



TEACHER GUIDE

GRADES K-3

COMPREHENSIVE CURRICULUM BASED LESSON PLANS

Strega Nonna

Tomie dePaola

READ, WRITE, THINK, DISCUSS AND CONNECT

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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

Comparing, evaluating,
analyzing details

Writing

Ads, directions

Listening/Speaking

Participation in discussions,
participation in dramatic
activities, describing,
defending opinions

Comprehension

Predicting, sequencing,
story mapping, cause/effect,
inference, problem solving

Vocabulary

Compound words, words in
context

Literary Elements

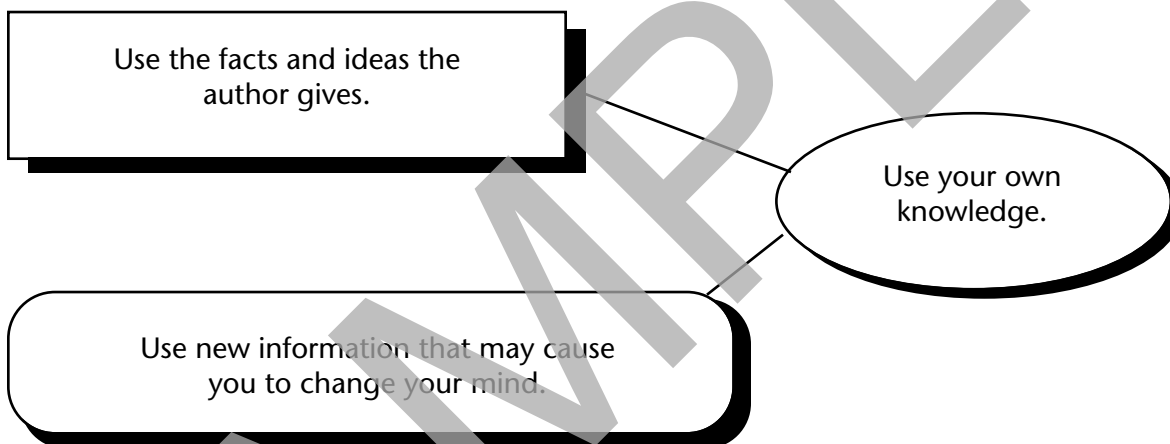
Character analysis, setting,
plot, figurative language

Using Predictions in the Novel Unit Approach

We all make predictions as we read—little guesses about what will happen next, how the conflict will be resolved, which details given by the author will be important to the plot, which details will help to fill in our sense of a character. Students should be encouraged to predict, to make sensible guesses.

As students work on predictions, these discussion questions can be used to guide them: What are some of the ways to predict? What is the process of a sophisticated reader's thinking and predicting? What clues does an author give us to help us in making our predictions? Why are some predictions more likely than others?

A prediction chart is for students to record their predictions. As each subsequent chapter is discussed, you can review and correct previous predictions. This procedure serves to focus on predictions and to review the stories.



Predictions:

Italian Art

Tell the children that many visitors travel to Italy to see its art treasures. Obtain art books from the library and/or clip pictures from travel brochures, art that is representative of Italy. Allow the children time to enjoy the works of Michelangelo, Raphael, Tintoretto, Veronese, Giotto, Titian, Leonardo da Vinci, Fra Angelico, Botticelli, etc.

Italian Music

Learn about Italian music. Teach or ask your music teacher to teach the children some Italian songs. For example: *Santa Lucia* (p. 30) or *Funiculi, Funicula* (p. 43), *Fireside Book of Folk Songs* by Margaret Boni, Simon & Shuster, NY, 1947.

Italian Composers:

Gioacchino Rossini (1792 - 1868)

Conductor Toscanini, Rossini Overtures, NBC Symphony Orchestra, RCA Victrola Disc, VIC-1274, monoral only (5 overtures: William Tell, The Barber of Seville, Il Signor Brusehino, La Gazza Ladra, Semeramide)

Gaetano Donizetti (1797 - 1848)

Opera - Lucrezia Borgia, RCA Red Seal Stereo - 3 Disc set, LSC-6176

Giuseppe Verdi (1813 - 1901)

Opera - Aida, London, Stereo - 3 Disc set, OSA-1393 (Cassette D-31164)

Opera - Il Trovatore, Conductor Mehta, RCA Red Seal Stereo Disc LSC-3203 (Cassette RK-1197)

Italian Singers:

Tito Gobbi

The Art of Tito Gobbi, Angel Stereo - 2 Disc set, SIB-6021

Luciano Pavarotti

Donizetti's *Daughter of the Regiment*, London Stereo - 2 Disc set, 1273 (Cassette D-31143)

Further Information About Opera:

A Young Person's Guide to Opera by Helen Erickson, Silver Burdett Co., NJ, 1980.

Pasta Bag, A Group Activity

Put some of the colored pasta into a lunch bag. As the children watch, put two more pieces into the bag.

Ask, "Do I have more or less pasta in the bag than when we started"? (*more*) "How many more"? (*two*)

(Remember, always have a starting point.)

Hand the bag to a child. Ask the child to take out three pieces. Ask, "Are there more or less pieces in the bag than when I gave it to _____"? (*less*) "How many less"? (*three*)

Have this child hand the bag to another child. Ask the child to add four to the bag. "Are there more or less in the bag than when it was given to _____"? (*more*) "How many more"? (*four*) To the same child say, "Add three more to the bag." "Are there more or less in the bag than when it was given to _____"? (*more*) "How many more"? ($4+3=7$)

This activity, for more, less, and how many, may be continued as long as there is an interest in it by the children. Be sure that the starting point is established each time.

Pizza Fractions

1. Big Anthony and Strega Nona will share a pizza equally. Take a pizza, fold it in half, and cut on the fold. Each person will have 1 of the 2 pieces that make up the whole pizza or $\frac{1}{2}$. How many $\frac{1}{2}$'s make the whole pizza? (*two*)

