

# Sip, Slurp, Soup, Soup/ *Caldo, Caldo, Caldo*

by Diane Gonzales Bertrand

There are never too many cooks in the kitchen when Mamá makes the family's favorite vegetable soup and everyone pitches in. With a lively narrative and colorful illustrations this delightful bilingual picture book celebrates the joys of simple family rituals. An easy recipe for caldo is included to be used by children, parents, and teachers.

This is "a brisk bilingual text that uses rhythmic prose to tell a simple story."

—*School Library Journal*

## TEACHING OVERVIEW

Illustrated with bright, bold colors and accompanied by playful descriptions of making and eating a delicious vegetable soup, this book lends itself to an exploration of the senses. Descriptions of tastes, smells, and even sensations of touch make the text come alive. Accompanied by a recipe, this book also will supplement lessons about measurements.

## COMPREHENSION STRATEGIES:

The following Before, During, and After Reading strategies contain activities for improving reading and writing skills.

### Suggested Visual Aids

a large enamel soup pot  
ladle or cooking spoon (wood or plastic)  
a *molcajete*  
plastic or real vegetables  
colorful soup bowls & spoons  
a bag of corn tortillas  
a doll or stuffed toy that is gently used and well loved

## BEFORE READING

1. Invite children to draw pictures of their favorite foods and talk about their drawings.
2. Invite children to tell stories or draw pictures about a favorite food that is cooked by a family member, special neighbor, or an important friend.
3. Invite children to talk about special smells associated with certain foods.
4. Invite children to talk about soup, favorite soup, and the good things about eating a bowl of

soup.

5. Invite children to pick up and touch objects to cook and eat soup.

### AS READING PROGRESSES

1. Invite children to discuss the cover of *Sip, Slurp, Soup, Soup*
2. Discuss new vocabulary, particularly *Acaldo, caldo, caldo@*
3. Invite children to help read the story by repeating *Acaldo, caldo, caldo@* and *ATortillas, tortillas, tortillas.@*
4. Invite children to talk about tortillas and other Mexican food

### AFTER READING

1. Invite children to talk about Alexandra=s doll and it=s place in the story
2. Invite children to talk about each picture in the story and the details in each illustration
3. Invite children to talk about specific events in the story

### OTHER FOLLOW-UP/EXTENSION ACTIVITIES

1. Invite children to draw a picture or talk about a Afavorite@ doll or toy that was often taken places.
2. Invite children to draw or write down a recipe for a ASilly Soup.@ For example, what would be the ingredients for *Monster Soup, Confetti Soup, Dinosaur Soup* etc. ?
3. Plan a field trip to a tortilla store, a pizza restaurant, a bakery, or a candy factory to see how food is made, packaged, and sold. Consider a visit inside the kitchen at the school cafeteria.
4. Use the recipe in *Sip, Slurp, Soup, Soup* and cook soup in the classroom or library.
5. Buy or make fresh corn tortillas to share and eat.
6. Invite children from other cultures to discuss soup and soup recipes.

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Any of these suggestions for drawing and discussion can be accommodated into writing activities for older children.

For beginning Spanish classes, students can take turns reading the text in Spanish. Afterwards, invite Spanish students to write their own Spanish text of simple verses about cooking and eating other Mexican foods. Use the story text and repetition of specific words as a model.

### From the author:

AI was inspired to write this story on a cold January day. I had a pot of soup cooking and decided I wanted some corn tortillas to eat with it. I took my two children with me and drove down to a local *molino* that sold tortillas, taco shells, and other Mexican staples. The children and I enjoyed standing outside the large window and watching the workers make and bake the tortillas. Before the ride home, each of us sat in the car, eating a warm corn tortilla. It was then I remembered all those cold days when my mother cooked *caldo* and my brothers and sister would pester her as she was cooking. My father had to take us to the tortilla store by their house to keep us out of her way.

Then we would go home and enjoy the hot soup and fresh tortillas. This was a family ritual every Sunday during the winter months.

I really do have two brothers named Gilbert and Mike and a sister named Christine. Alexandra is my niece=s name. And every one of us loves to eat *caldo, caldo, caldo.*@

*Diane Gonzales Bertrand*

About the author

**Diane Gonzales Bertrand** is the author of numerous books for children and young adults. Her books for young children include *The Empanadas That Abuela Made/ Las empanadas que hacía la abuela* (Piñata Books, 2002), with illustrations by Alex Pardo DeLange; *Uncle Chente's Picnic/El picnic de Tío Chente*, (Piñata Books, 2001) with illustrations by Pauline Rodriguez Howard; *The Last Doll/La última muñeca* (Piñata Books, 2001), with illustrations by Anthony Accardo; and *Family, Familia* (Piñata Books, 1999), with illustrations by Pauline Rodriguez Howard. Bertrand's books for young adults include *Close to the Heart* (Piñata Books, 2002), *Trino's Time* (Piñata Books, 2001), *Trino's Choice* (Piñata Books, 1999), *Lessons of the Game* (Piñata Books, 1998), *Alicia's Treasure* (Piñata Books, 1996), and *Sweet Fifteen* (Piñata Books, 1995). A lifelong resident of San Antonio, Bertrand teaches at St. Mary's University, where she is also Writer in Residence.

Other Bilingual Picture Books by Diane Gonzales Bertrand:

*The Empanadas That Abuela Made/ Las empanadas que hacía la abuela* ISBN 1-55885-388-X

*Family, Familia* ISBN 1-55885-269-7

*The Last Doll/La última muñeca* ISBN 1-55885-290-5

*Uncle Chente's Picnic/El picnic de Tío Chente* ISBN 1-55885-337-5