



Mariachi Girl

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Classroom Guide Kindergarten-Grade 1

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How to Use This Guide

This classroom guide for *Mariachi Girl* is designed for Texas students in Kindergarten– Grade 1. 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

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?

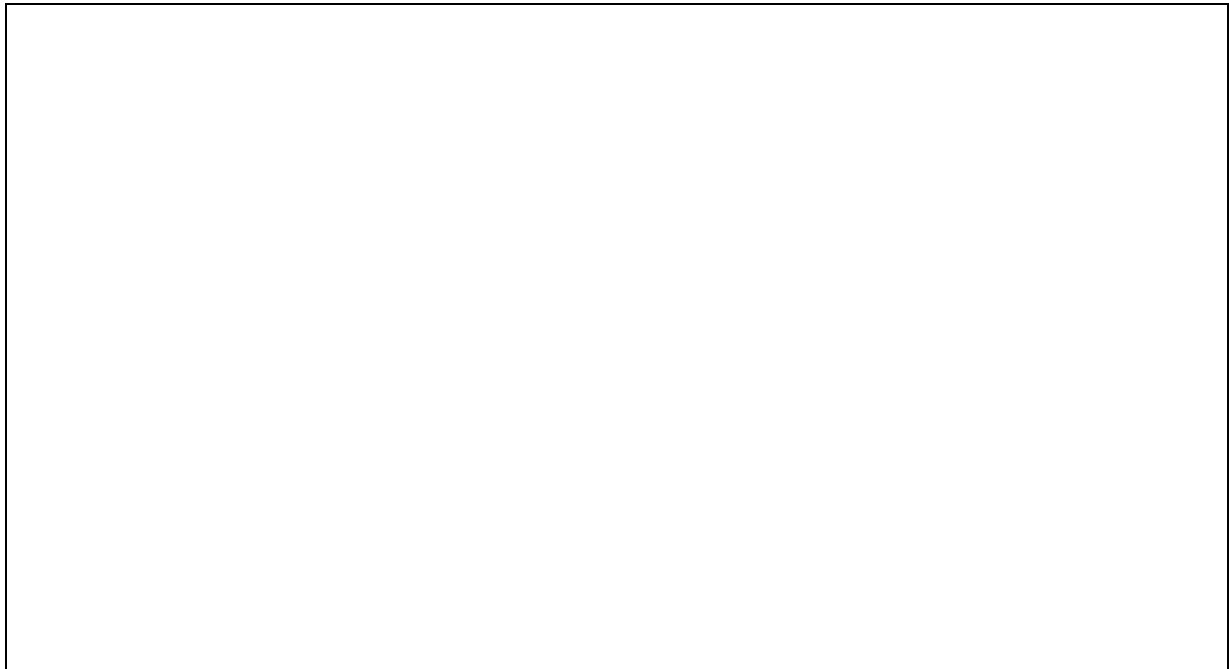
- If so, was it only in the background, or did it help tell the story?
- What instruments did you hear in the music?

If you were going to direct *Mariachi Girl*, how would your production be different than the play you saw by Magik?

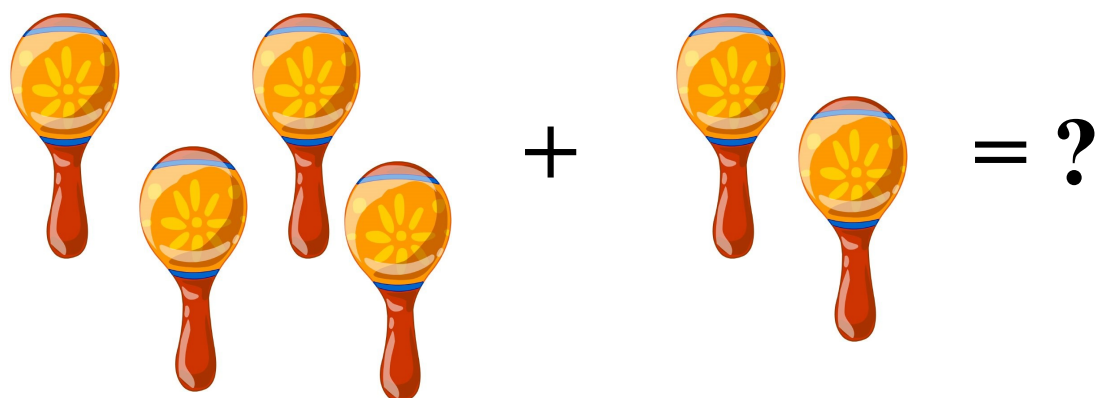
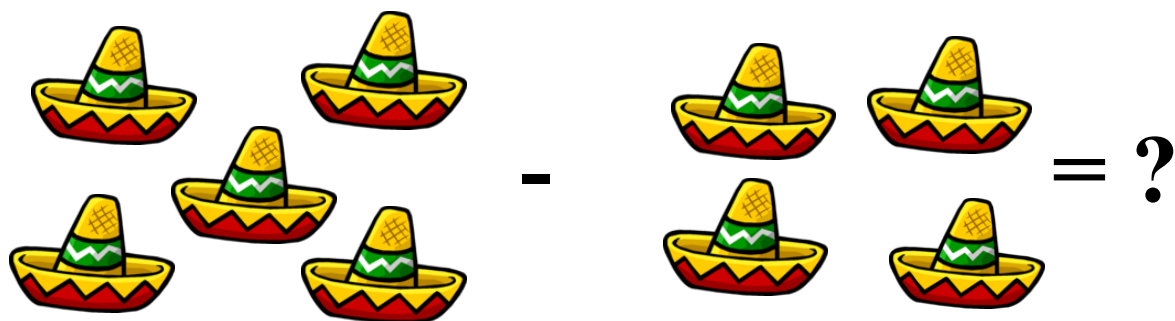
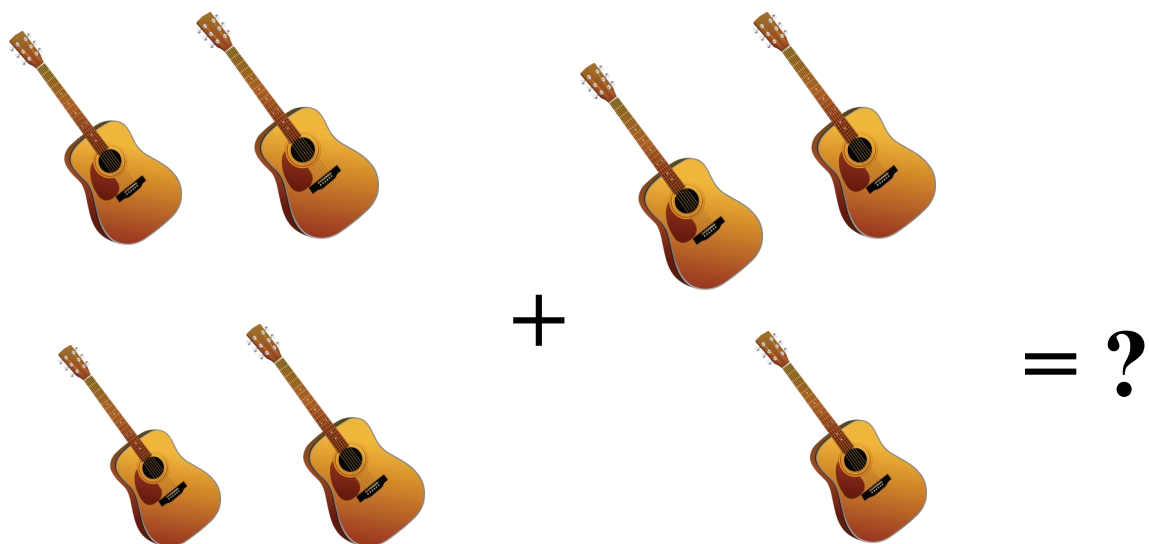
2: Create Your Own Story Book

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. As a class, choose a story you want to tell. Put your imaginations together to tell that story. Make sure to use your “words to draw a picture.” Once your story is created, it’s time to add pictures– all books need pictures. Now, bring it all together to make your special class book. Make sure that you answer these questions when you are writing your story:

- Who is your main character?
- What does your main character want?
- What is the obstacle your character is facing?
- Who are the other characters?
- How will your character solve the problem?
- What did your main character learn?



4: Picture Problems



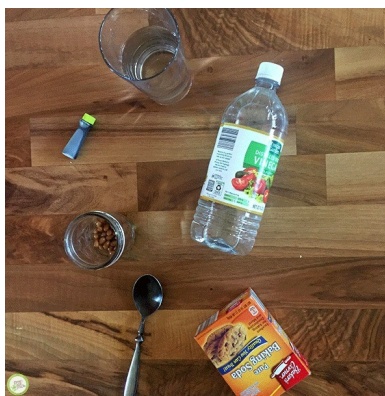
5:

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

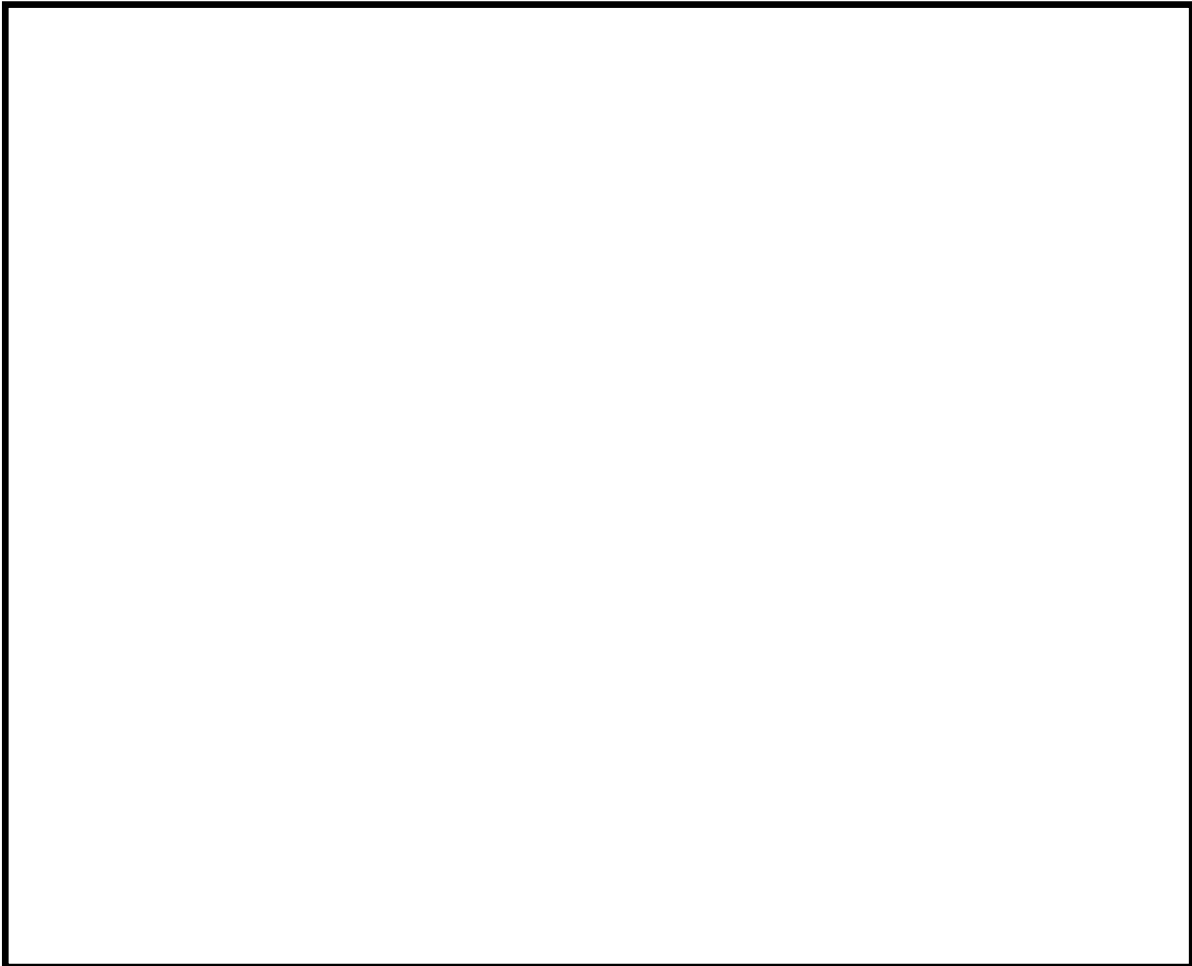
- 1) What did the requirements for the various jobs have in common?
- 2) Did the examples of how the job was being performed well sound similar? If so, what was similar? If not, what was different?
- 3) What do all of the important jobs have in common?

7:

Draw What You Saw!

Choose your favorite moment from *Mariachi Girl*. Use the space below to draw a picture of that moment. Use your own colors and style to show that scene however you want to. When you finish, share your picture with your class. Be ready to answer questions about your picture, such as:

- Who does your picture show?
- What is happening in your picture?
- Why did you choose the colors you used?
- How did you show emotions (feelings) in your picture?
- What happened just before the moment you drew? What will happen just afterward?
- Did anyone else draw the same moment you drew?
 - How is their picture similar?
 - How is it different?



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 not know 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

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