

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

Outcome:

The students will learn about Mexican culture and how illustrations contribute to a story.

Materials:

- Book, *Priceless Gifts* (Martha Hamilton/Mitch Weiss)
- Large sheet of paper or end roll of newsprint
- Crayons or markers
- Large paper grocery bags per student
- Scissors
- Fabric scraps
- Glue
- Small juice cans or cardboard tubes per student
- Foil
- Rubber bands or masking tape
- Yarn or ribbons
- Dried beans, pebbles, or uncooked macaroni
- Recording of “Mexican Hat Dance” song
- CD or tape player
- (Optional): *Spicy Hot Colors* by Sherry Shahan (August House), *Mexican-American Folklore* by John West (August House)

About the Book:

Guided Reading:

L

Lexile Level:

540L

Character Traits:

Caring

Citizenship

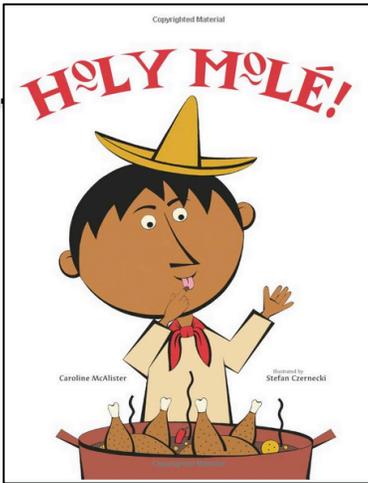
Respect

Region:

Latin America, Mexico

ISBN:

978-0-8748-3775-9



Holy Molé!

Kindergarten

Common Core

Standards:

CCSS.ELA-
LITERACY.SL.K.1

Collaborative
conversations

CCSS.ELA-
LITERACY.SL.K.2

Confirm understanding
of text read aloud

CCSS.ELA-
LITERACY.RL.K.7

Relationship between
illustrations and story

Cooking Materials:

- Saucepan, large spoon
- Measuring cup or gravy boat
- Plates, forks, napkins
- 2 teaspoon vegetable oil
- 1 tablespoon unsweetened cocoa powder
- 1 teaspoon dried cilantro
- 1 can (10.75 oz) condensed tomato soup
- Cooked turkey or chicken
- ¼ cup finely chopped onion
- 1 teaspoon ground cumin
- ½ teaspoon dried minced garlic
- 1 can (4 oz) diced green chili peppers

Instructional Plan

Introduction

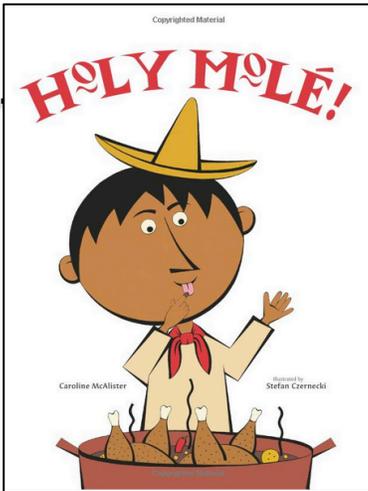
Directions:

- Teachers and students take a “picture walk” through the book, *Holy Molé*.
- Students make predictions about the story.

Teacher Reads the Story

Directions:

- Read the story to students and ask them to think about how the illustrations add to the story in terms of setting (where the story takes place), plot, and characters.



Holy Molé!

Kindergarten

Questions for Assessing Students' Comprehension:

- In what room does the story take place?
- Why was Carlos under the table when the story began?
- Who was coming for a visit?
- Who was the Viceroy?
- What time was everything supposed to be ready for the Viceroy's visit?
- What did the brothers do in the kitchen to prepare for the visit?
- For what purpose were the cinnamon and chocolate intended?
- How did Carlos help prepare lunch?
- What did Carlos dart out and grab from the floor?
- What happened when Carlos tried to grab the raisin bun?
- Name some of the items on Brother Pascual's tray.
- Where did the spices land?
- How did the stew smell? How did the stew taste?
- Did the Viceroy like the stew?

Common Core

Standards:

CCSS.ELA-
LITERACY.RL.K.1

Ask & answer questions
about details in text

CCSS.ELA-
LITERACY.RL.K.3

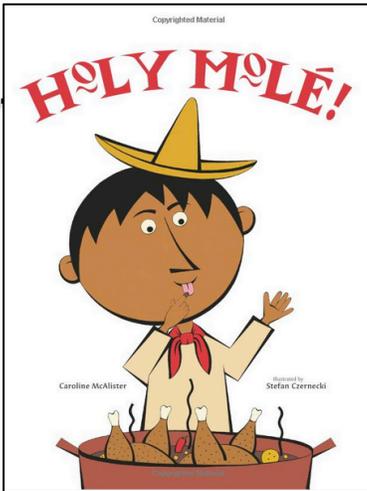
Identify characters,
settings, & major events

CCSS.ELA-
LITERACY.RL.K.7

Relationship between
illustrations and story

Questions for Interpretation:

- Why was Carlos cleaning the floor in the beginning?
- Why did Carlos try to grab the raisin bun that was on the floor?
- Why did the brothers think the meal was ruined?
- Why did Brother Pascual begin to pray after all of the spices landed in the pot?
- How did Carlos know that the stew would taste good?
- How do you think the brothers treated Carlos?
- Why was the meal a complete miracle?
- Which of the book's illustrations do you like best? Why?
- How do the illustrations add to the experience of reading this story?
- Can you tell how the characters feel by looking at the pictures? Note their facial expressions.
- How can you tell where the story takes place by looking at the pictures?



Holy Molé!

Kindergarten

Follow Up Activities:

Sound Effects

Directions:

- Re-read the story and have students identify what sounds they would hear on every page.
- Teacher assigns students to produce each sound effect.
- Re-read the story and students provide sound effects as appropriate.

Draw the Kitchen

Directions:

- Ask students to describe the kitchen of the monastery and what they would see in the kitchen. Diagram on a large sheet of paper or end roll of newsprint.
- Students decide where all of the appliances, pots and pans, table, spices, etc. would be located in the kitchen.
- Students choose items and draw them in the class diagram of the kitchen. Label the objects. Optional: Also write the Spanish work for each object.
- Post the diagram of the kitchen in the classroom.

Tell a Partner

Directions:

- Assign each student a partner.
- Students tell their partners 5 things they remember about the book.

Sequence the Story

Directions:

- Ask students to name the events in the story.
- Record the responses on the board.
- Ask students to sequence the events in order.
- Ask students which event they think was the most important.

Common Core

Standards:

CCSS.ELA-LITERACY.SL.K.6

Speak audibly and express thoughts, feelings, and ideas

CCSS.ELA-LITERACY.SL.K.5

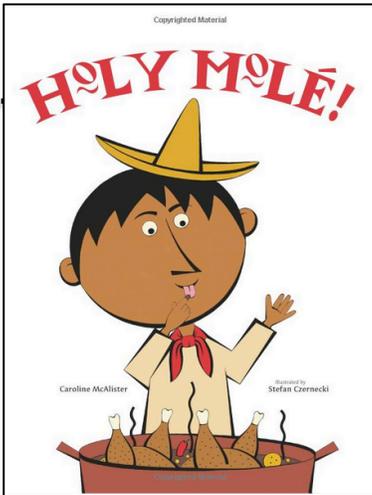
Add drawings or other visual displays to descriptions.

CCSS.ELA-LITERACY.SL.K.1

Collaborative conversations

CCSS.ELA-LITERACY.SL.K.1.B

Continue conversation through multiple exchanges



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Kindergarten

Follow Up Activities:

Simon Dice (Simon Says)

Directions:

- Explain that “dice” (pronounced “deesay”) means “says” in Spanish.
- Lead “Simon Says” by saying “Simon Dice” and give commands students to follow.
- If teacher does not say, “Simon Dice” before a command, any student that follows the command is out.
- Any students that are not out after a certain amount of time have the opportunity to lead the game.

Cook Molé Sauce

Directions:

- Refer to the ingredients needed on page 2 under “Cooking Materials.”
- Heat the oil in a saucepan over medium heat.
- Cook the onion until tender.
- Mix in cocoa powder, cumin, cilantro, garlic, soup and chilies.
- Bring to a boil. Reduce heat to low, cover and simmer for 10 minutes.
- Place sauce in measuring cup or gravy boat.
- Pour sauce over cooked chicken or turkey and serve.

Paper Bag Ponchos

Directions:

- Cut a hole for student’s head in the bottom of a paper bag.
- Cut slits in the sides of the bag, about $\frac{2}{3}$ to $\frac{3}{4}$ of the way up.
- Decorate the poncho by drawing lines and shapes with markers.
- Glue colorful scraps of fabrics on the poncho.

Amigo Chase Game

Directions:

- Inform students “amigos” is Spanish for “friends.”
- One person is chosen to be “it”
- “It” chases and tags other students who become his “amigos” and are then part of his/her team. The “amigos” help “it” tag other students.
- When all of the students have been caught, the last person captured becomes “it.”

Common Core

Standards:

CCSS.ELA-LITERACY.SL.K.1

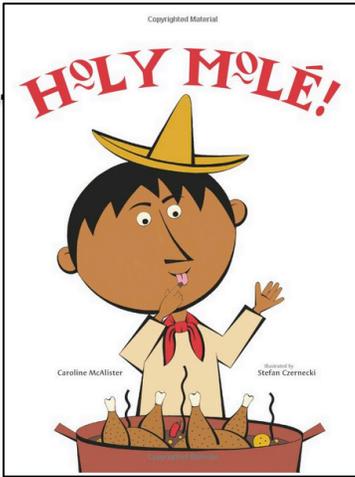
Collaborative conversations

CCSS.ELA-LITERACY.SL.K.1.A

Follow agreed-upon rules for discussions

CCSS.ELA-LITERACY.SL.K.5

Add drawings or other visual displays to descriptions.



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Kindergarten

Follow Up Activities:

Making Maracas

Directions:

- Cover one end of small juice can or cardboard tube with a number of layers of folded foil.
- Secure foil with a rubber band or masking tape.
- Decorate tube with markers or crayons.
- Glue pieces of ribbon or yarn onto tube.
- Students put on their ponchos and follow the teacher in parade fashion. Teacher demonstrates how to shake the maracas and move in different ways.
- Students follow the leader.
- Students take turns being the leader of the festive Mexican parade.

Mexican Hat Dance

Directions:

- Play the “Mexican Hat Dance” song on a CD or tape player.
- Show students how to do the Mexican Hat Dance.
- Students can wear their ponchos and shake their maracas while doing this well-known dance.

Introduction to Colors in Spanish

Directions:

- Read *Spicy Hot Colors* (Sherry Shahan)
- This book introduces colors in English and Spanish through energetic poetry, rhythm and syncopation.
- Students practice color words in Spanish by looking at the illustrations in *Holy Molé* and naming the colors in Spanish.

Common Core

Standards:

CCSS.ELA-
LITERACY.SL.K.1

Collaborative
conversations

CCSS.ELA-
LITERACY.SL.K.1.A

Follow agreed-upon rules
for discussions

CCSS.ELA-
LITERACY.RL.K.4

Questions about
unknown words