

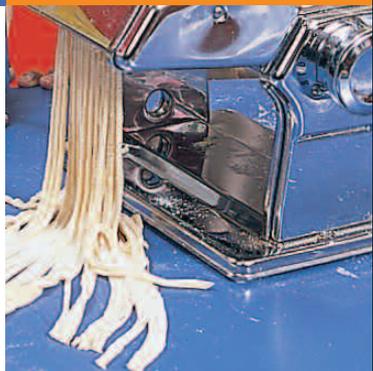
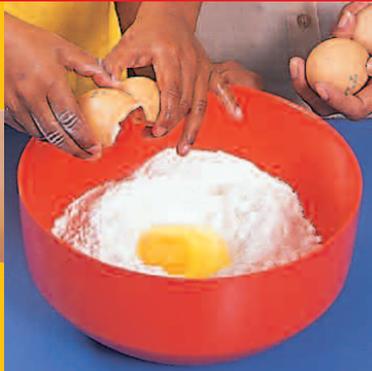
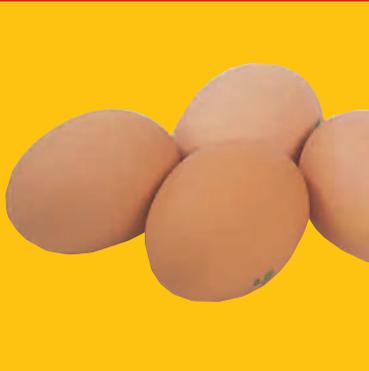
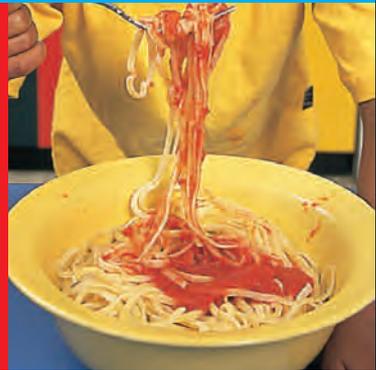
Making Spaghetti

Written by Jack Hastings

Photography by Michael Curtain



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How to use this book

Before reading: Talkthrough



Talk through the book with the children. Encourage them to predict the text from the cover and the pictures, and to think about the information they provide. Direct the children's attention to aspects of the text that may challenge them. Support the children to deal with these challenges by asking the Talkthrough questions on each page.

During reading: Observe and support



Observe the children as they read. Encourage them to monitor their own reading as they comprehend the text. As needed, support the children by helping them to discover and use reading strategies and cues to solve problems and respond to reading challenges that arise in the text. Interruptions to the children's reading should be minimal and focused on specified learning needs.

After reading: Comprehension, returning to the text, responding and writing links



To further develop children's understanding of the text, select from activities found on page 16 and the inside back cover. These whole text, sentence and word level activities reinforce the teaching focus of this book. Assessment ideas are provided to assist with planning for further teaching.

Text highlights

- An illustrated ingredients page is provided.
- The use of instructional language: get, put, make, mix, roll, add, knead, wait, cut, hang.

Vocabulary

boiling, bowl, cuts, dough, drying stand, eat, eggs, flat, flour, grandma, knead, making, mix, pasta maker, pot, roll, rolling pin, spaghetti, sticky

Setting the context

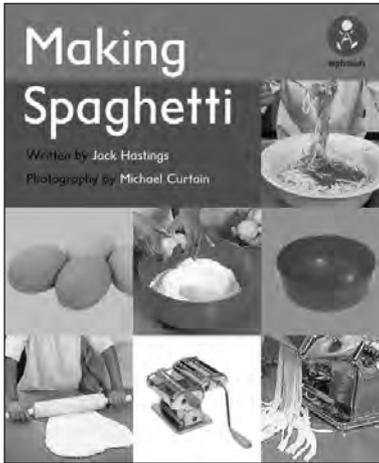
Bring in some spaghetti for the children to look at.

How do you think spaghetti is made? What ingredients are used to make it? What happens to spaghetti when it is cooked?

Introducing the book

We are going to read a book that will explain how to make spaghetti. Who can guess what sorts of words will be in this book?

Write a list of the children's ideas on the board.



Front cover

Show the front cover of the book to the children.

What things might you need to do to make spaghetti?



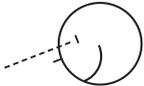
Title page

The book is called Making Spaghetti. Who do you think will be showing us how to make spaghetti? How do you know this?



Talkthrough

The boy and his grandma are in the kitchen. What are they going to do? What do the pictures on page 3 tell us?



Observe and support

Do the children use a range of information to help solve problems when reading?

If a child has difficulty with a word, ask the following questions.

Look at the pictures. How do they help you? What letter does the word start with? Check the ending of the word. What sort of word are we looking for here? What would make sense?



My grandma and I
like to make spaghetti.
This is how we do it.

2

We need:



2 cups
of plain
flour



large bowl



4 eggs



rolling pin



pasta maker



drying stand



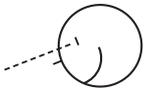
pot

3



Talkthrough

*There is flour in the bowl. What is the boy adding to the flour?
How many eggs is he adding?*



Observe and support

Can the children use their knowledge of phonics to support their reading?
How did you know that word was 'flour'? What did you check at the start of the word? What did you look for at the end of the word?



I put the flour in the bowl.
I make a hole in the middle.

4



We put the eggs
in the flour.
I mix the eggs
and the flour.

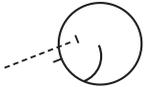


5



Talkthrough

The flour and the eggs have become dough. What is the boy doing to the dough? What might he do to it next?



Observe and support

Can the children identify and understand instructional language?

What is the boy doing with the dough? Where on the page does it tell you this?

What words explain what is happening?

What are the pictures showing you?



I mix the dough with my hands.

6



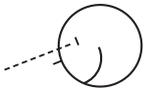
I roll the dough into a ball.

7



Talkthrough

The boy is rolling out the dough. What is he using to roll the dough flat? Why is his grandmother sprinkling more flour onto the dough?



Observe and support

Can the children recall the sequence of events so far? What was the first thing the boy and his grandmother did to make spaghetti? What did they do next?



I roll the dough flat.



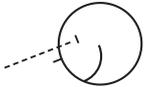
If the dough is too sticky,
we add some more flour.





Talkthrough

Now the boy is kneading the dough. Why is his grandmother looking at her watch? How long does he have to knead it for?



Observe and support

Can the children read the text fluently? Model reading the text to the children. Have the children read it with you, then ask them to read it by themselves.

Can you make it sound like I do?



I knead the dough for ten minutes.

10



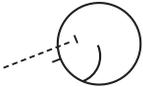
I put the dough back in the bowl
and wait for thirty minutes.

11



Talkthrough

The boy and his grandmother are putting the dough in a machine. What does this machine do? How does it work? What is the machine called?



Observe and support

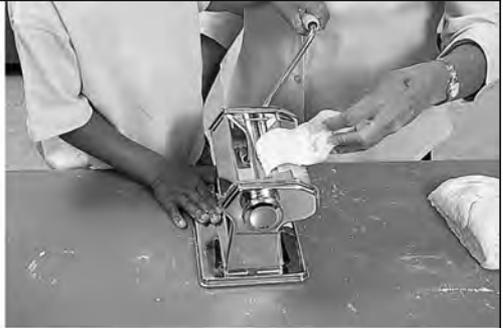
Can the children use information in the text and the pictures to understand new vocabulary, such as ‘pasta maker’?

What is a pasta maker? How do you know this? How does a pasta maker work?



Grandma cuts off a piece of dough.

12



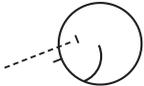
I help her
put it through
the pasta maker.

13



Talkthrough

The boy and his grandmother have hung the spaghetti up. Why are they hanging the spaghetti up? How many minutes does the pasta take to cook?



Observe and support

Do the children understand the purpose of the text? What have you learned by reading this book? How did the pictures help? How did the words help? What is this sort of book called? What other things could you write about in this way?



We hang the spaghetti to dry.

14



Grandma puts the spaghetti
in boiling water for ten minutes.

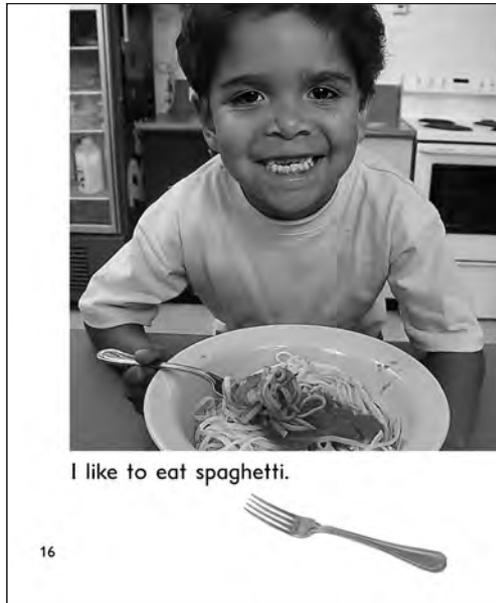
15





Talkthrough

*How does the spaghetti look now? Does this boy like spaghetti?
How do you know? Do you like spaghetti?*



After reading

Being a meaning maker

Encourage the children to support their responses with evidence from the book as they discuss these comprehension questions.

*What do you need to make spaghetti? What do you do first?
And second?*

Why do you need a pasta maker?

Is the spaghetti in the book the same as spaghetti that can be bought from shops?

Could you use this book to make other kinds of pasta?

Being a code breaker

Explore the following language features:

- Words that rhyme with 'how': bow, cow, now, row, sow, wow.
- Hearing sounds: the children could be asked to listen for any words in the text that contain the /d/ sound; for example, do, drying stand, middle, dough, add, knead, dry. They could also say where the sound occurs in the word.

Being a text user

Refer to the text when discussing these questions:

What kind of book is this? How is it the same as a recipe? How is it different?

What does this book teach us?

Being a text critic

Do all families eat spaghetti?

Do all families that eat spaghetti make it themselves?

Does your family make spaghetti?

Responding to text



Ask the children to work in cooperative groups to make an audiotape explaining how to make spaghetti.



Ask the children to work in cooperative groups to make a poster advertising spaghetti.



Ask the children to compile a list of words from the book that tell them what to do (instructional verbs); for example, make, mix, roll, knead, cut, hang, put.

Writing

Model the writing of a procedural text. Choose any simple activity the children might be familiar with, such as how to make a salad sandwich or how to get ready for a birthday party. The children could then do their own procedural writing. You might like to brainstorm a list of ideas for them to choose from.

Assessment

Can the children:

- explain the purpose of different aspects of the text, such as ingredients?
- identify the instructional verbs in the text?



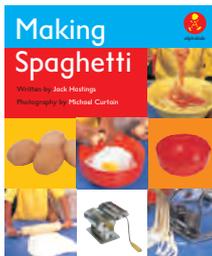
whole text activity



sentence activity



word activity



Teacher Edition

Topic: Food

Curriculum link: Health and Physical Education

Text type: Procedure

Reading level: 9

Word count: 122

High-frequency words: a, and, for, I, in, is, it, like, make, my, of, the, this, to, we

Vocabulary: boiling, bowl, cuts, dough, drying stand, eat, eggs, flat, flour, grandma, knead, making, mix, pasta maker, pot, roll, rolling pin, spaghetti, sticky

Possible literacy focus

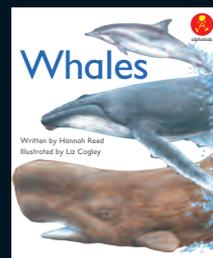
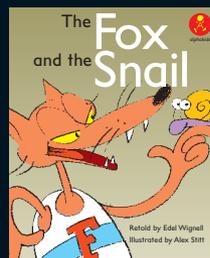
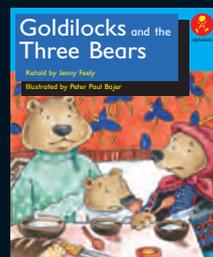
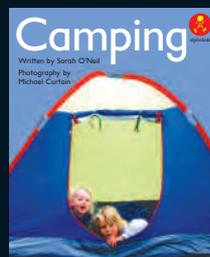
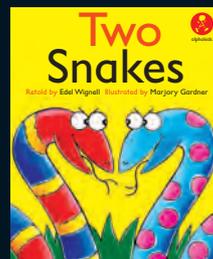
Understanding the format of a procedural text.

Understanding the use of instructional language.

Summary

This book is a procedural text explaining how a grandmother and her grandson make spaghetti.

Other books at this level



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