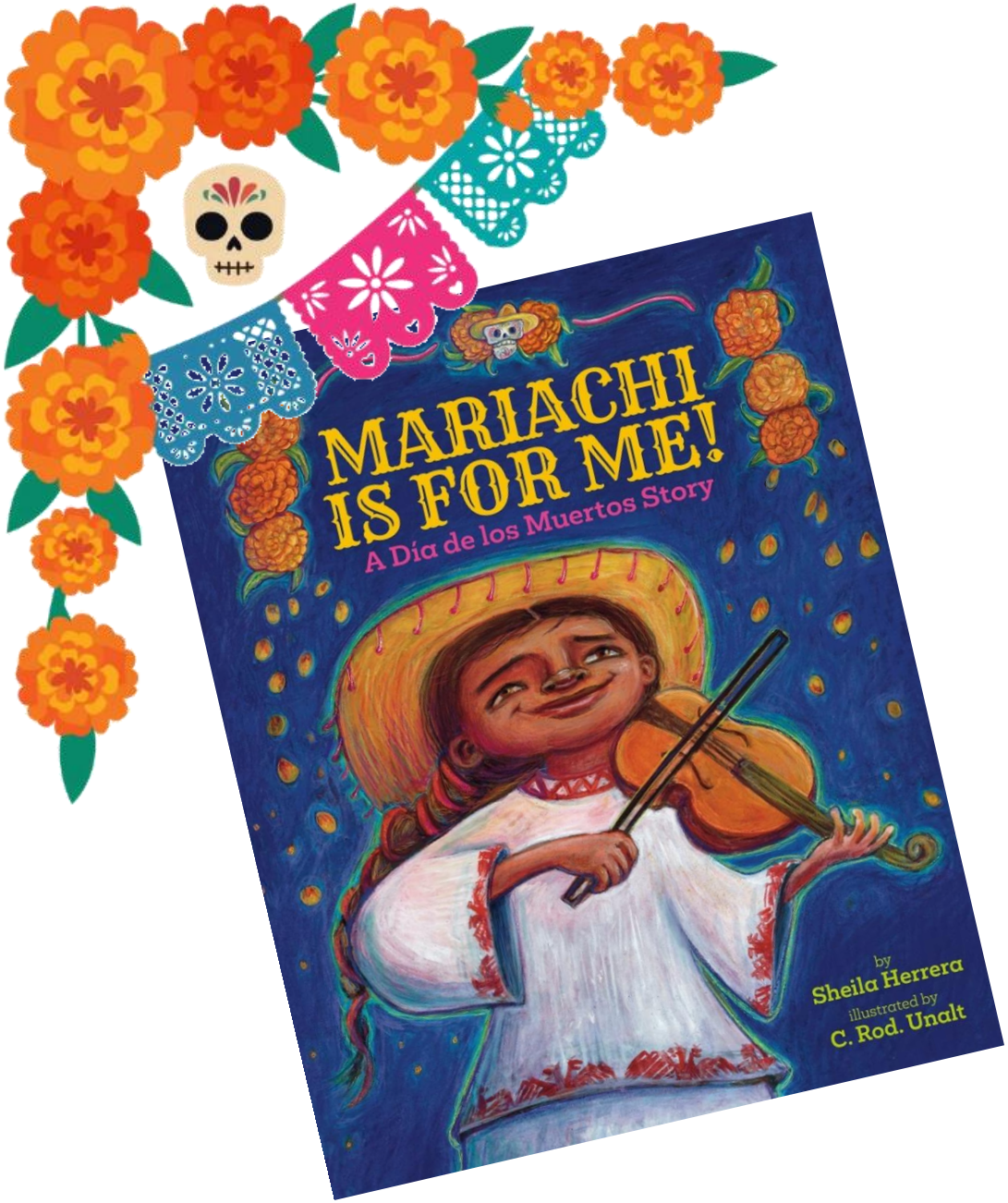


Grade 1 Teacher's Guide

MARIACHI IS FOR ME!

A Día de los Muertos Story

By Sheila Herrera
Illustrated by C. Rod. Unalt

- Grade 1 Common Core Standards
- Learning Objectives
- Summary
- Reading Interest Level
- Discussion Questions
- Bonus Activities & Worksheets

Grade 1 Common Core Standards

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Grade 1 Common Core Language Arts Standards / Reading: Literature

Craft and Structure

- CCSS.ELA-Literacy.RL.1.4 – Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

Integration of Knowledge and Ideas

- CCSS.ELA-Literacy.RL.1.7 – Use illustrations and details in a story to describe its characters, settings, or events.

Range of Reading and Level Text Complexity

- CCSS.ELA-Literacy.RL.1.10 – With prompting and support, read prose and poetry of appropriate complexity for grade 1.

Grade 1 Common Core Language Arts Standards / Writing

Text Types and Purposes

- CCSS.ELA-Literacy.W.1.1 – Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

Grade 1 Common Core Language Arts Standards / Listening and Speaking

Comprehension and Collaboration

- CCSS.ELA-Literacy.SL.1.1.c – Ask questions to clear up any confusion about the topics and texts under discussion.

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Grade 1 Common Core Math Standards / Operations & Algebraic Thinking

Represent and solve problems involving addition and subtraction

- CCSS.Math.Content.1.OA.A.2 – Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.

Grade 1 Common Core Math Standards / Operations in Base Ten

Understand place value

- CCSS.Math.Content.1.NBT.B.2 – Understand that the two digits of a two-digit number represent amounts of tens and ones.

Grade 1 Common Core Math Standards / Measurement & Data

Measure lengths indirectly and by iterating length units

- CCSS.Math.Content.1.MD.A.1 – Order three objects by length; compare the lengths of two objects indirectly by using a third object.

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Language Arts Learning Objectives / Reading: Literature

Craft and Structure

Students will:

- Identify which words and phrases from the story, determining which suggest feelings and which suggest senses.

Integration of Knowledge and Ideas

Students will:

- Use illustrations and details to describe characters and settings from the story.

Range of Reading and Level of Text Complexity

Students will:

- Read the story with prompting and support, after being read by the teacher.

Language Arts Learning Objectives / Writing

Text Types and Purposes

Students will:

- Write an opinion paper that includes the book title, the student's opinion, a reason for the opinion, and provides a sense of closure (restating their opinion in a new way or leaving the reader with a final thought).

Language Arts Learning Objectives / Language and Speaking

Comprehension and Collaboration

Students will:

- Answer and ask questions for areas of confusion, while or after the story is read.

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Math Learning Objectives / Operations & Algebraic Thinking

Represent and solve problems involving addition and subtraction

Students will:

- Solve word problems related to the story that call for addition of whole numbers that call for addition of three whole numbers.

Math Learning Objectives / Operations in Base Ten

Understand place value

Students will:

- Count a given number of objects related to the story (10 to 20) that correctly explain the structure of the 2-digit number.

Math Learning Objectives / Measurement & Data

Measures lengths indirectly and by iterating length units

Students will:

- Compare and order three objects from the story by length and compare the length of two of the objects indirectly by using a third object that is not a ruler.

Summary

Rosa is a young Huichol Mexican girl who dreams of being a mariachi like her papá and playing with him at Día de los Muertos, but she is told that women weave and only men are mariachis. This fiction picture book was loosely inspired by Rosa Quirino, who at the age of 13 joined an all-male mariachi band becoming the first recorded female mariachi.

Reading Interest Level

- Ages 4 to 8

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Before Reading

- Show students the book cover. Read the title and subtitle . Ask them:
  - Does anyone know what a *mariachi* is? What?
  - Does anyone know what *Día de los Muertos* is? What?
  - Does anyone have a question about the words or illustrations on the cover of the book? What?

During Reading Aloud

- Point to illustrations while reading and ask students to use the illustration details to describe characters, settings, and event. For example:
  - Why is Rosa on the ground and on the stage here? (e.g., Spread 1/Page 2: Rosa is sleeping and dreaming of playing the violin with her papá.)
- Ask students if they have any questions about the story spread before turning to the next spread. For example:
  - Does anyone have a question about why only men are mariachis?
  - Does anyone have a question about *Día de los Muertos*?

After Reading

- Ask students:
  - Who can tell me what the story was about?
  - Does anyone have a question about the story?
  - What is your opinion of the story? (e.g., I love the story.)
    - What is your reason for saying that? (e.g., Rosa got to play the violin with her papá.)
    - Model opinion closure:
      - Restated opinion ending: Now we know why you love the story.
      - Big feeling ending: You must love doing things with your dad, too!
      - A shout out ending: Dad's are the best!

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Activity: Mariachi Musical Chairs

- Play musical chairs to mariachi music. Repeat the process several times.

Activity: Follow the Grito

- Gritos are shouts of expression rooted in Mexican culture. They can be joyful or sad. Reread the gritos from *Mariachi is for Me!* and then play follow the grito. Have students make up different types of gritos (loud, soft, long, short, happy, sad).

Activity: Calavera (Skull) Mask

- Print the calavera worksheet template on cardstock. For preschoolers, cut out the skull shape and eyes. Have each student color their calavera mask. Give each student a large tongue depressor or popsicle stick. Have them tape the stick onto the back of the mask, hold the mask over their face, and march around the room.

Worksheets

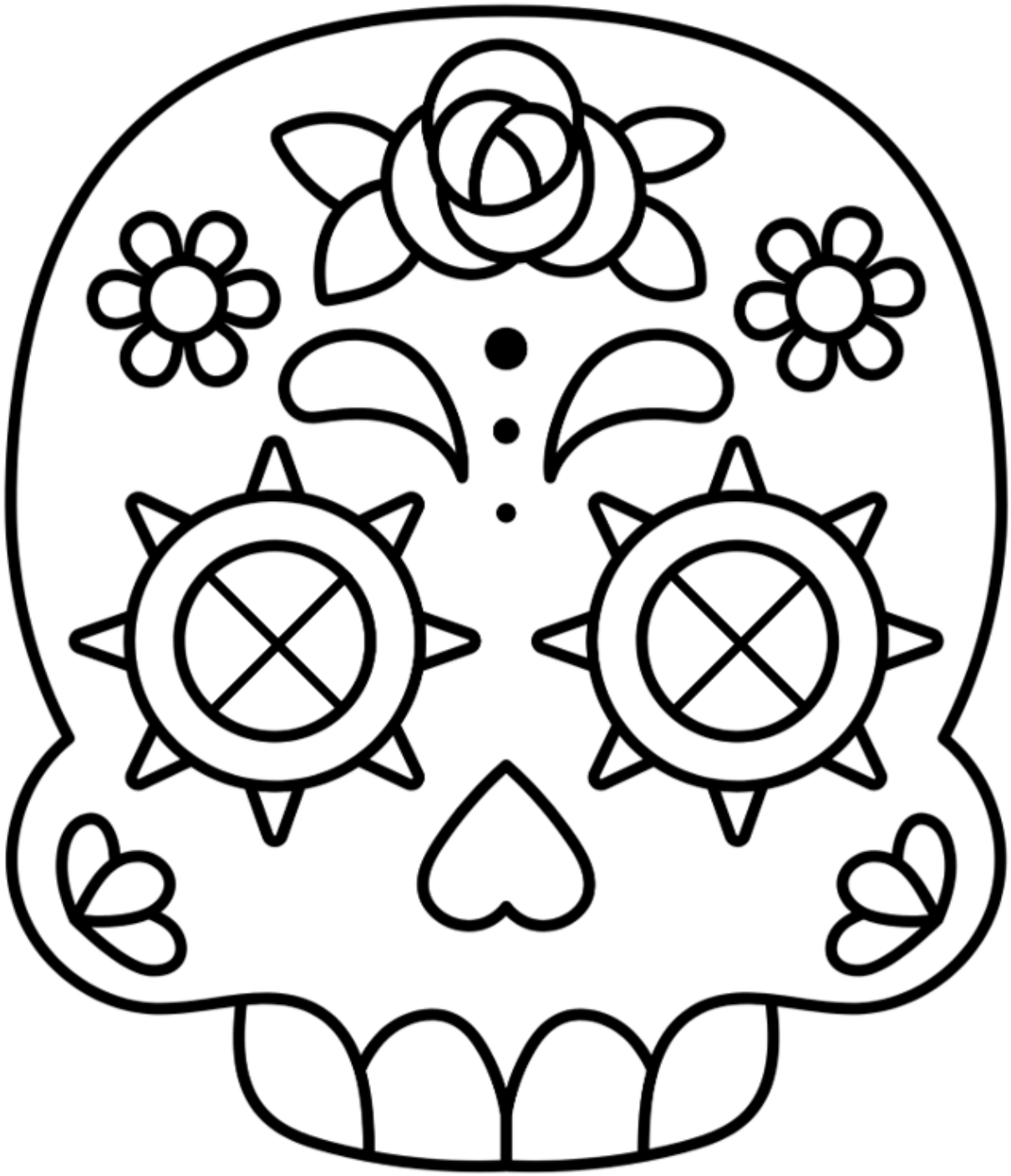
Refer to the following pages for optional worksheets.

- Calavera (Skull) Mask
- Feelings and Senses
- My Opinion
- Word Problems
- Tens and Ones
- Order Objects by Length

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Calavera (Skull) Mask

Print one mask on cardstock for each student. For preschoolers, cut out the mask and the area of the eyes with an X. Students will color their skull mask. Give each student a large tongue depressor or popsicle stick. Have them tape the stick to the bottom back side of the mask and hold the mask over their face.



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Name: _____

Feelings and Senses

Read each phrase. Color the correct **feeling** or **sense**.

Feelings = happy, sad, mad, scared
Senses = sight, hearing, smell, taste, touch

colorful as the baskets _____

filled Rosa's heart with joy _____

go help your mamá _____

together they wove _____

Catrinas and Catrins gathered _____

she took a deep breath _____

tucked the violin under her chin _____

they wove the sounds of mariachi _____



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Name: _____

My Opinion

What is **your** opinion of the story about Rosa and why?
Remember to write in complete sentences.

What is the title of the book about Rosa?

_____

Color the stars to show how you rate this story (5 stars being great!).



My opinion:

I think _____.

Because...

Reason:

_____

_____

Final thought:

_____

Remember, your final thought is your ending. It should be:

- your opinion said in a different way,
- a big feeling ending, or
- a shout out ending.

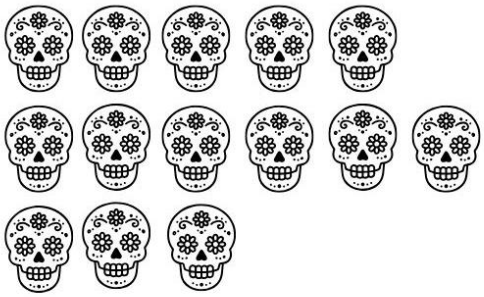
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Name: _____

Word Problems

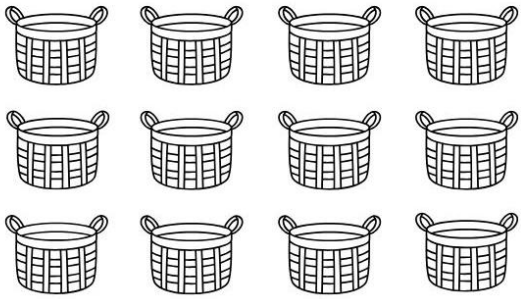
Read each word problem. Use addition to solve the problem.
Write the correct equation for the problem.

Rosa painted 5 sugar skulls for Day of the Dead.
Mamá painted 7 sugar skulls.
A friend painted 3 more
They painted 'X' number of sugar skulls together.



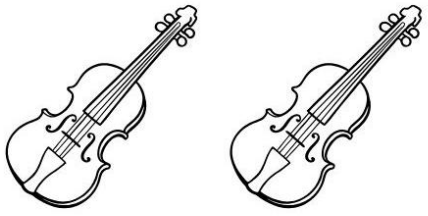
___ ◯ ___ ◯ ___ ◯ ___

Rosa wove 4 baskets.
Mamá wove 4 baskets.
Abuela wove 4 more.
They wove 'X' number of baskets together.



___ ◯ ___ ◯ ___ ◯ ___

Papá played the violin in the mariachi band.
Rosa played the violin in the mariachi band.
No one else in the band played the violin.
'X' number of people in the mariachi band played the violin.



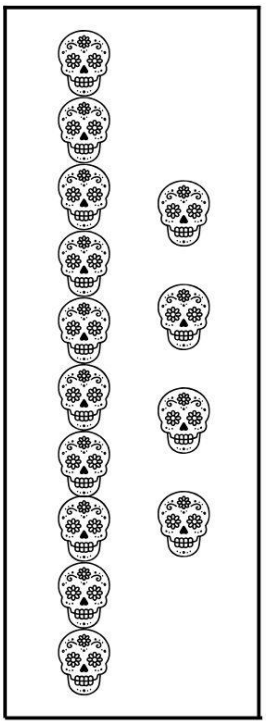
___ ◯ ___ ◯ ___ ◯ ___

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Name: _____

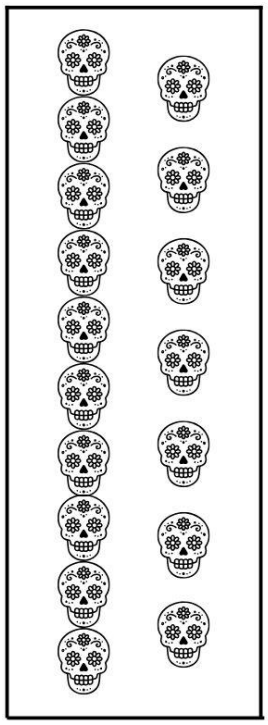
Tens and Ones

Count and write the total number of calaveras in each set.
Then write the correct number of tens and ones for that set.



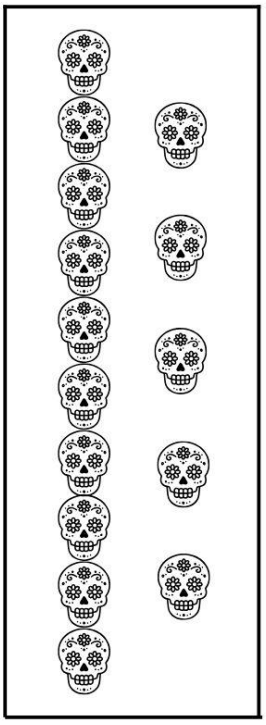
Total = _____

Tens | Ones



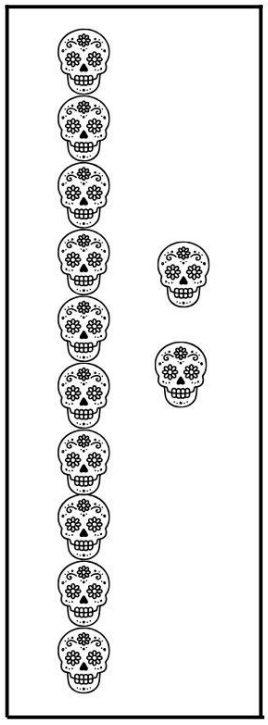
Total = _____

Tens | Ones



Total = _____

Tens | Ones



Total = _____

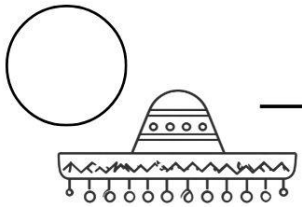
Tens | Ones

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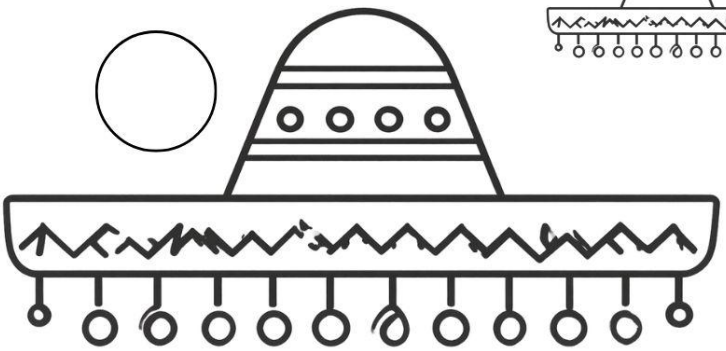
Name: _____

Order Objects by Length

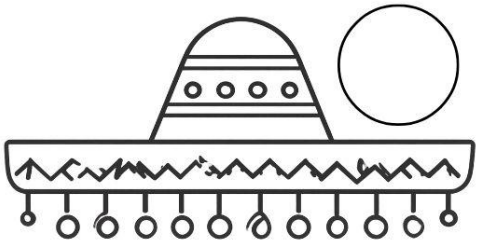
Number the objects in each set from 1-3 (smallest to largest). Cut out the image of the paper clip at the bottom of the page. Measure and write down how many paper clips long each object is.



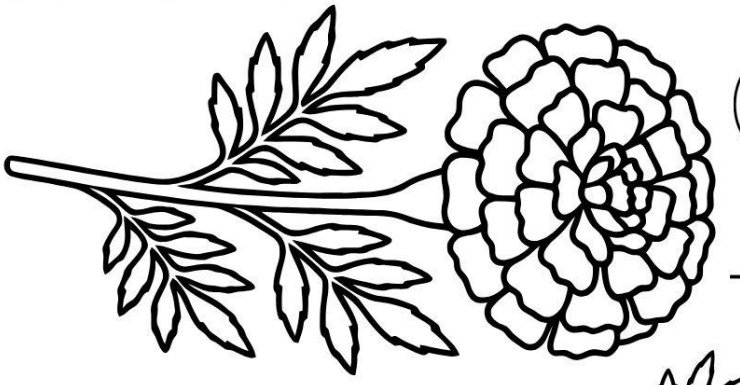
_____ paper clips long



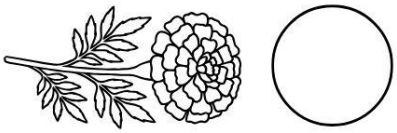
_____ paper clips long



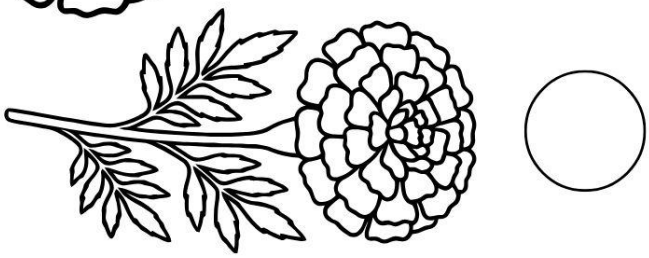
_____ paper clips long



_____ paper clips long



_____ paper clips long



_____ paper clips long



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