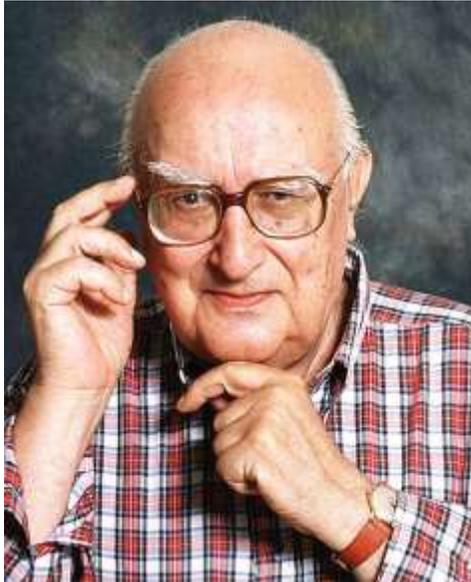


### Book title

The snack thief

### Author

Andrea Camilleri



### Bibliographic information

Andrea Camilleri- Il ladro di merendine- Edizioni Sellerio 1996

### Links (adaptations, reviews, full texts etc.)

<https://www.behance.net/gallery/44431689/PDF-DOWNLOAD-Andrea-Camilleri-Il-ladro-di-merendine>  
<http://www.qlibri.it/narrativa-italiana/gialli,-thriller,-horror/il-ladro-di-merendine/>

### Theme

Immigration

### Short summary

Montalbano finds his sympathies aroused when he takes custody of the novel's title character, an abandoned boy named François, who has managed to survive by stealing the snacks of other children on their way to school. These sympathies, however, start to give way to jealousy as François wins the affection of Montalbano's lover, and the insular closeness of woman and boy threatens to leave the inspector the odd man out.

At the same time, Montalbano is working overtime to determine the connection between a pair of nearly simultaneous but seemingly unrelated homicides. On the same morning that a Tunisian patrol boat reportedly opens fire on a Sicilian fishing trawler, killing one of the crew, Mr. Aurelio Lapècora, an aging businessman, is found stabbed to death in the elevator of his apartment building. At the apparent center of all the intrigue is a young



Muslim woman named Karima. The cleaning woman at Lapècora's office, Karima is in the practice of performing "extras" for her male clientele. She is also both the mother of the little snack thief and, amazingly, the sister of the dead fisherman. But the center proves to be the empty space in the design, for Karima is nowhere to be found.

**Why is the story appropriate for the targeted groups of RSP readers?**

The story is captivating; it is written in a cinematographic style and there are many dialogues. Besides, the syntax is simple and the lexical expressions are clear. Comic parts are present too.

**What are the distinguished readers interests reflected by this book/story?**

The protagonist is a child and this can help the identification of the reader.

**Why is this story motivational for the pupils?**

Because it helps to understand the phenomenon of immigration and to better understand those who are different.

**Is there a historical, political, multi/inter cultural, migrant or similar context recognized in this book/story?**

Because it helps to understand the phenomenon of immigration and to better understand those who are different.

**Is there a principle of inclusion reflected in this book/story and does it promotes understanding of cultural diversities and heritage?**

Yes, because the child is welcomed at the commissar's house first and then at his acquaintance's place, and he perfectly becomes integrated in the social and cultural context.

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**METHODOLOGY**

**Title of Activity**

Making a list of Rsp readers' and bookworms' rights

**Description of educational activity**

**Duration:** 2 hours

**Pupils' age:** 15-16

**Organization of the class of pupils:** group work

**Pupils' tasks:** Devising a test, while expressing personal ideas: students will have to motivate, compare and discuss their different opinions.



**Support materials:** Daniel Pennac's book "Like a novel" includes a list of readers' rights and students will have to choose some passages from articles.

**Evaluation and assessment method:** This activity will be assessed by students following moments of guided discussions. Pupils are usually involved in such activities because they are encouraged to speak about their interests. Moreover, they can also see the topic from different perspectives.

**Effect of the activity on RSP reading:** Exchanging ideas and cooperating can be linked to an interest in what is the main objective of the activity (That is reading), therefore promoting behaviours/ attitudes that may lead RSP readers to gradually become bookworms

### Connection to curriculum

**Grade:** 3<sup>rd</sup> year

**Related objectives:** Students start studying literature in this year. Accordingly, they begin reading different types of texts, so working out individual strengths and weaknesses does help learning more effectively.

### Knowledge:

- Enhancing a positive approach to reading, reordering and processing information

### Skills:

- Working in groups, comparing and respecting different ideas

### Competences:

- supporting and putting forward a personal opinion
- following specific instructions

### Bibliographic reference to be used during the activity

Andrea Camilleri,

Il ladro di merendine, collana La memoria,

Sellerio, 2000,

pp. 247, cap. 20

ISBN 88-389-1319-6.





**PROJECT No - 2016-1-HR01-KA201-022159**  
**Handbook for reluctant, struggling and**  
**poor readers**

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## **Results**

Exchanging ideas, asking questions, sharing impressions, while motivating and developing opinions

## **Recommendations**

Placing emphasis on the difficulties RSP readers may encounter when reading a text, may also help them overcome their hindrance. Moreover, teachers can monitor students' progress and achievements, thus contributing to creating a positive environment of cooperative learning.