

Identities & Themes

- Latinx/e/o/a
- Immigration/Migration
- EL/Language Barrier
- Socioeconomic Status
- Families separated
- Family structure: Single parent
- Community

Teacher Reflection Questions

1. What myths about undocumented immigrants have you heard in your community or school? How can you respond when you hear these, so you can be a positive role model for your students?
2. How can you support students in your class or school community who may be undocumented, even if you don't know or they don't know their status?
3. What can your school do to better support students who may be undocumented?

Background Information for Teacher

Share the **Introduction** in the front of the book with your students before reading the book to them. You will also want to talk about the following terms with them:

- undocumented immigrant
- deportation
- permanent resident

Discussion Note: You may have undocumented students in your class or school community, and they may not even know they are undocumented. You may also never know. You may also have students who are separated from their family members because of a similar situation. Talking about immigration can be polarizing, and you may feel uncomfortable. Students might have questions you don't know how to answer. It's important to think about how you will respond to their questions, any anti-immigrant comments, or microaggressions in a way that lets students know they are safe and you are there to support them. Talk with your students broadly about the topic, being careful not to single anyone out. You can also make yourself available for individual follow up questions or one-on-one conversations if students are interested.

For more information on how to best support undocumented students, see this Guide for Educators (https://www.aft.org/sites/default/files/media/2017/im_uac-educators-guide_2017.pdf American Federation of Teachers).

See the **Immigration/Migration Primer** for more information.

Anti-Bias Education Tenets

- Empathy & Understanding**
- Healthy Complex Identities**
- Respect Across Differences**
- Notice, Name, & Reject Bias**
- Responsiveness & Action**

Social-Emotional Learning Competencies

- Self-Awareness**
- Self-Management**
- Social Awareness**
- Responsible Decision-Making**
- Relationship Skills**

Read this to the students before reading the book:

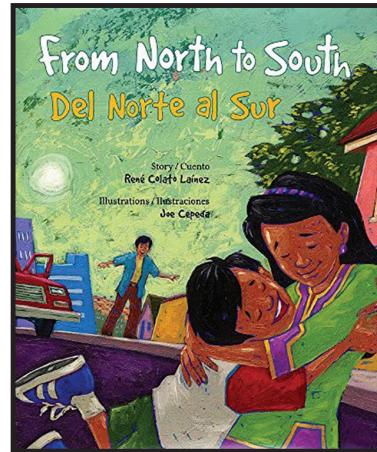
José and Papá make a trip from their home in San Diego to Tijuana, Mexico to visit Mamá, who has been deported for not having the correct citizenship papers. José and Mamá spend the day together, and they both hope to have Mamá home soon. As you listen to the story, think about how you can remain hopeful and connected to someone you love when you are apart.

Discussion Questions (essential questions bolded)

1. **Why is Mamá in Mexico? What happened?**
2. How do you think José felt when Mamá got deported?
3. How is Papá working to get Mamá back home?
4. **How do you think José feels after getting to see Mamá? How can you tell?**
5. **Describe the place and community where Mamá is staying.**
6. **Why is planting flowers significant for Jose, Mamá, Teresa and the other children at Centro Madre Assunta?**
7. How do Jose and Mamá show their love for each other?
8. How do you stay connected with loved ones who are separated from you?

Journal Prompts & Extension Activities

1. How do you find joy in painful situations?
2. If José were your friend, how could you support him while he is separated from his mother?
3. **Staying in Touch:** Make a list of ways you keep connected with loved ones when you can't be near them. Be creative. What are other ways besides a text message or a phone call? Choose one idea from the list, and use it in the next few days. Maybe write a letter to a relative, create some artwork, or work on the same project but in separate places.



Literacy Connections

- Realistic fiction
- Personal narrative
- Identify details in the text
- Compare and contrast settings
- Identify theme or main message
- Describe setting
- Describe characters/Character development
- Character point of view
- Use illustrations/pictures/photos to gain information
- Make predictions
- Make inferences
- Make text connections (to self, text, the world)
- Describe major plot events
- Sequence events
- Figurative language