



CASE #102

A Tangled Tale of Tagliatelle

BY YVES STENING AND NIGEL BUCHANAN

TEACHER'S NOTES

A range of simple activities and fun teaching ideas are detailed here to support and enhance the reading of *A Tangled Tale of Tagliatelle*.

These notes are designed to be your friend when teaching in the classroom; to help you work smarter not harder.

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* PRIOR KNOWLEDGE & MAKING INFERENCES *

At First Glance

Students 'read' and interpret the pictures on the front and back cover of the book and share predictions about what the story might be about.

- What do you see on the front cover? What might this indicate?
- Make a written or verbal list of all the nouns, e.g. boy, girl, dog, pasta etc.
 - What does the title of the book suggest this story will be about?
 - What is *tagliatelle*?
- What clever literary device has been used to make the title sound catchy?
 - What is another word for tangled?
 - What is a synonym for tale?
- What might be an alternative title for this book if we chose some replacement words that mean the same thing?
 - What do you notice on the back of the book?
- Do you think this book will be fictional or factual?



* STUDENT ENGAGEMENT *

Clementine and Aksel



Clementine loves a variety of foods whereas Aksel only eats white things. As a whole class or independently, students create a personalised dinner menu for each character that would suit their tastes, taking care in the design and layout.

Using the drama technique of 'Hot Seating', students take turns to sit in a chair and adopt the role of either Aksel or Clementine. Different members of the class present their menu to the student in role and he or she needs to respond in character, specifying what they would like for dinner.

* INFERENTIAL THINKING *

Dog Detective...



Pose the following questions to students:

- Have you noticed the third detective? • What might the dog's name be?
 - What might he be thinking?

Use the technique of a 'walk through the book', allowing children think time when considering what the dog might be thinking in different scenarios. Have some students share their ideas with the class. Using a photocopy of certain pages, students insert thought bubbles for the dog to show his thinking. Draw attention to the dog's body language, facial expression as well as prior knowledge of dogs to produce humorous or relevant comments.

* FACTS *

Fact Hunting

Point out to students that whilst this book uses fictional characters there are many factual elements. As a class read through the book once more taking time to pause at all the facts. Using notebooks or mini-whiteboards, students record all the factual information.

E.g. *Spaghetti bolognese comes from Bologna in Italy.*

Bologna has its own leaning towers.

Italy is shaped like a boot.

Archaeologists have found noodles that are 4000 years old.

They raced chariots in the Colosseum...

These facts can provide a platform for further classroom research and investigating. For example, what leaning towers does Bologna have?

What was the purpose of the Colosseum and when was it built?



* VISUAL ART *

Pasta Party

Using cooked pasta students create one of the following artworks:

- Draw a plate and arrange tagliatelle in a stylish fashion
- Draw a face and use tagliatelle as hair

Once the pasta dries, students write down all the different names for pasta that are mentioned in the book. The words can be twisted and tangled all throughout the tagliatelle artwork.



* READERS' THEATRE *

Do You Know Where Bolognese Comes From?

As a class identify the question that launched the *Dinner Detectives* into their investigation (i.e. *do you know where bolognese comes from?*) and in small groups, students dramatically retell the story through a combination of narration and acting.

* LANGUAGE LESSON *

What Does That Mean? Cosa Significa?

There are so many wonderful Italian words and some phrases used throughout the book. In pairs or small groups, students spot all the Italian words (e.g. *Ciao ragazzi, vermicelli, cannelloni, I bambini, vengono a mangiare* etc.) and list them alongside their English definition.

Students might like to include some words and phrases from their own language background to share with the class.



* FORWARD THINKING *

Where To Next?

Clementine and Aksel have been on great learning adventures, from finding out about the origins of Chinese New Year to the beginnings of pasta! The *Dinner Detectives* are sure to delve into another discovery soon, what would you like them to investigate next? Write a letter to the author convincing him of the next tale that should be explored.

