

STONE SOUP

By Heather Forest

Kindergarten

Outcome:

Children will be exposed to the character education categories of sharing and cooperation and 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. This lesson concludes with a sample of stone soup.

Materials:

Variety of vegetables- brought in by students
Hot plate or stove
Large pot of water
A knife for cutting vegetables, or have vegetables precut
Bowls and spoons for eating soup
Optional- parent volunteer
Paper to use as a tablecloths or placemats
Crayons or markers

Introductory Activity:

- Teacher asks each student 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 science 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*.
- Compare vegetables based on color, texture, smell, shape and size.
- Students are instructed to sort and classify vegetables, forming new groups, based on multiple parameters.
 - Color, texture, shape, smell, size
 - Vegetables with leaves
 - Vegetables that have two or more colors
 - Vegetables found in a salad
 - Vegetables that can be eaten raw
 - Vegetables with seeds
 - Variety
- Create a class pictograph of the vegetables.
 - Each student contributes a drawing of his or 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 ($6+0=6$, $0+6=6$, $5+1=6$, $1+5=6$, $4+2=6$, $2+4=6$, $3+3=6$).

STONE SOUP

By Heather Forest

Kindergarten

Teacher Reading of Story:

Utilizing a picture walk, teacher encourages students to look for their vegetables 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. Are there any vegetables in the story that were not brought in by students? Are their vegetables brought in by students that are not illustrated in the book?

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?*

BUILDING COMPREHENSION

Predicting Outcomes:

- 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?

Checking Comprehension:

- Where does the story take place?
- What is the magical ingredient for the soup? (A stone and sharing are both acceptable answers)
- What is the soup cooked in?
- What is the first ingredient used in the soup?
- Who volunteers the first ingredient?
- Did only people eat the soup? Who else ate the soup?

Characterization:

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.

STONE SOUP

By Heather Forest

Kindergarten

Drawing Conclusions:

- 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 most important role in the story? Explain.
- 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?
- Why should people share? Advantages? Disadvantages?
- What was the conflict in the story?
- What was the resolution or solution?

Sequencing:

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.

Follow Up Activity:

- Discuss the importance of sharing.
 - Ask students to define sharing and have them give examples when someone else in the class has shared.
 - 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?
- Inform students they will be making stone soup. Highlight the need for cooperation and patience in order to facilitate this activity.
- If available, have the parent volunteer cut vegetables into small pieces or have some vegetables precut.
- If your school permits children 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 cannot 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 note the texture, appearance, and smell.

STONE SOUP

By Heather Forest

Kindergarten

Follow Up Activity cont.:

- 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?
- Upon completion, share the soup with everyone.

Extension Activities/Centers:

- 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, 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.