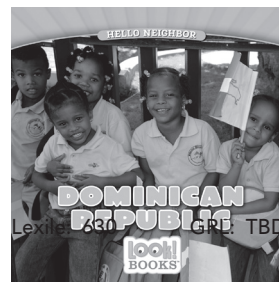


Teaching with Hello Neighbor

DOMINICAN REPUBLIC

ELL Tips Encourage students to use “fix-up” strategies when they struggle. Make a list of these strategies on the board: Read again. Think again. Whisper read. Read ahead and then read again. Ask a friend.

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: 600 GRL: TBD

Take a Look! (Building Background)

- Ask students what they see when they walk or ride around their neighborhood. Is it rural? Urban? What do they see in the neighborhood of their school?
- Remind students that Christopher Columbus was often credited with having discovered America. Ask students if they know where he started his journey. Find Spain on a map.
- Tell students that they are going to learn about his early stops on his journey to the Americas. Have them guess where they were. Accept reasonable guesses, noting that the history books vary as to where in the Caribbean he landed first.
- Show students the cover of the book. Take a poll to see how many students were born in the Dominican Republic, 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 the map, discuss how the Dominican Republic is an island in the Caribbean Sea. If you have studied Canada or Mexico, contrast having a neighbor with a border to having a neighbor separated by the sea. Note how Haiti shares the island.
- If students have visited the Dominican Republic or the Caribbean, contrast the climate with your climate.
- Write the words “Pack Your Bag” on the board. Brainstorm clothes or other essentials that you would take for a visit to the Dominican Republic. Save the list for review after reading the book.
- Read the title page.
- Review the table of contents. Remind students of the purpose of each of the sections before reading.

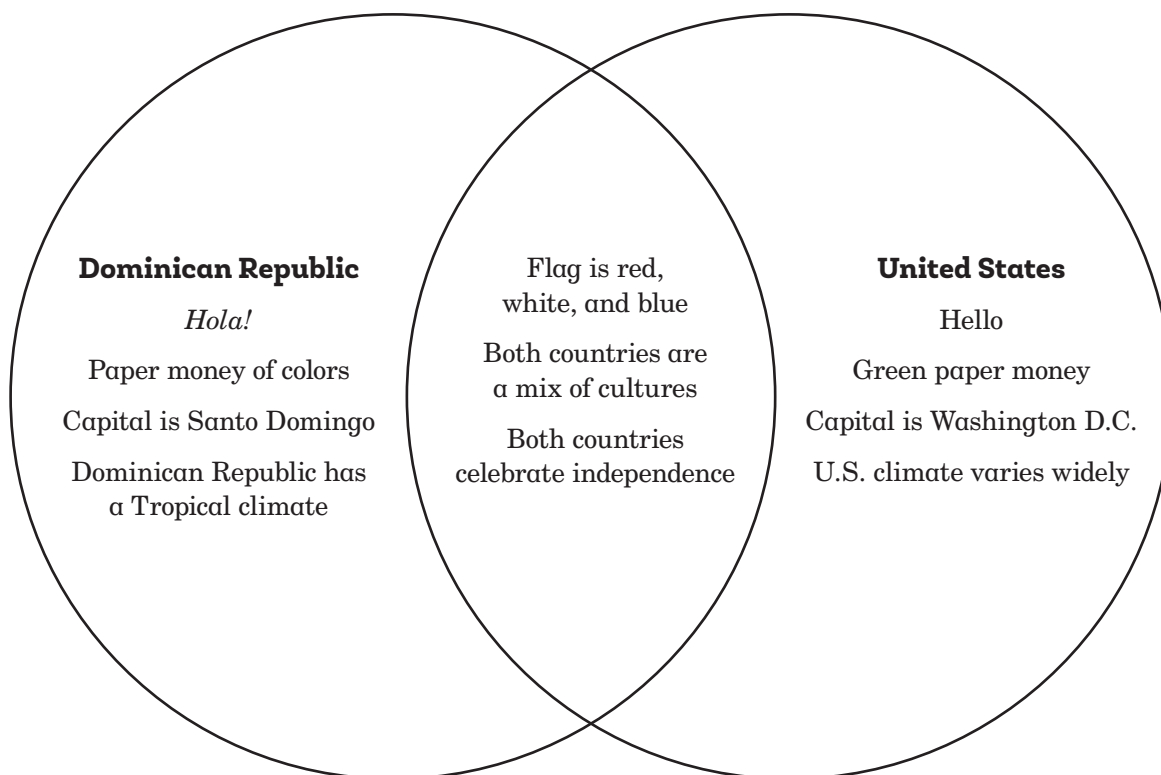
Look for Big Ideas! (During Reading)

Write the following assignment on the board to guide the reading.

- What selfies would you take in the Dominican Republic? Write about three pictures you'd take while you read. Use the words and pictures in the book for your ideas. You can use this sentence frame for each sentence. Or write three sentences of your own.
 1. I would take a selfie of _____ and me because _____.
 2. I would take a selfie of _____ and me because _____.
 3. I would take a selfie of _____ and me because _____.

Look Back! (After Reading)

- Make a Venn diagram on the board. Write Dominican Republic in one side and United States in the other side. Explain that the overlapping section you'll record things that are similar with our neighbor, the Dominican Republic. Beginning with page 4, have students help record the following items in the Venn diagram. Other items can be recorded as desired.



- Revisit the saved “Pack Your Bag” list and add to it based on the reading. Discuss how what you'd pack has changed after reading the book.

Look Around! (Rereading)

- Have students look at the map on page 5. Have students identify the nearest state (Florida) and the nearest islands (Jamaica and Cuba). If you have read about Cuba and Haiti, discuss how they are alike and different. If not, ask students to volunteer any knowledge they might have of these neighbors.
- Using the scale on the map, measure the approximate number of miles between Florida and the Dominican Republic. Then measure the distances between their other neighbors.
- Have students review the book. If they were to take a vacation in the Dominican Republic, what would they choose to do first? Go to a baseball game? The beaches? Snorkeling? To Carnival? To visit friends or relatives? Discuss the advantages of going to a neighboring island for a vacation in terms of proximity, interesting things to do, the culture, and the people.

Word Work

Write the word *nation* on the board. Ask for students to identify its meaning: a group of people sharing a government and area. Brainstorm variations on the word *nation*: *national, nationally, nationality, nationalities, international, multinational, internationally, nationalization*. Discuss their meanings as time allows. Point out to the students that once you know a word such as *nation*, you can figure out really big words by their parts: *al, ally, ality*, and so forth.

Vocabulary Building

The Dominican Republic celebrates two independence days—from Spain and from Haiti. Discuss the meaning of the opposite of independence—being *dependent* or needing to rely on others. Have the students identify the opposites of these words taken from the book: *first, best, old, hot, many, different, leader*. Accept reasonable answers.

Name _____

Report Back

Be a modern-day reporter.

Review the book.

Check off the things that you can find on a visit to the Dominican Republic.

Place an X in the right box.

	Yes	No	Not Sure
friendly people			
Christopher Columbus			
money called pesos			
baseball			
very old buildings			
Washington, D.C.			
mountains			
taxicabs			
beaches			
coral reefs			
alligators			
colorful costumes			