

Guided Reading with

## THE MARIACHI

Guided Reading Level: D

DRA Level: 4

Intervention Level: 5

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Eddie Hernandez

illustrated by Sergio Ramirez

8 pages, 113 words

### Genre:

Fiction

### Concepts of Print and Reading Strategies:

- use context to predict unknown words; confirm by attending to letter sounds
- use a wide variety of high frequency words as markers
- use background and vocabulary knowledge and a glossary to read unknown words
- recognize previously solved words when encountered again later in the text
- look at each part or syllable of a longer word to read it
- read onomatopoeia using phonetic knowledge

### Supportive Text Features:

- illustrations support most text details
- text depicts a series of simple, related ideas
- text includes repetitive phrases

### High-frequency Words:

*I, a, in, the, my, like, this, we, are*

### Phonics

- vowel sounds: short a, i, u
- -ing ending
- consonant blends: pl, tr

### National Standards:

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

### ELL/ESL

*El mariachi*

See back page

**Overview:** This story introduces the instruments played by the musicians in a mariachi.

## Getting Ready to Read

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

- Have you heard mariachi music before? Where?
- What are some instruments? Which ones might be in a mariachi band? What sounds do they make?

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

- Hold the book. Call children's attention to the title. Read: *The Mariachi*.
- Ask children to predict what the book will teach them about mariachi music.
- Show the back cover and read the copy. Ask children to predict what instruments will be in the book and what sounds they will make.
- 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 which instrument each picture shows.
- Read the glossary to students. Find the words from the glossary in the text.

### 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, blend all the sounds in a word, or break a longer word into parts to read it.

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

- The book contains familiar words: I, a, in, the, my, like, this, we, are
- The book contains topic-specific vocabulary words including: trumpet, violin, guitar, vihuela, guitarron, and harp
- There are repetitive phrases on most pages. (e.g., "I play \_\_\_\_\_ in the mariachi. The \_\_\_\_\_ sounds like this.")
- The sound of each instrument is represented by onomatopoeia and is italicized.
- The last page contains an exclamation point.
- There is a glossary for the instruments at the beginning of the book.
- Spanish words are italicized.
- Each of the musicians says what they are playing.

## Reading the Book

**1. Set a purpose by telling children to read the book to find out about which instruments are in a mariachi band.**

**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 they identify more words by sight?
- Do they rely on the print and not just the pictures when reading?
- Do they read with increased confidence?
- Are they self-correcting to get meaning from the story?

- Have they begun to cross-check by using language patterns and letter sounds?
- Do they reread to check accuracy and meaning?
- Are they using chunks of words rather than individual letters when sounding out?
- Do they expect to get meaning from the text?
- Do they make connections between the story and previous experiences?
- Are they asking questions about the story?
- Do they read the instrument sounds using phonetic knowledge?

**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. Encourage children to take a guess or read past the unknown word and return to it.

**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 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 information presented, including the topic-specific vocabulary.
- 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.

- Model how to revisit the text to find specific examples or ideas in the story.

## After the First Reading

**1. Have children confirm their predictions and talk about what instruments were in the mariachi band. Ask questions like:**

- Which instruments did the musicians play?
- What sounds did the instruments make?
- Who is telling the story? How do you know?
- How were some of the instruments similar? How were they different?
- What instruments do you need to make a mariachi band?
- How does this story show teamwork? Could the guitar player be a mariachi by himself? Why or why not?
- Why do you think bands often include different types of instruments played together?
- What is special about a mariachi band? How is this band different from other bands you have seen?

## 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:** Provide children with some of the sentences from the book to cut out, read, and match

to illustrations of the instruments depicted.

Write the instrument sounds on cards. Have students arrange them in different ways and read the "music." Brainstorm other instrument sounds, write them phonetically, and include them in the activity.

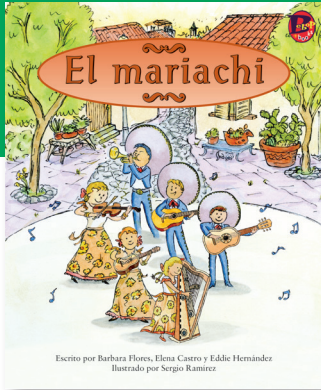
Read aloud books related to musical instruments, such as *Finding the Music/En pos de la musica* ([leeandlow.com/books/finding-the-music-en-pos-de-la-musica](http://leeandlow.com/books/finding-the-music-en-pos-de-la-musica)) or *Drummer Boy of John John* ([leeandlow.com/books/drummer-boy-of-john-john](http://leeandlow.com/books/drummer-boy-of-john-john)). Discuss connections between texts.

**Social Studies:** Learn more about traditional musical ensembles in different cultures. Compile information gathered on a class chart.

**Music:** Listen to a recording or watch a video of mariachi music. Listen for or try to point out different instruments.

Provide children with different simple instruments. Experiment with different ways of playing together to make music. Try to write down some of the sound combinations like in the book.

**Physical Education:** Teach students a traditional Mexican dance performed to mariachi music.



## Guided Reading with **EL MARIACHI**

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 and strategy instruction as their English-speaking classmates. Second language learners often benefit from acting out new words, seeing pictures, and talking about them using concrete examples.

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**Noun Support:** The following instruments are listed

in the story: trompeta, violín, guitarra, vihuela, guitarrón, arpa

The following sounds associated with the instruments are listed in the story- **ta, ta; tin, tin; pin, pin; trin, trin; plum, plum; plin, plin.**

Print the illustrations from the story. Then, write the names of the instruments and the sounds of those instruments on separate word cards. First, have students match the instrument word card with the illustration from the story. Then, have students match the sound to the corresponding instrument and illustration.

Afterwards, take away the illustrations and mix up the word cards. Have students match the appropriate instrument with its sound to emphasize word knowledge.

Write the indefinite articles used in the story on word cards- una, un.

Have students sort the instruments underneath the corresponding indefinite article and think about which words are masculine and which are feminine. Consider adding to an indefinite article wall in your classroom.

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

If children have difficulty 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.

**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.

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