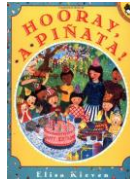




Hooray, a Piñata! Read Aloud

Standards:

ELA.SL.CC.PS.1 - 3; ELA.RL.KID.PS.1-3
 ELA.RL.CS.PS.1 - 3; ELA.RL.IKI.PS.1-2
 ELA.RL.LTC.PS.1


Materials:

- *Hooray, a Piñata!* Text
- vocabulary word picture cards

Vocabulary:

- **collar:** a leather or cloth band for a dog's neck
- **crack:** to break or split with a sharp sound
- **dreams:** pictures, thoughts, and emotions that happen during sleep
- **flap:** moved back-and-forth
- **hooray:** a cheer; a word used to show excitement or approval
- **leash:** a line for leading an animal
- **mash:** to crush or grind
- **merry-go-round:** a ride with seats shaped like horses that go around in a circle.
- **piñata:** decoration containing toys and is broken open as part of a celebration
- **pretend:** made believe
- **smash:** to break into pieces
- **sniff:** smelled by drawing short breaths into the nose.
- **thundercloud:** a cloud that goes with a thunderstorm.
- **wrecked:** ruined, spoiled so it cannot be used

Preparation: Set up materials.

First Read:

Children will:

- Listen to a story read aloud.
- Demonstrate increasing levels of sustained and focused engagement.
- Show a steady increase in the number of words in listening vocabulary.
- Develop understanding of main events.

Teacher() will:

- Read with expression.
- Select 5-10 vocabulary words and enhance them by: pointing to the picture, gesture, tone of voice or by inserting a short definition.
- Provide comprehension asides: comment during the story about the main character’s emotional state, explain an illustration or a change in scene, or indicate what various characters do or do not know.
- Model analytical thinking when appropriate – e.g. “I’m thinking...”

“Today’s book is a new one. The book’s title is *Hooray, A Piñata!* The author of this story is Elisa Kleven. In addition to writing the words for the story, Ms. Kleven also drew the pictures for the story—created the illustrations.”

Show cover, pointing to the title, author’s, and illustrator’s names. Underline the title with a finger, matching speech and print.

“Here is a little girl having a birthday party and her name is Clara, and this boy is Samson, one of her best friends. The **piñata** sitting on the table is named Lucky. ”

Introduce the main characters; point to each while naming them.

“Clara bought the dog **piñata** for her party but now she likes Lucky so much she doesn't want to let everybody break him. But if Clara keeps Lucky, she won't have a pinata at her party. Let’s read to find out how Samson helps her solve her problem.”

State the story problem.

p.1 Point to Clara and then Samson while reading.

“A **piñata** is something children play with during celebrations. It has a hard shell, and inside is candy, or stickers, or toys. Children whack the **piñata** with a stick until it **cracks**--breaks--open and all the treats fall out.”

p. 4 Comprehension Aside.

p. 6 Point to the thundercloud and dog piñatas while reading.

“Samson is worried that Lucky will get **wrecked**--broken and ruined. He doesn’t want Clara to feel sad if something happens to Lucky.”

p. 8 Comprehension Aside.

*p. 9 Point to the **collar and leash** on p.10 while reading.*

*p. 12 Model **sniffing** & gesture **flapping***

p.13 Point to Grandma.

“Clara takes Lucky on a **merry-go-round** ride with seats shaped like horses.”

p.14

“**Dreams** are images you see in your head when you sleep. So Clara is asleep and this is an illustration of what she is dreaming about.”

pgs. 15-16 Comprehension aside

p. 23 Model scowled & glare.

p. 24 Model whacking motion.

Discussion Questions(s):

- How do we know that Clara really likes Lucky the dog piñata?
- Why is Lucky so important to Clara?
- Why do you think that Samson bought the piñata shaped like a thundercloud for Clara?

Second Read

Children will:

- Recall some main events when asked
- Link characters’ basic emotions to their actions
- Use their own experiences to understand characters’ feelings and motivations
- Express the main idea of a story or other text in a way that shows increasing understanding

Teacher(s) will:

- Continue to define the vocabulary words from Story Reading 1 and include additional vocabulary that may need more verbal definitions.
- Explain feelings or thoughts of secondary characters.
- Deepen the comprehension of primary characters, story problem, etc.

- Model analytical thinking.

“We read this book before and we remember the title....”

“Clara bought a dog **piñata** to smash at her birthday party. But Clara now likes Lucky the **piñata** so much she does not want to fill him with candy and break him at her party. So remember her friend Samson helps her solve her problem. We are going to read this story again.”

“Samson thinks the **piñata** shaped like a **thundercloud**, a cloud that goes with a storm, looks like a **monster**, a scary make-believe creature.”

“Samson is still concerned about Lucky getting **wrecked**--ruined or broken.”

“Clara is **pretending**, using make-believe with her pinata Lucky. Lucky is made of paper but she is **pretending** he is a real dog who needs food, a **collar** and a **leash**.”

“I think Samson is worried that something will happen to Lucky before the party.”

“Lucky’s ears **flapped** when Clara put his head out the car window because the wind was blowing.”

“Clara feels like they are flying because the **merry-go-round** is spinning quickly. I can see the wind blowing Clara’s hair and making Lucky’s ears **flap**.”

*Hold up the book, show the cover.
Take the responses the children provide and read and underline the title again.*

Re-orient children to the book: turn to title page illustration.

pgs. 5-6

p. 8

pgs. 9-10 Comprehension Aside.

p. 11 Point to Samson’s expression.

p. 12 Model flapping.

p. 14 Gesture spinning.

“Clara knows that Lucky is not a real dog and cannot have a bath because he is made of paper.”

p. 13 Comprehension Aside.

Clara is sleeping and dreaming about her friend Samson, her mother, father, grandma and **piñatas**.”

p. 15-16 Comprehension Aside.

“Clara is feeling sad because she does not want to **smash** her **piñata** Lucky at her birthday party. She wants to keep Lucky for her **pretend** pet instead because she cannot have a real dog or cat for a pet.”

p. 19-20 Comprehension Aside.

“Samson wants to help his friend. He knows that Clara doesn’t want to **wreck** Lucky but that she really wants a **piñata** her birthday party.”

pgs. 21-22

Discussion Questions(s):

- How was Samson a good friend to Clara? How was that similar to or different from how Peter was a good friend to Amy?
- How are you a good friend?
- How do you spend time with your friends?

Third Read:

Children will:

- Reconstruct parts of the story
- Practice saying and using story-related vocabulary words
- Recall main events and characters in the story when prompted

Teacher(s) will:

- Jointly reconstruct the story with children.
- Expand, clarify or add more information to children’s responses.
- Address misunderstandings.
- Define words as necessary.
- Deepen comprehension asides.
- Model analytical thinking.

“We have read this book twice and today we are going to talk about and tell the story together.”

Hold up the book and show the cover. Underline and read the title. Comments will be mostly in response to what children say.

Use phrases such as “We remember...” or “What is happening here?” while pointing to the action on the pages.

p.1 Read page

pgs. 3-4

“Where are they going here?”

“And we remember what they talked about doing to the **piñata**...”

Pgs. 5-6

“What was happening here?”

“Why was Samson worried about Clara’s **piñata**, Lucky?”

p. 8

“So then what happens?”

pgs. 9-10

“What is happening here?”

p.11

“We know what is happening here...”

p. 12

“How can we tell that Clara’s grandma was happy to see Clara?”

p.13

“What happened here? Why is Clara sad?”

p. 19

“What did Samson do to solve the problem?”

p. 21

pgs. 23-25 Read text.

Discussion Questions(s):

- What do you think happened to Clara and Lucky after her birthday party was finished?
- How is Clara's birthday party similar to or different from Peter's birthday party in *A Letter to Amy*?
- In Clara's family they celebrate birthdays by having a party with a piñata. How does your family celebrate special occasions?

Fourth Read:

Children will:

- Act out one or more scenes from the story
- Explore character motivations and emotions
- Recall main events from the story

With children, choose one scene to act out. Assign roles to children, or use a structure to ask for volunteers. As you read the corresponding pages from the story, children act out the scene and recite any dialogue.

Discussion Questions(s):

- Clara didn't like the thundercloud piñata at first, but later she changed her mind. Why did she change her mind?
- How is Clara's changing her mind the same as or different from Peter's 'change of heart' in *Peter's Chair*?

Suggested Transition Activity First Read	Literacy/Language Skills Supported
<p>Say: "I will dismiss you by the beginning sound in your name. I will use story words from <i>Hooray, a Pinata!</i></p> <p>"If your name starts with /l/ like Lucky, you may . . ."</p> <p>"If your name starts with /k/ like Clara, you may . . ."</p> <p>"If your name starts with /p/ like pinata, you may . . ."</p> <p>"If your name starts with /m/ like merry-go-round, you may . . ."</p> <p>Continue with beginning sounds with other story vocabulary words . Do not show letters or name cards.</p>	<p>Direct</p> <ul style="list-style-type: none"> -beginning sounds -vocabulary support <p>Indirect</p> <ul style="list-style-type: none"> -repeated exposure to well-formed sentence

Suggested Transition Activity Second Read	Literacy/Language Skills Supported
<p>Say: "I will dismiss you with the clapping game we played in SWPL. I will say a name, clap the parts in the name and say the name again."</p> <p>*Invite children to clap the parts with you. Remember the focus is on hearing the segmentation not the number of syllables.</p>	<p>Direct</p> <ul style="list-style-type: none"> Syllable segmentation

Suggested Transition Activity Third Read	Literacy/Language Skills Supported
<p>Say: "I am going to dismiss you in a different way today. When we say the word piñata, we hear /p/ in the beginning. I'm going to use the /p/ sound in the beginning of all your names. So, for Hailey, I would say Pailey, and Hailey could be dismissed."</p>	<p>Direct</p> <ul style="list-style-type: none"> -phoneme substitution -beginning sounds

Suggested Transition Activity Fourth Read	Literacy/Language Skills Supported
<p>Say: “I will dismiss you by the colors in your clothing. I will find the colors in the book <i>Hooray, a Pinata!</i>”</p> <p>“If you are wearing something yellow like Samson’s yellow shirt you may....”</p> <p>“If you are wearing green like the pinata vendor’s green pants you may.... ”</p> <p>“If you are wearing something red like Clara’s red sandals you may....”</p> <p>“If you are wearing something purple like Clara’s purple shirt you may....”</p> <p>“If you are wearing something orange like the orange lion pinata you may....”</p> <p>“If you are wearing something gray like the gray thundercloud pinata you may....”</p> <p>“If you are wearing something brown like Clara’s brown hair you may....”</p>	<p>Direct</p> <ul style="list-style-type: none"> -vocabulary support (clothing item names) -category labels (clothing, colors, materials) <p>Indirect</p> <ul style="list-style-type: none"> -exposure to other vocabulary through teacher use (e.g., dismiss, wearing, get ready, etc.) -repeated exposure to well-formed sentence (“If you are wearing....”)