



# Make a Piñata!

by Michelle Freeman

## Overview

*This book explains the step-by-step process of making a piñata.*

### Literacy Focus *Word Count: 152 words*

#### High Frequency Words

*all, are, make, need, we*

#### Content Words

*piñata, balloon, flour, paste, newspaper, strips, string, hang, tape*

#### Reinforcing Decoding Skills

- Long Vowel Sounds: *a* (*make, paste*)

- Phonograms: *-ip* (*strip, dip*)

- Initial Consonant Blends: *str* (*strips, string*)

#### Print Conventions

- Punctuation: **Commas**

#### Comprehension/ Thinking Skills

- Following steps in a process
- Using clue words to understand sequence
- Noting details

#### Text Features

- Labels

#### Writing/Speaking and Listening

- Writing a list of materials
- Telling steps in a process
- Listening for clue words for sequencing

#### Observe/Assess

See Graphic Organizers on page 173.

### Science Focus

#### Content and Thinking Skills

- Noting properties of materials used to make a piñata
- Explaining a process as a sequence of steps with a definite order

#### Background Information

Making and breaking open a piñata is a Mexican tradition that accompanies a celebration. The piñata is a papier-mâché container, usually made in the shape of an animal. It is filled with candy, fruit, or toys and hung above children's heads. The children wear a blindfold and take turns trying to break the piñata with a stick. When it breaks, children scramble to collect the scattered goodies.

#### Correlation to National Standards Science as Inquiry

##### Physical Science

- Properties of Objects and Materials

See Standards Chart on page 216.

## Literacy Focus

### Set the Scene

Display a piñata or a picture of one. Have children describe it. Explain its purpose. Ask:

*What would you put in the piñata?*

### Read and Discuss

#### Cover and Title Page

Show children the cover and title page. Read the title and the author's name. Ask:

*What are the children making?  
Are they finished? How do you know?*

#### Pages 2-3

Read the text together. Point out the labels for the materials. Have children name each item and predict how it will be used.

#### Pages 4-15

Invite children to tell what is happening in each picture. Point out words, such as *first*, *next*, and *then*, that help them understand the order of steps.

#### Page 16

Read the text and have a volunteer demonstrate how the children will use the stick to break the piñata.

### Respond

- Provide children with crayons and paper. Have a volunteer give oral directions for how to draw a balloon and have children try to follow them. Point out clue words for sequencing that the volunteer used: *first*, *next*, *then*, and *last*.
- Point out the words ending with *-ip* on page 7 (*dip*, *strip*). With children, brainstorm a list of *-ip* words: *trip*, *ship*, *sip*, *slip*, *rip*, *tip*, *zip*, and *flip*. Write the words on the board and read them with children.
- Have children find words with a long *a* sound in the book. Have them circle the letter or letters that make the long *a* sound in each.

tape	paint	break
make	paste	scales
crepe	newspaper	

- Have children find the words *string* and *strip* in the book. Help them think of other words that begin with *str*. You might suggest *strong*, *straight*, and *street*.



#### Steps in a Process

##### Activity Master, page 72

Have children cut out the steps and glue them in order on Activity Master, page 72.



#### English Language Learners

Explain the importance of action verbs when giving directions. Help children find the action words in the book. Ask them to act out the way they would mix, tear, dip, and so on.

## Science Focus

### Science Concept

A series of steps can be used to make a piñata.

### Activities

#### Describing a Process

Ask children to name things they have made, such as puppets or dioramas. Have them make a poster listing the materials they used and the steps that they followed to make the object.

#### Putting Steps in Order

Write steps for a simple process, such as making a sandwich, on strips of paper. Read them in random order. Have children explain why the steps won't work and then have children put them in the correct order.

#### Piñata Festival

Have children work in groups to make a piñata. Discuss any problems they had and how they solved them.



#### Materials I Need

##### Activity Master, page 73

Discuss ways the materials were used to make the piñata. Have children complete the sentences to tell the purpose of the materials on Activity Master, page 73.

Name \_\_\_\_\_

## Make a Piñata!

Cut out the steps in the boxes. Glue them in order.

1. Blow up a balloon.
- 2.
- 3.
4. Dip paper into paste.
- 5.
- 6.
7. Add more paper strips over string.
8. Let the paper strips dry overnight.
- 9.
- 10.
11. Paint and decorate the piñata.



Mix flour and water for paste.	Cover balloon with wet strips.
Pop the balloon and pull it out.	Tear newspaper into strips.
Fill with candy and tape shut.	Wrap string around balloon.

Name \_\_\_\_\_

## Make a Piñata!

Complete the sentences by telling why you need each material to make a piñata.

**1. I need a balloon to** \_\_\_\_\_

\_\_\_\_\_

**2. I need string to** \_\_\_\_\_

\_\_\_\_\_

**3. I need paint and glitter to** \_\_\_\_\_

\_\_\_\_\_

**4. I need flour and water to** \_\_\_\_\_

\_\_\_\_\_