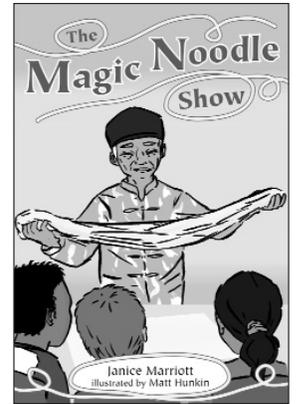


# The Magic Noodle Show

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## Book Summary

Mrs. Pohl has invited the children's parents to come to school to talk about their jobs. Hong thinks this is a bad idea. His parents don't speak English very well and they're too busy at the restaurant. This story shows how Hong changed his opinion when he learned about his grandfather's special skill.

## Features of the Book

- Information about different cultures
- Character development within the story
- The use of adjectives to describe feelings – *worried, surprised, nervous, puzzled, proud*
- Exploring a problem and its resolution in a story

## Purpose

*The Magic Noodle Show* can be used to introduce and reinforce the following skills and understandings:

- S** identifying a problem and predicting outcomes;
- S** interpreting and analyzing characters' feelings, relationships, and actions;
- S** forming and supporting opinions;
- S** exploring the conventions of direct speech;
- S** writing for a specific purpose or audience;
- S** exploring the ways in which different skills are valued in communities.

## Investigation Tools

- Digging Deeper – Chopsticks, page 29
- What's the Background? – Noodles around the World, pages 30–31
- Weighing Both Sides – All Jobs Are Important, page 32

## The Guided Reading Lesson

- S** Identifying a problem and predicting outcomes
- S** Interpreting and analyzing characters' feelings, relationships, and actions
- S** Forming and supporting opinions

## Introducing the text

Ask the students to look at the cover and read the blurb on the back of the book. Ask them to make predictions about the story. Clarify the concept of a "show."

- *What do you think a "Magic Noodle Show" might be?*

## Reading and discussing the text

Ask the students to read the first chapter heading aloud. Discuss how chapter headings can give us clues about what we are reading.

- *What does the chapter heading tell us about the beginning of this story?*
- *What do you think Hong's problem will be?*
- *How is Hong feeling?*

Write "Hong" on the board, and list the students' ideas about how he's feeling.

Ask the students to read chapters 1 and 2.

- How is Hong feeling in chapter 2?
- How do you know?

Add their ideas to the list.

- What have you learned about Hong's family?
- Why is Hong surprised when his grandfather offers to go to school?

Ask the students to look at the chapter heading and illustration on page 11.

- How might Hong's problem be solved?

Discuss the concept of mixed feelings and point out some of the conflicting feelings that Hong may be having (embarrassed, protective, concerned, shy, nervous, worried).

Ask the students to read the rest of the story (to page 28) independently.

- Is this how you thought the story would end?
- How did Hong's feelings change? Why did they change?
- What has Hong learned about his grandfather?
- What have the children in Hong's class learned?
- How was Hong's problem solved?

The last four pages contain nonfiction information related to the text. The students can read this now, or they can read it later as part of their independent reading.



## Revisiting the Text

The activities below can be used immediately after the guided reading lesson, during later reading sessions as mini-lessons, or as independent activities.

**S** Interpreting and analyzing characters' feelings, relationships, and actions

Hong's feelings about his grandfather's visit to his classroom change during the story. Ask the students to find the sentences or the illustrations that tell them how Hong feels through the first four chapters. Write their ideas on the board so that they can see how his feelings change. For example: Page 6 – "... Hong was worried that the other children would laugh at them."

The students can complete this exercise for the remaining chapters.

**S** Exploring the conventions of direct speech

Review the rules for the use of quotation marks in direct speech. Using examples from the text, illustrate how punctuation is placed inside or outside the quotation marks.

**S** Writing for a specific purpose or audience

Discuss how Hong's classmates reacted to the "Magic Noodle Show." Together, write a thank-you letter that Hong might have written to his grandfather.

 The students can complete the blackline master on page 77 to write a thank-you letter.

**S** Exploring the ways in which different skills are valued in communities

Read page 32 together then discuss the special skills of adults in the story. Ask the students to think of adults in their community who have special skills. They can then choose one person and write a paragraph about their special skills, saying why they are important in their community.