



TEACHER GUIDE

GRADES K-3

COMPREHENSIVE CURRICULUM BASED LESSON PLANS

Stone Soup

Marcia Brown

READ, WRITE, THINK, DISCUSS AND CONNECT

Stone Soup

Marcia Brown

TEACHER GUIDE

NOTE:

The trade book edition of the novel used to prepare this guide is found in the Novel Units catalog and on the Novel Units website. Using other editions may have varied page references.

Please note: We have assigned Interest Levels based on our knowledge of the themes and ideas of the books included in the Novel Units sets, however, please assess the appropriateness of this novel or trade book for the age level and maturity of your students prior to reading with them. You know your students best!

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Skills and Strategies

Thinking

Brainstorming, synthesizing

Comprehension

Predicting, inference,
comparison/contrast,
sequencing, main idea

Listening/Speaking

Discussion, dialogue

Writing

Letters, newspaper,
summarizing

Vocabulary

Sorting, classifying

Literary Elements

Characterization, story
elements



Summary of the Story

A Caldecott Honor Book, *Stone Soup* is an old French folk tale retold by Marcia Brown. In the story three hungry soldiers enter a small town looking for food and shelter. The greedy townspeople hide their food and plead poverty. When the soldiers announce that they will make stone soup, villagers produce a large pot and water. The soldiers drop stones into the pot. Gradually the villagers are talked into producing various other ingredients like carrots and cabbage and the soup improves. Once the soup is declared ready, it is worthy of a feast. The soldiers are heroes and are invited to stay with prominent citizens in their homes.

Organization of the Novel Unit

The Aladdin Books edition was used in preparing this study guide. *Stone Soup* can be used as the centerpiece of a folk tale unit. The book separates easily into three parts—the villagers' hiding of the foodstuffs, preparation of the soup, and the feast. In a week's unit, one day can be set-up and motivation, one day would be a final culminating activity, plus three days of work focused on the book. The unit can be expanded with other folk tale activities. Included in this unit are focus pages of *Stone Soup* activities for art, drama, math, social studies, and science.

Initiating Activities

(Choose One)

1. Read aloud a folk tale to the class, discussing the elements included. (oral tradition, moral to the story)
2. What is a Caldecott Honor Book? (The Caldecott Medal, named in honor of nineteenth-century English illustrator Randolph Caldecott, is awarded annually by the Association for Library Service to Children, a division of the American Library Association, to the artist of the most distinguished American picture book for children. A limited number of Caldecott Honor Books are also named annually. There were four honor books in 1990.) Share several Caldecott winners to the class. Explore why they are winners. (See listing of Caldecott winners on page 23 of this guide.)

Section-by-Section Vocabulary Words and Comprehension Questions

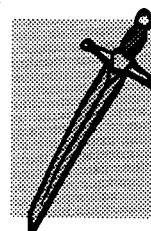
Unnumbered Pages 1-11...The set-up of the story when the peasants hide their food

Vocabulary Challenges:

trudged 1	strange 1	impossible 2	barley 4
wells 4	bins 5	Françoise 6	harvest 6
reasons 9	sighed 10		

Extending Comprehension:

1. Look at the picture on page 1. Are these soldiers? How are they similar to and different from any soldiers you've seen?



Similar	Different
<ul style="list-style-type: none"> • <i>all three have same clothes (a uniform)</i> • <i>carry weapons</i> • <i>wear hats</i> 	<ul style="list-style-type: none"> • <i>orange-colored clothes</i> • <i>taller boots</i> • <i>swords</i> • <i>hair cuts</i>

2. What is trudging? Demonstrate. (page 1)
3. Why do you think the peasants of the village feared strangers? (Page 2, Answers vary.)
4. What did the peasants do with their food? (Pages 4-5, *Hid it—barley under the hay, buckets of milk in the wells, carrot bins covered, cabbages and potatoes under beds, and meat in cellars.*)
5. If you were going to hide food today, where would you put it? (Answers vary.)

-
6. What is Paul and Françoise's answer to the soldiers' request for food? (Page 6, "We have had no food for ourselves for three days.") Do you think Paul and Françoise told the truth? Why or why not?
 7. What excuse did Albert and Louise use when the soldiers asked for a place to sleep? (Page 7, "Our beds are full.") Were they truthful? Why or why not?
 8. On page 10, the villagers sighed. Demonstrate.
 9. The soldiers talked together on page 10. What do you think they said? Ask for class predictions about the rest of the book, recording them on butcher block paper to be revisited as the book continues. (See pages 17 and 18 of this guide.)

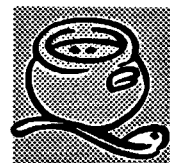
Unnumbered Pages 12-27...Preparing the soup

Vocabulary Challenges:

peasants 13	stared 13	cupboard 23	sides of beef 24
fetch 24	entertained 27	lofts 27	broth 27

Extending Comprehension:

1. Have you ever tasted stone soup? How do you think it will taste? (Page 13, Answers vary.)
2. What does it mean when the soldiers say, "But it will do" on page 14? (Page 14, It's OK to use. It will serve the purpose.)
3. Where do the soldiers set up their cooking pot? (page 16, village square) Why do you think they chose that place? (Answers will vary, leading to a place where the villagers will be drawn to the cooking activity.)
4. What does it mean when the author says, "the peasants' eyes grew round as they watched the soldiers drop the stones into the pot" on page 19? (Page 19, They are surprised and wondering about the soldiers' activity.)
5. How do the soldiers get more ingredients (food) to add to the soup? (Pages 20-21, They suggest more things one at a time, starting with salt and pepper and then moving to more prized ingredients.)
6. Why do you think the villagers were more willing to give ingredients when the soldiers didn't ask directly? (Answers vary.)



Prediction Chart

What characters have we met so far?	What is the conflict in the story?	What are your predictions?	Why did you make those predictions?