

# Brachio

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Illustrated by Richard Hoit

## TEACHER NOTES

Reading aloud is an essential part of any literacy program and one of the most important building blocks for becoming a lifelong reader. Reading aloud to children extends and enriches vocabulary and increases a student’s understanding of language structures, helps develop comprehension, and provides a model for fluent, expressive reading. It helps develop imagination by transporting children into worlds beyond their own. Above all, reading aloud should be an enjoyable experience for teachers and students.

### Engage the Listener

Introduce the story by displaying the cover and reading the title aloud. Say: *I think Brachio is a good name for a dinosaur. He must be a brachiosaurus. He looks happy. I wonder what these small dinosaurs are called and what they are doing. Let’s read the story and find out.*

### Enhance the Reading

Use these tips to help bring the read aloud to life.

- Read the book ahead of time and practice reading it aloud. Download the audio file to listen to the story as read by the author.
- Use a booming voice for the *big, chomping, stomping dinosaurs* and a tiny voice for the *mouse lizards, as small as chickens*.
- Use sound effects and actions to emphasize the illustrated action words, such as *flick, snap, snip, jump, thump, wiggle, and bump*.



### Enjoy the Story

During the read aloud, model what good readers do by stopping briefly to ponder, predict, infer, and make connections. Ask questions sparingly, being mindful not to interfere with the flow and enjoyment of the story.

- p. 4 **Invite participation:** *Let’s read this page again. This time you can join in with me.*
- p. 6 **Think out loud:** *I am closing my eyes and I am trying to get a picture of how enormous Brachio is by comparing him to a bus and a tall tower. Wow!*
- p. 10 **Think out loud:** *I am thinking Brachio is kind. I know this because he is taking care of the mouse lizards.*
- p. 15 **Think out loud:** *Oh, I am thinking those other dinosaurs are really selfish and mean. I know this because of what they are doing to Brachio.*
- p. 17 **Encourage talk:** *Tell your partner what you think might happen next.*
- p. 22 **Build fluency:** *Say these lines with me: “wiggle, wiggle, squirm, wiggle, wiggle, squirm, like a huge, enormous, humongous worm!”*

### Extend the Experience

After the reading, help children discuss the story and make personal connections.

Ask students:

- *What were some things that Brachio did to show he was kind?*
- *Who has been kind to you?*
- *What did they do to show they were kind?*

If desired, extend the read aloud using one or more of the response activities on the inside back cover.

CHILDREN  
WILL LOVE  
TO...

- Join in with the reading and add their own actions to repeated words, such as *wiggle, wiggle, bump*.
- Make up their own dance moves and join in the dinosaur boogie.

## TEACHER NOTES

(continued from inside front cover)

If desired, extend the read aloud using one or more of the response activities below.

### Writing

#### Character Writing

Use the story as a springboard for writing. Have students draw one of the characters. Ask them to write about the character they have drawn using approximated spelling. Write the student's message underneath their attempt using correct spelling. Collate the pages into a class book and encourage students to read it during independent reading time.

### Creative Arts

#### Dramatize the Story

Have students work together in small groups to retell the story using drama. Ask them to think about:

- Where does the story take place?
- Who are the characters in the story and what are they like?
- Who will play the part of each character?
- What are the important events in the story?

### Social-Emotional Learning

#### Kindness and Consideration

Have small groups talk about the following questions:

- Why is it important to be kind and helpful to others, especially those who are not as big or strong as us?
- What should you do if someone is not being nice to you or bullying you like the big dinosaurs did to Brachio?

Invite each group to share what they discussed with the class.

### Speaking & Listening

#### Partner Talk

Have students turn to a partner and discuss one or more of the following talking topics:

- Their favorite part and why
- The problem in the story
- How the problem was solved
- Which character or characters they liked or didn't and why

### Language & Vocabulary

#### Act Out the Words

After reading, invite students to act out the following 'wow' words from the story: *boogie, chomping, stomping, thump, wiggle, enormous, titanic, toppled, tumbled, shunted, shoved, heaved, plonked.*

### Independent Reading

#### Reading & Listening Center

Place the book in the reading and listening center and encourage students to read it on their own and to each other. Download the audio file to listen to the story as read by the author.



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