

# HOLY MOLÉ

Kindergarten

## **Outcome:**

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

## **Materials:**

Book, *Priceless Gifts*  
Large sheet of paper or end roll of newsprint  
Crayons or markers  
Blackboard or whiteboard  
Large paper grocery bags (1 per student)  
Scissors  
Fabric scraps  
Glue  
Small juice cans or cardboard tubes (1 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

## **Cooking Materials:**

Medium saucepan  
Stove  
Large spoon  
Large glass measuring cup or gravy boat  
Plates  
Forks  
Napkins

## **Ingredients:**

2 tsp vegetable oil	¼ C finely chopped onion
1 TBL unsweetened cocoa powder	1 tsp ground cumin
1 tsp dried cilantro	½ tsp dried minced garlic
1 can (10.75 ounce) condensed tomato soup	1 can (4 oz) diced green chili peppers
cooked turkey or chicken	

## **Optional:**

Shahan, Sherry. *Spicy Hot Colors*. Little Rock: August House, 2004.  
West, John O. *Mexican-American Folklore*. Little Rock: August House, 1989.

## **INSTRUCIONAL PLAN**

### **Introductory Activity:**

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

### **Teacher Reads of Story:**

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

### **Questions for Assessing Students’ Comprehension:**

- In what room does the story take place?
- Why was Carlos squatting 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 get ready for the visit?
- For what purpose were the cinnamon and chocolate intended?
- How did Carlos help prepare the 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?

### **Interpretation:**

- Why was Carlos cleaning the floor at the beginning of the story?
- 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 drop to his knees and begin to pray after all of the spices landed in the pot?
- How did Carlos know that 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?
- How do the illustrations add to the experience of reading this story?
- Can you tell how the characters feel by looking at the pictures? (Show each page and have students comment on how the characters feel based on facial expression and body language.)
- How can you tell where the story takes place by looking at the pictures?
- Which illustration is your favorite? Why?

## **Follow Up Activities:**

### • **Sound Effects**

#### **Directions:**

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

### • **Draw the Kitchen**

#### **Materials:**

Large sheet of paper or end roll of newsprint

Crayons or markers

#### **Directions:**

- Teacher asks students to describe the kitchen of the monastery (size, shape...) and what they would see in the kitchen.
- Students decide where all of the appliances, pots and pans, tables, spices, and other items are located in the kitchen.
- Students choose items and draw them in the class diagram of the kitchen.
- Teacher labels objects that students draw.
- Teacher posts diagram of the kitchen in the classroom.
- **Optional:** Teacher writes the Spanish word for each object under the English word.

### • **Tell a Partner**

#### **Directions:**

- Teacher assigns each student a partner.
- Students tell their partners five things they remember about the book.

### • **Sequence the Story**

#### **Materials:**

Blackboard or whiteboard

#### **Directions:**

1. Teacher asks students to name the events in the story.
2. Teacher records responses on the board.
3. Teacher asks students to sequence the events in order.
4. Teacher asks students which event they think was the most important.

### • **Cooking Mexican Molé Sauce**

- Teacher informs students:
  - Many families in Mexico have their own personal family recipe for molé.
  - The recipe can be simple or it can have many ingredients.
  - Some recipes have many steps and it takes a long time to prepare the molé.
  - Molé is often prepared for special occasions such as weddings.
  - Some recipes for molé have chocolate as an ingredient.

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## **Follow Up Activities cont.:**

### **Cooking Molé Sauce cont.**

#### Cooking Materials:

Medium saucepan

Stove

Large spoon

Large glass measuring cup or gravy boat

Plates

Forks

Napkins

#### Ingredients:

2 tsp vegetable oil

1 TBL unsweetened cocoa powder

1 tsp dried cilantro

1 can (10.75 ounce) condensed tomato soup

cooked turkey or chicken

¼ C finely chopped onion

1 tsp ground cumin

½ tsp dried minced garlic

1 can (4 oz) diced green chili peppers

#### Directions:

1. Heat the oil in saucepan over medium heat.
2. Cook the onion until tender.
3. Mix in cocoa powder, cumin, cilantro, garlic, soup, and chilies.
4. Bring to a boil. Reduce heat to low, cover and simmer for 10 minutes.
5. Place sauce in a measuring cup or gravy boat.
6. Pour sauce over cooked chicken or turkey.
7. Serve molé.

### • **Simon Dice (Simon Says)**

#### **Directions:**

- Teacher explains that, “Simon Dice” (pron: see-mone deesay) means “Simon Says” in Spanish.
- Teacher leads “Simon Says” by saying, “Simon Dice” and gives commands for students to follow. (Touch your toes, hop around, reach up high, twist...)
- 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.

## **Extensions:**

### • **Paper Bag Ponchos**

#### Materials:

Large paper grocery bags (1 per student)  
Colorful markers  
Scissors  
Fabric scraps  
Glue

#### **Directions:** Students:

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

### • **Making Maracas**

#### Materials:

Small juice cans or cardboard tubes (1 per student)  
Foil  
Rubber bands or masking tape  
Crayons  
Markers  
Yarn or ribbons  
Glue

Dried beans, pebbles, or uncooked macaroni

#### ○ **Directions:**

1. Cover one end of the can or tube with a number of layers of folded foil.
  2. Secure foil with a rubber band or masking tape.
  3. Fill tube with beans, pebbles, or uncooked macaroni.
  4. Cover the open end of tube with layered foil and secure with a rubber band or masking tape.
  5. Decorate tube with markers or crayons.
  6. 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. (Reach high, reach low, reach right hand or left hand up, reach right or left hand down, alternate one hand up and one hand down, bend down low, crawl, dance, twist, jog, walk slowly, hop, jump, skip, shake the maracas loud soft, fast, slow...)
  - Students take turns being the leader of the festive Mexican parade.

## Extensions cont.:

- **Amigos Chase Game**

- Teacher informs students “amigos” is the Spanish word for “friends.”

### **Directions:**

1. One person is chosen to be “it.”
  2. “It” chases and tags other students who become his “amigos” and are then part of his or her team. The “amigos” help “it” tag other students.
  3. When all of the students have been caught, the last person captured becomes “it.”
- More Mexican games can be found in *Mexican-American Folklore* by John O. West.

- **Mexican Hat Dance**

### Materials:

Recording of “Mexican Hat Dance” song

CD or tape player

- Teacher shows 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**

- Teacher reads *Spicy Hot Colors* by 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.