



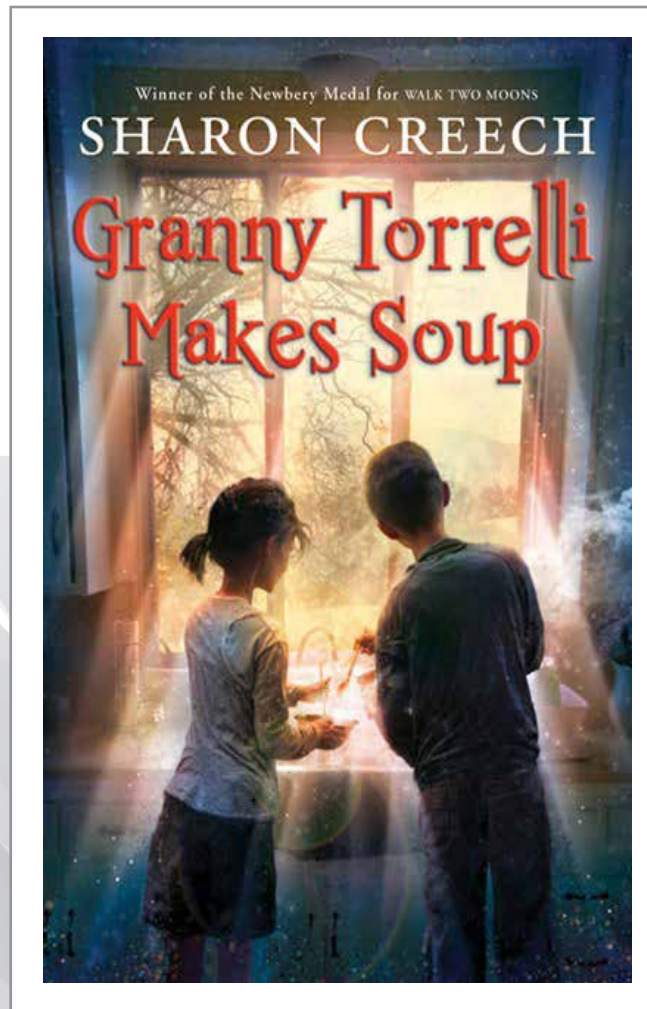
TEACHER GUIDE

GRADES 3-5

COMPREHENSIVE CURRICULUM BASED LESSON PLANS

Granny Torrelli Makes Soup

Sharon Creech



READ, WRITE, THINK, DISCUSS AND CONNECT

Granny Torrelli Makes Soup

Sharon Creech

TEACHER GUIDE

NOTE:

The trade book edition of the novel used to prepare this guide is found in the Novel Units catalog and on the Novel Units website. Using other editions may have varied page references.

Please note: We have assigned Interest Levels based on our knowledge of the themes and ideas of the books included in the Novel Units sets, however, please assess the appropriateness of this novel or trade book for the age level and maturity of your students prior to reading with them. You know your students best!

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Skills and Strategies

Thinking

Brainstorming, identifying attributes, compare/contrast, research, analyzing details, drawing conclusions, problem solving

Comprehension

Predicting, sequencing, main idea, inference, summarizing

Writing

Dialogue, recipe, list, journal, letter, chart, essay, mnemonic device, quiz, riddle, haiku, acrostic

Listening/Speaking

Discussion, role-play, reading Braille, foreign language, audio diary

Vocabulary

Parts of speech, definition, root words, usage, context clues, word origin, Italian vocabulary

Literary Elements

Point of view, foreshadowing, flashback, characterization, imagery, plot development, dialogue, figurative language, metaphor, simile, author's style, setting, theme, conflict, irony, sensory details, parallel story

Across the Curriculum

Art—drawing, poster, comic strip, collage; Language—Italian, Braille; Cooking—soup, pasta; Math—fractions; Social Studies—guide dogs, visual impairment, bullies; Drama—play

Genre: fiction

Setting: present-day; Rosie's family kitchen

Point of View: first person

Themes: love; life; friendship; one's place in the "bigger picture"

Conflict: person vs. person; person vs. self

Tone: serious, but occasionally humorous

Date of First Publication: 2003

Summary

Rosie and Bailey have been best friends for as long as Rosie can remember. Even though Bailey is visually impaired, it has never affected their friendship...until now. Rosie secretly learns to read Braille and is so excited to surprise Bailey with her newly acquired skill. She is shocked and hurt when he becomes angry after she reads from one of his books. Then Granny Torrelli comes for a visit. As Granny and Rosie make *zuppa* (soup), Granny helps Rosie understand that Bailey needs to be able to do some things that Rosie cannot do, such as read Braille. Rosie and Bailey apologize to each other and realize that nothing should stand in the way of their friendship.

However, a new problem soon arises. Janine, a new girl in the neighborhood, brings out feelings Rosie does not realize she has. Rosie is jealous of Janine's friendship with Bailey, especially after he offers to teach Janine to read Braille. Again, it's Granny Torrelli to the rescue! This time, as both Rosie and Bailey help Granny make pasta and sauce, she helps them realize the true meaning of life. She shows them that life is not centered around them. The author weaves humor and wisdom into the story through Granny Torrelli, as she not only cooks up soup and pasta in Rosie's family kitchen but also a few life lessons as well. Granny helps Bailey and Rosie understand these lessons by telling parallel stories of her lost childhood friendship with a boy named Pardo. By the end of the novel, Rosie realizes her world is bigger than she thought as all her family and new friends enjoy the pasta party.

About the Author

Sharon Creech was born in South Euclid, Ohio, and enjoyed being part of a large family. Although she aspired to be many things when she was young, she found her calling as a high school English and writing teacher. It was during this time of teaching the elements of plot, theme, and characterization that she learned the art of storytelling. Creech spent 18 years as a teacher in England and Switzerland and published two adult fiction books in England, *The Recital* and *Nickel Malley*. Her next novel, *Absolutely Normal Chaos*, which was based on her experiences growing up in a large family, began her writing career for young people. Her first novel to be published in America, *Walk Two Moons*, won the 1995 Newbery Medal and was based on a family trip to Idaho. As a child, Creech and her family enjoyed trips to her cousins' farm in Quincy, Kentucky. These experiences found their way into future novels as *Bybank, Kentucky*, in *Walk Two Moons*, *Chasing Redbird*, *Bloomability*, and *The Wanderer*, a Newbery Honor book. Other novels by Creech include *Pleasing the Ghost*, *Love That Dog*, *The Castle Corona*, *Heartbeat*, and

Replay. She has also written three picture books, *Fishing in the Air*, *Who's That Baby?*, and *A Fine, Fine School*, inspired by her husband's experiences as headmaster of a school in England. She was the first American to be awarded the Carnegie Medal, for *Ruby Holler*. Creech and her husband now live in New Jersey and have two grown children. *Granny Torrelli Makes Soup* was inspired by her anticipation of becoming a grandmother.

Characters

Rosie: 12-year-old girl; Bailey's best friend; loves to help her granny cook

Bailey: 12-year-old visually-impaired boy; Rosie's best friend; very independent

Granny Torrelli: Rosie's Italian grandmother; very observant and wise

Carmelita: Bailey's mother

Janine: new girl in the neighborhood; very friendly; inspires jealousy in Rosie

Pardo: Granny's childhood friend in Italy

Violetta: young Italian girl; was Granny's rival for Pardo's attention

Marco: young man who developed an interest in Granny; inspired jealousy in Pardo

The Jeffersons: a family that recently moved to the neighborhood

Lucille: the Jeffersons' daughter

Johnny and Jack: the Jeffersons' sons

Initiating Activities

Use one or more of the following to introduce the novel.

1. Prediction: Have students skim the novel and note the format of the book, the different font types used, the artwork, and the chapter titles. Discuss what each might mean and predict what the book will be about.
2. Prediction: Have students begin the Prediction Chart on page 18 of this guide. This activity will continue as students read the novel.
3. Creative Writing: Have students create a recipe book and use the correct format for writing recipes to add several of their families' favorites. Include Granny's recipes for soup and pasta.
4. Journal: Have students begin a "life lessons journal" and record some of the lessons they have learned about life, love, and friendship from their own families and friends. Include the words of wisdom Granny offers Rosie and Bailey. As the novel study continues, encourage students to share one or more journal entries with the class.
5. Critical Thinking: Have students brainstorm the qualities they would like a friend to have. Encourage students to compare their lists to their existing friendships and examine whether these qualities are present.

Soup Lost-Tutto

Rosie reminisces about the time Bailey got lost and found his way home and the time he rescued her from a pair of bullies. Rosie finally tells Granny Torrelli why she is angry with Bailey—she worked very hard to learn Braille to surprise Bailey, but he was unexpectedly angry and cruel when she revealed her new ability. Granny is reminded of leaving Pardo behind in Italy and how angry he was with her. Pardo died in a tragic accident before Granny could apologize, and she has regretted it every day since. Rosie learns a valuable lesson, and Rosie and Bailey apologize to each other.

Vocabulary
roaming
ghastly
whacking
parsley
flopped
smug
wail
nuisance
dazzling
fare
chattering

Discussion Questions

1. Why is Bailey never supposed to go anywhere alone? (*Bailey's mother fears that Bailey's eyesight would prevent him from finding his way home.*)
2. Bailey says that he simply "went for a short walk that got very long" (p. 53). Do you believe he was really lost? (*Answers will vary.*)
3. Rosie and Bailey are close friends, but they seem to disagree a lot. Is this typical in friendships? Explain your answer. (*Answers will vary.*)
4. Why is Bailey so angry with Rosie when he discovers she can read Braille? (*Answers will vary. Suggestions: Reading Braille is something Bailey can do that most people cannot. It is important to Bailey that he be able to do something that others consider special and challenging.*)
5. Why does Granny Torrelli cry when she hears Rosie's story? (*It reminds her of when she left Pardo. They were angry with each other when they parted, and neither of them ever apologized.*)
6. How might Granny Torrelli's life have been different had she written an apology letter to Pardo? (*Answers will vary.*)
7. What is the significance of the manner in which Bailey apologizes? (*By giving Rosie an apology written in Braille, he is showing her that he accepts the fact that she can read Braille.*)
8. Part I of the book closes with "All is well" (p. 74), however, the story continues. Predict what the rest of the book will be about. (*Answers will vary.*)

Supplementary Activities

1. Compare/Contrast: Using the Venn diagram on page 21 of this guide, list the similarities and differences between Granny Torrelli "losing" Nero and Rosie thinking Bailey is lost.
2. Social Studies: As a class, brainstorm about how to deal with bullies. Using some of the best ideas, act them out in class.
3. Critical Thinking: Continue adding to your Effects of Reading chart.
4. Writing: Think of a time when you caused a friend to feel angry, sad, or disappointed. Write an apology letter and deliver it to your friend.

Metaphors and Similes

A **metaphor** is a comparison between two unlike objects. For example, "he was a human tree." A **simile** is a comparison between two unlike objects that uses the words *like* or *as*. For example, "the color of her eyes was like the cloudless sky."

Directions: Complete the chart below by listing metaphors and similes from the novel, as well as the page numbers on which they are found. Identify metaphors with an "M" and similes with an "S." Translate the comparisons in your own words, and then list the objects being compared.

Metaphors/Similes	Ideas/Objects Being Compared
1. Translation:	
2. Translation:	
3. Translation:	