

TEACHERS ACTIVITIES

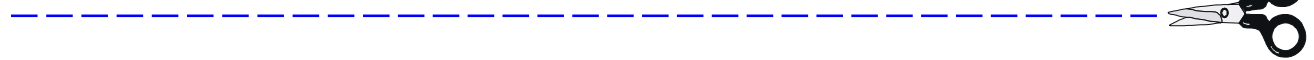


Theme:

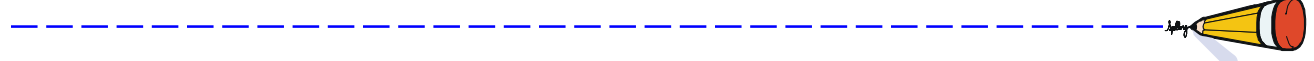
Finding a solution to a problem or learning something new can be difficult but, with perseverance, we can do just about anything.

Topics For Discussion:

Discuss the wisdom of hiding diamonds in eggs. Ask students where they would hide something valuable and why they would choose that place. Where would they have hidden Lola's diamonds?



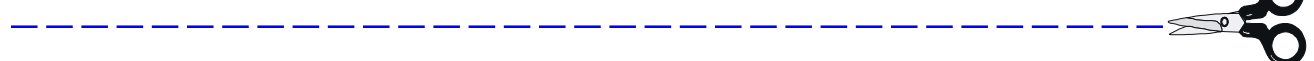
The diner language was very confusing to LeVar when he first started helping out at the diner. The work became much easier after he had some experience and learned the language. Invite students to share examples of something that was difficult for them when they were younger that is presently easy to do.



Discuss Glenda Feathers' personality and how it managed to get her into and out of trouble.

Curriculum Extension Activities:

Brainstorm a list of places where people go to eat. This might actually be two lists: specific places in the students' locality and general eating establishments, such as restaurant, fast-food place, cafeteria, diner, sandwich shop, food court, etc. Discuss the differences in these eating places, according to the way they look, how people are served, what the food choices are, the time spent there while eating a meal, and the cost of eating there. Have them classify each of the specific places they named into the general types of eating places they identified.



Make available different types of pasta and have students create pasta pictures. Encourage them to plan their pictures in their minds before they begin gluing the pasta to paper. Keep the paper flat until the glue is dry.

Revisit the segment of the program in which LeVar works at the diner. List the examples of “dinerese” that are used at Rosie’s Diner (e.g., “ice on rice,” “life preservers with a hot top,” “a cup of mud,” “cowboy on a raft,” etc.) on the board and discuss how these expressions describe the food. Read *Frank and Ernest* by Alexandra Day (see Supplementary Booklist) for additional examples of dinerese.



Review what students know about pasta. On pieces of chart paper cut in the shapes of different types of pasta, brainstorm topics such as: “Different Kinds of Pasta” (e.g., macaroni, spaghetti, rigatoni, penne, lasagne, noodles, fettuccini, ravioli, angel hair pasta, linguine, etc.); “What Pasta Is Made Of;” and “What Pasta Is Like” (e.g., two columns—“before it is cooked” and “after it is cooked”). These charts allow students to explore a variety of specialized vocabulary as well as descriptive words.



Locate a simple recipe for the dough and have students make pasta from “scratch.” Focus on measurement terms while working with the recipe. Put the dough through a pasta machine that has attachments/settings for different types of pasta. Allow pieces to dry before cooking. Serve in a prepared sauce or “plain” (with a little garlic salt and Parmesan cheese).



Use pasta as an alternative unit of measurement. Larger pieces, such as bowtie pasta and lasagne noodles, are easier to handle. Cooked spaghetti strands also work well. Have students estimate first and then measure such problems as: “How many spaghetti strands long is the classroom?” and “How many noodles tall are you?”



Solving a mystery involves following a series of clues. Fill a plastic egg with toy jewels. Divide the class into small cooperative groups and have each group decide on a place to hide the egg and devise a set of three or four clues that will lead the rest of the class to the egg’s whereabouts. Working with only one group per day, have those students hide the egg while the others are out of the room. They might leave the first clue in the missing egg’s place. Each clue should lead the students searching for the egg to the next clue. Use this activity to discuss the importance of sequence of directions and the need to write clues that are specific without giving too much away.

Using the school's lunch menu for one week, have the class rewrite the names of the items in their own version of "dinerese." Each day, post the revised menu on the cafeteria door.

SUPPLEMENTARY BOOKLIST:

FRANK AND ERNEST
by Alexandra Day (Scholastic)

FRIDAY NIGHT AT HODGES' CAFE
by Tim Egan (Houghton Mifflin)

GINO BADINO
by Diana Engel (Morrow)

MARGE'S DINER
by Gail Gibbons (Crowell)

MY FATHER'S LUNCHEONETTE
by Melanie Hope Greenberg (Dutton)

HOWARD AND GRACIE'S LUNCHEONETTE
by Steven Kroll, illus. by Michael Sours (Henry Holt)

IN THE DINER
by Christine Loomis, illus. by Nancy Poydar (Scholastic)

PASTA FACTORY
by Hana Machotka (Houghton Mifflin)

MEL'S DINER
by Marissa Moss (BridgeWater)

SIGGY'S SPAGHETTI WORKS

by Peggy Thomson, illus. by Gloria Kamen (Tambourine)

PIGGINS

by Jane Yolen, illus. by Jane Dyer (Harcourt Brace)

Distributed by:



P.O. Box 80669
Lincoln, NE 68501-0669
Phone: 800-228-4630
Fax: 800-306-2330
Email: gpn@unl.edu
Web site: gpn.unl.edu