

The Witch's Face: a Mexican Tale

Adapted by Eric A. Kimmel

Summary: A story from the oral tradition of Central Mexico.

Vocabulary:

spur	dismount	embroider	enchiladas	pulque	embrace
engulf	mysterious	fascinate	hideous	reply	peculiar
relish	luminous	recoil	doomed	encounter	

Before Reading Activities:

1. Prepare one set of word cards and one set of definition cards on sentence strips. On the board at the front of the room place the word cards in one column and the definitions in another. Each column must be in random order. (You could also do this as a flannel board lesson.) Distribute student glossaries and have them gather as a group in front of the board. Go through the cards one at a time and cross reference the glossary together to form the correct matching set. You may also want to require oral sentence contributions upon determining the matching sets.
2. Have students sketch and label a diagram of North America in their reading journals, using a separate color to highlight the nation of Mexico.
3. Assign buddy reading of the story.

After Reading Activities:

1. Summarize the story using the main idea format of **somebody/wanted/but/so**. Sketch these columns on the board with chalk and have students recreate them in their reading journals as well. Fill in the charts as a group.
2. Discuss the mistake Don Aurelio made, what it cost him and what he learned. Extend this discussion to real life experiences of the children and times when they have realized that the person inside was more important than the outward appearance. Brainstorm a list of story events and sequence them in the proper order. Have students copy the sequenced story events into their reading journals and use these lists to create illustrated time lines of the story. Allow plenty of time throughout the week for students to work on the projects to allow for quality and detailed illustrations.
3. Utilize spelling and vocabulary support materials (provided with the unit) as appropriate throughout the week.

Extension and Integration Ideas:

1. Explore other traditional Mexican literature.
2. Have students create their own face masks.
3. Assign interpretive collages to represent the story. These may include items of nontraditional beauty juxtaposed with items considered socially beautiful. Magazine and newspaper headlines/phrases may be cut out and pasted into the collage or related proverbs / sayings about inner beauty.