

Stone Soup

Retold by Heather Forest
Illustrated by Susan Gaber

Outcome:

Students will recall logic, sequencing skills and creativity to recreate a family recipe. Students will write to promote a connection between the spoken and written word.

About the Book:

Guided Reading:

K

Lexile Level:

310L

Character Traits:

Citizenship

Sharing

Resourcefulness

Region:

Eastern Europe

ISBN:

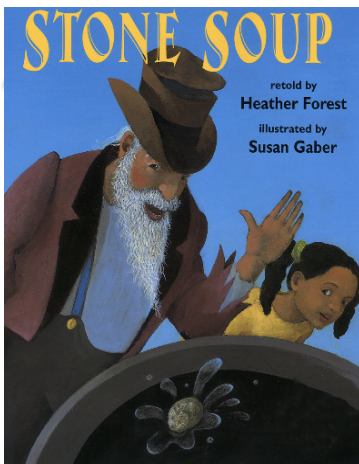
978-0-8748-3498-7

978-0-8748-3602-8

Instructional Plan:

Introductory Activity:

- Ask students to define a recipe and explain the importance of recipes.
 - The nutritional value in some recipes.
 - To share with others, family and friends, over generations.
 - A recipe helps to repeat the sequence and ingredients, the process, again and again.
- When do we use recipes? For what?
 - Food
 - Mixing paint
 - Combining chemicals to make products such as perfume and plastic.
- Discuss favorite dishes that have been shared with students' families.
- Teacher shares a favorite dish and includes information about the origin, when the dish is offered, how it is prepared and who gave you the recipe.
- Highlight the importance of sharing the dish within the family:
 - Sharing recipes allows for a family connection.
 - Sharing of recipes keeps traditions "alive" from generation to generation.



Stone Soup

Second Grade

Common Core

Standards:

CCSS.ELA-LITERACY.RL.2.1

Ask and answer questions to demonstrate understanding

CCSS.ELA-LITERACY.RL.2.2

Recount stories and determine their lesson or moral

CCSS.ELA-LITERACY.RL.2.3

Describe how characters respond to events and challenges

CCSS.ELA-LITERACY.RL.2.6

Acknowledge differences in characters' point of views

Instructional Plan:

Introductory Activity Continued:

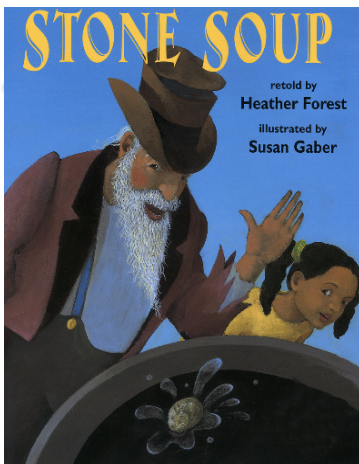
- Encourage students to share recipes that are treasured within their family. Encourage them to share the traditions that accompany their favorite family dishes.
 - What is the name of the dish?
 - Is this dish cooked only during holidays?
 - Do students participate in making it?
 - Does the dish have to be served in a special way?

Read the Story:

- Encourage students to pay close attention to all of the vegetables required in preparing a dish from start to finish.
- While reading, teacher should stop at certain points and review the chronological order of the *Stone Soup* recipe:
 - What is the first item the travelers needed to prepare their soup?
 - What is the first ingredient?
 - Is an oven or other heat source needed? Why?
 - Does the order of ingredients matter in this story? Is that always true?

Questions for Assessing Students' Comprehension:

- Based on your first impression of the travelers, can you predict what type of life they have led?
- Why do you think the villagers initially refuse to offer food?
- Why do the villagers eventually give food to the travelers?
- Did the travelers intend to trick the village people?
- As the travelers leave the town, can you predict where they might be going?
- Do you think the travelers will have the opportunity to use their recipe again?
- Where does this story take place?
- What is the magical ingredient for the soup?
- What is the last named vegetable added to the soup?
- What is the first ingredient used in the soup?
- Aside from the village people, (who or what) also enjoys a taste of the soup?



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CCSS.ELA-
LITERACY.RL.2.1

Ask and answer
questions to
demonstrate
understanding

CCSS.ELA-
LITERACY.SL.2.1

Participate in
collaborative
conversations

CCSS.ELA-
LITERACY.L.2.1.D

Form and use past tense
of verbs

Questions for Interpretation:

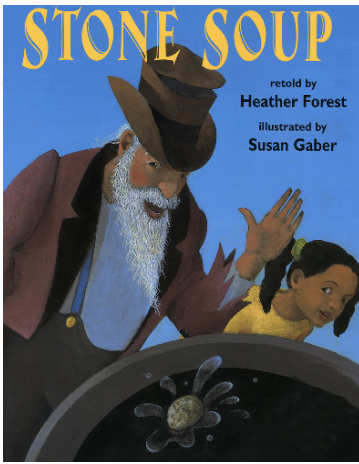
- The expressions and mannerisms of the villagers change throughout the book. The first time we see them, they appear angry, cautious and untrustworthy. Follow their journey and discuss how their expressions change as the plot unfolds. Select a picture and ask students to describe the feelings of the villagers. Use synonyms and antonyms to compare their changing looks.
- Was the stone the most important ingredient in the soup?
- Could the author have used a different “stone” and delivered the same message?
- Which villager had the most important role in the story?
- Did the appearance of the travelers have an effect on the story?
- What lesson(s) do you think the villagers learned?
- In what ways do you think the villagers will continue to share?
- Why should people share? What are the advantages and disadvantages?
- What was the conflict in the story and how was it resolved?
- Who benefited from the soup? How?
- Do you think this soup changed the lives of the townspeople?
- Why did the men ask for the pot first?
- Did the vegetables need to follow a specific order?

Follow Up Activities:

Sequencing

Directions:

- Retell the story of *Stone Soup* following the plot from the beginning, through the middle, to the end. Identify the conflicts that arise during the story. Place these conflicts in the beginning, middle or end and identify their resolutions.
- List in sequential order the vegetables that were used to make the soup. Teach can use picture walk to help students with recall.



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Follow Up Activities Continued:

Recipes

Directions:

- Inform students they will each be writing their own version of a favorite family recipe.
- Instruct students to brainstorm about their recipe before passing out the recipe cards. Remind students that their recipe will need to include the title of the dish, ingredients, preparation, cooking and serving instructions. List these categories on the board to serve as a visual reminder for students.
- Students may write their recipes in a step by step format or in paragraph form. Students should write the recipe based on their memories of making the dish with a parent, grandparent or special relative.
- To model this activity, craft a recipe with the class. Using the recipe below, ask students what ingredients are needed for this recipe and the steps required. Most children made or observed this recipe being made.
- Example: Rice Krispie Bars
 - 6 cups Kellogg's Rice Krispies
 - 1 bag of marshmallows
 - 3 tablespoons butter or margarine
 - Non-stick cooking spray
 - Melt the margarine in a non-stick pan and add entire bag of marshmallows.
 - Stir over medium heat until marshmallows are melted.
 - Add Rice Krispies and mix together.
 - Pour mixture into a 9" x 13" pan that has been greased or sprayed with non-stick cooking spray.
 - Use a baggie that has been sprayed with non-stick spray to spread and flatten mixture.
 - Cut into squares when cool and serve.
- Students will write their recipes on the Recipe Card worksheet provided.
- Students may illustrate their dish when their writing is complete.
- Share completed recipes with class. As an extension to this activity bind the recipes together to make a class cookbook. A copy of this book can be made for each student's family.

Common Core

Standards:

CCSS.ELA-
LITERACY.W.2.1

Write opinion pieces

CCSS.ELA-
LITERACY.W.2.2

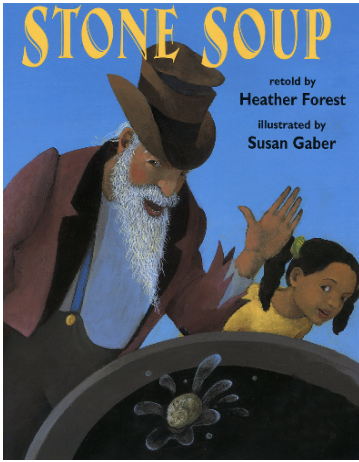
Write
informative/explanatory
texts

CCSS.ELA-
LITERACY.W.2.5

Focus on topic and
strengthen writing by
revising and editing

CCSS.ELA-
LITERACY.W.2.8

Recall information from
experience or from
sources



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Common Core

Standards:

CCSS.ELA-
LITERACY.W.2.2

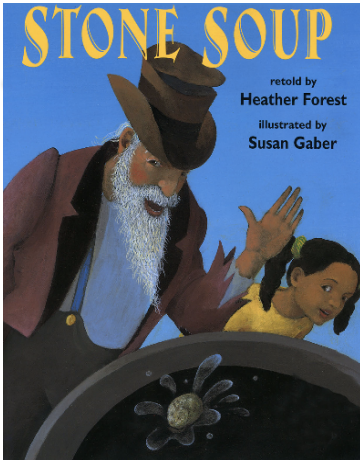
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CCSS.ELA-
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Focus on topic and
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Extension Activities:

- Incorporate recipes into other areas of the curriculum.
 - Language Arts, Math, Foreign Language
- Compare any similarities and differences in student recipes.
- Plant a small vegetable garden containing specific vegetables.
- Explain what a “soup kitchen” is and discuss a soup kitchen’s contribution to the community.
- Visit a local Farmers Market and observe all of the fresh vegetables.
- Identify an interesting fact about a vegetable.
 - In the Spanish colonies, potatoes were considered food for underclassmen.
 - Pre-Columbian farmers first discovered and cultivated the potato 7,000 years ago.
 - Ancient Greeks and Romans grew turnips.
- Write a paper on the history of your vegetable.



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Name _____

Date _____

Recipe Card

Bring what you've got. Put it in
the pot. We're making Stone Soup!
