

SAG-AFTRA FOUNDATION PRESENTS

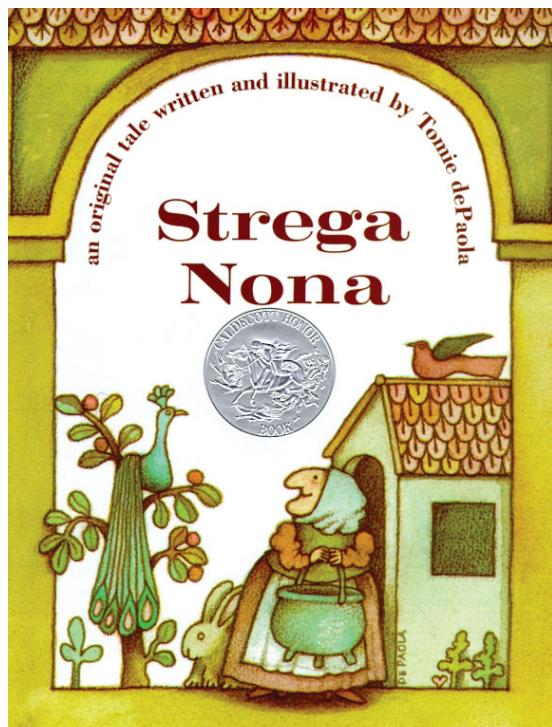


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## A TEACHER'S GUIDE

SUGGESTED GRADE LEVEL: 1/2



# STREGA NONA

WRITTEN AND ILLUSTRATED BY  
TOMIE DEPAOLA

Watch the video of actor  
**Mary Steenburgen**  
reading this story at  
[storylineonline.net](http://storylineonline.net)



# ABOUT THIS STORY

## SYNOPSIS

Strega Nona – “Grandma Witch” – is the source for potions, cures, magic and comfort in her Calabrian town. Her magical ever-full pasta pot is especially intriguing to hungry Big Anthony. He is supposed to look after her house and tend her garden, but one day, when she goes over the mountain to visit Strega Amelia, Big Anthony recites the magic verse over the pasta pot, with disastrous results.

## THEMES IN THE STORY

Responsibility, Dishonesty, Consequences, Magic

## TALK IT UP!

Use the following questions to discuss the themes of the story:

- Big Anthony is asked to sweep the house, wash the dishes, weed the garden, pick the vegetables, feed and milk the goat, and fetch water in exchange for 3 coins, food and a bed to sleep in next to the goat shed. Do you think that was a fair exchange? Why or Why Not? Would you like to do chores in exchange for your food, clothing and shelter?
- When Big Anthony told everyone in the town square about the magic pot, they said, “Such a lie!” Big Anthony was angry and said to himself, “I’ll show them!” Think about a time when you were telling the truth and no one believed you. How did that make you feel? What did you do to prove that you were telling the truth?
- Big Anthony uses Strega Nona’s pot without permission and is unable to stop the pasta from pouring all over the floor and into the street. Has there been a time when you used something without permission? What happened?
- When Strega Nona sees that Big Anthony was disobedient, she says, “The punishment must fit the crime.” If you were Strega Nona, what punishment would you have given Big Anthony?
- Strega means “witch” and Nona means “grandmother” in Italian. If Strega Nona was your grandmother, what magic cures and potions would you like her to make in her pot?

# READING AND WRITING

## DURING READING

**Standards:** CCSS.SL.1.2, SL.2.2

**Objectives:** Students will be able to answer questions about key details in a text read aloud.

**Procedure:** Have the class make predictions about the story. Listen to the read aloud and discuss if predictions were correct. Discuss the sequence of events.

## AFTER READING

**Standards:** CCSS.RL.1.1; CCSS.RL.2.1

**Objectives:** Students will be able to identify cause-effect relationships in order to understand key details in a story.

**Materials:** Index cards in two different colors

**Before the Lesson:** Write the following events on index cards. Write the causes on one color and the effects on another.

### Causes

- Strega Nona was getting older and needed someone to help her with her house and garden.
- Big Anthony saw Strega Nona use the magic pasta pot.
- Big Anthony didn't see Strega Nona blow three kisses to stop the magic pasta pot.
- Strega Nona left to visit her friend, Strega Amelia.
- Big Anthony ate all of the pasta left from the magic pasta pot.

### Effects

- Strega Nona hired Big Anthony to work for her.
- Big Anthony told all the people in town about the magic pasta pot.
- Big Anthony couldn't make the pot stop working and the pasta kept coming.
- Big Anthony invited all the townspeople to come eat pasta at Strega Nona's house.
- Big Anthony felt sick.

### **Procedure:**

1. Review the concept of cause and effect with your students.
2. Divide students into 2 groups – give one group **cause** cards and the other group **effect** cards.
3. Choose one student with a **cause** card and tell him/her to read their event to the class. Then the students with **effect** cards need to look and identify the effect. Have the other students in the class decide, using thumbs up or thumbs down, if it is the correct match.
4. Tape the matching cards on a large sheet of paper.
5. Continue until all of the causes and effects have been read and matched up.

**Variation:** Divide the class into groups of 10 and give each group a set of cards.

## **READING RESPONSE**

**Standards:** CCSS.RL.1.3; CCSS.RL.2.3

**Objectives:** Students will write a response to the story using a key detail. Why couldn't Big Anthony stop the pot from making pasta?

**Materials:** Writing paper

**Procedure:** If necessary, review the process for answering a response in a complete sentence before students begin.

## **WRITING**

**Standards:** CCSS.W.1.1; CCSS.W.2.1 – Opinion Writing

**Objectives:** Students will write an opinion piece using grade appropriate sentence structure, grammar, and spelling.

**Materials:** Chart paper, theme paper

**Procedure:**

1. Discuss the phrase, "the punishment should fit the crime" with students.
2. Ask them if they agree or disagree with Big Anthony's punishment in the book. Was it fair?
3. Make a 2 column chart – I Agree with the punishment/I Disagree with the punishment. Elicit responses from students and record on chart.
4. Have students write their opinion using details from the chart.

# ACROSS THE CURRICULUM ACTIVITIES

## MATH: GRAPHING

### OBJECTIVE —

Students will gather data and construct a bar graph.

### MATERIALS —

Colored Pasta (1 box per group), Graph paper, Crayons

### DIRECTIONS FOR ACTIVITY —

Step 1: Sort pasta noodles by color.

Step 2: Tally the types of noodles sorted.

Step 3: Create a graph to represent the results.

## SCIENCE: DANCING SPAGHETTI

### OBJECTIVE —

Students will use the scientific method to learn about density

### MATERIALS —

Uncooked spaghetti, 2 cups of water, 2 cups of vinegar, 1 tablespoon baking soda, tall clear glass, food coloring (optional)

### PREPARATION TIME —

None

### LENGTH OF ACTIVITY —

30 minutes

### PROCEDURE FOR EXPERIMENT —

Step 1: Put water and vinegar in the glass. (Add 3-6 drops of food coloring to the water and vinegar mixture).  
Have students break spaghetti.

Step 2: Have students make a hypothesis – will the spaghetti float or sink when dropped into water. Record results.

Step 3: Add spaghetti to water and vinegar. Have students record/draw what happens.

Step 4: Drop baking soda into glass. Have students record/draw what happens.

Step 5: What can be concluded from this experiment? Discuss.

**Variation:** Try using soda to create the dancing spaghetti. Use other foods like noodles, lentils, raisins, or corn.

 Google It: Dancing spaghetti

# ABOUT US

## ABOUT STORYLINE ONLINE

The SAG-AFTRA Foundation's children's literacy website *Storyline Online* streams imaginatively produced videos featuring celebrated actors to help inspire a love of reading. Storyline Online receives millions of views every month in hundreds of countries. Visit Storyline Online at [storylineonline.net](http://storylineonline.net).

## ABOUT THE SAG-AFTRA FOUNDATION

The SAG-AFTRA Foundation provides vital assistance and educational programming to the professionals of SAG-AFTRA while serving the public at large through its signature children's literacy programs. Founded in 1985, the Foundation is a national non-profit organization, independent from SAG-AFTRA, and relies solely on support from grants, corporate sponsorships, and individual contributions to maintain our programs and create new ones. Visit [sagaftra.foundation](http://sagaftra.foundation).

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