

Stone Soup

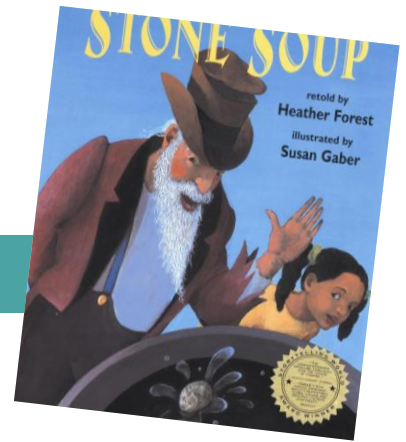
Read Aloud Guide

Themes: Greed, Sharing, Community

Book Brief: Two hungry travelers arrive at a village expecting to find a household that will share a bit of food, as has been the custom along their journey. To their surprise, villager after villager refuses to share, each one closing the door with a bang.

Author:
Heather Forest

Illustrator:
Susan Gaber



Before Reading

The Cover: Ask students to make a prediction about the story based on the cover.

The Pictures: Take a brief picture walk and ask students what they notice.

Prior Knowledge: Ask, “Have you asked for something but was turned down?”

Vocabulary: Frontload Tier 2 words using the accompanying [Vocabulary Guide](#).

Purpose for Reading: “As we read, think about how the travelers were hungry and wanted the villagers to help them get something to eat. How did the villagers react at first? Then what did the travelers do?”

During Reading

Check for understanding & make connections:

- Based on your first impression of the travelers, can you predict what type of life they have led?
- What is the magical ingredient for the soup?
- Why do you think the villagers initially refuse to offer food?
- Why do the villagers eventually give food to the travelers?
- 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?
- What lesson(s) do you think the villagers learned?



Think Aloud:

“I notice that at first the villagers were not helpful and did not share.”

I’m wondering... “What changed the villagers’ minds to sharing?”

After Reading

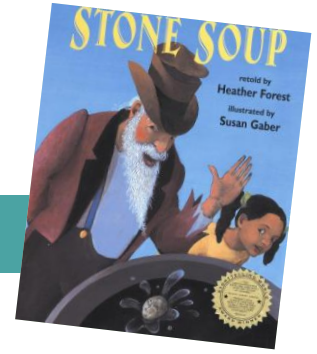
Our Purpose: “How did the travelers figure out how to change the minds of the villagers?”

If your students enjoyed this book...

- Encourage them to continue to discuss it and refer to it in other lessons.
- Let them explore more about the topic by reading other books with similar themes, structure, characters, or content.

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Extension 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. NOTE: Teacher can use picture walk to help students with recall.

Vegetable Facts

Directions:

1. Working in pairs, identify an interesting fact about a vegetable. For example...
 - 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.
2. Write the information on an index card. Present the information to the class, and have the teacher post the index cards in a group on a board.

Other Extension Activities

1. Incorporate recipes into other areas of the curriculum. Have the students bring in family recipes. (Language Arts, Math, Foreign Language)
2. Plant a small vegetable garden in the classroom in small pots, containing specific vegetables.
3. Explain what a “soup kitchen” is and discuss a soup kitchen’s contribution to the community.