

Holy Molé! A Folktale from Mexico
 By Caroline McAlister
 Illustrated by Stefan Czernecki

Outcome:

The students will learn about Mexico and Mexican culture.

Materials:

- Map or globe
- Paper, pencil
- Crayons or markers
- 5 x 8 index cards
- Sample postcards
- Large picture of donkey
- Post-it notes
- Bandana to serve as a blindfold
- Tape
- Handkerchief
- Materials to make a piñata
- Broomstick
- Small, wrapped candy/small trinkets for piñata
- (Optional) Library with computer access; "Señor Rattlesnake Learns to Fly," *Thirty-Three Multicultural Tales to Tell* (Pleasant DeSpain); *How and Why Stories* (Mitch Weiss, Martha Hamilton); *Mexican-American Folklore* (John West)

Cooking Materials:

- Non-stick iron skillet
- Spatula
- Plates, napkins
- Damp cloth
- 2 cup instant corn flour
- 1 1/3 cups warm water

About the Book:

Guided Reading:

L

Lexile Level:

540L

Character Traits:

Caring

Citizenship

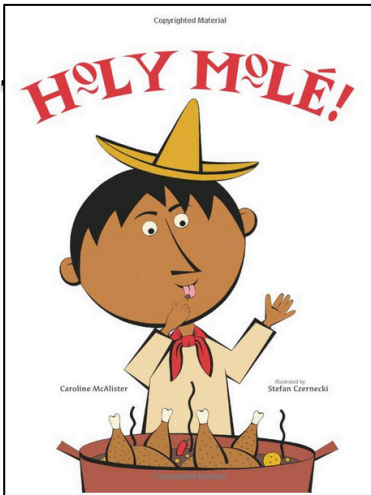
Respect

Region:

Latin America, Mexico

ISBN:

978-0-8748-3775-9



Holy Mole!

Second Grade

Instructional Plan

Introduction

Directions:

- Inform students they will be reading a story that takes place in Mexico. Locate Mexico on map or globe.
- Ask students to relate facts that they know about Mexico.
- Prompt students to make sure their information includes location, language, food and customs

Teacher Reads the Story

Directions:

- Teacher reads the title page, and students each read one page aloud.
- Ask students to think about how they know the story takes place in Mexico and how important the setting is to the story.

Common Core

Standards:

CCSS.ELA-
LITERACY.L.2.2.A

Capitalize holidays,
product names, and
geographic names

CCSS.ELA-
LITERACY.RL.2.1

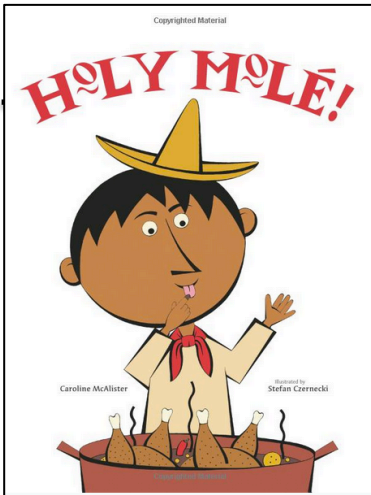
Ask and answer
questions to
demonstrate
understanding

CCSS.ELA-
LITERACY.RL.2.3

Describe how characters
respond to events and
challenges

Questions for Assessing Students' Comprehension:

- What is the setting of the story? (Monastery, Mexico) How do you know?
- Who are the main characters in the story?
- What are the brothers worried about?
- Why did Brother Pascual think that it would be difficult to make a meal for the Viceroy?
- Who is the Viceroy?
- What did Pascual tell the older brothers to do to get ready for the visit?
- Why did Pascual order that the turkeys be carefully plucked?
- What was Carlos thinking about as he patted the tortillas?
- How much is Carlos paid for working in the kitchen?
- Why did Carlos collide with Pascual?
- For what purpose were the cinnamon and chocolate?
- What was on Brother Pascual's tray?
- Why did Brother Pascual begin to pray when the spices landed in the pot with the turkey?
- What did the brothers do when the bell rang 12 times?



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Questions for Assessing Students' Comprehension Continued:

- What did Carlos think would happen to him because of the accident he caused?
- How did the stew smell? How did it taste?
- What did the brothers do while the Viceroy tasted the stew?
- What did the Viceroy say about the stew?
- When the Viceroy said, "I give the cook my highest praise," how did Pascual respond?
- Why did Carlos eat until he could eat no more?

Common Core

Standards:

CCSS.ELA-LITERACY.RL.2.1

Ask and answer questions to demonstrate understanding

CCSS.ELA-LITERACY.RL.2.3

Describe how characters respond to events and challenges

CCSS.ELA-LITERACY.RL.2.7

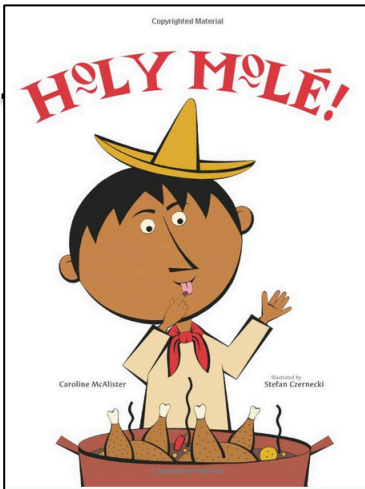
Use information via illustrations and text

CCSS.ELA-LITERACY.RL.2.10

Read and comprehend literature

Questions for Interpretation:

- Why is the setting important to the story?
- Brother Pascual was "wringing his hands." What does that mean?
- The Bishop told Brother Pascual to have everything ready by noon. Brother Pascual said, "Noon! We have just 2 hours before he arrives!" What time was it then?
- Why did Brother Pascual want to impress the Viceroy?
- What time was it when the bell rang 11 times?
- Why did they need the bell to tell what time it was?
- Why did Pascual say, "Take the onion before I start crying"?
- Have you ever cut an onion? What happened?
- Why did the brothers think the meal was ruined?
- How did Carlos know the stew would taste good?
- When the Viceroy complimented the stew, why did Pascual say, "I do not deserve your praise. All praise belongs to Him above"?
- Why did Carlos think it was a complete miracle?



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Follow Up Activities:

Create Sentences

Directions:

- Word list: squatted, feathers, tortillas, impression, chocolate, chilies, ingredients, seasonings, stew, miracle
- Write one word from the list on the board and ask students read the word.
- Ask a student to create a 5-word sentence using the word.
- Ask another student to create a 6-word sentence using the word.
- Then ask another students to create a 7-word sentence using the word.
- Repeat the activity with all of the words.
- Optional: Ask students to work with a partner and write a sentence using as many of the words from the list as possible. Share sentences with the class.

Drawing

Directions:

- Instruct students to draw their favorite parts of the story.
- Share drawings with the class.
- Students explain their choices.
- Teacher creates a bar graph to show which parts of the story were the most popular.

Write a Postcard

Directions:

- Show students a postcard and points out its features: postage stamp, the address, the note and picture)
- Using the lined side of a 5 x 8 index card, students write a note from the Viceroy to Bishop Roberto after his visit to the monastery.
- Students write a general address for Bishop Roberto (Monastery, Mexico) or create an address for the monastery.
- Students draw a postage stamp on the postcard. Draw a picture on the unlined side.
- Optional: Students research Mexico in the library or on the Internet to help them create a design for their postcards. The postcard could be from another part of Mexico where the Viceroy was visiting, the Mexican flag, or it can depict a scene of Mexican culture.

Common Core

Standards:

CCSS.ELA-
LITERACY.SL.2.6

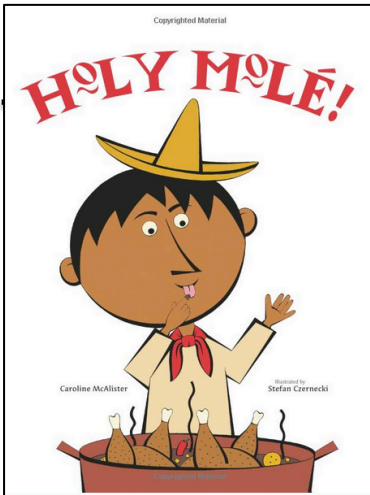
Produce complete sentences when appropriate to task and situation

CCSS.ELA-
LITERACY.L.2.1.F

Produce, expand and rearrange complete sentences

CCSS.ELA-
LITERACY.SL.2.5

Create audio recordings of stories or poems; add drawings



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Follow Up Activities:

Create a Magazine Ad

Directions:

- Inform students that the word “molé” can refer to a stew or sauce.
- Students work with a partner to create a magazine advertisement for the molé sauce. Share advertisements with the class.
 - What will the sauce be named? Who is the target audience for advertisement? How will the intended audience determine the design for the ad? Will the advertisement be in one specific magazine or will the same ad appear in many publications?

“Pin the Tale on the Burro”

Directions:

- Each student writes his/her name on a Post-it note.
- Tape a large picture of a donkey (or burro) on the wall.
- Blindfold each student with a bandana one at a time. Student is turned around a few times so he/she is somewhat disoriented regarding the location of the burro.
- Each student is asked to place the Post-it note on the burro’s tail.
- The student who places his/her Post-it note closest to the tail is the winner.

“Drop the Handkerchief”

Directions:

- Inform students this game is similar to “Duck, Duck, Goose.”
- Students sit in a circle with their hands behind their backs.
- One student is chosen to be “it.”
- “It” walks around the outside of the circle, finally putting the handkerchief in someone’s hands.
- The student receiving the handkerchief chases “it” around the circle. If “it” gets back to the second student’s place and sits down first, then the second student becomes “it.”
- If the second student tags “it” before he/she can sit down, then the first student stays “it” and chooses another student in whose hands to drop the handkerchief.

Common Core

Standards:

CCSS.ELA-
LITERACY.SL.2.6

Produce complete sentences when appropriate to task and situation

CCSS.ELA-
LITERACY.SL.2.5

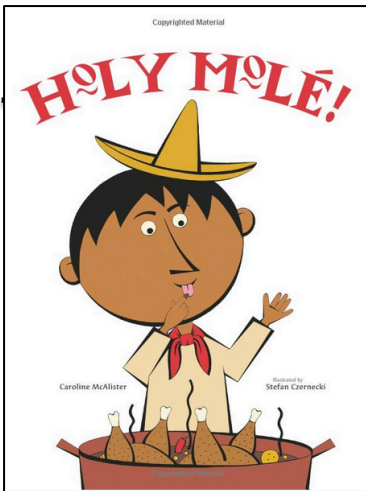
Create audio recordings of stories or poems; add drawings

CCSS.ELA-
LITERACY.SL.2.1

Participate in collaborative conversations

CCSS.ELA-
LITERACY.SL.2.1.A

Follow agreed-upon rules for discussions



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Follow Up Activities:

“The Beans are Burning”

Directions:

- Inform students this game is similar to “Hot and Cold.”
- Everyone hides his/her eyes while one person hides an object that everyone has seen.
- The person who hides the object calls out, “The beans are burning!”
- The person who hid the object can give clues to help the others find the object. Typical clues are, “You’re getting hotter” or “You’re getting colder.”
- More Mexican games can be found in *Mexican-American Folklore* (John West)

Common Core

Standards:

CCSS.ELA-
LITERACY.SL.2.1

Participate in collaborative conversations

CCSS.ELA-
LITERACY.SL.2.1.A

Follow agreed-upon rules for discussions

CCSS.ELA-
LITERACY.RL.2.9

Compare/contrast two or more versions of the same story

Make Tortillas

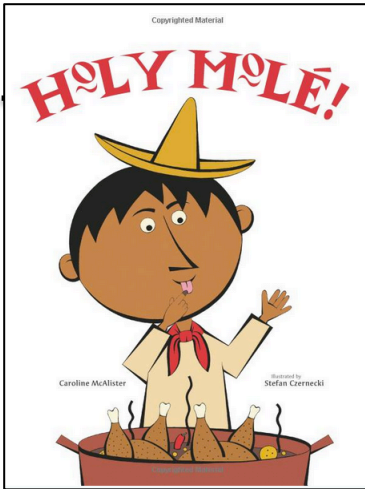
Directions:

- Refer to the ingredients listed on page 1 under “Cooking Materials.”
- Mix the corn flour and warm water to form soft dough.
- Pinch off pieces of dough and form into smooth balls.
- Heat pan on stove.
- Keep remaining dough covered with a damp cloth.
- Pat dough into tortillas with damp hands (as Carlos did).
- Place tortillas one at a time in pan to cook. Flip over one time (like a pancake).
- Flip tortillas a second time and press firmly in the center.
- Transfer tortillas to a plate.
- If dough is too sticky, add more flour. Keep hands damp while working with dough.
- Spread butter on tortillas and enjoy.

Pour quoi Stories

Directions:

- Inform students that *Holy Molé* is a *pour quoi* story. *Pour quoi* means “why” in French. *Pour quoi* stories explain how something is created (such as molé), or why an animal, plant or natural object looks or acts the way that it does. These stories have been told since ancient times to help us explain why things are the way they are. Read more *pour quoi* stories in *How and Why Stories* (Mitch Weiss, Martha Hamilton).



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Follow Up Activities:

Past Tense Verbs

Directions:

- Review concept of past tense verbs with students.
- Students take turns, each re-reading a page in the book and identifying the past tense verbs on the page.
- Students record verbs on board.

Make a Piñata

Directions:

- Inform students that breaking a piñata is considered a fun party activity in Mexico.
- The piñata is a symbol of 3 virtues. The blindfolded participant represents a good force against evil. The piñata is a symbol of hope and charity. When the piñata breaks open, everyone shares in the gifts.
- Students gather information using a computer on how to make a piñata.
- Gather needed materials and create a piñata as a class.
- Students fill the piñata with candy and small trinkets. Seal the piñata.
- Students take turns being blindfolded and trying to bat the piñata with the broomstick.
- When the piñata is broken open, students share the treats.

Mexican Folktales

Directions:

- Remind students that *Holy Molé* is a folktale from Mexico.
- Tell students that they will read another folktale from Mexico.
- Read "Señor Rattlesnake Learns To Fly: A Tale From Mexico" on page 31 of *Thirty-Three Multicultural Tales to Tell* (Pleasant DeSpain). This story tells the tale of a rattlesnake befriended by birds who tried to help him fly. His abrupt landing on a prickly cactus was caused by the revelation of his true nature.

Common Core

Standards:

CCSS.ELA-

LITERACY.L.2.1.D

Form and use past tense of verbs

CCSS.ELA-

LITERACY.W.2.7

Participate in shared research and writing projects

CCSS.ELA-

LITERACY.RL.2.9

Compare/contrast two or more versions of the same story

CCSS.ELA-

LITERACY.RL.2.10

Read and comprehend literature