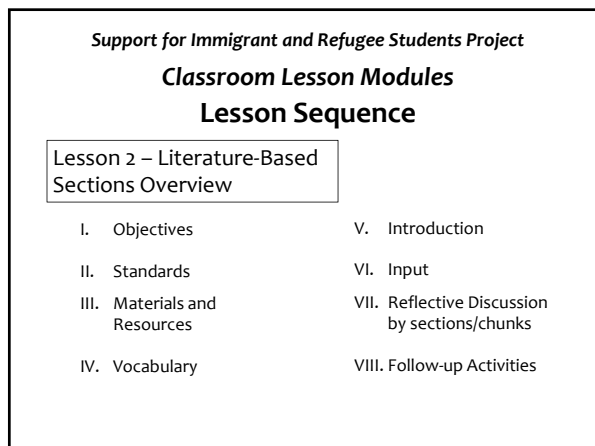
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*Support for Immigrant and Refugee Students Project*  
**Classroom Lesson Modules**  
**Standards Connection**

- \* English Language Arts
- \* English Language Development
- \* History/Social Studies

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*Support for Immigrant and Refugee Students Project*  
**Classroom Lesson Modules**  
**Module K-2 Overview**

GRADES K - 2 MODULE OVERVIEW	
<b>Lesson 1: Establishing Community</b> (90 minutes) <ul style="list-style-type: none"> <li>Activity 1: Showing Feelings with Color</li> <li>Activity 2: The "Me" You Cannot See</li> </ul>	<b>Lesson 2: The Immigrant Experience</b> Literature-based Discussion: <i>From North to South</i> (120-180 minutes) <ul style="list-style-type: none"> <li>Discussion 1: Fear of Loss</li> <li>Discussion 2: Crossing Borders</li> <li>Discussion 3: Solving Problems</li> <li>Discussion 4: Staying Connected</li> </ul>

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**Module K-2 – Lesson 1, Establishing Community**  
**Evoking Feelings About Immigration**  
**Activity 1 – Color My Feelings**

Feeling	Color

- Draw a table similar to the one above.
- Brainstorm a list of words/ adjective feelings.
- Form an Inside a Circle facing each other.
- With your first partner think of a COLOR that matches the feeling illustrated on your card. Write the color on the Post-it next to the number 1.
- Repeat with partners 2 and 3

**SCAFFOLDS:**

- Graphic Organizer
- Vocabulary Development
- Collaborative Strategy
- Reflective Discussion

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**Support for Immigrant and Refugee Students Project**  
**Classroom Lesson Modules**  
**Module K-2 Overview**

GRADES K - 2 MODULE OVERVIEW	
<b>Lesson 1: Establishing Community</b> (90 minutes) <ul style="list-style-type: none"> <li>Activity 1: Showing Feelings with Color</li> <li>Activity 2: The "Me" You Cannot See</li> </ul>	<b>Lesson 2: The Immigrant Experience</b> Literature-based Discussion: <i>From North to South</i> (120-180 minutes) <ul style="list-style-type: none"> <li>Discussion 1: Fear of Loss</li> <li>Discussion 2: Crossing Borders</li> <li>Discussion 3: Solving Problems</li> <li>Discussion 4: Staying Connected</li> </ul>

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**Support for Immigrant and Refugee Students Project**  
**Classroom Lesson Modules**  
**Module 3-5 Overview**

GRADES 3-5 MODULE OVERVIEW	
<b>Lesson 1: Establishing Community</b> (120 minutes) <ul style="list-style-type: none"> <li>Activity 1: Symbols for Me</li> <li>Activity 2: My Emoji</li> <li>Activity 3: "Disbelief to Despair" - Exploring Our Feelings through Poetry</li> </ul>	<b>Lesson 2: The Immigrant Experience</b> A Literature-based Discussion <i>Mama's Nightingale</i> (120 - 180 minutes) <ul style="list-style-type: none"> <li>Discussion 1: Coping with Separation</li> <li>Discussion 2: Pain of Separation</li> <li>Discussion 3: Despair and Acceptance</li> <li>Discussion 4: Persistence and Hope</li> <li>Discussion 5: Fighting for Justice</li> </ul>

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**Module 3-5 – Lesson 1, Establishing Community**  
**Exploring Feelings About Identity**  
**Symbols for Me**

*Design Your Coat of Arms*

- On the top left quadrant write or draw two things you do well.
- On the top right quadrant write or draw a wish you have for yourself or someone you love.
- On the bottom left quadrant write or draw something that represents what you would like people to say when they describe you.
- On the bottom right quadrant write or draw a quality you like in a friend.

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**Support for Immigrant and Refugee Students Project**  
**Classroom Lesson Modules**  
**Module 3-5 Overview**

GRADES 3-5 MODULE OVERVIEW	
<b>Lesson 1: Establishing Community</b> (120 minutes) <ul style="list-style-type: none"> <li>Activity 1: Symbols for Me</li> <li>Activity 2: My Emoji</li> <li>Activity 3: "Disbelief to Despair" -Exploring Our Feelings through Poetry</li> </ul>	<b>Lesson 2: The Immigrant Experience</b> A Literature-based Discussion <i>Mama's Nightingale</i> (120 -180 minutes) <ul style="list-style-type: none"> <li>Discussion 1: Coping with Separation</li> <li>Discussion 2: Pain of Separation</li> <li>Discussion 3: Despair and Acceptance</li> <li>Discussion 4: Persistence and Hope</li> <li>Discussion 5: Fighting for Justice</li> </ul>

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**Support for Immigrant and Refugee Students Project**  
**Module K-2 and Module 3-5**  
**Lesson 1 - Establishing Community**  
**Independent Exploration**

Partner A Module K-2	Partner B Module 3-5
1. Review <b>Lesson 1, Module K-2.</b> 2. Complete the graphic organizer to capture an overview of the lesson. 3. Share with Partner B.	1. Review <b>Lesson 1, Module 3-5.</b> 2. Complete the graphic organizer to capture an overview of the lesson. 3. Share with Partner A.

**Debrief:** What commonalities did you find across Lesson 1 in the K-2 and 3-5 Modules?

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**Support for Immigrant and Refugee Students Project** Lesson 1 -  
Establishing Community  
**Application to My Context**

\* What activities do you think will be important for your students to experience?

\* What challenges do you think you might need to anticipate?

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***A Teacher's Guide to Support  
Immigrant and Refugee Students'  
Socio-Emotional Experiences***

Developed by Fernando Estrada, Ph.D.,  
Counseling Program Faculty Member  
School of Education  
Loyola Marymount University

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***A Teacher's Guide to Support Immigrant and Refugee  
Students' Socio-Emotional Experiences***  
**Overview**

**Purpose:** To help teachers **attend to social-emotional issues** of immigrant and refugee students in class.

**Contents:** This interactive resource guide contains **4 activities** and incorporates **10 case scenarios**, along with resources for teachers

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***A Teacher's Guide to Support Immigrant and Refugee  
Students' Socio-Emotional Experiences***  
**Key Points**

- \* Helping students connect their feelings with thoughts enhances learning.
- \* Students learn best in an environment where they feel safe and supported.
- \* Probing the feelings and thoughts of a student can be done with brief questions and statements.
- \* Be familiar with the signs of emotional distress and the resources at your school.

**Discussion Question:** What other possible resources in your context can be available to support immigrant and refugee students?

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**A Teacher's Guide to Support Immigrant and Refugee  
Students' Socio-Emotional Experiences**  
**Types of Open-ended Questions**

- \* Exploring thoughts  Probing for ideas and attitudes

What are your thoughts about \_\_\_\_?

- \* Exploring feelings  Probing for emotions

What are your feelings about \_\_\_\_?

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**Example Scenario**

One of your students, Rey, shares with the class that she misses her family that "cannot visit this country." You recognize there is an opportunity to bolster the learning by helping Rey articulate her experience. Write two open questions below, one for thought and the other for feeling.

Response: \_\_\_\_\_

Response: \_\_\_\_\_

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*Support for Immigrant and Refugee Students Project*

**Lesson 2**

A Literature –based Discussion  
About the Immigrant Experience

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**Support for Immigrant and Refugee Students Project**  
**Lesson 2**  
Literature selections across grade level spans

	K-2	3-5
Title	North to South	Mama's
Theme(s)/ Discussion Topics	<ul style="list-style-type: none"> <li>• Fear of Loss</li> <li>• Crossing Borders</li> <li>• Solving Problems</li> <li>• Staying Connected</li> </ul>	<p><b>THEMES:</b></p> <ul style="list-style-type: none"> <li>• Fear of Loss and Separation</li> <li>• Solving Problems</li> <li>• Persistence and Hope</li> </ul> <ul style="list-style-type: none"> <li>• Coping with Separation</li> <li>• Pain of Separation</li> <li>• Despair and Acceptance</li> <li>• Persistence and Hope</li> <li>• Fighting for Justice</li> </ul>
Publisher	Children's Book Press	Dial Books – Penguin Books

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**Support for Immigrant and Refugee Students Project**  
Module 3-5, Lesson 2, A Literature-based Discussion  
about the Immigrant Experience  
**Mama's Nightingale**

**GRADES 3 – 5 MODULE OVERVIEW**

Lesson 1: Establishing Community (120 minutes)	Lesson 2: The Immigrant Experience Literature-based Discussion: <i>Mama's Nightingale</i> (120 -180 minutes)
<ul style="list-style-type: none"> <li>▪ Activity 1: Symbols for Me</li> <li>▪ Activity 2: My Emoji</li> <li>▪ Activity 3: "Disbelief to Despair" - Expressing Feelings through Poetry</li> </ul>	<ul style="list-style-type: none"> <li>▪ Discussion 1: Coping with Separation</li> <li>▪ Discussion 2: Pain of Separation</li> <li>▪ Discussion 3: Despair and Acceptance</li> <li>▪ Discussion 4: Persistence and Hope</li> <li>▪ Discussion 5: Fighting for Justice</li> </ul>

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**Support for Immigrant and Refugee Students Project**  
Module 3-5, Lesson 2, A Literature-based Discussion  
about the Immigrant Experience  
**Mama's Nightingale**

**Story Summary**

This story is about a Haitian family that is separated when the mother is sent to an immigration detention center as a result of her undocumented status. Despite the father's efforts, including letters to the media and to politicians, his wife is still at the detention center after three months of trying to get her home. Their daughter, Saya, finds comfort listening to the bedtime stories her mother tapes and sends to her from the detention center. One day, after another of her father's unsuccessful attempts, Saya decides to write a letter telling their story and sends it to the newspaper. Her letter gets published and thanks to the public's reaction, Saya's mother is freed and able to return home while waiting for the normalization of her status.

**THEMES:**

- Fear of Loss and Separation
- Solving Problems
- Persistence and Hope

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*Support for Immigrant and Refugee Students Project*  
Module 3-5, Lesson 2, A Literature-based Discussion  
about the Immigrant Experience

**Mama's Nightingale**

Prior to Reading - Input

- \* **Grade 3:** List reasons why people immigrate to the United States.
- \* **Grades 4 & 5:** Draw a two-column list citing 1) some of the reasons why people immigrate to the United States, and 2) the

**SCAFFOLDS:**

- Graphic Organizer
- Response Journal
- Eliciting Prior Knowledge
- Reflective Discussion

Prior to Reading – Eliciting Prior Knowledge

\* *How does the fact that Haiti is an island might impact the ways the people are able to travel/leave the country. How does it compare to immigrants from Central and South America?*

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*Support for Immigrant and Refugee Students Project*  
Module K-2 OR 3-5, Lesson 2, A Literature-based Discussion  
about the Immigrant Experience

**Independent Exploration**

	K-2	3-5
Title	North to South	<i>Mama's Nightingale</i>
Theme(s)/ Discussion Topics	<ul style="list-style-type: none"> <li>• Fear of Loss</li> <li>• Crossing Borders</li> <li>• Solving Problems</li> <li>• Staying Connected</li> </ul>	<ul style="list-style-type: none"> <li>• Coping with Separation</li> <li>• Pain of Separation</li> <li>• Despair and Acceptance</li> <li>• Persistence and Hope</li> <li>• Fighting for Justice</li> </ul>
Publisher	Children's Book Press	Dial Books – Penguin Books

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*Support for Immigrant and Refugee Students Project*  
Module K-2 OR 3-5, Lesson 2, A Literature-based Discussion  
about the Immigrant Experience

**Independent Exploration**

- \* Join a table with grade level focus of interest (K-2 OR 3-5)
- \* With your table group
  - \* Read the literature selection.
  - \* Refer to the Lesson Plan to assign a section to each group member.
  - \* Each group member identifies the guiding questions for their section of the story that elucidate conversation about the common themes.
    - \* Fear of Loss and Separation
    - \* Solving Problems
    - \* Persistence and Hope
- \* Each group member synthesizes the activities and ty discussions that can occur. Begin with Section #1 and order.

**SCAFFOLDS:**

- Graphic Organizer
- Summarization
- Chunking Information
- Reflective Discussion
- Making Connections

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*Support for Immigrant and Refugee Students Project*  
Module K-2 OR 3-5, Lesson 2 A Literature-based Discussion about the  
Immigrant Experience

### Independent Exploration

- \* With your table group, explore the Follow-up/Extension Activities in the lesson.
- \* Which one would you like your students to experience? Why?

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*Support for Immigrant and Refugee Students Project*  
Modules K-2 and 3-5, Lesson 2  
A Literature-based Discussion about the Immigrant Experience

1. Collaborative strategies
2. Scaffolds, e.g., graphic organizers
3. Application of standards
4. Connections to Lesson 1

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Module 3-5, Lesson 2, Mama's Nightingale: A Literature-based  
Discussion about the Immigrant Experience

### Application to My Context

- \* For each grade span, what are possible ways to include the module/ Lesson 2 in the curriculum?
- \* What challenges would you need to address?

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Closure – Return to Your Mind Map!

Focus Question: Who is an immigrant-refugee student? What are teachers experiencing in the classroom in regard to immigrant-refugee issues among their students?  
**How can *Establishing Community and Literature-Based Discussions* support this group of students?**



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