



# The Magical Piñata

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## Classroom Guide

### Grades 4 - 5

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## How to Use This Guide

This classroom guide for *The Magical Piñata* is designed for Texas students in Grades 4 and 5. It offers activities to help you integrate a performance of *The Magical Piñata* into English language arts (ELA), mathematics, science, social studies, music, art, and theatre curricula.

All activities in this guide are linked to Texas Essential Knowledge and Skills (TEKS) content standards.

For students outside Texas, this guide's ELA and math activities also are linked to Common Core standards. At the back of this guide, you will find a list of the guide activities and their related Texas and Common Core standards.

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## **1: Discussion Questions**

### ***Before the Performance***

*The Magical Piñata* is a stage play. What is a stage play?

- How is a play similar to a TV show or movie?
- How is it different?

Who performs the parts (roles) in a play?

- What kinds of skills do you think performers need to have to perform in plays?
- Who else works on plays? (Remember: you may not see them on stage!)

The play is based on a book: *The Magical Piñata*

- Have you read *The Magical Piñata* as a class or by yourself?
  - Based on what you read, what do you think may happen in the play?

### ***During the Performance***

When you watch a play, you are a member of the audience. What kinds of things should you do as an audience member? Examples:

- Pay attention
- Laugh when something funny happens
- Clap if you enjoy something

What kinds of things should you *not* do as an audience member? Examples:

- Talk to your neighbor
- Use a cell phone during the performance
- Yell at the actors (unless they ask you to!)

### ***After the Performance***

What did you think of the play?

- If you read *The Magical Piñata* beforehand, how was the play similar to the book?
- How was it different?

Describe the performers in the play.

- What did they do to make their characters special (different from the other characters)?
- How did they use their bodies to play their characters (using voice, movement, etc)?
- Did you see anyone else who worked on the play besides the performers on stage?

Describe the characters' costumes.

- What did each character's costume tell you about that character?
- Did any of the performers change costumes?
  - If so, why do you think they needed to change costumes?

Describe the set of the play.

- Did it have a lot of locations?
- Did it look like a place you've been to before?
- How did different lighting change how the set looked for different scenes?

Did the play have music in it?

- If so, was it only in the background, or did it help tell the story?
- What instruments did you hear in the music?

If you were going to direct *The Magical Piñata* how would your production be different than the play you saw by Magik?

## **2: Magik Must-Reads**

For each of our main stage productions at The Magik Theatre, we choose a theme related to the show. Then we create a list of Magik Must-Reads on that theme.

The reading theme for The Magical Pinata is Imagination.  
The Magik Must-Reads (Grades 4th and 5th)) are:

**Moon Rabbit - Natalie Russell**

**The Best Christmas Pageant Ever - Barbara Robinson**

**Love You Forever - Robert Munsch**

**We All Need Forgiveness - Mercer Mayer**

Read them as a class or let students choose two or more to read. Then use these questions for discussion or book reports:

Theme

- How did the theme of Unlikely Friendships show in each book? Explain.

Setting

- Describe the settings of each book.
- What details can you remember?
- Were the settings similar to a place you know or a place you've visited?
- How were the settings similar to each other? How were they different?
- How were the settings related to the theme of Unlikely Friendships? Explain.

Characters

- Who were the main characters of each book?
- Did any characters show up in more than one book?
- Were the characters of one book similar another book's characters in any other ways?

Plot

- What did the main characters of the books want most?
- Did anyone or anything stand between the main characters and their goals?
- Did the main characters get what they wanted? How?
- How were the plots of the books similar? How were they different?

### **3: Brainstorming: Write Your Own Story**

In *The Magical Piñata*, the story begins with a large celebration. Think about a time when you had a big party or went to a big party. In the spaces below brainstorm writing a story about that time, then use the next page to write your story.

#### **CHARACTERS**

Main character:

Age:

Male or female?:

Physical description:

Personality:

Secondary character:

Age:

Male or female?:

Physical description:

Personality:

Other characters:

#### **SETTING**

Where:

When:

#### **PLOT**

How does your story begin?

How does your main character meet the guest?

What is the main conflict between your main character and secondary character?

What is the climax of your story?

How does your story resolve? (What happens after the climax?)

### 3: Write Your Own Story

**TITLE:** \_\_\_\_\_

[illegible]

**4: Word Problems**

Cucha helps deliver 12 burritos in each hour. Cucha delivered for 3 hours. How many burritos did Cucha deliver in total?

The evil monkey king throws 20 bananas at cucha , his sidekick throws 3 times more bananas then the monkey king. How many bananas did The monkey kings sidekick throw?

Cucha shares candy with 20 people, each person gets five pieces each. How many pieces of candy did cucha give out?

Cucha has magical piñatas, the monkey king steals 30 of them. How many piñatas does cucha have left?

The monkey king has 30 bananas his sidekick had eaten 20 of them , how many bananas does the monkey king have left?

Cucha Has 60 pieces of Candy ,cucha has 4 times more candy then the monkey king has. How much candy does the Monkey king have?

The Monkey kings side kick was ordered to make 90 piñatas he makes 9 piñatas a day. How Many days does it take him to make all 90 piñatas?

A bag of candy is 5 dollars. Cucha bought 84 bags of candy. How much money did cucha spend?

### **5: Piñata Candy Experiment**

Summary of Science Experiment: Piñata's are filled with candy! In this experiment students will see the colors of the rainbow form before their eyes.

Supplies Needed:

- Skittles
- Plate (Not Paper )
- Cup
- Water

Before the experiment create a hypothesis of what you think will happen to the skittles once the water is poured.

Step by Step Process:

Step 1- Arrange skittles in a circle on the edge of the plate.

Step 2- Fill a cup of water

Step 3- Pour the water on the center of the plate

Step 4- Watch the colors of the rainbow form in the water



Questions:

1. What did you think would happen to the skittles once the water was poured?
2. Was your hypothesis correct or incorrect?
3. What caused the skittles to create a rainbow effect?



## 6: Map It Out

In, *The Magical Piñata*, Cucha walks from her house, to the jungle, the evil monkey's kingdom and back home.

After reading the book or watching the play, make a list of all of the places Cucha goes in the story.

Next use your imagination to draw a map of the story in the space below.

Include:

- buildings, roads, and parks
- a label for each place on the map
- arrows to show the path taken by Cucha in the story
- a title for your map

Share your map with your class.

How is your map similar to your classmate's maps?

How is it different?

Did your map include places Trixie did not visit? If so, what places?



## **7: Make Your Own Piñata**

Summary of Art project: In this art project students are going to create our own magical piñata just like Cucha had.

### Supplies

- Cardboard
- Glue
- Color tissue
- Scissors
- Googly eyes

Step 1: With an adult cut two shapes of your piñata. Make sure they are the same size.

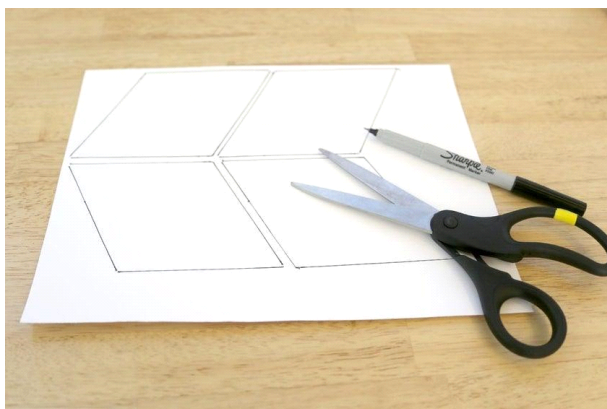
Step 2: cut out the shapes you need in order to connect the two pieces together

Step 3: Glue the shapes together to make it 3D

Step 4: While drying cut the colored paper into strips

Step 5: Once dry start to glue the paper strips starting from the bottom up

Step 6: finally add the googly eyes on and let dry



## **8: Exploring Music**

The play *The Magical Piñata* use music to warn the audience about the consequences of bad behavior.

As an exploration exercise, play samples of several different musical pieces for your students. Encourage children to add dance/movement to their listening experience. Make sure students have room to move around. Point out different tempos and rhythms to encourage change in dance/movement. Help students find the beat of a piece by clapping, marching in place, snapping your fingers, etc.

Using a variety of musical instruments or everyday objects\*, lead students through a discussion of musical qualities:

- Demonstrate musical qualities
  - loud vs. soft sounds
  - high-pitched notes vs. low-pitched notes
  - fast rhythms vs. slow rhythms
- Ask students to emulate your examples using instruments, their voices, or their bodies (e.g., clapping their hands, snapping their fingers, clicking their tongues)
- Ask students to sort instruments
  - sort single-pitch instruments from low-pitched to high-pitched
  - sort single-pitch instruments separately from multi-pitch instruments
- Create a simple rhythmic pattern
  - ask students to repeat it
  - ask students to create and repeat their own simple rhythmic patterns
- Create a simple melody
  - ask students to repeat it
  - ask students to create and play their own simple melodies
- As a class, create a composition with a mood (happy, creepy, sneaky, etc)

*\*Including:*

- *cardboard oatmeal can (with lid)*
- *rubber band*
- *chopsticks*
- *metal spoons*
- *plastic bucket*
- *plastic storage bin*
- *pots and pans*
- *pot/pan lids*
- *wooden spoon*
- *plastic cup with lid, filled ¼ full with dry beans or rice*
- *cardboard tubes*
- *glasses with different levels of water*

**TEXAS**  
**Grade 4**

<u>Activity</u>	<u>Standard(s)</u>
1	Fine Arts 117.16.b.5
2	ELA 110.15.b.2
3	ELA 110.15.b.15-16
4	Math 111.16.b.3-4
5	Science 112.15.b.10
6	Soc Studies 113.15.b.6-7
7	Fine Arts 117.14.b.1-2, 4
8	Fine Arts 117.15.b.1-2, 4

**Grade 5**

<u>Activity</u>	<u>Standard(s)</u>
1	Fine Arts 117.19.b.5
2	ELA 110.16.b.2
3	ELA 110.16.b.15-16
4	Math 111.17.b.3
5	Science 112.16.b.10
6	Soc Studies 113.16.b.6-9
7	Fine Arts 117.17.b.1-2, 4
8	Fine Arts 117.18.b.1-2, 4

**COMMON CORE**

**Grade 4**

<u>Activity</u>	<u>Standard(s)</u>
2	ELA L.4.5
3	ELA W.4.3, 5
4	Math 4.OA.3

**Grade 5**

<u>Activity</u>	<u>Standard(s)</u>
2	ELA L.5.5
3	ELA W.5.3, 5
4	Math 5.OA.1-2