

Teaching with Hello Neighbor

GUATEMALA

ELL Tips Informational books have useful features for ELL students. Take time to introduce the function of titles, headings, captions, side bars, maps, and pictures. Consider picture reading as a step before reading the text of the book.

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: 550

GRL: TBD

Take a Look! (Building Background)

- Write the words *North America* on the board. Ask students what that includes. Using a world map, show that it includes Canada, the United States, and Mexico.
- Point out South America. Ask students if they know what the area between the two continents is called if it isn't identified on the map: Central America. Identify the countries in Central America: Belize, Guatemala, Honduras, El Salvador, Nicaragua, Costa Rica, and Panama. Ask if anyone has visited any of the countries. Tell the students that they are going to learn about a neighboring country from Central America: Guatemala.
- Show students the cover of the book. Take a poll to see how many students were born in Guatemala, 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)

- Refer again to the map of Guatemala. Identify the countries that share borders with Guatemala. Discuss the challenges the people in Guatemala might have with being a good neighbor to so many different countries. It might be a lot like living in an apartment building!
- Identify the bodies of water also—the North Pacific on the west and the Caribbean on the east. Brainstorm on the board what the land the climate might be like in Guatemala based on what the students know about the Caribbean and Central America. Save the predictions until after the reading for comparison.
- Read the title page.
- Review the table of contents. Remind students of the purpose of each of the sections before reading.

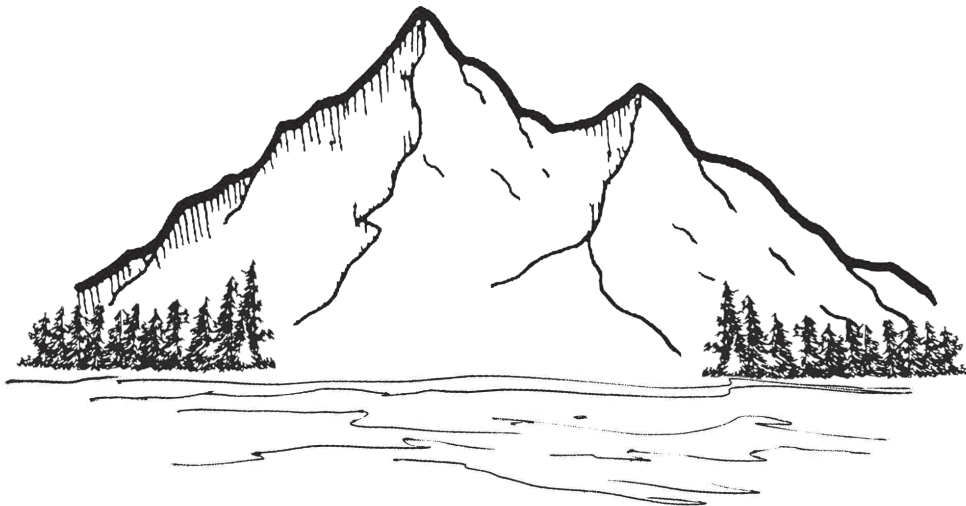
Look for Big Ideas! (During Reading)

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

- Guatemala is a country of big things. While you read find five big things. Write a sentence for each one. This guide will help you.
 1. Find a big difference on page 4.
 2. How is the land different? Find out on page 12.
 3. Guatemala has big animals. What are some of them? Look on page 14.
 4. What animals live on the shores? Look on page 16.
 5. Why is September 15 a big day? Look on page 20.

Look Back! (After Reading)

- This could be an independent project or a classroom discussion. Draw an image of a mountain peak, such as the sketch below. Have students identify facts, animals, or features from the reading that apply to the mountains or the shore. They should sort them and label the image accordingly. The following words or features could be listed on the board for labeling or students could be directed to find their own words in the book: volcanoes, mountains, highlands, lowlands, mountain lion, sea turtle, fish, rays, iguanas, reptiles, Guatemala City.



- Review the prediction of the climate in the Look Ahead! section. Discuss how the mountainous region affects the climate of Guatemala compared to other islands in the Caribbean. Compare the climate to your community

Look Around! (Rereading)

- Write the words *volcano* and *earthquake* on the board. Discuss how Guatemala had to rebuild after the earthquakes in 1917 and 1918.
- Discuss what happens to neighbors when tragedy strikes, and a neighborhood is destroyed.
- Have students review the book and brainstorm ways that a good neighbor can help when a tragedy strikes. Consider each category: helping the land, the animals, the people, and for celebrations. Write on the board the ways people can be a good neighbor.
- Discuss any natural or other disasters that have happened recently. Is there anything happening in the world that the class can be helpful with currently? Discuss how to be a good neighbor, no matter how far away one lives. Consider launching a project to be helpful.

Word Work

Write the word *capital* on the board. Have students look at the definition on page 22. Sometimes the word capital has another meaning, such as a capital letter or money or something important, such as a capital idea. Write the word Capitol on the board. Explain to students that sometimes they will see this word and that it is often capitalized and related to a building, such as the U.S. Capitol (the building) in Washington, D.C. Here's a trick to know the difference. Capitol has *only one* meaning—the building—so it will always be spelled with only one o.

Vocabulary Building

- The nickname of Guatemala is *Land of Eternal Spring*. Ask the students if they can guess why the country got this name.
- Do you know your state or city's nickname? Here are some cities with their nicknames in parentheses. See how many the students know. Dallas (Big D); Denver (Mile High City); Detroit (Motor City); Los Angeles (City of Angels); New Orleans (Big Easy); New York City (Big Apple); Philadelphia (City of Brotherly Love); San Francisco (Golden Gate City); St. Louis (Gateway to the West).

Name _____

Take a Trek!

A trek is a walk or hike. Sometime people set up treks for others. They hide things for others to find.

What would you choose to hide for a trek in Guatemala?

Reread the book.

List or draw 10 things to hide for a trek.

Place an X in the right box.

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.