

### Focus Question:

What characteristics does Timmy have that will help him open his own bistro?

### Book Summary

Text Type: Fiction/Realistic

In *Magnificent Meatball Maker*, Timmy, an aspiring chef, likes to help in his uncle's restaurant. Although he is only ten years old, his uncle Mario has entrusted him with a secret recipe. When trouble arises in the kitchen, he saves the day using his uncle's secret meatball recipe. Not only does he impress a famous athlete, he makes his uncle proud, too! Rich, figurative language helps students visualize and learn about cause-and-effect relationships.



### Lesson Essentials

#### Instructional Focus

- ☐ Visualize to understand text
- ☐ Identify cause-and-effect relationships
- ☐ Describe information given in a glossary
- ☐ Recognize and use ellipses
- ☐ Recognize and use similes

#### Materials

- ☐ Book: *Magnificent Meatball Maker* (copy for each student)
- ☐ Cause and effect, ellipses, similes worksheets
- ☐ Discussion cards
- ☐ Book quiz
- ☐ Retelling rubric

#### Vocabulary

Boldface vocabulary words also appear in a pre-made lesson for this title on [VocabularyA-Z.com](http://VocabularyA-Z.com).

##### • Words to Know

**Story critical:** *bistro* (n.), *coveted* (v.), *culinary* (adj.), *ingredients* (n.), *reservations* (n.), *signature* (n.)

**Enrichment:** *critics* (n.), *implications* (n.), *investors* (n.), *prep* (v.)

- **Academic vocabulary:** *became* (v.), *believe* (v.), *necessary* (adj.), *quote* (n.), *request* (v.), *status* (n.)

### Guiding the Reading

#### Before Reading

##### Build Background

- Ask students what their favorite restaurant is. Discuss what makes it special. Make a list on the board and have students give reasons for choosing that restaurant.
- Ask students if they have a relative or friend that they look up to. Have students share with a partner qualities that make that person a role model. Invite volunteers to share with the class.

##### Introduce the Book

- Give students their copy of *Magnificent Meatball Maker*. Guide them to the front and back covers and read the title. Have students discuss what they see on the covers. Encourage them to offer ideas as to what type of book it is (genre, text type, and so on) and what it might be about.
- Show students the title page. Discuss the information on the page (title of book, author's name, illustrator's name).

##### Introduce the Reading Strategy: Visualize

Explain to students that engaged readers visualize, or create pictures in their mind, as they read. Explain that readers use information from the text and what they already know about the topic to make visual images. Explain that the illustrations in a story can also provide information to add to visualizations. Have students close their eyes as you read page 9 aloud. Ask students to draw a picture of what they visualized while you were reading. Invite volunteers to share their visualization with the rest of the class, and discuss how their pictures compare to the illustration in the book.

##### Introduce the Comprehension Skill:

##### Cause and effect

- Explain to students that a *cause* is an event that makes something happen and an *effect* is an event that happens because of, or as a result of, the cause. Create a T-chart on the board and label the two sides *cause* and *effect*. Write the following sentence in the *cause* column: *I ate six bowls of ice cream.*

### Guiding the Reading (cont.)

- Ask students to think about an effect of eating too much ice cream. Write these ideas in the *effect* column. Discuss with students that a cause can have more than one effect. Explain to students that, as they read, they will look for cause-and-effect relationships.

### Vocabulary

Have students turn to the “Words to Know” box on the copyright page. Discuss each word with students. Then, have students turn to the glossary on page 12. Explain that the glossary provides definitions for the vocabulary words in the book. Point out the use of each content word and academic vocabulary word in the book, and then use each word in a different model sentence. Have students work in groups to create posters for these words. Have them include on each poster the word and its part of speech, the definition, the word in an example sentence, and a picture illustrating the meaning of the word.

### Set the Purpose

- Have students read to discover what happens with Timmy and his uncle’s famous meatball recipe. Write the Focus Question on the board. Invite students to look for evidence in the book to support their answer to the question.
- Have students make a small question mark in their book beside any word they do not understand or cannot pronounce. These can be addressed in a future discussion.

### During Reading

#### Text-Dependent Questions

As students read the book, monitor their understanding with the following questions. Encourage students to support their answers by citing evidence from the book.

- *Why does Timmy like to go to his uncle’s restaurant?* (level 1) page 3
- *Where does uncle Mario go? Why does he need to take that trip?* (level 2) page 4
- *How does Timmy feel when his uncle gives him the secret meatball recipe?* (level 2) page 6
- *What makes the meatballs so special?* (level 3) multiple pages
- *Why is it so important that Johnny McClane like the meatball recipe?* (level 3) multiple pages
- *How would you describe Timmy?* (level 2) multiple pages

#### Text Features: Glossary

Explain that a glossary contains important words included in the story and their meanings. Ask students to turn to the glossary on page 12. Ask students to share with a partner the other information the

glossary provides and then ask volunteers to share with the class. Explain that the words listed in the glossary are usually in boldface print in the story and that they appear in alphabetical order in the glossary. Point out the word *celebrity* on page 3. Ask students to work with a partner to create an entry for the word *celebrity* for the glossary. Remind them to include all the parts that the glossary provides (*word, part of speech, definition, page number*). Ask students where the new word would be placed within the glossary and to explain their reasoning.

### Skill Review

- Model for students how you create visual images as you read, and direct them to stop at several points during reading to draw a representation of what they visualize. Invite volunteers to share their pictures with the rest of the class. Discuss with students how their pictures compare with the pictures in the book.
- Return to the cause-and-effect T-chart on the board. Remind students that a cause is an event that makes something happen and an effect is the result of a cause. Ask students to turn to page 8 of the story. Have students read to find the cause-and-effect relationship.
- Model evaluating cause-and-effect relationships. *Think-aloud: On page 8, I read that a dog ran through the restaurant, chasing a cat. He got distracted by the meatballs and consumed them. Timmy had to run to the store to buy ingredients to make a new batch of meatballs. The cause is the dog ate the meatballs; the effect is that Timmy had to prepare more meatballs.*
- Model how to complete the [cause-and-effect worksheet](#). Then, have students discuss their cause-and-effect worksheets with a partner and agree on the relationships.

### After Reading

Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.

### Skill Review

#### Graphic Organizer: Cause and effect

Review the cause-and-effect worksheet that students completed. Have students share their work with a partner. Invite volunteers to share with the rest of the class either a cause or an effect. Ask another volunteer to share the cause or an effect that connects to the shared one. Have students give a thumbs-up if they agree with the cause-and-effect relationship. Have students justify their answers.

### Guiding the Reading (cont.)

#### Comprehension Extension

**Discussion cards** covering comprehension skills and strategies not explicitly taught with the book are provided to be used for extension activities.

#### Response to Focus Question

Have students cite specific evidence from the book to answer the Focus Question. (Answers will vary. Example: *Some of the characteristics that will help Timmy open his own bistro are his strong work ethic and his perseverance. He is very determined and passionate about cooking.*)

#### Comprehension Checks

- **Book quiz**
- **Retelling rubric**

### Book Extension Activities

#### Build Skills

##### Grammar and Mechanics: Ellipses

- Have students turn to page 5 of the story. Point out the three dots after the word *cheese* in the first paragraph. Explain to students that three dots are used by authors to either indicate an unfinished thought or missing text in the sentence.
- Ask students to read aloud the sentence on page 5. Have students identify whether there is a missing word or an unfinished thought.
- Have partners scan the book to find other examples of ellipses in the story. Ask partners to discuss what each one means.
- **Check for understanding:** Create a T-chart on the board. Label one side *Page Number* and the other *Use of Ellipses*. Have partners share the examples of ellipses found throughout the story and discuss each example. Make sure there is consensus about the purpose of each.
- **Independent practice:** Introduce, explain, and have students complete the **ellipses worksheet**. If time allows, discuss their answers.

##### Word Work: Similes

- Write the following sentence on the board: *But people came from far and wide to feast on Chef Mario's food—like ants swarming a picnic.* Read the sentence aloud with students. Explain to students that authors will often use figurative language to enhance their writing. Discuss how figurative language provides a better, more colorful description for readers. Explain that one type of figurative language is a *simile*. Review or explain that a simile makes a comparison by using the word *like* or *as*. Ask students to reread the sentence on the board and identify the simile in the sentence. Have students discuss what two things are being compared.

- Have students look through the book for examples of similes. Record simile examples on the board and ask students to discuss with a partner what is being compared.
- **Check for understanding:** Have students work in pairs to create similes to describe the main character, the restaurant, or the food. Have students share their sentences with the class.
- **Independent practice:** Introduce, explain, and have students complete the **similes worksheet**. If time allows, discuss their answers.

#### Connections

- See the back of the book for cross-curricular extension ideas.