



Curriculum Guide

Executive Summary

Only one in four Brazilians are fully literate (math, reading, and writing). *According to the PISA 2018 Insights and Interpretations report, students in Brazil rank 74 points below the global average in reading. Understanding the written word is necessary for individuals to engage with the world around them and develop an increased sense of belonging and identity as a global citizen.

Supporting global citizenship in children is a shared passion for Cultured Kids and Holistica Foundation. Both organizations also share a love for literature and believe in the power literature has to change lives. It is through these shared beliefs that the Books 4 Brazil program came to life.

At first glance, and in its simplest form, you will see that *Books 4 Brazil* is a read-a-thon fundraiser set up to support literacy simultaneously in Brazil and the United States. **However, upon deeper examination, you will find the unique and innovative intricacies of the program that will spearhead a new path for education and school fundraising in America.**

Any given school in the U.S. can be bombarded with a dozen or more options for school fundraising annually. However, the number of options available that are also supporting a cause and enhancing global responsibility is minimal to nonexistent. Additionally, identifying a fundraiser with a philanthropic focus that also provides engaging educational materials is few and far between.

***Books 4 Brazil* not only enhances students' global perspective while raising support, it was designed to mobilize educational institutions' largest population (students) to solve one of global education's greatest problems: illiteracy.** By bringing awareness to pervasive illiteracy around the world, we are inviting students to empathize and then become empowered to take action towards meaningful change. In addition, participation in the program could also prove to minimize an ever-present opportunity gap.

*According to the National Center for Education Statistics, there are 50.7 million K-12 students in the United States compared to 3.3 million full-time educators. While it makes sense for educators to collaborate and design solutions to close the opportunity gap, isn't it possible for us to see more rapid results by enlisting a population of youth that is 15 times that size to help?

Imagine that, a world where children were the solution to moving the needle on the PISA scores worldwide.



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*PISA 2018 Insights and Interpretations Report

*National Center For Education Statistics (NCES)

Daniel Herkenhoff, the founder of Holistica Foundation, is a businessman with “...education in his blood and soul”. He comes after many generations of educators in his family who have all taken a lead in transforming education in their time.



Founded on generations of educators.

Alfredo Herkenhoff, Daniel’s great-grandfather, created a tech school called *Escola de Comercio Alfredo Herkenhoff* (Alfredo Herkenhoff’s Commercial School) in Cachoeiro do Itapemirim. *Escola de Comercio Alfredo Herkenhoff* “...was responsible for the professional formation of many people for decades”, beginning at their founding in 1927.

The school grounds become home to Alfredo and his growing family that lead to 10 children, including Daniel’s grandmother, Lucilia Herkenhoff. As an adult, Lucilia and her husband Jader Coelho lived on the school grounds as well. Daniel’s father, Mario Herkenhoff, was born on the school’s patio and raised “amongst books, literary works of all places, professors, teachers, music...”.

It was through Mario, that Daniel’s ties with the U.S. began. Mario’s pursuit of an MBA led him to the United States with his young wife, Solange. Daniel was born in Buffalo, NY in 1974. While the young family would eventually move back to Brazil, Daniel would maintain a personal connection with America, perhaps unaware of the impact he would have on it one day.

Once back in Brazil, Mario Herkenhoff, Daniel’s father, founded Herkenhoff & Prates, a for-profit company that “specializes in building, applying, and analyzing standardized tests using top-notch technology.” Daniel began working at Herkenhoff & Prates when he was thirteen!

Through this experience Daniel began to understand the troubling reality of education in Brazil, “...**Brazilians are 260 years behind in reading compared to other OECD countries.**”. **The clearly visible education gap in Brazil is what brought Daniel, his father Mario, and a family friend, to found Holistica Foundation.**

While Daniel’s experiences as a college professor and businessman have equipped him to found and run a successful nonprofit organization, it is Daniel’s passion for transformation in education that has motivated him to impact. Holistica Foundation “develops and deploys social education projects that sow seeds of literacy all over Brazil”.

Through their new partnership with Cultured Kids and newly designed program: *Books 4 Brazil*, Holistica Foundation will increase their impact on literacy in Brazil while simultaneously supporting education in America. *Books 4 Brazil* is spearheading a new type of school fundraising in America, leading the way for increased global responsibility and citizenship in our youth. Finally, *Books 4 Brazil* realizes Daneil’s dream of deepening his connection to two nations he can call home.

Michelle Goldshlag, co-founder and CEO of Cultured Kids, is actively building an organization that embodies a *Culture of Trust*. She is currently in Northern Virginia and focused on supporting schools in Fairfax County.



Cultured Kids is a nonprofit organization whose mission is to cultivate empathy and belonging through innovative, multidisciplinary youth programs that embrace cultural differences and unify school communities. Aside from working with schools in the Greater Boston and Metro DC areas since their founding in 2015, they also work as contractors for like-minded education institutions.

Cultured Kids' lower elementary school programs are created to bring students together around a *Culture of Curiosity*. Children are provided a safe space to share their own culture and to ask questions about others' cultures. Literature and Art anchor the curriculum and serve as a launchpad for global exploration. **Encouraging curiosity around cultural differences and providing a foundation for productive and empathetic discussions about cultural differences are necessary tools for individual and social change.**

As children move into the upper elementary school program they will continue to use art and literature through well-designed lessons that support a *Culture of Belonging*. It is at this stage of development that children are exploring personal identity, begin questioning their relationship with, and purpose in, the external world, and start establishing more meaningful relationships with peers.

In addition to their internal programs and curricula, Cultured Kids is eager to support like-minded organizations that are passionate about education and share a love of books. It is with this in mind that their partnership with Holistica Foundation was solidified. The resulting program exemplifies their mission. *Books 4 Brazil* is a youth program and curriculum that unify global communities around a common goal: literacy.

They have taken careful and deliberate steps to create a final product that would not only support literacy in two global regions simultaneously but also to pioneer a new type of school fundraising that will enhance global responsibility and global citizenship. Cultured Kids' *Philanthropic Fundraising* program will connect U.S. schools with nonprofit partners that enable them to fundraise while supporting a cause.

Cultured Kids looks forward to growing with Holistica Foundation. Through trusted partnerships like this organizations become stronger and their impact greater.

Books 4 Brazil is an educational fundraising program and curriculum that was solicited by Holistica Foundation and designed by Cultured Kids for grade school students in the U.S. and to support grade school students in Brazil. The program was a result of two specific goals presented by Holistica Foundation to Cultured Kids:

- To gain increased exposure and support in the U.S.
- To design an educational solution that would simultaneously support children in the U.S. and children in Brazil

Holistica Foundation gets books into the hands of Brazilian children who do not have them. They are passionate about transforming the world through literature. It seemed natural, then, for us to design a program that allowed Holistica Foundation to support literacy in America as well. Students will be encouraged to read, write, and engage in discussions throughout the program that will instill a deeper connection to books and appreciation for reading.

Books 4 Brazil is a read-a-thon fundraising program that was designed to simultaneously support literacy development in the U.S. and Brazil. There are two interwoven paths throughout the 30 day fundraising program: gathering donations & tracking reading and deepening students' connection with Brazil as they engage in weekly lessons with their class that explore Brazilian culture.

Understanding that schools and other education institutions in the U.S. will have different needs, the program has three different commitment levels:

- **Level 1** - for smaller groups and/or families who are looking to support a cause (100% proceeds to Holistica Foundation)
- **Level 2** - for public schools who are looking for a philanthropic alternative to fundraising (50 % of funds to Holistica Foundation 50% of funds to the participating institution)
- **Level 3** - for private schools or institutions who want to create a more immersive and engaging experience for stakeholders (30% of funds to Holistica Foundation 70% of funds to the participating institution).

The digital platform with portals to support the unique needs of school administrators, educators, parents, and children will provide tools and resources to keep everyone up to date on their progress and motivated to reach their goals.

Books 4 Brazil will enhance students' global perspective while raising support and was designed to mobilize educational institutions' largest population (students) to solve one of our global education's greatest problems: illiteracy.



Curriculum Overview

Additional Materials

The following materials have been created to support learning. Please prepare before starting the program.

Stick Puppets (K-grade 6)
Animal Cards (K-grade 6)
Fairytale/Folktale Sort (K-grade 1)
Harvest Hunt Cards (K-grade 3)
Maps (K-grade 3)
Bookmarks (K-grade 6)
Classroom Poster (K-grade 6)
Student journals (grades 4-6)
Certificates of Completion (K-grade 6)

Literature

Please secure the following hard copy of each piece of literature used or access our digital version of each story being read aloud.

Week I

Brazilian Folktale
Turtle and Onça, The Jaguar

Week II

Brazilian Folktale
Party In Heaven

Week III

Along The Tapajós
by Fernando Vilela

Week IV

The Best Tailor in Pinbauê
by Eymard Toledo



Keep an eye out for the clock. This is a reminder to track your reading time.



Literature and Art anchor all of Cultured Kids' curricula and social & emotional competencies and cultural competencies are woven throughout. Themes relating to positive identity development, empathy, and belonging help to orchestrate increased unity within classroom communities and between classrooms globally.

The curriculum provided within the *Books 4 Brazil* program consists of four weekly lessons designed to enhance students' understanding of Brazil and Brazilian culture while they are raising money to support literacy in Brazil. Additional materials have been provided to support learning () and should be prepared prior to beginning the program. Additionally, the digital PDF format provides links to the same sources listed in the reference section.

Lessons Launched with Literature

Weekly discussions and activities revolve around the chosen literature for each week. Every effort has been made to find authentic Brazilian literature written by Brazilian authors. While the lessons will be different depending on grade level, the literature is shared throughout, creating one cohesive element between all classrooms.

The curriculum is broken up into three different groups: K - 1, grades 2 - 3, and grades 4 - 5/6. While the K - 3rd grade lessons are similar, they have been designed to uniquely support varying stages of development. The 4th - 6th grade lessons are set apart and designed to engage deeper critical thinking skills.

Weekly lessons are divided into 4 blocks and are expected to take 60 - 75 minutes:

- Introduction/Greeting (10-15 minutes)
- Read Aloud/Discussion (10 minutes)
- Activity/Map Work (25 - 35 minutes)
- Closing/Reflection (5 - 10 minutes)

Finally, as we consider the attributes of global citizenship and what it means to be globally responsible, we cannot help but think of participants' role as global problem solvers.

You will see a recurring message throughout the curriculum for all ages about what helping can look like. **Your students are helping to solve a global problem!** Participating students may be the recipients of a fun new curriculum and an enrolled school may be the recipient of new monetary support through fundraising, but our intention is to turn their focus from their own gain to the impact they are making.

Projects Overview

Project Templates

The following templates should be printed out before creating the project examples.

Pan Flute Template

Window Template

Curtain Template

The following materials will provide detailed information about how to execute each of the three art projects presented in the curriculum. As stated in the curriculum overview the lessons and projects supporting Kindergarten through 3rd grade will be different than those supporting the upper elementary students.

While K-3rd grade will share the same projects we have changed them slightly for different stages of development. This overview presents the more complicated of the two: 2nd-3rd grade. We have clarified how the project should be changed for lower grades immediately after.

The 4th - 5/6th grade art project will take the entirety of the program to complete and is broken up into smaller pieces to be executed weekly. Provided you will see weekly instructions to create and assemble your work.

Please create an example of each project to share with your students. Refer to the list of additional templates (on the left) that need to be printed out in order to complete them.



Materials

- Thick bubble tea straws (~0.43"D)
- Double sided tape
- Pan Flute Rectangular Template (2 per child)
- Scissors
- Paperclips
- Writing tools
- Bag or envelope
- Completed flute to share example
- Table Tents for stations

Set Up

- Print out Pan Flute Templates on card stock and cut (there should be enough for each child to have two rectangular pieces)
- Put a strip of double sided tape across one side making sure to keep the outer side covered by the film attached
- Set each of the five stations up with:
 - a table tent showing the proper measurement for that station
 - scissors
 - straws
 - paper clips

Before dividing students into groups, show them the example they will be making and the table tent at each station to use as a resource along the way.

Step 1: Measuring & Cutting

Divide students into five equal groups that will rotate through each station to measure and cut straws. Remind students to put their pieces in their bags after they are cut. Ask students to **ONLY** take their bags with the cut straw pieces as they move between stations.

Step 2: Assembly

Once groups have made it back to their original station they can begin to assemble their flutes. Pass out two pieces of rectangular card stock to each child (pan flute template). ***Each piece should have a strip of double sided tape already attached.**



Demonstrate how to remove the tape covering and align the straw pieces in a pattern from smallest to largest with a paperclip in between each one. The paper clips are being used as spacers to evenly distribute straws across the card stock.

Draw their attention to the way the straws line up evenly across the bottom and only extend past the bottom edge of the card stock slightly (no more than the width of a paper clip).

Have students mimic your demonstration, aligning their pieces on top of the first piece of card stock.

When all the straw pieces have been put on, remove the paper clips and put the next piece of card stock over the top of the flute. If there is time, they can decorate the outside. ***See previous pages image.**

Set up

Create individual kits for each child with materials needed for the project. Kits should include:

- Two card stock rectangles (Pan Flute Template) with a strip of double sided tape across one side.
- Seven paperclips
- Five pieces of straw measured and cut to length
 - Tree Station (7 paper clips long)
 - Jaguar Station (6 paper clips long)
 - Monkey Station (5 paper clips long)
 - Turtle Station (4 paper clips long)
 - Fruit Station (3 paper clips long)

Stations will not be used for this age group. The focus is on size and pattern rather than measurement.

Step 1: Share Example

Show an example of the finished product before starting. Draw their attention to the bottom edge where all the straw pieces are lined up evenly just slightly past the bottom edge of the card stock. ***See image on previous page.**

Step 2: Name

Have them take out their card stock rectangles and write their name on the inside of the rectangle (where the tape is). ***Make sure they do not remove the film covering the tape.**

Step 3: Smallest to Largest

Take out all the straw pieces and work together arranging pieces from smallest to largest and from left to right.

Step 4: Pattern

Demonstrate the patterns they will be making with the paperclips in order to space straws apart properly. Ask them to create the pattern in front of them with their paperclips.

Once they have the pattern, demonstrate how to remove the film from the adhesive on one of their card stock rectangles and to build their pattern across the tape.

Step 5: Final Assembly

Remove the paper clips from the tape and put the second piece of card stock on top. If time is provided students can decorate their flutes.





Materials

- Window Templates on card stock (1 per child)
- Curtain Templates on card stock (1 per child)
- Colorful and/or patterned paper
- Scissors
- Glue
- Coloring/Writing tools
- Finished example of a window

Set Up

- Print out enough window templates on card stock for each child to have one
- Print out enough curtain templates for each child to have one
- Hole punch each of the four window panes in the center to provide a starting place for children to cut out.

Notes

We have provided an example of what could be accomplished by 2nd & 3rd graders (left side) and K & 1st graders (right side) in the image above.

The provided image is a rather simple approach. Students should be encouraged to get creative and enhance their window as they would like.

Window Grade 2-3 W1

Step 1: Finished Example

Show students an example of the finished product and remind them of the connection that this project has to Uncle Flores in the story and also how it symbolizes a book's ability to serve as a window into another world.

Step 2: Colors the Molding

Pass out a window to each child and have them color the molding between the window panes, above the window, and below the window.



Step 3: Cutting Window Panes

We want to see through our windows! Have students start at the punched hole and cut out each of the four window panes. Be careful not to cut the molding.

Step 4: Cutting the Curtains

Have students choose what type(s) of paper they would like to use for their curtains. Pass out a curtain template to each child and show them how to trace the template along the **backside** of the paper they want to use. Then have them cut out their curtains.

Step 5: Gluing the Curtains

Using glue students can glue their curtains on flat on both sides of their window or they can pinch their curtain paper at the top to create an accordion effect with their paper (shown in image above).

Window Augmentation K-1

Step 3: Color in Window Panes

Follow the provided steps except for Step 3.

Have students think of four different things they learned about Brazil and/or Brazilian culture this month have draw a picture in each of the four window panes to symbolize what they learning.



Multi Level Collage Grade 4-6



Materials

- Paper and/or tissue paper
- card stock
- glue
- scissors
- drawing tools

Set Up

The upper elementary school, multi-level collage activity, will take four weeks to complete. Each week will focus on one part of the final project and the entire piece will be put together the last week.

All of their mini collages need to fit on one 8.5 x 11 piece of paper and provide space where the background can show through.

Make sure that each student has a bag or envelope to hold their weekly products as they will be needed for the final assembly. Also, a finished collage should be prepared to provide as an example.

Multi Level Callage Grade 4-6

Week I: Animals

Following our first folktale we are going to focus on creating an animal using cut and/or ripped paper and a piece of card stock as our base. Provide materials and an example for students to consider what animals they would like to create and how big they would like to make them. It is recommended that the final piece be at least 2"x2" and to not exceed 3"x5". They will be making another small piece next week and both will need to be attached to the final 8.5"x11" paper.



Step 1: Cut Base

Cut one piece of card stock to the size you would like and sketch out your animal and its surroundings on it with a pencil. Once you are satisfied gather paper you would like to use and start ripping or cutting small pieces to create a collage.

Step 2: Dry Fitting

Have students create their collage without gluing anything down first. This will provide ample opportunity for them to rearrange something that do not like. Also have them consider whether they want to create a border around their piece or not.

Step 3: Glue

Glue all the pieces down to create the image. Use elements such as overlapping to create depth.

Multi Level Callage Grade 4-6

Week II: Harvest

The second folktale was about a celebration. Celebrations are a large part of Brazilian culture. Students should create a small callage that reflects what they have learned about Festa Junina. The provided example shows a representation of a harvest, but students could create a musical instrument, a person in costume, etc.



Directions

Follow the same instructions that were laid out for the previous week.

Important notes to remember

- Both smaller pieces will need to fit over top of an 8.5" x 11" piece of paper with space around them for the background to show through
- Dry fitting the pieces will be important before gluing everything down.

Week III: Background

It is now time to create a background on the 8.5"x11" piece of card stock that is representative of Brazil. In the example provided a student wanted to juxtapose the Amazon Rainforest with the Urban areas of Brazil. She took a very simple approach by cutting a variety of organic shapes out of three different shades of green and adding brown for the ground. Below is an in progress, and seemingly messy, example, but the final product was awesome!



Directions

Follow the same instructions that were laid out for the previous week.

Important notes to remember

- Sketch out the landscape first so you know what you want to do.
- Orient your smaller pieces on top to try and visualize where they will go before you get started.
- Dry fitting the pieces will be important before gluing everything down.
- Do not worry so much about the glue, it will dry.

Week IV: Assembly

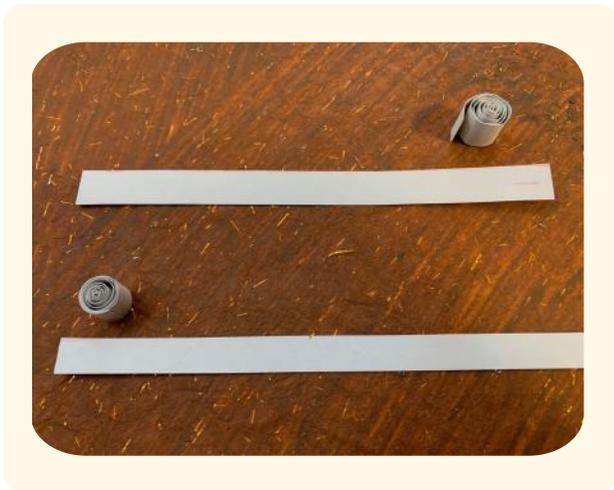
Let's put it all together!

Step 1: Buildings

Make one last addition to the background by adding some building somewhere. This could be homes, factories, office buildings, etc. Make sure NOT to put your buildings in a place that will be covered up by your smaller pieces. You want to keep the final project in mind. Cut or rip paper and glue them onto your background.

Step 2: Spacers

The spacers will rest between the smaller callages and the background. These spacers can be 1/4" to 1/2" deep. You can make them all the same size or vary the sizes for each of your smaller pieces.



Cut 4 strips of card stock that are each 6" long and as wide as you would like them to be. Roll them up and put a dab of glue at the end to hold them closed. They DO NOT need to be extremely tight they just need to remain coiled. In the end they will be invisible to the eye and they will rest behind the smaller callages you have made.

Week IV: Assembly

Let's put it all together!

Step 2: Spacers continued...



When the spacers are dried enough attach one to each of the four corners on the back of your smaller collage pieces.

- For smaller long pieces you could put just one spacer on each end (see example on left side in the image).
- The example on the right side of the image shows an in progress pieces.

Step 3: Attach small pieces to your background

Dry fit your small collages onto your background to finalize their location before gluing them down.

Once you know where you want them, use a dab of glue on the end of each spacer to attach to the background.

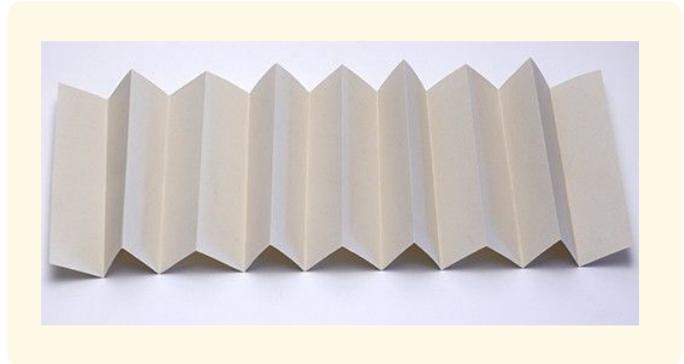


Extensions

This art piece represents a window into Brazilian culture. We have also discussed how books provide us "windows to the world". Uncle Flores, in [The Best Tailor in Pinbauê](#) found a delightful purpose creating colorful curtains for the windows of homes. In light of this, how can you emphasize the window aspect of the piece?

Examples

- Add two panels of an accordion folded piece to your final piece for viewers to open and peer through
- Display all the final projects on a wall and hang a piece of fabric in front of them for community members to open and peer through



Adding Accordion Curtains

STEP 1

Make a single cut across the top of your final callage 1/2" in from all the edges. This cut will be where your curtain will slide open and closed.

STEP 2

Choose two pieces of 8.5" x 11" pieces of paper and make the accordion folds forward and backward either landscape or portrait to align with your final project.

STEP 4

Glue the top left corner of one curtain (accordion folded piece of paper) to one side and the top right corner of one curtain (accordion folded piece of paper) to the other side.

STEP 5

Punch 2 brads through the top of each curtain (one at the end that will open and the other in the middle) 1/2" down from the top of the curtain, then slide the brad through the slit you cut in your final piece. Open your brads in the back of the piece so they will stay in but can move along the line that you cut.

STEP 6

Carefully fold your curtains open and closed a couple of time to make sure they are working well and that the folds are tight enough to be as the curtain is opened and closed.

Weekly Lesson Structure

10 -15 min

Introduction & Greeting

10 min

Read Aloud

25 - 35 min

Weekly Activity / Map Work

5 -10 min

Closing



Kindergarten - Grade 1

K-1 / Week I

Turtle and Onça, The Jaguar

Fairyale vs. Folktale

Have you ever heard of a folktale? How about a fairyale? What is a fairyale? Can you think of an example of a fairyale?

For example: Rapunzel

Fairy tales are make-believe stories shared orally over time. What does it mean to be make-believe? What does it mean to be shared orally?

Fairy tales often include mythical creatures like dragons, witches, and rainbow unicorn panda bears. Imagine that, have you ever seen a rainbow unicorn panda bear?

Folktales are similar in that they are passed down orally as well. They were shared before people knew how to communicate through writing.

Folktales are different from fairyales in that they usually have a moral to the story. What does it mean for a story to have a moral?

Folktales are also different from fairyales because they usually have real life characters, often animals. But guess what? The animals in folktales usually talk!!

Do real animals talk using words like we do?

So what is another thing that our folktales and fairyales have in common? They have different kinds of make believe.

We are going to read a Brazillian folktale today and next week. They were stories passed down over hundreds of years by people who live in Brazil.

*Can show children where Brazil is on a map

Fairyale / Folktale Sort

Compare and connect fairyales and folktales with student using the Fairyale/Folktale Sort provided in the additional materials to reinforce learning.

* Visit Forvo @ www.forvo.com for audible pronunciation

Materials

- Folktale/Fairyale Sort
- Stick puppets
- "Turtle and Onca, The Jaguar"
- Timer/Clock
- Reading Tracker
- Pan Flute
 - sample flute
 - pan flute kits ***See project overview for step by step instructions.**
 - pre-cute straws
 - pan flute template w/strip of double sided tape
 - 7 paperclips
- Map Posters
 - writing tools including green crayon or colored pencil

Telephone

We are going to create our own oral story together now before we read our folktale aloud.

Play a round of telephone passing a story quietly from one person to the next until you get to the end. At the end, determine if the story shared would fit better under the fairytale side of the table or the folktale side. Why?

If you have time and would like to, play another round.

* Visit Forvo @ www.forvo.com for audible pronunciation

Notes

Puppets

Use the stick puppets to support visual learning and interactivity. Continue to highlight the Portuguese words for the animals as you read: "Turtle and Onça, The Jaguar".

Discussion Questions

Highlight the theme of *helping* while supporting critical thinking and comparing.

- Do you think it was nice of monkey/macaco (má-cá-cō) to help turtle/tartaruga (tar-tá-roo-gá) up the tree?
- Has someone ever helped you to do something you could not do?
- Have you ever helped someone else?
- It says that turtle/tartaruga (tar-tá-roo-gá) is feeling anxious. What does it mean to feel anxious?
- Have you ever felt anxious about something?
- What happens when Onça (oon-sá) is introduced?
 - turtle/tartaruga (tar-tá-roo-gá) helps onça (oon-sá)
- Where have we seen someone helping already?
- We know that Monkey/Macaco (má-cá-cō) was helpful and Turtle/tartaruga (tar-tá-roo-gá) was helpful. Was Onça (oon-sá) helpful?
- Why or why not?
- Let's investigate the end of the story, can you find one of the characters being helpful again? Who? How?
 - Monkey/Macaco (má-cá-cō), he did not tell Onça (oon-sá) that Turtle/Tartaruga (tar-tá-roo-gá) was leaving

* Visit Forvo @ www.forvo.com for audible pronunciation

Notes

Comparing and Connecting

What does it mean to compare? To think about how two or more things are the same/different.

What have we compared so far? Fairytales and folktales. We are going to practice comparing each week during our lesson about Brazil.

Let's compare Turtle and Monkey

Spend some time comparing both characters and finish up by discussing how they are both helpful.

Can you find a connection between yourself and Turtle and Monkey? Are you *helpful*? How are you *helpful*? How can you be more *helpful*?

Bring this back to the read-a-thon and about how their reading time can help children in Brazil get books and learn to read.

You can also remind students to get *help* from others to increase reading time.

More help *from* others = More help *for* others

Notes

Activity

Pan Flute

Note: Have kits with all the necessary supplies for the pan flutes ready for each child. If possible, give each child a tray to keep their supplies contained. Create one extra kit for yourself to demonstrate along the way.
***See project overview for kit supplies**

Music is an important part of the culture of Brazil. Like Turtle in the folktale, we will be making a flute. A pan flute is one type of flute that is made from multiple pipes of increasing length.

Show students the example pan flute. Then, demonstrate the first step and have students complete that step before moving to the next.

STEP 1: Smallest to Largest

Give each child their supply kit. Have them remove all their straw pieces, find the smallest piece of straw, and hold it up in the air. Put this smallest piece down on the left side of the tray (or table) in front of them.

Find the largest piece of straw, hold it up. Have students put straw on the right side of their tray.

There are three pieces left. Find the smallest and the largest piece out of the ones that are left. Have students hold both up. Put the smaller piece on the left next to the smallest straw already there. Put the larger piece on the right next to the one that is already there.

The piece that is left will go in the middle.

Let's look at the straws, are they arranged from smallest to largest as we go left to right?

Show them your completed pan flute and how they look like stairs. They are all lined up evenly across the bottom and increase in size from left to right.

Notes

Activity

STEP 2: Measuring/Patterns

We need to measure an equal space between each straw. What does it mean to be equal? Do we have anything in our kits that are of equal size?

Our rectangle pieces of cardstock and our paperclips.

Demonstrate how to remove the tape covering from one piece of cardstock and to place the pieces of straw. ***Make sure they are even across the bottom.**

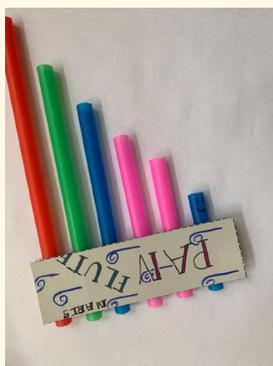
- Start by placing the middle size straw in the middle of the cardstock.
- Put a paperclip on the left side of the middle straw and then add the next smallest piece to the left of the paperclip.
- Continue by placing the smallest piece to the left of that paperclip.
- Follow the same pattern to the right of the middle piece, increasing the straw size as you go

STEP 3: Straw Spacing

Once the straw and paperclips are all on take a moment to reflect on the pattern. The paperclips were used to help measure equal distances between straws. Now that the straws are on we can remove the paperclips.

**STEP 4: Taping Together**

Give students the second piece of cardstock with the double sided tape on it to put over the top. Show them the final product again and demonstrate how to line up and stick the second piece on top of their straws. Write your name on your flute and decorate the outside.

**STEP 5: Complete**

How do they sound?

*You are not meant to put your mouth on the tubes of a pan flute but to blow over top of the tubes as shown below.

Notes

Introduction

A map is a drawing of a location and is used to show where things are. The map poster you will be using has two sides. One side of the poster is a map of Brazil and the other side of the poster is a map of the United States of America. Both sides have a small map of the world.

Pass out student maps and have them write their name on it.

World Map

- Identify the United States of America on small world map (U.S. side) and circle it.
- Locate Brazil in South America on the small world map (Brazil side) and circle it. During this program you will be *helping* to give children books who live here.

Map of Brazil

- Show the region of Brazil that occupies the Amazon Rainforest and color it green with a crayon or colored pencil: Amazonas, Pará, and Mato Grosso.
- Collect maps to keep them safe throughout the program and redistribute as needed. ***Make sure they have a name as they are collected.**

Notes

Helpful Reflection

In the folktale, Turtle and Monkey were both *helpful*. The fun lessons we will do each week to learn about Brazil are *helping* children in Brazil. Right now, any time we spend reading (on our own, as a class, or with a parent, friend, etc.) can be used to help buy books for children in Brazil who do not have them. The more we read the more books they will get.

Let's mark how many minutes we just read on our class reading log.

Like folktales are passed down, we are going to pass along a high-five to close out this lesson.

High-Five Train

High-fives for being *helpful*.

Students form a line with the educator at the front.

Give the first student a high-five and have them pass the high-five to the next person in line. Continue passing the high-five along until everyone has received one.

Notes

K - Grade 1

Week Two: Party In Heaven

Folktale Review

Today we are going to read another Brazilian Folktale. Do you remember what a folktale is?

*Bring out the Fairytale/Folktale Sort again to share like/different if you want.

- story that has been passed down over time orally
- simple characters with simple character traits
- fantastical – talking real life creatures
- presents a problem needing to be solved
- provides a moral
- contains human scenarios
- Does not have an accredited author

The folktale we are reading today is called: "Party in Heaven"
This story is about a celebration. Celebrations are a big part of Brazilian culture. Do you like to celebrate? What do you celebrate?

Materials

- stick puppets
- "Party in Heaven"
- Timer/Clock
- Reading Tracker
- Harvest Hunt
 - crop cards hidden around the room (one less than the number of students present)
 - crop pictures (one for each corner of the room)
- Map Posters
 - brown, yellow, and orange crayons or colored pencils

Pé Party

We are going to have a mini-celebration for a greeting. We are going to have a Pé Party. Pé (pā) in Portuguese means foot. During this mini celebration we are going to help one another find our shoes.

Have everyone take off **one** of their shoes and put it in the middle of the circle.

Take turns picking out **one** shoe from the shoe pile. After picking up the shoe the “picker” will say, “Who’s foot are you for?” and whoever needs that shoe will say, “My foot”.

Continue until everyone has had a turn and all the shoes are gone.

*Extension

Play the game in Portuguese instead!

- Whose foot are you for? = Pro pé de quem? (prō/pā/dā/kē-em)
- For my foot = pro Mue pé (prō mū pā)

* Visit Forvo @ www.forvo.com for audible pronunciation

Notes

Introducing the Characters: Stick Puppets

Introduce the newest character to students: vulture pronounced abutre (á-boo-tree) in Portuguese. Have students practice saying vulture in Portuguese.

Use the stick puppets to support visual learning and interactivity while reading: Party In Heaven. Continue to highlight the Portuguese words for the animals.

- Jaguar: Onça (oon-sá)
- Turtle: Tartaruga (tar-tá-roo-gá)
- Monkey: Macaco (ma-cá-cō)
- Vulture: Abutre (á-boo-tree)
- Palm Tree: Palmeiras (pal-mā-dá)
- Fruit: Fruta (froo-tá)

Discussion Questions

Highlight the theme of *helping* while supporting critical thinking and comparing.

- Why do you think all of the earth creatures were sad?
- What did we learn about Turtle in our folktale from last week?
- Would you describe Turtle as smart? Why/how? What do you predict Turtle will do today?
- There's the word anxious again, just like the folktale last week. Who is anxious this time? Why?
- What do you think Vulture will do now that he knows Turtle is there? Will he be helpful?
- What do you think will happen to Turtle now that she is falling? Does Turtle have anything to protect her?
- How does this ending compare to the ending in the folktale from last week?

* Visit Forvo @ www.forvo.com for audible pronunciation

Notes

Comparing and Connecting

Throughout the Books for Brazil lessons we will be comparing ourselves, our communities, and our countries to one another. What does it mean to compare?

- Same/Different

What connection do you have to the characters in the story? Did you ever get hurt and others *helped* you?

Have you ever wanted to be a part of a celebration and couldn't be? What types of celebrations have you been a part of?

Notes

Activity

Festa Junina

One celebration in Brazil is known as Festa Junina (fes-tá-/ʒ/oo-nē-ná) /ʒ/= **soft g sound**. This Festival is hundreds of years old and is held annually, in part, to celebrate the harvest. Therefore, the festival presents a lot of rural themes.

- What does rural mean?
- Can you think of a celebration we have in America celebrating the harvest?

Some Festa Junina activities include:

- dressing up in country style costumes
- traditional dances centered around *quadrilha*:
https://www.youtube.com/watch?v=sFAzQ4I_m8Y
- school events with children participating
- family friendly games similar to the games we would play during field day (three legged races, ring toss, corn hole, etc)
- feasting and fun!

Harvest Hunt/Four Corners

Festivals, including Festa Junina, often include fun games. Today, we will be going on a Harvest Hunt and playing Harvest Four Corners.

Sugar, coffee, soybeans, and corn, are four major resources harvested in Brazil. Hidden in the room are pictures of these resources. Each of you needs to hunt for **one** resource (one card) and then go to the corner of the room displaying a picture of that item. When one child is left without a card you can share their special job and the first person in the middle. Collect the cards!

The player in the middle will close their eyes and count backwards from 10. The other students will move to one of the four resource corners. When the person in the middle is done counting, while keeping their eyes closed, they will name a resource and the students in that corner will be out.

The game continues, naming one of the four major crops in Brazil, until there is only one person left. The last person left moves to the middle for a new game to begin (time permitting).

Additional rules can be added when only a few students are left to limit how many can be in any corner at a time.

Notes**Set-up**

Print out and hide enough of the resource cards for every child BUT ONE to find one. The child who does not find one will have a special job of being "it" first.

Map of Brazil

Using the Resource Key on the map, have students "hunt" for the states that are the leading producers of: Sugar, Coffee, Corn, and Soybean

- **Sugar:** What is the symbol for candy? Can you find it on the map? How many pieces can you find? The top eight producers of sugar are in: Pernambuco, Alagoas, Minas Gerais, São Paulo, Paraná, Mato Grosso do Sul, Mato Grosso, & Goiás. **Color the candy red.**
- **Coffee:** What is the symbol for coffee? Can you find it on the map? How many pieces can you find? The top four states producing the most coffee in Brazil are: Minas Gerais, Espírito Santo, São Paulo, Bahia. **Color the coffee cup brown.**
- **Corn:** What is the symbol for corn? Can you find it on the map? How many pieces can you find? The top six states who produce the most corn in Brazil are: Mato Grosso, Mato Grosso Sul, Goiás, Paraná, Rio Grande do Sul, Minas Gerais. **Color the corn yellow.**
- **Soybeans:** What is the symbol for soybean? How many soybeans can you find on the map? One! The state that produces more soybean than any other state in Brazil is: Mato Grosso. **Color the soybean green.**

Compare & Connect

Do you think America grows some of these resources too? Where do you think they are grown?

U.S. Map

Using the Resources Key on the map, follow the same instructions for each of these resources grown and harvested in the U.S.

- **Sugar:** Grown in southern states of: Florida, Louisiana, Texas, & Hawaii
- **Coffee:** Grown in the southern states of: Hawaii & California
- **Corn:** Iowa, Nebraska, Illinois
- **Soybean:** Our leading producer of soybean is Illinois.

Notes

Helpful Reflection

How many of your parents drink coffee? Some of the coffee they drink may come from Brazil. Brazil *helps* the U.S. by producing so coffee for us and other countries to buy and enjoy.

Brazil also *helps* the world by advocating for and actively protecting the Amazon Rainforest: the largest rain forest in the world.

One of the ways we can *help* someone in Brazil right now is by reading! The more you read, the more children in Brazil will be able to read.

How can you increase the amount of time you are reading? How about asking an adult, cousin, sibling, etc. to help you by reading to you as well? What was your goal? Are you reaching your benchmarks?

More help *from* others = More help *for* others

Reading Tracker

Let's see how many minutes we have read together so far (this includes any classroom reading time).

Now let's take a look at how many minutes you have read on your own time (share the total student reading time).

All of these minutes add up to new books for children in Brazil. How many new books have we been able to help give them?

Thank the students for their hard work and encourage them to reach the next benchmarks.

Notes

K - Grade 1

Week Three: Along The Tapajós by Fernando Vilela

Picture Book Introduction

The past two weeks we have been taking a peek into Brazilian culture through folktales: old oral stories that have been passed down over the years.

This week we will transition to modern day stories to learn more about Brazil.

Compare & Connect

As we read and participate in the activities, let's continue to compare. What is the same/different between our community and the community in Brazil we are learning about? How are our countries the same/different? What connections do we have with them?

Materials

- Along the Tapajós by Fernando Vilela
- Timer/Clock
- Reading Tracker
- Maps
 - blue marker, crayon, or colored pencil

Syllable Game

What is a syllable? A syllable can be one piece of a word or a whole word. All syllables have to have a vowel. You can group syllables together to make up words.

Example:

Drum has 1 syllable

Drummer has 2 syllables

We are going to play a game listening for the number of syllables in our own name.

Our story for today is called, Along the Tapajós. The Tapajós is a river in Brazil. Let's all say it together: Tapajós (tá-pá-3ōs) /3/=soft /g/ sound

Tap out the number of syllables in the word Ta-pa-jós and have children repeat it.

How many syllables are in the word Tapajós?

Let's see how many syllables are in our names and if they have more or less syllables than Tapajós.

Take turns going around the circle and having children tap or clap out the number of syllables in their name. Who has the most syllables? Who has the least?

* Visit Forvo @ www.forvo.com for audible pronunciation

Notes

Introducing the book

It is common for one person to write a story and another person to illustrate the story in picture books. The author for our book today is also the illustrator. Fernando Vilela is a well known artist in Brazil.

***Extension:** You can spend some time exploring Fernando Vilela's artwork and have students create a piece to mimic his style.

Introducing the Characters

Introduce the main characters in the book (Cauã, Inaê, and Titi) tapping out the number of syllables each of them have in their names.

Cauã, Inaê, and Titi live along the Tapajós River in Brazil. Let's read to find out how their lives are affected by their proximity to this natural resource.

Discussion Questions

- How many seasons do the children in this part of Brazil experience? How does this rainy and dry season cycle compare to what you experience?
- Does all of America have four seasons?
- Have you had a similar experience of moving like Caua and Inae? How was it the same/different? Did you have to leave anything behind?
- How does this story compare to the folktales we have read?

Notes

Leaving For The Rainy Season in Brazil

Imagine we all have to pack up and leave right away during the rainy season in Brazil. What will you bring with you?

The first person begins the game by saying:

“We’re leaving for the rainy season and we won’t forget _____”

The next person repeats the phrase including what the first person said to bring and adding their item on:

“We’re leaving for the rainy season and we won’t forget _____ and _____”

Continue going around the circle with each person sharing something important to them that they would want to remember to bring.

Notes

Map Work

Map of Brazil

Brazil has the largest river in the world. Locate the Amazon River on the map. Do you know the name of this river?

- Amazon River: highlight the Amazon River with a blue marker, color pencil, or crayon
- Can you find the Tapajós? Highlight this tributary in blue as well

Show a map of the Amazon River and tributaries to the class. All of these smaller rivers are called tributaries.

- How many syllables are in the word tributary?
- A tributary is a smaller river that empties into a larger one.
- There are 1,100 tributaries emptying into the Amazon River!

Have students outline the 1,100 on their map of Brazil

U.S. Map

Let's take a look at the largest river system in America. Show children where the Mississippi River is on the map of the United States.

- Highlight the Mississippi River in blue.
- Do you think the Mississippi River has more or less tributaries?
 - Have students show a "thumbs up" if they think it has more and a "thumbs down" if they think it has less.
 - The Mississippi River has 250 tributaries. It has less!
 - Have students write the answer on their map in the space provided.

Notes

Physical Geography Reflection

Why are rivers important? Rivers help to provide people and animals the most important element we need to survive: water!

Like river systems *help* people, people can also *help*.

Cauã and Inaê made a decision to help Titi. We have also made a decision to *help*. Who are we *helping*?

Reading Tracker

Share an update on how many books your classroom has provided to children in Brazil and share the video of a child/classroom saying, “Thank you!”

Only one week left for this fundraiser!

Notes

K - Grade 1

Week Four: The Best Tailor in Pinbauê by Eymard Toledo

Rural versus Urban

The setting of our story last week was a rural area of Brazil. What does rural mean? Can you think of some areas of the US that are rural? Do we live in a rural area?

This week we will focus on an area of Brazil that is more urban. Urban is the opposite of rural. What does urban mean?

Compare & Connect

While we read today, listen for who the *helpers* are, and think about any *helpers* you see in our community.

Materials

- The Tailor of Pinbauê by Eymard Toledo
- Timer/Clock
- Reading Tracker
- Color swatches in variety of colors and/or styles, including gray
- Window Panes
- Scissors
- Colorful and/or patterned paper
- Glue
- Maps
 - star sticker
 - blue crayon or colored pencil

Curtain Colors

Pass out a color swatch to each student (there should be a variety of colors/styles but there should be at least 2 of every color/style passed out). Then, have students find others with the same color/style.

When they find their group, students can share their favorite color with each other.

Collect all the pieces, shuffle, and pass out again for another round.

* Visit Forvo @ www.forvo.com for audible pronunciation

Notes

Books as Windows

How many windows do we have in our classroom? Why do we have windows? A window gives us a way to see into another space without leaving our room. How is a book like a window?

Each of the stories we have read has provided a window for us to look into the life and culture in Brazil. This will be our last book and activity for this program so let's pay particular attention to how author **and** illustrator Eymard Toledo vividly depicts Brazilian life in her book: [The Best Tailor in Pinbauê](#).

Discussion Questions

- Do you think some of Uncle Flores' stories to Edinho were folktales like we listened to?
- What was Uncle Flores' wish? Do you think he will get this wish again?
- Does Uncle Flores enjoy sewing factory clothes?
- What do you think Edinho found?
- Is Uncle Flores enjoying his work now that he is making colorful curtains and clothing? What makes you think so?
- Who is Uncle Flores helping? Who is helping Uncle Flores?

Compare & Connect

Think about the story. Are there any ways that you are similar to the characters in the book? How are you different?

What about the community in the story? How does it compare to your community? Where are the connections?

In what ways is Brazil similar/different to the U.S.?

Notes

Activity

Window to Brazil

We are going to create our own window with vibrant curtains like Uncle Flores makes. This window will symbolize our journey together looking in on and learning about Brazil. It will remind us how we worked together as a team to help children in Brazil get books.

Show children an example of the art work and demonstrate each step.

STEP 1

Color the molding around each window pane and around the window on the piece of 8.5 x 11 cardstock paper.

STEP 2

Have children choose a colorful piece of paper (patterned or plain). Provide children the curtain template and a pencil. Trace the outside of the template to draw a rectangle on the colored paper.

STEP 3

Cut out the colored paper and glue it to the left and right sides of the window in the space provided to create colorful curtains.

***Extension:** You can have students reflect on four things that have learned about Brazil and Brazilian culture so far and draw a picture to represent those things in each of the four window panes.

**Notes****Set-up**

If you want to create a see through window as is suggested for the 2nd & 3rd grade project cut out the window panes prior to passing the windows out to students. ***Second & third grade example on the left.**

Map of Brazil

- Locate Minas Gerais, Brazil on a map (we already identified this region during week #2) and put on a star sticker. Pinbauê is not a real place but this story was written to reflect real life in Minas Gerais.
- Play “eye spy” on the map of Brazil, having children look for city buildings on their map. These city buildings signify urban areas of Brazil. How many do you see? Let’s count. These are the states that are home to the five largest cities in Brazil.

U.S. Map

Play “eye spy” on the map of America as well. How many urban areas can you find? These are the five states in the U.S. that are home to the five largest cities.

Do you see anything that is the similar about where the cities are located on both maps? They are all near water!

Compare & Connect

Knowing all we have learned about Brazil this month, do you think it is bigger or smaller than America? Do you think it is a lot bigger? A lot smaller?

It is about the same!

United States: 3,796,742 square miles.

Brazil: 3,287,956 square miles

Notes

Books For Brazil Reflection

Share the number of minutes the class has read all together. This total will include:

- minutes for all read aloud time in the classroom
- minutes for each individual child's reading time
- minutes for any parent reading time with children at home

Share the number of books your class is providing for each minute of reading. Use math to determine how many total books you have been able to provide.

Congratulate students on their success and close out this program with one or more of the following:

- Provide each child with a certificate of completion provided in the additional materials.
- Create a class video sharing the amount raised and number of books donated to submit to Holistica Foundation.
- Have a classroom celebration where you welcome parents in and thank them for their time and dedication, display all of their work, and perhaps read their favorite story from the program to everyone.
- Have children journal about their experience during this program. You can use the prompt, "When I look through a window into Brazil, I see..."

Notes



Grade 2 - 3

Grade 2 - 3

Week One: Turtle and Onça, The Jaguar

Introduction

Folktale Introduction

What is a Folktale?

Today we are going to peer into Brazilian culture through a Brazilian folktale.

What is a folktale?

- story that has been passed down over time orally
- simple characters with simple character traits
- fantastical – talking real life creatures
- presents a problem needing to be solved
- provides a moral
- contains human scenarios
- does not have an accredited author

The folktale we are reading is: Turtle and Onça, The Jaguar.

Character Introduction: Stick Puppets

The characters in the folktale are Turtle, Onça (oon-sá), and Monkey. Onça (oon-sá) is the Portuguese word for Jaguar. Portuguese is the official language of Brazil (though there are other languages spoken in the country as well). Let's practice saying Onça together: oon-sá

Repeat with the other animals:

- Jaguar: Onça (oon-sá)
- Turtle: Tartaruga (tar-tá-roo-gá)
- Monkey: Macaco (ma-cá-cō)
- Vulture: Abutre (á-boo-tree)
- Palm Tree: Palmeiras (pal-mā-dá)
- Fruit: Fruta (froo-tá)

* Visit Forvo @ www.forvo.com for audible pronunciation

Materials

- Stick puppets
- "Turtle and Onça, The Jaguar" folktale
- Timer/Clock
- Reading tracker
- Pan flute
 - sample flute
 - straws
 - paperclips for measuring
 - scissors
 - plastic bags
 - pre-cut card stock with double sided tape
 - table tents for cutting stations
- Map posters
 - green crayon or colored pencil

Animal Activity

Stick one of three animal cards (monkey/macaco (ma-cá-cō), turtle/tartaruga (tar-tá-roo-gá), or jaguar/onça (oon-sá) onto each child's back so they can see one another's animals but not their own.

Have students work together to find the group of people who share their animal by asking questions and providing clues without saying the name of the animal.

For example: "Does my animal swing from trees?" rather than, "Is my animal a monkey?"

Students will then greet others with the same animal by saying, "olá (ō-lá)", which means hello in Portuguese, followed by the name of the animal in Portuguese.

*See examples below

- olá onça (oon-sá)
- olá tartaruga (tar-tá-ruga)
- olá macaco (má-cá-cō)

Extension: Charades

Give students an animal card for them to see and NOT to share with others. Have them act like their animal and try to find their group through their common behavior without saying any words.

* Visit Forvo @ www.forvo.com for audible pronunciation

Notes

Puppets

Use the stick puppets to support visual learning and interactivity. Continue to highlight the Portuguese words for the animals. See provided discussion questions as you read: "Turtle and Onça, The Jaguar"

Discussion Questions

Highlight the theme of *helping* while supporting critical thinking and comparing.

- Do you think it was nice of monkey/macaco (má-cá-cō) to help turtle/tartaruga (tar-tá-roo-gá) up the tree?
- Has someone ever helped you to do something you could not do?
- Have you ever helped someone else?
- It says that turtle/tartaruga (tar-tá-roo-gá) is feeling anxious. What does it mean to feel anxious?
- Have you ever felt anxious about something?
- What happens when Onça (oon-sá) is introduced?
 - turtle/tartaruga (tar-tá-roo-gá) helps onça (oon-sá)
- Where have we seen someone *helping* already?
- We know that Monkey/Macaco (má-cá-cō) was *helpful* and Turtle/tartaruga (tar-tá-roo-gá) was *helpful*. Was Onça (oon-sá) *helpful*?
- Why or why not?
- Let's investigate the end of the story, can you find one of the characters being *helpful* again? Who? How?
 - Monkey/Macaco (má-cá-cō), he did not tell Onça (oon-sá) that Turtle/Tartaruga (tar-tá-roo-gá) was leaving

* Visit Forvo @ www.forvo.com for audible pronunciation

Notes

Comparing and Connecting

Throughout the Books for Brazil lessons we will be comparing ourselves, our communities, and our countries to one another. What does it mean to compare?

- same/different

We will also be using these comparisons to create connections.

Today, let's think about how Turtle and Monkey *helped*. How does their *help* compare or relate to what we are doing to *help*?

Use this as an opportunity to reinforce student reading, their personal goals, and the outcome of achieving their goals.

It is also important to note that student participants are receiving *help* from donors and from adults reading to them or with them in order for student participants to *help* provide books to peers in Brazil.

More help *from* others = More help *for* others

Notes

Activity

Music is an important part of the culture of Brazil. Like Turtle in the folktale, we will be making a flute. A pan flute is one type of flute that is made from multiple pipes of increasing length.

Show students the example pan flute. Then, demonstrate the first step and have students complete that step before moving to the next.

STEP 1: Measure and Cut Straw Length

Use the paperclips to measure and cut each straw piece and place it in your bag

- Tree Station (7 paper clips long)
- Jaguar Station (6 paper clips long)
- Monkey Station (5 paper clips long)
- Turtle Station (4 paper clips long)
- Fruit Station (3 paper clips long)

Create 5 balanced groups of students and assign each group a specific animal station to begin. Remind students they can help one another as needed if they are at the **same** station.

Measure the right number of paperclips next to a straw and draw a line. Cut on the line and place the piece of straw in your plastic bag.

Students will rotate with their group to each station until students have all 5 straws cut. They will then return to their original station for the next step.

Notes

Set-up

Print out the Table Tents from the Additional Materials and put one on each of the five stations along with the other supplies.

- straws
- paperclips
- pencil/pen
- scissors
- plastic bags

Activity

STEP 2: Arrange Straws in Size Order

Lay out the straws from smallest to largest, making sure the straws are even along the bottom edge.

STEP 3: Straw Spacing

Pass out two rectangle card stock (Pan Flute Templates) pieces to each child. Make sure the double sided tape is already on them.

Remove the film on the double sided tape from one piece of card stock. Start by placing the middle size straw in the middle of the tape vertically. Make sure the bottom edge extends slightly past the card stock.

Place a paperclip on both sides of the straw. Add the next smallest straw to the left of the paperclip and add the next largest straw to the right of the paperclip. Continue this one more time, adding the paperclips as spacers for the smallest and largest straw pieces.



Place a paperclip on both sides of the straw. Add the next smallest straw to the left of the paperclip and add the next largest straw to the right of the paperclip. Continue this one more time, adding the paperclips as spacers for the smallest and largest straw pieces.

Once the pattern is complete remove the paper clips. Remove the film on the double sided tape on the second piece of pre-cut card stock and place it on top of the straws to line up with the other card stock piece.

"Write your name on it and decorate.

How does it sound?

*You are not meant to put your mouth on the tubes of a pan flute but to blow over top of the tubes as shown below.



Notes

Set-up

Have two Pan Flute Templates printed, cut, and complete with double sided tape for each child ready to go.

Map Work

Introduction

A map is a drawing of a location and is used to show where things are. The map poster you will be using has two sides. One side of the poster is a map of Brazil and the other side of the poster is a map of the United States of America. Both sides have a small map of the world.

Pass out student maps and have them write their name on it.

World Map

- Identify the United States of America on small world map (U.S. side) and circle it.
- Locate Brazil in South America on the small world map (Brazil side) and circle it. During this program you will be *helping* to give children books who live here.

Map of Brazil

- Show the region of Brazil that occupies the Amazon Rainforest and color it green with a crayon or colored pencil: Amazonas, Pará, and Mato Grosso.
- Collect maps to keep them safe throughout the program and redistribute as needed. ***Make sure they have a name as they are collected.**

Notes

High-Five Train

High-fives for being *helpful*.

Students form a line with the educator at the front.

Give the first student a high-five and have them pass the high-five to the next person in line. Continue passing the high-five along until everyone has received one.

Notes

Grade 2 - 3

Week Two: Party In Heaven

Introduction

Folktale Review

Today we are going to read another Brazilian Folktale. Do you remember what a folktale is?

- story that has been passed down over time orally
- simple characters with simple character traits
- fantastical – talking real life creatures
- presents a problem needing to be solved
- provides a moral
- contains human scenarios
- Does not have an accredited author

The folktale we are reading today is: "Party in Heaven"

This story is about a celebration. Celebrations are a big part of Brazilian culture. Do you like to celebrate? What do you celebrate?

Materials

- stick puppets
- "Party in Heaven"
- Timer/Clock
- Reading Tracker
- Harvest Hunt
 - crop pictures hidden around the room (one less than the number of students present)
 - crop pictures in each corner
- Map Posters
 - candy stickers
 - star stickers
 - brown, yellow, and orange crayons or colored pencils

Pé Party

We are going to have a mini-celebration for a greeting. We are going to have a Pé Party. Pé (pã) in Portuguese means foot. During this mini celebration we are going to help one another find our shoes.

Have everyone take off one of their shoes and put it in the middle of the circle.

Take turns picking out a shoe from the shoe pile. After picking up one shoe the “picker” will say, “Who’s foot are you for?” and whoever needs that shoe will say, “My foot”.

Continue until everyone has had a turn and all the shoes are gone.

*Extension

Play the game in Portuguese instead!

- Whose foot are you for? = Pro pé de quem? (prô/pã/dã/kê-em)
- For my foot = pro Mue pé (prô mū pã)

* Visit Forvo @ www.forvo.com for audible pronunciation

Notes

Introducing the Characters: Stick Puppets

Introduce the newest character to students: vulture pronounced abutre (á-boo-tree) in Portuguese. Have students practice saying vulture in Portuguese.

Use the stick puppets to support visual learning and interactivity while reading. Continue to highlight the Portuguese words for the animals.

- Jaguar: Onça (oon-sá)
- Turtle: Tartaruga (tar-tá-roo-gá)
- Monkey: Macaco (ma-cá-cō)
- Vulture: Abutre (á-boo-tree)
- Palm Tree: Palmeiras (pal-mā-dá)
- Fruit: Fruta (froo-tá)

Discussion Questions

Highlight the theme of *helping* while supporting critical thinking and comparing.

- Why do you think all of the earth creatures were sad?
- What did we learn about Turtle in our folktale from last week?
- Would you describe Turtle as smart? Why/how? What do you predict Turtle will do today?
- There's the word anxious again, just like the folktale last week. Who is anxious this time? Why?
- What do you think Vulture will do now that he knows Turtle is there? Will he be *helpful*?
- What do you think will happen to Turtle now that she is falling? Does Turtle have anything to protect her?
- How does this ending compare to the ending in the folktale from last week?

* Visit Forvo @ www.forvo.com for audible pronunciation

Notes

Comparing and Connecting

Throughout the Books for Brazil lessons we will be comparing ourselves, our communities, and our countries to one another. What does it mean to compare?

- Same/Different

What connection do you have to the characters in the story? Did you ever get hurt and others helped you?

Have you ever wanted to be a part of a celebration and couldn't be? What types of celebrations have you been a part of?

Notes

Activity

Festa Junina

One celebration in Brazil is known as Festa Junina (fes-tá-/ʒ/oo-nē-ná) /ʒ/= soft g sound. This Festival is hundreds of years old and is held annually, in part, to celebrate the harvest. Therefore, the festival presents a lot of rural themes.

- What does rural mean?
- Can you think of a celebration we have in America celebrating the harvest?

Some Festa Junina activities include:

- dressing up in country style costumes
- traditional dances centered around *quadrilha*:
https://www.youtube.com/watch?v=sFAzQ4I_m8Y
- school events with children participating
- family friendly games similar to the games we would play during field day (three legged races, ring toss, corn hole, etc)
- feasting and fun!

Harvest Hunt/Four Corners

Festivals, including Festa Junina, often include fun games. Today, we will be going on a Harvest Hunt and playing Harvest Four Corners.

Sugar, coffee, soybeans, and corn, are four major resources harvested in Brazil. Hidden in the room are pictures of these resources. Each of you needs to hunt for **one** resource (one card) and then go to the corner of the room displaying a picture of that item. When one child is left without a card you can share their special job and the first person in the middle. Collect the cards!

The player in the middle will close their eyes and count backwards from 10. The other students will move to one of the four resource corners. When the person in the middle is done counting, while keeping their eyes closed, they will name a resource and the students in that corner will be out.

The game continues, naming one of the four major crops in Brazil, until there is only one person left. The last person left moves to the middle for a new game to begin (time permitting).

Additional rules can be added when only a few students are left to limit how many can be in any corner at a time.

Notes**Set-up**

Print out and hide enough of the resource cards for every child BUT ONE to find one. The child who does not find one will have a special job of being "it" first.

Map Work

Map of Brazil

Using the Resource Key on the map, have students "hunt" for the states that are the leading producers of: Sugar, Coffee, Corn, and Soybean

- **Sugar:** What is the symbol for candy? Can you find it on the map? How many pieces can you find? The top eight producers of sugar are in: Pernambuco, Alagoas, Minas Gerais, São Paulo, Paraná, Mato Grosso do Sul, Mato Grosso, & Goiás. **Color the candy red.**
- **Coffee:** What is the symbol for coffee? Can you find it on the map? How many pieces can you find? The top four states producing the most coffee in Brazil are: Minas Gerais, Espírito Santo, São Paulo, Bahia. **Color the coffee cup brown.**
- **Corn:** What is the symbol for corn? Can you find it on the map? How many pieces can you find? The top six states who produce the most corn in Brazil are: Mato Grosso, Mato Grosso Sul, Goiás, Paraná, Rio Grande do Sul, Minas Gerais. **Color the corn yellow.**
- **Soybeans:** What is the symbol for soybean? How many soybeans can you find on the map? One! The state that produces more soybean than any other state in Brazil is: Mato Grosso. **Color the soybean green.**

Compare & Connect

Do you think America grows some of these resources too? Where do you think they are grown?

U.S. Map

Using the Resources Key on the map, follow the same instructions for each of these resources grown and harvested in the U.S.

- **Sugar:** Grown in southern states of: Florida, Louisiana, Texas, & Hawaii
- **Coffee:** Grown in the southern states of: Hawaii & California
- **Corn:** Iowa, Nebraska, Illinois
- **Soybean:** Our leading producer of soybean is Illinois.

Notes

Closing

Helpful Reflection

How many of your parents drink coffee? Some of the coffee they drink may come from Brazil. Brazil *helps* the U.S. by creating coffee for us to buy and enjoy.

Brazil also *helps* the world by advocating for and actively protecting the Amazon Rainforest: the largest rain forest in the world.

One of the ways we can *help* someone in Brazil right now is by reading! The more you read, the more children in Brazil will be able to read.

How can you increase the amount of time you are reading? How about asking an adult, cousin, sibling, etc. to help you by reading to you as well? What was your goal? Are you reaching your benchmarks?

Help *From* Other = Help *For* Others

Reading Tracker

Let's see how many minutes we have read together so far (this includes any classroom reading time).

Now let's take a look at how many minutes you have read on your own time (share the total student reading time all together).

All of these minutes add up to new books for children in Brazil. How many new books have we been able to help give them?

Thank the students for their hard work and encourage them to reach the next benchmarks.

Notes

Grade 2 - 3

Week Three: Along The Tapajós by Fernando Vilela

Introduction

Picture Book Introduction

The past two weeks we have been taking a peek into Brazilian culture through folktales: old oral stories that have been passed down over the years.

This week we will transition to modern day stories to learn more about Brazil.

Compare & Connect

As we read and participate in the activities, let's continue to compare. What is the same/different between our community and the community in Brazil we are learning about? How are our countries the same/different? What connections do we have?

Materials

- Along the Tapajós by Fernando Vilela
- Timer
- Reading Tracker
- Map Posters
 - blue crayon or colored pencil

Syllable Game

Our story for today is called, Along the Tapajós. The Tapajós is a river in Brazil. Let's all say: Tapajós (tá-pá-zōs) /ʒ/=soft /g/ sound

How many syllables are in the word Tapajós?

For this greeting we are going to see how many syllables are in our names and if it has more or less syllables than Tapajós.

Take turns going around the circle and having children tap or clap out the number of syllables in their name.

* Visit Forvo @ www.forvo.com for audible pronunciation

Notes

Introducing the book

It is common for one person to write a story and another person to illustrate the story in picture books. The author for our book today is also the illustrator. Fernando Vilela is a well known artist in Brazil.

***Extension:** You can spend some time exploring Fernando Vilela's artwork and have students create a piece to mimic his style.

Introducing the Characters

Introduce the main characters in the book (Cauã, Inaê, and Titi), tapping out the number of syllables each of them have in their names.

Cauã, Inaê, and Titi live along the Tapajós River in Brazil. Let's read to find out how their lives are affected by their proximity to this natural resource.

Discussion Questions

- How many seasons do the children in this part of Brazil experience? How does this rainy and dry season cycle compare to what you experience?
- Does all of America have four seasons?
- Have you had a similar experience of moving like Cauã and Inaê? How was it the same/different? Did you have to leave anything behind?
- How does this story compare to the folktales we have read?

Notes

Activity

Leaving For The Rainy Season in Brazil

Imagine we all have to pack up and leave right away during the rainy season in Brazil. What will you bring with you?

The first person begins the game by saying:

“We’re leaving for the rainy season and we won’t forget _____”

The next person repeats the phrase including what the first person said to bring and adding their item on:

“We’re leaving for the rainy season and we won’t forget _____ and _____”

Continue going around the circle with each person sharing something important to them that they would want to remember to bring.

Notes

Map Work

Map of Brazil

The Tapajós River is a tributary.

- Locate the Tapajós River on the map of Brazil and use a blue crayon or pencil to highlight it.
- What is a tributary?
 - It is a river that empties into a larger river.
- What river does the Tapajós empty into?
 - Amazon River: highlight the Amazon River in blue
- How many tributaries do you think the Amazon River has?
 - Have children write their guess **with a pencil** in the space provided on their map. When everyone has written their number down you can allow for some to share. Reveal the right answer: 1,100! Give them some time to write it down.
 - Have students record the correct answer in the space provided.

There is some debate about whether The Amazon River or the Nile River are the largest in the world. However, it is certain The Amazon River is the largest by volume.

World Map

Now let's take a look at the largest river in the U.S.

- What is the largest river in America? Mississippi River
- Have children highlight the Mississippi River in blue.
- Do you think the Mississippi River has more or less tributaries than the Amazon?
 - Have students show a “thumbs up” if they think it has more and a “thumbs down” if they think it has less.
 - The Mississippi River has 250 tributaries. It has less!
 - Have students write the answer on their map in the space provided.

Notes

Physical Geography Reflection

The Amazon and Mississippi Rivers *help* the inhabitants in many ways. Rivers help to provide people and animals the most important element we need to survive: water!

Although the rainy season in Brazil can cause people like Cauã and Inaê to have to move, moving is a part of their culture along the river.

Cauã and Inaê made a decision to *help* Titi. We have also made a decision to *help*. Who are we *helping*?

Reading Tracker

Share an update on how many books your classroom has provided to children in Brazil and share the video of a child/classroom saying, “Thank you!”

Only one week left for this fundraiser!

Notes

Grade 2 - 3

Week Four: The Best Tailor in Pinbauê by Eymard Toledo

Introduction

Rural versus Urban

Last week we focused on a rural area of Brazil. What does rural mean? Can you think of some areas of the U.S. that are rural? Do we live in a rural area? Have you ever lived in a rural area?

This week we will focus on an area of Brazil that is more urban. Urban is the opposite of rural. What does urban mean?

Compare & Connect

As we read and learn today, let's continue to compare. What is the same/different between our community and the community in Brazil we are learning about? How are our countries the same/different? Who are the *helpers*? What ways can you relate to the story? What are the connections?

Materials

- The Tailor of Pinbauê by Eymard Toledo
- Timer/Clock
- Reading Tracker
- Color swatches in variety of colors and/or styles, including gray
- Window Panes
- Scissors
- Colorful and/or patterned paper
- Glue
- Map Posters
 - star stickers
 - blue crayon or colored pencil

Curtain Colors

Pass out a color swatch to each student (there should be a variety of colors/styles but there should be at least 2 of every color/style passed out). Then, have students find others with the same color/style.

When they find their group, students can share their favorite color with each other.

Collect all the pieces, shuffle, and pass out again for another round.

* Visit Forvo @ www.forvo.com for audible pronunciation

Notes

Books as Windows

Each of the stories we have read has provided a window for us to look into the life and culture in Brazil. This will be our last book and activity for this program so let's pay particular attention to how author and illustrator Eymard Toledo vividly depicts Brazilian life.

Discussion Questions

- Do you think some of Uncle Flores' stories to Edinho were folktales like we listened to?
- What was Uncle Flores' wish? Do you think he will get this wish again?
- Does Uncle Flores enjoy sewing factory clothes?
- What do you think Edinho found?
- Is Uncle Flores enjoying his work now that he is making colorful curtains and clothing? What makes you think so?
- Who is Uncle Flores helping? Who is helping Uncle Flores?

Compare & Connect

Think about the story. Are there any ways that you are similar to the characters in the book? How are you different?

What about the community in the story? How does it compare to your community? Where are the connections?

In what ways is Brazil similar/different to the U.S.?

Notes

Activity

Window to Brazil

We are going to create our own window with vibrant curtains like the ones Uncle Flores makes. This window will symbolize our journey together looking in on and learning about Brazil. It will remind us how we worked together as a team to help children in Brazil.

Show children an example of the art work and demonstrate each step.

STEP 1:

Color the molding around the window panes and the window on your window template.

STEP 2:

Use scissors to cut out each of the four window panes so that you can see through the window.

STEP 3:

Choose colorful paper to add on either side of the window as curtains. You can create an accordion look by pinching and gluing the paper at the top (example on the left).

***Extension:** Create a callage-like curtain similar to the style illustrated in the book instead. Tear up pieces of paper and glue them overlapping.

***Extension:** Now that the window panes have been cut out (STEP II), go back to this window regularly to peer into other cultures, regions, etc. You can overlay this window with a map, a picture book, a projected image, etc.

**Notes****Set-up**

Put a hole punch through the center of each of the four window panes to make it easy for students to cut them out. ***Second & third grade example on the left.**

Map Work

Map of Brazil

- Locate Minas Gerais, Brazil on a map (we already identified this region during week #2) and put on a star sticker. Pinbauê is not a real place but this story was written to reflect real life in Minas Gerais.
- Play “eye spy” on the map of Brazil, having children look for city buildings on their map. These city buildings signify urban areas of Brazil. How many do you see? Let’s count. These are the states that are home to the five largest cities in Brazil.

U.S. Map

Play “eye spy” on the map of America as well. How many urban areas can you find? These are the five states in the U.S. that are home to the five largest cities.

Do you see anything that is the similar about where the cities are located on both maps? They are all near water!

***Extension:** Set up students in 5 groups and assign each group one of the five largest cities in Brazil to research and present. Or, create 10 pairs/groups and assign each group one of the five largest cities in Brazil or the U.S. to compare and connect to.

Compare & Connect

Knowing all we have learned about Brazil this month, do you think it is bigger or smaller than America? Do you think it is a lot bigger? A lot smaller?

It is about the same!

United States: 3,796,742 square miles.

Brazil: 3,287,956 square miles

Notes

Closing

Books For Brazil Reflection

Share the number of minutes the class has read all together. This total will include:

- minutes for all read aloud time in the classroom
- minutes for each individual child's reading time
- minutes for any parent reading time with children at home

Share the number of books your class is providing for each minute of reading. Use math to determine how many total books you have been able to provide.

Congratulate students and close out this program with one or more of the following:

- Provide each child with a certificate of completion (an additional material provided).
- Create a class video sharing the amount raised and number of books donated to submit to Holistica Foundation.
- Have a classroom celebration where you welcome parents in and thank them for their time and dedication and to share its culmination.
- Have children journal about their experience during this program. You can use the prompt, "When I look through a window into Brazil, I see..."

Notes



Grade 4 - 5/6

Grade 4 - 5/6

Week One: Turtle and Onça, The Jaguar

Introduction

Folktale Introduction

What is a Folktale?

Today we are going to peer into Brazilian culture through a Brazilian folktale.

What is a folktale?

- story that has been passed down over time orally
- simple characters with simple character traits
- fantastical – talking real life creatures
- presents a problem needing to be solved
- provides a moral
- contains human scenarios
- does not have an accredited author

The folktale we are reading is: Turtle and Onça, The Jaguar.

Character Introduction

The characters in the folktale are Turtle, Onça, and Monkey. Onça is the Portuguese word for Jaguar. Portuguese is the official language of Brazil (though there are other languages spoken in the country as well). Let's practice saying Onça together (Phonetic spelling: oon-sá)

Repeat with the other animals:

- Jaguar: Onça (oon-sá)
- Turtle: Tartaruga (tar-tá-roo-gá)
- Monkey: Macaco (ma-cá-cō)
- Vulture: Abutre (á-boo-tree)
- Palm Tree: Palmeiras (pal-mā-dá)
- Fruit: Fruta (froo-tá)

Extension: There is a Fairytale/Folktale Sort comparing fairytales and folktales in the Additional Materials provided with the curriculum that can be printed and used to discuss the similarities/differences.

Extension: Print out the Stick Puppets in the Additional Materials and have students use them and read the folktale to younger children.

* Visit Forvo @ www.forvo.com for audible pronunciation

Materials

- Turtle and Onça, The Jaguar
- Timer/Clock
- Animal Cards (enough for each child to have one)
- Reading Tracker
- Colored paper
- Storage bags
- Journal
- Glue
- Writing tool
- Scissors

Animal Activity

Stick one of three animal cards (monkey/macaco (ma-cá-cō), turtle / tartaruga (tar-tá-roo-gá), or jaguar / onça (oon-sá) onto each child's back so they can see one another's animals but not their own.

Have students work together to find the group of people who share their animal by asking questions and providing clues without saying the name of the animal.

For example: "Does my animal swing from trees?" rather than, "Is my animal a monkey?"

Students will then greet others with the same animal by saying, "olá (ō-lá)", which means hello in Portuguese, followed by the name of the animal in Portuguese.

*See examples below

- olá onça (oon-sá)
- olá tartaruga (tar-tá-ruga)
- olá macaco (má-cá-cō)

Extension: Charades

Give students an animal card for them to see and NOT to share with others. Have them act like their animal and try to find their group through their common behavior without saying any words.

* Visit Forvo @ www.forvo.com for audible pronunciation

Notes

Set-up

Print out and cut up the animal cards from the Additional Materials. Make sure there are enough for each student to get one.

Discussion Questions

Notice and think about how the animal characters help (or don't help) each other throughout the tale. Do any of the animals act in surprising ways?

At the end of the tale: What is the moral of the story? How does it relate to being *helpful*?

Compare and Connect

Throughout our Books for Brazil lessons we will be comparing ourselves, our communities, and our countries. What can be gained by thinking of the similarities and differences between ourselves and others?

What is the personal benefit to being *helpful*? Did this motivate the characters in the text? What motivates you to help others? Throughout the next couple of weeks we will be helping to raise money to be used to buy books for children in Brazil who cannot afford them. How does this make you feel? How do you think they will feel?

* Visit Forvo @ www.forvo.com for audible pronunciation

Notes

Activity

Multi-level Collage Introduction

Stories are powerful. They allow us to see into the lives and experiences of others that we might not get to know otherwise. They act like a window into another part of the world.

Working over the next few weeks, we will create our own multi-level, collaged "window" as we learn about the rich culture, geography, and diversity of Brazil.

After each week's reading, we will add to our collage as we learn more about Brazil. We will work over the weeks beginning with the small details and working towards the larger landscape. Elements can be created by tearing or cutting paper.

This week's folktale has origins among the native Amazonians. It is representational of the indigenous influence on Brazilian culture. Think about the characters (animals) and what they reveal about character traits and their importance. Use the provided cardstock to design a representation(s) of the animal(s) to include on your final piece. Students can create one or more animals.

Provide students a bag or envelope to store their items in each week.

Instructions

STEP 1: Show students a completed piece



Notes

Activity

Instructions

STEP 2: Pass out card stock and have students cut a piece to the size they want. All of their mini-callages will need to fit on top of their final 8.5"x11" piece of paper with space for their background to show through.

STEP 3: Sketch out their animal before creating the callage.

STEP 4: Tear or cut pieces of paper to make the callage but DO NOT glue yet.

STEP 5: Dry fit all the pieces to make sure it looks like what you want and is in the right position. Does it all fit on your small piece of card stock? Do you have contrasting colors?

STEP 6: When you are satisfied glue all the pieces down.

**Notes**

Journal Work

Journal Introduction

Culture is defined as the customs, arts, social institutions, and achievements of a particular nation, people, or other social group (Oxford Languages). We will use our journal space to think about how time and place contribute to stories and the evolution of culture.

Pass out student journals.

Map Work

Turn student attention to the map. Students should boldly outline and/or color in Brazil on the world map. On the zoomed in map of Brazil, have students draw in and color the region occupied by the Amazon where today's folk tale originates.

Writing Prompt

Turn to the writing prompt for week #1

Students should read and respond to the following prompt:

Today's folktale comes from natives of the Amazon rainforest. How does the origination of this folktale affect the characters, events, or moral of the story? Would you expect a folktale that was brought to Brazil from European or African settlers to be similar or different? How so?

Notes

Reflect and Connect

Bring students together and invite them to share some of their thoughts from the journal prompt. Why is it important to consider the origin of a text?

Reading texts native to Brazil and about Brazil can help us feel connected and to better understand who we are *helping*. As we end each week, take a moment to reflect on how you feel being a part of this fundraiser.

Notes

Grade 4 - 5/6

Week Two: Party In Heaven

Introduction

Folktale Review

Today we are going to read another Brazilian Folktale. Do you remember what a folktale is?

- story that has been passed down over time orally
- simple characters with simple character traits
- fantastical – talking real life creatures
- presents a problem needing to be solved
- provides a moral
- contains human scenarios
- does not have an accredited author

The folktale we are reading today is: "Party in Heaven"

This story is about a celebration. Celebrations are a big part of Brazilian culture. Do you like to celebrate? What do you celebrate?

Materials

- "Party in Heaven"
- Timer/Clock
- Reading Tracker
- Collage
 - glue
 - tissue paper
 - regular paper
 - pattern paper
 - scissors
 - color pencils
 - card stock
- Journal

Pé Party

We are going to have a mini-celebration for a greeting. We are going to have a Pé Party. Pé (pā) in Portuguese means foot. During this mini celebration we are going to *help* one another find our shoes.

Have everyone take off ONE of their shoes and put it in the middle of the circle.

Take turns picking out a shoe from the shoe pile. After picking up one shoe the “picker” will say, “Who’s foot are you for?” and whoever needs that shoe will say, “My foot”.

Continue until everyone has had a turn and all the shoes are gone.

*Extension

Play the game in Portuguese instead!

- Whose foot are you for? = Pro pé de quem? (prō/pā/dā/kē-em)
- For my foot = pro Mue pé (prō mū pā)

* Visit Forvo @ www.forvo.com for audible pronunciation

Notes

Discussion Questions

Today's folktale will have some of the same characters as the folk tale from last time. As we read, think about whether the characters' actions are expected based on their behavior in the last text.

How do the characters *help* each other in this story? How does the helpfulness compare to the folktale from last week? Can we draw any conclusions about what characteristics are valued by the people passing down these oral stories based on what characteristics we see in the animals?

What connection do you have to the characters in the story? Think of a time when you have been hurt or in need. Who chose to help you? Why did they?

Comparing and Connecting

Throughout our Books for Brazil lessons we will be comparing ourselves, our communities, and our countries.

Despite celebrations looking different from country to country, participating is a way of showing belonging. Turtle wanted to participate in the celebration but wasn't invited. Think of a time where you have been included in a celebration. What was its significance? When have you been excluded from a celebration?

* Visit Forvo @ www.forvo.com for audible pronunciation

Notes

Activity

Festa Junina

One celebration in Brazil is known as Festa Junina (fes-ta/3/oo-nē-ná) /3/= **soft g sound**. This Festival is hundreds of years old and is held annually to celebrate the harvest and therefore presents a lot of rural themes.

- What does rural mean?
- Can you think of a celebration we have in America celebrating the harvest?

Some activities include:

- dressing up in country style costumes
- traditional dances centered around *quadrilha*:
https://www.youtube.com/watch?v=sFAzQ4I_m8Y
- school events with children participating
- family friendly games similar to the games we would play during field day (three legged races, ring toss, corn hole, etc)
- feasting and fun!

Collage Work

We will continue to create elements to our multi-level collage. Last week, we created animals. This week, think about the celebration highlighted in the folktale as well as the information provided about Festa Junina. What aspects of these celebrations do you want to include in your window into Brazil?

Return bags/folders and get out additional supplies. Students can create a piece representing the harvest, rural life, music and/or dancing, costumes, etc.

As instructed last week follow the steps in this order:

- Cut paper to the right size
- Sketch out idea
- Rip or cut paper
- Dry fit
- Glue

**Notes**

Journal Work

Map Work

Pass out student journals.

Turn student attention to the map of Brazil. Using the Resources Key on the map have students follow the instructions for each of the four major resources grown and harvested in Brazil as a reminder of the origins of the harvest aspect of Festa Junina

- **Sugar:** Draw and color a piece of candy (to represent sugar) on each of the following eight states that produce the majority of Brazil's sugar: Pernambuco, Alagoas, Minas Gerais, São Paulo, Paraná, Mato Grosso do Sul, Mato Grosso, & Goiás.
- **Coffee:** Draw and color a coffee cup on or near the four states who produce the most coffee in Brazil: Minas Gerais, Espírito Santo, Minas, São Paulo.
- **Corn:** Draw and color an ear of corn for the six states who produce the most corn in Brazil: Mato Grosso, Mato Grosso Sul, Goiás, Paraná, Rio Grande do Sul, Minas Gerais.
- **Soybeans:** Draw a bean for the leading producer of soybean in Brazil: Mato Grosso..

Compare & Connect

Compare these resources grown in Brazil to the U.S. Do you think America grows some of these resources too? Where do you think they are grown? Repeat map tasks for the U.S. for each resource.

- **Sugar:** Predominantly grown in the southern states of Florida, Louisiana, Texas, & Hawaii
- **Coffee:** Grown in California and Hawaii (and U.S. territory of Puerto Rico that is not on the map)
- **Corn:** Most of our corn is grown in: Iowa, Nebraska, and Illinois
- **Soybean:** Soybean is prevalent throughout the mid-west but Illinois produces the most.

Notes

Writing Prompt

Students should read and respond to the following prompt.

Celebrations can be an important part of a culture. However, celebrations can sometimes become stereotypical. Costumes and activities don't reflect the true, everyday customs of a population and as a result, others/outsideers may make assumptions based on these misrepresentations. What things would you be interested to know about when studying another culture?

Notes

Closing

Helpful Reflection

Bring students together and invite them to share some of their thoughts from the journal prompt. Does learning about another culture make people more interested in helping others? How so?

Reading Tracker

Let's see how many minutes we have read together so far (this includes any classroom reading time).

Now let's take a look at how many minutes you have read on your own time (share the total student reading time).

All of these minutes add up to new books for children in Brazil. How many new books have we been able to help give them?

Thank the students for their hard work and encourage them to reach the next benchmarks.

Notes

Grade 4 - 5/6

Week Three: Along The Tapajós by Fernando Vilela

Introduction

Picture Book Introduction

The past two weeks we have been taking a peek into Brazilian culture through folktales: old oral stories that have been passed down over the years.

This week we will transition to modern day stories to learn more about Brazil.

Compare & Connect

As we read and participate in the activities, let's continue to compare and to connect. What is the same/different between our community and the community in Brazil we are learning about? How are our countries the same/different? What connections do we have?

Materials

- Along the Tapajós by Fernando Vilela
- Timer/Clock
- Reading Tracker
- Callage Materials
 - glue
 - tissue paper
 - regular paper
 - pattern paper
 - scissors
 - color pencils
 - card stock
- Student Journals

* Visit Forvo @ www.forvo.com for audible pronunciation

Syllable Game

Our story for today is called, Along the Tapajós. The Tapajós is a river in Brazil. Let's all say: Tapajós (tá-pá-zôs) **3=soft /g/ sound**

How many syllables are in the word Tapajós?

We are going to do a silent syllable greeting; no one should speak!

Without speaking arrange yourself into groups with others who have the same number of syllables in their first name. You can communicate using gestures but not using words.

Once you are in the proper group, the entire group must put themselves in order of least to greatest number of syllables compared to other groups, also without talking.

For example: a group of students whose first names have two syllables (like Er-ic) might be first, followed by the next group containing names of those students with three syllables (like Ma-ris-a), and so on.

Notes

Introducing the book

It is common for one person to write a story and another person to illustrate the story in picture books. The author for our book today is also the illustrator. Fernando Vilela is a well known artist in Brazil.

***Extension:** You can spend some time exploring Fernando Vilela's artwork and have students create a piece to mimic his style.

Introducing the Characters

Cauã, Inaê, and Titi live along the Tapajós river in Brazil. Let's read to find out how their lives are affected by their proximity to this natural resource.

Discussion Questions

Just as in the folktales, the characters in this text have to *help* and support each other. Notice the ways in which helpfulness is a part of the culture in the community in the text. What does the consistency of *helpful* characters throughout multiple texts tell us about the values of the culture of Brazil.

Why is helpfulness so important to the community in this text in particular?

Compare & Connect

The seasonal cycle along the Tapajós is not experienced by all of Brazil but is not unique to only this area of the world. How does the rainy and dry season cycle compare to your own experience?

Although you might not have been forced to move based on the season, how does your experience moving compare to that of Cauã and Inaê? How does the picture book compare to the folktales? Does it provide you with a better peek in to Brazil? How so?

Notes

Compare & Connect

The Tapajós is a tributary. What is a tributary? It is a river that empties into a larger river. What river does the Tapajós empty into? (Amazon)

How many tributaries do you think the Amazon River has? 1,100

*Amazon is the largest drainage system in the world!

Now let's take a look at the river system in the U.S. What is the largest river in America? (Mississippi River)

Do you think the Mississippi River has more or less tributaries?
The Mississippi River has only 250 tributaries.

Notes

Activity

Collage: Landscape

We will continue to create elements to add to our multi-level collage. Today's story focused on how the terrain impacts people's lives so we will focus on adding the landscape to our view of Brazil.

The Tapajós River from the story is a tributary. What is a tributary? It is a river that empties into a larger river. What river does the Tapajós empty into? Amazon River

Return bags/folders to students with their work from the last lesson to review and add new items to.

Provide students with an 8.5"x11" piece of card stock to create a collage background. Students can tear or cut pieces to design their Brazilian landscape. They can include water elements to reflect the importance of the Amazon and its tributaries on Brazilian life and/or the plant life the water supports.

Continue to encourage the step by step process. This time they will not need to cut a smaller piece of card stock but instead use the entire page.

- Sketch out idea
- Rip or cut paper
- Dry fit
- Glue

Make sure all elements of their collage are put together in their bags when cleaning up.

Notes

Journal Work

Map Work

Pass out student journals.

The Tapajós is one tributary of the Amazon River. How many tributaries do you think the Amazon River has? Estimate and then share: **1,100!**

Draw in the Amazon river and the Tapajós tributary on your map using a blue marker or pencil.

*Amazon is the largest drainage system in the world!

Compare & Connect

What do you think is the largest river in the U.S.? Look at their U.S. and locate the Mississippi River.

Use a blue marker or pencil to draw it in.

Do you think the Mississippi has more or less tributaries than the Amazon? Allow for some feedback. The Mississippi River has 250 tributaries. Many less!

Writing Prompt

Students should then read and respond to the following prompt.

The people who live along the Tapajós have adapted to the needs presented by their unique environment. Packing up their belongings to move seasonally is a part of their culture. How else might geography affect the people of Brazil? Of the United States? Of elsewhere?

Notes

Physical Geography Reflection

Bring students together and invite them to share some of their thoughts from the journal prompt.

Reading texts native to Brazil and about Brazil can help us feel connected and to better understand who we are *helping*. As we continue to reflect on how we feel being a part of this fundraiser, do you feel any more connected to the children you are *helping* as a result of reading more stories? How so?

Reading Tracker

Share an update on how many books your classroom has provided to children in Brazil and share the video of a child/classroom saying, "Thank you!"

Only one week left for this fundraiser!

Notes



Grade 4 - 5/6

Week Four: The Best Tailor in Pinbauê by Eymard Toledo

Introduction

Rural versus Urban

Last week we focused on a rural area of Brazil. What does rural mean? Can you think of some areas of the US that are rural? Do we live in a rural area? Have you ever lived in a rural area?

This week we will focus on an area of Brazil that is more urban. Urban is the opposite of rural. What does urban mean?

Compare & Connect

As we read and learn today, let's continue to compare. What is the same/different between our community and the community in Brazil we are learning about? How are our countries the same/different? Who are the *helpers*? What ways can you relate to the story? What are the connections?

Materials

- The Tailor of Pinbauê by Eymard Toledo
- Timer/Clock
- Reading Tracker
- Color swatches in variety of colors and/or styles, including gray
- Scissors
- Colorful and/or patterned paper
- Glue
- Journals
- Colorful/Pattern paper
- Card stock
- Colored pencils/markers

Curtain Colors

Pass out a color swatch to each student (there should be a variety of colors/styles but there should be at least 2 of every color/style passed out). Then, have students find others with the same color/style.

When they find their group, students should brainstorm what this colored paper may symbolize. Ask them to make a prediction. Allow a couple guesses

Collect all the pieces, shuffle, and pass out again for another round.

Notes

Books as Windows

Each of the stories we have read has provided a window for us to look into the life and culture in Brazil. This will be our last book and activity for this program so let's pay particular attention to how author and illustrator Eymard Toledo vividly depicts Brazilian life.

Discussion Questions

How is Uncle Flores helpful to Edinho? To others? How is Edinho helpful to Uncle Flores? To others? Despite one being older and the other younger, the two main characters are able to help and learn from each other. What does the helpfulness and closeness of these characters imply about the culture of communities like these in Brazil?

Compare & Connect

Do you feel like there are examples of multigenerational helpfulness in your community? Is it valued? How can you tell?

Notes

Activity

Multi-level Collage

We are going to complete our "window" into Brazil by adding in some urban elements and by putting all the pieces together. The completion of the window will symbolize our journey together looking in on and learning about Brazil. It will remind us how we worked together as a team to help children in Brazil.

Return bags/folders to students with their work from the last lesson to review and add new items to.

STEP 1: Dry Fit Small Callages

Set your small collage pieces on top of your background landscape where you want them. Where is there open space left? We will be adding some urban elements. Where do you want to put them so they are not completely hidden by your smaller pieces?

STEP 2: Add Urban Elements

Provide students with colored paper that can be used to create elements that resemble buildings and factories. They can cut or rip paper and glue to their background.

STEP 3: Make Spacers

In order to create a layered collage, we will need to make spacers that allow our smaller pieces to be raised. Demonstrate step by step how to create spacers.

- Cut 6" strips of card stock that are 1/4" to 1/2" wide and roll. You will need 4 equal pieces for each smaller collage but you can create different widths for separate collages.
- Glue the edge of the cardstock down to keep it rolled.

**Notes**

Journal Work

STEP 4: Glue Spacers

Glue spacers to each of the four corners of their small callages and then glue the small pieces to their background where they want them to go.

***Extension:**

We talked a lot about how this art piece represents a "window" into Brazil and Brazilian culture. Consider enhance individual pieces by adding curtains to the final piece or by displaying them in your classroom behind a curtain.

Step by step instructions are provided in the Projects Overview.

Notes

Journal Work

Map Work

Turn student attention to the map. Locate and label Minas Gerais, Brazil on the map and draw something to remind you of its urban landscape. Pinbauê is not a real place but this story was written to reflect real life in Minas Gerais.

Compare & Connect

Locate the largest city that is closest to your location in the United States. Draw the same symbol to remind you of the urban landscape.

Writing Prompt

Students should then read and respond to the following prompt.

Edhino and Uncle Flores had to adapt to changes in their town and community. How might culture change as an area changes? Do you think it's important to maintain traditions of the past? Why?

Notes

Closing

Books For Brazil Reflection

Bring students together and invite them to share some of their thoughts from the journal prompt.

As we conclude this fundraiser, how has your view of Brazil changed?

Reading Tracker

Share the number of minutes the class has read all together. This total will include:

- minutes for all read aloud time in the classroom
- minutes for each individual child's reading time
- minutes for any parent reading time with children at home

Share the number of books your class is providing for each minute of reading. Use math to determine how many total books you have been able to provide.

Congratulate students and close out this program with one or more of the following:

- Provide each child with a certificate of completion (see appendix).
- Create a class video sharing the amount raised and number of books donated (see appendix) to submit to Holistica Foundation.
- Have a classroom celebration where you welcome parents in and thank them for their time and dedication.
- Have children journal about their experience during this program. You can use the prompt, "When I look through a window into Brazil, I see..."

Notes

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Notes