



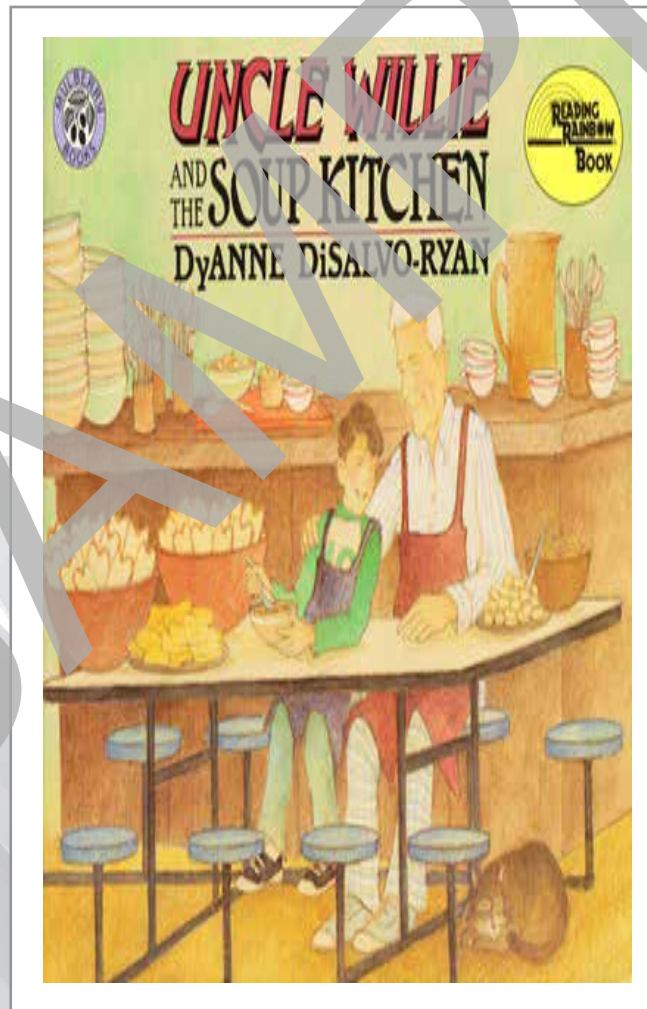
TEACHER GUIDE

GRADES K-3

COMPREHENSIVE CURRICULUM BASED LESSON PLANS

Uncle Willie and the Soup Kitchen

Dyanne Disalvo



READ, WRITE, THINK, DISCUSS AND CONNECT

Uncle Willie and the Soup Kitchen

Dyanne Disalvo

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!

ISBN 978-1-50204-290-3

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Summary

The narrator of the story, a young boy, tells of his experience working in a soup kitchen with his Uncle Willie on a day off from school. As he watches the guests go in and out, first hungry—then full, the boy gains an understanding as to why the workers at the kitchen try hard to make a difference in the lives of others.

About the Author

DyAnne DiSalvo was born October 3, 1954, in Brooklyn, New York. She attended the School of Visual Arts in New York City, 1975-77. She married Edward Ryan in 1980. They have two children, John and Marja. She is a volunteer in community soup kitchens.

DiSalvo-Ryan is an illustrator and author of children's books. *Uncle Willie and the Soup Kitchen* is the first book that she has written as well as illustrated.

She knew early on that she wanted to be an artist. She has said, "I can remember one day when I was about eight or nine years old, looking through a picture book and deciding that I can make a better book. It was from that day on that I knew that I wanted to be a book illustrator."

After leaving school, DiSalvo-Ryan worked for Hallmark Cards in Kansas City, but would set up interviews with New York publishers whenever she visited with her family in Brooklyn. After being given her first two manuscripts to illustrate, she left Hallmark Cards. She taught grade school math during the day, and did her illustrating at night.

She feels that things have not really changed that much for her in her working life, for she continues to work on two or three books at a time. To quote her, "My technique of watercolor and pencil is simple. I work quickly and familiarly with my pictures so I never lose the spontaneity that is essential to my characters and color. I hope the pictures I create are timeless. I love my work and feel that it is a great responsibility and honor to be recognized."

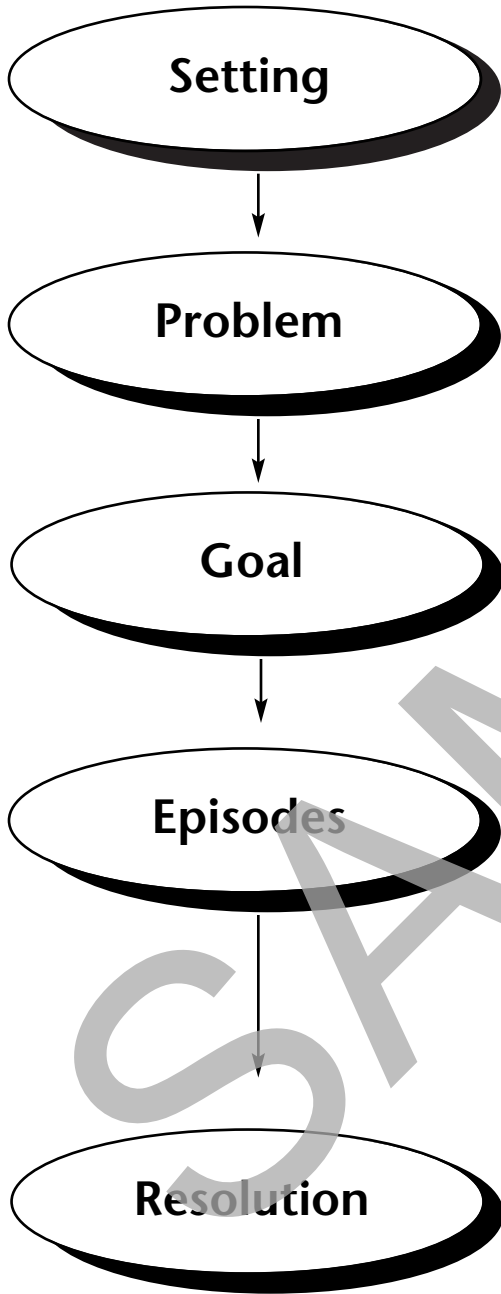
Initiating Activities

You may choose to do one of the following activities before reading the story, and the other after the story has been read. However, they are appropriate at any time.

1. Soup: Use some labels from cans of soup to make into banners to hang around the room.

You may want to find a poem about soup, and put it in the area where the children will gather.

Story Map



Characters _____

Time and Place _____

Problem _____

Goal _____

Beginning → Development → Outcome

Resolution _____

After the graph had been completed, record some concluding remarks about it.

What kind of soup is the favorite of the most people in the group? What kind of soup is the least favorite of the people in the group? Did any soups get an equal number of names?



7. Making Canned Soup: Using the information from the graph, purchase some popular canned soups. Have everything on hand for the making, heating, and eating of the soup.

Have the children gather in a group near the fixings. Ask for volunteers to give directions for the making of the canned soup. Follow the directions as they are given.

(If someone says to put the soup in the pot, take the can of soup and put it into the pot!) Children will soon learn that very specific and clear directions must be given.

You may wish to write out and follow the final directions. Enjoy the soup. Recycle the cans.

For those wishing to try something a bit different, use the following recipe for chowder. (For the activity, have the recipe printed out, and have the children know the sequence of adding the ingredients. They will still need to tell what is to be done.)

- 1 can (10-1/2 ounces) condensed cream of mushroom soup
- 3 soup cans water
- 1 can (11-1/2 ounces) condensed turkey noodle soup
- 1 can (10-1/2 ounces) condensed vegetarian vegetable soup

Stir mushroom soup until smooth in large saucepan. Gradually blend in water. Add remaining soups. Heat thoroughly, stirring often.

14. The Makings: Decide upon a day for making soup.

You will need the cooperation of the adult members of the households for this activity.

Tell them that you will be making soup with the children, and that you would appreciate it very much if each would contribute one ingredient for the soup. Request nothing specific, and say that the soup will be made from anything that is contributed. (In that way, you will be depending upon the contributions, just as the people in the soup kitchens do. There will be some uncertainty for the children to face. Will there be enough? Will the ingredients go together?)

Have equipment ready for the children to use, to prepare each contribution for the soup pot. Have some water boiling in a pot, so that the ingredients may be added.

You may wish to have your contribution be a large can of chicken stock, or some soy sauce for flavoring, just in case!

(If pressed for time, you may wish to request that the contribution be prepared and made ready for adding to the soup before it is brought in.)

When ready, try the soup. How does it taste?

SAMPLE