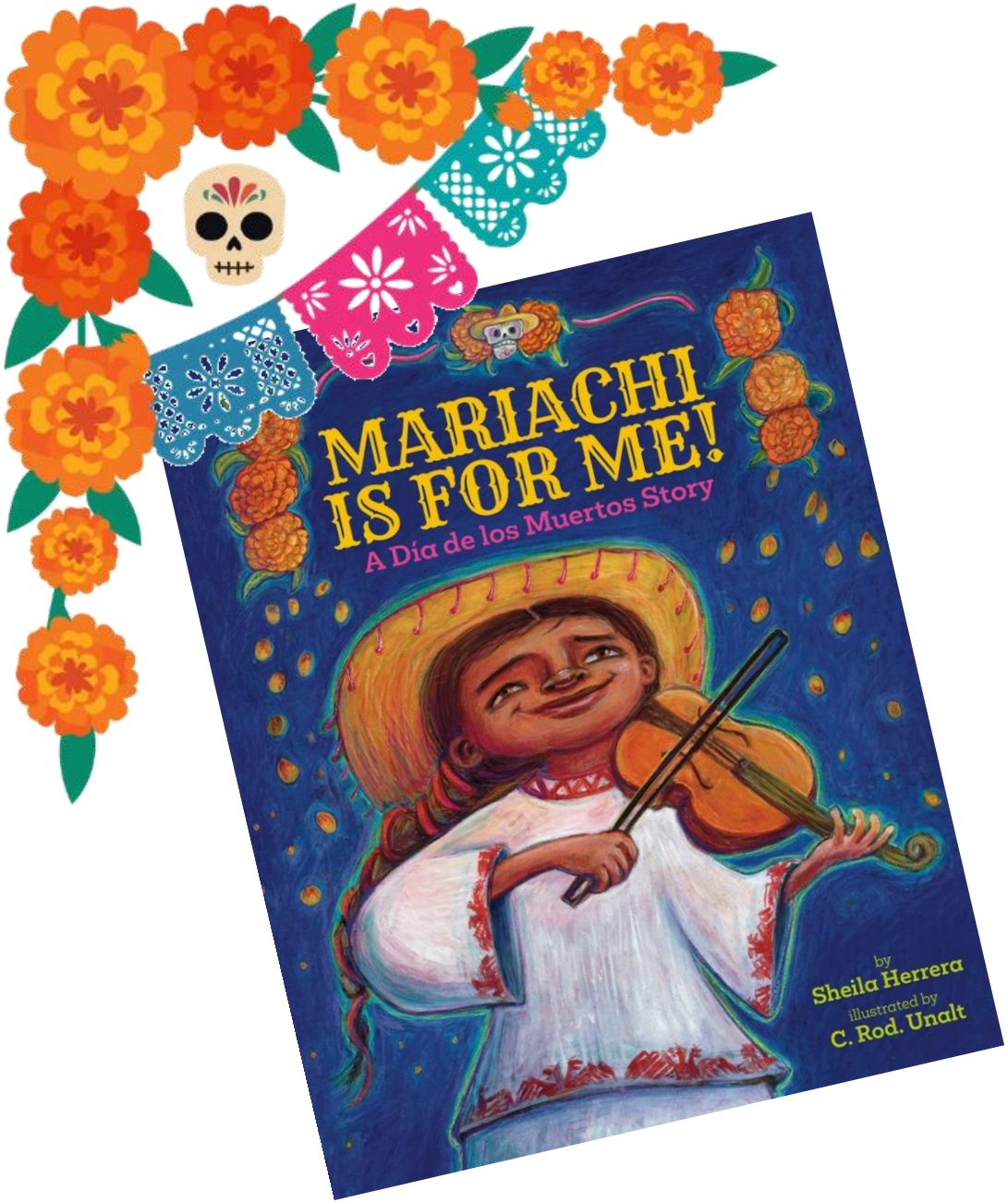


Grade 2 Teacher's Guide

MARIACHI IS FOR ME!

A Día de los Muertos Story

By Sheila Herrera
Illustrated by C. Rod. Unalt

- Grade 2 Common Core Standards
- Learning Objectives
- Summary
- Reading Interest Level
- Discussion Questions
- Bonus Activities & Worksheets

Grade 2 Common Core Standards

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Grade 2 Common Core Language Arts Standards / Reading: Literature

Key Ideas and Details

- CCSS.ELA-Literacy.RL.2.1 – Ask and answer questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

Craft and Structure

- CCSS.ELA-Literacy.RL.2.5 – Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the the action.

Integration of Knowledge and Ideas

- CCSS.ELA-Literacy.RL.2.7 – Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

Grade 2 Common Core Language Arts Standards / Writing

Text Types and Purposes

- CCSS.ELA-Literacy.W.2.1 – Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., *because, and, also*) to connect opinion and reasons, and provide concluding statement or section.

Grade 2 Common Core Language Arts Standards / Listening and Speaking

Comprehension and Collaboration

- CCSS.ELA-Literacy.SL.2.1.c – Ask for clarification and further explanation as needed about the topics and texts under discussion.

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Grade 2 Common Core Math Standards / Operations & Algebraic Thinking

Work with equal groups of objects to gain foundations for multiplication

- CCSS.Math.Content.2.OA.C.3 – Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number of two equal objects.

Grade 2 Common Core Math Standards / Operations in Base Ten

Understand place value

- CCSS.Math.Content.2.NBT.A.1 – Understand that the three digits of a three-digit number represents amounts of hundreds, tens, and ones (e.g., *706 equals 7 hundreds, 0 tens, and 6 ones*).

Grade 2 Common Core Math Standards / Measurement & Data

Work with time and money

- CCSS.Math.Content.2.MD.C.7 – Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.

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Language Arts Learning Objectives / Reading: Literature

Key Ideas and Details

Students will:

- Ask and answer questions during and after the story is read (who, what, where, why, and how).

Craft and Structure

Students will:

- Describe the beginning, middle, and end of the story in their own words.

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 topic, supplying two reasons for their opinion and using linking words (because, and also) to connect their opinion, reasons, and concluding statement.

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

Work with equal groups of objects to gain foundations for multiplication

Students will:

- Group objects into pairs of two to test if a number is even or odd.

Math Learning Objectives / Operations in Base Ten

Understand place value

Students will:

- Identify a given number of objects related to the story to correctly explain the structure of a 3-digit number (hundreds, tens, and ones).

Math Learning Objectives / Measurement & Data

Measures lengths indirectly and by iterating length units

Students will:

- Given a scenario from the story, write the time in analog and digital time to the nearest 5 minutes, using a.m. and p.m.

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 questions about the character(s), setting, time, or other aspect of the spread.
- Ask questions 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*?
- Prompt students to ask questions. When a student asks a question, restate the question word (who, what, where, when, why, and how) and what type of answer the question is looking for to help other students to answer the question, rather than the teacher.

After Reading

- Ask students:
    - What happened in the beginning of the story?
    - Can you tell me something that happened in the middle of the story?
    - What happened at the end of 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

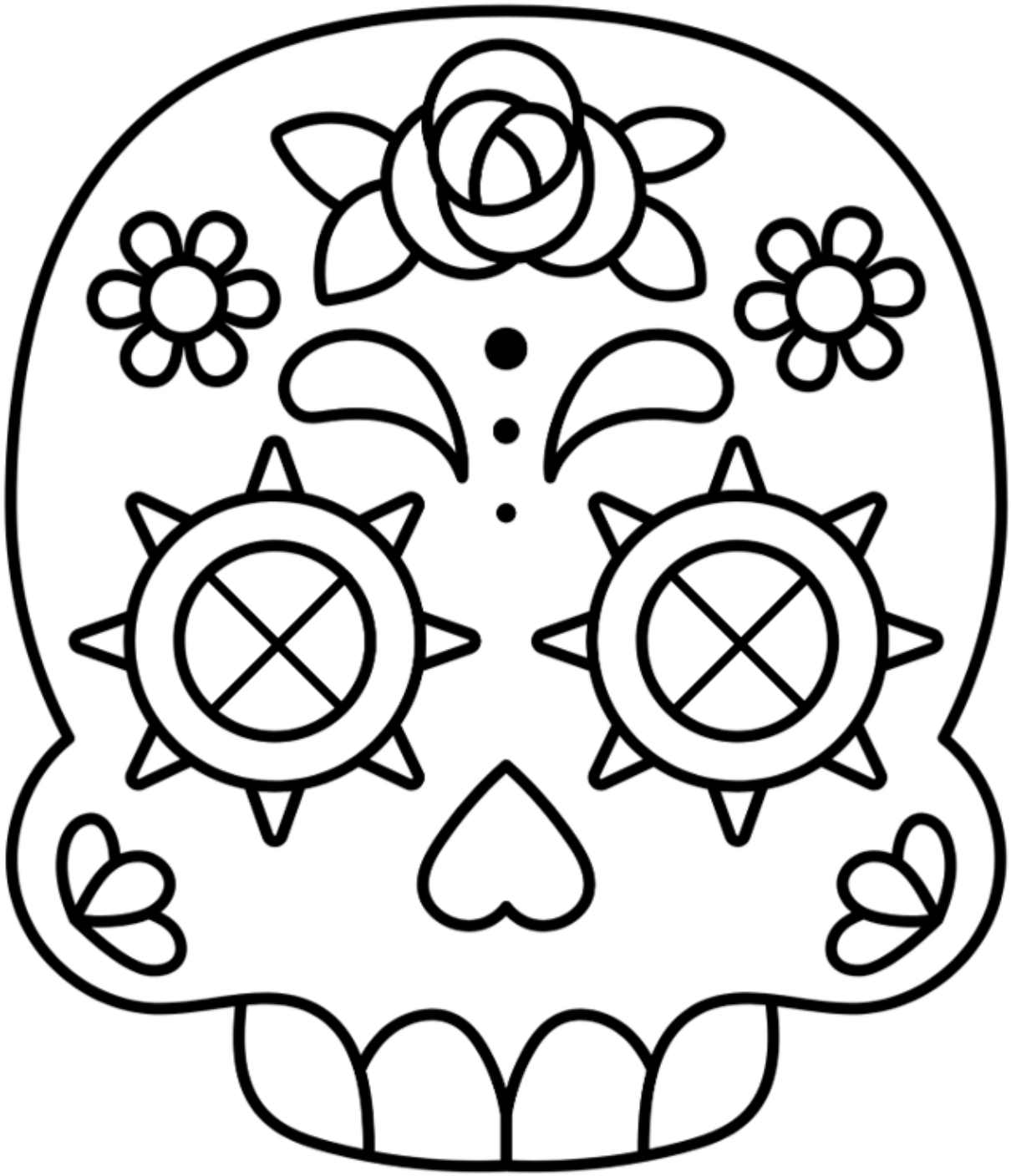
Refer to the following pages for optional worksheets.

- Calavera (Skull) Mask
- Story Structure
- Using Your Eyes to Understand
- My Opinion
- Odd or Even?
- Hundreds, Tens and Ones
- Telling Time

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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: _____

Story Structure

Think about the story MARIACHI IS FOR ME!
In your words, tell what happened in the beginning, middle, and end of the story.

Beginning

When did the story take place?

Where did the story take place?

Who was the main character?

What did they want?

What was their problem?

Middle

How did the main character try to solve their problem?

What else did the character try?

What happened that almost messed everything up?

Ending

What happened that finally solved the main character's problem?

How did the story wrap up?

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Name: _____

Using Your Eyes to Understand

In the story MARIACHI IS FOR ME!, Rosa loves Día de los Muertos.
Day of the Dead is a holiday in Mexico that falls every year on November 1 and 2.
Families set up an ofrenda, like the one that Rosa stands in front of in the story.
Use your eyes to describe the ofrenda below.



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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 1:

_____

_____

Also because ...

Reason 2:

_____

_____

And ...

Final thought:

_____ .

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

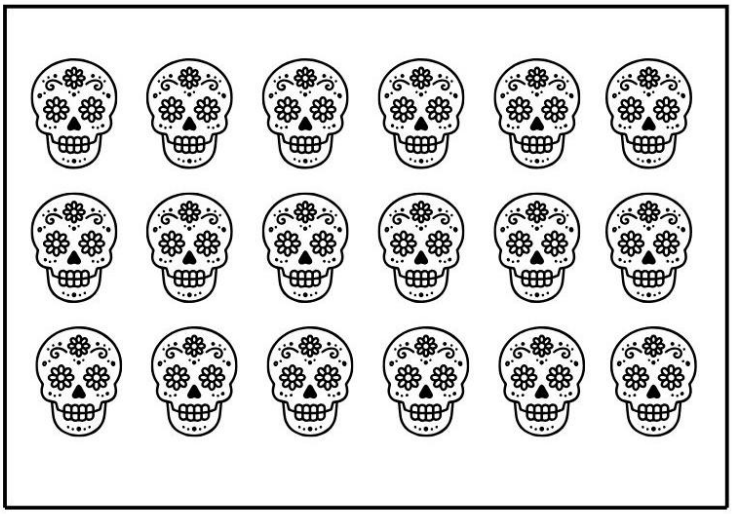
- your opinion said in a different way,
- a big feeling ending, or
- a shout out ending.

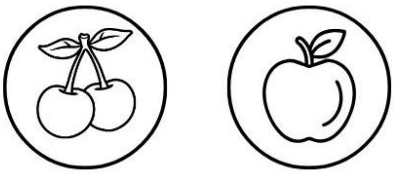
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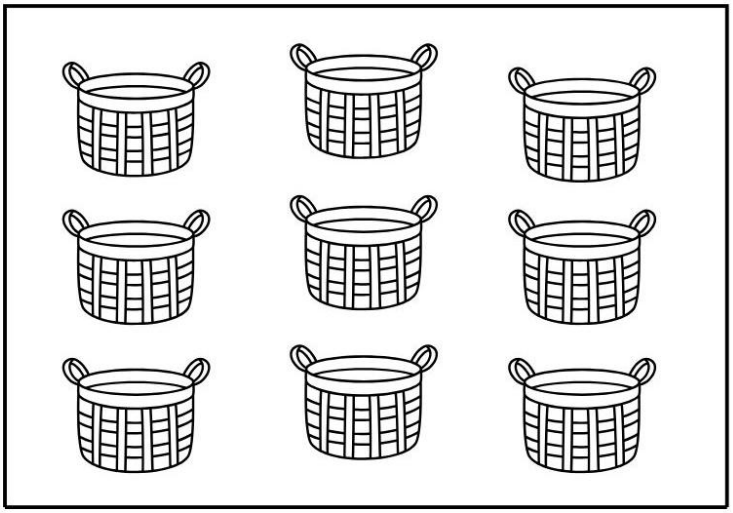
Odd or Even?

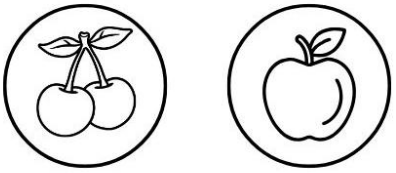
For each set, circle the objects by 2's. Write the total number of objects in the set.
Then color the symbol to show if the number is odd or even (cherry = even; apple = odd).



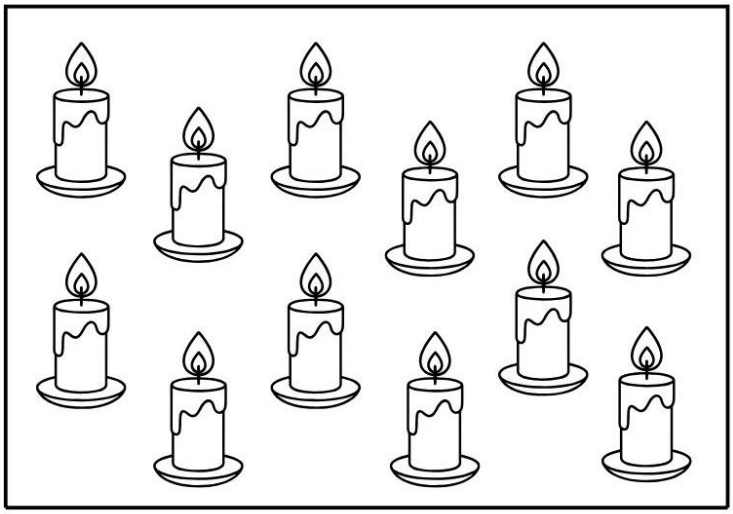


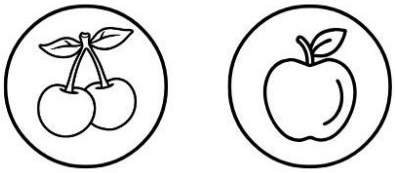
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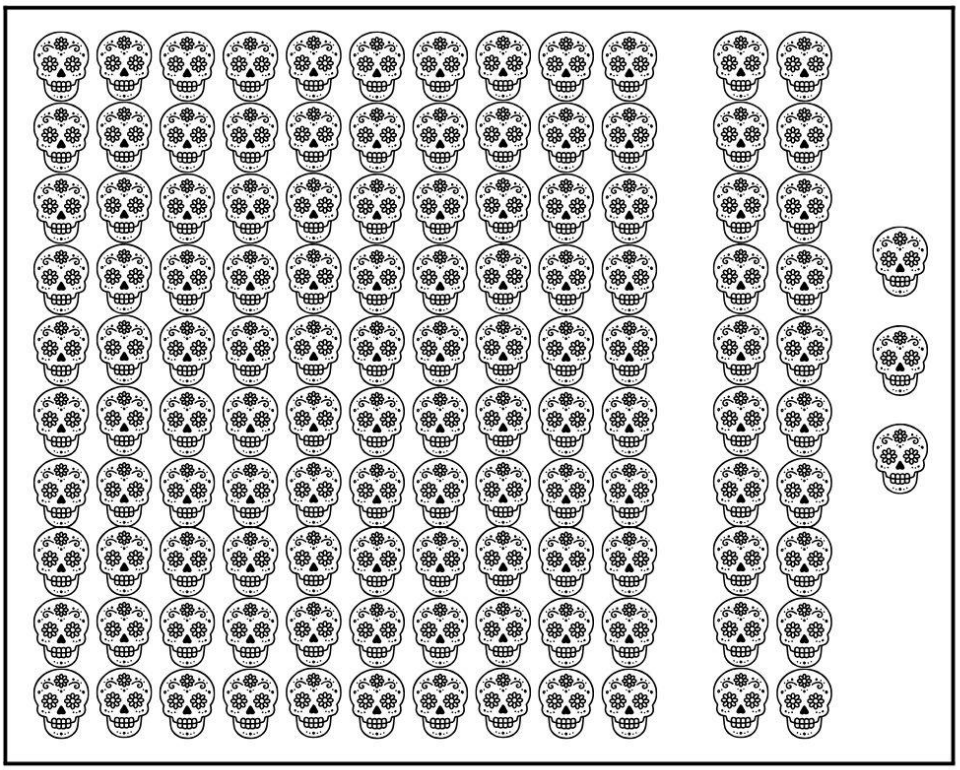
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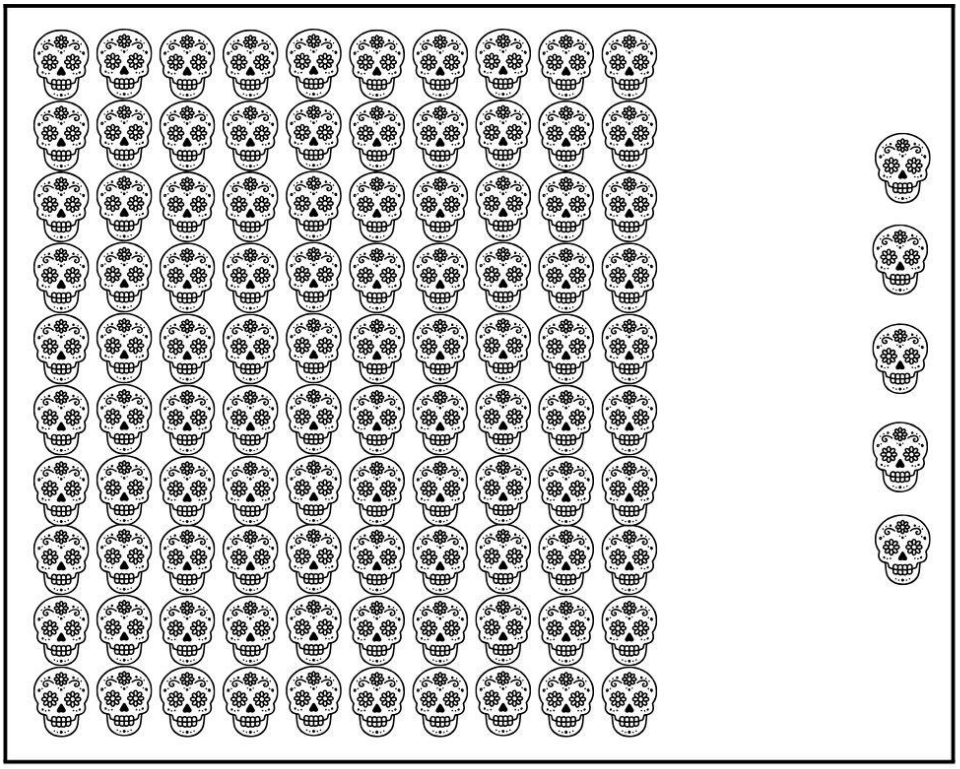
Hundreds, Tens and Ones

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



Total = _____

100's	10's	1's



Total = _____

100's	10's	1's

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Name: _____

Telling Time

Read the story in the box. Write the time in the blank as a.m. or p.m.
Display the time correctly in digital and analog format.

Rosa's mind was set on being a mariachi.

She didn't care what anyone told her.

So, she helped Mamá weave a basket.

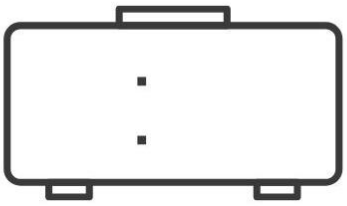
They traded it for a used violin.

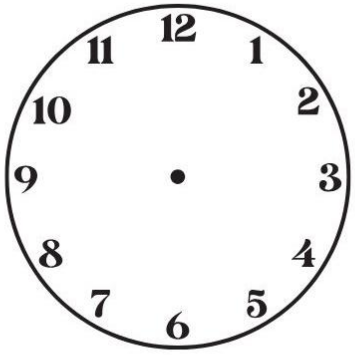
Every night, Papá went to bed at five minutes past eight.

After he fell asleep, Rosa practiced the violin under the stars.

Mamá watched and listened to Rosa play.

What time did Papá go to bed every night?





_____ _____
a.m or p.m.

On Día de los Muertos, Rosa was ready to play her violin.

Mamá agreed and helped Rosa make a disguise,
so no one would recognize her.

The Day of the Dead festival started at eleven-thirty.

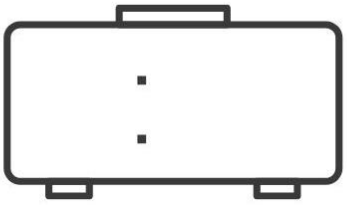
It was almost time.

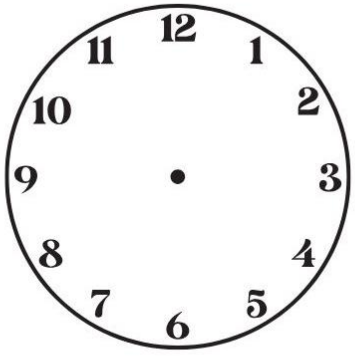
Rosa grabbed her violin.

She and Mamá hurried to the plaza.

Rosa couldn't wait to show Papá that she was a mariachi.

What time was the Day of the Day festival starting?





_____ _____
a.m or p.m.

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