



## Lesson Extensions and Activities for *Stone Soup*

**Age Range:** 4 - 8 years

**Reading Is Fundamental**

**Google Voyager Folktales Unit**

### Book Description

“First published in 1947, this picture book classic has remained one of Marcia Brown’s most popular and enduring books. This story, about hungry soldiers who outwit the greedy inhabitants of a village into providing them with a feast, is based on an old French tale.”

### Folktale Background

Stone Soup is an Aarne-Thompson-Uther type 1548 folktale, meaning it is in the “clever man” category of the classification system that folklorists use to organize the folkloric tradition. The Stone Soup story is not featured in any of the major eighteenth- or nineteenth-century collections of folktales. Rather, the first published version was published by Madame de Noyer in 1720. ([Source](#))

### Vocabulary

Folktale – a story passed through the generations by word of mouth.

Soldiers – people who are in the military.

Trudged – walked somewhere with great effort.

Loft – an upper room.

Peasants – people with little money, normally one who owns a small amount of land that he or she farms.

Barley – a type of cereal grass used in beverages and breakfasts.

Cellar – a room below the first floor of a house, normally where foods are stored.

Harvest – the vegetables, fruits, and grain collected by a farmer.

Grain – a type of cereal grass.

Strange – different from what is expected or out of the ordinary.

Quilt – a warm type of blanket that is filled with padding.

Broth – a flavorful liquid in which meat, fish, cereal grains, or vegetables have been cooked.

Roast – a piece of meat.

Cider – an apple drink that is tart from being fermented.

Banquet – a big meal that is usually held to celebrate an occasion or achievement.

Feast – a large meal that is normally served along with a ceremony or entertainment.

Wise – smart.

Splendid – excellent.

Mayor – a person elected to lead a city, town, or borough.

## Prior to Reading

- Ask students to locate France on the map. On chart paper, create a Venn diagram and have students share what's similar about the U.S. and France and what's unique to each of the countries. Note students' answers even if they're incorrect as you will go back and discuss the answers after learning more about the country
- Walk students through the France [Google Voyager Experience](#). Students will learn about the country where the story is set. Add additional notes to the Venn diagram as you walk through the experience.
- Share with students that this is a folktale based on an old French tale. Ask if they've heard any other French tales and call on volunteers to share.

## While Reading

- Stop reading on the page that says, "They hid all they had to eat. Then — they waited." Ask students to predict what will happen once the soldiers arrive.
- Stop reading on the page that says, "We are three hungry soldiers in a strange land. We have asked for food, and you have no food. Well then, we'll have to make stone soup." Ask students to write their own list of ingredients for stone soup. After giving them 10 minutes, call on volunteers to offer ingredients that you write on a smart board.

## Post-Reading Activities

- Lead a discussion about the tale. Ask students such questions as:
  - What did the villagers do when they saw that the soldiers were on their way?
  - Why did the villagers hide their food?
  - Since they didn't have enough food to share, how were they able to have such a feast?
  - What's another situation where sharing has helped you and your friends to have more fun?
- Ask students to work in pairs to write a recipe for stone soup based on what they just read. Once they've finished, compare their ingredient lists with the list on the smart board.
- Have students complete the Criss Cross, Memory Matching, and Word Search puzzles about *Stone Soup* on RIF's Literacy Central (<https://www.rif.org/voyager-stories-folktales>).

## Lesson Extensions and Activities

Here are some ways to further explore the story:

Primary Standard for all activities: RL.K.10 (Actively engage in group reading activities with purpose and understanding.)

- **Math** – Have students use paper representations of the foods mentioned in the book (e.g., grains, carrots, cabbage, potatoes, beef, milk, barley, etc.) to solve word problems. Have students form pairs, and provide each pair with a printed copy of the word problems and enough paper representations of the foods to solve each problem. Have students work together to solve the word problems.
  - Example word problem: The priest has five cabbages and one carrot. She gave the baker three cabbages in exchange for three carrots. How many cabbages and carrots does the priest have now?

Objective: Students will be able to use representations to solve addition and subtraction problems.

Standards: CCSS.MATH.CONTENT.1.OA.A.1 (Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.)

Materials:

- Printouts with word problems related to *Stone Soup*
  - Paper cutouts of foods mentioned in *Stone Soup*
  - Pencils
- **Arts** – Since *Stone Soup* is about a meal that brings a village and three new visitors together, have students recall one of their favorite foods and represent that meal artistically. Students can draw or use scissors to cut out pictures from magazines that help them to represent their memory.

Objective: Students will be inspired by food descriptions to represent their own memories in an artistic way.

Standards: National Core Arts Standards, Anchor Standard #10 (Synthesize and relate knowledge and personal experiences to make art.)

Materials:

- Markers
  - Colored pencils
  - Construction paper
  - Pencils
  - Magazines with food images
  - Scissors
- **Science** – Have students recall the soup-making scene in *Stone Soup* and ask volunteers to list what the soldiers and the villagers put in the soup. Then, have students volunteer their favorite foods. If one of the mentioned foods is a dish with vegetables in it, have the student list out the ingredients and write them on the board. If necessary, mention that your favorite food is a vegetable-filled one and ask students to help list what’s in the dish. Once you have a list, talk through how vitamins and minerals are found in food items, specifically highlighting the mineral iron. Lead a two-part discussion about the benefits of iron:
- First, bring out your grocery basket of unprocessed foods that are naturally high in iron and ask the students to name them.
  - Then, tell the students that even some foods that they may have in their pantries may be high in iron and walk them through looking for “Iron” on the ingredients lists to see how much iron a food has. At this point, don’t pay attention to the actual numbers on the label since this may be too advanced — you’re simply making the beginnings of a connection between the nutrition label and health.

Objective: Students will begin to establish a connection between food and nutrition.

Standards: NSES Science in Personal and Social Perspectives Levels K-4 (Personal health.)

Materials:

- A few foods high in iron to pass around (e.g., beans, spinach, pumpkin seeds, quinoa, broccoli)
  - A few processed food boxes/cans that have labels, some that have iron and others that do not
  - A periodic table
- **Social Skills and Writing** – Discuss with students how the villagers did not share their food because they felt like they didn't have enough, yet they shared the same amount of food for the soup and it fed the whole village. Have students think of a time where they shared and ended up having more fun than they did playing by themselves. Ask the students to write a journal entry about the experience and have them read their entries to the class.

Objective: Students will use the written word to recount a memory.

Standards: SL.K.6 (Speak audibly and express thoughts, feelings and ideas clearly.)

Materials:

- Journals
  - Pens
- **Author Study/Compare and Contrast** – Compare other versions of the Stone Soup tale to the *Stone Soup* written by Marcia Brown. Break students into groups. Have each group read another version of the story and create a Venn diagram of the similarities and differences. Once they've completed the reading, have each group present their findings to the class.

Objective: Students will compare variations of the Stone Soup tale using an interactive Venn Diagram.

Standards: RL.K.9 (With prompting and support, compare and contrast the adventures or characters in familiar stories.)

Material List:

- Copies of other versions of the Stone Soup tale
- Venn Diagrams printed on paper
- Pencils