

Teacher Edition



alphakids

# Pasta



# Party

Written by Jack Hastings



Photography by Michael Curtain

Published edition  
© Eleanor Curtain  
Publishing 2004

First published 2004

Apart from any fair dealing for the purposes of study, research, criticism or review, as permitted under the Copyright Act of Australia, no part of this book may be reproduced by any process, or transmitted in any form, without permission of the copyright owner. Where copies of part or the whole of this book are made under Part VB of the Copyright Act, the law requires that records of such copying be kept and the copyright owner is entitled to claim payment.

Developed by  
Eleanor Curtain Publishing  
Text: Kerrie Shanahan  
Consultant: Susan Hill  
Designed by  
Alexander Stitt  
Production by  
Publishing Solutions

Printed in China

ISBN 0 7253 3384 7

1 2 3 4 5 6 7 8 9  
04 05 06

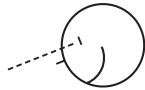
## How to use this book

### 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

- The days of the week are introduced in sequence.
- The sentence forms: 'My ... loves ... pasta. We have ... pasta on ... night'.
- The text is supported by colour photographs of the family members and their favourite pasta.

## Vocabulary

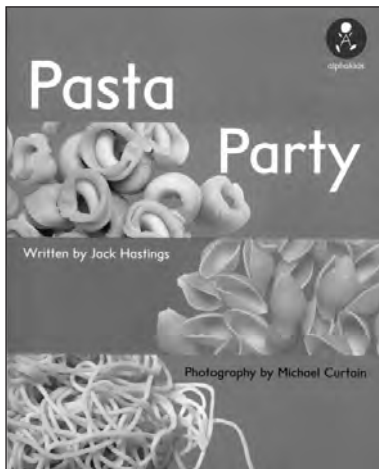
circle, flat, Friday, long, Monday, party, pasta, Saturday, shell, square, Sunday, Thursday, tube, Tuesday, Wednesday

## Setting the context

Bring in samples of different uncooked pastas. Talk with the children about the variety of pastas, and encourage them to describe each one.

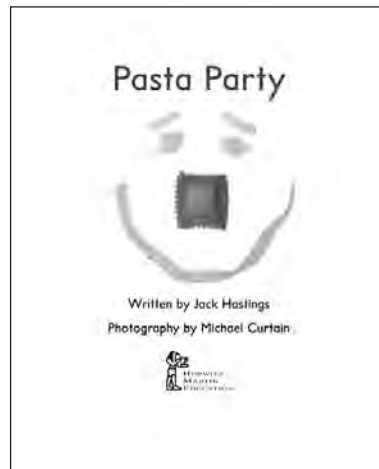
## Introducing the book

*This is a book about a family who loves pasta. They each have a favourite shape, and they eat a different type of pasta each night of the week.*



### Front cover

*Have you seen any of these types of pasta before? What are the names of these types of pasta? What else is on the front cover?*



### Title page

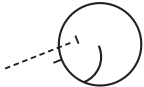
Draw the children's attention to the title, the author's name and the photographer's name. Ask the children to read the title.

*What is similar about the two words in the title?*



## **Talkthrough**

*The family is having dinner. They are eating pasta. Do you think everyone is enjoying the meal? How can you tell?*



## **Observe and support**

Can the children understand what they have read? Can they use evidence from the page to support their understanding?

*Who is telling the story? How do you know this?*

*Does everyone in the family like pasta? How did you know?*

*When do they eat pasta? Does the picture give you this information?*

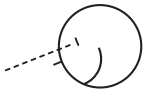


I love pasta.  
Everyone in my family loves pasta.  
We eat pasta all the time.



## **Talkthrough**

*This is the girl's dad. What shape is the pasta he is eating?  
Is he enjoying it?*



## **Observe and support**

Are the children able to recognise the written form of the days of the week? If children do not recognise the word in isolation, they may when reading in context.

*How did you know that said Monday? What clues did you use to work it out? Do you see a smaller word in this word? What letter does it start with? What sound does the letter 'm' make? What word that starts with the /m/ sound would make sense here?*

My dad loves square pasta.

We have square pasta  
on Monday night.



4

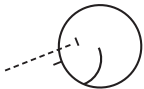


5



## **Talkthrough**

*Mum loves pasta too. Which pasta does mum like?*



## **Observe and support**

Are the children able to recognise incorrect syntax?

*Did that sentence sound right? What part of the sentence didn't sound right? What word could you put there that would make it sound better? Always check that your reading makes sense.*



My mum loves tube pasta.

We have tube pasta  
on Tuesday night.



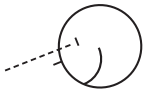
6





### **Talkthrough**

*The girl's baby brother is eating pasta too. It's very long.  
Does the baby like pasta? How can you tell?*



### **Observe and support**

Can the children read the text fluently? Model reading this page, then read it together.

*Can you make it sound like I did?*

Have children read the page to you by themselves and give appropriate positive feedback.

My baby brother  
loves long pasta.

We have long pasta  
on Wednesday night.



8

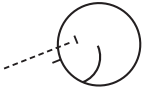


9



### **Talkthrough**

*This is the girl's sister. What does she like to eat?*



### **Observe and support**

Can the children use their knowledge of phonics to support their reading?

*How did you know the word 'Thursday' on this page?*

Can the children identify the digraph 'th' at the start of Thursday?

My sister loves circle pasta.

We have circle pasta  
on Thursday night.



10

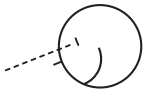


11



### **Talkthrough**

*This is the girl's grandpa. How would you describe the pasta he is eating?*



### **Observe and support**

Do the children check a range of information on the page to help with problem solving?

*You read 'My grandpa loves flat pasta'. How did you know that the word said 'grandpa'? How could you check that it is the right word?*

My grandpa loves flat pasta.

We have flat pasta  
on Friday night.



12

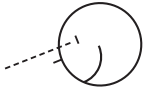


13



### **Talkthrough**

*This is the girl telling us about the pasta her family eats.  
What does her pasta look like?*



### **Observe and support**

Can the children recall events in the text?

*Look back at pages 2 and 3. Have you read about each person yet? Can you remember what their favourite pastas are? Who was the first person to talk about the pasta they love? Who was next? Who was last?*



I love shell pasta.

We have shell pasta  
on Saturday night.



14

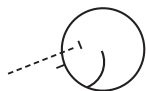


15



## Talkthrough

Do they look like a happy family? What makes you think this? Why is everyone happy on Sunday night?



## After reading

### Being a meaning maker

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

*Who loves long pasta?*

*What is Dad's favourite pasta?*

*Does this family eat square pasta every Monday night?*

*Do the other members of the family like square pasta? How do you know?*

*Does this family like all the kinds of pasta that there are?*

*Why is this book called Pasta Party?*

## Being a code breaker

Explore the following language features:

- Vocabulary: The days of the week – Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday.
- Words describing shapes: circle, flat, long, shell, square, tube.
- Words that rhyme with 'night': fight, knight, light, might, right, sight, tight.

## Being a text user

Refer to the text when discussing these questions:

*Could you learn how to make pasta from this book?*

*What could you learn from this book?*

## Being a text critic

*Is your family like this?*

*Could such a family really exist? Why or why not?*

## Responding to text



Have the children work in cooperative groups to retell the story as a role-play. They could perform their role-plays for the class.



Ask the children to list the days of the week and make a menu of the types of food they would like to eat on each day. Provide food magazines so the children can cut out pictures to illustrate their menus.



Provide a bowl of cold, cooked spaghetti for children to use to make words from the book. These can then be dried and hung around the room. Add food colouring to the water the pasta is boiled in for a more colourful display.

## Writing

Have the children organise the information from the text using a chart with the following headings:

Day	Pasta shape	Whose favourite pasta is it?

Encourage them to use the book to check their accuracy.

## Assessment

---

Can the children:

- retell the text in a logical order?
- recognise the written form of the days of the week?



whole text activity



sentence activity



word activity



## Teacher Edition

**Topic:** Food

**Curriculum link:** SOSE

**Text type:** Recount

**Reading level:** 6

**Word count:** 95

**High-frequency words:** all, have, I, in, likes, my, on, we

**Vocabulary:** circle, flat, Friday, long, Monday, party, pasta, Saturday, shell, square, Sunday, Thursday, tube, Tuesday, Wednesday

### Possible literacy focus

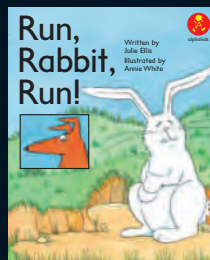
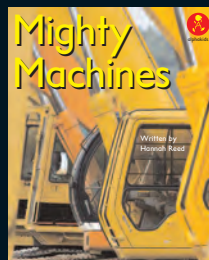
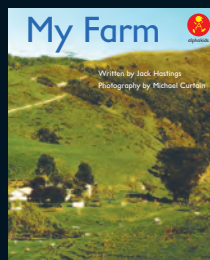
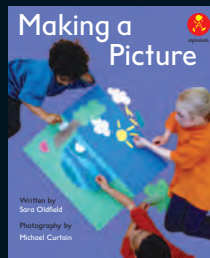
Understanding the features of a recount.

Reading and recognising days of the week.

### Summary

This book explores the pasta eaten by one family over the course of a week.

## Other books at this level



ISBN 0-7253-3384-7



9 780725 333843



alphakids