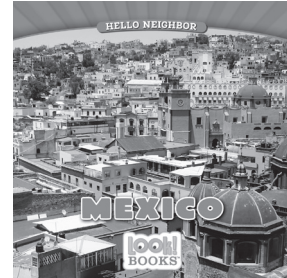


# Teaching with Hello Neighbor

# MEXICO

**ELL Tips** Some of your students may be Spanish speaking. Take advantage of their familiarity with words used in this lesson. Use the students as resources, identifying cognates and Spanish words that we use every day. For students who need additional help, pair them with another student. Give time to practice reading the pages together.

**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 following words on the board: *enchiladas, flautas, nachos, tacos, tortillas, tostados, quesadillas*. Read the words aloud. Ask the students what kind of food and country they think of when they hear and see these words—Mexican or Mexico! Add words to the list using the students' suggestions.
- Discuss how many students have eaten Mexican food and have integrated Mexican food into their everyday eating choices.
- Tell students that they are going to read about their neighbor to the south, Mexico. Show where Mexico is on a map. Find and identify the states that share a border with Mexico: California, Arizona, New Mexico, and Texas.
- Show students the cover of the book. Take a poll to see how many students were born in Mexico, 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)

- Brainstorm facts that students know about Mexico, such as Mexico-based celebrations held in the United States, cultural practices such as quinceañera (celebration of a girl's 15th birthday), the Day of the Dead observation, posada, and the like. Keep the list on the board to compare to the information included in the book.
- Predict what the climate is like throughout Mexico. If possible, review a map that shows the varying terrain, indicating that parts of Mexico have mountains, a central plateau, and consequently varying climates.
- 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.

- Think about colors when you read this book. Answer these questions.
  1. What are the colors of the flag?
  2. What is the name of and what are the colors of Mexico's money?
  3. What is the color of the soccer uniform?
  4. Look at pages 12 and 14. What are the colors of the land?
  5. Look at pages 16 and 20. What are the colors of the costumes?
  6. Look at page 18. What is the color of face paint?
  7. Look at page 22. What are the colors of the skulls?
  8. Sum it up! What can you say about Mexico and colors?

## **Look Back!** (After Reading)

- Review the picture on page 8, noting the tall buildings. Ask students if any of them have visited Mexico City, a city of world-class museums, wonderful restaurants, and impressive office buildings. Compare life in a big city to your community.
- Review page 14 and find Pico de Orizaba on a map, just east of Mexico City. Many visitors to Mexico visit the beaches and are unaware that there are cool mountains and plateaus in Mexico. Compare the varying climate of Mexico to your community's climate.
- List the three celebrations from the book on the board: Independence Day, Day of the Dead, and Children's Day. Review them on pages 16 through 21. Compare the celebrations. Decide as a class which would be their first choice to observe if they were to go to Mexico. What would they like to observe in your neighborhood?
- Look at the list of celebrations on the board that you made before reading the book. How does it differ from those you read about?
- Think about everything you read about in Mexico. If there are students from Mexico or students who have visited Mexico, discuss what you might add to the book if you were writing about Mexico.

## Look Around! (Rereading)

Draw a chart on the board with three columns. In the first column, list items or practices that are found primarily in Mexico. In the middle column, list those that are found in both countries. In the last column, list those that are found primarily in the United States. A few are done for you.

| <b>Mexico</b>                  | <b>United States and Mexico</b> | <b>United States</b>               |
|--------------------------------|---------------------------------|------------------------------------|
| The national bird is an eagle. | Soccer is popular.              | The national bird is a bald eagle. |
| <i>Hola</i>                    | Rodeo is popular.               | Hello                              |
| The flag is green, white, red. |                                 | The flag is red, white, and blue.  |

Discuss the commonalities between our neighbors to summarize the book.

## Word Work

Review page 10. Write the words *soccer*, *fútbol*, and *football* on the board. Discuss how the games and words are alike and different. Most people in the world call the game shown on page 10 *fútbol* or football. Years ago, people in the United Kingdom called the game soccer to distinguish it from other games involving balls and kicking with feet. Americans kept the term to distinguish the game from American football.

## Vocabulary Building

One of the many national languages in Mexico is Nahuatl, an Indian language of Mexico and Central America. Tell students that they may not realize it, but they probably already know some of this language. For example, chiclet gum comes from the Nahuatl word *chicle*. Here are some more Nahuatl words we all use.

- avocado
- chili
- chocolate (cacao)
- coyote
- guacamole
- tomato

Name \_\_\_\_\_

## My Trip Planner

Mexico is a big country. There is a lot to see. What would you want to see on a trip?

Choose one thing to do on each of five days. Tell what you would do. Then tell why.

### Day 1

I want to \_\_\_\_\_

My reason: \_\_\_\_\_

### Day 2

I want to \_\_\_\_\_

My reason: \_\_\_\_\_

### Day 3

I want to \_\_\_\_\_

My reason: \_\_\_\_\_

### Day 4

I want to \_\_\_\_\_

My reason: \_\_\_\_\_

### Day 5

I want to \_\_\_\_\_

My reason: \_\_\_\_\_