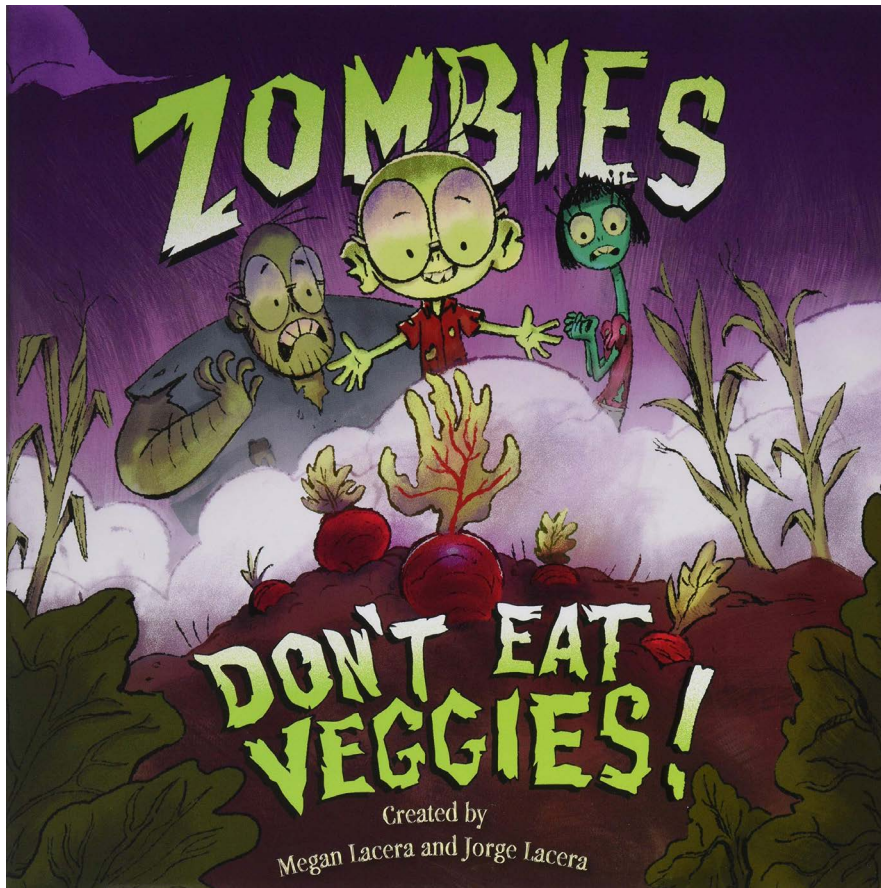


SAG-AFTRA FOUNDATION PRESENTS

Storyline Online®

A TEACHER'S GUIDE

SUGGESTED GRADE LEVEL: K - 3RD

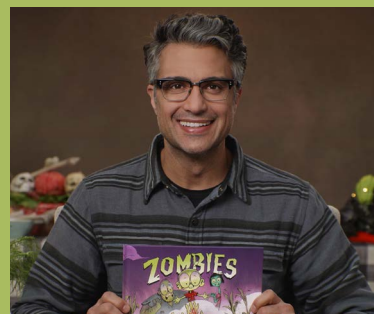


ZOMBIES DON'T EAT VEGGIES!

WRITTEN BY MEGAN AND JORGE LACERA

ILLUSTRATED BY JORGE LACERA

Watch Jaime Camil
read this story
at storylineonline.net



ABOUT THIS STORY

SYNOPSIS

Mo Romero is a zombie who loves nothing more than growing, cooking, and eating vegetables. Tomatoes? Tantalizing. Peppers? Pure perfection! The problem? Mo's parents insist that their niño eat only zombie cuisine, like arm-panadas and finger foods. They tell Mo over and over that zombies don't eat veggies. But Mo can't imagine a lifetime of just eating zombie food and giving up his veggies. As he questions his own zombie identity, Mo tries his best to convince his parents to give peas a chance.

THEMES IN THE STORY

Conflict resolution, Empathy/Compassion, Family, Cultural diversity, Dual language

READING AND WRITING

SUGGESTED GRADE LEVEL: K - 3RD

ELA COMMON CORE STANDARD

Reading Literature: Students read and respond to works of literature with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence. (*Standards listed below are for 1st and 2nd grade but can be adapted to Kindergarten or 3rd grade standards.*)

BEFORE VIEWING

Standards: CCSS.SL.1.1, CCSS.SL.2.1

Objective: Tap knowledge and build background to prepare for reading the story.

Procedure:

Step 1: Build background for students by discussing the following points:

- Similarities and differences among people in families.
- Spanish language: Familiar words
- Zombie: Tap knowledge and lead a discussion on the fictional character.

Step 2: Introduce the book: Tell students they will be reading a book about a Zombie family, *Zombies Don't Eat Veggies*. Ask them to predict what the story might be about.

DURING VIEWING

Standards: CCSS.SL.1.2, CCSS.SL.2.2, CCSS.RL.1.1, CCSS.RL.2.1

Objective: Students will listen to the story and answer teacher posed questions appropriately.

Procedure: Stop the video at appropriate parts to ask questions or pose prompts. Suggestions:

- Ask students to make some personal connections to the main character. Have they ever felt like this?
- Point out and discuss the speech bubbles.
- Have students use context clues to tell the meaning of the Spanish words in the story.

REREAD FOR AUTHOR'S CRAFT — HUMOR

Reread the story with the class focusing on the humor in the story. Some examples:

- “Mo’s attempts were *fruitless*.”
- “Ready to chase some humans in the marathon next week?”
- Names of the dishes that Mo’s family is enjoying.

AFTER VIEWING – PROBLEM-SOLUTION/CENTRAL MESSAGE OF STORY

Standards: CCSS.RL.1.1, CCSS.RL.1.3, CCSS.RL.1.5, CCSS.RL.2.1, CCSS.RL.2.3, CCSS.RL.2.5

Objective: Students will identify the problem, solution and central message in the story.

Materials: Problem/Solution and Central Message graphic organizer (*see page 7*)

Teacher Prep: Copy the organizer for whole class instruction.

Procedure:

- Step 1: Explain *central message* – the big idea in a story. Sometimes the central message can be a lesson, or something the author wants us to learn. We can find the central message, or lesson, by identifying the problem and how the characters solved that problem.
- Step 2: Display the graphic organizer.
- Step 3: Explain how the graphic organizer will be used: Complete the Problem and Solution boxes. Use this as a clue to decide the central message, or lesson, in the story. The central message is often a lesson – ask, “What did the characters learn as they were solving the problem? What lesson can we learn from the story?”
- Step 4: Have students complete the organizer.
- Step 5: After students have had time to complete the organizer, gather the class together to share answers. Complete the problem/solution on the class organizer using student input.
- Step 6: Discuss what the characters learned. Discuss lesson and ask students for input to fill in *What Can We Learn?*
- Step 7: Point out to students that the lesson learned is the central message.

READING AND FOLLOWING DIRECTIONS

Materials: Copy of *Zombie Finger Foods* (found at the end of the book)
Ingredients for recipe
Paper plates
Utensils

Procedure:

- Step 1: Provide students with a copy of the recipe and discuss the structure of the recipe and the importance of following the recipe in the correct order.
- Step 2: Have students follow the recipe to make *Zombie Finger Foods*.

READING RESPONSE

Standards: CCSS.RL.1.1, CCSS.RL.2.1

Objective: Students will answer the prompt using details from the story to support the response.

Reading Prompt: Compare yourself to Mo. Describe one way you are alike and one way you are different.

WRITING – WRITING DIRECTIONS: RECIPE

Standards: CCSS.W.1.2, CCSS.W.2.2

Objective: Students will write a recipe using proper sequence and grade appropriate sentence structure and spelling.

Materials: Writing materials
Copy of recipe from story
Recipe Card (*see page 8*)

Teacher Prep: Prepare story excerpt for instruction:
*Mo grabbed his book of recipes. His fingers flew across the pages until he found it.
The recipe for a tomato-and-veggie filled soup. Mo chopped and diced, blended and pureed.*

Procedure:

- Step 1: State objective to students.
- Step 2: Present the excerpt from the story and have students read. Ask students to point out words that tell what Mo did to make the soup. Explain that these are words that we often see in recipes.
- Step 3: Display a copy of one of the recipes from the story. Explain and discuss the structure of a recipe. (If you made the **Zombie Finger Foods**, review with students.)
- Step 4: Make a list of recipe words: Have students point out the recipe words from the excerpt and start a list. Add more words.
- Step 5: Ask students to think of a simple recipe that they know how to make well. Guide students to complete the recipe. Remind them to:
 - Use numbers when writing the directions to make it easier for the reader to follow.
 - Begin each step with a recipe word.
- Step 6: Provide students with a Recipe Sheet to complete assignment.
- Step 7: Gather recipes and make a **Class Recipe Book**.

Option: Use a computer to complete as an opportunity for students to learn word processing options: bullet points, numbers, bold, italics, etc.

ESL ACTIVITIES

VOCABULARY DEVELOPMENT – IDENTIFYING VEGETABLES

Materials: Basket of various vegetables (make sure to include those found in story)
Name cards of vegetables

Procedure:

- Step 1: Hold up each vegetable and practice saying the name of each with the students.
- Step 2: Have students choose a vegetable and say its English name.
- Step 3: Next hold up each vegetable along with its name written on a card.
- Step 4: Have students practice saying each name and matching it with the vegetable.

BUILDING VOCABULARY ACTIVITIES

- Have students reread the story looking for the Spanish words. Help students use context clues to translate the word into English.
- Explain the meaning of figurative language: *His fingers flew across the page, Mo's heart sank to his toes*, etc.

PERFORMING ARTS — READERS THEATER

OBJECTIVE —

Students will practice reading with fluency and expression.

LITERACY STANDARDS —

CCSS.RF.1.4, CCSS.RL.1.6, CCSS.RF.2.4, CCSS.RL.2.6

MATERIALS —

Copy of *Zombies Don't Eat Veggies*

PROCEDURE —

Students work in groups of four (narrator, Mo, Mom, Dad) practicing reading each part with expression and fluency. Allow groups to present to class.

SCIENCE/MATH

Science: Nutrition | **Math:** Interpreting Data and Graphing

MATERIALS —

Various fruits and vegetables (teacher's choice)

Tray (one per group)

Small paper plates (one per student)

Toothpicks

Tally Chart listing fruits and vegetables for tasting (optional for students)

Graph paper (optional for students)

Teacher Prep:

Prepare a Tasting Tray for each group.

Prepare a class tally chart (Likes It/Learning It) and a graphing sheet.

PROCEDURE —

Step 1: Present a mini lesson to students on the importance of vegetables in our diet. Hold a discussion with students about the vegetables they are familiar with and like to eat. Tell students that although we may think we don't like vegetables, it's important that we learn to like them in order to eat healthy.

Step 2: Present a Tasting Tray to each group. Identify each item on tray.

Step 3: Explain to students that each of them will be tasting the vegetables. Give your specific directions for tasting. After students taste each vegetable, ask for a show of hands indicating who "likes it" and who is "learning it."

Step 4: Record results on class tally chart.

Step 5: After tasting use the tally chart to graph results.

Name: _____



CENTRAL MESSAGE

I can identify the problem, solution, and central message in a story.

PROBLEM •

SOLUTION •

WHAT CAN WE LEARN? •

ABOUT STORYLINE ONLINE

The SAG-AFTRA Foundation's Emmy® nominated children's literacy program *Storyline Online*® streams imaginatively produced videos featuring celebrated actors to help inspire a love of reading. Storyline Online® receives millions of views every month in hundreds of countries. Visit Storyline Online® at storylineonline.net.

ABOUT THE SAG-AFTRA FOUNDATION

The SAG-AFTRA Foundation provides vital assistance and educational programming to the professionals of SAG-AFTRA while serving the public at large through its signature children's literacy program. Founded in 1985, the Foundation is a national non-profit organization that relies solely on support from grants, corporate sponsorships, and individual contributions to fund our programs. Visit sagaftra.foundation.

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