



Mariachi Girl

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Classroom Guide Grades 2 - 3

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How to Use This Guide

This classroom guide for *Mariachi Girl* is designed for Texas students in Grades 2 and 3. It offers activities to help you integrate a performance of *Mariachi Girl* 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

Mariachi Girl 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!)

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?

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 *Mariachi Girl*, 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 Mariachi Girl is *Following Your Dreams*..

The Magik Must-Reads (Grade 2 - Grade 3) are:

Frida by Jonah Winter

My Name is Celia The life of Celia Cruz by Monica Brown

Uncle Rain Cloud by Tony Johnston

The Quilt Story by Tony Johnston and Tomie dePaola

Lucia the Luchadora by Cynthia Leonor

Theme

How did the theme of *Following Your Dreams* 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 *Transcending Barriers*? 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: Write and Illustrate Your Own Story

In *Mariachi Girl* , Cita longs to be a mariachi singer like her father and grandfather before. Her father doesn't approve of her dream because of long held family traditions. Think about a time when you wanted something but had trouble obtaining it. In the spaces below, write a story about that time, then draw a picture to illustrate your story. Who is your main character? Who are your other characters? What does your main character want? What is keeping your main character from what he/she wants? How does your story end?

TITLE: _____



4: Word Problems

1)

2) Carmen bought 12 bags of flour on Monday. She also bought 5 bag of flour on Tuesday. How much flour did she buy altogether?

3) Cita had 14 dolls in her dollhouse. Her parents bought her 5 more. How many dolls does Cita have now?

4) Mrs. Parker gave her students 60 questions on a test before recess and 15 more after recess. How many test questions did her students have?

5) Luis was working on building a house for work. He needs to purchase 65 pieces of wood per wall, and he has 7 walls to fill, how many pieces of wood does he need to purchase?

6) Jose divided up his mariachis into groups. There was group of singers, a group of guitar players, a group of trumpet players and a group of violins. If each group has 25 members, how many members did he have in all?

7) A trumpet is about 15 inches long. How many trumpets would you need to line up in order to measure 7 yards?

8) Cita wants to buy a new sombrero, but she doesn't think she has enough money yet. The sombrero is \$105, and she only has \$26. How much money does she still need to make to buy the sombrero.

5: Mexican Jumping Bean Experiment

In *Mariachi Girl*, Cita's family is from Mexico. In this experiment students will take part in the Mexican Jumping Bean Experiment. Mexican jumping beans are native to Mexico. Set the cup of colored water and beans on a table in front of your audience. Use a separate, unlabeled cup to hold the vinegar. Tell your audience that you can make the beans in the cup magically start jumping around just by filling the cup the rest of the way with water. Pour the vinegar in (the audience will think it's water) and watch their amazement as the beans start jumping around in the colored water!

Supplies you'll need

- Cooked Beans
- Baking Soda
- Spoon
- White Distilled Vinegar
- Food Coloring
- A Drinking Cup Filled Halfway with Water



Experiment Directions:

1. Add a heaping spoonful of baking soda to the water and stir.
2. Mix in a couple drops of food coloring.
3. Add the beans to the cup of water.
4. Fill the cup almost to the top with vinegar.
5. Watch the beans magically jump!



6:

Types of Jobs

Our whole lives we work to fulfill certain jobs. For example, your job at the moment is to be a good student. Cita longs to be a mariachi singer, like her father. Mrs. Parker also has her own special job teaching students. As a class, explore different jobs that are important to your community!

Procedure

- 1) Identify important jobs in your home, school and community.
- 2) Describe the requirements of these various jobs. What needs to be done?
- 3) Cite examples of how you know the job is being performed well. For example, a librarian is doing their job well if they are able to help you find what you are looking for and the books are in their proper places.
- 4) Finally, explain why the job is important to your home, school, or community.

Example

Student

- A good student needs to study and pay attention in school to be successful. A good student must also do their homework and contribute in class.
- If they are doing their job well, they will understand the material and be able to answer questions in class. A good student may do well on tests or be able to help others when they don't understand.
- A good student is important to the community because the more they know, the more they will be able to help others in the future. Students become adults with jobs, and being a good student helps you to prepare for that.

Follow-Up Questions

- 1) What did the requirements for the various jobs have in common?
- 2) Did the examples of how the job was being performed well sound similar? If so, what was similar? If not, what was different?
- 3) What do all of the important jobs have in common?

7:

Make your own Sombrero!

In the musical “Mariachi Girl”, we see mariachis wearing big hats called Sombreros! Its name derived from the Spanish word sombra, meaning “shade.” These are the hats worn by mariachi musicians and charros. They are very popular in Mexican culture. In this activity students will get to create their own Sombreros.

What you’ll need:

- Small paper plate
- Dixie cup
- Glue
- Various paints and/or colored pencils, markers, crayons
- *optional Pom poms, pipe cleaners

How it’s made:

- Step 1) Place the paper plate down right-side up
- Step 2) Place a small amount of glue on the rim of the Dixie cup
- Step 3) Turn the Dixie cup upside down and press it against the center of the plate
- Step 4) Hold the cup here for 30 seconds to ensure the glue sticks
- Step 5) Decorate your sombrero with color and pom poms.



8:

Exploring Music

Las Ruedas Del Autobus

There are several songs in the musical “*Mariachi Girl*” that the actors sing to help tell the story. Since this show is bilingual, meaning that it uses two different languages, some of the songs are sung in Spanish. Let’s try singing in Spanish, too! The following is a simple song that you may no in English! Try singing it together as a class!

The Wheels on the Bus/Las Ruedas Del Autobus

The wheels on the bus go round and round
round and round, round and round.

The wheels on the bus go round and round
all along the town.

*Las ruedas del autobus giran sin parar
giran sin parar, giran sin parar.
Las ruedas del autobus giran sin parar
por toda la ciudad.*

And how do the doors go?
The doors on the bus swing open and shut
open and shut, open and shut.
The doors on the bus swing open and shut
all along the town.

*Y que pasa con las puertas?
Las puertas del autobus se abren y cierran
se abren y cierran, se abren y cierran.
Las puertas del autobus se abren y cierran
por toda la ciudad.*

And what about the people?
The people on the bus go up and down
up and down, up and down.
The people on the bus go up and down
all along the town.

*Y los pasajeros que hacen?
Los pasajeros alli se suben y bajan
se suben y bajan, se suben y bajan.
Los pasajeros alli se suben y bajan
por toda la ciudad.*

TEXAS

Grade 2

<u>Activity</u>	<u>Standard(s)</u>
1	Fine Arts 117.10.b.5
2	ELA 110.13.b.5
3	ELA 110.13.b.17-18
4	Math 111.14.b.3-4
5	Science 112.13.b.9
6	Soc Studies 113.13.b.10
7	Fine Arts 117.8.b.1-2, 4
8	Fine Arts 117.9.b.1-2, 4

Grade 3

<u>Activity</u>	<u>Standard(s)</u>
1	Fine Arts 117.13.b.5
2	ELA 110.14.b.4
3	ELA 110.14.b.17-18
4	Math 111.15.b.3-4
5	Science 112.14.b.9
6	Soc Studies 113.14.b.7
7	Fine Arts 117.11.b.1-2, 4
8	Fine Arts 117.12.b.1-2, 4

COMMON CORE

Grade 2

<u>Activity</u>	<u>Standard(s)</u>
2	ELA L.2.1, 5-6
3	ELA W.2.3
4	Math 2.OA.1

Grade 3

<u>Activity</u>	<u>Standard(s)</u>
2	ELA L.3.1, 5-6
3	ELA W.3.3
4	Math 3.OA.3, 7