

Teaching Brazil in the Elementary School Classroom

Grade Level: 3 - 4

Subject: English Language Arts

Key Words: trickster tales, rainforest, soccer, Brazilian indigenous groups

Recommended Time Frame: 3 days or more

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Summary: The purpose of this unit is to simultaneously provide a broad overview of the country of Brazil while also creating the space for students to delve more deeply into a specific area of Brazilian culture, geography, literature, etc. These lesson plans integrate literacy, social studies, and science content to support growth in both reading and writing, while also addressing information specific to the content areas. This should allow for flexibility in implementing the unit. It can be broken into separate pieces and integrated into a literacy, science, or social studies block, or be used as a thematic unit. Note: Though written for a third grade ELL classroom, it can be adapted for any elementary classroom by changing the expectations for discussion, analyses, research, and the final project(s).

Background information:

The appendix at the end of this document contains a list of videos about Brazil, student friendly websites and resources, and children's literature on Brazil. Some of these are integrated into the activities below, but others can be explored during independent research time or used to expand classroom discussion.

Student Objectives:

Students will be able to:

- Locate Brazil on a map
- Identify geographical features of Brazil
- State basic facts about Brazil

- Analyze and compare two Brazilian trickster tales
- Discuss and present information about the Brazilian rain forest, including knowledge about the Indigenous tribes, animals, and plants that inhabit these geographical areas
- Tell about the life of Pelé, the Brazilian fútbol/soccer star

Essential/Driving Questions

- Where is Brazil? On what continent is it located?
- What are common characteristics of a rainforest? What animals and plants are found in the Brazilian rainforest?
- Who is Pelé? How has he influenced Brazilian culture? For what is he famous?
- What is the purpose of a trickster tale? How is it different from other types of fiction?
- What does Indigenous mean? How have Indigenous groups in Brazil been impacted by increased activity in the Brazilian rainforests? What have Indigenous groups in Brazil done to survive?

Vocabulary words:

- Trickster Tale
- Iguazú National Park
- Kapok tree
- Guaraní
- Awá
- Pelé

Materials:

- Printed images of Brazil (one full-page copy per print)
- Butcher paper, poster board, or chart paper
- Pencils or markers
- Crayons, colored pencils, or markers
- Post-it notes (optional)

- Videos (see procedure for specific titles)
- Projection system
- Internet access
- Articles from National Geographic Kids (may be projected or printed)
- Anchor Chart
- Copy of *Rosa Raposa* by Isabel Campoy
- Copy of *The Dancing Turtle: A Folktale from Brazil*
- Copy of *The Great Kapok Tree*
- Copies of Evaluation Table (see Appendix), one per student
- Copy of Animal Poems of the Iguazú
- World Map (may be digital image)
- Map of North and South America (may be digital image)
- White construction paper
- Tablets, laptops, or classroom computers (optional)

Learning Plan

Activity 1: Observation Charts

Observation charts are one way to introduce a new unit and begin a classroom discussion of upcoming topics.

Objectives:

- Use images to discuss, reflect, analyze and make predictions about Brazil.

Procedure:

1. Using an internet search engine, find images that represent Brazil (and the aspects of Brazil that you plan on focusing on in your unit). The images should be visually engaging, thought-provoking, and interesting to students. You will be breaking your students into small groups of 3-5. You will need one image per group. Print one full-page copy of each image. Glue each image to the top of a large piece of butcher paper, chart paper, or poster board. These are your observation charts. On the whiteboard, chalkboard, or other display board, write the following questions: “What do you see?” “What do you think is happening?” “How does this image make you feel?”
2. Explain to students that they will be working in small groups. Each group will rotate around the room to view and discuss each image. When looking at an image, students will spend at least one minute silently reflecting on what they see and the posted questions (“What do you see?” “What do you think is happening?” “How does this image make you feel?”) After the silent minute is up, students will spend 2 minutes discussing what they see, think, and feel. Then, students will record their thoughts. Each group can either elect a recorder who will write down their ideas, or each student can write their own thoughts. Students can write these directly on the observation chart or they can use sticky notes. Explain to students that they will have a set amount of time at each image and that you will signal when to begin the silent observation, the discussion, the recording, and when to rotate to the next

image.

3. Divide students into small groups. Place an observation chart, writing utensil, and sticky notes (if using) at each station. Direct each group to the table or station where they will begin. Begin the activity. Continue rotating groups through the images until each group has seen each image.
4. Hang up all of the observation charts with comments. As a whole group, discuss each image, giving students time to share and respond to what they posted. Keep the charts posted throughout the Brazil unit. Allow students to revisit them and discuss them as they learn more about the country and what the images represent.

Activity 2: Visual Representation of Brazil

Provide an introduction to the country of Brazil through visual and auditory mediums.

Objectives:

- Provide accessible content information to students about Brazil
- Create a written record to serve as an information resource throughout the unit

Procedure:

1. Explain to students that they will be viewing a video on Brazil. Show them the prepared anchor chart. Explain that after viewing the video they will each be given the opportunity to write down a fact(s) about Brazil that they learned from the video. Sticky notes or other note taking materials can be provided now or after the video.
2. Watch the video, pausing if needed, to reinforce or explain specific content.
3. After students have viewed the video, ask 2 or 3 students to share a fact they learned to model the expectation for the anchor chart. Then, ask each student to write a fact about Brazil on a sticky note. Once they have completed their fact, ask them to place it on the anchor chart.
4. Once all students' facts are on the anchor chart, read them aloud. You may choose to create categories in which to group the facts so that they are visually chunked for the students.
5. Explain that the anchor chart is a main resource for information about Brazil for this unit. The class can continue to add to it each day of the unit, and students will be able to use it for their own research and writing assignments.

Activity 3: Introduction to Brazil Through Informational Text

This activity allows students to build on previous knowledge using informational texts.

Objectives:

- Read and discuss informational text
- Identify important information and details
- Articulate new knowledge gained

Procedure:

1. Preview the two National Geographic Kids resources to determine which is the most appropriate for the class. Print if necessary.
 - National Geographic Kids Brazil Country Profile (<https://kids.nationalgeographic.com/explore/countries/brazil/#brazil-soccer.jpg>) and/or
 - Brazil Facts: Discover this Super Cool Country! (<https://www.natgeokids.com/za/discover/geography/countries/country-fact-file-brazil/>)
2. Read the text, stopping to discuss important parts if reading as a whole group or in small guided reading groups. If using paper copies of the articles, allow students to annotate or highlight important information.
3. Once students have read the text, ask them to write down any new facts they learned on sticky notes and add these to the anchor chart.

Activity 4: Teaching Brazil Through the Trickster Tales of *Rosa Raposa* and *The Dancing Turtle*.

This lesson promotes literacy through the content area by using one or two trickster tales. The lesson below can be easily adapted to focus on one of these specific skills to better align with the specific needs of the class and the language arts curriculum being implemented. As a culminating project, students can write a compare and contrast essay using their Venn diagram (see Extension Activities)

Objectives:

- Read and analyze trickster tale(s) set in Brazil
- Study the genre of trickster tale
- Compare and contrast stories using a Venn diagram
- Practice reading comprehension skills including summarizing, sequencing events, cause/effect, and identifying central message

Procedure:

1. Review (or teach) a working definition of a trickster tale with students (one is provided below). Trickster Tale: A short story that often uses animals as the main characters. These stories typically explain something about a specific culture, usually connected to how people act or behave and why. Many times, they include a moral or lesson.
2. To access any prior knowledge, as a class, brainstorm any other trickster tales that students have read. If this lesson will be the first time that students have explicitly engaged with the genre of trickster tales, explain that you will be reading two trickster tales set in Brazil.
3. Before reading, ask students to listen for what information the story shares about Brazil. Also, ask students to be thinking about what the central message or moral/lesson of the story might be.
4. Read the story *Rosa Raposa* out loud to students.

5. Give each study a copy of the Evaluation Table (found in the appendix). Read through the table as a whole group, clarifying what information each question is asking for. Below are the questions students will be asked to answer.
 - a) Who are the main characters?
 - b) What is the setting?
 - c) What is the problem or conflict? What creates the conflict in the story?
 - d) Who is the trickster?
 - e) What is the climax of the story?
 - f) How is the problem resolved?
 - g) What is the moral or lesson to the story?
6. Re-read Rosa Raposa (either as a whole group, or in a small guided reading group). Stop throughout the story to fill out the table.
7. If time allows, repeat the above steps with the story The Dancing Turtle: A Folktale from Brazil.
8. Once students have read and filled out a table for each story, have them complete a Venn diagram comparing and contrasting the two trickster tales.
9. If there is any information about Brazil that students would like to add to the class anchor chart, provide the time to do so.

Activity 5: The Brazilian Rainforest: Literacy Through Content Area

This activity can be used throughout your study of the Brazilian rainforest, reading a few poems each day. The Iguazú National Park, spans three countries--Argentina, Brazil, and Paraguay. In *Animal Poems of the Iguazú*, Francisco X. Alarcon lets the animals of the Iguazú speak for themselves through individual poems.

Objectives:

- Discuss and analyze author's style and text content
- Create illustrations to accompany a poetic text
- Summarize information regarding a rainforest animal
- Recall information and write it down for future reference

Procedure:

1. On the first day, read Alarcón's introduction. On a map, show the students where the Iguazú National Park is and how it borders three different countries, including Brazil.
2. Each day, read a few pages of poems. Discuss interesting details of each poem, including both content and Alarcón's style. You may want to create a list of animals discussed to serve as a class resource for later use.
3. Once you have read the entire book, ask students to pick their favorite poem and illustrate it. You can extend the activity by asking students to research their animal and write an informational paragraph about it to include with their illustration. This could also be integrated into the final project discussed below where the class creates a life size mural or replica of a Brazilian rainforest.
4. Give students the opportunity to add any new facts or information to the "All About Brazil" anchor chart. Discuss anything they add and how it should be categorized.

Activity 6: A Fieldtrip to the Rainforest Through the Great Kapok Tree

There are several lesson plans already available for The Great Kapok Tree. Please consult some of the lesson plans linked below or make your own search to find one that best meets the needs of your students and content standards.

- The Great Kapok Tree: A Social Studies Lesson
(<http://atozteacherstuff.com/pages/337.shtml>)
- Write an Animal Speech—The Great Kapok Tree Extension Activity
(<https://www.scholastic.com/teachers/lesson>)
- Main Idea: The Great Kapok Tree
(<https://www.teachervision.com/main>)

Objectives:

- Discuss The Great Kapok Tree and identify the central message
- Make connections, compare, and contrast with *Animal Poems of the Iguazú* book
- Learn about the Guaraní people

Procedure:

1. Watch the YouTube film, [Virtual Field Trip - Amazon Rainforest](#). This will provide students with a visual context for understanding *The Great Kapok Tree*.
2. Read *The Great Kapok Tree* out loud to the class. There are two versions of the read aloud available on YouTube (links below). If you have a larger class or don't have the floor space for a circle time read aloud, this may be a preferable option so that students can better view the illustrations. If you will read the book twice with the class, it can be good to view it the first time, and then read it out loud the second.
 - https://www.youtube.com/watch?v=J1Teb-_jTyl
 - <https://www.youtube.com/watch?v=gw0arFtHeVw>
3. Discuss the story, focusing on both the central message of the story and what it teaches about Brazil.
4. Implement the chosen lesson/unit plan.

5. Discuss how *The Great Kapok Tree* connects to *Animal Poems of the Iguazú*. Ask students to think about how the two books are the same and how they are different.
6. Give students the opportunity to add any new facts or information to the “All About Brazil” anchor chart. Discuss anything they add and how it should be categorized.
7. Explain to students that it is not just animals, plants, and other wildlife that live in the rainforest, but that many Indigenous peoples also live in the rainforest.
8. Tell students that they are going to learn about the Guaraní people.
9. Depending on the amount of time available, use some combination of the following resources to introduce students to the Guaraní
 - a) National Geographic Kids has a primary resource on the Guaraní available. Free Registration is required to access the materials. (<https://www.natgeokids.com/za/primary-resource/guarani-people-geography-primary-resource/#!/register>)
 - b) Use the Britannica website to provide students a general overview of the Guaraní. (<https://www.britannica.com/topic/Guarani>)
 - c) View the United Nations produced video (available on YouTube) showing how one Indigenous community is attempting to maintain Guaraní culture, language, and tradition. (<https://www.youtube.com/watch?v=tmHeABi6mpg>)

Activity 7: The Awá Tribe

In this lesson, students will learn about the Awá tribe, who live in Northeastern Brazil rainforest. They have lived almost entirely without any contact with the outside world and are nomadic, moving frequently carrying their belongings. They are entirely sustained by the rainforest.

Objectives:

- Learn about the Awá people
- Discuss information presented in videos
- Write down new information gained from lessons

Procedure:

1. Below are links to a news article, a website, and a video about the Awá. Please preview all of these resources before using with your students to make sure they are appropriate for your grade level. These resources can be used in whole group direct instruction and dialogue, or in a small group research setting.
 - Giving the Amazon rainforest back to the Awá tribe -BBC news article (<https://www.bbc.com/news/magazine-27500689>)
 - Uncontacted Amazon Tribe: First ever aerial footage (<https://www.youtube.com/watch?v=sLErPqgCC54>)
 - Detailed information, including a video, about the Awá tribe from Survival International (<https://www.survivalinternational.org/awa>)
2. Introduce students to the Awá tribe by locating the Northeastern Brazilian rainforest on a map.
3. Explain that students will be learning about another Indigenous group today, who are distinct from the Guarani they learned about earlier.
4. Begin with one of the two videos listed below (one is embedded in the Survival International website).

5. Discuss what students learned from the video.
6. Read the BBC article, focusing on the elements that are most relevant and applicable to student learning.
7. Spend time researching the information made available on the Survival International website. (At the bottom of the page, there are interactive 'animal cards' that may connect to earlier discussions about the rainforest.
8. Watch the remaining video and discuss.
9. Give students the opportunity to add any new facts or information to the "All About Brazil" anchor chart. Discuss anything they add and how it should be categorized.

Activity 8: Pelé

In this lesson, students will learn about Pelé, the world-renowned soccer/fútbol player through books and a short film trailer.

Objectives:

- Learn about the Brazilian soccer player Pelé
- Identify key information in texts and make inferences

Procedure:

1. Assess prior knowledge by asking students what they know about Pelé. Record their ideas on chart paper.
2. Briefly explain who Pelé is (famous soccer player from Brazil).
3. Read students the book *For the Love of Soccer!* written by Pelé and illustrated by Frank Morrison.
4. Ask students to share anything that they learned about Pelé through the book. Record their answers on a prepared “All About Pelé” anchor chart, or add it to the “All About Brazil” chart under the category of important/famous Brazilians.
5. Show students the trailer for Pelé: Birth of a Legend. Please note, this is a trailer for the feature length film. It is rated appropriate for all audiences, but the movie in its entirety is rated PG. (<https://www.youtube.com/watch?v=XBrfxHOXsDE>)
6. After viewing, ask students to generate more information for the anchor chart.
7. Read students the book *Soccer Star* written by Mina Javaherbin and illustrated by Renato Alarcao.
8. After reading, ask student to think about the following questions: Why is Pelé such a famous Brazilian figure? Why do so many young people look up to him as a hero? What did he accomplish? Why is soccer so popular in Brazil?
9. Discuss their answers and record their ideas on the anchor chart.
10. See the last section of Final Projects/Extension Activities for more information on

writing activities that can be implemented here (Informational essay, Biographical essay, Acrostic Poetry, or 5 Senses Poetry).

Assessment: Create an “All About Brazil” Lapbook. Students will demonstrate what they’ve learned about Brazil through creating an informational lap book. This can be completed at the end of the unit on Brazil, or done throughout the unit, creating different pieces as each lesson is completed. As the appropriate activities can vary greatly, I have not created the specific pieces for the lap book. A free lap book pdf is available at https://www.homeschoolshare.com/docs32466/brazil_complete.pdf.

Use this as it is, or adapt it for your students’ needs. There are also various adaptations for all grade levels available on Teachers Pay Teachers. Students can also create everything on their own without a template. Lap books can be created by refolding manila or colored folders, or folding a sheet of construction paper into thirds. The type and depth of knowledge and time for completion can be modified based on classroom needs.

1. Determine the type of lap book you want students to create (the free pdf, entirely student generated, or a template from TPT).
2. Create an example to provide a framework or model for students.
3. If the lap book will be entirely student generated, create a checklist of information that will be required.
4. Review expectations and requirements (such as complete sentences, illustrations, etc.)
5. Once student lap books are completed create a space to display them. Once students have examined the impact of migration in Brazil, they will examine the process of migration in our own local community. Distribute PERSONAL MIGRATION TIMELINES (students may need a few days to research and talk with family members to complete the timeline. Set a due date with your students.) On the day of submission, students will work in groups and complete the

following assignment:

EXTENSION

Supplemental Activity 1: Create a Mural or a Larger Scale Classroom

Transformation of the Rainforest.

Students will create a mural, large-scale classroom transformation, or smaller scale diorama depending on time, space, and materials available, to demonstrate what they learned about the Brazilian forest. The larger scale project is likely a whole class activity where different groups of students would be responsible for different aspects of the rainforest (animals, Indigenous groups, plants, etc.). Here, students will create larger scale representations of the animals, plants, etc. These will then be displayed throughout the classroom walls, or if available, a hallway.

Objectives:

- Demonstrate acquired knowledge about Brazilian rainforest
- Create a large-scale representation of Brazilian animals, plants, and natural features.
- Work in groups to plan and execute a project

Procedure:

1. Explain to students that they are going to create a representation of a Brazilian rainforest. Review the expectations for the project, such as how many animals, plants, etc. should be represented or what kind of text should be included.
2. Working in small groups, students will plan out a mural, diorama, or large-scale classroom transformation of a Brazilian rainforest.
3. Students will then use available materials to bring their plan to life.
4. Once students have created the visual representation of the rainforest, they will write informational text (specific research on the plant, animal, or indigenous group or an overview of Brazilian rainforests) to accompany their final project.

Supplemental Activity 2: Biographical Essay and Presentation on the Life and

Importance of Pelé.

Students will demonstrate what they have learned about Pelé through writing a biographical essay.

Objectives:

- Demonstrate acquired knowledge regarding Pelé
- Understand and practice elements of a biographical essay
- Optional: Use technological tools to research a topic

Procedure:

1. Review the content about Pelé.
2. Explain to students that they are going to write a biographical essay (or paragraph) about Pelé. If time and resources allow, provide students with technology to research more about Pelé online.
3. Review the purpose of a biographical essay. Share expectations for the information that should be covered in the essay (place of birth, date of birth, important childhood events/experiences, major accomplishments, etc.)
4. Review the expectations of the essay/paragraph, such as format and organization and then have students begin their rough draft.
5. When students have finished their rough draft, follow your classroom procedure for editing and revising. Students then write their final copy of some sort of 'special' final copy paper or type. Publish essays by hanging them in a designated area.
6. If time allows, have students draw a portrait of Pelé in a style and setting of their choice. Display the portrait with the essay.
7. This could also be expanded/modified to incorporate the use of more technology through asking students to create a presentation on Pelé using PowerPoint, Google slides, etc. The presentation could be in addition to or in place of the biographical essay.

Supplemental Activity 3: Compare and Contrast Essay of Two Trickster Tales

Students will take information acquired about the two trickster tales they studied to

create a Venn diagram (if not already completed) and then write a compare and contrast essay.

Objectives:

- Demonstrate acquired knowledge regarding Pelé
- Understand and practice elements of a biographical essay
- Optional: Use technological tools to research a topic

Procedure:

1. Review the information on trickster tales and the specific stories.
2. Review the purpose and process of completing a Venn diagram.
3. As a whole class, with a partner, or individually, have students complete a Venn diagram of *Rosa Raposa* and *The Dancing Turtle*. Be sure to encourage students to think about how to compare or contrast 'like' things, so that they will then transfer this type of organized or 'chunked' information to their essay. For example, if they write a statement about the central message of *Rosa Raposa*, they should write a statement about the central message of *The Dancing Turtle*. Then, these two statements can become a sentence or connected sentences in their essay.
4. Once the graphic organizer is completed, students can begin to draft their compare and contrast essay. Next steps are largely dependent upon the grade level of your students. With younger students or students who have never done this activity, templates and modeling are key to their success.
5. First, review the purpose of this essay (to demonstrate an understanding of trickster tales and the two stories, and to identify how the stories are alike and different).
6. Next, discuss the format of the essay in terms of number of paragraphs, indentations, and topic sentences. With young students, this is typically a two-paragraph paper. You may want to create the topic sentences as a class by modeling one broad introductory sentence and then two specific topic sentences for each paragraph.
7. From here, students can begin writing their essays. Again, if this is a new format, model how they should write comparative sentences. For example, In *Rosa*

Raposa _____, but in *The Dancing Turtle* _____ . Be sure to point out that they should be comparing or contrasting 'like' things as mentioned above in the discussion of the Venn diagram. For very young students (or if this activity is done at the very beginning of the year), you may want to provide a template for the entire essay, including sentence starters and transitional words.

8. When students have finished their rough draft, follow your classroom procedure for editing and revising. One approach would be to use the following procedure: rough draft, read out loud to self and revise, read out loud to partner and revise, meet with teacher for final editing. Students then write their final copy of some sort of 'special' final copy paper or type. Publish essays by hanging them in a designated area or creating a classroom book.

Supplemental Activity 4: Informational Essay About Brazil

Students will demonstrate what they've learned about Brazil through writing an informational essay or paragraph.

Objectives:

- Demonstrate acquired knowledge regarding Brazil
- Understand and practice elements of an informational essay
- Optional: Revise and peer-edit texts

Procedure:

1. First, review the purpose of an informational paragraph (to share/demonstrate knowledge about a specific topic).
2. Next, discuss the format of the essay. With young students, this is typically a one-paragraph paper. Older students can be expected to write more. If necessary, you may want to create the topic sentence as a class by modeling one broad introductory sentence.
3. Review all of the information that students have learned about Brazil and any

resources available to use.

4. If specific information should be incorporated into the essay, create a chart or checklist for students to use while writing their rough draft. For example, Where is Brazil? What language is spoken in Brazil? Who lives there (demographics)? What is it like geographically? Describe a specific region. What would a person see if they went there on vacation? Describe a famous Brazilian.
5. From here, students can begin writing their essays. When students have finished their rough draft, follow your classroom procedure for editing and revising. One approach would be to use the following procedure: rough draft, read out loud to self and revise, read out loud to partner and revise, meet with teacher for final editing. Students then write their final copy of some sort of 'special' final copy paper or type. Publish essays by hanging them in a designated area or creating a classroom book.

Supplemental Activity 5

Acrostic Poetry (Brazil, Pelé, Rainforest). Students will demonstrate what they have learned about Brazil through an acrostic poem.

Objectives:

- Demonstrate acquired knowledge regarding a specific topic related to Brazil
- Understand and practice elements of an acrostic poem
- Revise, edit and publish poems
- Optional: create illustrations to enhance their written work

Procedure:

1. Introduce students to the idea of an acrostic poem if they are not familiar with it. Acrostic poems can be adapted for the grade level of students. For younger students, one word descriptions for each letter of the word "Brazil" may be sufficient. For older students, you may want to require a sentence or multi-word description, a rhyming scheme, or even alliteration. If acrostic poetry is a new concept, you may want to create one poem as a class in order to model the activity for students. Be

sure to connect the activity to literacy content appropriate for your grade level, highlighting the meaning and use of adjectives, synonyms, rhyme scheme, alliteration, phonics patterns, etc.

2. Have students draft their own acrostic poem using a word of their choice or an assigned word. The subject of the poem can vary. For example, it could provide a broad overview of Brazil or a more specific description of the rainforest or a rainforest animal.
3. Once students have completed their poem, have them go through the revising, editing, and publishing process. Display the completed poems.
4. If time allows, students can create an illustration to go with their poem.

Supplemental Activity 6: 5 Senses Poetry

Students will demonstrate what they have learned about a Brazil-related topic through a poem.

Objectives:

- Demonstrate acquired knowledge regarding a specific Brazil topic covered
- Review the five senses and apply understanding
- Use collective knowledge to create descriptive poems
- Edit, revise, and publish poems

Procedure:

1. As a whole group, review or teach the concept of the five senses.
 - Activate students' prior knowledge by asking them to list all of the five senses. Record these on chart paper for students' reference throughout the assignment.
2. Once students have an understanding of the five senses, ask the class to volunteer things related to Brazil that they could use in their poetry. Record their suggestions for future reference. This would be a good time to review any vocabulary or concepts from the previous lessons that you would like students to integrate into

their assignment.

- Using the vocabulary and/or ideas generated by the class, explain and model how to write descriptions based upon the senses. For younger students, you may need to offer guiding examples appropriate for their ability level. Highlight various aspects of descriptive language (such as adjectives, metaphors, and similes) appropriate for your grade level. The easier version can start with I see, I feel, I hear, etc. Older students can embed the sensory description within the phrase. For example,

- Pelé sprinted across the field trying to catch up to the ball OR I see Pelé running after the ball.

- At this point, students are ready to write their own five senses poem. You can provide the template below if necessary. Modify to include as many stanzas as desired.

I see _____.

I feel _____.

I taste _____.

I hear _____.

I smell _____.

I see _____.

I feel _____.

I taste _____.

I hear _____.

I smell _____.

- When students have finished their rough draft, follow your classroom procedure for editing, revising, and publishing. If time allows, ask students to illustrate their poem.

ADDITIONAL RESOURCES AND REFERENCES

Links for student research:

[Brazil Facts for Kids | Brazil Attractions | Geography | Food | People](#)

<https://www.kids-world-travel-guide.com/brazil-facts.html>

[Brazil Facts For Kids | Cool Kid Facts](#)

<https://www.coolkidfacts.com/brazil-facts-for-kids/>

[Brazil for Kids – MrNussbaum.com](#)

<https://www.mrnussbaum.com/brazil-for-kids/>

[A to Z Kids Stuff | Brazil](#)

<https://www.atozkidsstuff.com/brazil.html>

[Fun Brazil Facts for Kids - Interesting Information about Brazil](#)

www.sciencekids.co.nz/sciencefacts/countries/brazil.html

Video Resources available on YouTube, free and age-appropriate. Can be used as part of direct instruction lesson for small group research implementing the available classroom technology. Doing own search is suggested as new videos are released often.

[Focus on Brazil! Country Profile and Geographical Info](#) by GEOgraphy Focus: <https://www.youtube.com/watch?v=VTEJk8vPWFE&t=45s>

National Geographic Kids- [Brazil: Tree Climbing | Are We There Yet?](#): <https://>

www.youtube.com/watch?v=EbVAhNVz4U8

National Geographic Kids- [Brazil: Beach | Are We There Yet?](https://www.youtube.com/watch?v=fEG-8R5YfY0) : <https://www.youtube.com/watch?v=fEG-8R5YfY0>

[Virtual Field Trip - Amazon Rainforest](https://www.youtube.com/watch?v=JEsV5rqbVnQ): <https://www.youtube.com/watch?v=JEsV5rqbVnQ>

[25 Facts About the AMAZON RAINFOREST | 25 FACTS](https://www.youtube.com/watch?v=DgU7gsBOhUI): <https://www.youtube.com/watch?v=DgU7gsBOhUI>

[Geography Now! Brazil](https://www.youtube.com/watch?v=JFfcD-SkqIc&t=204s): <https://www.youtube.com/watch?v=JFfcD-SkqIc&t=204s>

[Pelé: Birth of a Legend Official Trailer \(2016\)](https://www.youtube.com/watch?v=XBrfxHOXsDE): <https://www.youtube.com/watch?v=XBrfxHOXsDE>

(Note: This is a trailer for the movie. It is rated appropriate for all audiences, but the movie in its entirety is rated PG.)

Bibliography of Children's Literature About Brazil

Amazonia: Indigenous Tales from Brazil retold by Daniel Munduruku, illustrated by Nikolai Popov, and translated by Jane Springer. Groundhouse Books/House of Anansi Press, 2013. Ages 10+ (please note, there are some adult themes, pre-read any material before using).

Amazonia is an extraordinary book of Brazilian folk tales that combines the authentic voice of Munduruku, an Indian who grew up in the Amazon rainforest, with the imagined Amazon of Russia's foremost children's book illustrator. Mermaids, serpents, tigers, snakes, flying men, witches — extraordinary creatures from the world's most important jungle live on in these tales. The

stories are fascinating, and sometimes startling, as protagonists are killed off or transformed into animals — or rise up precipitously into the heavens. More than just rollicking adventures, they offer a panorama of experience — conflict and death, love and seduction, greed and gluttony, hunting and fishing, cooking and caring for plants — and describe the origins of the natural world. Munduruku's storytelling and Popov's imagination bring us the tales of the people of the Amazon in all their magic wonder.

Animal Poems of the Iguazú/ Animalario del Iguazú written by Francisco X. Alarcón and illustrated by Maya Christina Gonzalez. Lee & Low Books, 2016. Ages 8+

In the magical rainforest of the Iguazú National Park, butterflies are the multicolored flowers of the air. Great dusky swifts watch over the park, and the untamed spirits of jaguars roam the jungle. Spanning three countries--Argentina, Brazil, and Paragua--the thundering waterfalls and lush green rainforests of the Iguazú have dazzled visitors for centuries, and are now in danger of being lost. Following the Amerindian oral tradition, award-winning Chicano poet Francisco X. Alarcón lets the animals of the Iguazú speak for themselves in their own soaring, roaring, fluttering voices, and the resulting poems are as urgent as they are beautiful and humorous. Maya Christina Gonzalez's mixed media illustrations bring the colors and textures of the Iguazú rainforest to vibrant life.

Capoeira: Game! Dance! Martial Art! written by George Ancona. Lee & Low Books, 2017. Ages 7+

CAPOEIRA it's a game, a dance, a martial art! It's a way of expressing oneself through movement and music. With action-packed photographs and accessible text, readers are introduced to this exciting, popular game. At Madinga Academy in Oakland, California, a group of girls and boys practice the acrobatic moves of capoeira. Then they begin to play games to the infectious, rhythmic beat of traditional music and singing. On to Brazil to experience capoeira in its historic birthplace, where it dates back four hundred years. Capoeira developed as a way of fighting among enslaved Africans, it was outlawed by the government, and

was permitted once again in 1930 as a martial art and game.

Carnaval written by George Ancona. Harcourt Children's Books, 1999. Ages 6+

For weeks the people of the Brazilian town of Olinda have been sewing costumes, painting masks, and creating giant puppets--preparing for *carnaval*. Like Mardi Gras in New Orleans, *carnaval* is a five-day festival of parades, dancing, and singing. But unlike Mardi Gras, Olinda's *carnaval* still celebrates the traditions and folklore of the people and the shared cultures--indigenous, European, and African--that make up Brazil. As generations have done each year, the people of Olinda and their visitors give themselves over to the music, dance, and joy of *carnaval*.

Dancing Turtle: A Folktale from Brazil written by Pleasant DeSpain and illustrated by David Boston. August House, 2005. Ages 4+

Turtle loves to dance and play the flute. But her exuberance puts her at risk when her music attracts the attention of a brave hunter who brings her home to make turtle stew. After she is caught, her only hope for escape is the hunter's children ... and her own wit. This folktale, first told by the indigenous people of Brazil, is now told throughout Latin America.

For the Love of Soccer! Written by Pele and illustrated by Frank Morrison. Hyperion Books, 2010. Ages 4+

What does the world's greatest soccer player love about the game? The same things as we do! Speed, team work, dribbling, passing, taking your best shot—and making a G-O-O-A-A-A-L! Pelé, three-time World Cup champion, has been the subject of several unauthorized biographies. But here, in his own words, he celebrates the kick and thrill of his favorite sport. Artist Frank Morrison scores an amazing assist with two dynamic visual stories: Pelé's inspiring rise to fame, and a young athlete's efforts to follow in his hero's speedy footsteps. Together, words and pictures deliver all the fun and excitement of a closely-matched game. World Cup fans, come play!

How Night Came from the Sea: A Story of Brazil written by Mary-Joan Gerson and illustrated by Carla Golembe. Little Brown & Co, 1994. Ages 6+

A beautifully illustrated retelling of a Brazilian tale linking Brazil's African heritage with a history of slavery recounts how an African goddess brings the gift of night to the hardworking people of Brazil.

Rosa Raposa written by F. Isabel Campoy and illustrated by Jose Aruego and Ariane Dewey. Harcourt Children's Books, 2002. Ages 4+

Jaguar, the sharp-toothed, beady-eyed bully, is *determined* to eat Rosa Raposa for dinner. But Jaguar had better watch out, because clever Rosa has some surprises in store for him! In three hilarious South American trickster episodes, Rosa uses her sharp imagination to make Jaguar look like the biggest fool in the forest.

Soccer Star written by Mina Javaherbin and illustrated by Renato Alarcao. Candlewick, 2014. Ages 5+

When Paulo Marcelo Feliciano becomes a soccer star, crowds will cheer his famous name! Then his mother won't have to work long hours, and he won't have to work all day on a fishing boat. For now, Paulo takes care of his little sister Maria (she teaches him reading, he teaches her soccer moves) and walks her to school, stopping to give his teammates cheese buns as they set out to shine people's shoes or perform for the tourist crowd. At day's end, it's time to plan the game, where Givo will bounce, Carlos will kick, and Jose will fly! But when Jose falls on his wrist, will the team finally break the rules and let a girl show her stuff? Set in a country whose resilient soccer stars are often shaped by poverty, this uplifting tale of transcending the expected scores a big win for all.

The Great Kapok Tree: A Tale of the Amazon Rain Forest written by Lynne Cherry. Gulliver Books, 1990. Age 4+

The author and artist Lynne Cherry journeyed deep into the rain forests of Brazil

to write and illustrate her gorgeous picture book *The Great Kapok Tree: A Tale of the Amazon Rain Forest* (1990). One day, a man exhausts himself trying to chop down a giant kapok tree. While he sleeps, the forest's residents, including a child from the Yanomamo tribe, whisper in his ear about the importance of trees and how "all living things depend on one another" . . . and it works. Cherry's lovingly rendered colored pencil and watercolor drawings of all the "wondrous and rare animals" evoke the lush rain forests, as well as stunning world maps bordered by tree porcupines, emerald tree boas, and dozens more fascinating creatures.

Victoria Goes to Brazil written by Maria de Fatima Campos. Frances Lincoln Children's Books, 2009. Ages 6+

This unique series of photographic information books, told in the first person, accompanies children who have grown up away from their family's homeland, and are now visiting it for the first time. The unfamiliar food, clothing, and customs of another country are seen from a fresh, exciting perspective. With stunning photographs and a bright, child-friendly design, this informative, fun series is very relevant to today's world in which so many people have moved away from their original culture to live elsewhere. Victoria's mother was born in Brazil and she is taking Victoria to see the place of her birth. From a coffee farm to a saint's day procession, from a street children's shelter to a huge family barbeque, Victoria learns about her mother's country and warms to her big Brazilian family.

Who is Pelé? written by James Buckley Jr. and illustrated by Andrew Thomson. Penguin Workshop, 2018. Ages 8+

His parents may have named him Edson Arantes do Nascimento, but to the rest of the world, he is known as Pelé. The now-retired professional soccer forward stunned Brazil when he began playing for the Santos soccer club at age fifteen. He then went on to captivate the world when he joined his country's national soccer team and helped them win three World Cup championships. Although he's hailed as a national hero for his accomplishments in soccer, Pelé has been an

influential person both on and off the pitch. His work with organizations like UNICEF has helped improve conditions for children around the world. Young readers can learn more about the man who connected soccer with the phrase "The Beautiful Game."

Evaluation Table (to use with Activity 4)

	<i>ROSA RAPOSA</i>	<i>THE DANCING TURTLE</i>
Who are the main characters?		
What is the setting?		
What is the problem or conflict?		

What creates the conflict?		
	<i>ROSA RAPOSA</i>	<i>THE DANCING TURTLE</i>
What is the climax of the story?		
How is the problem resolved?		
What is the message or moral of the story?		