

Dinner on Domingos

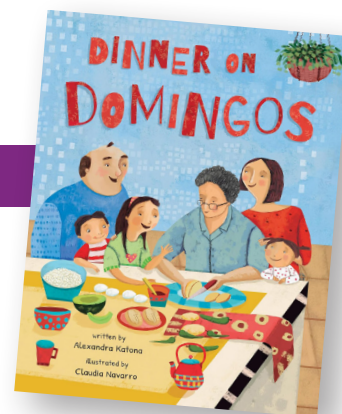
A RIF GUIDE FOR EDUCATORS

Themes: Bilingual (Spanish and English),
Cooking, Family, Homes

Book Brief: A young Hispanic girl visits her grandmother's house and enjoys a meal with her extended family on Sunday.

Author:
Alexandra Katona

Illustrator:
Claudia Navarro



TIME TO READ!

BEFORE WE READ LET'S LOOK AT...



The Cover: Have students make predictions about the book based on the cover. Read the title and ask if anyone knows what the word “domingo” means. Share with students that the word “domingo” means Sunday in Spanish. Have students make additional predictions based on the cover picture and the title.

Picture Walk: Flip through some pages and ask students what they notice about the illustrations. Share with students that this book has words in English and words in Spanish. Sometimes the Spanish words are

explained in the story, and sometimes we can figure them out using picture and story clues.

Vocabulary: Review these family words using the Picture Vocabulary Cards: family, mom/mommy, dad/daddy, grandpa, grandma, aunt, uncle, cousins. Ask students if they know of words in their home language(s) that mean the same thing as these words.

Purpose for Reading: “As we read about this family’s home and what they like to do together, we can think about what we like to do with our own families.”

WHILE WE READ

COMPREHENSION QUESTIONS (LEVELS 1-4)

For each room that is mentioned (This ____ is for...), pause and ask...

- **Level 1:** “What did the girl say the room is for? Point to the (mom, dad, grandma, aunt...) in the picture.”
- **Level 2:** “What else can she do in that room?”
- **Level 3:** “Are there things the girl in the story does with her family that you like to do with your family?”
- **Level 4:** “What do you think the girl will do next? Why do you think that?”

LET'S THINK ABOUT

Our Purpose: Ask, “Why do you think the girl shares about things she likes to do in each room? She is sharing about memories with her family. What are some memories you have with your family?”

Extending Thinking: Say, “Many of the things the girl shares about in the story have to do with cooking and eating special foods. The author even shares a special family recipe at the back of the book.” Look at the recipe with students. Ask, “Do you have foods or recipes that are special to your family?”

BOOK ACTIVITY: Class Cookbook

Ask families to send in a family recipe or something they like to cook and eat at home. Add the title for each recipe “____’s Family Recipe for ____.” When students bring in their recipes, ask students the following questions and dictate their responses:

- Tell me about your food.
- What makes this food special to your family?
- Who do you eat it with?
- What do you like about it?

Have students illustrate their food. Then put the food illustrations, recipes, and dictations together to create a class cookbook. Celebrate the completion of your class cookbook with a family food festival. Families can bring in their special dishes to share!