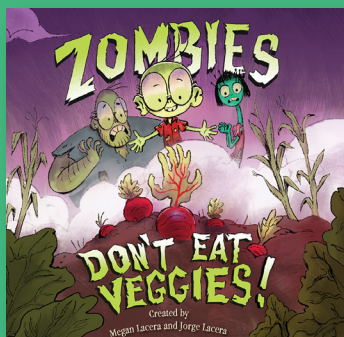




Teacher's Guide



Zombies Don't Eat Veggies!

written by Megan and Jorge Lacera
illustrated by Jorge Lacera

About the Book

Genre: Juvenile Fiction

Format: Hardcover, \$19.95
40 pages, 9-1/2 x 9-1/2

ISBN: 9781620147948

Reading Level: Grade 3

Interest Level: Grades PreK-4

Guided Reading Level: 0

Spanish Guided Reading Level: N

Accelerated Reader® Level/Points:
N/A

Lexile™ Measure: N/A

*Reading level based on the ATOS Readability Formula

Themes: Biracial/Multiracial Interest, Conflict resolution, Cultural Diversity, Diversity, Dual Language, Empathy/Compassion, Families, Food, Identity/Self Esteem/Confidence, Imagination, Multiethnic interest, Paranormal, Latino/Hispanic/Mexican Interest

Resources on the web:

leeandlow.com/books/zombies-don-t-eat-veggies

All guided reading level placements may vary and are subject to revision. Teachers may adjust the assigned levels in accordance with their own evaluations.

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.

Super duo Megan and Jorge Lacera make their picture-book debut with this sweet story about family, self-discovery, and the power of acceptance. It's a delectable tale that zombie and nonzombie fans alike will devour.

BACKGROUND

Importance of Vegetables & Vegetable Gardens

The United States Department of Agriculture ChooseMyPlate program has a list of resources, lesson plans, and other activities for educators to use with students to get them actively involved with food education and learn about how fruits and vegetables are healthy and necessary for our bodies (<https://www.choosemyplate.gov/resources/toolkits/myplate-mystate-toolkit-teachers>).

The American Heart Association Fruit & Veggie Toolkit also has important facts and information about fruits and vegetables for parents, educators, caregivers, librarians, and more. Find out about servings, when specific fruits and vegetables are in season, and how to approach children's selective eating (https://www.heart.org/-/media/data-import/downloadables/9/8/9/fc-fruit-and-veggie-toolkit-for-kids-ucm_480006.pdf).

Latinx Cuisine Influence

The Romeros are Latinx zombies, and the zombie cuisine mentioned in the story is inspired by Latinx dishes and foods. For students who are familiar with these foods, have them share what they think the real dishes are. If students are unfamiliar, let students know what the zombie Latinx dishes are in real life and what their actual ingredients consist of.

A Note about Zombies

For students who are unfamiliar with zombies, let them know that zombies are "legendary creatures that are human corpses that are risen from the dead" (<https://kids.britannica.com/kids/article/zombie/600661>). If students are fearful of zombies, let them know that they may seem scary, but they are not real! The zombies in *Zombies Don't Eat Veggies!* are fun, silly, and most of all, caring.

Recipes from *Zombies Don't Eat Veggies*

Check out Megan and Jorge Lacera's recipes provided in the back of *Zombies Don't Eat Veggies!* Encourage students' involvement with recipes, but always with an adult's supervision and presence at home, in the classroom, or any other relevant setting.

Mo's Garden Gazpacho (aka Blood Bile Bisque)

Serves four

INGREDIENTS

5 vine-ripened tomatoes, chopped, or 1 16-oz. can chopped tomatoes

1 red pepper, seeded and roughly chopped

1 small onion, roughly chopped

½ cucumber, roughly chopped

2 cloves garlic

10 basil leaves

1 tbsp. olive oil

Zombies Don't Eat Veggies!

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Handful chopped cilantro (to garnish)

DIRECTIONS

1. Put the tomatoes, pepper, onion, cucumber, garlic, and basil into a food processor or blender. Blend until smooth.
2. Add in the olive oil and mix until just combined.
3. Pour into bowls.
4. Top with cilantro, to taste.
5. Serve cold for traditional style. Hot is yummy too!
6. To add even more fun, take balls of mozzarella and stick a raisin in the middle of each. Place two mozzarella balls in each bowl of soup to look like eyes!

Zombie Finger Foods

INGREDIENTS

celery sticks

peanut butter (Nut allergy? Sunflower butter works too.)

blanched almonds or sunflower seeds still in the shell

strawberry jelly or jam

DIRECTIONS

1. Fill celery sticks with peanut butter or sunflower butter.
2. Dip the widest end of an almond or sunflower seed in the jelly and stick the other end into the peanut butter or sunflower butter at the end of a celery stick.
3. Serve on a plate and swirl some of the jelly "blood" around it.
4. Do the zombie shuffle to celebrate your yummy creations!

The Romero Family's Famous Shockamole

INGREDIENTS

2 – 3 small avocados

½ small vine-ripened tomato, chopped

2 cloves garlic, finely chopped

juice from a fresh lime

1 tbsp. chopped red onion

sea salt

plantain chips, carrot sticks, or cucumber wedges

DIRECTIONS

1. Cut the avocados in half. Discard pit seeds. Scoop the avocado flesh into a large bowl.
2. Do the monster mash! Mash up those avocados.

3. Add the garlic, lime juice, tomato, and red onion. Mash it up!
4. Add sea salt to taste and mix.
5. Serve with plantain chips, carrot sticks, or cucumber wedges. Everything tastes delish with shockamole!

BEFORE READING

Prereading Focus Questions

(Reading Standards, Craft & Structure, Strand 5 and Integration of Knowledge & Ideas, Strand 7)

(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1 and 2)

Before introducing this book to students, you may wish to develop background knowledge and promote anticipation by posing questions such as the following:

- What kinds of foods do you like? What about vegetables? Which vegetables do you like?
- What kinds of vegetables do you see in gardens? Do you see vegetables growing in your community? What kinds?
- What do you know about zombies? What are they? What have you seen zombies in?
- Have you ever tried to convince someone to try a particular food? What was that like? What kind of food was it? Were you successful? Why or why not?
- Was there ever a time where you liked something but you had to convince someone else to try it? What happened?
- Why is it important to be different? How do you celebrate your own interests and passions?

Exploring the Book

(Reading Standards, Key Ideas & Details, Strand 1; Craft & Structure, Strand 5; and Integration of Knowledge & Ideas, Strand 7)

(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1 and 2)

- **Book Title Exploration:** Talk about the title of the book, *Zombies Don't Eat Veggies!*. Then ask students what they think this book will most likely be about and whom the book might be about. What do they think might happen? What information do they think they might learn? What makes them think that?
- **Read Megan and Jorge Lacera's biographies:** Read about author and illustrator Megan Lacera and Jorge Lacera prior to engaging with the book.
- **Encourage students to stop and jot down thoughts and questions in their reading notebooks during the read-aloud when they:** learn new information, see a powerful image, have an emotional reaction, have an idea, have a question, or hear new words.
- **Have students quickly write a feeling in their notebooks during reading.** After reading, ask students why they wrote down that feeling and have them write a journal entry about it.

Setting a Purpose for Reading

(Reading Standards, Key Ideas & Details, Strands 1–3)

Have students read to find out:

- what Mo's craving is
- how Mo tries to convince his parents that vegetables are delicious
- what kinds of vegetables Mo likes
- how Mo convinces his parents to try vegetables
- what positive and respectful relationships look like
- why it's important to be yourself

Encourage students to consider why the author and illustrator, Megan and Jorge Lacera, would want to share this story about Mo, a zombie who loves vegetables, with young people.

VOCABULARY

(Reading Standards, Craft & Structure, Strand 4)

(Language Standards, Vocabulary Acquisition & Use, Strands 4–6)

(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1 and 2)

The story contains several content-specific and academic words and phrases that may be unfamiliar to students. Based on students' prior knowledge, review some or all of the vocabulary below.

Encourage a variety of strategies to support students' vocabulary acquisition: look up and record word definitions from a dictionary, write the meaning of the word or phrase in their own words, draw a picture of the meaning of the word, create a specific action for each word, list synonyms and antonyms, and write a meaningful sentence that demonstrates the definition of the word. (Many of the Spanish words can be found in the book glossary, but there are also some that are not included. Students could be encouraged to create a log of these words—they will not be listed here.)

Content Specific

zombie, *delicioso*, ¡*Que asco!*, *mijo*, *niño*, aioli, gloopy, pickled tongue, arroz con spleens, famoso chili con ojo, dori-toes, arm-panadas, *mi amor*, *mira*, man-naise, blood bile bisque, *Bone Appétit*, *cinco*, *mas*, ¡*Dios mio!*, fiddlehead ferns, pata-cones

Academic

dreadful, devious, despicable, crafted, devoured, cuisine, fruitless, tantalizing, pureed, savor

AFTER READING

Discussion Questions

After students have read the book, use these or similar questions to generate discussion, enhance comprehension, and develop appreciation for the content. Encourage students to refer to passages and/or illustrations in the book to support their responses. **To build skills in close reading of a text, students should cite textual evidence with their answers.**

Literal Comprehension

(Reading Standards, Key Ideas & Details, Strands 1–3)

(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1–3 and Presentation of Knowledge & Ideas, Strand 4)

Chapters 1-6

1. What is Mo craving?
2. Where did Mo grow vegetables?
3. How did Mo's mom and dad feel about vegetables? Why?
4. What kinds of foods were zombies supposed to eat?
5. How did Mo try to convince his mom and dad to try vegetables? What happened?
6. Why were Mo's attempts fruitless? What did his mom and dad want him to do?
7. What was Mo's idea to encourage his parents to try vegetables? Why did he want to try that particular recipe?
8. How did Mo's mom and dad react to his Blood Bile Bisque?
9. What does Mo tell his mom and dad after their negative reaction to the soup? What does he remind them about? How do they respond?
10. How did Mo's mom and dad act after Mo told them about his love for vegetables? What did they try?

Extension/Higher Level Thinking

(Reading Standards, Key Ideas & Details, Strands 2 and 3 and Craft & Structure, Strands 4 and 6)

(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1–3 and Presentation of Knowledge & Ideas, Strand 4)

1. After reading the book, what do you think is the significance of the title *Zombies Don't Eat Veggies!*?
2. How does Mo use persistence to achieve his goal of his parents trying vegetables? What does he accomplish? What are the different techniques and strategies that he tries to convince his parents to eat vegetables? Are they successful? Why or why not?
3. What does family mean in *Zombies Don't Eat Veggies!*? How do Mo, his mom, and his dad all support each other? Why is this important?

4. What do Mo's parents learn about him in the book? How do they accept Mo for who he really is in the end? Why is this an important takeaway and lesson from the book?
5. Is there a specific activity or hobby that you have that your family or friends may not have accepted before? How did you convince them to try it? What techniques or strategies did you use? Were you successful? Why or why not?
6. How did this story connect to your life? What moments did you identify with? Why?

Reader's Response

(Writing Standards, Text Types & Purposes, Strands 1–3 and Production & Distribution of Writing, Strands 4–6)

Use the following questions and writing activities to help students practice active reading and personalize their responses to the book. **Suggest that students respond in reader's response journals, essays, or oral discussion.** You may also want to set aside time for students to share and discuss their written work.

1. What do you think is the authors' message to the reader? Think about possible motivations behind Megan and Jorge Lacera's intentions to write a book about a zombie loving vegetables.
2. Have students make a text-to-self connection. What kind of connections did you make from this book to your own life? How do Mo's thoughts and feelings relate to issues that you've had? Why?
3. Have students make a text-to-text connection. Did you think of any other books while you were reading *Zombies Don't Eat Veggies!*? Why did you make those connections?
4. Have students make a text-to-world connection. What kind of connections did you make from this book to what you have seen in the world or on the news? Why did *Zombies Don't Eat Veggies!* make you think of that?
5. What does family mean to you? Think of the people in your life who you look to for guidance and support. How do these people support you and help you achieve your goals?

ELL Teaching Activities

(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1–3 and Presentation of Knowledge & Ideas, Strands 4–6)

(Language Standards, Vocabulary Acquisition & Use, Strands 4–6)

These strategies might be helpful to use with students who are English Language Learners.

1. Assign ELL students to partner-read the story with strong English readers/speakers. Students can alternate reading between pages, repeat passages after one another, or listen to the more fluent reader.
2. Have each student write three questions about the story. Then let students pair up and discuss the answers to the questions.
3. Depending on students' level of English proficiency, after the first reading:
 - Review the illustrations in order and have students summarize what is happening on each page, first orally, then in writing.
 - Have students work in pairs to retell either the plot of the story or key details. Then ask

students to write a short summary, synopsis, or opinion about what they have read.

4. Have students give a short talk about what family means to them and how their family is important.
5. Have students illustrate a particular vegetable that they like and any dishes that they enjoy with that specific vegetable.
6. Have students give a short talk about what they think Megan and Jorce Lacera's message is.
7. The book contains several content-specific and academic words that may be unfamiliar to students. Based on students' prior knowledge, review some or all of the vocabulary. Expose English Language Learners to multiple vocabulary strategies. Have students make predictions about word meanings, look up and record word definitions from a dictionary, write the meaning of a word or phrase in their own words, draw a picture of the meaning of the word, list synonyms and antonyms, create an action for each word, and write a meaningful sentence that demonstrates the definition of the word.
8. Keep a list of all of the vegetables mentioned or shown in *Zombies Don't Eat Veggies!* Consider displaying a chart in the classroom for students' reference.
9. *Zombies Don't Eat Veggies!* contains Spanish words. Have students identify the Spanish words on each page and keep a separate list with definitions. This activity can be used with students who are English Language Learners and the whole class.
10. *Zombies Don't Eat Veggies!* is also available in a Spanish edition, *¡Los zombis no comen verduras!* (<https://www.leeandlow.com/books/los-zombis-no-comen-verduras>) if this is applicable to your classroom or relevant setting.
11. Complete frequent checks of understanding.

Social and Emotional Learning

(Reading Standards, Key Ideas & Details, Strands 1-3 and Craft & Structure, Strands 4-6)

(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1-3 and Presentation of Knowledge & Ideas, Strand 4)

(Writing Standards, Text Types & Purposes, Strands 1-2 and Production & Distribution of Writing, Strands 4-6)

(Language Standards, Vocabulary Acquisition & Use, Strands 6)

Social and emotional learning involves being aware of and regulating emotions for healthy development. In addition to understanding one's own feelings, strong socio-emotional development allows individuals to develop empathy for others and to establish and maintain relationships.

Use the following prompts to help students study the socio-emotional aspects of this book.

1. What does it mean to be yourself? What are your interests and passions? How does that make you feel? What does it mean to be accepted by your family and friends? What are the actions they demonstrate to show that they care for you and accept you for who you are?
2. How does Mo demonstrate persistence and perseverance? Keep track of his actions throughout the book and reflect on them afterwards. Why do you think Mo was successful?
3. How does *Zombies Don't Eat Veggies!* show positive family relationships? What are the

qualities of a positive family relationship? How does Mo interact with his mom and dad? What are the different ways that Mo, his mom, and his dad show respect to one another? Students can brainstorm ideas on chart paper that can be presented and accessible for the whole class. Alternatively, students can create a word cloud and see what qualities come up the most and are the largest (<https://www.wordclouds.com/>).

4. Which illustration in *Zombies Don't Eat Veggies!* best shows an emotion? Explain which emotion you think it is. How does it portray that emotion?
5. Choose an emotion that interests you: happiness, fear, hope, and so on. Illustrate or act out what that emotion looks like in *Zombies Don't Eat Veggies!*.

INTERDISCIPLINARY ACTIVITIES

(Introduction to the Standards, page 7: Students who are college and career ready must be able to build strong content knowledge, value evidence, and use technology and digital media strategically and capably)

Use some of the following activities to help students integrate their reading experiences with other curriculum areas. These can also be used for extension activities, for advanced readers, and for building a home-school connection.

English/Language Arts

(Reading Standards, Key Ideas and Details, Strands 1–3, Craft and Structure, Strands 4–6, Integration of Knowledge & Ideas, Strands 7–9, Range of Reading of Text Complexity, Strand 10)

(Writing Standards, Text Types & Purposes, Strands 1–3, Production & Distribution of Writing, Strands 4 and 6, Research to Build & Present Knowledge, Strands 7–9, Range of Writing, Strand 10)

(Speaking and Listening Standards, Comprehension and Collaboration, Strands 1–3, Presentation of Knowledge and Ideas, Strands 4–6)

- Conduct a food literature study with Lee & Low titles such as *George Crum and the Saratoga Chip* (<https://www.leeandlow.com/books/george-crum-and-the-saratoga-chip>), *Cora Cooks Pancit* (<https://www.leeandlow.com/books/cora-cooks-pancit>), *Rainbow Stew* (<https://www.leeandlow.com/books/rainbow-stew>), *Ghosts for Breakfast* (<https://www.leeandlow.com/books/ghosts-for-breakfast>), and *Hiromi's Hands* (<https://www.leeandlow.com/books/hiromi-s-hands>). What do students learn from each of the books? How is food represented in each of the texts? How do the characters show their passion for food? Why is food important to the characters? What are their goals and why are they determined to achieve them? Have students write a reaction essay after finishing the picture books answering these guiding questions.
- Have students come up with a list of questions to ask author and illustrator Megan and Jorge Lacera. What do students want to know about the process behind writing a children's book? How did they come up with their idea to write *Zombies Don't Eat Veggies!*? What was it like to write and illustrate their first picture book? Consider contacting Jorge and Megan and inviting them to your school, library, or other relevant setting for an author visit in person or via Skype (<http://www.studiolacera.com/speaking.html>).
- Encourage students to read the Lee & Low Open Book Blog interview with author and illustrator Megan and Jorge Lacera (<https://blog.leeandlow.com/2019/03/27/an-interview-with-the-laceras-creators-of-zombies-dont-eat-veggies/>). Have students write a journal entry in response to the interviews. What did the interviews make them think about? What new information did they learn about Megan and Jorge? How does this interview make them think

differently about *Zombies Don't Eat Veggies!*?

- In an essay, poem, or other written format, have students share something that's important to their identity. How is this critical to who they are? Why is this important to students, and how does it make them feel to show people their true selves? Why is it essential to be who you are, and not try to be someone else or to be ashamed of your identity? Students can share with a partner, small group, or the whole class.

Social Studies/Geography

(Reading Standards, Key Ideas and Details, Strands 1–3, Craft and Structure, Strands 4–6, Integration of Knowledge & Ideas, Strands 7–9, Range of Reading of Text Complexity, Strand 10)

(Writing Standards, Text Types & Purposes, Strands 1–3, Production & Distribution of Writing, Strands 4 and 6, and Research to Build & Present Knowledge, Strands 7–9, Range of Writing, Strand 10)

(Speaking and Listening Standards, Comprehension and Collaboration, Strands 1–3, Presentation of Knowledge and Ideas, Strands 4–6)

- Throughout *Zombies Don't Eat Veggies!*, many of the zombie dishes are influenced by Latinx food and culture. Examples of the following Latinx zombie dishes are listed below:
 - Arroz con spleens
 - Famoso chili con ojo
 - Arm-panadas

Have students find what the actual names of the dishes are (if the students don't know already), and then encourage them to find out what are the components of the dish. Students can also explain how the names of the dishes are playful versions of the actual foods. Why do they think the authors chose to write the Zombie dishes in that way?

- Conduct a geographical food study. First, have students research what vegetables grow in their particular state. Where can they find farms close to their school or neighborhood? Where are vegetables grown in their communities? What about their whole state? What are the best conditions and seasons for specific vegetables in their state? Why? Students can share their findings with photographs, maps, or other resources. Refer to the USDA Snap-Ed Connection for their Seasonal Produce Guide and overall library for more information and resources (<https://snaped.fns.usda.gov/seasonal-produce-guide>) (<https://snaped.fns.usda.gov/library/materials?lib%5B0%5D=setting%3A45>).
- After students have researched the vegetables that grow in their state, have students investigate the different vegetables in the following regions of the United States: Northeast, Southeast, Midwest, and West. Divide students into groups and have them look at the vegetables that grow in their particular region and what time of year. Students can then present their findings in a visual format of their choosing and share their answers to the following questions: why does this region's climate help these vegetables grow? What are the specific conditions that are critical for the vegetables' growth? (<https://www.hunker.com/12003881/the-best-areas-in-the-united-states-to-grow-vegetables>)

Science

(Next Generation Science Standards 2-PS1-1: Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties; 2-PS1-3: Make observations to construct an evidence-based account of how an object made of a small set of pieces can be disassembled and made into a new object).

- If the weather and time of year allow, plant an outdoor garden box. Find lots of information about gardening with children here: <https://letsmove.obamawhitehouse.archives.gov/gardening-guide>. Other organizations that offer suggestions for starting school gardens can be found at the following websites (<https://kidsgardening.org/designing-a-school-garden/>) and (<https://growing-minds.org/school-gardens/>).
- If possible, select one of the recipes from the back of *Zombies Don't Eat Veggies!* to prepare in the classroom. Then, go on a field trip with students to acquire the ingredients. Consider a visit to the local supermarket or store to purchase the vegetables needed for the recipe. At the supermarket, find a manager in charge of purchasing and ask where the vegetables came from. Were the vegetables sourced locally or did they come from out of the state? How often do they receive shipments of vegetables? Where do their vegetables typically come from? Students can reflect on their findings when they return to the classroom with a partner, small group, or the whole class.
- Prepare the Blood Bile Bisque Recipe (or another recipe in the back of *Zombies Don't Eat Veggies!*) Please note that the Blood Bile Bisque requires a blender to purée the vegetables. Divide students in groups to have them prepare each set of ingredients needed for the soup. Throughout the cooking process, have students note how materials changed and can be combined and made into something new. Students can note color, shape, texture, and other properties of the vegetables, and track how they change throughout preparation. Afterwards, have students write a response about what they learned from obtaining and preparing the vegetables for the recipe. What new information did they learn? Why?

Arts/Performing Arts

(Reading Standards, Key Ideas and Details, Strands 1-3, Craft and Structure, Strands 4-6, Integration of Knowledge & Ideas, Strands 7-9, Range of Reading of Text Complexity, Strand 10) (Writing Standards, Text Types & Purposes, Strands 1-3, Production & Distribution of Writing, Strands 4 and 6, Research to Build & Present Knowledge, Strands 7-9, and Range of Writing, Strand 10) (Speaking and Listening Standards, Comprehension and Collaboration, Strands 1-3, Presentation of Knowledge and Ideas, Strands 4-6)

- Provide students with the opportunity to view the book trailer for *Zombies Don't Eat Veggies!* What did students enjoy about watching the book trailer? Then, if possible, students can create or act out book trailers of their own. If the necessary equipment is available at school or in students' homes, encourage students to record and edit their own book trailers for *Zombies Don't Eat Veggies!* For ideas, check out this Creating Reading Excitement with Book Trailers lesson plan (<http://www.readwritethink.org/classroomresources/lesson-plans/book-report-alternativecreating-c-30914.html>) by [ReadWriteThink.org](http://www.readwritethink.org). What would they include in their book trailer?
- Have students come up with their own "zombie" dish, such as "arm-panadas" that's provided in *Zombies Don't Eat Veggies!* Encourage bilingual students to come up with a dish using English and Spanish words. Students can create an illustration to accompany their zombie dish and explain their reasoning and rationale behind their creative name.

- Have children create their own representation of a garden with materials available in their classroom. Students can create a collage with various paper or magazine clippings, a painting, drawings or sketches, or a physical garden with actual materials. Have children talk about what they chose to plant in their garden and how they plan on using those particular foods.
- Encourage students to select the illustration from *Zombies Don't Eat Veggies!* that resonated with them the most. Have students write a reflection about the illustration. What stood out to them? How did it make them feel? What did it make them think about?

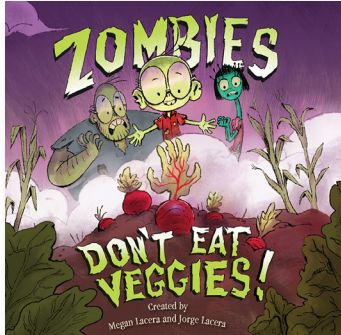
School-Home Connection

(Reading Standards, Integration of Knowledge and Ideas, Strands 7 and 9)

(Writing Standards, Text Types & Purposes, Strands 1-3, Production & Distribution of Writing, Strand 4, and Research to Build & Present Knowledge, Strands 7-9, Range of Writing, Strand 10)

(Speaking and Listening Standards, Comprehension and Collaboration, Strands 1-3, Presentation of Knowledge and Ideas, Strands 4-6)

- If possible, have students bring home a copy of *Zombies Don't Eat Veggies!* and/or *¡Los zombies no comen verduras!* to read with their family or friends. What did their families and friends enjoy about *Zombies Don't Eat Veggies!*? How did they relate to the characters in this book? Why?
- Encourage students to talk with family members and/or caregivers and share a recipe with the class that involves a vegetable(s). Have students then bring in or find different photographs of the fruits and vegetables that are in the recipe and label them on a big display in the front of the classroom. If possible, have students prepare the recipe at home with their caregiver(s) and bring in a sampling for their whole class.
- Create a checklist of vegetables that students generate together. Ask students to document which ones they've tried at home and encourage them to try something new with their families. Share relevant local resources for obtaining produce (e.g., farmer's markets days and locations, information about markets that accept SNAP benefits.)



Ordering Information

⊕ General Order Information:

leeandlow.com/contact/ordering

Secure Online Ordering:

leeandlow.com/books/zombies-don-t-eat-veggies

☎ **By Phone:** 212-779-4400 ext. 25

📠 **By Fax:** 212-683-1894

✉ **By Mail:**

Lee & Low Books, 95 Madison Avenue,
New York, NY 10016

ABOUT THE AUTHOR & ILLUSTRATOR

Jorge Lacera was born in Colombia, and grew up in Miami, Florida, drawing in sketchbooks, on napkins, on walls, and anywhere his parents would let him. After graduating with honors from Ringling College of Art and Design, Jorge worked as a visual development and concept artist. As a big fan of pop culture, comics, and zombie movies, Jorge rarely saw Latino kids as the heroes or leads. He is committed to changing that, especially now that he has a son. The family lives in Montreal, Canada. You can find him online at studiolacera.com.

Megan Lacera grew up in the suburbs of Cleveland, Ohio, with a book always in her hands. She became a writer and creator of characters and worlds for entertainment companies, and later formed her own creative company with husband Jorge Lacera. After reading many stories to their son, Megan realized that very few books reflected a family like theirs—multicultural, bilingual, funny, and imperfect. She decided to change that by writing her own stories. This is Megan's original picture book debut. You can learn more about Megan and Studio Lacera at studiolacera.com.

REVIEWS

"Tasty and homegrown, this hits a strange and specific trifecta: a lightly bilingual book that feels inclusive not only for Latinx kids, but also for different eaters and for those who aren't afraid of gory, monster-themed humor." —*Kirkus*, **starred review**

"The Laceras draw upon their own experience as a mixed-race couple to tell an unconventional but utterly relatable story of mixed families and Latin cooking (with a twist)." —*Booklist*

"This Halloween take on a be-yourself story—with occasional, naturally integrated Spanish—is full of wordplay both in the text ("Holy aioli!") and in the muted digital illustrations ("RIP Juan Moortime," reads a gravestone)." —*The Horn Book*

ABOUT LEE & LOW BOOKS

LEE & LOW BOOKS is the largest children's book publisher specializing in diversity and multiculturalism. Our motto, "about everyone, for everyone," is as urgent today as it was when we started in 1991. It is the company's goal to meet the need for stories that children of color can identify with and that all children can enjoy. The right book can foster empathy, dispel stereotypes, prompt discussion about race and ethnicity, and inspire children to imagine not only a world that includes them, but also a world where they are the heroes of their own stories. Discover more at leeandlow.com.