

STONE SOUP

By Heather Forest

Pre-Kindergarten

Outcome:

Students will create their own stone soup using some of the vegetables explored in this book. While categorizing and sorting, students will apply comparative mathematical language terms, and discuss the character education traits of cooperation and sharing. Students will be required to make connections, summarize and analyze cause and affect relationships.

Materials:

Teacher Vegetable Worksheet or plastic vegetables
Student Vegetable Worksheet
Black Pot worksheet
Scissors
Glue
Markers/Crayons
Stones

Introductory Activity:

- Teacher passes out a variety of different “paper” vegetables (supplied) or fake vegetables and does not identify the names of the vegetables. Each student receives one vegetable.
- Students are individually asked to identify their vegetable and explain where it grows (on a bush, underground, on a vine, on a stalk, etc).
- Teacher correctly identifies all vegetable names and their place of growth after each student has had a chance to contribute.
- Students are instructed to sort and classify their vegetables, forming new groups, based on multiple parameters.
 - Vegetables that grow underground and those that grow above ground.
- Continue having the children sort and classify based on multiple attributes.
 - Color, texture, shape
 - Vegetables with leaves
 - Vegetables that have two or more colors
 - Vegetables found in a salad
 - Vegetables that can be eaten raw
 - Vegetables with seeds
- Use comparative mathematical language terms such as more than, less than, bigger, smaller, most and least. Make comparisons among the different groups.
- Collect all vegetables and ask children to return to their seats.

Teacher Reading of 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?*

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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?

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?

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.

Drawing Conclusions:

- 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? Explain.
- What lesson(s) do you think the villagers learned?
In what ways do you think the villagers will continue to share?

Sequencing:

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. Teacher can use a picture walk to help students with recall.

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Follow Up Activity:

- 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?
- Instruct students to go to their tables and make their own stone soup using ingredients that were found in the book.
- Students will receive a worksheet containing a variety of vegetables. Students will need to choose six of their favorite vegetables, color them, and cut them out.
- Encourage students to draw vegetables not included on their worksheet.
- Stones will be on the table for children to include in their soup. After coloring and cutting, students will glue their vegetables and stone to a big, black pot.

Extension Activities/Centers:

- Cut out magazine pictures of vegetables and sort them according to color, shape, size, and texture.
- Make a class graph illustrating individual vegetable preference.
- Plant a small garden containing specific vegetables.
- Use the five senses to describe a variety of vegetables.
- Paint with vegetables.
- Have children taste vegetables and use their words to describe the taste and texture of these vegetables (watery, crunchy, hard).

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Stone Soup Vegetable Worksheet Teacher version



Peas



Celery



Turnip



Green Bean



Broccoli



Corn



Green Pepper



Carrot



Potato



Tomato

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Stone Soup Student Vegetable Worksheet



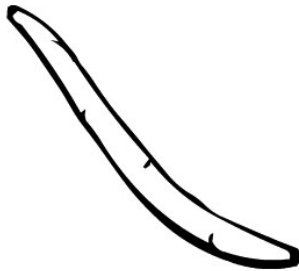
Peas



Celery



Turnip



Green Bean



Broccoli



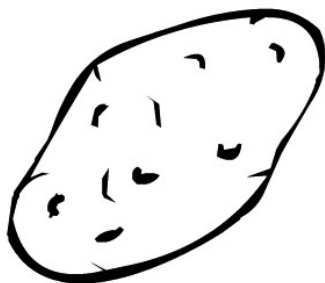
Corn



Green Pepper



Carrot



Potato



Tomato

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Stone Soup

Black Pot

