

Strega Nona

Retold by Tomie dePaola; Illustrated by Tomie dePaola

Strega Nona has magical powers. She tells Big Anthony not to touch her pasta pot, but he watches to get her magic spell for making unlimited amounts of pasta. While she is away, Big Anthony invites the town for a pasta meal and uses her spell. The problem is that he didn't listen to the end of the spell to get the pot to stop making pasta. The town is overrun with pasta, and Strega Nona has to fix it.

Possible Strategies for Instruction

Comprehension

- **Recognize and Explain Cause-and-Effect Relationships**
 - Why did Big Anthony not see Strega Nona blow three kisses to the pasta pot?
 - What caused everyone to laugh at Big Anthony?
 - Why did Big Anthony not see the pasta pouring out of the house?
 - What made the pasta overflow the house?

- **Retell; Include Sequence of Main Events**
 - Explain that our fingers help us remember the events of the story.
 - Model using the five-finger retell to recall the events of the story.
 - What was Big Anthony's problem?
 - How did his problem get solved?

Accuracy

- **Use Prior Knowledge and Context**
 - P. 11—Model reading and stopping at *fountain*. Ask, "What can I do?"
 - Model looking at the word and thinking about what is happening before and after. He "jumped on the _____ and shouted . . ."
 - Look at the picture to see what he is doing.
 - Infer that the word is *fountain*, then reread with the inferred word.
 - Continue to model reading, this time stopping at *overflow*.
 - Ask the students what is happening before this word. ". . . pasta pot was so full it was beginning to _____." Look at the picture. Infer the word, using the beginning sound.
 - Reread the sentence.

- **Skip the Word, then Come Back**
 - "'He _____ out pasta and filled the plates and platters and bowls.' I don't know this word, so I am going to skip it and read the rest of the sentence."
 - "Hmm . . . as I reread the sentence, I think about what is happening in the sentence. I use my beginning sounds."
 - "I can back up and reread the sentence. 'He *scooped* out pasta . . .'
 - "Does that make sense?"

Fluency

- **Use Punctuation to Enhance Phrasing and Prosody**
 - Enlarge page 8 of the text. Point out all the different punctuation.
 - Tell students that the punctuation helps us as we read.

- Have them listen as you model reading without pausing at commas or giving emphasis for exclamation points.
- Ask, “Did I use the punctuation as I read?”
- Explain that the commas help us pause and the exclamation points help show emotion.
- Show them how to look at the sentence and use their finger to scoop the phrase to the comma.
- Reread the sentence, scooping the phrase.
- Continue modeling the scooping throughout the page.

Expand Vocabulary

- **Tune in to Interesting Words**

- Tell students that you will be looking for interesting words to add to the class Word Collector.
- As you read the text, point out how interesting the words are on each page.
- Have the students share some as you read. For example, *rushed*, *grabbed*, *pouring*, *bubbling*, *protect*, *barricade*, *overflowed*.
- Share how these words make the story more exciting and interesting.

- **Use Pictures, Illustrations, and Diagrams**

- Say to students, “When we read and come to a word we don’t know the meaning of, we need a strategy.”
- Read ““Get mattresses, tables, doors—anything to make a barricade.”” Then say, “I don’t know what a barricade is. What should I do?”
- “First, I’ll look at the picture. What are they doing with the tables, doors, and things?”
- “Then I think about why they are doing that. The mayor said they must protect their town from the pasta.”
- “I can infer that *barricade* means ‘to block something from harming us.’”
- “We wrote this word on our Word Collector. Now we can put a picture next to it to help us remember what it means.”

- **Ask Someone to Define the Word for You**

- Say to the students, “We have learned some things to do when we come to words we don’t know. Can someone tell me what I should do?”
- “Sometimes we have tried to figure it out with the picture and the rest of the sentence, but we still don’t know what it means.”
- “I may need to ask someone near me. I want to be respectful about interrupting them.”
- “When asking I might say, ‘Excuse me, do you know the meaning of this word?’ The person I asked may say, ‘Yes, it is _____, and it means “_____,”’ or they may say, ‘I’m sorry, I don’t know. You may want to ask someone else.’”
- “You should always thank the person you asked. ‘Thank you for your help.’”

This text can be used with nearly any strategy on the CAFE Menu. The above strategies are a highlighted collection to use as a springboard for further instruction.