

Focus Question:

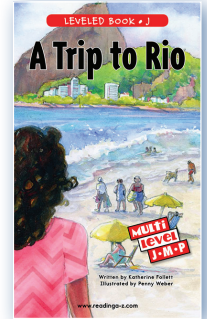
How does Julia's attitude change during the story?

Book Summary

Text Type: Fiction/Realistic

Have you heard of the fascinating city in Brazil called Rio de Janeiro? Join Julia as she visits her family in Rio and watches many Olympic events. *A Trip to Rio* provides students an adventurous tour of this spectacular city, including detailed descriptions and colorful illustrations. The book can also be used to teach students how to analyze characters and the proper use of exclamatory sentences.

The book and lesson are also available for levels M and P.



Lesson Essentials

Instructional Focus

- ☐ Visualize to understand text
- ☐ Analyze character
- ☐ Describe information provided by illustrations
- ☐ Discriminate medial long vowel /a/ sound
- ☐ Identify VCe pattern
- ☐ Recognize and use exclamatory sentences
- ☐ Identify and use position words

Materials

- ☐ Book: *A Trip to Rio* (copy for each student)
- ☐ Analyze character, exclamatory sentences, position words 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.

- **High-frequency words:** *home*, *next*, *went*
- **Words to Know**
Story critical: *cable car* (n.), *celebrate* (v.), *mango* (n.), *nervous* (adj.), *Olympics* (n.), *stadium* (n.)
- **Academic vocabulary:** *another* (adj.), *event* (n.), *through* (prep.)

Guiding the Reading

Before Reading

Build Background

- Place on the board a map of the world. Have students point out the seven continents. Focus on South America, and discuss with students a few of the countries in South America, such as Chile, Brazil, and Argentina.
- Place on the board a picture of Rio de Janeiro. Explain that Rio is a city in Brazil and is famous for many things, including soccer, Carnival, and its natural beauty. Have students share any personal connections they have with South America, Brazil, or Rio with a partner. Invite volunteers to share their connections with the class.

Introduce the Book

- Give students their copy of *A Trip to Rio*. 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, illustrator's name).

Introduce the Reading Strategy: **Visualize**

Explain to students that engaged readers visualize, or create pictures in their mind, as they read. Explain that readers make visual images using information from the text and what they already know about the subject. Point out that the pictures in a story can also provide information to add to visualizations. Have students close their eyes as you read pages 6 and 7 aloud. Ask students to draw a representation of what they visualized. Invite volunteers to share their visualization with the rest of the class, and discuss how their pictures compare to the picture in the story.

Introduce the Comprehension Skill:

Analyze character

- Explain to students that when reading a story it is important to learn about and understand

Guiding the Reading (cont.)

the characters. Write the word *Analyze* on the board and read it aloud to students. Point out that when readers analyze a character, they are considering the character's words, actions, and thoughts. Create three columns on the board with the headings *Words, Actions, Thoughts*. Explain to students that, as they read the story, they should consider the words, actions, and thoughts of the main character, Julia, and they should analyze these traits to learn more about her.

- Read pages 4 and 5 aloud as students follow along. Invite students to use information from these pages to identify Julia's words, actions, and thoughts. Record students' responses in the chart on the board, and then discuss as a class what conclusions they can draw about Julia based on this information.

Vocabulary

Have students turn to the "Words to Know" box on the copyright page. Discuss each word with students. Then, have students turn to the glossary on page 16. Explain that the glossary provides definitions for the vocabulary words in the story. Point out the use of each content word and academic vocabulary word in the story, and then use each word in a different model sentence. Have students work in groups to create posters for these words. Have them include on each poster the word and its part of speech, the definition, the word in an example sentence, and a picture illustrating the meaning of the word.

Set the Purpose

- Have students read to find out more about how Julia's attitude changes during the story. 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 story, monitor their understanding with the following questions. Encourage students to support their answers by citing evidence from the book.

- *Why did Julia visit Rio?* (level 1) page 3
- *How did the events at the stadium on opening night of the Olympics affect Julia's feelings toward Rio?* (level 2) pages 3 and 4
- *How would you compare Julia's day at Sugarloaf Mountain with her first night in the stadium?* (level 2) pages 3 and 4, pages 8 and 9

- *What conclusions can you draw about Julia's grandpa?* (level 3) pages 11–15
- *How might Julia's trip have been different if the Olympics had not been in Rio?* (level 3) multiple pages
- *How would you describe the sequence of Julia's trip to Rio?* (level 3) multiple pages

Text Features: Illustrations

Explain that illustrations are helpful when reading because they help the reader know exactly what something looks like. Explain that they can also "tell" more of the story, or give more details to the words on the page. Have students look at the illustrations. Ask students: *How do the pictures help you understand more about Rio? How do the pictures help you see Julia's attitude change during the story?* Have students review the pictures in the story and tell how the pictures helped them better understand the words on the page.

Skill Review

- Model for students how you create visual images as you read, and direct them to stop at several points during reading to draw a representation 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 story.
- Model how to analyze the main character in the story. **Think-aloud:** *As I read the story, I pause often to consider the words, actions, and thoughts of the main character, Julia, so I can better understand her. For example, I read that Julia remembered her grandma and grandpa's house in Rio and that her grandpa taught her to dance. This thought reminded her of home. I can tell that Julia loves her family and Rio.*
- Have students work in small groups to share one quality about Julia and one detail that supports this quality. Remind students to refer to examples in the text that show Julia's words, actions, or thoughts. Have groups share their responses with the class.
- Model how to complete the **analyze character worksheet**. Remind students to use specific examples and details from the story.

After Reading

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

Skill Review

Graphic Organizer: Analyze character

Review the analyze character worksheet that students completed. Have students share their work in groups. Invite volunteers to share their findings with the class. Remind students that analyzing characters is one way to better understand the characters in a story.

Guiding the Reading (cont.)

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 will vary.)

Sample: *When Julia first gets to Rio, she is nervous and uncomfortable at the stadium, and she starts feeling very homesick. After a fun day at Sugarloaf Mountain and then visiting her grandparents, Julia begins to feel more comfortable in Rio and ends up having a great time!*

Comprehension Checks

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

Book Extension Activities

Build Skills

Phonological Awareness: Long vowel /a/ sound

- Say the word *stadium* aloud to students, emphasizing the medial long vowel /a/ sound. Have students say the word aloud and then say the long vowel /a/ sound. Have students practice saying the long vowel /a/ sound to a partner.
- Read page 7 aloud to students. Have them raise their hand when they hear a word that has the long vowel /a/ sound.
- Say the following words one at a time, and have students stand up when they hear a word that has the long vowel /a/ sound: *cake, raise, Rio, games, stew, straw, make, and goal.*

Phonics: VCe pattern

- Write the word *made* on the board and read it aloud with students.
- Have students say the long vowel /a/ sound aloud. Then, run your finger under the letters in the word *made* as students say the whole word aloud. Ask students which letter stands for the long vowel /a/ sound in the word *made*. Review or explain that the letter a makes the long vowel /a/ sound when there is a silent e at the end of the word.
- Write the following words on the board: *make, lane, fame*. Invite volunteers to come to the board and underline the long vowel a and circle the silent e in each word.
- **Check for understanding:** Write the following words on the board, leaving off the long vowel a and silent e: *made, race, and game*. Say each word one at a time, and have volunteers come to the board and add the long vowel a and silent e in each word. Have students practice blending the sounds together to say each word.

Grammar and Mechanics:

Exclamatory sentences

- Write the following sentence on the board and read it aloud with students: *There's another Olympic event today!* Explain to students that every sentence has a signal at the end to show readers when to stop reading. Ask students to point to the signal at the end of this sentence. Circle the exclamation mark.
- Have students share with a partner which punctuation mark ends a sentence most often when reading (*period*). Explain or review that the punctuation mark on the board is called an *exclamation mark*. Have students trace an exclamation mark on their desk or in the air.
- Explain to students that sentences ending in exclamation marks are called exclamatory sentences. Point out that these sentences express strong feelings such as surprise, excitement, or warning.
- Demonstrate how to read an exclamatory sentence with feeling. First, read the sentence in a monotone voice and then read it with emotional emphasis. Explain to students that the exclamation mark signals the reader to read the sentence with appropriate expression.
- **Independent practice:** Introduce, explain, and have students complete the **exclamatory sentences worksheet**. If time allows, discuss their answers.

Word Work: Position words

- Review or explain that position words, called *prepositions*, are used to tell the position of someone or something.
- Have students turn to page 3. Point out that the first sentence on page 3 tells the location of Rio de Janeiro. Ask students which word explains that the location of Rio de Janeiro is in Brazil (*in*). Explain that *in* is a preposition.
- Have students turn to page 8. Ask them to tell where the cable car hangs (*above the city*). Discuss that the phrase *above the city* describes where the cable car is located. Have students name the preposition (*above*).
- Write the prepositions *behind, up, out, and at* on the board. Have students take turns using the words in sentences to show where things are located.
- **Independent practice:** Introduce, explain, and have students complete the **position words worksheet**. If time allows, discuss their answers.

Connections

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