Between Friends: Spaghetti! Spaghetti! (pages 6–7)

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Text Type: Fiction: Poetry—rhyming poem

Oral Language Teaching Strategy:
Assist Students to Initiate a Discussion (see page 8) Help students learn to initiate discussions in an open way that encourages further talk.

Time: 20 minutes
Materials: - Between Friends, pages 6–7
          - Audio CD: “Spaghetti! Spaghetti!”
Grouping: whole class, small groups, and partners
Assessment: Grade Two Oral Language Assessment Scale (see pages 30–31)

FIRST READING

BEFORE READING

Predicting/making connections
- Cover the title and show students the double-page illustration that accompanies the poem.

Inferring/evaluating/predicting
- Ask students what they can tell about the topic of this poem using clues in the illustration (e.g., bowl of pasta, child eating, cheeks puffed out). Uncover and read the title as well as the name of the author. Revisit students’ predictions.

Does the title confirm your prediction? Would you like to change your prediction now that you know the title?

Activating and Building Background Knowledge
- Model using the sentence starter “I wonder…” to stimulate discussion. Say, “I wonder if this will be a funny poem or a serious one?” Invite partners to discuss this. Poll students to find out their opinions.

I love the way spaghetti feels in my mouth. What word would you use to describe how it feels in your mouth? If you don’t like to eat spaghetti, try to think of how your very favourite food feels in your mouth.

Making connections
- Ask students if they have ever eaten spaghetti, and whether or not they have found it easy or hard to eat. Encourage them to describe how it tastes and feels. If any students have not had the experience or do not like spaghetti, ask them about how their favourite food feels and tastes.
• Invite students to discuss their favourite foods. Have them share their ideas with an elbow partner, and encourage students to use starters to get the ball rolling. List some starters on chart paper and add to the list over the course of the lesson. The use of starters will take time and practice and may not be highly successful the first few times. Practice is necessary for success.

Setting a Purpose

Analyzing/Inferring

• Explain to students that they should listen to you read the poem and join in as soon as they like. Tell them to think about how the boy feels about spaghetti and whether there are certain words that help us know how he feels. You can use the starters “I wonder…” and “I think…” to present the purpose for reading.

DURING READING

• Read the poem and encourage students to join in.

• Focus on comprehension by offering prompts:
  Analyzing
  - What words does the author use to describe the spaghetti?
  Inferring
  - How do we know the boy likes spaghetti?
  Evaluating/Inferring
  - Why is the spaghetti piled in a mound?
  Inferring
  - Why does the boy gobble his spaghetti?
  Inferring
  - Where is the rest of the boy’s family?
  Inferring
  - Why do you think the boy is eating alone?

• Be sure to solicit answers from students who have not yet taken part in the discussion. Suggest discussion starters to stimulate discussion and encourage participation. Add to the list begun earlier, and remind students to refer to it.

• Reread the poem, paying particular attention to the punctuation and its impact on the oral reading. Emphasize the descriptive words by changing your voice quality.

Adding Playful Movements

• Have students stand up each time the words “spaghetti! spaghetti!” are spoken.

• Invite students to animate the words wiggle, squiggle, slurpy, slishy, and sloshy.

• Reread the poem with the Audio CD, adding more vocal animation and emphasis.
AFTER READING

- Revisit the purpose for reading.
- Revisit students’ original predictions about whether the poem would be serious or funny.

SECOND AND FURTHER READINGS

The students will want to reread “Spaghetti! Spaghetti!” During further lessons, consider including a balance of ideas from the following areas:

Engaging in Playful Language Activities

- Reread the poem, with groups of children reading alternate lines.
- Organize the students into two groups. One group will read “spaghetti! spaghetti!” whenever it appears, while the other group will read all the other lines in the poem. Switch parts.
- Ask students to devise other words or expressions that could repeat many times in the poem, for example, squishy, slurpy, squishy, slurpy.

Extending Comprehension

Syllinesing
- Ask students to consider why the author wrote this poem.

Evaluating
- Invite partners to discuss the narrator in this poem.

Developing Vocabulary and Interpreting Visual Images

Inferring
- Ask students to give you examples of parts of the poem that create pictures in their minds.

Interpreting by Acting Out Poems or Creating Poems

- Organize the class into small groups and give each group one verse of the poem. Invite students to devise a way to act out or dramatize their verse as the rest of the class reads. Remind students to be sure they let everyone offer their opinion in the planning and discussion. Refer them to the list of starters on chart paper.
• Use the structure of “Spaghetti! Spaghetti!” to write a class poem about another favourite food.

FOLLOW-UP ACTIVITIES

• Place the Audio CD and six small versions of Between Friends in the Listening Centre. Students can reread the poem while tracking the print. They can use the fluent reading on the Audio CD for support if desired.

• Invite students to illustrate parts of the poem that make pictures in their minds.

• Play a recording of “On Top of Spaghetti” and invite students to sing along when you replay it.
  - This song is a great tool for encouraging students to think about sequence of events. Invite students to illustrate the progression of the meatball throughout the song.
  - Sing the poem “Spaghetti! Spaghetti!” to the tune of “On Top of Spaghetti.”