

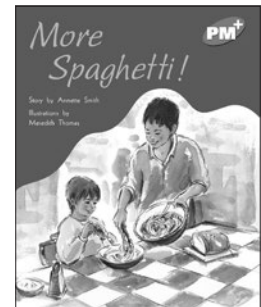
# More Spaghetti!

PM Level 16

Orange

**Text Type** Narrative

**Running Words** 328



## Preparing for Guided Reading

### Orientation to the text

- Write the verse *Spaghetti* (see p. 5 of *Food is Fun*, PM level 14/15) onto card. Discuss the imagery that the words in the verse promote.

### Prior knowledge

- This is the story of Tommy's first overnight stay at someone else's home. Although he is very excited, he is also a little fearful, too! Different food and an unfamiliar bed create a problem.

## Building the Balanced Reader

### Vocabulary

#### Key vocabulary

bedroom, dinner, each, everyone, something

#### Content Words

began, feeling, slipping, spaghetti, until

### Decoding

- Encourage automatic recognition of high-frequency words.
- Apply knowledge of syllables to break words into readable units.
- Observe students' ability to integrate meaning, language structures and visual information as they read. Provide support when necessary.
- Explicitly teach students to use a variety of comprehension strategies to predict or check meaning, including applying prior knowledge, thinking aloud, attending to details in illustrations, re-reading and reading on.

### Focusing on the story – guided reading

- Read the title. Talk about the choices the children make when given the opportunity to eat familiar and unfamiliar foods. Introduce Tommy and Robert.
- Have students read to find out why Tommy is a *little bit scared*.
- Focus on how Tommy feels about staying in a new place and eating unfamiliar food. Ask students to recall if they have had similar experiences. What helped them to overcome their fears?

- Read the text. Ask, *Why do you think Tommy is still feeling scared?* Invite students to share their own feelings about staying at someone's home for the first time. Talk about what Robert's mum does to make Tommy feel more comfortable.
- Observe Tommy's facial expressions – even playing with Robert's cars doesn't take his mind off the idea of spaghetti for dinner.
- Notice how relaxed and happy Tommy becomes after he has eaten some spaghetti. He realises that food he is not used to can taste delicious after all.
- Revise consonant blends in the words *scared*, *gran*, *stayed*, *friend*, *smiled*.
- Find other words that rhyme with *stay*, *eat*, *boys*, *room*, *bed*, *feel*.

### Comprehension

- Why was Tommy *a little bit scared* about staying at Robert's house? (*Literal*)
- What did Robert's mother do to help Tommy? (*Inferential*)
- What made Tommy change his mind about staying at Robert's house? (*Inferential*)

### Follow-up activities

- Have students list all the things they would take with them if they were staying somewhere overnight. Encourage them to present their ideas as a 'mind map' or numbered list.
- Discuss tasks that students have been involved in when staying at someone else's home. Have them write about and draw their ideas.
- Ask a parent who is familiar with European cooking to come and show the children different types of pasta (fresh pastas can be purchased from supermarkets). Students may even be able to taste home-made spaghetti!
- Revisit the conventions of letter writing. Have students pretend to be Tommy and write a letter to Robert's family thanking them for having him to stay. Write the first sentence together, then have students complete their letters individually.

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Date \_\_\_\_\_

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## Learning Intentions

- We are learning to apply knowledge of syllables to break unfamiliar words into readable units.
- We are learning to integrate meaning, language structures and visual information as we read.

• \_\_\_\_\_

## Success Criteria

- I can use my knowledge of syllables to assist me to decode unfamiliar words.
- I can use a variety of skills and strategies to understand what I read.

• \_\_\_\_\_

## Guided Reading Notes

Student's name	Reading focus	Observations/notes	For follow-up