

#10050 CHATO'S KITCHEN

WESTON WOODS STUDIOS, 1999
Grade Level: K-4
11 mins.

DESCRIPTION

A family of mice moves into the barrio, next door to Chato the cat. With nefarious purpose, he invites them to dinner, and they accept. The mice, however, bring a surprise guest. Chato, his plans to eat them for dinner spoiled, shares the delicious Spanish food he's prepared. Limited-animation version of the book by Gary Soto. Narrated by Cheech Marin.

ACADEMIC STANDARDS

Subject Area: Foreign Language

- Standard: Understands traditional ideas and perspectives, institutions, professions, literary and artistic expressions, and other components of the target culture
 - ◆ Benchmark: Knows familiar utilitarian forms of the target culture (e.g., toys, dress, types of dwellings, typical foods, currency) and how they compare to those in one's native culture (See INSTRUCTIONAL GOALS 3.)

Subject Area: Geography–Human Systems

- Standard: Understands the nature and complexity of Earth's cultural mosaics
 - ◆ Benchmark: Knows the basic components of culture (e.g., language, social organization, beliefs and customs, forms of shelter, economic activities, education systems) (See INSTRUCTIONAL GOALS 1 and 3.)

Subject Area: Language Arts–Reading

- Standard: Uses reading skills and strategies to understand and interpret a variety of literary texts
 - ◆ Benchmark: Uses reading skills and strategies to understand a variety of familiar literary passages and texts (e.g., fairy tales, folktales, fiction, nonfiction, legends, fables, myths, poems, nursery rhymes, picture books, predictable books) (See INSTRUCTIONAL GOALS 1 and 2.)
- Standard: Uses reading skills and strategies to understand and interpret a variety of literary texts

C a p t i o n e d M e d i a P r o g r a m

- ◆ Benchmark: Uses reading skills and strategies to understand a variety of familiar literary passages and texts (e.g., fairy tales, folktales, fiction, nonfiction, legends, fables, myths, poems, nursery rhymes, picture books, predictable books) (See INSTRUCTIONAL GOALS 1 and 5.)
- ◆ Benchmark: Knows setting, main characters, main events, sequence, and problems in stories (See INSTRUCTIONAL GOALS 1 and 2.)
- ◆ Benchmark: Makes simple inferences regarding the order of events and possible outcomes (See INSTRUCTIONAL GOALS 2.)
- ◆ Benchmark: Knows the main ideas or theme of a story (See INSTRUCTIONAL GOALS 4.)

INSTRUCTIONAL GOALS

1. To show the story from the book *Chato's Kitchen* and examine the plot.
2. To make predictions about *Chato's Kitchen* before and during the viewing of the video and then confirm and/or revise them by the end of the viewing.
3. To introduce the Spanish culture and some Spanish words and phrases.
4. To illustrate neighborly behavior.
5. To promote the reading of children's literature.

BACKGROUND INFORMATION

Throughout this story there are a large number of Spanish words. Most are familiar or explained in the context of the story. The book *Chato's Kitchen* has a glossary at the front showing the English translation for the Spanish words used in the story.

VOCABULARY

- | | | |
|---------------------|----------------|--------------------------------|
| 1. cat | 7. invite | 12. neighbor /
neighborhood |
| 2. delivery service | 8. kitchen | 13. party |
| 3. dinner | 9. low-riding | 14. sausage |
| 4. friend | 10. meow | 15. settling in |
| 5. fur | 11. mouse/mice | |
| 6. ingredients | | |

BEFORE SHOWING

1. Locate Spanish-speaking countries on a world map or globe.
 - a. Explain that there are many Spanish-speaking communities in the United States. Share about any of those communities in the local area.
 - b. Share familiar Spanish words and their meanings.
 - c. Talk about favorite Mexican foods.
2. Share experiences with moving to a new neighborhood or with welcoming new neighbors to a neighborhood.
 - a. How does it feel to be the new neighbor?
 - b. How does it feel to be the welcoming neighbor?
 - c. What kinds of things are common welcoming actions?
3. Show the cover and title of the video or book *Chato's Kitchen*.

C a p t i o n e d M e d i a P r o g r a m

- a. Explain that Chato is the cat's name.
- b. Guess from the cover who might be the new neighbors.
- c. Predict how Chato might welcome the new mice neighbors.
- d. Discuss what the problem might be when the cat and mice meet. Predict what might happen to the mice.

DURING SHOWING

1. View the video more than once, with one showing uninterrupted.
2. Pause after Chato invites the mice to dinner. Discuss what his motivations are. Predict how the mice will respond to the invitation. Why?
3. Pause after Chato tells the mice they can bring a friend for dinner.
 - a. Predict who the mice family's friend is. Why is he called Chorizo, or sausage?
 - b. Who does Chato think the mice family's friend is?
4. Pause when the mice family head for Chato's on the back of their friend, the dog. Predict what the cats' responses will be. How will the dinner turn out?

AFTER SHOWING

Discussion Items and Questions

1. Describe Chato.
2. What did Chato hear on the other side of the fence?
3. How did the mouse family respond when they saw Chato on the fence?
4. Why did Chato decide to invite the mice to dinner? Why did he change the word *tasty* to *lovely* on the invitation? How did he get the invitation to the mouse family?
5. Discuss whether Chato was really welcoming new neighbors or just looking for an easy meal.
6. What response did Poppy mouse send back to Chato? Why was the mouse family bringing a friend with them to dinner at Chato's house? Who did Chato think the friend was?
7. Describe Novio Boy, Chato's friend.
8. What did Novio Boy and Chato cook for dinner?
9. Describe the things the mice did to settle into their new home.
10. What dish did the mice make to take to Chato's house for dinner?
11. Describe Chorizo, the mouse family's friend. What does the word *chorizo* mean in English? Why was the dog called "Chorizo"?
12. Explain how riding on Chorizo compares to riding in a limousine. Explain why having the mice family arrive at the door was like having pizza delivered.
13. What did Chato and Novio Boy think when the mice said they brought Chorizo with them?
14. Describe what Chato and Novio Boy did when they saw Chorizo. How did they feel? Did the mice family know this would be their reaction to Chorizo?
15. How were the cats convinced to join the party? Why wouldn't they be eating any mice for dinner?

Applications and Activities

1. Review the predictions that were made before and during the story. Revise or confirm them.
2. Read the book *Chato's Kitchen* by Gary Soto, and review the surprising twists in the plot. Look for hints of what is to come in the story.
3. Brainstorm other ways people can welcome new neighbors. Discuss how these ideas can be used to welcome new students to a classroom and school.
4. Discuss and define the Spanish words used throughout the story. (Use the glossary at the front of the book.)
 - a. Share other familiar words and phrases in Spanish or other languages.
 - b. Make a classroom Spanish/English dictionary using words from the story and/or other familiar Spanish words.
 - c. Write definitions and draw and illustrations.
5. Investigate the cultures of Spanish-speaking countries. Locate resources in the library and/or on the Internet.
 - a. Visit an appropriate museum exhibit.
 - b. Invite friends and relatives of the students with background in the customs and traditions of these countries to present information at school.
6. Review the different foods that the characters in the story prepared.
 - a. Share experiences eating these foods. Describe the looks, smells, and tastes.
 - b. Visit a Mexican restaurant or cook some of these foods at school.
 - c. Investigate why these cultures eat these foods.
 - d. Research the nutrition facts for these foods. Compare that to the nutrition information for common foods in the local region.
7. Recall the "mambo twinge" that Chato felt when he heard the mouse family next door. Explain that the mambo is a Cuban dance.
 - a. Invite someone to the class to teach some basic mambo steps.
 - b. Play mambo music and dance.

SUMMARY

A "cool cat" named Chato decides he'd like to have his neighbors, a family of mice, over for dinner. The mouse family, smelling a rat, asks if their friend can come along. When Chato discovers the friend is a "cool dog," he panics, but just for a moment—until he realizes they can all eat enchiladas together.

CMP RELATED RESOURCES

- [Anatole #3208](#)
- [Here Comes the Cat! #3042](#)
- [Food: A Multi-Cultural Feast #9669](#)

World Wide Web

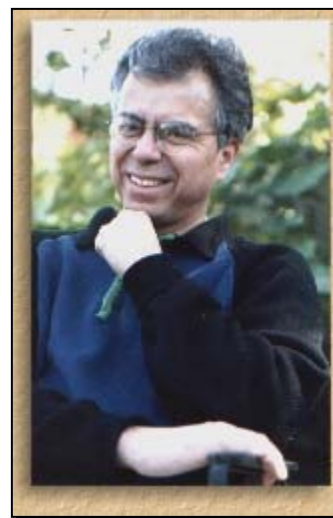


The following Web sites complement the contents of this guide; they were selected by professionals who have experience in teaching deaf and hard of hearing students. Every effort was made to select accurate, educationally relevant, and “kid safe” sites. However, teachers should preview them before use. The U.S. Department of Education, the National Association of the Deaf, and the Captioned Media Program do not endorse the sites and are not responsible for their content.

- **THE OFFICIAL GARY SOTO WEBSITE**

<http://www.garysoto.com>

This is the author’s official Web site which is focused more for adults than children since he has published many books and poetry collections for adults. There is a short biography of Soto, a FAQ page, and in the “What’s Up” section there is currently an invitation to students and teachers to illustrate an unpublished story about Chato and Novio Boy.



- **SUSAN GUEVARA**

<http://www.susanguevara.com>

This is the illustrator’s official Web site and includes a list of her books, biographical information, original art, speaking engagements, and recognitions.



- **LITTLE EXPLORERS ENGLISH-SPANISH PICTURE DICTIONARY**

<http://www.enchantedlearning.com/Spanish>

This online children’s dictionary has over 1,402 illustrated entries. Look up an English word and find the matching Spanish word. Also on this site is a link to the “Spanish Theme” page complete with activities and lesson ideas.