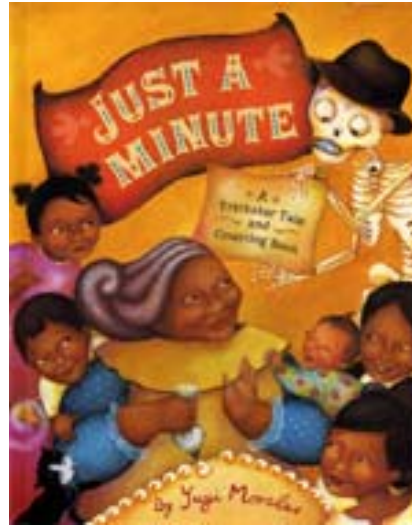


"Just a minute, Señor Calavera," Grandma Beetle said. "I'll go with you right away, I have just **ONE** house to sweep."

Yuyi Morales



### **Just A Minute: A Trickster Tale and Counting Book**

Yuyi Morales  
Chronicle Books 2003

#### **Grade Levels**

K-3

#### **Curriculum Areas**

Spanish and English Language • Art • Social Studies

#### **National Art Education Standards**

#### **NA-VA.4 UNDERSTAND THE VISUAL ARTS IN RELATION TO HISTORY AND CULTURES Grades K–4**

Students know that the visual arts have both a history and specific relationship to various cultures.

Students identify specific works of art as belonging to particular cultures, times, and places.

Students demonstrate how history, culture, and the visual arts can influence each other in making and studying works of art.

#### **National Language Arts Standards**

#### **NL-ENG.K-12.7 EVALUATING DATA**

Students conduct research on issues and interests by generating ideas and questions, and by posing problems.

They gather, evaluate, and synthesize data from a variety of sources [e.g., print and non-print texts, and artifacts].

#### **NL-ENG.K-12.8**

#### **DEVELOPING RESEARCH SKILLS**

Students use a variety of technological and information resources (e.g., libraries,

databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.

#### **National Social Studies Standards**

#### **NSS-G.K-12.2 PLACES AND REGIONS**

Students should understand how culture and experience influence people's perceptions of places and regions.

#### **Objectives**

To gain appreciation of literature, while counting in Spanish and English using a trickster tale from Mexican heritage.

To provide an entrance into the world of Mexican celebrations.

To gain knowledge of literature, art and history of the Mexican culture.

#### **Overview**

In this original trickster tale, Señor Calavera arrives unexpectedly at Grandma Beetle's door. He requests that she leave with him right away. "Just a minute," Grandma Beetle tells him. She still has one house to sweep, two pots of tea to boil, three pounds of corn to make into tortillas – and that's just a start.

Using Spanish and English words to introduce counting to tally the party preparations, Grandma Beetle cleverly delays her trip and spends her birthday with a table full of grandchildren and her surprise guest.

## Activity

### Count Aloud

Go through the book page by page and learn to say the number names from one to ten in English and Spanish. On the website of Yuyi Morales is a link for counting, click on the number and up comes a pop-up flash card of the number in English and Spanish.

[This is a great way to practice counting]

[http://www.yuyimorales.com/just\\_aminute.htm](http://www.yuyimorales.com/just_aminute.htm)

## Activity

### Learn About Mexico

Learn about Mexico – its celebrations, foods, fiesta piñata designs, beautiful pottery designs, and storytelling customs.

Viva Mexico! PDF File for learning about Mexico:

<http://www.dpsk12.org/programs/almaproject/pdf/VivaMexico.pdf>

Mexico for Kids:

[http://www.elbalero.gob.mx/index\\_kids.html](http://www.elbalero.gob.mx/index_kids.html)

Mexican Culture and History:

[http://www.educationworld.com/a\\_lesson/lesson023.shtml](http://www.educationworld.com/a_lesson/lesson023.shtml)

Access over 65 lessons plans dealing with Latin America and the Caribbean:

<http://retanet.unm.edu/index.pl?section=1996LPs>

## About...

### The Celebration of El Dia de los Muertos The Day of the Dead by Yuyi Morales

[Source: from website - Just a Minute - The Day of the Dead - Yuyi Morales:  
<http://www.chroniclebooks.com/Chronicle/excerpt/0811837580-e1.html#dayofdead> ]

How do I celebrate the Day of the Dead? By remembering my Abuelita (Grandmother) telling stories about my uncles and aunts who have already died—and eating!

Just like the spirits of the dead, people like to visit relatives and friends during The Days of the Dead. At every house there is a big deal and lots of delicious food, all in honor of our loved ones. Tamales, bread decorated in the shapes like crossed bones, mole, hot chocolate, tortillas, and many other dishes are prepared for the altars.

It is believed that during those days, the spirits of our dead loved ones come back from the afterlife to visit. You might find them returning as a speck of dust, a swift of breeze, a feather floating with the wind, a butterfly, or even a hummingbird. Bright orange flowers called Zempasuchil, or marigolds, are placed as a path to show spirits the way towards the altar.

When the spirits arrive, they eat the spirit of the food, hear their favorite music, play with their favorite toys, and get to enjoy everything that their family has prepared for them.

Later in the night of The Day of the Dead, after the dead go back to their place in the afterlife, we, who are still alive, get to eat all the food that the spirits left behind! One of the favorite gifts that friends and family members give one another during this time of celebration, are sugar skulls decorated with colors and embossed with one's own name. Children, of course, love them! Señor Calavera's name means "Mr. Skeleton" in English. In Spanish, Calavera is also the name of a festive verse written to serve as a humorous epitaph for somebody.

See also:

*Just A Minute* Teacher's Guide © 2005  
Chronicle Books. Illustration © 2003 by Yuyi Morales from the book *Just A Minute*, published by Chronicle Books, San Francisco,  
<http://chroniclekids.com>

Days of the Dead Activities:

<http://www.tohonochulpak.org/PDF/DayofDeadActivity.pdf>

Bones Around the World:

[http://www.childrensmuseum.org/special\\_exhibits/bones/teachers/PDFs?AroundTheWorld.pdf](http://www.childrensmuseum.org/special_exhibits/bones/teachers/PDFs?AroundTheWorld.pdf)



### Tissue paper banners - Papel Picado

Cut-It-Out Hand Cut Papel Picado

[http://www.cut-it-out.org/about/papel\\_picado.htm](http://www.cut-it-out.org/about/papel_picado.htm)



### Papel Picado

Cut-It-Out Hand Cut Papel Picado

[http://www.cut-it-out.org/about/papel\\_picado.htm](http://www.cut-it-out.org/about/papel_picado.htm)

### Activity

Compare Morales's illustrations with the designs that come from traditional and folk art of Mexico. Learn about the art illustrated by the author and artist, Yuyi Morales. Here are some of the folk arts found in the illustrations:

In Mexico, *papel picado* (perforated paper) refers to the traditional art of decorative cut paper banners. Papel picado are usually cut with sharp *fierritos* (small chisels) from as many as fifty layers of colored tissue paper at a time. Designs may incorporate latticework, images of human and animal figures, flowers, and lettering.

Many papel picado are made especially for the Mexican festival of the Days of the Dead and include skeletal figures engaged in the everyday activities of the living. Other popular designs include the Virgin of Guadalupe and Christmas nativity scenes. Individual papel picado banners are strung together to create festive, colorful decorations for celebrations.

To make papel picado, a paper patron (pattern) is first drawn as a guide. The pattern is laid on top of fifty layers of tissue paper that are placed on top of a lead sheet. The pattern is cut out using a hammer and different sizes of chisels. Though tissue paper is still preferred by the villagers, artisans also use metallic papers and plastic for other markets.

Lesson Plan on Papel Picado for Kids (PBS):

<http://pbskids.org/zoom/activities/do/papelpicado.html>

Lesson Plan developed for Grades 3-12 on

Papel Picado by Stevie Mack, Amy Scott

Metcalfe, and Nancy Walkup:

[http://www.crizmac.com/free\\_resources/papel\\_picado.cfm](http://www.crizmac.com/free_resources/papel_picado.cfm)

Piñatas



*The Piñata Maker: El Piñatero* by George Ancona describes how Don Ricardo, a craftsman from Ejutla de Crespo in southern Mexico, makes piñatas for all the village birthday parties and other fiestas. Told in English and Spanish by award-winning author-

photographer George Ancona, it documents this traditional Latin American art, and offers readers a fascinating glimpse of Mexican village life.

Piñatas Concentration Game by Scholastic:  
<http://teacher.scholastic.com/activities/hispanic/pinata/game.htm>

A Piñata You Can Make:  
<http://www.bry-backmanor.org/holidayfun/pinata.html>



**Skull from the Day of the Dead**  
<http://www.azcentral.com/ent/dead/altar/>

Día de los Muertos or Day of the Dead is a Mexican memorial celebration, which takes place each year on November 1st. and 2nd. On these days it is believed the dead return to visit with the living. The first day of the festival is for the spirits of the children and the second day is for the adult spirits. The living receives the dead with merriment, music and all their favorite foods and drink.

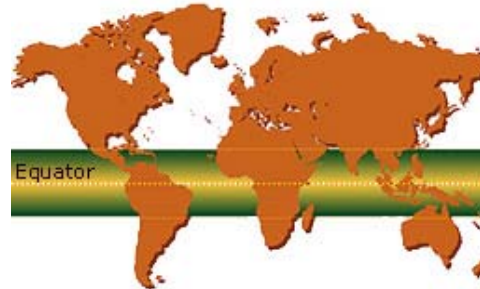
### Activity

Develop an understanding of the country and its products (foods) by creating a variety of maps. Include: world maps, atlases, globes, and country, continental maps. Find a map with products that are produced in Mexico. Let that be an introduction to discussing chocolate and what chocolate comes from: cocoa beans. Ask the students what their favorite chocolate candy is. Ask questions about how it is produced. Find out what countries are known for exporting cocoa beans. Where are the main candy companies in America? Who makes various chocolate candies? Investigate the candy counter at the grocery store.

### Activity

Tell students about the Maya's use of chocolate, its consumption, and its value.

Show students the map of where cacao grows. Cacao grows only in a band within 20 degrees of the equator. Cacao grows in very moist tropical environments, usually under the high canopy of rainforest. Dried, roasted cacao was ground into chocolate powder and blended with chili, maize gruel, honey, and water to make the most valued beverage of ancient Mexico. Cacao beans became a kind of currency; the white shell replicas from a Maya tomb provided cash for the afterlife.



**Chocolate: The Exhibition**  
Field Museum of Chicago Website:  
<http://www.fieldmuseum.org/chocolate/>

According to the Popol Vuh, the Maya creation myth that was written down in the sixteenth century, maize and cacao were both discovered when the god K'awiil hurled a lightning bolt at a mountain, breaking it in two and revealing the two plants growing inside. Cacao and maize are therefore closely linked in Maya mythology.



**Cacao Beans**  
The Courty Art of the Maya Children's Guide  
National Gallery of Art

As seen on this Maya bowl, monkeys and sometimes birds split open cacao pods and eat the sweet pulp, dropping the bitter seeds on the rainforest floor where they'll sprout into seedlings.



### Maya Ceramics

The Courtly Art of the Maya Children's Guide  
National Gallery of Art

Discuss the accessibility of cacao to the Maya and the Aztecs. Discuss the following questions: Why was chocolate consumed by many of the Maya? Why did primarily the wealthy and powerful Maya and Aztecs consume chocolate? How did cacao influence the relationship between the Maya and Aztecs? ! Have students generate a list of the ways and occasions the Maya and Aztecs used chocolate. While chocolate can be found all over the world, Mexican chocolate is unique in its flavor and culinary use. Grinding cacao beans and flavoring them with cinnamon, almonds and vanilla, giving it a more grainier texture than other chocolates, make it.

Cacao and the Chocolate God

<http://www.nga.gov/exhibitions/2004/maya/gods.htm>

Chocolate: The Exhibition Field Museum of Chicago Website:

<http://www.fieldmuseum.org/chocolate/>

Chocolate Recipes.

[http://www.foodnetwork.com/food/ck\\_gc\\_mexico/0,1971,FOOD\\_9808,00.html](http://www.foodnetwork.com/food/ck_gc_mexico/0,1971,FOOD_9808,00.html)

Educators Resources on Chocolate:

<http://www.fieldmuseum.org/chocolate/education.html>

### Resources

#### Counting Books

Bloom, Valerie. *Fruits: A Caribbean Counting Poem*. New York: Henry Holt. 1997.

Feelings, Muriel L. *Moja Means One: A Swahili Counting Book*. New York: Puffin Books. 1976.

Martin, Bill. *Chicka Chicka 1,2,3*. New York: Simon and Schuster. 2004.

Morales, Yuyi. *Just A Minute: A Trickster Tale and Counting Book*. San Francisco, California: Chronicle Books. 2003.

#### Literature

Ancona, George. *Barrio: José's Neighborhood*. San Diego, California: Harcourt Brace. 1998.

Ancona, George. *Fiesta Fireworks*. New York: Lothrop, Lee and Shepard. 1998.

Ancona, George. *Pablo Remembers: The Fiesta of the Day of the Dead*. New York: Lothrop. 1993.

Ancona, George. *The Piñata Maker: El Pinatero*. New York: Harcourt. 1994.

Alarcón, Francisco. *Angels Ride Bikes/Los Angeles Andan en Bicicleta*. San Francisco, California: Children's Book Press. 1999.

Alarcón, Francisco. *From the Bellybutton of the Moon and Other Summer Poems/Del Ombligo de la Luna y Otro Poemas de Verano*. San Francisco, California: Children's Book Press. 1998.

Alarcón, Francisco. *Iguana in the Snow*. San Francisco, California: Children's Book Press. 2000.

Alarcón, Francisco. *Laughing Tomatoes and Other Spring Poems/Jitomatoes Risuenos y otros poemas de primavera*. San Francisco, California: Children's Book Press. 1997.

Argueta, Jorge. *A Movie in my Pillow*. San Francisco, California: Children's Book Press. 2001.

Brenner, Carla. *Courtly Art of the Maya Children's Guide*. Washington DC: National Gallery of Art. 2004.

Castaneda, Carlos. *Abuela's Weave*. New York: Lee and Low.1993.

Delacre, Lulu. *Arroz con Leche: Popular Songs and Rhymes from Latin America*. New York: Scholastic. 1989.

Dorros, Arthur. *Abuela*. New York: Dutton. 1991.

Galindo, Mary Sue. *Icy Watermelon/Sandia Fria*. Houston, Texas: Piñata. 2000.

Garza, Carmen Lomas. *Magic Windows*. San Francisco, California: Children's Book Press. 1999.

Hoyt-Goldsmith, Diane. *La Posada: An Hispanic Christmas Celebration*. New York: Holiday House, 1999.

### Internet Websites

Bones Around the World  
[http://www.childrensmuseum.org/special\\_exhibits/bones/teachers/PDFs?AroundTheWorld.pdf](http://www.childrensmuseum.org/special_exhibits/bones/teachers/PDFs?AroundTheWorld.pdf)

Chocolate The Exhibition: Field Museum of Chicago  
<http://www.fieldmuseum.org/Chocolate/>

Chocolate Recipes  
[http://www.foodnetwork.com/food/ck\\_gc\\_mexico/0.1971.FOOD\\_9808.00.html](http://www.foodnetwork.com/food/ck_gc_mexico/0.1971.FOOD_9808.00.html)

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English and Spanish Counting  
[http://www.yuyimorales.com/just\\_aminute.htm](http://www.yuyimorales.com/just_aminute.htm)

Lesson Plan on Papel Picado  
[http://www.crizmac.com/free\\_resources/papel\\_picado.cfm](http://www.crizmac.com/free_resources/papel_picado.cfm)

Lesson Plan on Papel Picado for Kids (PBS)  
<http://pbskids.org/zoom/activities/do/papelpicado.html>

Mexico Day of the Dead  
[http://www.mexconnect.com/mex\\_/feature/daydeadindex.html](http://www.mexconnect.com/mex_/feature/daydeadindex.html)

Mexico for Kids  
[http://www.elbalero.gob.mx/index\\_kids.html](http://www.elbalero.gob.mx/index_kids.html)

Mexican Culture and History  
[http://www.educationworld.com/a\\_lesson/lesson023.shtml](http://www.educationworld.com/a_lesson/lesson023.shtml)

North Texas Institute for Educators on the Visual Arts  
[http://www.art.unt.edu/ntieva/news/vol\\_7/issue3/96falp10.htm](http://www.art.unt.edu/ntieva/news/vol_7/issue3/96falp10.htm)

Piñatas Concentration Game by Scholastic  
<http://teacher.scholastic.com/activities/hispanic/pinata/game.htm>

Piñata You Can Make  
<http://www.bry-backmanor.org/holidayfun/pinata.html>

Sixty-Five Lesson Plans Dealing with Latin America, and the Caribbean  
<http://retanet.unm.edu/index.pl?section=1996LPs>

Skull and Skeleton Activities The Day of the Dead  
<http://www.chroniclebooks.com/Chronicle/excerpt/0811837580-e1.html#activity>