



# Read Aloud: *Hooray, a Piñata!*

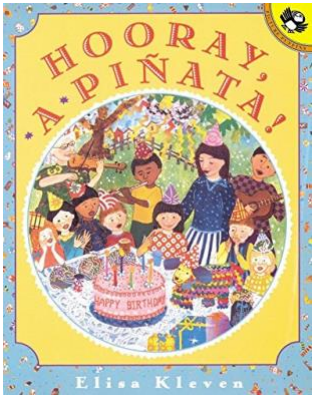
Standard Connection:  
 ELA.RL.PK4.1-7,9-10  
 ELA.SL.PK4.1-4,6  
 ELA.L.PK4.1,1c,4,6

## Enduring Understanding(s):

- A friend is someone we care for and want to spend time with.
- Friends like to do things together and enjoy each other's company.
- Friends usually share and help one another.

## Essential Question(s):

- How do you deal with and express complex feelings in productive and creative ways?
- How do you maintain your sense of self, while compromising and collaborating when necessary?

Materials	Vocabulary	
<ul style="list-style-type: none"> <li>• <i>Hooray, a Piñata!</i></li> <li>• Vocabulary word picture cards</li> </ul>	<p><b>collar:</b> a piece of leather or plastic around an animal's neck</p> <p><b>crack:</b> break something</p> <p><b>dream:</b> images you see in your head when you sleep</p> <p><b>flap:</b> move something up and down or back and forth</p> <p><b>jagged:</b> sharp and pointy</p> <p><b>thundercloud:</b> a dark storm cloud with thunder and lightening</p>	<p><b>leash:</b> a piece of rope or leather for holding an animal, like a dog</p> <p><b>merry-go-round:</b> a ride with seats shaped like horses that goes around in a circle.</p> <p><b>smash:</b> break something into lots of pieces</p> <p><b>wrecked:</b> ruin something</p> <p><b>piñata:</b> a decorated vessel filled with candies, hung, and broken with sticks as part of a celebration</p>
Books		
		

First Read	
Preparation: Set up materials.	
<p><b>Children will:</b></p> <ul style="list-style-type: none"> <li>• listen to a story read aloud</li> <li>• demonstrate increasing levels of sustained and focused engagement</li> <li>• show a steady increase in the number of words in listening vocabulary</li> <li>• develop an understanding of main events</li> </ul>	
<p>"The title of this book is <i>Hooray, a Piñata!</i> The author and illustrator is Elisa Kleven. She wrote the words and created the pictures."</p>	<p><b>Show</b> front cover.</p>
<p>"A <b>piñata</b> is a decoration children play with during celebrations. It has a hard shell, and inside is candy, stickers, or toys. Children whack the <b>piñata</b> with a stick until it <b>cracks</b> – breaks – open, and all the treats fall out."</p>	<p><b>p. 2</b></p>
<p>"Here is a hardware store, like the hardware store in <i>The Little Red Hen (Makes a Pizza)</i> and in <i>Peter's Chair</i>."</p>	<p><b>p. 4</b> (<b>point</b> to the picture of the hardware store)</p>

“Samson is worried that Lucky will get <b>wrecked</b> - broken and ruined. He doesn’t want Clara to feel sad if something happens to Lucky.”	<b>p. 8</b> (point to the collar and leash)
“Lucky’s ears <b>flapped</b> - moved up and down - when Clara put his head out the window because the wind was blowing.”	<b>p. 12</b>
“ <b>Dreams</b> are images you see in your head when you sleep.”	<b>pp. 15-16</b>
“Samson is still concerned about Lucky getting <b>wrecked</b> - ruined or broken. <b>Jagged</b> means sharp and pointy.”	<b>p. 21</b> <b>Close</b> the read.
<b>Discussion Question(s):</b> <ul style="list-style-type: none"> <li>Clara didn’t like the thundercloud piñata at first, but later she changed her mind. Why did she change her mind?</li> <li>How is Clara’s changing her mind the same as or different from Peter’s ‘change of heart’ in <i>Peter’s Chair</i>?</li> </ul>	

Second Read	
<b>Children will:</b> <ul style="list-style-type: none"> <li>recall some main events when asked</li> <li>link characters’ basic emotions to their actions</li> <li>use their own experiences to understand the characters’ feelings and motivations</li> <li>express the main idea of a story or other text in a way that shows increasing understanding</li> </ul>	
“We read this book before. The title is... <i>Hooray, a Piñata!</i> ”	<b>Pause</b> before you read the title so that children can chime in. <b>Underline</b> the title with your finger as you read it.
“What kind of <b>piñata</b> did Samson want to purchase? What kind of <b>piñata</b> did Clara want to buy?”	<b>p. 6</b>
“Why was Samson worried about Clara’s <b>piñata</b> , Lucky?”	<b>p. 8</b>
“How can we tell that Clara’s grandma was happy to see Clara?”	<b>p. 13</b>
“How did Clara feel when Samson said they were going to stuff Lucky with candy and break him at her birthday party?”	<b>p.19</b>
“What did Samson do to solve the problem?”	<b>p. 21</b>
<b>Discussion Question(s):</b> <ul style="list-style-type: none"> <li>Why is Lucky so important to Clara?</li> <li>How was Samson a good friend to Clara? How was that similar to or different from how Peter was a good friend to Amy?</li> </ul>	

## Third Read

### Children will:

- chime in and read the story with the teacher
- practice saying and using story-related vocabulary words
- recall main events and characters in the story

As you read, slow down in some places to invite children to chime in. If children have difficulty recalling, scaffold by saying the first sound of a word or the first word in a phrase.

### Discussion Question(s):

- What might have happened if Samson hadn't bought the thundercloud piñata for Clara as a present?
- How is Clara's birthday party similar to or different from Peter's birthday party?

## Fourth Read

### Children will:

- act out one or more scenes from the story
- explore character motivations and emotions
- recall main events from the story

With children, choose one scene to act out. Assign roles to children or use a structure to ask for volunteers. As you read the corresponding pages from the story, children act out the scene and recite any dialogue.

### Discussion Question(s):

- Have you ever had a dream that seemed very real? What happened?
- What do you think happened to Clara and Lucky after her birthday party was finished?