



Written by Barbara Flores, Elena Castro, and Eddie Hernandez

Guided Reading with

The Piñata Workshop

Guided Reading Level: K

DRA Level: 20

by Barbara Flores, Elena Castro, and Eddie Hernandez, photographs by Mike Castro

Overview: Do you know how piñatas are made? Read this book to find out.

16 pages, 153 words

Genre: Nonfiction

Focus: Concepts of Print and Reading Strategies

- use context to predict unknown words; confirm by attending to letter sounds
- blend word parts to read phonetically regular words, including content-specific vocabulary, relying on a wider variety of spelling patterns
- solve words using analogies to previously solved words
- look at each part or syllable of a longer word to read it
- use a wide variety of high frequency words to support fluent reading
- read varied sentences fluently, with expression and stamina
- use context to understand unfamiliar vocabulary

Supportive Text Features:

- many details supported by illustrations
- text includes some repetitive language and phrasing
- sequential text structure
- most vocabulary is familiar, with some content-specific language
- varied sentence lengths and formats

High-frequency words:

- *The, in, a, they, to, she, then, and, it, is, too, her, with, of, on*

Phonics:

- compound words

Common Core Standards:

- RF.2.3, RF.2.4
- RI.2.1, RI.2.2, RI.2.3, RI.2.4, RI.2.5, RI.2.6, RI.2.7

ELL/ESL

El taller de piñatas

[See back page](#)

Getting Ready to Read

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

- What's a workshop? What happens in a workshop?
- Have you ever seen a piñata? What did it look like? What do people do with piñatas?

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

- Hold the book. Call children's attention to the title. Read: "*The Piñata Workshop.*"
- Ask children to use the title and picture on the cover to predict what the book will teach them.
- Show the back cover and read the copy. Ask children to predict the materials and steps for making a piñata.
- Have children suggest some words they might read in the book.
- Give children the book and have them look at the photographs. Ask them to notice what each one shows. Call children's attention to the note at the beginning of the book about the pronunciation of the Muñoz family name.

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 for chunks of words they know and to blend the sounds quickly.



- Suggest that children read on past an unfamiliar word in order to use the context of the story and sentence to unlock the meaning of the word. Encourage children to return to the word after completing the sentence or section.
- Tell children to think what they know about the subject or topic of this book: piñatas and workshops. Then encourage them to choose a word that makes sense in the sentence.

4. Be aware of the following text features:

- The book contains familiar words, including a variety of high frequency words.
- The amount of text on each page and placement of text vary throughout the book.
- Content-specific vocabulary words include: piñata, workshop, cardboard, flour, paste, newspaper, plaster, tissue paper, strips, “fringed edges,” decorate.
- The steps for making the piñata are sequential and real and take place over an extended period of time.
- The text describes the steps one family completes to make a piñata to sell. Each step description includes supporting details.
- The photographs support and extend the text, but most of the meaning is contained in the text.

Guided Reading Note: Children reading at level K are becoming more fluent, and the focus emphasizes comprehension and independent reading. Most of the reading should be done silently. Children are also encouraged to: 1) independently apply their reading skills and strategies, 2) make connections between their own experiences and the story, and 3) “get” the author’s message and be able to discuss it with other readers. Most importantly, children should feel confident and eager to read. This is a time to build fluency and independence as children read a

variety of genres and develop a sense of reading for different purposes.

Reading the Book

1. Set a purpose by telling children to read the book to find out about how a piñata is made and how the family works together.

2. Have children read the book silently. Each child should be reading at his or her own pace. Listen to children as they read by leaning close or bending down beside each child. After the group has read a few pages, check for understanding with simple questions, such as: “What is the book about?” or “Tell me how the book begins.” Then direct children to continue reading. As they read, watch for indications of comprehension: changes in facial expression, giggles, audible comments, rereading, turning back a page. You may want to make notations about what you observe.

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

- Do they rely on the print while reading?
- Do they have a strong sight vocabulary?
- Do they use known sound chunks to read unknown words?
- Are they showing signs of understanding the story?
- Are they monitoring meaning and rereading when they lose meaning?
- How are they dealing with following a longer, more complex story? Do they easily move from page to page? Are they reading fluently?
- Are they using punctuation and any text features to gain meaning?
- Do they make accurate predictions?
- Are they connecting the text to their own experiences?



- Do they react to the text even though they are reading silently? Do they laugh? smile? frown?
- Are they drawing conclusions and making inferences?

4. As children read, note what they are doing. Help them build independence by being available, but not intervening too quickly.

- Watch for changes in children's facial expressions and use these signals to ask questions, such as: "What made you smile?" or "Where do you need some help?"
- Encourage children's attempts by making comments, such as: "I like how you are using a different strategy when the first one you tried didn't work."
- If children are struggling with deciding which strategy to use, suggest a specific strategy that would help them get meaning in the most efficient way, such as, "Did you think about chunking the word?"

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

- Call attention to all the high-frequency words children have learned and used.
- Review how to find a known part or sound chunk in an unknown word.
- Show children how to use analogies to move from the known to the unknown when encountering new words.
- Work with suffixes and prefixes.
- Review using grammar (syntax) to unlock words by considering the sentence structure or parts of speech in the sentence.
- Explore the ideas presented and how they relate to one another.
- Review how to determine what is important in a picture or sentence.
- Model asking questions or making "I wonder..." statements to extend comprehension.

- Review using punctuation marks to guide the meaning-making process. Discuss the use of question marks, exclamation points, and commas as clues to reading with a particular kind of expression or inflection.
- Call attention to the sequence of ideas in the story.
- Model how to revisit the text to find specific examples or ideas in the text.

After the First Reading

1. Have children confirm their predictions and talk about the information presented about how a piñata is made.

2. Ask questions like:

- Who worked on the piñatas?
- What materials and tools did they use?
- What was the first step? Then what? Etc.
- Why do you think Mrs. Muñiz cooked the paste and cut the tissue paper instead of her sons do it? Which steps are better for adults to do and which steps can young people do?
- Would you like to work in a piñata workshop? Why or why not?
- How do you think the Muñiz family feels about their work? What are some possible reasons they choose to do it? Give evidence from the text and illustrations.
- The next time you see a piñata in real life, will you think about it differently? How so?
- If you could create a piñata, what shape or character would it be? Why?
- What do you think happens next once this piñata is finished?
- Who do you think might buy a piñata shaped in the number 5? What makes you think so?
- What do people do with piñatas?



- How does this book show the Muñiz family working together? When was there a time your family worked together?

Second Reading

1. Have children reread the book silently or to a partner.

2. This is a time for assessment. Keeping notes on children's progress during a guided reading session will be a helpful resource for giving children on-going feedback about themselves as readers as well as helping you record how they develop over time.

- While they are reading, watch what children do and what they use from the teaching time.
- You might also take a running record on one child as an assessment of the child's reading behavior.
- You might also listen in on each individual reader, observing as children use appropriate or inappropriate strategies. This information will be valuable for any additional strategy discussions after the second reading.

Cross-Curricular Activities

Language: Write the compound words from the book on cards (e.g., workshop, cardboard, newspaper, sunlight). Talk about the words that comprise each one. Practice reading these and other compound words. Talk about strategies for reading compound words when encountered in books.

Use the information from the text to write a procedural text together, "How to Make a Piñata." Call students' attention to the sequential vocabulary and descriptive language in the book.

Mathematics: Write repeated addition or

multiplication story problems featuring the Muñiz family and types of piñatas or materials. For instance, "The Muñiz family made 3 piñatas each of the numbers 1 through 10. How many piñatas did they make?" or "Mrs. Muñiz needs 20 sheets of tissue paper for each small piñata she makes. How many sheets of tissue paper does she need for 5 piñatas?"

Use piñata designs to study the relationship between 2-D and 3-D shapes. Give students sample piñata forms and ask them to determine what shapes the pieces of cardboard had to be to make that form. Or, provide students with cardboard pieces and masking tape and ask them to experiment with what 3-D forms they can create.

Social Studies: Use books and online resources to learn about other Mexican crafts that involve paper, such as paper flowers and *papel picado*. Compile information gathered on a chart or Venn diagram.

Art: Together, experiment with making a simple, small piñata following the steps in the book. Reflect on the experience. What was hard about it? What was fun?

Ask students to imagine that the Muñiz family hired them to create ads for their piñatas. Have them write and illustrate ads drawing upon the information presented in the book to think of selling points.



Guided Reading with **El taller de piñatas**

The directions given for the introduction, first reading, and second reading of the English edition can be used with the Spanish edition of the book. To read the book successfully, children need the same kinds of support as their English-speaking classmates. Second language learners often benefit from acting out new words, seeing pictures, and talking about them using concrete examples.

Guided Reading Level: K
DRA Level: 20

Noun Support

The following are objects needed to make the piñata during the story: cartón; las piezas; pegamento; harina; agua caliente; el engrudo; trozos de periódico; la molde de cartón; papel de china; trozos largos (de papel de china)

Print each of the objects on small labels or index cards that can easily be placed next to the item in the story on the picture.

Photocopy the photographs from the story and present them to students out of order. Then, have students put them in chronological order and place the labels of the different elements of the piñata process on the correct picture.

Verb Support

After completing the Noun Support section of this guide, have students recall the different action steps that the family members need to take in order to make the piñata using the objects from the Noun Support section of this guide along with the illustrations from the story as needed support (with the text still covered).

The book language used may differ from children’s oral language. Comparing any differences will help children read and understand the story. Also help children understand that we often speak differently than we write, and that both ways of using language are important.

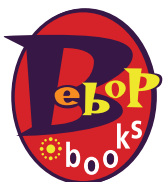
Guided Reading Guided reading levels were assigned by literacy experts and certified Reading Recovery® teachers using the guidelines identified in Guided Reading and Matching Books to Readers by Irene C. Fountas and Gay Su Pinnell.

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 © 2018 by Bebop Books®, an imprint of Lee & Low Books Inc. Used with permission.



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. 26 ph.212-683-1894 fax

abarretto@leeandlow.com