

Stone Soup

Retold by Heather Forest
Illustrated by Susan Gaber

Outcome:

Students will be exposed to the character education categories of sharing and cooperation. They will use the terms conflict, resolution and solution. Students will use comparative mathematical terms as they identify attributes, sort, classify and graph as well as solve simple mathematical addition problems.

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

Materials:

Variety of vegetables – brought by students

Hot plates or stove

Large pot of water

A knife for cutting vegetables, or have vegetables precut

Bowls and spoons

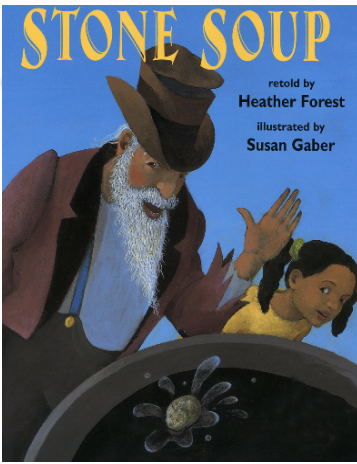
Paper to use as tablecloths/placemats

Crayons or markers

Instructional Plan:

Introductory Activity:

- Ask students to bring in 2 different vegetables.
 - Request the food to be brought to school a few days before making the soup.
- Place vegetables on a table for observation and inquiry.
- To peak curiosity, do not tell students why they are bringing in vegetables.
- The day of the activity, instruct students to collect their items and be seated.
- Have students hypothesize and make predictions why the vegetables were requested.
- Collect observations.
- Inform students the class will be reading *Stone Soup*.



Stone Soup

Kindergarten

Instructional Plan:

Introductory Activity Continued:

- Compare vegetables based on color, texture, smell, shape and size.
- Instruct students to sort and classify vegetables, forming new groups, based on multiple parameters.
 - Color, texture, shape, smell, size
 - Vegetables with leaves
 - Vegetables with two or more colors
 - Vegetables found in a salad
 - Vegetables that can be eaten raw
 - Vegetable with seeds
 - Variety
- Create a class pictograph of the vegetables.
 - Each student contributes a drawing of his/her vegetables to add to the graph.
 - Use comparative mathematical terms such as more than, less than, bigger, smaller, most and least. Make comparisons among the different groups.
 - Students solve simple, verbal addition problems by combining two groups of vegetables.
 - Number sets can also be taught using this graph ($6+0=6$, $0+6=6$, $5+1=6$, $1+5=6$, etc.)

Read the Story:

- Utilizing a picture walk, teacher encourages students to look for their vegetable in the book. While reading, teacher stops on certain pages and helps students identify any new vegetables that were not identified in the introductory activity.
 - For example: I see a new vegetable on this page. It is green with leaves and a thin stem. Does anyone know the name of the vegetable I am describing? Have you ever tasted it?

Common Core

Standards:

CCSS.ELA-LITERACY.RL.K.9

Compare and contrast

CCSS.ELA-LITERACY.L.K.5.A

Sort common objects into categories

CCSS.ELA-LITERACY.L.K.5.B

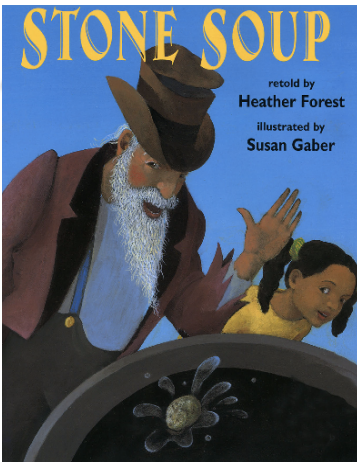
Demonstrate understanding of frequently occurring adjectives

CCSS.ELA-LITERACY.SL.K.1

Collaborative conversations

CCSS.ELA-LITERACY.SL.K.5

Add drawings or other visual displays to descriptions.



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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?
- Do you think the travelers intended to trick the village people? Explain.
- 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?
- Will the townspeople like the soup? How will it taste?
- Where does the story take place?
- What is the magical ingredient for the soup?
- What is the soup cooked in?
- What is the first ingredient use in the soup?
- Who volunteers the first ingredient?
- Did only people eat the soup? Who else at the soup?

Common Core

Standards:

CCSS.ELA-
LITERACY.SL.K.1

Collaborative
conversations

CCSS.ELA-
LITERACY.RL.K.1

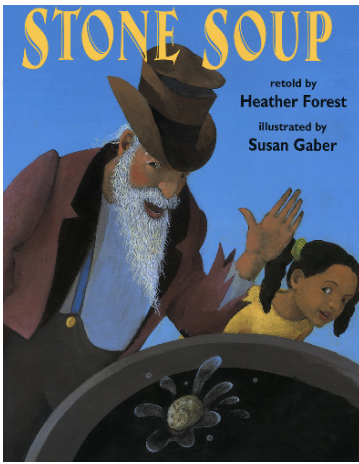
Ask & answer questions
about details in text

CCSS.ELA-
LITERACY.RL.K.3

Identify characters,
settings, and major
events

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.
- What was the most important ingredient in the soup?
- Could the author have used a different "stone" and delivered the same message?
- Which villager had the important role in the story?
- Did the appearance of the travelers have an effect on the story?
- What lesson do you think the villagers learned?
- In what ways do you think the villagers will continue to share?



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Questions for Interpretation Continued:

- Why should people share? What are the advantages/disadvantages?
- What was the conflict in the story?
- What was the resolution or solution?

Common Core

Standards:

CCSS.ELA-
LITERACY.SL.K.1

Collaborative
conversations

CCSS.ELA-
LITERACY.W.K.3

Narrate event(s) in the
order in which they
occurred

CCSS.ELA-
LITERACY.RL.K.10

Group reading activities

Follow Up Activities:

Sequencing

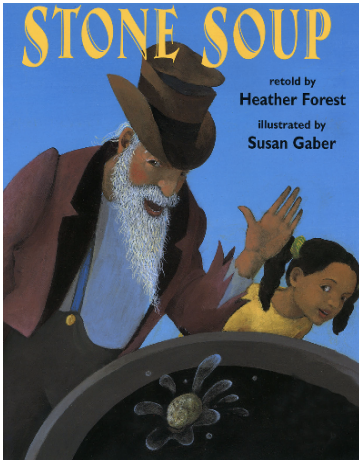
Directions:

- Retell the story of Stone Soup following the plot from beginning, through the middle, to the end. Identify the conflicts that arise during the story. Place the conflicts in the beginning, middle or end and identify their resolutions.
 - List or draw in sequential order the vegetables that were used to make the soup.
 - Encourage the students to use the book to locate the sequence.

Sharing

Directions:

- Discuss with students the importance of sharing.
 - What is sharing?
 - What can you do to remember the importance of sharing?
 - Think of a time when someone did not share with you or a time when you did not want to share. What happened and how did it make you feel? What are some reasons that other people might not want to share?
 - How are sharing and cooperation similar? Does sharing require cooperation?



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Follow Up Activities Continued:

Make Stone Soup

Directions:

- Inform students they will be making stone soup. Highlight the need for cooperation and patience in order to facilitate this activity.
- If available, have a parent volunteer to cut vegetables into small pieces or have some vegetables precut.
- If your school permits students to use plastic knives, students can cut some vegetables in half, some in thirds, and some in fourths. A brief explanation of these fractions may be needed.
- If the children can't use knives, let them decorate a placemat or tablecloth with vegetables from the story.
- Prior to placing the vegetables in the pot, instruct students to examine each raw vegetable and not the texture, appearance and smell.
- Place all vegetables in the pot, add water and cook.
- Discuss how the vegetables might change as they are cooked.
 - Will their smell change?
 - What will happen to their texture?
 - What will happen to their shape?
 - Will their taste change?
- Share the soup with everyone.

Extension Activities

- As a journal activity, instruct students to write about the changes that occurred in the vegetables as they were cooked.
 - Changes in texture, shape, taste and smell
- Plant a small vegetable garden containing specific vegetables.
- Compare and contrast the different seeds inside vegetables. Sort seeds according to different attributes.
- Explain what a “soup kitchen” is and discuss a soup kitchen’s contribution to the community.
- Use this book when you are teaching the letter S in a letter of the week curriculum.

Common Core

Standards:

CCSS.ELA-
LITERACY.SL.K.1

Collaborative
conversations

CCSS.ELA-
LITERACY.W.K.2

Compose
informative/explanatory
text about topic or book