



Guided Reading with

# PIÑATA PARTY

Guided Reading: D

DRA: 4 Intervention: 5

written by Mimi Chapra

illustrated by Christy Hale

**Overview:** A Latino boy and his friends celebrate his birthday at a party with a traditional piñata.

8 pages, 31 words

### Genre:

Realistic Fiction

### Focus: Concepts of Print and Reading Strategies:

- using the picture clues and beginning sounds
- applying prior knowledge about taking turns (semantic knowledge)
- sequencing
- following a story line to a conclusion

### Supportive Text Features:

- familiar words and concepts
- patterned sentence
- strong picture-text match

### High-frequency Words:

*a, she, he, the, here, come*

### Common Core Standards:

- R.1, R.6, R.7
- RF.1, RF.2, RF.3
- W.1
- SL.1, SL.2, SL.3, SL.4
- L.1, L.4

### ELL/ESL

*La fiesta de la piñata*

See back page

## Getting Ready to Read

### 1. Introduce the concept and vocabulary by asking open-ended questions:

- Tell me about some birthday party games you have played.
- How do children take turns during a game?
- What do you know about playing with a piñata?

### 2. Connect children's past experiences with the story and vocabulary:

- Hold the book. Call children's attention to the title. Read: "*Piñata Party*."
- Ask children to predict what they would expect to see happening in the story.
- Have children predict some words they might read in the story.
- Give children the book and have them look at the pictures.
- Ask them what the pictures tell about the story.

### 3. Remind children of the strategies they know and can use with unfamiliar words:

- Ask them, "What will you do if you come to a word you don't know?"
- Encourage children to look at the pictures



and the beginning sound of the word.

#### 4. Be aware of the following text features:

- The book relies on the knowledge of taking turns while playing with others.
- The change in the patterned sentence is related to the picture clue and children's ability to use "he" for boys and "she" for girls.
- There is a cause and effect relationship, which brings the story to its conclusion.
- There are two lines of text on the last page.

### Reading the Book

#### 1. Set a purpose by telling children to read about playing with a piñata.

**2. Have children read quietly, but out loud.** Each child should be reading at his or her own pace. Children should not read in chorus. Listen to children as they read by leaning close or bending down beside each child.

#### 3. Look for these reading behaviors during the first reading:

- Do the words children say match the words printed in the book? (voice to print match)
- Do children look at the pictures before they read the text or after they read?
- What do they do if they encounter an unfamiliar word? (appeal to you, try a strategy)
- Do their eyes go up to the picture before reading the new word in the

pattern?

- Are they saying the initial sounds of words before saying the whole word?
- Are they saying individual letter sounds /h/-/i/-/t/-/s/ or blending the sounds?
- Do they reread if they come to an unfamiliar or unknown word?
- Have they self-corrected any mistakes?
- Is there any inflection or speech-like sound to their reading?
- Have they responded with a laugh or other sound as they read the text?
- Do they make comments as they read?

#### 4. As children read, suggest a reading strategy if they are struggling:

"Try rereading the sentence. Try looking at the picture to make sense of the print." Encourage children to take a guess based on the subject of the book or to use the beginning sounds or known parts of the word.

#### 5. Possible teaching points to address based on your observations:

- Distinguish between the words and use of "he" and "she."
- Review the return sweep on the last page.
- Review the "s" ending in "hits."
- Use the picture and the beginning sound of a word to cross check.

### After the First Reading

#### 1. Have children retell the story in their own words. They will be making inferences and drawing conclusions based on the pictures and the words



read.

2. **Look at each page and brainstorm some words for each child to say.**
3. **Make connections between this party and children's experiences.**
4. **Review the sequence of events and discuss how the events led to the breaking of the piñata.** Brainstorm some other party games. Ask: "What are the rules? How is a winner decided?"

### Second Reading

1. **Have children reread the book in a whisper voice or to a partner.**
2. **This is a time for assessment.** While they are reading, watch what children do and what they use from the teaching time. Alternatively, you might take a running record on one student as an assessment of the student's reading behavior.

### Cross-Curricular Activities

**Music:** Listen to Latin music and have children use maracas, drums, and rhythm sticks to join in the beat. Have some children move to the music as the others play the instruments.

**Art:** Make a papier-mâché class piñata. Have children vote on a shape and then decorate it together.

**Math:** Have children bring small toys to school. First sort the toys in a variety of

ways: by size, color, shape, material it is made out of, etc. Lastly, use a Venn diagram to sort the toys according to whether or not they are appropriate for a piñata. Have children decide upon a criterion to help them decide. Use a stopwatch and have children count 100, 200, 300, 400, etc. as each child takes a turn hitting the piñata.

Find out when students' birthday occur. Record students' answers on a class graph. Discuss which month has the most and fewest birthdays.

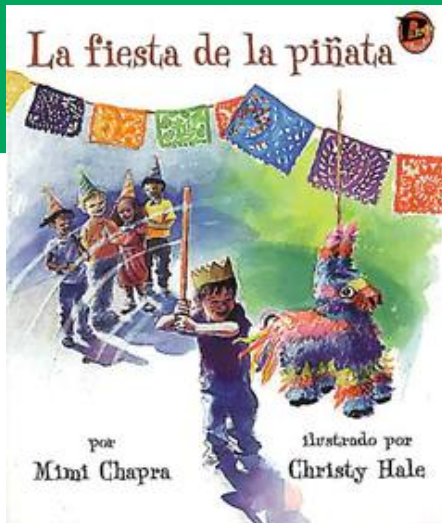
**Science:** During the construction of the piñata, talk with children about evaporation. Ask: "What makes the water disappear and the piñata become dry?" Have children record their observations as the piñata dries.

**Social Studies:** Read THE BIRTHDAY SWAP (<https://www.leeandlow.com/books/2363>) by Loretta Lopez and FAMILY PICTURES / CUADROS DE FAMILIA by Carmen Lomas Garza (<https://www.leeandlow.com/books/2796>). Discuss the birthdays in the stories and how they compare to students' celebrations of birthdays in their families.

**Writing:** After creating a piñata or looking at some pictures of piñatas, have children write an advertisement or create a poster encouraging someone to buy the piñata. Have students create a pretend birthday invitation to a surprise birthday party for a friend.



## BEBOP CLASSROOM CONNECTION



*Guided Reading: C*  
*EDL/DRA: 3*  
*Intervention: 4*

Guided Reading with

# LA FIESTA DE LA PIÑATA

The book introduction and guided reading lesson follow the outline for the English edition. Children need exactly the same support and strategy instruction as their English-speaking classmates.

Be aware that many children speak dialects or may mix Spanish and English. During the introduction, help children understand that “book language” does not always match the words we use every day. In this story, the phrases **la niña** and **el niño** are used. Encourage children to check the pictures to confirm which phrase is correct. At the end of the English edition of the story, **prizes** fall out of the piñata. In the Spanish edition, **los juguetes y golosinas** fall out. Talk about the difference. Ask: “Besides toys and sweets, what else might be in a piñata for a prize?”

If children have difficulty with concepts or words in the story, see the article “Guided Reading with Emergent Readers” for suggestions.

### For more information about Bebop Books, please contact:



**Abraham Barretto,**  
**Vice President of Educational Sales**  
**Bebop Books**

An imprint of LEE & LOW BOOKS  
95 Madison Avenue  
New York, NY 10016  
212-779-4400 x 23  
212-683-1894 fax  
abarretto@leeandlow.com

**Guided Reading** Guided reading levels were assigned by literacy experts and certified Reading Recovery® teachers using the guidelines identified in Guided Reading and Matching Books to Readers by Irene C. Fountas and Gay Su Pinnell.

**INT. (Intervention)** Intervention levels were assigned by literacy experts and certified Reading Recovery® teachers and are intended for use in early intervention and one-on-one tutorial programs, including Reading Recovery®. These levels are not officially authorized by Reading Recovery®. Reading Recovery® is a registered servicemark of The Ohio State University.

**DRA (Developmental Reading Assessment)** and **EDL (Evaluación del desarrollo de la lectura)** DRA and EDL levels were determined using information in the Developmental Reading Assessment Resource Guide and EDL Resource Guide by Joetta Beaver.

All level placements may vary and are subject to revision. Teachers may adjust the assigned levels in accordance with their own evaluations.

Copyright © 2015 by Bebop Books®, an imprint of Lee & Low Books Inc. Used with permission.

ISBN #: 9781584309307