



The Magical Piñata

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Classroom Guide Kindergarten - Grade 1

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How to Use This Guide

This classroom guide for *The Magical Piñata* is designed for Texas students in Kindergarten and Grade 1. 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 Prek-1st Grade) are:

Today I'll Be A Unicorn by Diana Simpson

The Giving Tree by Shel Silverstein

Harold And The Purple Crayon by Crockett Johnson

Oh, The Places You'll Go by Dr. Suess

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: Illustrate Your Own Story

In the story of The Magical Piñata, Cucha constantly struggles with the idea of sharing. She realizes the importance of sharing once she breaks the pot that was given to her by Mr. Cumpleaños. Think about a time that you shared something with a close friend or family member. In the space below draw a picture about that time to illustrate your story

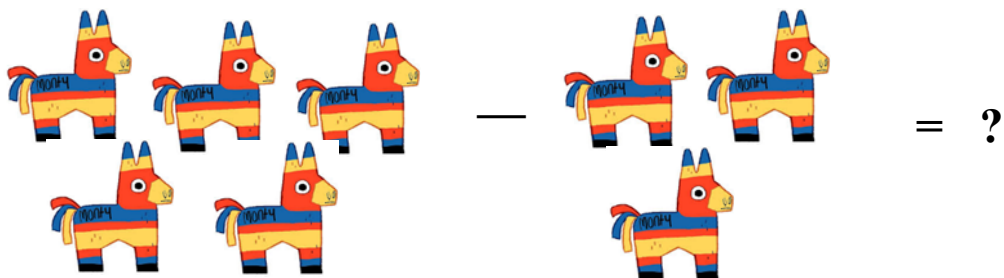
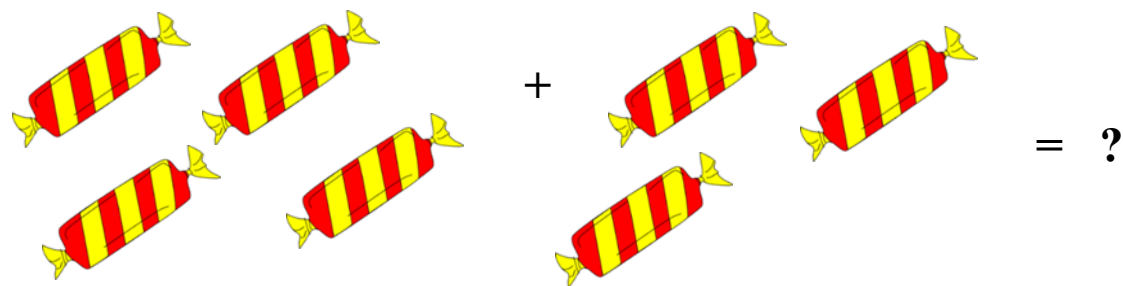
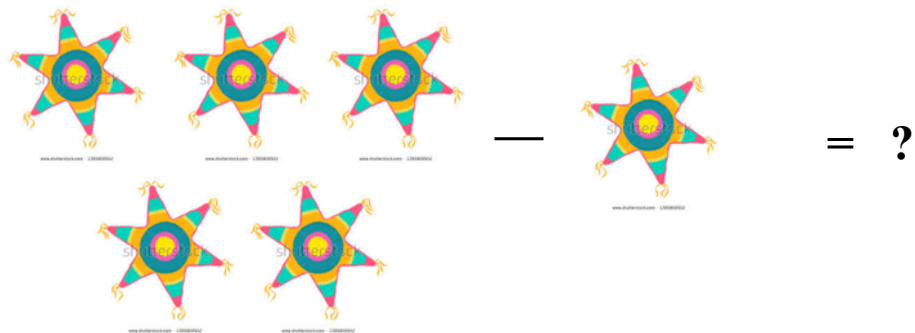
Answer these questions as you write your story:

- Who is your main character?
- Who are your other characters (if any)?
- What does your main character want?
- What is keeping your main character from what he or she wants?
- How does your main character tackle the problem?
- How does your story end?
- Did your main character learn anything?

In the space below, draw a picture to illustrate your story.

A large, empty rectangular box with a thin black border, intended for a student to draw a picture illustrating their story.

4: Picture Problems



5: Piñata Candy

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

Step by Step Process:

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

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



6: Differences in Culture

In the Magical Piñata there's certain traditions Cucha has in her culture. Culture is how we structure our lives and express ourselves. It is made up of our laws and belief systems, as well as our stories, songs, art work, and other creative projects.

Using the discussion questions below, as a class discuss differences in our cultures:

Discussion Questions?

- What does the word culture mean?
- What traditions do you often hear about?
- Do you know anybody who celebrated traditions differently?
- What are the things that every one does during these traditions?
- How many students do the same thing during these traditions?
- Do you think some traditions are more important the others? Why or why not?
- What would life be like with out culture or traditions?
- Think about what traditions you have with your
- family,Do you think they are important? Why or why not?
- Is there certain foods you make during these celebrations?
- Is there a certain way you dress during these special occasions?
- What culture does Cucha have?

Now that you have discussed different cultures have students draw one of the cultural activities discussed.

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.

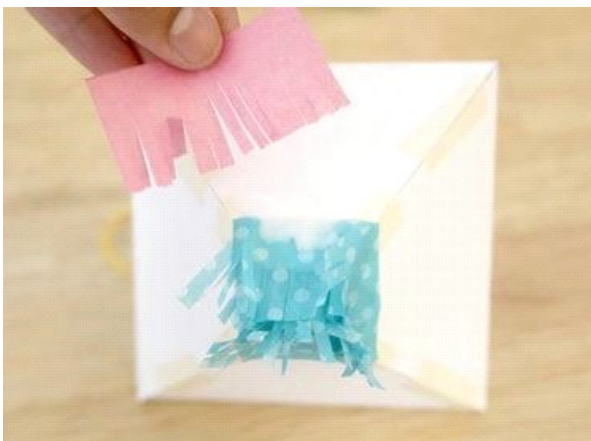
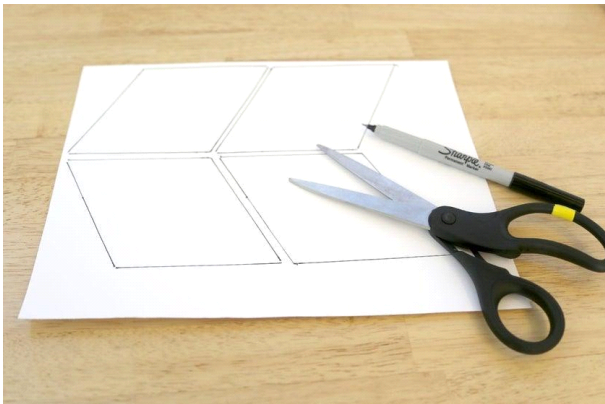
Step 2: cut out the shapes you need in order to connect the two pieces together

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

In The Magical Piñata Chucha speaks English and Spanish. Do you think you can learn a song in Spanish? Sing along with the lyrics provided below and repeat the exercise in English.

De Colores
De Colores se visten los campos en la primavera
De Colores
De Colores son los pajarillos que vienen de afuera
De Colores
De Colores es el arco iris que vemos lucir
Y por eso los grandes amores
De muchos colores of many bright colors
Me Gustan a mi
Y por eso los grandes amores
De muchos colores
Me Gustan a mi
Canta el gallo
Canta el gallo con el quiri quiri quiri quiri quiri
La gallina And the cluck hen
La gallina con el cara cara cara cara cara
Los polluelos
Los polluelos con el pio pio pio pio pi
Y por eso los grandes amores De Colores
De muchos colores
Me Gustan a mi
Y por eso los grandes amores
De muchos colores
Me Gustan a mi

(English Translation)

De Colores
De Colores the fields love to dress in all during the springtime
De Colores
De Colores the birds have their clothing that comes every season
De Colores
De Colores the rainbow is vested across the blue sky
De Colores and so must all love be
of many bright colors
to make my heart cry
De Colores and so must all love be
of many bright colors
to make my heart cry
Sings the rooster
Sings the rooster with his kiri kiri kiri kiri kiri
And the cluck hen with her cara cara cara cara cara
And the baby chicks
And the baby chicks with their pio pio pio pio pi
De Colores and so must all love be
of many bright colors
to make my heart cry
De Colores and so must all love be
of many bright colors
to make my heart cry.

TEXAS

Kindergarten

<u>Activity</u>	<u>Standard(s)</u>
1	Fine Arts 117.4.b.5
2	ELA 110.11.b.5
3	ELA 110.11.b.13-14
4	Math 111.12.b.1, 3-4
5	Science 112.11.b.9
6	Soc Studies 113.11.b.6-7
7	Fine Arts 117.2.b.1-2, 4
8	Fine Arts 117.3.b.1-2, 4

Grade 1

<u>Activity</u>	<u>Standard(s)</u>
1	Fine Arts 117.7.b.5
2	ELA 110.12.b.6
3	ELA 110.12.b.17-18
4	Math 111.13.b.1-3
5	Science 112.12.b.9
6	Soc Studies 113.12.b.7, 9
7	Fine Arts 117.5.b.1-2, 4
8	Fine Arts 117.6.b.1-2, 4

COMMON CORE

Kindergarten

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

Grade 1

<u>Activity</u>	<u>Standard(s)</u>
2	ELA L.1.1
3	ELA W.1.3
4	Math 1.OA.1-2, 5, 7-8