



About the Book

Text Type: Nonfiction/Informational Page Count: 20 Word Count: 1,642

Book Summary

The Yanomami: Deep in the Amazon introduces readers to a group of people who have a different lifestyle than most people of today. Readers will learn about the Yanomami traditional way of life, including what they eat, how they hunt, what they wear, and what they use to build their dwellings. Also included is a section on how outsiders are changing the Yanomami way of life. Photographs enhance the text.

About the Lesson

Targeted Reading Strategy

- Ask and answer questions

Objectives

- Use the reading strategy of asking and answering questions to understand the text
- Compare and contrast nonfiction information
- Recognize commas in a series of items or actions
- Identify and use synonyms

Materials

Green text indicates resources available on the website

- Book—*The Yanomami: Deep in the Amazon* (copy for each student)
- Chalkboard or dry erase board
- KWL, compare and contrast, synonyms worksheets
- Discussion cards



Indicates an opportunity for students to mark in the book. (All activities may be demonstrated by projecting the book on interactive whiteboard or completed with paper and pencil if books are reused.)

Vocabulary

- Content words:

Story critical: *ancestors (n.), culture (n.), edible (adj.), resources (n.), sustainable (adj.), traditional (adj.)*

Enrichment: *loincloth (n.), manioc (n.), methods (n.), plantains (n.), tapirs (n.), trek (n.)*

Before Reading

Build Background

- Ask students to think about what they know about the Yanomami, the Amazon, and/or the rainforest. Pass out the KWL worksheet. Review or explain that the *K* stands for knowledge we know, the *W* stands for questions we want to know, and the *L* stands for the knowledge we learned. Have students fill in the first column (*K*) with information they already know. Ask students to share some of the knowledge they wrote on their KWL chart. Draw a KWL chart on the board. Write one or two items in the *K* column.
- Discuss how people dress differently for one another as the result of cultural or religious beliefs. (Examples include Amish, Hindus, and Hasidic Jews.)

Preview the Book

Introduce the Book

- Give students a copy of the book. Have them preview the front and back covers and read the title. Have students discuss what they see on the covers and offer ideas as to what kind of book this is and what it might be about.
- Show students the title page. Talk about the information on the page (title of book, author's name).
- Direct students to the table of contents on page 3. Remind students that the table of contents provides an overview of what the book is about. Each section title provides an idea of what they will read in the book.

Introduce the Reading Strategy: **Ask and answer questions**

- Tell students that asking questions about a topic before reading and looking for the answers while reading helps readers understand and remember what they have read.
- After reviewing the table of contents, model using it as a way to think of questions.
Think-aloud: The first section in the book is titled "A Different Look." I can tell from the photo on the front cover that these people look different from you and me. I wonder what this person used to draw designs on his or her face. I'll write that question on the KWL chart in the W column. I was also wondering where they live, but I think they live in the Amazon since that's in the title of the book. I'll write the question on the KWL chart just to be sure. I'll have to read the first two sections to find the answers.
- Have students look at the other section titles. Tell them to write any questions they have about the Yanomami, based on the covers and table of contents, in the *W* column of their KWL chart.
- Have students preview the rest of the book, looking at the photos. Tell them to add any additional questions they may have to their KWL chart.
- Point out page 18 and tell students that it provides additional resources for learning about the Yanomami. Encourage students to learn more by using these resources.
- Show students the glossary and explain its purpose.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Vocabulary

- Remind students of the strategies they can use to work out words they don't know. For example, they can use what they know about letter and sound correspondence to figure out a word. They can look for base words within words, prefixes, and suffixes. They can use the context to work out meanings of unfamiliar words.
- Model how to apply word-attack strategies. Write the word *edible* on the board and direct students to the second sentence on page 9. Tell students they can use context clues to find the meaning. Show students that by reading past the unfamiliar word, they will find a sentence telling that the Yanomami know which plants are poisonous. Students can infer that if the plants are poisonous, they should not be eaten. Using this information, they can guess that the word *edible* means that the plants can be eaten because they are not poisonous. Have students confirm the meaning by checking in the glossary.
- Have students turn to the glossary on page 20. Have them read the glossary words and their definitions aloud. Next, have students turn to the pages indicated and read the sentence in which each glossary word appears. Use context clues in the surrounding sentences to work out unfamiliar vocabulary words as necessary.


Set the Purpose

- Have students read the book to find answers to their questions about the Yanomami on their KWL chart.

During Reading

Student Reading

- **Guide the reading:** Have students read the first two sections of the book. Tell them to underline the information that answers any of the questions on their KWL chart. Tell students to go back and reread the sections if they finish before everyone else.
- **Model answering a question on the KWL chart.**
Think-aloud: My first question was about what people used to draw designs on their faces. The question wasn't answered in the first two sections. I'll circle the second question on my KWL chart and write the answer because I found what I wanted to know. I was wondering if they live in the Amazon, and I read that they live in the Amazon rainforest.
- Ask students if they had any other questions while reading. Tell them to add these to their KWL chart.
- Have students read the remainder of the book. As they read, they should look for answers, and write the answers on their KWL chart.

 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 the discussion that follows.

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.

Reflect on the Reading Strategy

- Reinforce that asking questions before and during reading, and looking for the answers while reading, keeps them interested in the topic. It also encourages them to keep reading to find the answers to their questions and helps them understand and remember what they have read.
- Review the KWL charts with students. Have them circle questions that they answered. Remind students that page 18 tells where they might go to find more information about the Yanomami. Answering some of their questions may require additional research.


Teach the Comprehension Skill: **Compare and contrast**


- **Discussion:** Ask students if they believe the lives of the Yanomami people are similar to their own. Ask what is the same and then ask what is different. Have students compare the lives of the Yanomami people of long ago to the lives of the Yanomami people today. (They still hunt, gather food, and sleep under yanos. They are no longer isolated from outsiders.)
- **Introduce and model:** Review or explain that one way an author helps a reader to understand a book is to tell how things are alike and how they are different. Have students look at the photograph of the person on the front cover. Tell students that one way you and the person are alike is that you both are wearing earrings (or whatever is appropriate). Explain that you and the person are different because you do not paint your face in the same ways.
- **Check for understanding:** Direct students to the third paragraph on page 11 in the book and read it with them. Ask students how Yanomami girls are like girls they know. (They pierce their noses, lips, and ears.) Have them tell how they are different. (They wear bird feathers in their ears; they wear armbands made of leaves.) Tell students that in order to decide how the Yanomami and people they know are alike and different, they need to think about the information the author provided. Explain that deciding how things are alike and/or different helps readers understand and remember what they have read.
- **Independent practice:** Give students the [compare-and-contrast worksheet](#) to complete. Discuss their answers.

 On the inside front cover of the book, have students write whether or not they would like to visit the Yanomami in the Amazon rainforest and to explain their preference.


Build Skills

Grammar and Mechanics: Commas in a series

 Explain or review that when writers list a series of items in a sentence, the words need to be separated by commas. Without the commas, the sentence would be difficult to read and would not make sense. Tell students to turn to page 4 and find the sentence that has a series separated by commas. Write on the board: *Your friends might think that wearing red stripes, sticks, and feathers is strange.* Erase the comma between *stripes* and *sticks*. Ask students why this sentence doesn't make sense. If books are consumable, tell students to underline this sentence in their book and to write a capital *I* for *items* in the page margin.

 Explain or review that commas can also be used to separate three or more actions in a sentence. Have students find the last paragraph on page 5. Read the paragraph with students and point out the sentence in which three actions are separated by commas. Tell students to underline this sentence and write a capital *A* for *actions* in the page margin.

- **Check for understanding:** Tell students to read the first paragraph on page 5. Ask them to find the sentence in which a series of items has been separated by commas (*like T-shirts, socks, and shoes*). Have students underline this sentence and write an *A* or an *I* in the page margin. Discuss their answers.

 Have students go through the book and underline sentences in which commas have been used to separate a series of items or actions. Tell students to write *I* for *items* and *A* for *actions* in the page margin. Discuss their responses. (There are many sentences. To modify, you might just have students look on pages 9 through 12.)

Word Work: Synonyms

- Have students find the first paragraph on page 6. Read it with them. Ask students to tell the word used to describe the part of the world where the Yanomami live (*richest*). Ask students to tell what part of speech it is (superlative adjective). Ask students to suggest one or more words that mean almost the same thing (*most plentiful, most fertile*). Review or explain that a word that means the same or almost the same as another word is called a *synonym*. Tell students that when they replace a word with a synonym, they need to replace it with the same part of speech. A noun replaces a noun; a verb replaces a verb; and so on.
- **Check for understanding:** Have students find the sentence in the second paragraph that tells the type of food the Amazon produces for animals (*great*). Ask students to suggest one or more words that mean the same or almost the same (*excellent, fabulous*).
- **Independent practice:** Give students the [synonyms worksheet](#). Provide thesauruses or dictionaries for students to use. Discuss students' responses.

Build Fluency

Independent Reading

- Allow students to read their book independently. Additionally, allow partners to take turns reading parts of the book to each other.

Home Connection

- Give students their book to take home to read with parents, caregivers, siblings, or friends.

Extend the Reading

Writing and Art Connection

Have students imagine they have gone to visit the Amazon rainforest and the Yanomami. Have them write a letter home describing what they have seen. Have students illustrate their letters and share them with the group.

Visit [Writing A-Z](#) for a lesson and leveled materials on expository writing.

Social Studies Connection

Discuss diversity. Have students reread pages 4, 5, 16, and 17 in the book. Have students talk about how boys, girls, and families are the same and how they are different around the world. Discuss the richness that diversity offers. Using teacher-found resources, the library, and/or the Internet, compare the diverse cultures found on Earth. These cultures might include the British royalty, Amish, Hindu Indians, Inuit, Muslims, German Baptists, Mennonites, Yanomami, and so on. Have groups make posters that tell about the cultural foods eaten, religious beliefs, clothing worn, housing, occupations, schooling, and so on. Have each group share the information on their poster. Then have students write or discuss the similarities and differences between the groups.

Skill Review

Discussion cards covering comprehension skills and strategies not explicitly taught with the book are provided as an extension activity. The following is a list of some ways these cards can be used with students:

- Use as discussion starters for literature circles.
- Have students choose one or more cards and write a response, either as an essay or as a journal entry.
- Distribute before reading the book and have students use one of the questions as a purpose for reading.
- Cut apart and use the cards as game cards with a board game.
- Conduct a class discussion as a review before the book quiz.

Assessment

Monitor students to determine if they can:

- consistently ask relevant questions about the topic prior to and during reading; locate answers to the questions in the text
- compare and contrast what they read in informational text
- identify how commas are used in a series of items or actions
- replace words with synonyms that are the correct parts of speech

Comprehension Checks

- **Book Quiz**
- **Retelling Rubric**