

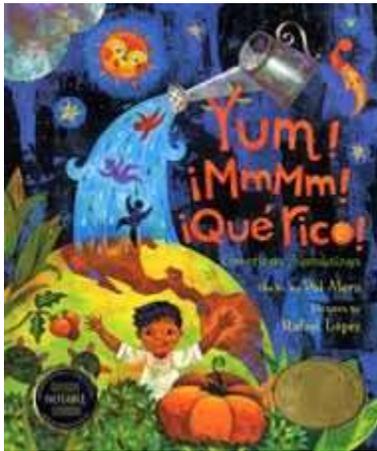


Américas Book Award  
[www.claspprograms.org](http://www.claspprograms.org)  
2007-2008 Award Winner



**Yum!**  
**¡Mmmm!**  
**¡Que rico!**

By Pat Mora



**Curricular Resource:** This lesson plan is intended to be used along with *Yum! ¡Mmmm! ¡Que rico!* by Pat Mora. The lesson is designed for grades 2-3. The lesson incorporates reading, language, and writing standards, focusing on haiku and sensory descriptions in literature. The lesson culminates in students writing short poems of their own.

**Materials:** Copies of the book or a document camera and projector; paper plates, drawing and coloring materials.

**Text description:** This book features haiku about foods from North, Central, and South America, as well as informative texts about each food's provenance and cultural significance. With a lexile of 970, the informative texts are suited to middle-school students or higher. However, the brevity and the sensory imagery of the haiku, along with less complex vocabulary, make them appropriate for grades 2-3. Vivid illustrations provide context clues for higher level vocabulary and a very limited number of words in Spanish.

**Designed by:** Erin Lierl, Tulane University

## Lesson Plan: Grades 2-3

- Lead-in:
  - Teacher names a favorite food and describes it using three adjectives.
    - Example: “My favorite food is watermelon. Watermelon is red, sweet, and juicy.”
  - Students write the name of a favorite food and draw a picture of it on the worksheet (p4)
  - Students describe the food, writing three adjectives. Teacher encourages students to use adjectives appealing to the senses: sight, touch, taste, hearing, and smell.
  - Students share their pictures and adjectives in pairs or small groups.
  - Teacher invites students to share their pictures and adjectives with the whole group. Whole group discusses which senses are evoked by each adjective.
- Teacher tells students that a **haiku** is a short poem that uses words related to the senses. The book will contain haiku about food.
- Reading for gist: Teacher tells students to choose their favorite haiku from the book as they read.
  - Teacher provides each student with a copy of the text or displays the text using a document camera.
  - Teacher guides students in reading the haiku.<sup>1</sup>
  - Teacher models using context clues to determine the meaning of words and phrases (both English and Spanish).
  - Teacher asks students to recall their favorite haiku from the book. What senses did they appeal to?
- Reading for detail: Teacher guides students in reading again for sensory descriptions, completing the sensory imagery worksheet (p5).
- Writing: Following the author’s model, students write their own short poems (they do not have to be strictly 17-syllables or three lines, and can still qualify as **haiku**). Students are encouraged to use sensory descriptions.
  - Teacher circulates, giving students feedback on spelling.
- Publishing: Students divide a paper plate into 4 sections (see p6). Students use the top left section to write the name of the food they have chosen. Students use the top right section to write three sensory adjectives. The bottom left section is for an illustration, and the bottom right section is for the haiku.
  - Students should incorporate corrected spellings in the final versions of their poems.
  - Paper plate haikus can be displayed inside or outside of the classroom.

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<sup>1</sup> This curriculum considers the content of the informational texts too complex for sustained interest for grades 2-3, but it can be included according to the teacher’s discretion.

## Louisiana Department of Education Standards Alignment

### Reading Standards for Literature

- 4. Describe how words and phrases supply rhythm and meaning in a poem or song; determine the meaning of words and phrases as they are used in text.
- 7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

### Speaking and Listening Standards

- 7. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

### Language Standards

- 4. a. Use sentence-level context as a clue to the meaning of a word or phrase.
- 5. a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy)
- 5. b. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
- 6. b. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

### Writing Standards

- 5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

Pre-Reading Worksheet

**What is one of your favorite foods?** \_\_\_\_\_

**Draw a picture of your favorite food:**



**Describe the food using 3 adjectives. How does it smell, taste, look, feel, or sound?**

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Sensory Imagery Worksheet

**Sight**



**Sound**



**Touch**



**Smell**



**Taste**



## Paper Plate Haiku Template

