

Stone Soup

Retold by Heather Forest
Illustrated by Susan Gaber

Outcome:

Students will apply the problem solving skills of logic, deduction, and inference when answering riddles. Students will write riddles by identifying salient details and summarizing distinctive attributes.

Materials:

Riddle worksheet
Plain piece of construction paper for illustrating
Scissors

About the Book:

Guided Reading:

K

Lexile Level:

310L

Character Traits:

Citizenship

Sharing

Resourcefulness

Region:

Eastern Europe

ISBN:

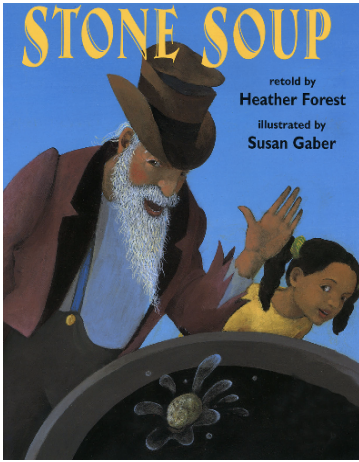
978-0-8748-3498-7

978-0-8748-3602-8

Instructional Plan:

Introductory Activity:

- Ask students if they've ever heard a riddle.
- Encourage students to share riddles they have heard.
- Ask students to define the elements of a riddle.
 - What makes words into a riddle?
 - Does a riddle always contain clues?
 - Can all riddles be solved?
- Share the following riddles:
 - I am green on the outside and red on the inside. I have seeds. People like to eat me in the summertime. What am I? (Watermelon)
 - I am either green or red. I grow in bunches on a vine. Sometimes I have seeds inside and sometimes I do not. What am I? (Grapes)
 - My name is the same as my color. I am juicy and sometimes have seeds. I grow in warm places like Florida and California. What am I? (Orange)
 - I have a stem. I grow on trees. I can be red, yellow or green. What am I? (Apple)
 - I am yellow and shaped like a crescent moon. Monkeys like to eat me. What am I? (Banana)



Stone Soup

First Grade

Instructional Plan:

Introductory Activity Continued:

- Encourage students to see the link between all these answers and ask them to classify the answers or note the pattern. (All riddles describe fruit.)

Read the Story:

- Encourage students to pay close attention to all of the vegetables in the story. While reading, teacher should stop on certain pages and help students identify any unfamiliar vegetables and help them classify these vegetables.

Common Core

Standards:

CCSS.ELA-LITERACY.RL.1.1

Ask and answer questions about details

CCSS.ELA-LITERACY.RL.1.3

Describe characters, settings, and events

CCSS.ELA-LITERACY.SL.1.1

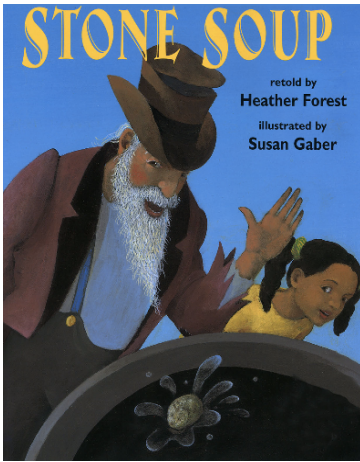
Participate in collaborative conversations

CCSS.ELA-LITERACY.SL.1.3

Ask and answer questions about what speaker says

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?
- 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 is this town located?
- What is the magical ingredient for the soup?
- What is the soup cooked in?
- What is the first ingredient used in the soup?
- Aside from the village people, who (or what) else enjoyed a taste of soup?



Stone Soup

First Grade

Common Core

Standards:

CCSS.ELA-LITERACY.RL.1.1

Ask and answer questions about details

CCSS.ELA-LITERACY.RL.1.3

Describe characters, settings, and events

CCSS.ELA-LITERACY.SL.1.1

Participate in collaborative conversations

Questions for Interpretation:

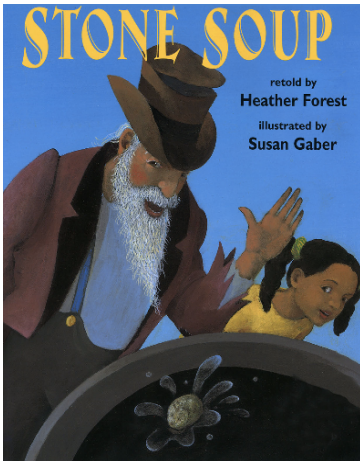
- The expressions and mannerisms of the villagers change throughout the book. The first time we see them, they appear angry, cautious and untrustworthy. Follow their journey and discuss how their expressions change as the plot unfolds. Select a picture and ask students to describe the feelings of the villagers. use synonyms and antonyms to compare their changing looks.
- 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?
- Did the appearance of the travelers have an effect on the story?
- What lesson(s) do you think the villagers learned?
- In what ways do you think the villagers will continue to share?
- Why should people share? What are the advantages/disadvantages?
- What was the conflict in the story and how was it resolved?
- Who benefited from the soup? How?

Follow Up 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. Teach can use picture walk to help students with recall.



Follow Up Activities Continued:

Riddles

Directions:

- Inform students they will each be writing their own riddle about a vegetable.
- Write the names of different vegetables on individual pieces of paper and have the students choose a piece of paper. Students will write about the vegetable they select. Students should keep their selection a secret.
- Students write their riddles on the provided worksheet.
- Riddles should have a minimum of three clues.
- Cut out the riddle pot worksheet.
- Answers to riddles need to be written and illustrated on the piece of construction paper.
- When the riddle pot is placed on top of the construction paper, it needs to cover answer and illustration.
- Use glue to attach the pot to the other sheet of paper. Affix at the pot opening, so once riddles are read, the pot can be lifted from the bottom to reveal the answers.
- Share and solve riddles with classmates.

Extension Activities:

- Incorporate riddles into other areas of the curriculum.
 - Science, Math, Language
- Make a list of synonyms and antonyms comparing and contrasting different vegetables.
- 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.
- Have children read the ingredients in foods and identify three products that contain vegetables.
- Draw the produce section of your supermarket and discuss how different vegetables are stored. Differentiate between vegetables that require refrigeration and those that do not.

Common Core

Standards:

CCSS.ELA-LITERACY.W.1.1

Write opinion piece and introduce topic

CCSS.ELA-LITERACY.W.1.5

Focus on a topic, respond to questions and suggestions

CCSS.ELA-LITERACY.W.1.6

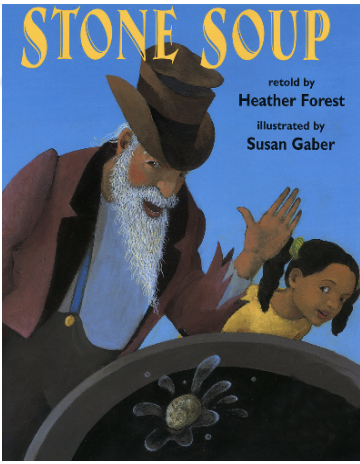
Use a variety of digital tools to produce and publish writing

CCSS.ELA-LITERACY.SL.1.1.B

Respond to comments of others

CCSS.ELA-LITERACY.SL.1.3

Ask and answer questions about what speaker says



Stone Soup

First Grade

Name _____

Date _____

Riddle Worksheet

Bring what you've got. Put it in
the pot. We're making Stone Soup!
