

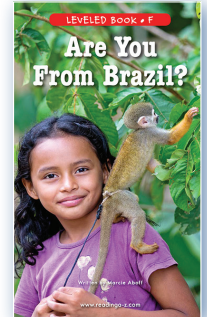
### Focus Question:

*What animals are from Brazil?*

### Book Summary

Text Type: Nonfiction/Informational

What types of animals live in Brazil? *Are You From Brazil?* takes readers on a beautiful photographic adventure to discover some of the fascinating animals that live in Brazil. Detailed photographs and simple sentences support early readers. Students can also practice the skills of visualizing as well as comparing and contrasting to better understand the text.



### Lesson Essentials

#### Instructional Focus

- ☐ Visualize to understand text
- ☐ Compare and contrast details in a text
- ☐ Describe information given in photographs
- ☐ Discriminate initial consonant /l/ sound
- ☐ Identify initial consonant L/
- ☐ Recognize and use adjectives
- ☐ Understand and place words in alphabetical order

#### Materials

- ☐ Book: *Are You From Brazil?* (copy for each student)
- ☐ Compare and contrast, initial consonant L/, adjectives worksheets
- ☐ Discussion cards
- ☐ Book quiz
- ☐ Retelling rubric

#### Vocabulary

Boldface vocabulary words also appear in a pre-made lesson for this title on [VocabularyA-Z.com](http://VocabularyA-Z.com). (\*) words appear in the lesson but not the book.

- **High-frequency words:** *home, live, my*
- **Words to Know**  
**Story critical:** *bill* (n.), *Brazil* (n.), *insects* (n.), *mane* (n.), *poison* (n.), *rodent* (n.)
- **Academic vocabulary:** *compare* (v.), *contrast* (v.)\*

### Guiding the Reading

#### Before Reading

##### Build Background

- Show students a map of South America and point out Brazil. Explain to students that Brazil is a country in South America that is covered mostly by the Amazon rainforest. Have students turn to a partner and discuss the animals that might live in the rainforest. Invite volunteers to share their answers with the class. Record these answers on the board.
- Have students choose one animal from the board and draw a picture of that animal. On the picture, have students write the following sentence: *I think the \_\_\_\_\_ lives in Brazil.* Hang up these pictures around the room.

##### Introduce the Book

- Give students their copy of *Are You From Brazil?* Guide them to the front and back covers and read the title. Have students discuss what they see on the covers. Encourage them to offer ideas as to what type of book it is (genre, text type, and so on) and what it might be about.
- Show students the title page. Discuss the information on the page (title of book, author's name).
- Preview the photographs throughout the book. Remind students that the photographs in a book help explain the information in the book visually. Ask students what they expect to read about in the book, on the basis of what they see in the photographs. (Accept all answers that students can justify.)

##### Introduce the Reading Strategy: **Visualize**

Explain to students that engaged readers visualize, or create pictures in their mind, as they read. Explain that readers use what they already know about a topic to make visual images. Describe to students how to use photographs in the book to add to their visualizations. Have students close their eyes as you read page 4 aloud. Ask students to draw a picture of what they visualized while you were reading. Have students share their visualizations with a partner and then compare them to the photograph in the book.

### Guiding the Reading (cont.)

#### Introduce the Comprehension Skill:

##### Compare and contrast

- Draw a Venn diagram on the board. Explain to students that often readers compare and contrast information when they are reading. When readers *compare*, they are looking for how items are the same, and when they *contrast*, they are looking for how items are different. Point to the Venn diagram on the board and model how to fill it out correctly (details about how the two things are the same go in the overlapping area of the circles; details about how they are different go in the outside areas of the circles).
- Display two photographs of animals the class has previously learned about or is familiar with. Ask students to share with a partner how these animals are the same. Invite volunteers to share their answers with the class, and record these answers in the overlapping areas of the circles. Repeat with how they are different, and record these answers in the outside areas of the circles. Explain to students that as they read this book about animals from Brazil, they will be comparing and contrasting.

#### Vocabulary

Have students turn to the “Words to Know” box on the copyright page. Point out that these words can be found in the story and that understanding the meaning of each word will help them better understand what they read. Read the words aloud to students and, as a group, discuss the meaning of each word. On the basis of the definitions discussed, have students work in groups to illustrate each vocabulary word on a poster. Have students share their posters with the class.

#### Set the Purpose

- Have students read to find out more about animals that live in Brazil. Write the Focus Question on the board. Invite students to look for evidence in the book to support their answer to the question.
- Have students make a small question mark in their book beside any word they do not understand or cannot pronounce. These can be addressed in a future discussion.

### During Reading

#### Text-Dependent Questions

As students read the book, monitor their understanding with the following questions. Encourage students to support their answers by citing evidence from the book.

- *How is a maned wolf different from a red fox?* (level 1) page 4
- *How are the giant anteater and capybara the same? How are they different?* (level 2) pages 5–6

- *Why is it best to avoid touching a poison dart frog?* (level 3) page 7
- *What part of the piranha is sharp?* (level 1) page 11
- *Looking at the photographs, what conclusions can you draw about the habitats in which the animals live?* (level 3) multiple pages
- *How would you classify the animals throughout the book into different groups?* (level 3) multiple pages

#### Text Features: Photographs

Explain that photographs are often used to help readers better understand the text. Read aloud page 10 to students and ask them to draw a picture of the animal you are reading about. Have students turn to page 10 and compare their picture to the photograph in the book. Ask students: *How does the photograph help you to better understand the text?* Have students review other photographs in the book and discuss in groups how each helps explain the text. Invite volunteers to share their thoughts with the rest of the class.

#### Skill Review

- Model for students how you create visual images as you read, and have them stop occasionally and draw representations of what they visualize. Invite volunteers to share their pictures with the rest of the class. Discuss with students how their pictures compare with the pictures in the book.
- Have students work with a partner and have each partner choose one animal from the book. With their partner, have students discuss how the animals are similar and different.
- Model how to compare and contrast two animals. **Think-aloud:** *When I read the book, I notice that pages 5 and 6 have animals that seem very similar. Both have many traits that can be compared. I have to use both the words on the pages and the photographs to compare and contrast the two animals. Traits that are the same include the following: they both have fur, they both have four legs, and they both have small ears. I can see there are some differences as well. The capybara has webbed feet, while the giant anteater doesn't. Also, their tongues are different: the anteater has a long tongue, while the capybara has a short tongue.*
- Model how to complete the **compare-and-contrast worksheet**. Have students choose two animals from the story and write details that are similar and different. Then, have students discuss the details with a partner and discuss where they found their information in the book (text or photographs).

### After Reading

Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.

### Guiding the Reading (cont.)

#### Skill Review

#### Graphic Organizer: **Compare and contrast**

Review the compare-and-contrast worksheet that students completed. Have students share their work in groups. Ask students to create a small group diagram using two of the animals that the group chose. Have groups display the group diagram for the rest of the class to view and discuss.

#### Comprehension Extension

**Discussion cards** covering comprehension skills and strategies not explicitly taught with the book are provided for extension activities.

#### Response to Focus Question

Have students cite specific evidence from the book to answer the Focus Question. (Answers should include all or most of the animals from the book: maned wolf, giant anteater, capybara, poison dart frog, marmoset, anaconda, toucan, piranha, and humans.)

#### Comprehension Checks

- **Book quiz**
- **Retelling rubric**

### Book Extension Activities

#### **Build Skills**

#### Phonological Awareness:

#### **Initial consonant /l/ sound**

- Say the word *largest* aloud to students, emphasizing the initial /l/ sound. Have students say the word aloud and then say the /l/ sound. Have students practice saying the /l/ sound to a partner.
- Have students think of other words that make the /l/ sound and share them with the class. Say: *Little lions like to lick lollipops late in the afternoon.* Have students repeat the sentence and emphasize the /l/ sound each time.
- **Check for understanding:** Say the following words one at a time, and have students clap their hands when they hear a word that begins with the /l/ sound: *like, live, too, legs, many, Brazil, long, and little.*

#### Phonics: **Initial consonant /l/**

- Write the words *largest* and *long* on the board and read them aloud with students.
- Have students say the /l/ sound aloud. Then, run your finger under the letters in the words *largest* and *long* as students say the whole words aloud. Ask students to identify which letter represents the /l/ sound in the words *largest* and *long*.
- **Check for understanding:** Have students look for words that have the initial consonant /l/ sound in the book. Have them highlight or underline the words as they are reading.

- **Independent practice:** Introduce, explain, and have students complete the **initial consonant /l/ worksheet**. If time allows, discuss their answers.

#### Grammar and Mechanics: **Adjectives**

- Explain to students that *adjectives* are words that describe nouns. Review with students that *nouns* are words that name people, places, and things. Have students turn to page 4 and circle the nouns on the page.
- Ask students what words are used to describe the nouns they circled. Discuss each adjective-noun pair with students.
- **Check for understanding:** Have students look through the book to locate other adjective-noun pairs (such as *long legs* on page 4). Ask them to share with a partner five pairs they found and confirm that each adjective describes the noun.
- **Independent practice:** Introduce, explain, and have students complete the **adjectives worksheet**. If time allows, discuss their answers.

#### Word Work: **Alphabetical order**

- Ask students to recite the alphabet together. Explain to students that words are often listed in alphabetical order, which is based on the first letter of each word.
- Write the names of a few animals from the book on the board, such as maned wolf, giant anteater, toucan, and piranha. Point out that some of the names are two words.
- Explain that if an item to be alphabetized contains two words, we use the first word to determine alphabetical order. Ask students which word would come first in this list of animals from Brazil on the basis of the first letter of each animal's name.
- **Check for understanding:** Have students work in pairs to place all of the animals from the story in alphabetical order.

#### Connections

- See the back of the book for cross-curricular extension ideas.