

MOVING FORWARD

Characters

Narrator 1

Narrator 2

Sophia

Dad

Gram

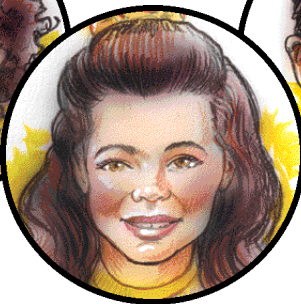
Rachel

Setting

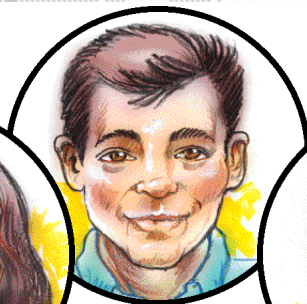
This reader's theater takes place both near Sophia's old home and at her new home.



Rachel



Sophia



Dad



Gram

Act 1

Narrator 1: This is a story about a little girl named Sophia. Her life is about to change, but she wishes it would all stay the same.

Narrator 2: Sophia will soon be moving to a new town. She's talking to her dad about how she's feeling right now.

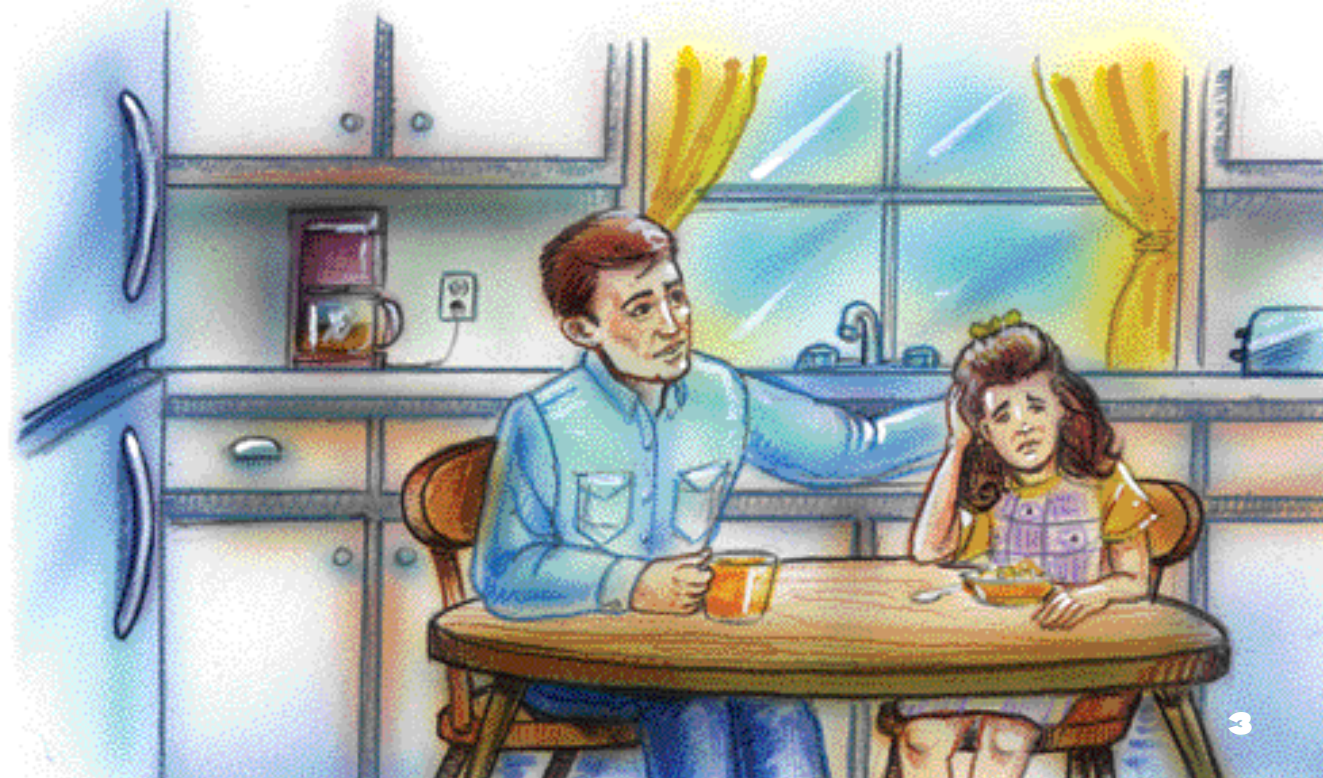
Sophia: "I can't believe today is my last day at Jackson Elementary. I'm so sad."

Dad: "I know it's scary to move to a new place. But you'll like your new school. Remember how much you loved the playground when we visited?"

Sophia: "Yes, but why does it matter if I don't have any friends to play with?"

Dad: "I just know you'll be happy there, Sophia."

Narrator 1: Sophia wasn't sure she would like any part of her new life. She felt very afraid.



Immigration Lesson Plan

Objectives

- **Fluency:** Students will deliver oral presentations and read passages fluently, focusing on the proper use of expressions as they read.
- **Content Area:** Students will understand the reasons why immigrants often came to America, as well as the fears and frustrations of immigration.

Summary

Making changes is often difficult for anyone, no matter how young or old. *Moving Forward* explores the topic of immigration and the feelings immigrants might have had, through a story told by a grandmother to her granddaughter, nervous about moving to a new school.



Materials

- *Moving Forward* script booklets
- *Immigration Character Masks*

Introduce the Literature

Tell students to close their eyes and imagine the following as you read: “It is the middle of the night, and your father suddenly awakens you, tapping on your shoulder. He instructs you to follow him, as you must escape from your country. You have no choice but to leave everything behind, even your favorite teddy bear. You are rushed into a crowded boat with your family, and you only then have time to think about what has happened. You will be leaving your life behind to start a new life in a different country.” Ask students to explain the thoughts and feelings that they might have if this were to happen to them. Read a story about a family that must leave its home and its life to travel to America. After reading *How Many Days to America* by Eve Bunting, ask students if they would have felt the same as the child in the story.



ELL Support

Show students pictures of different faces, ask them to name the emotion that each face shows, and write it below the picture. Some ELL students may have stories of their own to tell about moving to a new country. Ask them to share their stories of immigration with the class. Were they frightened or excited? Did they feel the same way the children in the story felt? This is the perfect opportunity to allow them to share their experiences. Encourage students to refer to the pictures of the different emotions to help describe how they felt.

Involving All Students

Assign those students who do not have a role to be the directors. They will be in charge of helping the other students practice their roles, as well as giving tips and offering encouragement. If possible, give these students director’s hats or visors to complete the role of director.