

**Detroit Public Schools Community District**  
**Foreign Language Immersion and Cultural Studies School (FLICS)**  
**Elementary School (grade k) English to French and English to Portuguese**  
**Early Grade Decodables for Bi-lingual and Cultural Education on Brasil**  
**Descodables de primeira classe para educação bilingual e cultural no Brasil**  
**Robin M. Wilson**

**Essential Questions:**

How do my preferences express who I am?

How do my preferences compare to people in African descent who speak Portuguese?

**Rationale and Framework:** In this unit, scholars will explore their personal identities through shared learning experiences. Scholars will read the leveled decodables in the unit. The decodables center on different aspects of Afro-Brazilian culture including food, dance, lifestyles, and relationships. The short decodables provide young scholars with comprehensible input to support their literacy learning in English and Portuguese, and English and French. The decodables also provide scholars with a window into Afro-Brazilian culture to build their cultural competency. Each book contains short comprehensible text in English, French, and Portuguese along with authentic cultural references to Brasil. Scholars will be taught decoding skills and cultural content related to the grade level content standards. There is a learning experience that accompanies each decodable within the early reader series. Scholars will conclude the unit with a project-based learning experience that involves creating a collage with cutouts that displays images of Afro-Brazilian culture and their personal culture to show an understanding of similarities and differences. Scholars will be asked to use their oral language skills to share their ideas that are displayed on their individual boards.

**Learning Outcomes:**

- Scholars will be able to decode grade level words in the decodable text
- Scholars will be able to name personal qualities that shape their identities
- Scholars will be able to demonstrate an understanding of different aspects of Afro-Brazilian culture
- Scholars will be able to make comparisons between Afro-Brazilian culture and their own culture

**Learning Objectives:**

- Scholars will cultivate a working knowledge of Afro-Brazilian
- Exchange information about themselves with others
- Describe (express) favorite food, music, sports, etc.
- Identify and describe leisure activities
- Exchange information about leisure activities/free time preferences
- Compare leisure activities in Afro-Brazilian culture and their own culture

**World Language Content Standards:**

<b>Communication</b>	<p><b>1.1 Interpersonal Communication:</b> Students engage in conversations, provide, and obtain information, express feelings and emotions, and exchange opinions.</p> <p><b>1.2 Interpretive Communication:</b> Students understand and interpret written and spoken language on a variety of topics.</p>
<b>Cultures</b>	<p><b>2.1 Practices and Perspectives:</b> Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.</p> <p><b>2.2 Products and Perspectives:</b> Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.</p>
<b>Connections</b>	<p><b>3.1 Knowledge:</b> Students reinforce and further their knowledge of other disciplines through the world language.</p> <p><b>3.2 Point of View:</b> Students acquire information and recognize the distinctive viewpoints that are only available through the world language and its cultures.</p>
<b>Comparisons</b>	<p><b>4.1 Comparing Languages:</b> Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.</p> <p><b>4.2 Comparing Cultures:</b> Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.</p>
<b>Communities</b>	<p><b>5.1 Use of Language:</b> Students use the language both within and beyond the school setting.</p> <p><b>5.2 Personal Enrichment:</b> Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.</p>

**Key Concepts (Functions, Forms (Structures), and Vocabulary)**

<b>Functions</b>	<b>Forms/Structures/Vocabulary (Phrases)</b>
<p>Sentence usage</p> <p>Context of vocabulary: in English, French, and Portuguese</p> <p>Vocabulary used in written in oral formats</p>	<p>Dance, Sing, Swim, Paint, Kick, Samba</p> <p>Walk, Run, Jump, Swim, Build</p> <p>Dance, Sing, Stump, Spin, Drums</p> <p>Fish, Rice, Yucca, Plantains, Oranges</p> <p>Conga Drum, Tambourine, Agogo, Friction Drum, Drums</p> <p>Beach, Dance, Agogo, Soccer</p> <p>French:</p> <p>Danser, Chanter, Nager, Peindre, Coup de pied</p> <p>Marcher, Courir, Sauter, Nadar, Cavar</p> <p>Danser, Chanter, Souche, Tourner, Battre la batterie</p> <p>Poisson, Riz, Yucca, Plantains, Oranges</p> <p>Tambour, Conga, Tambourin, l’agogo, Ambour à friction</p> <p>Plage, Danse, l’agogo, Football</p> <p>Portuguese:</p> <p>Dançar, Cantar, Nadar, Pintar, Chutar</p> <p>Andar, Correr, Pular, Nadar, Cavar</p> <p>Dançar, Cantar, Bater os pés, Girar, Tocar tambor</p> <p>Peixe, Arroz, Aipim, Banana da terra, Goiabas</p> <p>Conga, Pandeiro, Agogô, Cuica</p> <p>Praia, Dança, Agogô, Futebol</p>

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**Additional Higher Level Decodable Readers** are available [here](#)

**Lesson sequence:** The decodables in this unit are intended to be used as supplemental language learning material. Each lesson contains English to French and English to Portuguese translations that are accompanied by worksheets and language/cultural learning experiences the further supports young scholar's understanding of Afro-Brazilian culture. There are six additional decodable readers for higher level readers available via the hyperlink in the section above. The decodables and supporting learning materials build upon each other.

### **Lesson 1: Brasil and Me**

**Description:** Young scholars are introduced to the music and art of Brasil. The corresponding decodable text is "Madalena." They will explore language and vocabulary related to the arts and active lifestyles of people of African descent who live in Brasil.

#### **Standards:**

**1.1 Interpersonal Communication:** Students engage in conversations, provide, and obtain information, express feelings and emotions, and exchange opinions.

**4.2 Comparing Cultures:** Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

- **Learning outcomes:** Scholars will be able to identify the sound of Samba music. They will also be able to comprehend key vocabulary words in English and the target language (French or Portuguese).
- **Target Learning Objectives:**
  - I can identify key vocabulary in English and in the target language.
  - I can express my opinions about Samba music.
  - I can share ideas about my culture.

#### **Guiding Questions:**

What do you notice about the sound of the music?

Does the music of Brasil sound similar or different from the music that you listen to?

What do you wonder about Samba music?

#### **Key Vocabulary:**

**English:** Dance, Sing, Swim, Paint, Kick, Samba

**French:** Danser, Chanter, Nager, Peindre, Coup de pied

**Portuguese:** Dançar, Cantar, Nadar, Pintar, Chutar

**Resources/materials:** [Vai Saudade by Heitor dos Prazeres](#) ; [Lesson 1 Materials](#)

- **Comprehension** (see vocabulary word work exercises in the lesson materials)
- **Plan activation:** Give scholars an opportunity to talk about the music that they listen to. Invite them to share their thoughts about the Samba music selections that you played for them to open the lesson.
- **Demonstration:** Provide young scholars with one of the key vocabulary words on the board prior to reading the decodable. Speak the word aloud and ask scholars to circle the key word as you read. Read the decodable aloud for scholars where they can clearly see the words on the screen. Invite

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scholars to follow along with their finger underneath each word as you read to them. Remind them to circle the key word that you identified prior to the reading. As scholars become familiar with the text, invite them to take turns reading independently aloud within the whole group. Model for scholars how to identify word categories on the board and how to match words to pictures by showing them an example from the worksheet.

- **Application/integration:** For the learning extension, invite young scholars to form a circle and to take turns dancing to Samba music. Give scholars an opportunity to share their notices and wonders as it relates to the music and mentor text. As a cool down, invite scholars to clap out the syllables to one of their key vocabulary words to foster continued language learning. They may work on completing the vocabulary matching and written exercises. Their worksheets will also serve as a pre-assessment, as it will be re-visited at the end of the unit.
- **Differentiation:** Give newer scholars who may have limited vocabulary a graphic organizer to support their understanding of each word used in the text. Pull young scholars individually to work with them and give them additional practice in organizing the words and placing them in the right category according to the word meanings in English and the target language. Give them opportunities to sing and clap out syllables in the key vocabulary words in class to advance their knowledge and practice in using the vocabulary. **Advanced students:** for their language learning, have them to utilize both English and the target second language to identify vocabulary words in the lesson to challenge them and give them an opportunity to use the vocabulary that they are learning.

## Lesson 2: Brasil and the Beach

**Description:** Young scholars learn about the physical landscape of Salvador, Brasil. The corresponding decodable text is “Madalena’s Beach Day.” They will explore language and vocabulary related to the beach and active lifestyles of people in Brasil.

### Standards:

**1.1 Interpersonal Communication:** Students engage in conversations, provide, and obtain information, express feelings and emotions, and exchange opinions.

**3.1 Knowledge:** Students reinforce and further their knowledge of other disciplines through the world language.

**4.2 Comparing Cultures:** Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

- **Learning outcomes:** Scholars will be able to identify features of the Salvador, Brasil landscape. They will also be able to name their sports preferences and comprehend key vocabulary words in English and the target language (French or Portuguese).
- **Target Learning Objectives:**
  - I can identify key vocabulary in English and in the target language
  - I can share my opinions about the beach.
  - I can share my favorite sports.

### Guiding Questions:

What do you notice about the place where Madalena lives?

How is it the same as the place where you live?

How is it similar or different from the place where you live?

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**Key Vocabulary:****English:** Walk, Run, Jump, Swim, Build**French:** Marcher, Courir, Sauter, Nadar, Cavar**Portuguese:** Andar, Correr, Pular, Nadar, Cavar

- **Resources/materials:** [Lesson 2 Materials](#)
- **Comprehension** (see vocabulary word work exercises in the lesson materials)
- **Plan activation:** Give scholars an opportunity to talk about the music that they listen to. Invite them to share their thoughts about the Samba music selections that you played for them to open the lesson. Review the previous lessons' vocabulary words with young scholars.
- **Demonstration:** Write the new key vocabulary words on the board prior to reading the decodable. Speak the words aloud and ask scholars to circle the key word as you read. Read the decodable aloud for scholars where they can clearly see the words on the screen. Invite scholars to follow along with their finger underneath each word as you read to them. Remind them to circle the key word that you identified prior to the reading with a yellow marker. As scholars become familiar with the text, invite them to take turns reading independently aloud within the whole group. Model for scholars how to identify word categories on the board and how to match words to pictures by showing them an example from the worksheet.
- **Application/integration:** For the learning extension, invite young scholars sort the words and images and words into themed categories. For example, dance, sing, and Samba are all related to music. Therefore, they belong in the same category. Give scholars an opportunity to complete their work independently. Next, ask them to turn and talk to their elbow buddy about how they organized their words and images into categories. Check scholars word work through the lesson and ask them questions about their thinking. As a whole group, invite scholars to respond to the guiding questions and share their thinking with their peers. Write their responses on the board underneath two categories: similar and different. As an exit ticket, they may work on completing the vocabulary matching and written exercises. Their worksheets will also serve as a pre-assessment, as it will be revisited at the end of the unit.
- **Differentiation:** Give newer scholars who may have limited vocabulary a graphic organizer to support their understanding of each word used in the text. Pull them individually to work with them and give them additional practice in organizing the words and placing them in the right category according to the word meanings in English and the target language. Given them opportunities to sing and clap out the key vocabulary words in class and at home to advance their knowledge and practice in using the vocabulary. **Advanced students:** for their language learning, have them to utilize both English and the target second language in identifying vocabulary words in the lesson to challenge them and give them an opportunity to use the vocabulary that they are learning.

**Lesson 3: Brasil and Samba Reggae Music**

**Description:** Young scholars continue their exploration of Samba music. The corresponding decodable text is “Madalena Dances Samba.” They will explore language and vocabulary related to the arts and active lifestyles of people in Brasil. Scholars will make drums using various materials. They will also have opportunities to make comparisons to their lives.

**Standards:**

**1.1 Interpersonal Communication:** Students engage in conversations, provide, and obtain information, express feelings and emotions, and exchange opinions.

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**4.2 Comparing Cultures:** Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

- **Learning outcomes:** Scholars will be able to identify different kinds of drums used to play Samba music. They will have an opportunity to create their own drum and they will be able to comprehend key vocabulary words in English and the target language (French or Portuguese).
- **Target Learning Objectives:**
  - I can identify key vocabulary in English and in the target language.
  - I can express my opinions about Samba music.
  - I can identify what sounds are similar or different from my music.

**Guiding Questions:**

What do you notice about the sounds in Samba Reggae?

What do you notice about the drummers and how they play their instruments?

Do you hear drumbeats in the music that you listen to at home?

**Key Vocabulary:**

**English:** Dance, sing, stomp, spin, drums

**French:** Danser, Chanter, Souche, Tourner, Battre la batterie

**Portuguese:** Dançar, Cantar, Bater os pés, Girar, Tocar tambor

**Resources/materials:** [Lesson 3 Materials](#)

Watch video for instructions on how to make a drum,

[Drum making instructions](#)

[I Miss Her by Olodum](#)

**Materials needed:**

Material used:

metal can

balloon

technical block

jute twine

glue

cork

wooden sticks

scissors

paper cutter

ruler

pencil

- **Comprehension** (see vocabulary word work exercises in the lesson materials)
- **Plan activation:** Invite young scholars to form a circle to listen to and dance to “I Miss Her” by Olodum. Review the vocabulary from the previous lesson with clap-it-out syllabication as a cool down learning exercise. Allot time for scholars to share their thoughts about the Samba Reggae music selection that you played for them.

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- **Demonstration:** Introduce young scholars to the new key vocabulary words on the board prior to reading the decodable. Speak each word aloud and ask scholars to circle the key word as you read with a yellow marker. Read the decodable aloud for scholars where they can clearly see the words on the screen. Invite scholars to follow along with their finger underneath each word as you read to them. Remind them to circle the key word that you identified prior to the reading. As scholars become familiar with the text, invite them to take turns reading independently aloud within the whole group.
- **Application/integration:** For the learning extension, invite young scholars to form a circle and to take turns dancing to Samba music. When scholars have made their drums, invite them to use their drums in the whole group dance circle. Scholars may work on completing the vocabulary matching and written exercises once they have created their drums. They may start in class and finish at home. Their worksheets will also serve as a pre-assessment, as it will be re-visited at the end of the unit.
- **Differentiation:** Give newer scholars who may have limited vocabulary a graphic organizer to support their understanding of each word used in the text. Pull them individually to work with them and give them additional practice in organizing the words and placing them in the right category according to the word meanings in English and the target language. Given them opportunities to sing and clap out the key vocabulary words in class and at home to advance their knowledge and practice in using the vocabulary. **Advanced students:** for their language learning, have them to utilize both English and the target second language in identifying vocabulary words in the lesson to challenge them and give them an opportunity to use the vocabulary that they are learning.

#### **Lesson 4: Brasil and Food**

**Description:** Young scholars are introduced to the food of Brasil. The corresponding decodable text is “Madalena Eats Lunch.” They will explore language and vocabulary related to cuisines that are commonly eaten in Brasil. They will also have opportunities to make comparisons to their lives.

#### **Standards:**

**1.1 Interpersonal Communication:** Students engage in conversations, provide, and obtain information, express feelings and emotions, and exchange opinions.

**4.2 Comparing Cultures:** Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

- **Learning outcomes:** Scholars will be able to identify types of foods commonly eaten in Afro-Brazilian culture. They will have an opportunity to explore new foods while they learn how to comprehend key vocabulary words in English and the target language (French or Portuguese).
- **Target Learning Objectives:**
  - I can identify key vocabulary in English and in the target language.
  - I can express my opinions about Brazilian foods.
  - I can share ideas about my cultural foods.

#### **Guiding Questions:**

What types of foods does Madalena eat?

What do you notice about how the food looks?

How is the food similar or different from what you eat?

#### **Key Vocabulary:**

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**English:** Fish, rice, yucca, plantains, oranges

**French:** Poisson, Riz, Yucca, Plantains, Oranges

**Portuguese:** Peixe, Arroz, Aipim, Banana da terra, Goiabas

**Resources/materials:** [Lesson 4 Materials](#)

If available, use artificial fish, rice, yucca, plantains, and oranges to show young scholars as you teach the key vocabulary.

- **Comprehension** (see vocabulary word work exercises in the lesson materials)
- **Plan activation:** Give scholars an opportunity to draw a picture food that they eat at home with their family. Instruct them to turn and talk to their elbow buddy about their drawing. Invite a select group of scholars to share their food drawings and to express their thoughts with the whole group.
- **Demonstration:** Provide each scholar with a word bingo card. Write the key vocabulary words on the board prior to playing the food word bingo game and reading the decodable. Speak the word aloud and ask scholars to circle the key word as you read. Read the decodable aloud for scholars where they can clearly see the words on the screen. Invite scholars to follow along with their finger underneath each word as you read to them. Remind them to circle the key word that you identified prior to the reading. As scholars become familiar with the text, invite them to take turns reading independently aloud within the whole group.
- **Application/integration:** For the learning extension, play food word bingo as a whole group and practice using the English to French words for the food items on the game board. Give scholars an opportunity to check their work as you walk throughout the room to check their boards. When scholars have completed their work, give them a sentence starter to write how the food that they eat is different from one of the foods studied in the lesson. Give them time to write. They may start in class and finish at home. Their matching worksheets will also serve as a pre-assessment, as it will be re-visited at the end of the unit.
- **Differentiation:** Give newer scholars who may have limited vocabulary a graphic organizer to support their understanding of each word used in the text. Pull them individually to work with them and give them additional practice in organizing the words and placing them in the right category according to the word meanings in English and the target language. Given them opportunities to sing and clap out the key vocabulary words in class and at home to advance their knowledge and practice in using the vocabulary. **Advanced students:** for their language learning, have them to utilize both English and the target second language in identifying vocabulary words in the lesson to challenge them and give them an opportunity to use the vocabulary that they are learning.

## **Lesson 5: Brasil and Drums**

**Description:** Young scholars continue to learn about the music of Brasil. The corresponding decodable text is “The Sound of Samba.” Scholars learn about different types of drums and vocabulary related to music in Brasil.

### **Standards:**

**1.1 Interpersonal Communication:** Students engage in conversations, provide, and obtain information, express feelings and emotions, and exchange opinions.

**4.2 Comparing Cultures:** Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

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- **Learning outcomes:** Scholars will be able to identify the sound of Samba music. They will also be able to comprehend key vocabulary words in English and the target language (French or Portuguese).
- **Target Learning Objectives:**  
I can identify key vocabulary in English and in the target language  
I can express my opinions about Samba music.  
I can share ideas about my culture's music.

### Guiding Questions:

What do you notice about each drum?

What type of sounds does each drum make?

How is it similar or different from the music that you listen to?

### Key Vocabulary:

English: Conga drum, tambourine, agogo, friction drum, drums

French: Tambour, Conga, Tambourin, l'agogo, Ambour à friction

Portuguese: Conga, Pandeiro, Agogô, Cuica

### Resources/materials: [Lesson 5 Materials](#)

- **Comprehension** (see vocabulary word work exercises in the lesson materials)
- **Plan activation:** Give scholars an opportunity to talk about the music that they listen to. Invite them to share their thoughts about the Samba music selections that you play for them to open the lesson. Review the previously learned vocabulary.
- **Demonstration:** Provide scholars with the key vocabulary words on the board prior to reading the decodable. Speak the word aloud and ask scholars to circle the key word as you read. Read the decodable aloud for scholars where they can clearly see the words on the projector. Invite scholars to follow along with their finger underneath each word as you read to them. Remind them to cycle the key word that you identified prior to the reading. As scholars become familiar with the text, invite them to take turns reading independently aloud within the whole group. Guide scholars through the matching word and image worksheet.
- **Application/integration:** For the learning extension, invite young scholars to form a circle and to take turns dancing to Samba music. Allow the scholars to use the drums that they created during the previous lesson in the dance circle. As a cool down, invite scholars to clap out the syllables to their key vocabulary words to foster continued language learning. Next, they may work on completing the vocabulary matching and written exercises. They may start in class and finish at home. Their worksheets will also serve as a pre-assessment, as it will be re-visited at the end of the unit.
- **Differentiation:** Give newer scholars who may have limited vocabulary a graphic organizer to support their understanding of each word used in the text. Pull them individually to work with them and give them additional practice in organizing the words and placing them in the right category according to the word meanings in English and the target language. Given them opportunities to sing and clap out the key vocabulary words in class and at home to advance their knowledge and practice in using the vocabulary. **Advanced students:** for their language learning, have them to utilize both English and the target second language in identifying vocabulary words in the lesson to challenge them and give them an opportunity to use the vocabulary that they are learning.

## Lesson 6: Brasil and Friends

**Description:** Young scholars are social life in Brasil. The corresponding decodable text is “Madalena’s Friend Allono.” They will explore language and vocabulary related to friendships and sports in Brasil.

### Standards:

**1.1 Interpersonal Communication:** Students engage in conversations, provide, and obtain information, express feelings and emotions, and exchange opinions.

**4.2 Comparing Cultures:** Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

- **Learning outcomes:** Scholars will be able to identify aspects of social life in Brasil. They will be able to make comparisons to their lives. They will be able to comprehend key vocabulary words in English and the target language (French or Portuguese).
- **Target Learning Objectives:**
  - I can identify key vocabulary in English and in the target language.
  - I can share ideas about friendships in Brasil.
  - I can share ideas about friendships in my culture.

### Guiding Questions:

What do you notice about Madalena’s friend Allono?

Who are some of your friends? What do you do when you are with your friends?

How is it similar or different from the place where you live?

### Key Vocabulary:

**English:** Beach, Dance, Agogo, Soccer

**French:** Plage, Danse, l’agogo, Football

**Portuguese:** Praia, Dança, Agogô, Futebol

**Resources/materials:** [Lesson 6 Materials](#)

**Food Tour video** <https://youtu.be/Nyr7kL3s91w>

- **Comprehension** (see vocabulary word work exercises in the lesson materials)
- **Plan activation:** Give scholars a virtual food tour by sharing the food tour video with the whole group. Invite them to share their thoughts about the foods featured in the tour to open the lesson.
- **Demonstration:** Provide them one of the key vocabulary words on the board prior to reading the decodable. Speak the word aloud and ask scholars to circle the key word as you read. Read the decodable aloud for scholars where they can clearly see the words on the screen. Invite scholars to follow along with their finger underneath each word as you read to them. Remind them to cycle the key word that you identified prior to the reading. As scholars become familiar with the text, invite them to take turns reading independently aloud within the whole group.
- **Application/integration:** Give scholars an opportunity to read the decodable mentor text aloud with the whole group. For the learning extension, invite young scholars to complete the vocabulary matching and written exercises. They may start in class and finish at home. Their worksheets will also serve as a pre-assessment, as it will be re-visited at the end of the unit. As a further learning

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extension, invite scholars to make a special dish and bring it to share with the class. Allow each scholar to try and compare the various food dishes.

- **Differentiation:** Give newer scholars who may have limited vocabulary a graphic organizer to support their understanding of each word used in the text. Pull them individually to work with them and give them additional practice in organizing the words and placing them in the right category according to the word meanings in English and the target language. Given them opportunities to sing and clap out the key vocabulary words in class and at home to advance their knowledge and practice in using the vocabulary. **Advanced students:** for their language learning, have them to utilize both English and the target second language in identifying vocabulary words in the lesson to challenge them and give them an opportunity to use the vocabulary that they are learning.

### **Unit Final Project:**

For the final unit assessment, guide young scholars in creating presentation boards that represents their cumulative knowledge of Afro-Brazilian culture based on the individual lessons that you have covered together. Provide each scholar with paperboard, glue sticks, and pre-cut images from magazines that they can use at their stations to create their boards. Instruct them to select images that represent Afro-Brazilian culture on the right side of their board and to select images that represent their individual cultures on the left side of the same board. Give them time to think through each image and to paste the images on their individual boards. Ask them to practice talking about the images on their boards to their parents at home. Finally, give each scholar an opportunity to present their boards before the whole group in class.