



About the Book

Text Type: Nonfiction/Informational Page Count: 12 Word Count: 99

Book Summary

In *Piñatas Are Fun!* students will read about how piñatas bring excitement and life to any party. Students will have an opportunity to make connections to prior knowledge as they read this simple yet informational text. Detailed photographs offer an opportunity for students to practice sequencing events while learning how piñatas are made and the many sizes, shapes, and colors they come in.

About the Lesson

Targeted Reading Strategy

- Connect to prior knowledge

Objectives

- Connect to prior knowledge to understand text
- Sequence events
- Discriminate short vowel /i/ sound
- Identify short vowel *i*
- Recognize and use plural nouns
- Understand and use antonyms

Materials

Green text indicates resources that are available on the website.

- Book—*Piñatas Are Fun!* (copy for each student)
- Chalkboard or dry-erase board
- Sheets of paper
- Cut-out photographs from an extra copy of the book
- Two crayons
- Sequence events, short vowel *i*, plural nouns worksheets
- Discussion cards



Indicates an opportunity for students to mark in the book. (All activities may be demonstrated by projecting the book on an interactive whiteboard or completed with paper and pencil if the books are reused.)

Vocabulary

*Boldface vocabulary words also appear in a pre-made lesson for this title on VocabularyA-Z.com.

- High-frequency words: *are*, *some*, *they*
- Content words:
Story critical: *parties* (n.), *piñatas* (n.), *shapes* (n.), *spun* (v.), *swinging* (n.), *treats* (n.)

Before Reading

Build Background

- Write the word *party* on the board and read it aloud with students. Explain to students that a *party* is a gathering where people have fun. Point out that parties may be planned for many different reasons. Ask students if they have ever planned or attended a party. Discuss with students the different reasons someone might plan a party. Have students share their experiences. Make a list on the board of the reasons someone might have a party.

- Write the word *piñata* on the board and read it aloud with students. Explain to students that *piñata* is a Spanish word for brightly decorated animals or other shapes made of papier-mâché and filled with candy and toys. Ask students if they have ever seen a piñata. Have students share their knowledge of piñatas. Explain to students that they will be reading a book about piñatas being used at parties.

Book Walk

Introduce the Book

- Give students their copy of the book. Guide them to the front and back covers and read the title. Have students discuss what they see on the covers. Encourage them to offer ideas as to what type of book it is (genre, text type, and so on) and what it might be about.
- Show students the title page. Discuss the information on the page (title of book and author's name).

Introduce the Reading Strategy: **Connect to prior knowledge**

- Explain to students that effective readers often connect what they are reading to something they already know, have read, or seen somewhere before. Explain to students that we often call these connections *text-to-self*, *text-to-text*, and *text-to-world* connections. Remind students that connecting prior knowledge about a topic to what they are reading will help them to remember and understand the book.
- Model using the pictures and title as a way to make connections with prior experience.
Think-aloud: I made a connection to the title of the story right away because when I was young I made a piñata with my mom for my birthday party. I remember looking at a book from the library with different ideas for the piñatas and gathering all the materials from the craft store. We also went shopping for the prizes to put inside the piñata including candy and bouncy balls. We hung the piñata from the tree in the backyard with a rope, and it was the highlight of the birthday party. This is an example of a text-to-self connection because I thought about something in my own life. I will have to read to see if there are any more connections I can make to the information in the book.
- Have students preview the rest of the book, looking at the pictures and cover. Ask them to share any connections they make.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Comprehension Skill: **Sequence events**

- Review or explain to students that when describing the steps of how to do something or when retelling the events of a story, the steps or events are told in a particular order. Discuss with students why describing each step or event in the correct order is important. Point out that when steps in a process are put into order it is called *sequencing events*.
- Model sequencing events in a process such as planning a party. Write key words about each step or event in order on the board as you describe them to students.
Think-aloud: When I do something, I often follow certain steps in a specific order. For example, if I were planning a party I would first look at the calendar and choose a date for the party. Next, I would make a list of people I would like to invite. Then, I would make invitations and send them to my friends. Finally, I would plan what activities to do at the party and what food I will serve. The order in which these events take place is important because otherwise I would not be able to plan my party. For example, if I picked a date for the party after I sent out the invitations, no one would know when to come to my house. Placing events or steps in the correct order is important. As I read Piñatas Are Fun!, I will be sure to pay attention to the order of events. Noticing the sequence of events will help me remember and understand the book as I read.
- Explain to students that certain words are often used when explaining a sequence of events. Read to students the list of steps for planning a party on the board in order, using words such as *first*, *second*, *next*, and *last*.

- Have students work with a partner to verbalize the sequence of events in planning a party. Remind students that placing the steps in the correct order is important because the process will not make sense if they are out of order. Encourage students to use transitional words such as *first*, *next*, *last*, and so on while telling the sequence of events.

Introduce the Vocabulary

- Write the following content vocabulary words on the board: *shapes*, *treat*, and *spun*.
- Point out that these three words can be found in the text and that knowing what they mean will help students understand what they are reading. Divide students into pairs and give each set of students three pieces of blank paper. Have students label each page with a content vocabulary word. Invite them to draw and write what they know about each word and create a definition using their prior knowledge.
- Have students turn to page 3 and locate the word *shapes*. Read the sentence aloud to students. Have students use clues in the picture to help create a definition for the word *shapes*. Ask them to compare this definition to the definition they created on the basis of their prior knowledge. Repeat this process for the remaining vocabulary words.

Set the Purpose

- Have students read to find out more about piñatas. Remind them to pause and make connections to what they already know.

During Reading

Student Reading

- **Guide the reading:** Have students place a finger on the page number in the bottom corner of page 3. Have them read to the end of page 6, using their finger to point to each word as they read. Encourage those who finish early to go back and reread.
- Model making connections to prior knowledge.
Think-aloud: After reading pages 3 through 6, I paused to connect what I read to what I already know, or my prior knowledge. As I looked at the picture on page 6 of the girl filling the piñata with treats, it made me think of a time when my son's class had a piñata at their Halloween party. I bought the treats for the piñata, including lots of candy, spider rings, and erasers. My son used the prizes to fill the piñata. Pausing to think about what I already know about piñatas helps me to better understand and remember what I have read.
- Invite students to share their connections so far. Point out that even if they have never had an experience with a piñata, they can make connections to a party or gathering they have hosted or attended. Have students explain why it is important to pause while reading to connect to their prior knowledge.
- Have students view the picture of the boy making the piñata on page 3. Point out to students that in order to make a piñata, certain steps must be followed in order, or a sequence. Explain to students that the first step to creating a piñata is to decide what you want the piñata to look like. The next step is to collect all the necessary materials, including paper, water, and glue. Discuss with students how the order of these steps is important to the creation of the piñata.
- Have students read pages 7 through 11. Invite students to work with a partner and discuss their prior knowledge and experience with fun activities at parties. Invite students to share their responses with the class.
- Have students return to the picture on page 6. Discuss with students the sequence of events shown thus far. (*First, create the piñata out of paper and glue. Next, fill the piñata with treats.*) Remind students to use transitional words such as *first*, *next*, and *last* when describing a sequence of events.

- **Check for understanding:** Have students work with a partner to discuss and record fun activities they have participated in at a party. Challenge them to think of other games that involve a blindfold or being spun around. Remind students that these kinds of connections are called *text-to-self* connections.
- Have students read the remainder of the book. Remind them to think about what they know about or have experienced with fun activities at parties.



Have students make a small question mark in their book beside any word they do not understand or cannot pronounce. These can be addressed in the discussion that follows.

After Reading

- Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.

Reflect on the Reading Strategy

- Reinforce with students how thinking about what they already know about a topic of a book helps them understand and remember what they read and keeps them actively engaged with the text.
- **Think-aloud:** *On page 10, I read about how some players are spun around before they swing at the piñata. After reading this page, I thought about the game Pin the Tail on the Donkey that I played at birthday parties when I was young. In Pin the Tail on the Donkey, the player is also blindfolded and spun around. Making this connection to what I already know helps me to better understand and remember what I have read.*
- Have students share the connections they made to their prior knowledge as they read the final section of the book.

Reflect on the Comprehension Skill

- **Discussion:** Review with students that when placing events in a sequence, it is important that they are in the correct order so that the process makes sense.
- **Check for understanding:** Cut out the pictures from pages 3, 6, 9, 10, and 12. Display the pictures for the students out of order. Discuss each picture as a class. Invite volunteers to come to the board and place the events in the correct sequence. Then, have students work with a partner to verbalize the sequence of events using words such as *first*, *next*, and *last*.
- **Independent practice:** Introduce, explain, and have students complete the [sequence events worksheet](#). If time allows, have them share their responses with the class.
- **Enduring understanding:** In this book, you learned that piñatas can bring a lot of fun to a party. What are some other activities that could make a party enjoyable?

Build Skills


Phonological Awareness: **Short vowel /i/ sound**

- Say the word *pig* aloud to students, emphasizing the short vowel /i/ sound. Have students say the word aloud and then say the /i/ sound.
- Read page 4 aloud to students. Have them raise their hand when they hear a word with the short vowel /i/ sound (*piñatas*, *animals*).
- Read page 6 aloud to students. Have them raise their hand when they hear a word containing the short vowel /i/ sound (*piñatas*, *inside*).
- **Check for understanding:** Say the following words one at a time. Have students give a thumbs-up signal if the word *contains* the short vowel /i/ sound and a thumbs-down signal if the word has a different short vowel sound: *digs*, *shut*, *hint*, *hut*, *sit*, *tick*, *track*.


Phonics: Short vowel *i*

- Write the word *hit* on the board and say it aloud with students.
- Have students say the short vowel /i/ sound aloud. Then, run your finger under the letters in the word as students say the whole word aloud. Ask students to identify which letter represents the short vowel /i/ sound in the word *hit*.
- Have students practice writing the letter *i* on a separate piece of paper while saying the short vowel /i/ sound. Write the word *sit* on the board. Ask students what letter makes the short vowel /i/ sound. Circle the letter *i* in the word *sit*.
- **Check for understanding:** Write the following words on the board, leaving out the short vowel /i/ sound: *trick*, *rip*, *pit*, *sip*. Have volunteers come to the board and add the short vowel *i* to each word. Ask students to turn to a partner and use each word in a complete sentence.
- **Independent practice:** Introduce, explain, and have students complete the [short vowel *i* worksheet](#). If time allows, discuss their answers.

Grammar and Mechanics: Plural Nouns

- Show students one item, such as a crayon. Ask them to name the object (*crayon*). Show students two crayons. Ask them to name the items (*crayons*). Write the words *crayon* and *crayons* on the board. Ask student to tell how the words are different (the letter *Ss* has been added to show more than one crayon).
- Have students turn to page 3. Reread the page aloud and have students locate the word *shapes*. Write the word *shapes* on the board. Ask students if the word *shapes* refers to one or more than one shape and how they know. Point out to students that when identifying more than one object, the letter *Ss* is added to the end of the word.
- Write the following words on the board: *cat*, *ball*, *car*, *bat*, *house*. Read each word aloud. Invite volunteers to use each singular noun in a sentence. Then, have students come to the board and change each word to a plural noun and use it in a complete sentence.
-  **Check for understanding:** Have students reread the book with a partner and underline all of the plural nouns. Invite students to share their finding with the class.
- **Independent practice:** Introduce, explain, and have students complete the [plural nouns worksheet](#). If time allows, discuss their answers.

Word Work: Antonyms

- Write the following sentence on the board: *They try to break it open*. Underline the word *open*. Ask students to suggest a word that means the opposite of the word *open* (*close*). Review or explain that a word that means the opposite of another words is called an *antonym*. Write the word *antonym* on the board and have the students say it aloud.
- Have students turn to page 6. Read the sentence aloud with students and point to the word *inside*. Ask student to name a word that means the opposite of the word *inside* (*outside*). Write the antonym pair on the board.
- **Check for understanding:** Have students turn to page 9 in the book and read the first sentence aloud. Point to the word *easy*. Ask students to identify an antonym for the word *easy* (*hard*). Write the antonym pair on the board. Then, have students locate the word *before* in the next sentence. Ask students to identify an antonym for the word *before* (*after*). Write this antonym pair on the board.
-  **Independent practice:** Have students reread page 12 with a partner. Have them underline the following words on the page: *happy*, *open*, *out*. Invite students to think of an antonym for each word. Have students record the antonym pairs on a separate sheet of paper. If time allows, have students share their responses with the class.

Build Fluency

Independent Reading

- Allow students to read their book independently. Additionally, partners can take turns reading parts of the book to each other.

Home Connection

- Give students their book to take home to read with parents, caregivers, siblings, or friends. Have them discuss the connections they made to their own prior knowledge.

Extend the Reading

Writing and Art Connection

Have students work in small groups to create a unique piñata. Discuss with the class the necessary steps in creating the piñata, including the needed materials. Have each group create a how-to paragraph describing the steps to make the piñata. Remind students that the order, or sequence, of steps is important so that the instructions make sense to the reader. Encourage students to use transitional words such as *first*, *next*, *then*, and *last* in their sequence of events. Provide each group with the necessary materials and have each group create a piñata.

Social Studies Connection

Discuss with students how the use of a piñata comes from Mexican tradition. Locate Mexico on a world map. Engage students in a discussion about Mexico and its culture, including languages spoken, holidays, art, and so on. Provide students with research resources to locate more information about Mexico. Have students work in small groups to create a poster to display their findings. Invite students to share information about Mexican culture with the class.

Skill Review

Discussion cards covering comprehension skills and strategies not explicitly taught with the book are provided as an extension activity. The following is a list of some ways these cards can be used with students:

- Use as discussion starters for literature circles.
- Have students choose one or more cards and write a response, either as an essay or as a journal entry.
- Distribute before reading the book and have students use one of the questions as a purpose for reading.
- Cut apart and use the cards as game cards with a board game.
- Conduct a class discussion as a review before the book quiz.

Assessment

Monitor students to determine if they can

- consistently use the strategy of connecting to prior knowledge to understand text during discussion;
- accurately sequence events during discussion and on a worksheet;
- accurately discriminate short vowel /i/ sound during discussion;
- consistently identify short vowel *i* in text, during discussion, and on a worksheet;
- correctly understand and identify plural nouns during discussion, in the text, and on a worksheet;
- accurately identify and use antonyms during discussion and in the text.

Comprehension Checks

- **Book Quiz**
- **Retelling Rubric**