

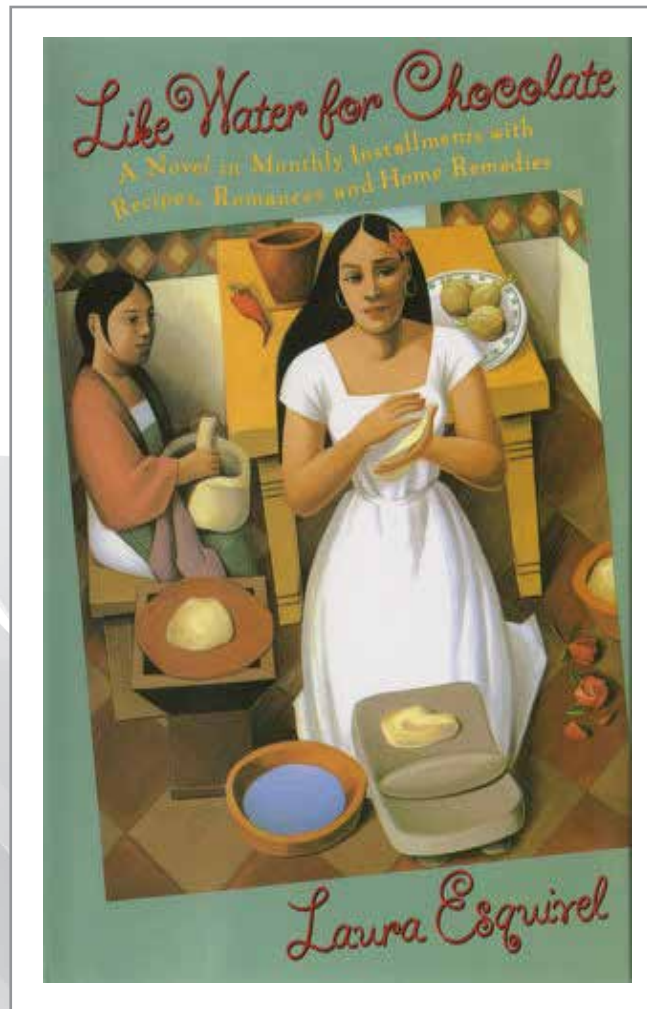


**STUDENT PACKET**

**GRADES 9-12**

# Like Water for Chocolate

Laura Esquivel



**READ, WRITE, THINK, DISCUSS AND CONNECT**

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## STUDENT PACKET

**NOTE:**

The trade book edition of the novel used to prepare this guide is found in the Novel Units catalog and on the Novel Units website. Using other editions may have varied page references.

Please note: We have assigned Interest Levels based on our knowledge of the themes and ideas of the books included in the Novel Units sets, however, please assess the appropriateness of this novel or trade book for the age level and maturity of your students prior to reading with them. You know your students best!

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## Note to the Teacher

Selected activities, quizzes, and test questions in this Novel Units® Student Packet are labeled with the following reading/language arts skills for quick reference. These skills can be found above quiz/test questions or sections and in the activity headings.

**Basic Understanding:** The student will demonstrate a basic understanding of written texts. The student will:

- use a text’s structure or other sources to locate and recall information (Locate Information)
- determine main idea and identify relevant facts and details (Main Idea and Details)
- use prior knowledge and experience to comprehend and bring meaning to a text (Prior Knowledge)
- summarize major ideas in a text (Summarize Major Ideas)

**Literary Elements:** The student will apply knowledge of literary elements to understand written texts. The student will:

- analyze characters from a story (Character Analysis)
- analyze conflict and problem resolution (Conflict/Resolution)
- recognize and interpret literary devices (flashback, foreshadowing, symbolism, simile, metaphor, etc.) (Literary Devices)
- consider characters’ points of view (Point of View)
- recognize and analyze a story’s setting (Setting)
- understand and explain themes in a text (Theme)

**Analyze Written Texts:** The student will use a variety of strategies to analyze written texts. The student will:

- identify the author’s purpose (Author’s Purpose)
- identify cause and effect relationships in a text (Cause/Effect)
- identify characteristics representative of a given genre (Genre)
- interpret information given in a text (Interpret Text)
- make and verify predictions with information from a text (Predictions)
- sequence events in chronological order (Sequencing)
- identify and use multiple text formats (Text Format)
- follow written directions and write directions for others to follow (Follow/Write Directions)

**Critical Thinking:** The student will apply critical-thinking skills to analyze written texts. The student will:

- write and complete analogies (Analogies)
- find similarities and differences throughout a text (Compare/Contrast)
- draw conclusions from information given (Drawing Conclusions)
- make and explain inferences (Inferences)
- respond to texts by making connections and observations (Making Connections)
- recognize and identify the mood of a text (Mood)
- recognize an author’s style and how it affects a text (Style)
- support responses by referring to relevant aspects of a text (Support Responses)
- recognize and identify the author’s tone (Tone)
- write to entertain, such as through humorous poetry or short stories (Write to Entertain)
- write to express ideas (Write to Express)
- write to inform (Write to Inform)
- write to persuade (Write to Persuade)
- demonstrate understanding by creating visual images based on text descriptions (Visualizing)
- practice math skills as they relate to a text (Math Skills)

Name \_\_\_\_\_

### Vocabulary Fill-In

prestidigitation  
sensuous  
glutton  
ecstasy  
eclampsia

gastronomical  
attar  
efface  
chaste  
impervious

voluptuous  
infuse  
garnish  
inexplicably  
euphoric

alchemical  
*gringos*  
amorous  
guise  
emphatically

**Directions:** Fill in the missing vocabulary words in the sentences below.

1. The sorcerer transformed dirt into silver dust using \_\_\_\_\_ powers.
2. The young couple kept their \_\_\_\_\_ rendezvous a secret.
3. A \_\_\_\_\_ of strawberries topped the ice-cream cake.
4. The bride looked \_\_\_\_\_ in her wedding gown.
5. Convulsions are one symptom of \_\_\_\_\_.
6. An exquisite recipe and careful preparation produce \_\_\_\_\_ delights.
7. Spices and \_\_\_\_\_ of roses scented the potpourri.
8. The horse \_\_\_\_\_ stopped in the middle of the steeplechase.
9. Children are usually \_\_\_\_\_ at Christmastime.
10. "Marvin the Marvelous" delighted the circus crowd with his \_\_\_\_\_.
11. Counseling helped the victim to \_\_\_\_\_ unpleasant memories.
12. A good marinade can \_\_\_\_\_ meat with flavor.
13. Listening to a symphony can be a \_\_\_\_\_ experience.
14. Optimism made him \_\_\_\_\_ to sadness.
15. In Mexico, Americans are sometimes derogatorily referred to as \_\_\_\_\_.
16. The scientist spoke \_\_\_\_\_ about the dangers of global warming.
17. The photographs portrayed the model's \_\_\_\_\_ beauty.
18. The politician used double-talk as a \_\_\_\_\_ for evasiveness.
19. Many people think eating chocolate is pure \_\_\_\_\_.
20. A \_\_\_\_\_ often overeats at meals.

Name \_\_\_\_\_

**Directions:** Answer the following questions on a separate sheet of paper. Starred questions indicate thought or opinion questions. Use your answers in class discussions, for writing assignments, and to review for tests.

## Chapter One

1. How is Tita related to the narrator of the story?
2. Why does Tita feel a deep love for the kitchen?
3. What happens when Tita is two days old? How does this affect her?
4. Why can't Mama Elena worry about feeding a newborn baby?
5. For what does Tita develop a sixth sense?
6. How do Rosaura and Gertrudis feel about the kitchen?
7. What is the De la Garza family tradition? How old is Tita when she questions this tradition? What "one little flaw" does Tita see in the tradition?
- \*8. Why does Mama Elena see Tita as rebellious? Explain whether you agree or disagree with Mama Elena and why.
- \*9. Why does Pedro plan to marry Rosaura when he loves Tita? What problems might Pedro's plan cause?
10. During what song do Tita's eyes meet Pedro's at the Christmas party? To what food does Tita relate the experience?
11. Why does Nacha leave a Christmas roll for Tita? What happens?
12. What is the significance of the bedspread Tita is crocheting? Now that Pedro is marrying Rosaura, how does looking at the bedspread make Tita feel?

## Chapter Two

1. What are *capons*? Why will they be served at the wedding?
2. When will the wedding take place?
3. How many days does it take to prepare the wedding feast? Compare Nacha's and Tita's reactions to the labor.
- \*4. Why is Nacha closer to Tita than Rosaura? How would you describe Nacha and Tita's relationship?
5. Of what memory does the smell of apricots remind Tita?
6. Why is Rosaura lucky to have a wedding sheet made of French silk? From whom does Mama Elena obtain the material?
- \*7. How do you explain Tita's "white blindness"? What does the color white represent?

Name \_\_\_\_\_

### Using Dialogue

**Directions:** Choose some dialogue from the book. Fill in the chart to evaluate the purpose of the dialogue and whether or not it is effective in moving along the plot.

