

Kindergarten Teacher's Guide

MARIACHI IS FOR ME!

A Día de los Muertos Story

By Sheila Herrera
Illustrated by C. Rod. Unalt

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

Kindergarten Common Core Standards

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Kindergarten Common Core Language Arts Standards / Language

Convention of Standard English

- CCSS.ELA-Literacy.L.K.1.c – Form regular plural nouns orally by adding /s/ or /es/ (e.g., *dog, dogs; wish, wishes*).
- CCSS.ELA-Literacy.L.K.1.d – Understand and use question words (interrogatives) (e.g., *who, what, where, when, why, how*).

Vocabulary Acquisition and Use

- CCSS.ELA-Literacy.L.K.5.a – Sort common objects into categories (e.g., *shapes, foods*) to gain a sense of the concepts the categories represent.
- CCSS.ELA-Literacy.L.K.5.c – Identify real-life connections between words and their use (e.g., *note places at school that are colorful*).

Kindergarten Common Core Language Arts Standards / Reading: Literature

Key Ideas and Details

- CCSS.ELA-Literacy.RL.K.1 – With prompting and support, ask and answer questions about key details in a text.

Craft and Structure

- CCSS.ELA-Literacy.RL.K.6 – With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

Range of Reading and Level Text Complexity

- CCSS.ELA-Literacy.RL.K.10 – Actively engage in group reading activities with purpose and understanding.

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Kindergarten Common Core Math Standards

Know Number Names and the Count Sequence

- CCSS.Math.Content.K.CC.A.3 – Write numbers from 0-20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).

Count to Tell the Number of Objects

- CCSS.Math.Content.K.CC.B.4 – Understand the relationship between numbers and quantities, connecting counting to cardinality.

Compare Numbers

- CCSS.Math.Content.K.CC.C.6 – Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies (include groups with up to ten objects).

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Language Arts Learning Objectives / Language

Conventions of Standard English

Students will:

- Recognize and singular and plural forms for familiar nouns encountered in the story and related activities.
- Match each question to the correct question word category (*who* for a person, *what* for a thing, *where* for a place, *when* for a time, *why* for a reason, and *how* for a way, a condition, or a degree).

Vocabulary Acquisition and Use

Students will:

- Place items from the story into one of two categories – person or thing.
- Match words and pictures in the story to real objects found in the classroom, home, or neighborhood.

Language Arts Learning Objectives / Reading: Literature

Key Ideas and Details

Students will:

- Answer questions about key details in the story.

Craft and Structure

Students will:

- Identify the author as Sheila Herrera and correctly describe her role in the telling of the story.
- Identify the illustrator as C. Rod. Unalt and correctly describe her role in the telling of the story.

Range of Reading and Level of Text Complexity

Students will:

- Follow along by looking at the pictures, listening to the reader, and others when they are speaking.
- Summarize what happened in the story in their own words.

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Math Learning Objectives

Know Number Names and the Count Sequence

Students will:

- Write the correct number from 0-12 for a group of objects related to the story, recognizing that no objects is represented by 0.

Count to Tell the Number of Objects

Students will:

- Recognize that the last number when counting a group of objects from the story, is the total number of objects counted (regardless of how they are arranged or counted).

Compare Numbers

Students will:

- Compare two sets of objects from the story (up to 5 objects per set) and determine which set is "greater than," "less than," or "equal to".

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 jacket cover. Point out:
  - The word “by” Sheila Herrera means Ms. Herrera is the author. She wrote the words that *tell* this story.
  - The phase “illustrated by” C. Rod. Unalt means that Ms. Unalt is the illustrator. She drew the pictures that *show* the story.
- Ask: What do you like most about the cover of this book? What do you think the book is about?
- Show students the back jacket cover flap and read Ms. Herrera’s and Ms. Unalt’s bios.

During Reading Aloud

- Point to a person or thing and ask students for example:
  - Is Rosa a person or a thing?
  - Is the violin a person or a thing?
  - Other categories can be added.
- Use illustrations or text on a spread and ask students to match it to something real in the classroom, home, or neighborhood. For example:
  - Can you point to a real basket in the room ?
  - Has anyone ever seen a real violin? Where?
- Ask students questions about key details in the story. For example:
  - What did the women in the village do?
  - Why do you think Rosa’s papá told her that she could not be a mariachi?

After Reading

- Ask students:
  - Who can tell me what the story was about?
  - What was your favorite part of the story? Why?

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Activity: Mariachi Freeze Dance / Mariachi Statues

- Play mariachi music. Tell students to dance around the room to the music. When the music stops they should freeze like a statue. 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. Make up different kinds of gritos and have the students try to repeat your 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

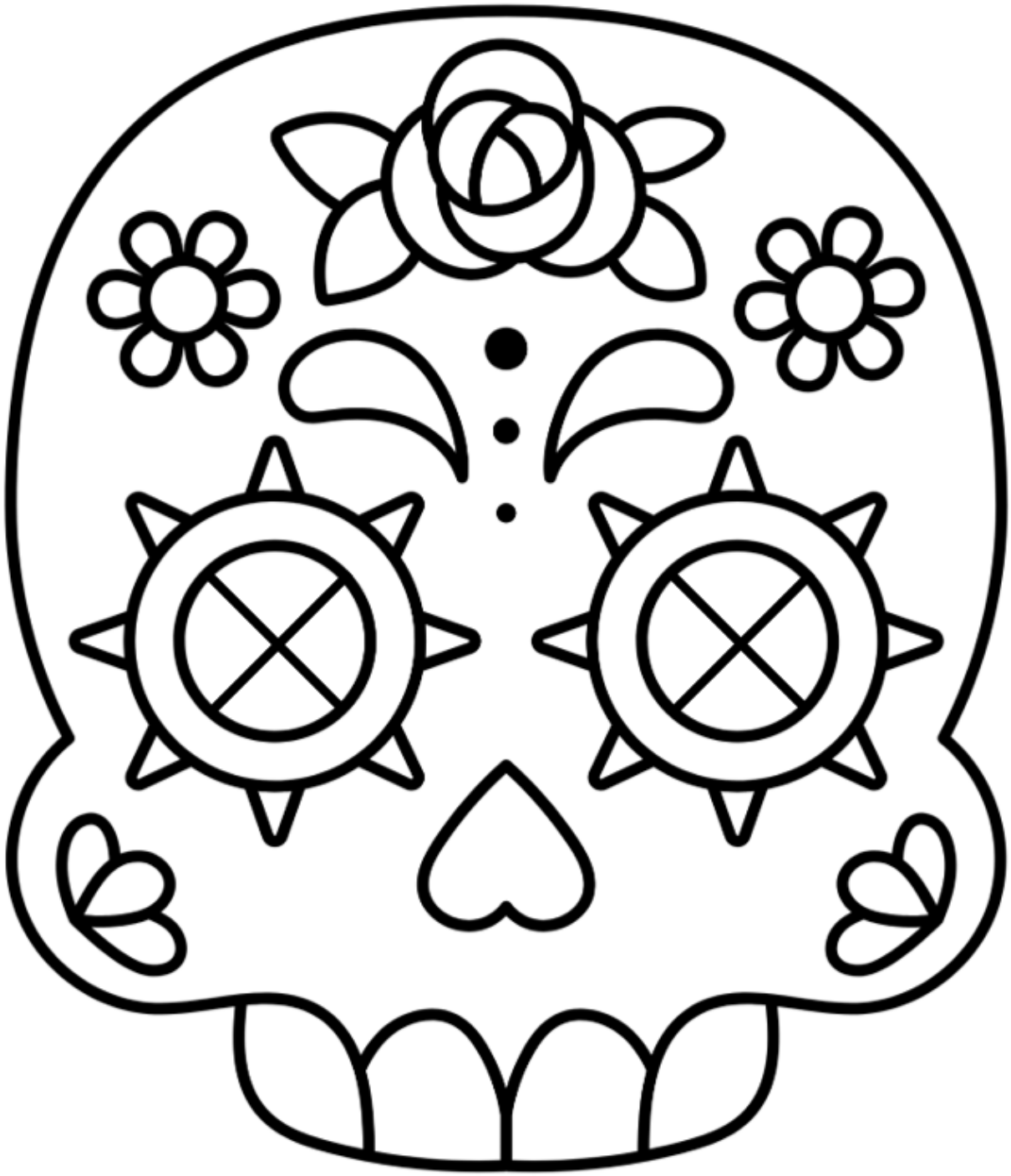
Refer to the following pages for optional worksheets.

- Calavera (Skull) Mask
- Singular and Plural Nouns
- Question Word Match
- How Many?
- What's the Total?
- Count and Compare Sets

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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.

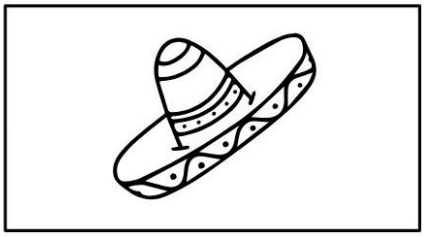


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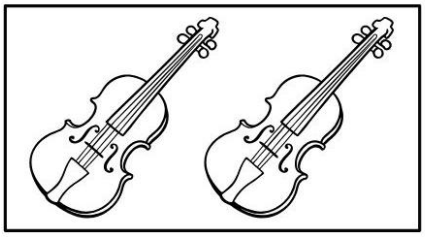
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Singular and Plural Nouns

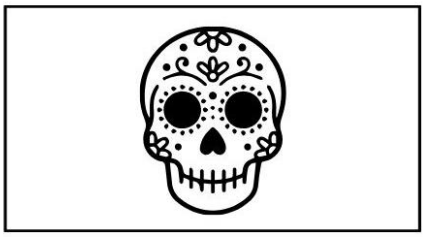
Draw a line from the singular to the plural noun. Write the plural name.



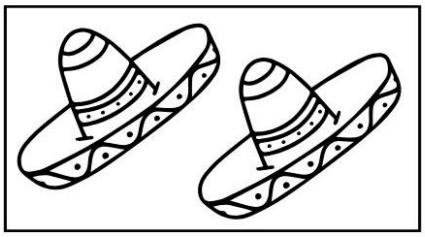
sombrero _____



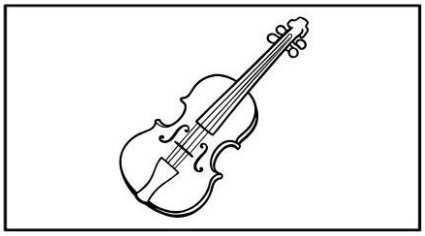
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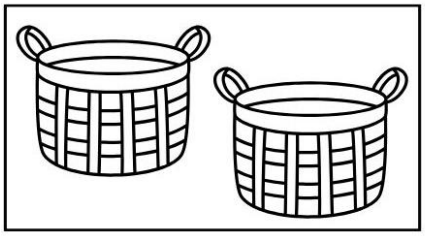
calavera _____



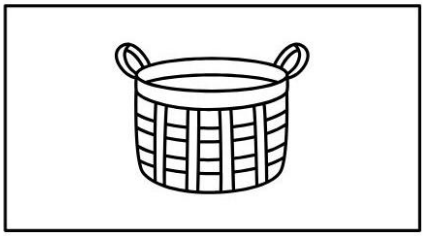
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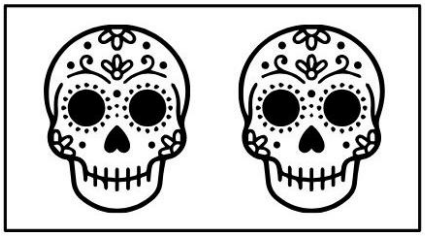
violin _____



_____



basket _____



_____

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Name: _____

Question Word Match

Draw a line from the question to the correct question category.

Who? — Look for a person.
What? — Look for a thing.
Where? — Look for a place.
When? — Look for a time.
Why? — Look for a reason.
How? — Look for a way of doing something, a condition (scared, happy, sad), or an amount (a number, more, less).

Who told Rosa, “No!”?

What did Rosa play?

Where did Rosa live?

When did Rosa practice the violin?

Why did Rosa’s sombrero fly away?

How did Rosa feel at the end of the story?



happy



the wind blew



at night



a violin



in Mexico



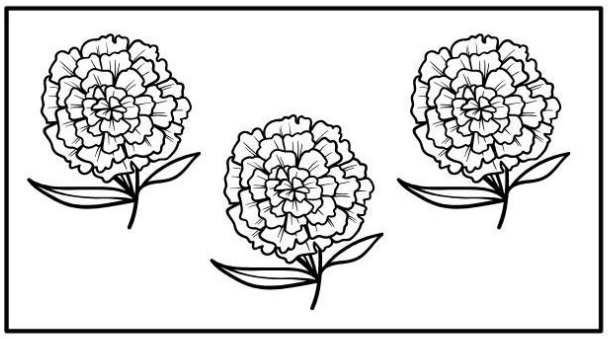
Papá

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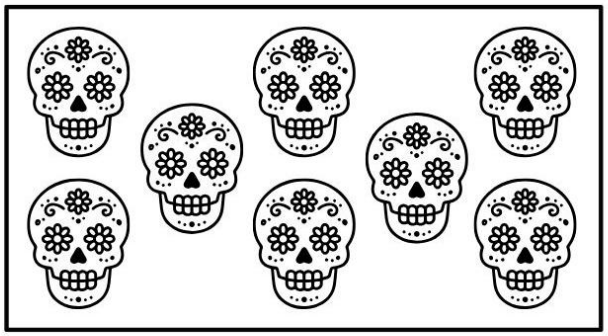
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How Many?

Count the objects and write the correct number in the box.

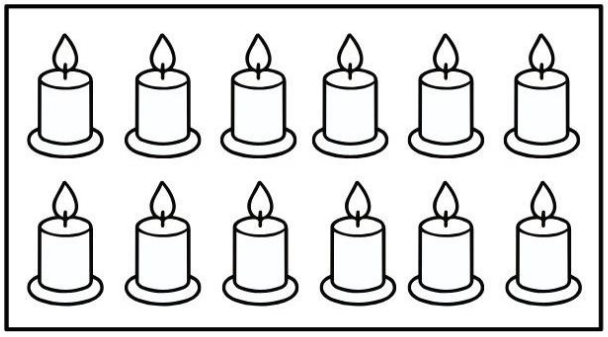


marigolds



calaveras

baskets



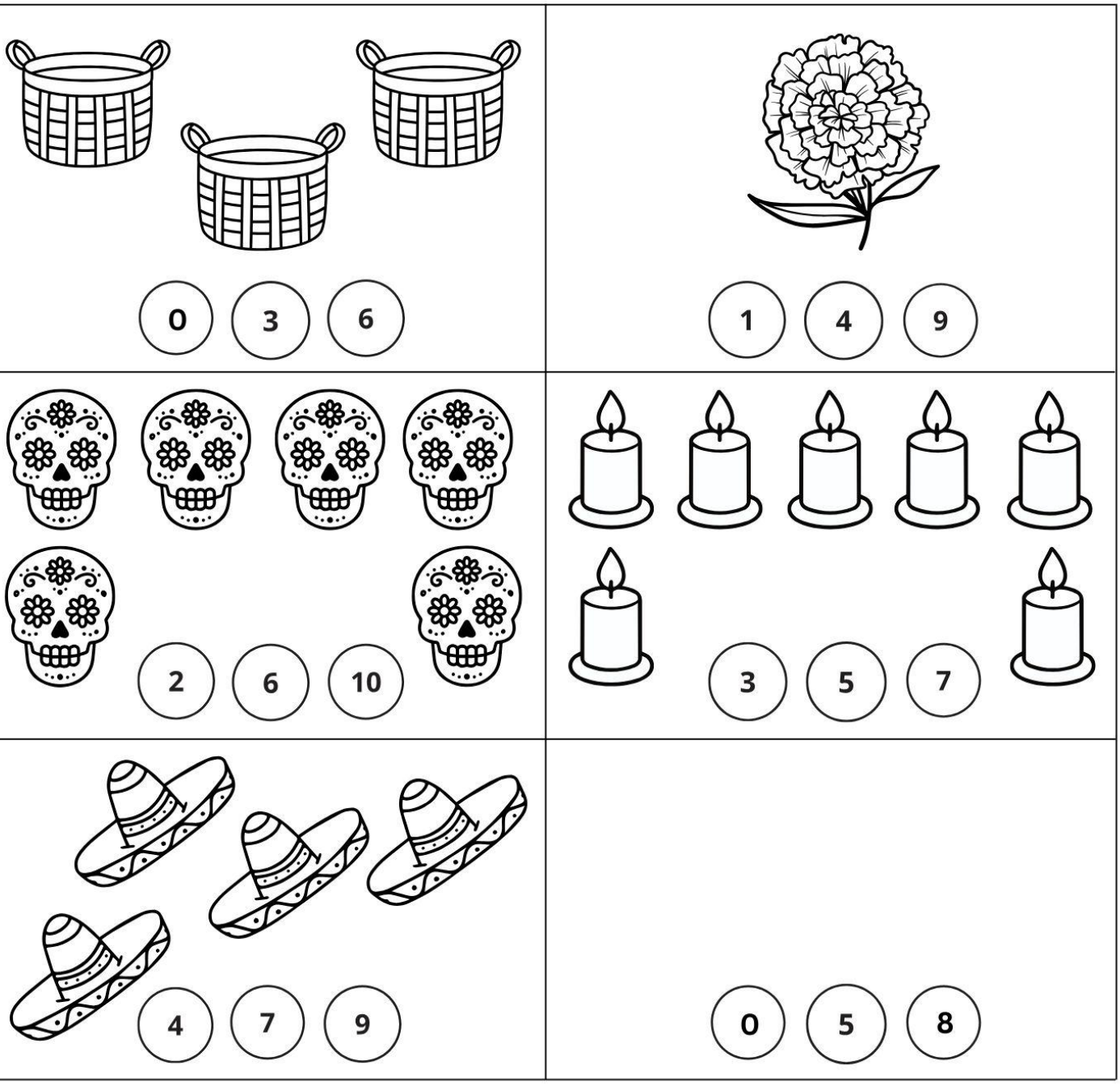
candles

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Name: _____

What's the Total?

Count how many objects are in each box.
Color the correct total number of objects in the box.



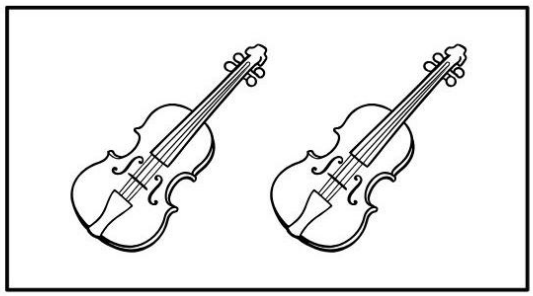
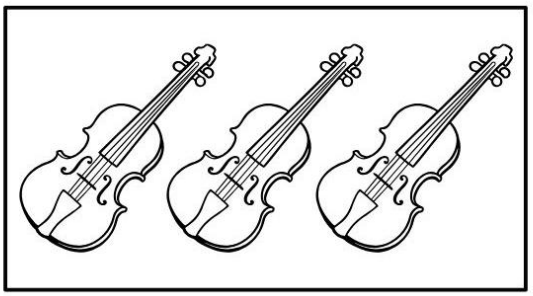
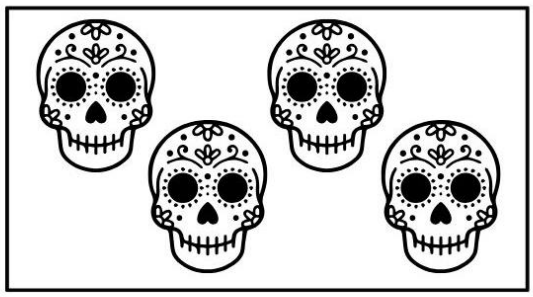
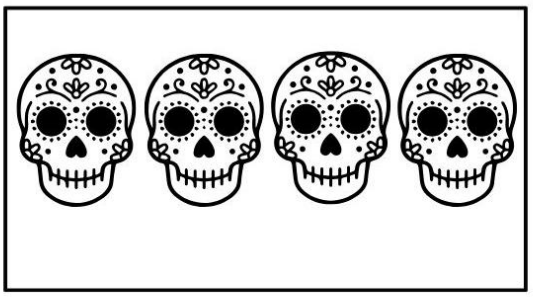
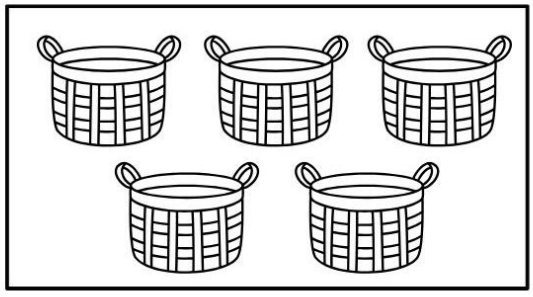
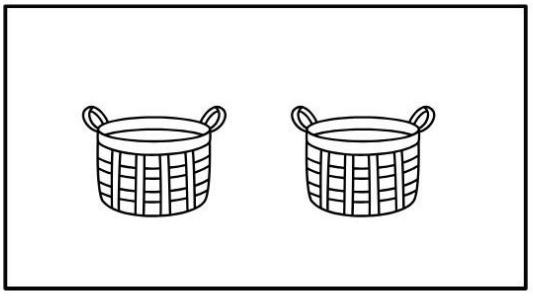
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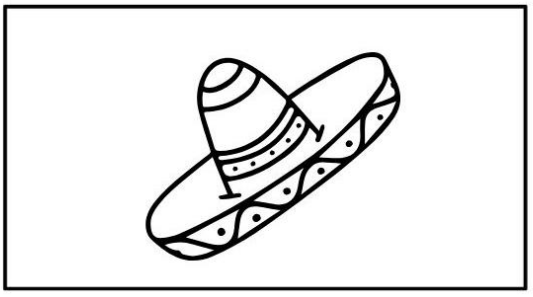
Name: _____

Count and Compare Sets

Count and compare the objects in both sets.
Write the symbol below that shows if the first set is:

More than - > **Less than** - < **Equal to** - =



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