

Teaching with Hello Neighbor

HAITI

ELL Tips When using a series of informational books, some words will be used repeatedly. For example, in this series, words such as map, people, flag, money, neighbor, celebrations, and capital appear in each book. Help your ELL students access these words by preteaching them.

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.1.100



Lexile: 610

GRL: TBD

Take a Look! (Building Background)

- Using a world map or globe, ask students to identify neighbor(s) of your state. Which state(s) share borders? If applicable, identify a shared border with Mexico or Canada.
- Ask what it's like to share a border with a state or country. Do you notice any differences? Are the people that different? Are the laws different? Are the cultures or celebrations different?
- Find Haiti on the map. If you've discussed the Dominican Republic, remind students how the two countries share the island.
- Show students the cover of the book. Take a poll to see how many students were born in the Haiti, 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)

- Based on the location of the island, knowledge about other Caribbean islands, and the photograph of the people on the cover, speculate on the climate of Haiti.
- Write the following on the board: Island Life. Ask students what they think that means. Students may think that means that life is easy—living on a beach, swimming all the time, being on vacation, having fun. Jot down their ideas. Save them to 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)

Before the students begin reading, ask them what dates have been important in the history of the United States. Write the following assignment on the board to guide the reading. (Note that the significant dates are Independence Day, which is mentioned as January 1 and as occurring in 1804, the earthquake in 2010, and Ancestor's Day on January 2.)

- Write the following assignment on the board for the students.

Great Dates

Find three important dates while you read. You can use this sentence frame for each sentence. Or write three sentences of your own.

1. The date of _____ is important because _____.
2. The date of _____ is important because _____.
3. The date of _____ is important because _____.

Look Back! (After Reading)

Tell the students that you need their help to build a travel guide of fast facts. You will tell them a page at random and they must tell you the most important ideas to include in the travel guide. Begin with page 4. The following structure includes recommended fast facts, although you can accept reasonable answers.

Page 4: Haiti is an island. It is 2 hours by air from Florida.

Page 10: The capital is Port-au-Prince. The National Palace was destroyed in an earthquake in 2010.

Page 6: The money is *Gourde*. Toussaint L'Ouverture helped Haiti win independence from France in 1804.

Page 18: People eat soup on Independence Day because they couldn't eat it before they were free.

Page 14: *Hayti* is Taino for land of the mountains. The highest mountain is nearly two miles high. The climate is hot year-round. People wear loose, colorful clothing.

Page 12: The Taino Museum honors the first settlers, who use a talking stick for taking turns when speaking. Taino families lived in huts.

Page 8: The motto is "Unity Makes Strength." The flag is blue and red.

Page 20: On Ancestor's Day, people remember those who fought for independence by dancing. Carnival is celebrated in February with dancing and parades.

Page 16: People are a mix of cultures. They love bright colors and lively music.

Revisit the thoughts about Island Life. Discuss what they've learned. How are the people of Haiti alike and different from them?

Look Around! (Rereading)

- Have students review the pictures in the book and look at the colors. Discuss which colors they see in the flag, in the clothing, and in the houses on page 23. Have them compare the colors to the colors in their neighborhood..
- Share with the students that the earthquake in 2010 had a devastating effect on the island. One reason the houses are so colorful is that the country is trying to improve its appearance by painting the homes. Ask the students if they think the colors are cheerful.
- Contrast the colorful costumes of the celebrations to the school uniforms shown on page 17. Compare the practice to your school. What are the pros and cons of wearing school uniforms?

Word Work

- Background information: When two cultures come together, they share words and learn how to communicate in a rudimentary fashion. Those simple words are called a pidgin. When the combined language becomes more refined, usually a generation later. That shared language is called a Creole. Our English language shares words from many Germanic and Romance languages, making it complicated to spell.
- Write the words *motto* and *auto* on the board. Discuss how their spellings are different, yet they rhyme. Other challenging examples of words with rhyming patterns and different spellings include *through*, *true*, and *threw*; *too*, *to*, and *two*; *bread* and *bed*; *grow* and *sew*; *read* and *need*; *thought* and *caught*. Discuss how it takes lots of practice to learn the words.

Vocabulary Building

Have students reread the definition of a Creole on page 22. Write the word *portmanteau* on the board. Explain that these are words that have been blended together. They come from the French word for a traveling bag with two compartments. Write *brunch* on the board and show how it comes from *breakfast* and *lunch*. Write the following examples on the board and have the students figure out the resulting portmanteau words. Answers are in parentheses.

1. clap + crash (clash)
2. chunk + lump (chump)
3. flame + glare (flare)
4. flutter + hurry (flurry)
5. helicopter + airport (heliport)
6. motor + pedal (moped)
7. slop + slush (slosh)
8. smack + mash (smash)
9. splash + spatter (splatter)
10. spot + blotch (splotch)

Name _____

Fast Facts for Visitors to Haiti

Find facts in the book that tell about Haiti. Include complete sentences.

Where is Haiti?
What money will visitors need?
What is Haiti's motto?
What is Haiti's capital?
What is Taino Museum about?
What is the land like?
What are the people like?
What do people celebrate?