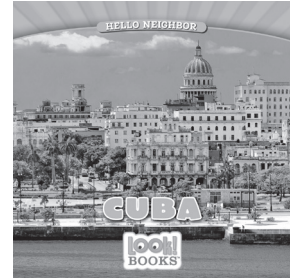


# Teaching with Hello Neighbor

# CUBA

**ELL Tips** Use informational books for ELL students to practice their summarization skills. Have them choose one of the sections, such as “The People” or “Celebrations” and have them retell the content in a short sentence.

**Standards** CCCS: ELA-Literacy RI.K.1, RI.K.2, RI.K.3, RI.K.4, RI.K.5, RI.K.7, RI.1.1, RI.1.2, RI.1.3, RI.1.4, RI.1.5, RI.1.7, RI.1.10



Lexile: 630

GRL: TBD

## Take a Look! (Building Background)

- Write the word *neighborhood* on the board. Ask the students how big their neighborhood is. Does it include a few blocks? Does it include their town, district, or city? Write the word *community* on the board. Discuss how *community* is a synonym for *neighborhood*. Look on a map of your immediate area. What is the nearest community?
- Broaden the area of reference for your community. What states are nearby? Ask students if they have been to the Caribbean. What islands have they heard of from the Caribbean. List them on the board.
- Show students the cover of the book. Take a poll to see how many students were born in Cuba, visited there, lived there, or have relatives from there. If they aren't sure, have them ask their family members and report back on the next school day and record the results.

## Look Ahead! (Prereading)

- Using a world map, show how close Cuba is to Florida. Ask the students if they have ever had an argument with a neighbor. Discuss briefly how the United States and Cuba have had differences in the past. Now, however, visitors are invited to Cuba to learn about the culture and country.
- If the students have visited any of the Caribbean islands or read about the other islands in the Hello Neighbor island, review the tropical climate. If not, speculate on the climate in the Caribbean. Point out the name of the Gulf of Mexico to the north of Cuba and the Caribbean Sea to the south.
- Tell the students that you are going to write some words on the board and that they should think of an opposite word. After reading the book, you'll return to the list and decide which of the words fit with Cuba. Write the following words. Suggested opposites are in parentheses. Save the list for later review.

large island (small island); cold temperature (hot or warm temperature); large animals (small animals); large birds (small birds); old cars (new cars); beaches (answers may vary) baseball (answers may vary).

- Read the title page.
- Review the table of contents. Remind students of the purpose of each of the sections before reading.

## Look for Big Ideas! (During Reading)

Write the following assignment on the board to be completed during reading.

- While reading about Cuba, go on a scavenger hunt. Write from 1 to 10 on a piece of paper. Answer the following questions about Cuba as you read.
  1. How is the flag like the U.S. flag?
  2. What is the capital of Cuba?
  3. When were the cars made?
  4. What sport is popular in Cuba?
  5. What is Cuban money called?
  6. What is the national bird in Cuba?
  7. When did it snow in Cuba?
  8. What is the most important crop in Cuba?
  9. What is Cuban music called?
  10. When is Children's Day?

(Answers are: 1. Both have the same colors; 2. Havana; 3. 1950s; 4. Baseball; 5. Pesos; 6. Trogon; 7. 1857; 8. Sugar; 9. Son or salsa; 10. June 1.)

## Look Back! (After Reading)

- After reading, have the students find two ways they are just like their neighbors to the north. They should write two ways they are different also. They can use the following sentence frames.

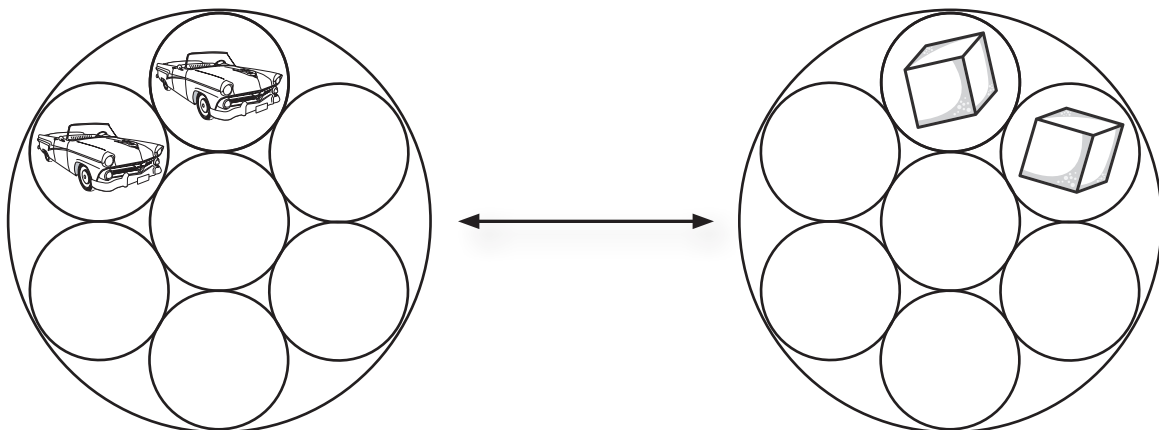
Our countries are the same because \_\_\_\_\_.

Our countries are different because \_\_\_\_\_.

- Revisit the saved pro and con list about cold weather and add to it based on the reading. Discuss how the students' views have changed after reading the book.
- Discuss what else the students would like to know about Canada. Consider consulting additional resources to find out more about our neighbor to the north.

## Look Around! (Rereading)

- Draw a large circle on the board. Explain that this stands for Cuba, an island. Discuss how Cuba kept to itself for many years.
- Refer to the picture of a car on page 8. Discuss how cars were brought into Cuba in the 1950s but newer cars weren't allowed for many years. People repaired them with what could be found on the island. People took great pride in keeping the cars beautiful and running well. Make a small circle in the large circle and write the word cars in the small circle.
- Discuss other things that would have to be found or made on the island, such as the sugar. Draw another circle. Write sugar in it.
- Have the students page through the book and keep adding circles with key words. Discuss how challenging it would be to an isolated country. Contrast it with how our goods come from many countries around the world, such as China, Japan, Europe, and so forth.
- Remind students that Cuba is changing and becoming a more open neighbor. If time allows, draw another circle. Add more circles with words and arrows that show how things could be exchanged to benefit everyone. Discuss the advantages of free trade between countries.



- Review the opposites list from Look Ahead! and adjust it according to the reading.

## Word Work

Write the word *island* on the board. Ask students what letter is silent (s). Note that there are two similar words a silent s: *isle* and *aisle*. Discuss their meanings and how important it is to use context when identifying the meaning and pronunciation of words.

## Vocabulary Building

- Write the word baseball on the board. Discuss how baseball is a compound word, made up of base and ball. Brainstorm other compound words related to sports, such as basketball, football, goalkeeper, hardball, outfielder, skateboard, shortstop, softball, volleyball.
- Challenge the students to bring in other compound words and create a word wall.

Name \_\_\_\_\_

## Thinking About Cuba

Think about all you've learned about Cuba.

1. What is the most important fact about Cuba? Write a sentence about it and put it in the top box.
2. Choose two more facts. Write about them in the middle boxes. They should be the next important facts.
3. Choose more facts for the bottom boxes. When you are done you should have a total of seven facts about Cuba.

The diagram consists of a large rectangular box at the top. From the bottom-left corner of this box, an arrow points down and to the right to the top-left corner of a smaller rectangular box. From the bottom-right corner of the large box, an arrow points down and to the left to the top-right corner of another smaller rectangular box. From the bottom-left corner of this second box, an arrow points down and to the right to the top-left corner of a third, even smaller rectangular box. From the bottom-right corner of the second box, an arrow points down and to the left to the top-right corner of a fourth, even smaller rectangular box. This structure results in a total of seven boxes: one large box at the top, two medium boxes in the middle, and four small boxes at the bottom.