



Lesson 205: King Eddie Who Loved Spaghetti

Grades: PreK-1



Goals:

- Students will be able to identify lowercase letters of the alphabet, specifically: "c," "b," "s."
- Spell m-e-a-t-b-a-l-l.
- Demonstrate an understanding of the word *ripe*.
- Gain knowledge about healthy eating habits including eating a *variety* of foods.
- Try different words in a sentence and understand that the meaning changes.

Word List: Words highlighted as text in this episode

- Spaghetti
- Variety
- Ripe
- Not Ripe
- Carrots
- Lettuce
- Kale
- Asparagus
- Cauliflower
- Broccoli
- Beets
- Spinach
- Meatballs
- Popcorn
- Oatmeal

Materials: Cooked spaghetti, construction paper, brown poster paper, crayons/markers, scissors, glue, paper plates, magazines/old cookbooks/weekly grocery flyers, paper or plastic bowls, plastic spoons, foam letters or letter squares, refrigerated biscuit dough, pretend food and/or empty food containers

Episode summary: It's dinner time at Whyatt's house but things are not going well! He's perplexed when Mom and Dad say that what's on his plate isn't healthy. To find out why, the reading super heroes fly into the story *King Eddie Who Loved Spaghetti* and encounter a wacky king who only wants to eat one thing – spaghetti! As the super readers convince King Eddie to taste new foods, Whyatt learns there's more to dinner than he had originally thought!

Woofster...to the Rescue

King Eddie only eats spaghetti, but the Super Readers convince him to try some vegetables from the garden. Vegetables are great for your body! But wait! Wonder Red finds two signs in the garden. One sign says RIPE and one sign says NOT RIPE. What do those signs mean? Woofster uses his dictionary power to figure it out. Ripe means tasty and ready to eat. Now the Super Readers know where to find RIPE, tasty vegetables for King Eddie to eat.



Activity 1: Ripe and Ready

Directions: When vegetables are ripe, they are ready to be picked and eaten. The best way for to show this to your students is by bringing them to a real garden or by bringing in both ripe and not ripe fruits and vegetables. Bananas and tomatoes are the easiest because they change color when they are ripe.

Brainstorm all the types of vegetables and fruits that can grow in a garden. Discuss what ripe fruit and veggies look like. For example: ripe fruit and vegetables have bright colors, they are big and juicy, and they don't feel too hard or too soft and not ripe fruit and vegetables are smaller, hard, and still green or without color. Have children create a garden using brown poster paper. Hang the poster on a wall in the classroom. One side will have a sign that says NOT RIPE and the other will say RIPE. Have children draw, color, and cut a variety of ripe and not ripe foods. Give them pre-drawn or pre-printed and cut examples depending on their level. Have them glue the fruits and vegetables to the poster. Discuss which vegetables can be picked, and which should not be picked.

Alpha Pig...to the Rescue

King Eddie wants some vegetables on his plate, but how does he get them? Alpha Pig uses his Alphabet Shovel and his amazing alphabet power to find a vegetables that begin with the letters "c," "b," and "s". Now King Eddie has carrots, beets, and spinach to try.



Activity 2: Alphabet Soup

Divide the class up into pairs. Pass out one paper or plastic bowl and a plastic spoon to each group. Put foam letters or letter squares (these can be made with one inch squares of construction paper) in the bowls. Call out a letter and have students take turns finding that letter using the spoon. Lowercase letters c, b, and s should repeated several times (so be sure each bowl has several of these letters) but other letters can be practiced depending on the level of the students.

Activity 3: Cooking the Alphabet

Give each student a strip of store bough pre-made biscuit dough and allow them to form letters c, d, and s using the dough. Place letters on a cookie sheet. Bake according to package directions. Have students identify each letter before they eat it or they can bring their letters home and share them with family members.

Princess Presto...to the Rescue!

King Eddie is ready to try some protein, but where did his meatball go? Princess Presto comes to the rescue and uses her spelling wand to write the word m-e-a-t-b-a-l-l, but King Eddie wants more than one meatball! Princess Presto knows just what to do. By adding an "s" to the end of the word, meatball, she can make more than one meatball for King Eddie.



Activity ALPHA-plate

Directions: Create letter plates "m," "t," "b," "l." Pass out old cookbooks, grocery store sale flyers, and magazines have children cut out all the foods they can find beginning with those letters. Have them sort and glue the foods onto the correct letter plates based on the letter sounds. Here are some examples of foods that would go on each plate: meatball, mushroom, melon, meatloaf, macaroni, mango, maple syrup, tomato, turkey, tuna, tortilla, toast, bacon, beans, beef, bread, broccoli, banana, butter, lettuce, lemon, lima beans, and lobster.

Activity 4: On Top of Spaghetti

Directions: Start by teaching this class a classic rhyme about spaghetti. If you write in on the board, underline the word meatball and touch each word as you sing the rhyme.

On top of spaghetti, all covered with cheese
I lost my poor meatball, when somebody sneezed.
It rolled off the table and onto the floor
And then my poor meatball rolled out of the door.
It rolled in the garden and under a bush
And now my poor meatball is nothing but mush.
So if you like spaghetti, All covered with cheese
Hold onto your meatballs, and don't ever sneeze
ACHOO!

After singing the rhyme, create a multisensory alphabet experience by allowing students to create letters using over-cooked spaghetti. Give each child a few pieces of spaghetti on a paper plate or piece of paper. Write letters on the board and see if students can

make the same letter using their sticky spaghetti. Emphasize the spelling and letters in the word m-e-a-t-b-a-l-l.

Super Why...to the Rescue!



Activity 5: Pretend Grocery Store!

Directions: Set up a pretend grocery store in your classroom using a variety of play food. If your classroom is lacking play food items, just ask parents to send in empty food containers (oatmeal containers, cereal boxes, baby food jars, milk cartons, pizza boxes, ice cream containers...etc).

Choose a student volunteer and write this sentence on the board:
Student's Name eats _____, _____, and _____.

Start by having the student tell you his/her favorite food. Write this food in all three blanks and discuss why this isn't good for his/her body. Review the meaning of eating a VARIETY of foods during meals. Then let him/her go shopping in the pretend grocery store where he/she must choose three food items. Write down the names of each food item in the blanks on the board. Now discuss the different items. Are they healthy? Did he/she choose a variety of foods from all different food groups? Which foods are grains, vegetables, fruit, protein...?

