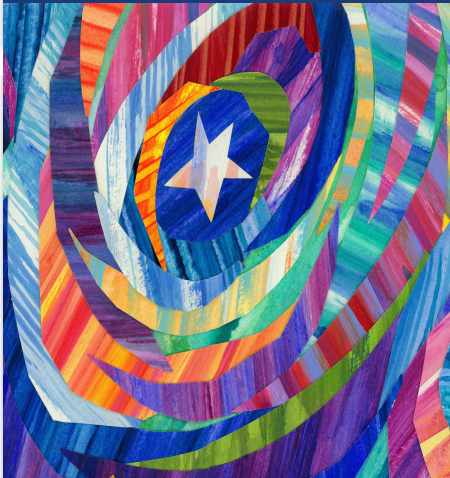


The
Early Years Count
Literacy
Connection



Hooray, A Piñata

Written and illustrated by
Elisa Kleven

Preschool edition

Overview of Book

It's time to plan Clara's birthday party. She wants a piñata and her mother lets her pick out the one she really wants. What happens when Clara becomes friends with her new piñata? Can she actually break it with a stick? See what occurs at her birthday party.

Genre: Picture book/realistic fiction

Vocabulary

Books are a rich source of words new to children. Here are some words from *Hooray, A Piñata* to introduce in your classroom:

piñata	galloped
thundercloud	scowled
wrecked	assured

Each time you read the book, choose 2 or 3 words to highlight.

Use age-appropriate definitions and/or the illustrations to help children gain an understanding of each word's meaning.

Use these new words throughout the day, reminding the children,

Connecting with the HighScope Curriculum

COR Advantage 1.5

Approaches To Learning
Item A (Initiative and planning)

Item B (*Problem solving with materials*)

Social And Emotional Development
Item D (*Emotions*)
Item F (*Building relationships with other children*)

Creative Arts
Item X (*Art*)

Social Studies
Item FF (*Knowledge of self and others*)

Reading Tips

Three readings are recommended to familiarize children with the story. Each reading provides an opportunity to introduce new vocabulary words, pose open-ended questions, and engage children in activities that make the story "come alive."

Each time you read this story to the group, add more complex questions. For example after the first reading add questions like, "Why are her Grandma and Mom pretending Lucky is real?" or, "Why isn't her mom upset that she isn't going to whack open the dog piñata she got?" Plan on time for discussions.

At the end of each reading, display the book in the book area so children can read it on their own.

Throughout the Routine

Refer to the book throughout the day and use new vocabulary words in meaningful ways. Active engagement with the story helps the content come alive.

Use trays of damp sand and pebbles at **Small Group Time**. Encourage children to use the pebbles to write their names like Clara and Samson in the beginning of the story.

Wear pointy hats (that the children made) and use soft rings to play "silly party games" for part of **Large Group Time**.

Have an "everybody birthday day" and sing Happy Birthday at **Greeting Time**.

Around the Room

Highlight the book's content and build on the children's excitement in a variety of locations.

Add party props to support and extend pretend play in the **House Area**.

Provide materials for children to experiment and create piñatas and birthday hats in the **Art Area**.

Have other birthday party-related books in the **Book Area** for comparison.

Examples include: *Big Red Lollipop* by Rukhsana Kahn, *Moira's Birthday* by Robert Munsch and *Lyle and the Birthday Party* by Bernard Waber.

Open-ended Questions

Enhance active engagement and early critical thinking skills by asking open-ended questions. These questions encourage children to explain why or how things happen, make predictions, or brainstorm possibilities rather than give one "right" answer.

Here are some questions you might ask for *Hooray, A Piñata*:

What do you think would be the best treats to fall from a piñata?

What would be the best way to whack open the piñata?
What would your strategy be?

Have you been to a birthday party? Can you tell us about it?

For more information on how to use books and stories with children to enhance your curriculum, contact
The Family Connection:

website—
www.famconn.org

Facebook—
@famconnsjc

phone—
574-237-9740

@ Home

Since many of the children in our county will have this book at home, use it as a way to further the home-school connection. In your daily contact—in person or by text, email or other notes home—encourage families to share *Hooray, A Piñata* with their child. Here's a sample message you can send:

While reading *Hooray, A Piñata* with your child, ask how your child feels as Clara becomes more and more friendly with her dog piñata Lucky. As Clara spends time with the piñata, ask your child questions such as, "Why is she acting like this? It is a piñata!" Listen to your child's reply and add, "How is a dog piñata different from a real dog?" Talk about Clara and Samson's friendship. You might follow up by asking, "How do we know Samson is a real friend? What does he do for Clara?" Look together on the pages of Clara's party. Invite your child to describe what is going on. Try making a simple piñata out of a paper shopping bag and crayons.