

SPECIAL ED

IMMIGRATION



INCLUDES GOOGLE SLIDES

This unit was created with this guy in mind. He has autism and an intellectual disability. He is a non-reader, has a very short attention span, and has a few foundational math skills. With some support, he is able to do this unit and enjoys the challenge. He is my tester!!



Immigration

Unit

By

Christa Joy

Special Needs for Special Kids



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In separate files you will find:

- *Lesson plan*
- *PowerPoints shows*
- *Directions and links to digital versions of the activities*

This unit contains almost 150 pages of material and 32 google slides. I have included a detailed lesson plan to help you make the most of everything in this unit including how to add some group activities.

Immigration Lesson Plan

Preparation

- Print out a vocabulary board for each student to use throughout unit
 - Laminate or place in page protector
- Book
 - Print out, laminate, and bind
 - OR your students can listen to the pre-recorded version
- Vocabulary cards
 - Print out a set of cards onto cardstock and laminate
 - Make one set for each student and also one for the teacher to use in I Spy games

Preassessment (do day 1 before starting lesson)

- Choose the form of the assessment that best fits the learning level of your students
- Give the assessment to assess what your students may already know
- I cannot emphasize enough how important this step is. If you want to see growth, this preassessment is so important!!

Teaching Tips

1. *Color Coding:* this is a really easy way to add more structure to a matching activity. Outline or color in an empty box or sorting label. Outline or color in the corresponding picture symbols the same colors. Becomes a color matching task.
 - a. For more info, read more here:
<https://specialneedsforspecialkids.org/2015/09/05/using-color-coding-for-differentiation/>
 - b. I also have a blog post on differentiating one activity 3 ways:
<https://specialneedsforspecialkids.org/2018/10/22/differentiating-1-activity-3-ways-easily-and-effectively/>
2. *Make you own copies of the activities:* Every day I review the activity we did yesterday. For that reason:
 - a. I often complete the activity myself and often laminated it for easy review that I could use year after year.
 - b. My copies were also helpful as either a model for students who needed more support or as a way for more advanced students to self-check their work.

The lesson plans contain:

Overall tips for teaching
students with significant
needs

Quick Look

Day	Activity	Day	Activity
1	<ul style="list-style-type: none">• Book• Vocab cards introduction• Circle map	7	<ul style="list-style-type: none">• Book• Vocab cards cut and paste• Vocabulary puzzle
2	<ul style="list-style-type: none">• Book• Vocab cards activity• Countries on map	8	<ul style="list-style-type: none">• Book• Vocab cards cut and paste• Vocabulary puzzle
3	<ul style="list-style-type: none">• Book• Vocab cards activity• Sorting activity	9	<ul style="list-style-type: none">• Book• Vocab cards activity• Close worksheet
4	<ul style="list-style-type: none">• Book• Vocab cards activity• Sorting activity	10	<ul style="list-style-type: none">• Book• Vocab cards activity• Close worksheet
5	<ul style="list-style-type: none">• Book• Vocab cards activity• Sorting activity	11	<ul style="list-style-type: none">• Book• Vocab cards activity• Close worksheet
6	<ul style="list-style-type: none">• Book• Writing prompt	12	Assessment

The lesson plans contain:

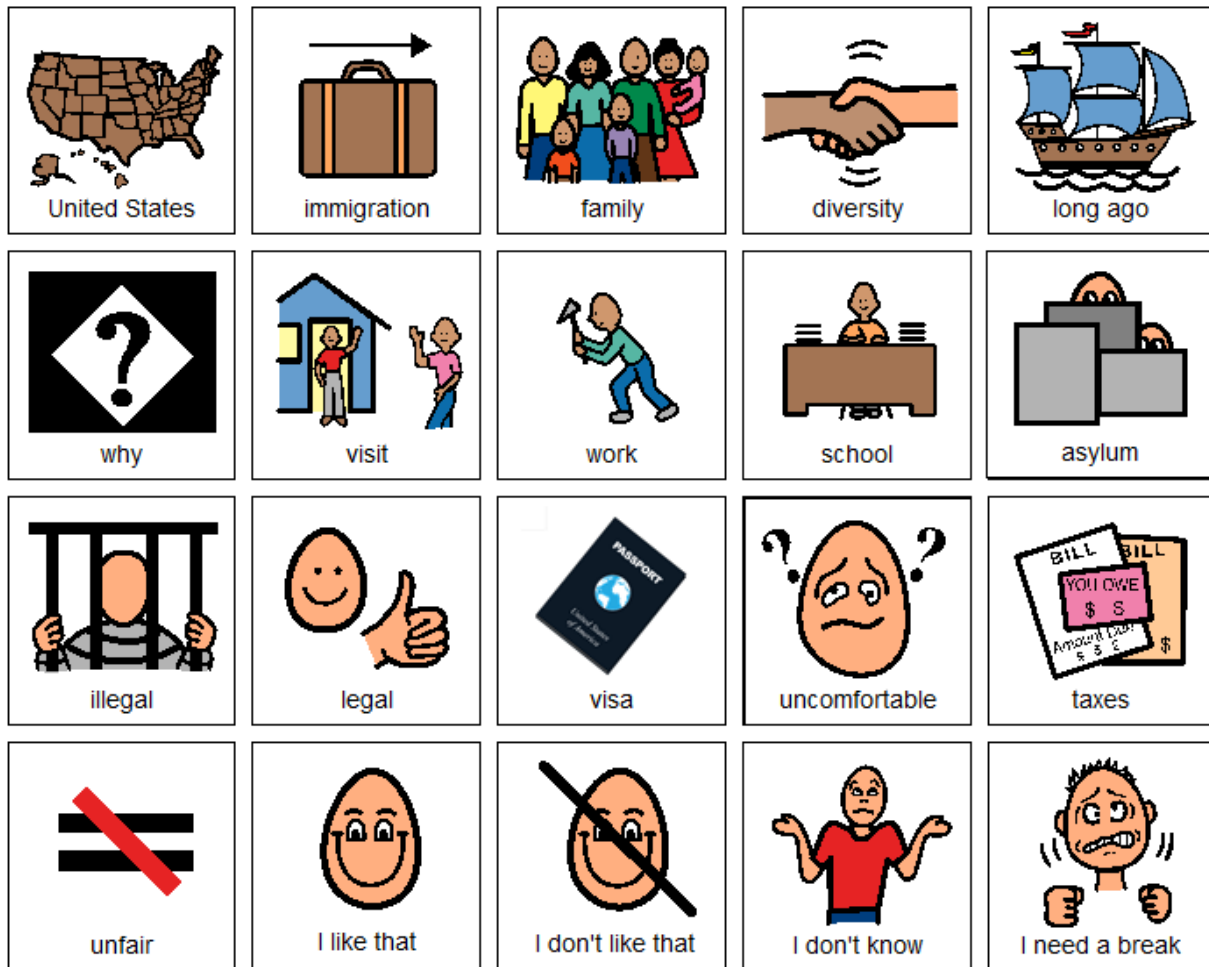
A quick look at what you will do each day

Day 3

Activity	Notes	Materials
Read or listen to a recording of the book (15 minutes)	<ul style="list-style-type: none">• Read through the story, asking lots of questions• Continue to make connections between book and vocabulary board	<ul style="list-style-type: none">• Book• Vocabulary board
Vocabulary cards Scavenger Hunt (10 minutes)	<ul style="list-style-type: none">• Place one set of the vocabulary cards around the room before lesson<ul style="list-style-type: none">◦ Students walk around and find them, bring them back and matching them to their own set of cards	<ul style="list-style-type: none">• Vocabulary cards (extra sets)•
Map review (5 minutes)	<ul style="list-style-type: none">• Review the colored maps completed yesterday	<ul style="list-style-type: none">• Maps completed yesterday
Sorting activity (10 minutes)	<ul style="list-style-type: none">• Complete the sorting activity looking at immigrant vs non-immigrant visas• Use color-coding for more support if needed• Make connections to the book as necessary	<ul style="list-style-type: none">• Sorting activity• Scissors• Glue
Sharing (10 minutes)	<ul style="list-style-type: none">• Each student shares their finished activity with the group using the communication method of their choice	<ul style="list-style-type: none">• Completed worksheets• Communication devices

The lesson plans contain:

Detailed instructions on how that day's lesson should run



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This unit comes with a vocabulary board.

Vocabulary boards are great for ALL students to assist with participation and engagement in group discussions.

Tips on how to use in the unit!!

There are over 40 million immigrants living in the United States. That is more than 1 in every 10 people!!



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Third, you can stay in America on a permanent basis if you feel you are in danger if you go back to your home. This is called **asylum**.



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There is a book with this unit using simple text and photos. It is 52 pages and is an overview of how someone can become a citizen of the United States.

- pdf version
- voice-recorded PPT
- mp4 movie format

diversity

A mixtures of races and cultures living together in one place.



immigrant

Someone born in a different country and now lives here permanently.



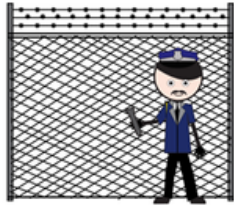
Ellis Island

Place in New York where immigrant used to be processed in the early 1900s.



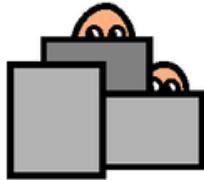
border

Area where immigrants can cross from one country into the US.



asylum

When an immigrant asks to stay in the US because they are in danger in their home country.



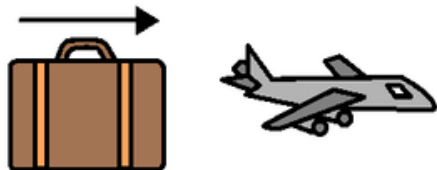
visa

Official papers that state the reason an immigrant is in the country.



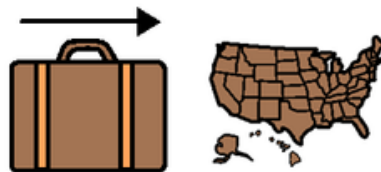
Non-immigrant visa

Visa that allows a person to stay for a certain amount of time to visit, work or go to school. They will return to their home country.



Immigrant visa

Visa that allows a person to stay permanently in the US and become a citizen.



There are 8 vocabulary cards that come in color and black and white.

Included are suggestions for group activities to do with these each day.

diversity

A mixtures of races and cultures living together in one place.



immigrant

Someone born in a different country and now lives here permanently.



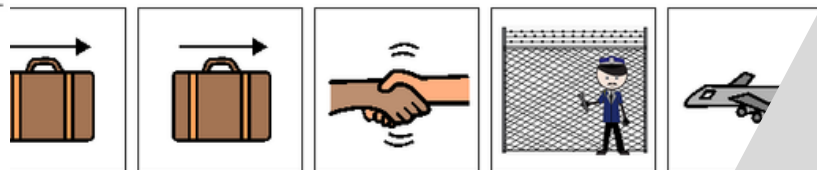
Ellis Island

Place in New York where immigrant used to be processed in the early 1900s.

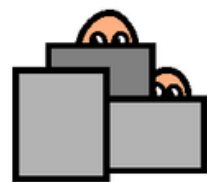


border

Area where immigrants can cross from one country into the US.



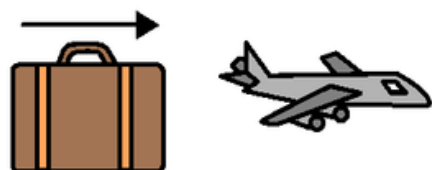
asylum



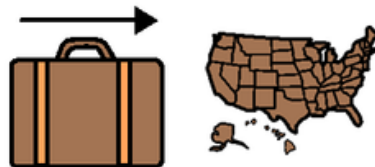
visa



Non-immigrant visa

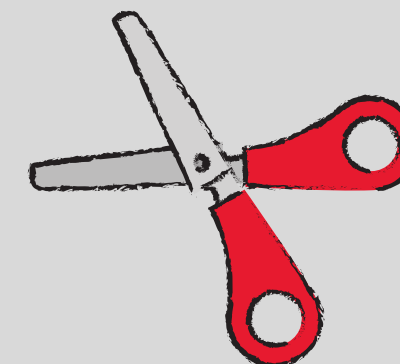


Immigrant visa



Place in New York where immigrant used to be processed in the early 1900s.	Visa that allows a person to stay permanently in the US and become a citizen.
Someone born in a different country and now lives here permanently.	A mixtures of races and cultures living together in one place.
Visa that allows a person to stay for a certain amount of time to visit, work or go to school. They will return to their home country.	Area where immigrants can cross from one country into the US.

There is a cut and paste activity where students will match either the picture to the definition (easier) or the definition to the picture (harder).



Errorless version

Cut apart pictures and place in circle map.



Cut apart pictures and place in circle map **ONLY IF** they relate to immigration.



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There is 1 circle map in this unit. It covers general facts about immigration covered in the book.

Circle maps are a great way for students to see the concept at a glance.

Each circle map has 2 versions:

- One is errorless
- One has wrong answers mixed in students will have to set aside

Color in:

- India yellow
- Cuba green
- Mexico blue
- China red



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Color in:

- India yellow
- Cuba green
- Mexico blue
- China red

















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There is a map for students to color in some of the countries talked about in the book. There is a differentiated version included with the countries outlined for students who need more support.



 Non-immigrant visa	 Immigrant visa
--	--

 sight seeing	 become a citizen	 temporary job	 family lives here	 visit for a while
 vacation	 need asylum	 bring diversity	 go to school	 valuable skill
 read & write English	 takes a long time	 take a test	 temporary	








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 US citizen	 immigrant
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 Britain	 Tasmania	 Florida	 Western Australia	 New Mexico
 Alaska	 Minnesota	 Brazil	 Germany	 Illinois
 Kansas	 Japan	 Hawaii	 Canada	 California

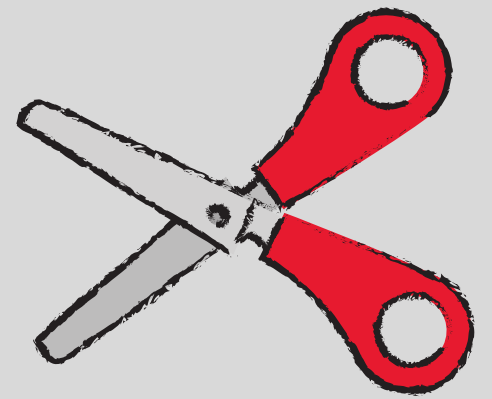
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 legal	 illegal
---	---

 arrested	 go to school	 work	 visa	 cross at border
 pay taxes	 sneak in	 breaking the law	 okay	 unfair
 exception	 citizens	 pass a test	 cheating	 makes people uncomfortable

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There are 3 sorting activities looking at different visas, illegal vs legal citizens, and countries. Suggestions for differentiation are included.



Hello, my name is, and I am an immigrant.

I come from



I am hoping to stay in this new country

I came to this country to

I really like it when the people here

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Student writes in their own name or can make up a new name.



Britain



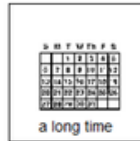
Tasmania



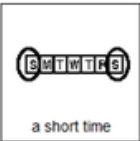
Germany



Canada



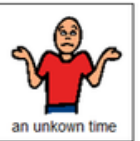
a long time



a short time



forever



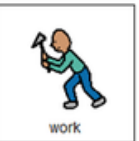
an unknown time



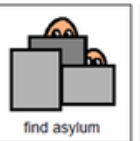
see family



go to school



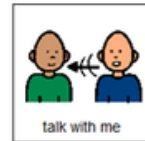
work



find asylum



make a home



talk with me



help me



celebrate



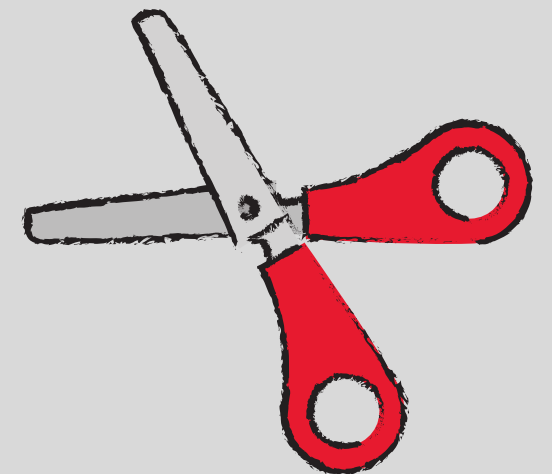
visit me
























have fun

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There is a writing prompt where students will write about the changes they plan to make. This is an errorless activity.


















Immigration








	 border	 visa			
	 diversity		 immigrant		 visa
 asylum	 Ellis Island		 visa		
 visa	 immigrant	 diversity	 asylum	 Ellis Island	 border
	 asylum		 border	 visa	
 border		 immigrant	 diversity	 asylum	

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Place the following images in the empty squares on the previous page, completing the sudoku puzzle.

 diversity	 diversity	 diversity	 immigrant	 immigrant
 immigrant	 asylum	 asylum	 Ellis Island	 Ellis Island
 Ellis Island	 Ellis Island	 border	 border	 visa

Immigration

		 diversity	
	 diversity	 asylum	
 asylum			
 diversity	 visa	 immigrant	

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There is a Sudoku puzzle in this unit as well. This is a great way to work with the new vocabulary!!

There are 2 versions (6x6 and 4x4) plus answer keys.



Immigration

K O H I H I M M I G R A N T N
Y S L N E E T E Y V D P S V E
F K D D I L S G V G S C A C A
K L M I O L H R W Z S I C M H
X D X A H I V N H V J T U S N
B R F Q M S Y H K I C I B D H
E J U I M I X G R S J Z A O Y
A T M J T S C K B A Z E W P C
S O E C Z L H N O P A N K K T
Y U X X X A I T R I J V S E K
L T I I A N N T D Z H U Y R B
U M C K H D A H E J K T Y M C
M N O O D I V E R S I T Y M C
C N M P Z L W I H M W K B X L
I G W X M G Y C C W C K A L K

Ellis Island	diversity	citizen	immigrant
asylum	Mexico	India	China
border	visa	Cuba	

Immigration

K O H I H I M M I G R A N T N
Y S L N E E T E Y V D P S V E
F K D D I L S G V G S C A C A
K L M I O L H R W Z S I C M H
X D X A H I V N H V J T U S N
B R F Q M S Y H K I C I B D H
E J U I M I X G R S J Z A O Y
A T M J T S C K B A Z E W P C
S O E C Z L H N O P A N K K T
Y U X X X A I T R I J V S E K
L T I I A N N T D Z H U Y R B
U M C K H D A H E J K T Y M C
M N O O D I V E R S I T Y M C
C N M P Z L W I H M W K B X L
I G W X M G Y C C W C K A L K

Ellis Island	diversity	citizen	immigrant
asylum	Mexico	India	China
border	visa	Cuba	

There is also a word search to work with vocabulary. If your students cannot do a word search, have them highlight the circle words on the answer key.

Immigration facts

1. Immigrants come from another .
2. Most immigrants come to the United States .
3. Immigrants give the US more .
4. Long ago, immigrants came to America through .
5. An immigrant may be able to stay in the US if they have who live here.



How to become a citizen

1. You might have living here.
2. You must have job and live here for at least .
3. You must be at least years old.
4. You cannot get or get in trouble.
5. You need to be able to read, write and speak .
6. You need to pass a .



Close worksheets are a great informal assessment. There are 3 worksheets, a general overview different types of visas, and how to become a citizen of the United States.

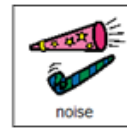
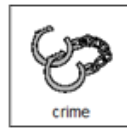
Answer key included.



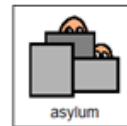
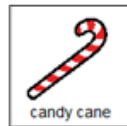
1. Immigrants come from another:



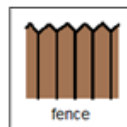
2. Immigrants make the US more:



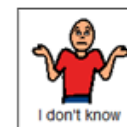
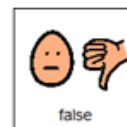
3. If someone feels in danger in their home country, they can ask for:



4. In the early 1900's immigrants entered American through:



5. True of False. Most immigrants come here legally.

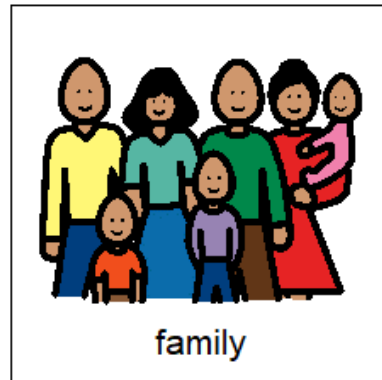


FINALLY the assessment!!
There are 3 versions. This
version has 10 questions with 3
picture choices for each
question.

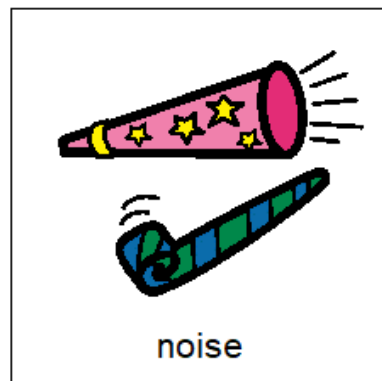
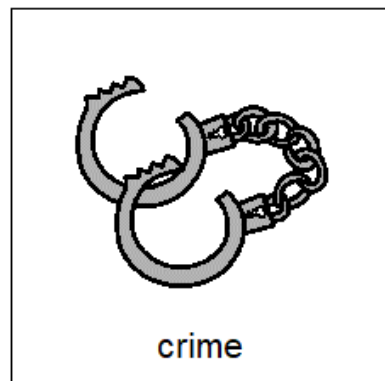
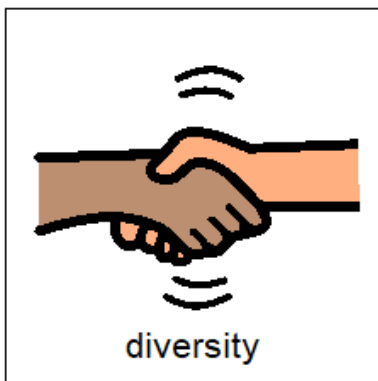
Answer key included.

Print onto cardstock or mount on index cards. Cut pictures apart and show student answer choices for each question.

Q 1



Q 2



With this version, you cut out the answer choices and glue them on index cards. Ask the student the question, and they point to the correct answer.

1. Immigrants come from another:
 - A. Planet
 - B. Country
 - C. Family
2. Immigrants make the US more:
 - A. Diverse
 - B. Crime
 - C. Noisy
3. If someone feels in danger in their home country, they can ask for:
 - A. Doctor
 - B. Candy cane
 - C. asylum
4. In the early 1900's immigrants entered American through:
 - A. Ellis Island
 - B. Fence
 - C. Window
5. True or False. Most immigrants come here legally.
 - A. True
 - B. False
 - C. I don't know
6. What surrounds the United States and keeps people from entering out county illegally?
 - A. Border
 - B. Zoo
 - C. River

This is your traditional multiple choice version. It can also be used as a recording sheet if your students are using the version with index cards.

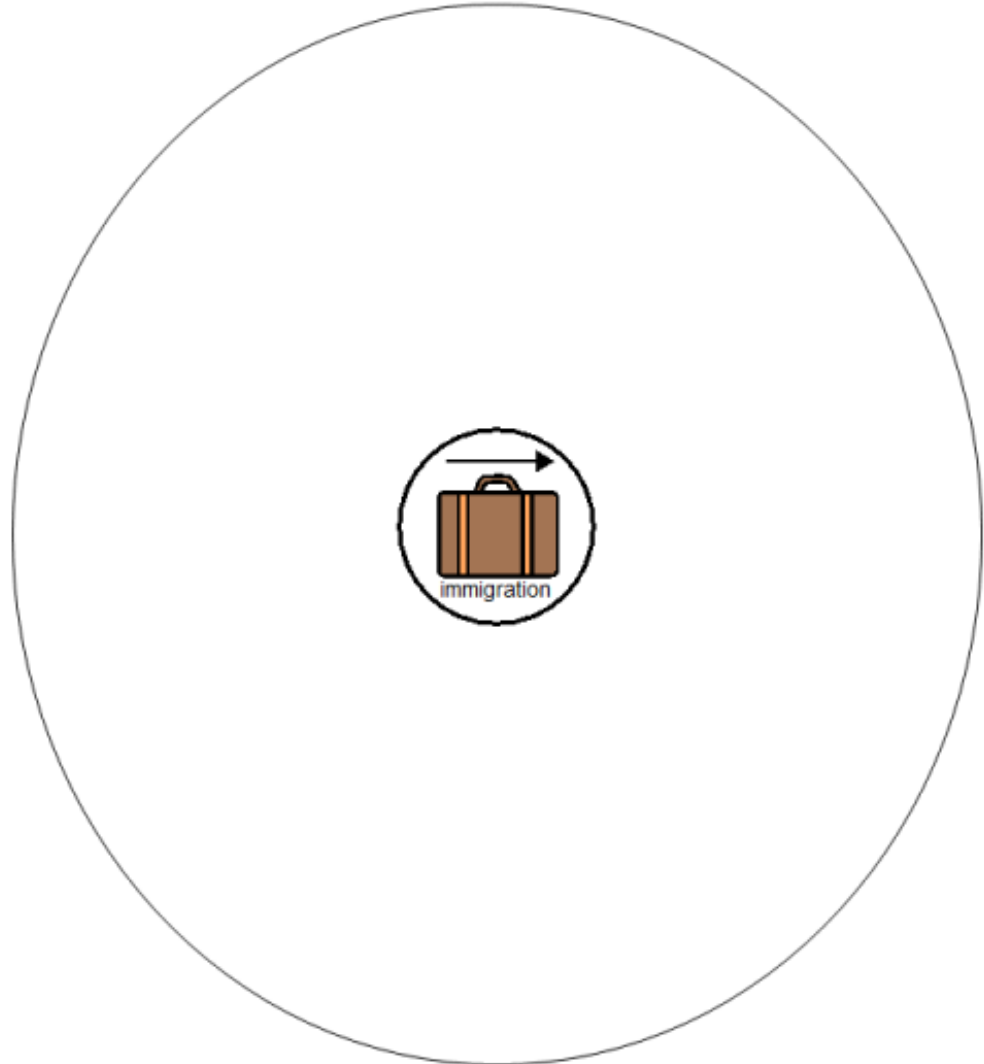
Watch the
movie about
Immigration

Finally, the person must show he/she is basically a good person. In other words, the person cannot have committed a crime or gotten into any trouble.



Christa Joy, Special Needs for Special Kids

This unit also has digital activities. There is a movie version of the books students can listen to read aloud.



Place the pictures in the circle map about immigration.

 Ellis Island	 asylum	 other countries	 visa
 cross at border	 1 in 10 people	 can take a long time	 diversity
 legal	 illegal	 family	 go to school
 get a job	 good person	 visiting	

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The digital activities have students click and drag their answers. There are 2 sets of 20 slides.



Sort the pictures depending on which religion you think it best describes. If you are not sure leave it

 Britain	 Tasmania	 Florida	 Western Australia
 New Mexico	 Alaska	 Minnesota	 Brazil
 Germany	 Illinois	 Kansas	 Japan
 Hawaii	 Canada	 California	

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The second set of slides is differentiated using color.



I realize there will be some students out there unable to do cutting activities. I have a blog post with ways to complete activities without a pair of scissors!!

All of the activities (except the book) come in color and black and white.

[Click Here to read more!!](#)