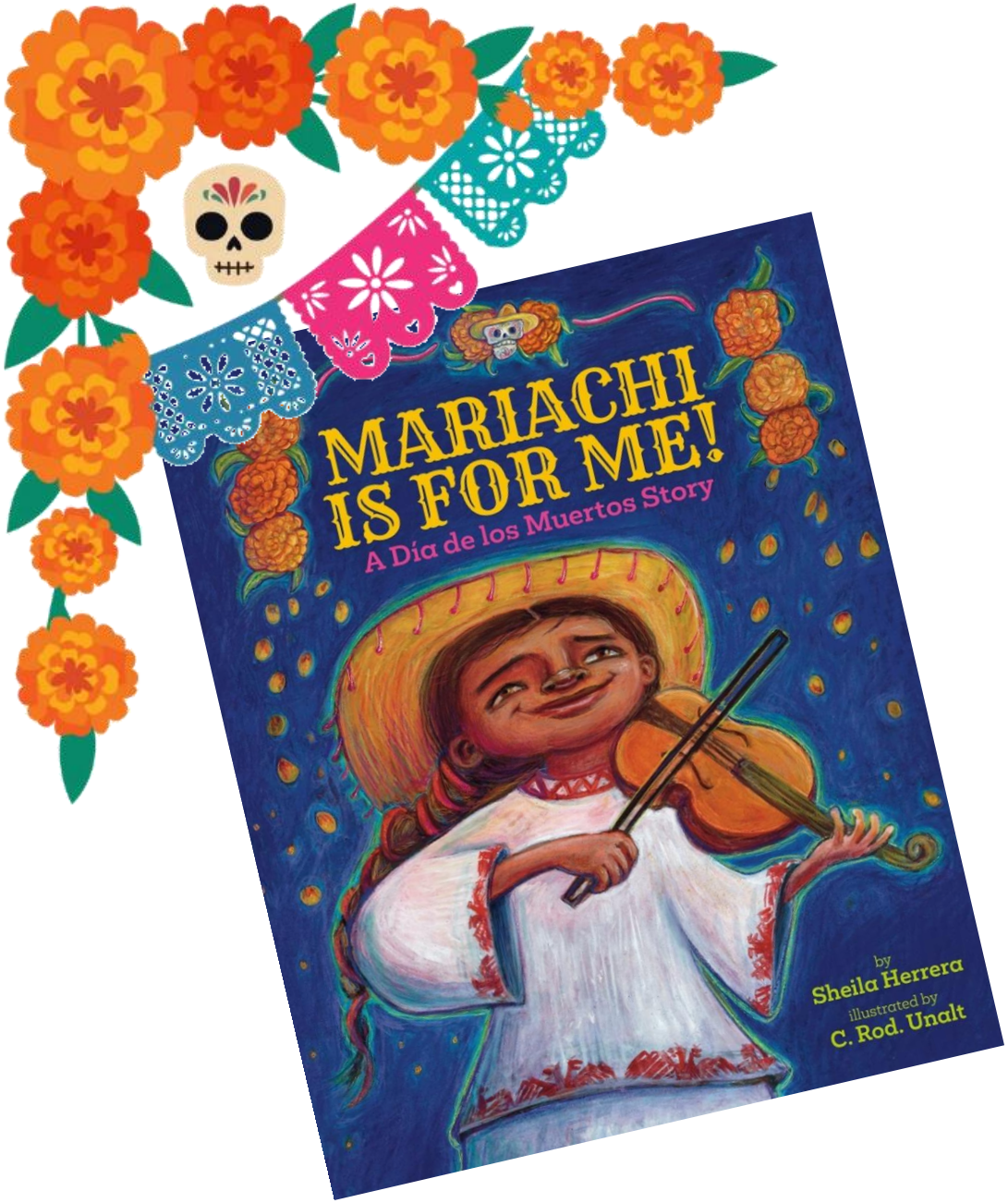


Grade 3 Teacher's Guide

MARIACHI IS FOR ME!

A Día de los Muertos Story

By Sheila Herrera
Illustrated by C. Rod. Unalt

- Grade 3 Common Core Standards
- Learning Objectives
- Summary
- Reading Interest Level
- Discussion Questions
- Bonus Activities & Worksheets

Grade 3 Common Core Standards

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Grade 3 Common Core Language Arts Standards / Reading: Literature

Key Ideas and Details

- CCSS.ELA-Literacy.RL.3.1 – Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Craft and Structure

- CCSS.ELA-Literacy.RL.3.5 – Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

Integration of Knowledge and Ideas

- CCSS.ELA-Literacy.RL.3.7 – Explain how specific aspects of a text's illustrations contribute to what is conveyed by words in a story (e.g., *create mood, emphasize aspects of a character or setting*).

Grade 3 Common Core Language Arts Standards / Writing

Text Types and Purposes

- CCSS.ELA-Literacy.W.3.1 – Write opinion pieces on topics or texts, state a point of view with reasons, use linking words and phrases (e.g., *because, therefore, since, for example*) to connect opinion and reasons (CCSS.ELA-Literacy.W.3.1.c).

Grade 3 Common Core Language Arts Standards / Listening and Speaking

Comprehension and Collaboration

- CCSS.ELA-Literacy.SL.3.2 – Determine the main ideas and supporting details of a text read aloud or information presented in diverse media formats, including visually, quantitatively, and orally.

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Grade 3 Common Core Math Standards / Operations & Algebraic Thinking

Represent and solve problems involving multiplication and division

- CCSS.Math.Content.3.OA.A.1 – Interpret products of whole numbers, e.g., interpret 5 X 7 as the total number of objects in 5 groups of 7 objects each. *For example, describe a context in which a total number of objects can be expressed as 5X7*.

Grade 3 Common Core Math Standards / Fractions

Develop understanding of fractions as numbers

- CCSS.Math.Content.3.NF.A.3.b – Recognize and generate simple equivalent fractions, e.g., 1/2 = 2/4, 4/6 = 2/3 . Explain why the fractions are equivalent, e.g., by using a visual fraction model.

Grade 3 Common Core Math Standards / Measurement & Data

Represent and interpret data

- CCSS.Math.Content.3.MD.B.3 – Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs. *For example, draw a bar graph in which each square in the bar graph might represent 5 pets*.

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Language Arts Learning Objectives / Reading: Literature

Key Ideas and Details

Students will:

- Answer questions during and after the story is read, explicitly using the text as the basis for the answer.

Craft and Structure

Students will:

- Use terms such as spread, page, scene, and illustration when speaking about the text.

Integration of Knowledge and Ideas

Students will:

- Use illustrations and details to explain the mood conveyed on a page, spread, or scene.

Language Arts Learning Objectives / Writing

Text Types and Purposes

Students will:

- Defend and write an opinion paper about the story, stating reasons and using linking words and phrases (*because, therefore, since, for example*).

Language Arts Learning Objectives / Language and Speaking

Comprehension and Collaboration

Students will:

- Create a visual mind map to show what they believe is the main idea of the story, providing details from the story as supporting evidence; and presenting their mind map to the class.

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Math Learning Objectives / Operations & Algebraic Thinking

Represent and solve problems involving multiplication and division

Students will:

- Use a set of objects from the story to interpret products of whole numbers.

Math Learning Objectives / Operations in Base Ten

Develop understanding of fractions as numbers

Students will:

- Use an object from the story to explain why equivalent fractions represent the same value.

Math Learning Objectives / Measurement & Data

Represent and interpret data

Students will:

- Use a scaled picture graph and a scaled bar graph to solve problems, including “how many more” and “how many less.”

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 and prompt students to ask questions that require referring explicitly to the text to provide the answer.
- Use illustrations and text to discuss the mood conveyed. Use the terms page, spread, and scene, explaining what a spread and scene is.

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. Optional: On each round, no one is out. Create vocabulary cards from the story (words and phrases). Place one card on each chair. When the music stops and students are seated, ask who has the "?" card. Have that student give the meaning of the word or phrase.

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

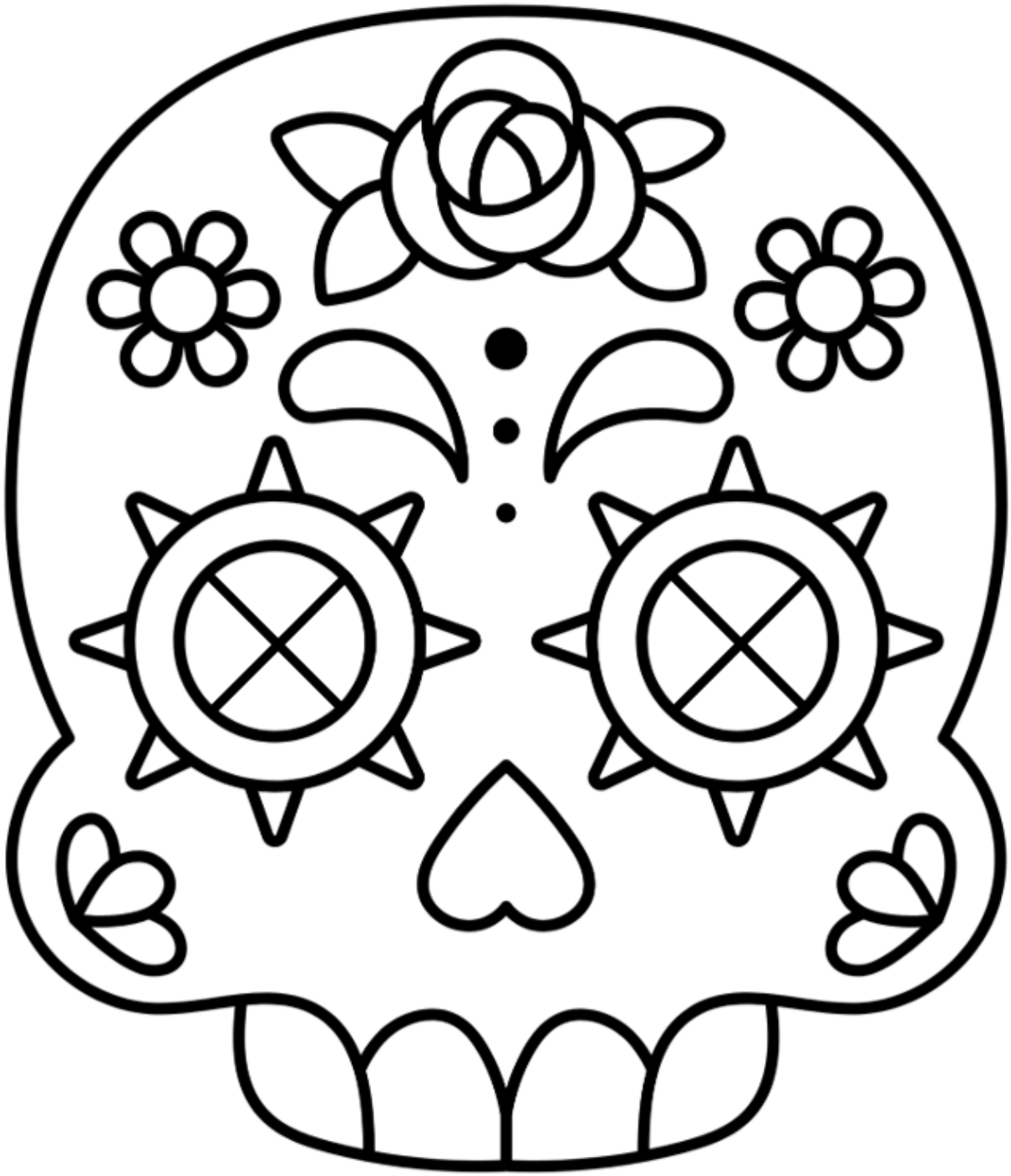
Refer to the following pages for optional worksheets.

- Calavera (Skull) Mask
- Supporting an Opinion
- Main Idea Map
- Product of a Whole Number
- Equivalent Fractions
- Making Sense of Data

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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: _____

Supporting an Opinion

Based on the opinion about *Mariachi is for Me!* and the supporting reasons, **you** write the final thought for this opinion. Then **you** write an opinion paper about another story.

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



Opinion: I think Rosa should be a mariachi, if she wants to be.

Reason: Since girls like music, too.

Reason: Also, **since** girls can do lots of things that they like.

For example, girls can play soccer if they want.

Therefore, Rosa should be a mariachi, if she wants to be.

Because she practiced a lot and can play as good as her papá.

Final thought: _____

_____

_____

The **final thought** is the **ending**. It should:

- be the opinion in different words
- a big feeling ending, like “When girls are mariachis, we all win!”
- a shout out ending like “Girl power rocks!“

Your turn! Write an opinion paper about a different story you read.

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Name: _____

Main Idea Map

Think about the story *Mariachi is for Me!* In your words, write the main idea of the story inside the skull. Then write words or phrases that support that idea.

Supporting Details

_____

_____

_____

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Supporting Details

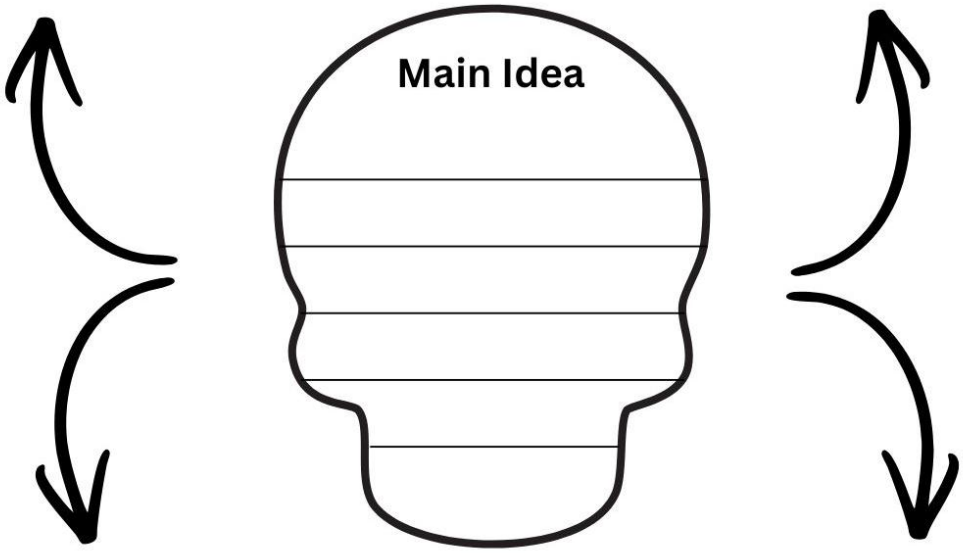
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Supporting Details

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Supporting Details

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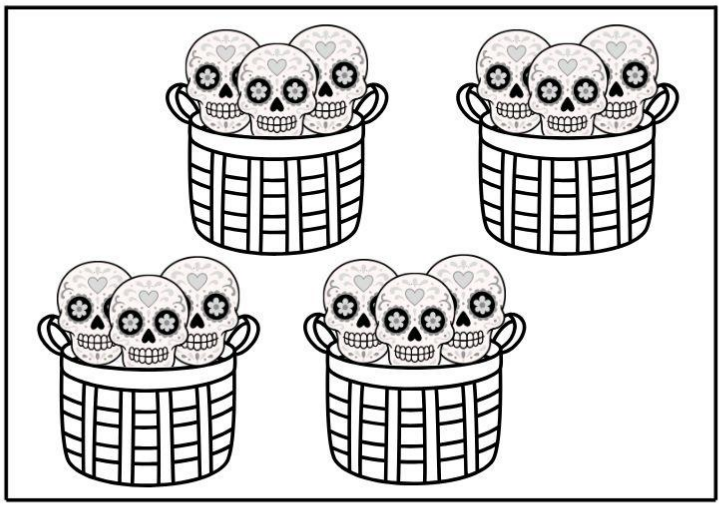
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Product of a Whole Number



Write the equation for the image.

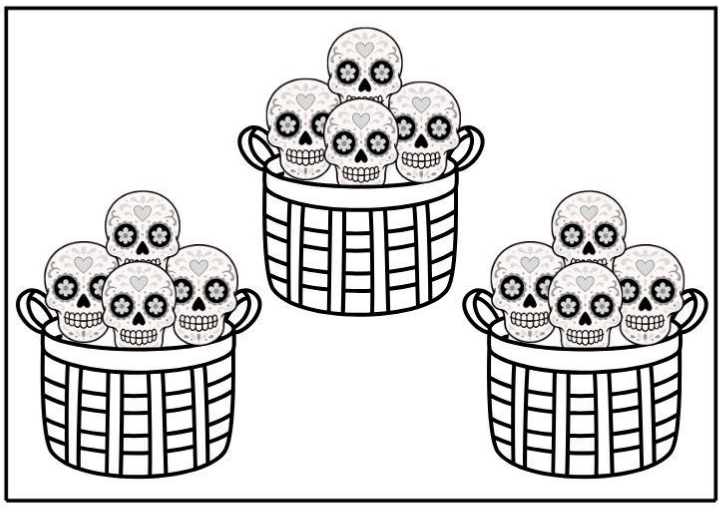
_____ × _____ = _____

How many total calaveras? _____

Describe the image above.

_____

_____



Write the equation for the image.

_____ × _____ = _____

How many total calaveras? _____

Describe the image above.

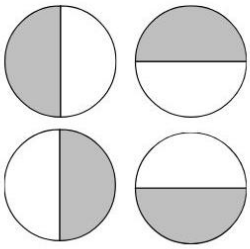
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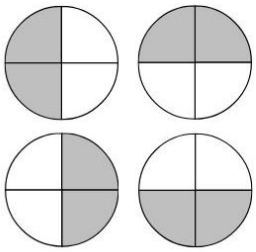
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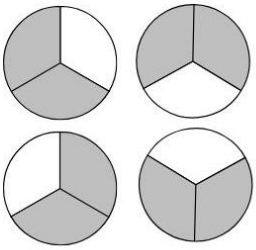
Equivalent Fractions



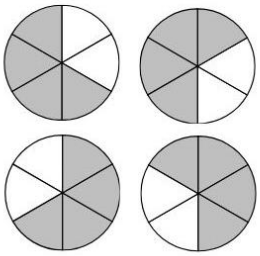
1/2



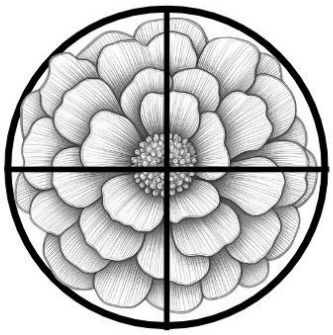
2/4



2/3

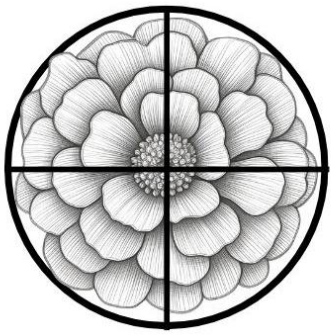


4/6



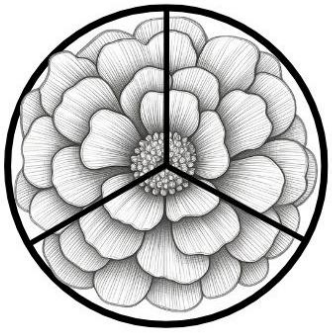
Color 1/2 of this marigold flower orange.

Color 2/4 of this marigold flower orange.



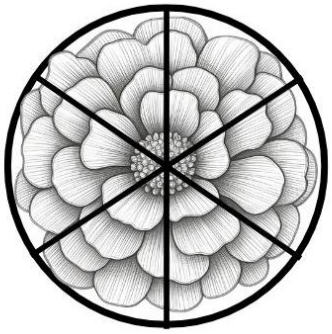
Why are the fractions 1/2 and 2/4 equivalent?

_____



Color 2/3 of this marigold flower orange.

Color 4/6 of this marigold flower orange.



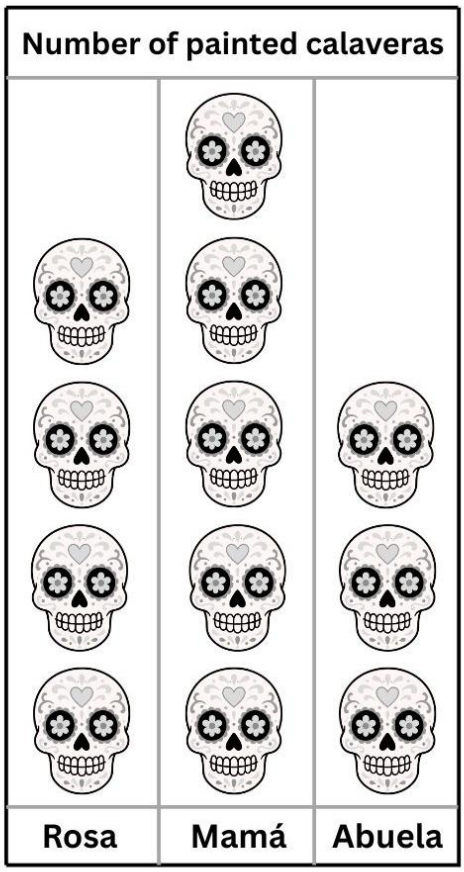
Why are the fractions 2/3 and 4/6 equivalent?

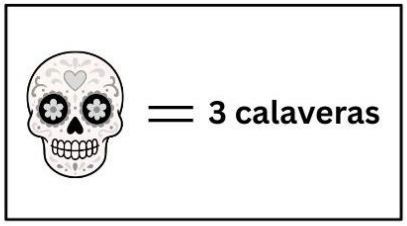
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Name: _____

Making Sense of Data





How many calaveras did Rosa paint? _____

How many calaveras did Mamá paint Rosa? _____

How many calaveras did Abuela paint? _____

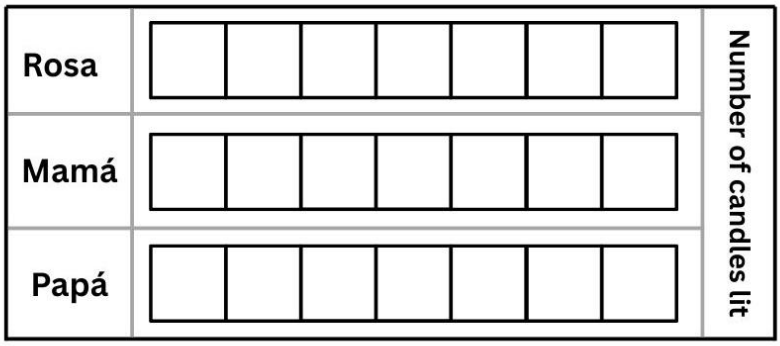
How many more calaveras did Mamá paint than Rosa? _____

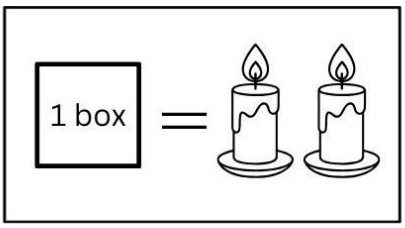
How many less calaveras did Abuela paint than Rosa? _____

Who painted the most calaveras? _____

Who painted the least calaveras? _____

On Día de los Muertos, the family lights candles on the ofrenda for those who have died.





Color the number of candles each person lit. Rosa lit 4. Mamá lit 8. Papá lit 12.

How many more candles did Papá light than Mamá? _____

How many less candles did Rosa light than Mamá? _____

How many people in total did the family remember? _____

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