



I Am Not Your Perfect Mexican Daughter

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Lesson 1- Building Background Knowledge

- ▶ **Activity:** Venn-Diagram identifying cultural Perspectives
- ▶ **Together:** We will be looking at Julia and Connor's cultural perspectives and using a Venn Diagram to distinguish differences.
- ▶ **Individual:** Students will create a Venn-Diagram to distinguish their own cultural perspectives from a character's in the book.
- ▶ **Materials:**
 - ▶ PowerPoint Slides (2-3)
 - ▶ Student Venn-Diagram Sheet (4)
 - ▶ Passage and book: pg. 188-192

Lesson 1- Building Background Knowledge

Julia's Cultural Perspective

- Family:
- Education:
- Culture:
- Ethnicity:
- Religion:
- _____
- _____

Connor's Cultural Perspective

- Family:
- Education:
- Culture:
- Ethnicity:
- Religion:
- _____
- _____

Both

Name: _____

Date _____

A Venn diagram consisting of two overlapping circles. The left circle is a light sage green, and the right circle is a slightly darker shade of sage green. The intersection of the two circles is a darker green. Each of the three regions (left, intersection, right) contains five horizontal black lines for writing. The diagram is set against a background of abstract blue and teal geometric shapes.

Lesson 2- Inferencing

- ▶ **Activity:** Creating a graphic organizer for each of the 3 characters. Identifying what the author says, what the evidence is, and how that infers the point of view of that character.
- ▶ **Together:** We will fill out the first two together, for Julia and Amá.
- ▶ **Individual:** Students will complete the last one individually for Apá. Students will reflect on the points of view, write about it, share with a partner, and then share out in whole group discussion.
- ▶ **Materials:**
 - ▶ PowerPoint Slides (5-6)
 - ▶ Student Sheet (7)
 - ▶ Book and Passage: pg 227-229

Lesson 2- Inferencing

Julia

Text says:

Julia: "I am not going" (pg. 228)

Julia: "What about college? What if I miss too many classes and I have to go to summer school?" (pg. 229)

Point of View:

I think Julia's point of view is that she feels hurt and frustrated because she is worried about her future and that spending too much time out of school will risk her getting into college.

Amá

Text says:

Point of View:

Apá

Text says:

Point of View:

Name: _____ Date: _____

Julia

Text says:

Point of View:

Amá

Text says:

Point of View:

Apá

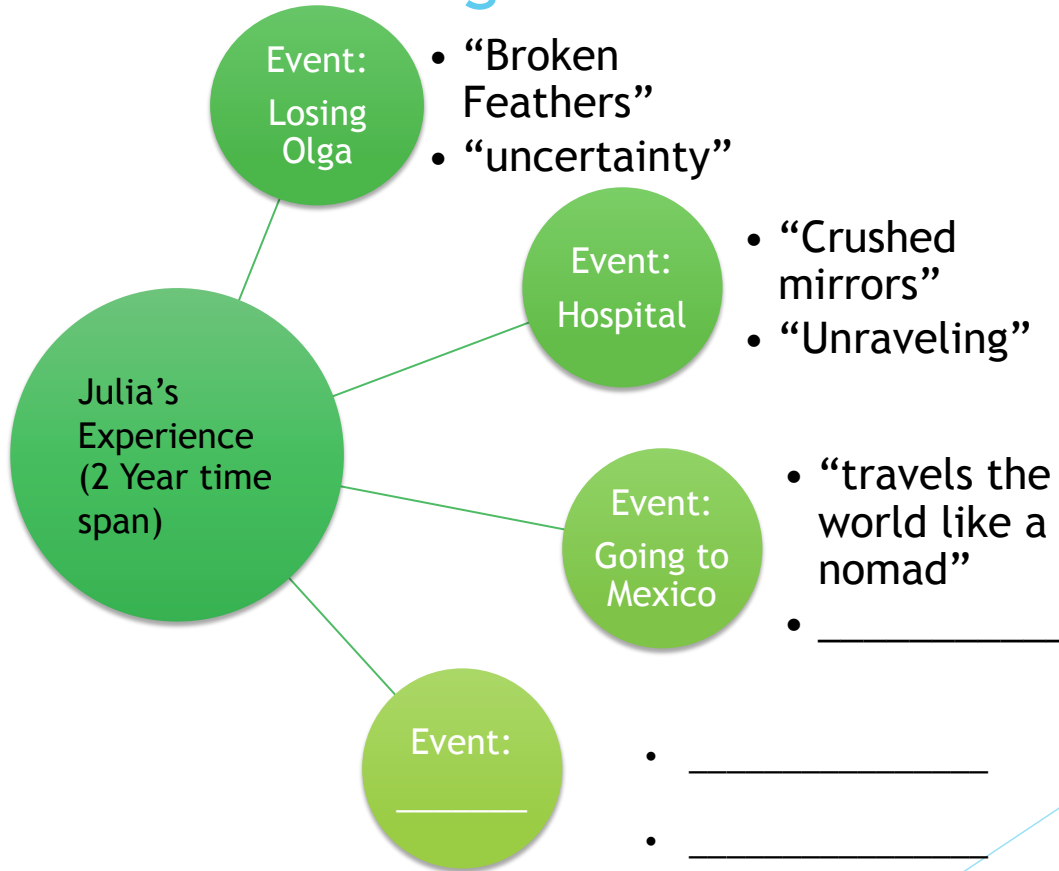
Text says:

Point of View:

Lesson 3- Connecting

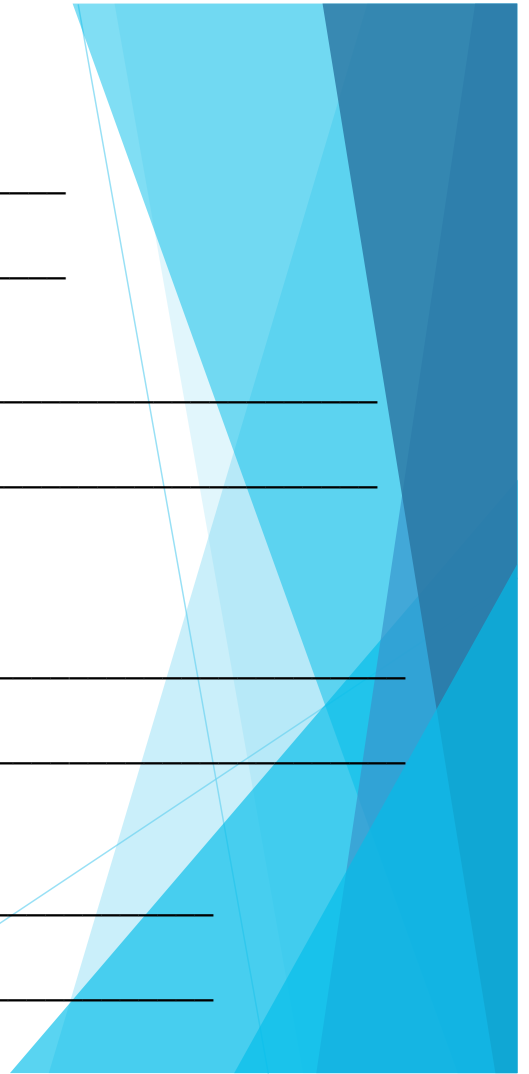
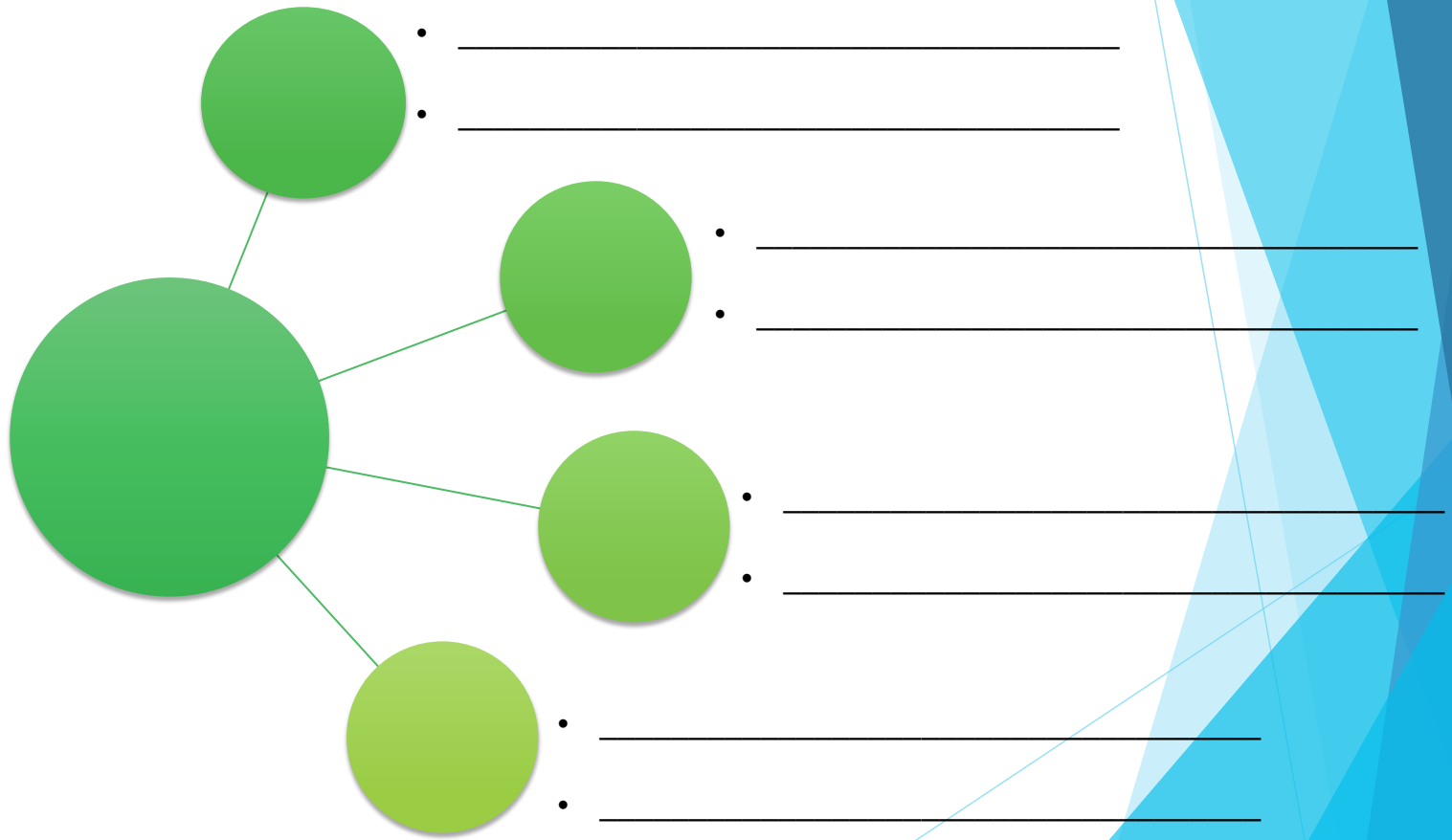
- ▶ **Activity:** Create a mind map to analyze Julia's experiences that she wrote about in a poem.
- ▶ **Together:** Create the mind map together by looking at the poem, identifying phrases that reflect an event in Julia's life, and looking at descriptor words.
- ▶ **Individual:** Create a mind map of your own experience. Recreate Julia's poem by writing your own.
- ▶ **Materials:**
 - ▶ PowerPoint Slides (8-9)
 - ▶ Student Mind Map Sheet (10)
 - ▶ Book and Passage: pg. 329-331

Lesson 3- Connecting



Name: _____

Date: _____



Lesson 4- Determining Importance

- ▶ **Activity:** Analyze the text of a passage by underlining, highlight, or starring key words or phrases. Complete the sentence stems with the key ideas and use text evidence.
- ▶ **Together:** We will analyze the passage, identifying the key words, and working to determine the author's meaning.
- ▶ **Individual:** Students will complete the flow chart with text evidence supporting these meanings. Then, students create a paragraph outlining their reasoning.
- ▶ **Materials**
 - ▶ PowerPoint Slides (11-12)
 - ▶ Student Flow-Chart (13)
 - ▶ Book and Passage: pg 338-340



Lesson 4- Determining Importance

“I know I’ve come a long way, and though *it’s hard*, I’m trying to give myself credit for that. If I think about it, just a few months ago, I was ready to die, and now here I am on a plane to New York City all by myself. I honestly don’t even know how I was able to pick myself back up, and sometimes I’m not sure how long it will last. I hope it’s forever, but how an I know for certain? Nothing is ever guaranteed. What if my brain fails me once again? I suppose the only thing I can do is keep going.” (pg. 339)

Key Ideas

- ▶ 1st sentence: Self-reflection, recognition
- ▶ 2nd sentence:
- ▶ 3rd sentence:
- ▶ 4th sentence:
- ▶ 5th sentence:
- ▶ 6th sentence:
- ▶ 7th sentence:

Name: _____

Date: _____

I think the author means

_____ b

ecause _____



I think the author means

because _____



I think the author means

because _____

Evidence:

Evidence:

Evidence:
