

TEACHER READING GUIDE

How to Feed Your Parents

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Essential Question: How does identifying alliteration help the reader better understand the text?

BOOK SNAPSHOT

Selected from the New Worlds Reading Initiative Booklist

Text Type: Literary

Genre: Realistic Fiction

Themes/Topics: Family, Food Exploration, Self-Motivation

Lexile: 650L

SKILLS ALIGNED WITH FLORIDA'S ELA B.E.S.T. STANDARDS

Word Work

ELA.2.F.1.3 (e)

Decode words with the silent letter combination *kn*.

Vocabulary

ELA.2.V.1.1

Use grade-level academic vocabulary. (Tier 2)

Comprehension

ELA.2.R.3.1

Identify and explain alliteration in text.

BUILDING BACKGROUND

- Engage students in an alliteration activity. Ask students to create an alliteration with their name and another noun.
 - For example, Sally Spaghetti
- Provide students an opportunity to share their alliteration.
- As you read the book, *How to Feed Your Parents*, look for other examples of alliteration.

STUDENT LEARNING TARGETS

Today I am:
listening for words that have the same beginning sound.

So that I can:
identify and explain alliteration and better understand the text.

WORD WORK – DECODE WORDS WITH THE SILENT LETTER COMBINATION *kn*

ELA.2.F.1.3: Use knowledge of grade-appropriate phonics and word-analysis skills to decode words.
e. Decode words with silent letter combinations (e.g., knight, comb, island, ghost).

Students will decode words with the silent letter combination *kn*. The letter *k* is always silent when it comes before the letter *n*. Examples: *know, knife, knock, knight, and knowledge*

- Write the word *knob* on the board.
- Say, "Today, you will read words that begin with *k-n*. When a *k* comes before the letter *n*, the *k* is silent. You read *k-n* as /n/."
- Say, "/n/ /ɒ/ /b/, *knob*." As you read each phoneme, point to the respective graphemes on the board.
- Say, "Repeat after me: /n/ /ɒ/ /b/."

Continue decoding words with the silent letter combination *kn* using the following words from the book:

knife (p. 13)

knew (p. 16)

know (p. 30)

TALK ABOUT NEW AND INTERESTING WORDS

Tier 2 vocabulary words, paired with student-friendly definitions, can be used for explicit vocabulary instruction. It is important to provide background information and learning opportunities to help students make connections to the words.

Examples of Tier 2 vocabulary words for this text are:



refused (p. 4): If someone **refused** to do something, they did not do what they were asked or told. Matilda's parents **refused** to try any new foods.



polished (p. 9): If someone **polished** off a plate of food, they ate all of it. Matilda **polished** off a plate of pork paprikash on a playdate.



allowance (p. 14): An **allowance** describes money given to someone every week or month. Matilda gives her **allowance** to her babysitter to buy the ingredients she needs for cooking.



whine (p. 20): If someone **whines**, they complain about something or someone in an annoying way. Matilda's dad **whined** about the hamburger Matilda made because it was different from the one he usually ate.

ELA.2.V.1.1: Use grade-level academic vocabulary appropriately in speaking and writing.

Vocabulary Extension Activity

- Encourage students to make personal connections with each word to reinforce their understanding of the vocabulary. Model how to make a personal connection using the target vocabulary word.
 - Example:
 - Say, "I will always **polish** off a bowl of strawberries because I love fruit."
 - Write the example sentence on the board.
 - Say, "What food makes you want to **polish** off the entire plate?"
 - Ask students to each write their own sentence using the target word.

Try This!

Challenge students to each write a cohesive sentence using all the vocabulary words.

- For example,
 - Rupert **whined** because his parents **refused** to give him his **allowance** after he wouldn't **polish** off all the vegetables on his dinner plate.

ELA.2.R.3.1: Identify and explain similes, idioms, and alliteration in text(s).



Before:

The purpose of today's read aloud is to identify and explain **alliteration** in *How to Feed Your Parents*.

Alliteration is when two or more nearby words in a sentence or phrase begin with the same sound. The beginning letters may be the same, or there may be instances where words begin with different letters but have the same sound. (Sometimes, words begin with the same *letters* but have different *sounds*. This would *not* be considered as alliteration.)

- Write *dizzy* and *dog* on the board. Explain to students both words start with the same beginning sound, /d/. Ask students what else they notice about these two words. (This is an example of alliteration.)
- Write *candy* and *circle* on the board. Ask students if the words form an alliteration. Explain that although they both begin with the same letter, *c*, they are not an alliteration because they do not begin with the same sound.
- Remind students that alliteration focuses only on the beginning *sound*, not the spelling.
- Authors use alliteration to emphasize ideas and create memorable phrases in a section of text.



During:

Read the story, and guide students to identify alliteration in the text.

- **I Do:** Model reading lines of text and thinking aloud how to identify alliteration.
 - For example, on p. 1, read, "*Matilda Macaroni* wanted to try quiche."
 - Say, "I noticed the words *Matilda* and *Macaroni* are an alliteration because they both have the same beginning sound, /m/."
 - Say, "Listen closely while I say the words to see if you can hear how both beginning sounds are the same." Stress the /m/ sound. "*Matilda . . . Macaroni.*"
 - Tell students, "The author introduces the main character through alliteration to make her name memorable and emphasize her connection to food."
 - Continue to model alliteration using these examples:
 - *gumbo and goulash at Grandma's* (p. 9)
 - *sampled some sushi at a sleepover* (p. 9)
 - *polished off a plate of pork paprikash on a playdate* (p. 9)
 - Model connecting the alliteration to the author's intended purpose.
 - The author uses alliteration to help readers visualize what is happening and show readers that each interaction impacts Matilda Macaroni's love for food.
- **We Do:** Continue to guide students in identifying alliteration on p. 16 in the text.
 - Say, "There are three examples of alliteration on this page. How do we identify an alliteration?" Confirm students' understanding of alliteration.
 - Say, "I will read the page. Listen for the alliteration." Read the page, and place emphasis on alliterative pairs.
 - *perfected paella*
 - *mastered miso*
 - *conquered croquettes*

READ FOR MEANING – IDENTIFY ALLITERATION



- Ask, “What alliterations did you hear? Which words have the same beginning sounds?”
 - Ask students to each discuss their answer with a partner; then discuss as a class.
- Discuss the adjectives the author uses to describe the food Matilda creates.
 - How are the meanings of the words *perfected*, *mastered*, and *conquered* alike? How are they different?
 - How do these adjectives contribute to your understanding of the story?
- Ask students to discuss how the alliteration helps them to understand the story. Use the following prompts:
 - What does the alliteration help you visualize?
 - What does the alliteration emphasize about the food the character cooks in the story?
- **You Do:** Using a thumbs up, students will listen and independently identify alliteration on p. 29 – 30.



After:

- Students will select one alliteration identified on p. 29 – 30.
- Students will explain how the alliteration helps them understand the story.
- Directions:
 - Write the alliteration.
 - Why is this an example of alliteration?
 - This alliteration helps me to visualize _____.
- **Extension Question:** How does the author use alliteration to emphasize Matilda’s parents’ feelings toward the new foods they are trying?
 - The author uses alliteration to help me understand _____.