Curriculum Title: “The Mexican Milk Snake”

Time: 60min minutes Ages/Group: 5-13 Lesson Number: 2 Theme: Nature

<table>
<thead>
<tr>
<th>GOALS/OBJECTIVES</th>
<th>TIME</th>
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<tbody>
<tr>
<td>Create will learn about the significance of the Mexican Milk Snake (between Texas and Mexico) and it’s unique facts. Students will create their own accordion snake.</td>
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<td>How do these goals preserve, create, present or promote cultural arts of Mexican Americans or other Latin@ cultures? Is it socially relevant? Will your lesson address the 5 E’s? (Engage, explore, explain, elaborate-extend, evaluate)</td>
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<td>The MACC’s red-yellow-black “Snake path” sidewalk pattern references the Mexican Milk snake, which thrives on both sides of the Mexico-U.S. border. Students will learn</td>
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<th>AGENDA</th>
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<td><strong>Introduction if Instructor/Activity:</strong> “The Mexican Milk Snake”: (<a href="https://youtu.be/XWwBsg7VAyE">https://youtu.be/XWwBsg7VAyE</a>)</td>
<td>6:22min</td>
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<td>Check-In/Opening Ritual:</td>
<td>5-10min</td>
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<td>Zoom expectations/etiquette</td>
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<td>After the Introduction Video is show, Check in with the question below:</td>
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<td>“If you could be President for the day, what would you do?”</td>
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Core Activity: “Accordion Milk-Snake”

1. **Step one:** You will need three strips of paper each from the two pieces of colored paper. (3cm width. For younger students, pre-k/kindergarten, you might need to make a wider base, which is easier to fold.)

2. **Step two:** Glue (or staple) three paper strips (of the same color) together (at the ends).

3. **Step three:** Now glue the ends of both colored strips and begin folding accordion style (Concertina fold). Glue at the last fold.

4. **Step four:** Draw your snake’s head and tongue, cut them out and glue onto the end of the accordion fold.

5. **Step five:** Glue on googly eyes. Decorate

6. **Discussion Questions**

**Discussion Questions:**

- “How do you think the Mexican Milk Snake got its name?” Ans: Farmers use to believe that the snakes milked cows
- “Why do people mistake this snake for a poisonous snake?” Ans: The milk snake resembles a coral snake.
- “How can you tell the difference between a milk snake and a coral snake?” Ans: “Red touching black, safe for Jack. Red touching yellow, kill a fellow”

**Vocabulary:**

“La serpiente de leche mexicana” - The Mexican milk snake

**Additional Resources:**

**Step-by-Step procedure (in pictures):**

1. **Step one:** You will need three strips of paper lengthways from the two pieces of colored paper. (3cm width. For younger students, pre-k/kindergarten, you might need to make a wider base, which is easier to fold.)
Check-Out/Closing Ritual:
“Where am I?”
Change your background and ask the students “where am i?”. See if the students can recognize your background.
*Here are a few ideas for a background that the students might now
-Andy’s bedroom from toy story
-Shrek’s swamp
-Lion king setting
-The Sandlot playground
-Car’s movie setting
-Finding Nemo background
-Annie
-Star Wars
-NY
-ANTARCTICA

Special Supplies Needed/Things to Prepare Ahead of Time

- Colorful print paper (you can use one color but we think two colors works out super nicely.)
- Scissors
- Glue
- Googly eyes
- Black marker
- Ruler
- Stapler (optional)

Challenges/Successes/Notes for Coordinator:
For younger students, pre-k/ kindergarten, you might need to make a wider base, which is easier to fold. (4-5cm width)

References:
Supplemental Materials