

Written by Barbara Flores, Elena Castro, and Eddie Hernandez
Illustrated by Mary Ramirez-Greene

8 pages, 66 words

Genre:

Fiction

Focus: Concepts of Print and Reading Strategies:

- read with one-to-one correspondence
- use a variety of high frequency words as markers
- use a text pattern to support reading
- notice when a text pattern changes and adjust reading
- use illustrations, initial sounds, or beginning parts of words to read unknown words
- adjust voice when reading sentences ending in question marks and exclamation marks

Supportive Text Features:

- clear relationship between text and illustrations
- illustrations support all text details
- book depicts a simple story through text and illustrations
- varied sentence lengths with some predictable text
- text is similar to oral language

High-frequency Words:

we, go, to, the, a, for, my, which, will, I, my, be, it, as, has

Phonics

- initial consonant blends: st, pl
- consonant digraph: ch

National Standards:

- RF.K.1 (a–d), RF.K.3 (a, c), RF.K.4
- RL.K.1, RL.K.2, RL.K.7

ELL/ESL

Mi piñata

[See back page](#)

Guided Reading with

MY PIÑATA

Guided Reading: C

DRA: 3

Intervention: 3

written by Barbara Flores, Elena Castro and Eddie Hernandez

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Overview: Piñatas come in different shapes and sizes. Which piñata will this boy choose?

Getting Ready to Read

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

- What's a piñata? Have you ever been to a party with a piñata? What did you do?
- What shapes might a piñata be?

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

- Hold the book. Call children's attention to the title. Read: *My Piñata*
- Ask children to predict what might happen in the story.
- Show the back cover and read the copy. Ask children to predict what kinds of piñatas the boy will see.
- Have children predict some words they might read in the story.
- Give children the book and have them look at the pictures.
- Ask them to notice what the boy is thinking about in each picture.

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.



- Remind children to point to the words as they read.

4. Be aware of the following text features:

- The book contains familiar words: we, go, to, the, a, for, my, which, will, I, my, be, it, has, as
- The book contains one or two sentences per page. Several follow the pattern, "Maybe my piñata will be a _____."
- Ending punctuation varies between periods, question marks and an exclamation mark.
- The last page includes a contraction, "doesn't."
- The illustrations show the boy's internal thoughts and imagining by using thought bubbles above the top of his head.
- Piñata has a tilde, the accent placed over Spanish n.

Reading the Book

1. Set a purpose by telling children to read the book to find out about which piñata the boy might choose.

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 over 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 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 sounds 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:

- Review using the picture to help with each new word.
- Review using initial consonants blends and long/short vowel sounds to read new words.
- Model how to reread the sentence if it does not sound right or make sense.
- Model how to make a return sweep to the second line of text.
- Call attention to all the high-frequency words children have learned and used.
- Note that it is important to look carefully at each picture for clues to finding out what the boy is doing or thinking.



After the First Reading

1. Have children confirm their predictions and talk about what the boy thought about in the story.

2. Ask questions like:

- Where did the boy go?
- What question did the boy ask himself?
- What answers did he think about?
- What's most important to the boy about his piñata? Why do you think he feels this way?
- What kind of piñata would you choose?
- Why do you think he is having a hard time choosing?
- Have you ever helped plan a party? Did it have a theme? How did you choose a theme?
- What advice would you have for the boy?

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

Language: Title a chart, "Which piñata will I choose?" List the types of piñatas from the book and brainstorm additional ideas using the sentence frame, "Maybe my piñata will be a ____." Use the list for shared reading practice or ask students to use their letter and sound

knowledge to locate specific words.

Talk about other situations in which a child might have to choose from a list of options at a store. Have students create comic strips that include thought bubbles with words that follow the text pattern in the book ("Maybe my ____ will be ____.")

Play bingo or memory with the high frequency words from the book.

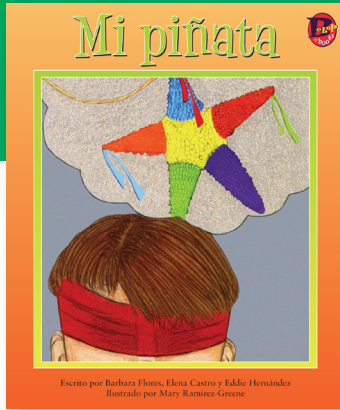
Mathematics: Compare and contrast pictures of different piñatas, focusing on attributes such as shape, size, and color.

Use pretend pieces of "candy" for counting practice. Compare amounts of "candy" found in different shaped piñatas.

Social Studies: Learn more about the tradition of breaking a piñata by looking at websites, online videos, or having students read or reading aloud books like *Piñata Party* (<https://www.leeandlow.com/books/pinata-party>) or the relevant section of *Family Pictures/Cuadros de familia* (<https://www.leeandlow.com/books/family-pictures-cuadros-de-familia>.) Compile information gathered on a chart.

Art: Have students try making piñatas using papier-mâché and paint on balloons.

Note about ñ: In Spanish, there is a letter that comes after the n called ñ (eñe) (pronounced like, "enye"). The mark over the top is called a tilde. The ñ is in Spanish words like: piñata, señor, señora, señorita. This letter is found in Spanish words, and not English words. If there is an alphabet in the classroom, consider placing a Spanish alphabet for students to refer to, since there are additional letters that are not found in English. Have students go on a scavenger hunt with other Spanish titles in the classroom looking for ñ.



Guided Reading with **MI 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.

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

Noun Support: The following nouns are listed as to what the piñata could possibly look like: un barco, un muñeco, un payaso, una estrella, un avión

Have students sort the names of the rooms under their respective article: un/una:

Un: barco, muñeco, payaso, avión

Una: estrella

Ask students to notice any similarities amongst the words once sorted underneath the appropriate heading. What common letter do the words underneath the heading “una” have at the end? What about the heading “un?” Is there a word underneath “un” that doesn’t look similar to the other words?

For students engaging with both English and Spanish texts, have students note that there is a question on the third page and a question and an exclamatory statement on the last page. In Spanish, the exclamation points and question marks come before the sentence in an upside-down orientation and after the sentence in the opposite orientation.

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

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.

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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.

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