



# Stone Soup

10

## ✓ Lesson Objectives

### Core Content Objectives

Students will:

- ✓ Name the different kinds of tradespeople found in a colonial town
- ✓ Describe the different kinds of tradespeople found in a colonial town

### Language Arts Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards that are addressed in all lessons in this domain.

Students will:

- ✓ With prompting and support, dramatize the story “Stone Soup,” including key details (RL.K.2)
- ✓ With prompting and support, use narrative language to describe the characters, setting, and events from “Stone Soup” (RL.K.3)
- ✓ Listen to a variety of texts, including fictional stories such as “Stone Soup” (RL.K.5)
- ✓ Draw a simple shop sign for each colonial tradesperson (W.K.2)
- ✓ With guidance and support, add details to strengthen drawing or writing, as needed (W.K.5)
- ✓ With assistance, categorize and organize facts and information and draw shop signs that tell what tradespeople do (W.K.8)
- ✓ Ask questions to clarify directions for Drawing the Read-Aloud (SL.K.3)
- ✓ Add drawings to descriptions to provide additional detail (SL.K.5)
- ✓ Distinguish shades of meaning among verbs describing the same general action, such as *march*, by acting out meanings (L.K.5d)

- ✓ Distinguish the read-aloud “Stone Soup,” which describes events that happened long ago, from one that describes contemporary or current events
- ✓ Discuss personal responses to whether they would give food to soldiers who knocked on their door and connect those to the townspeople in the story “Stone Soup”
- ✓ Explain that “Stone Soup” is a fictional story about colonial tradespeople in contrast to the informational text in earlier lessons

## Core Vocabulary

**grocer, n.** Storekeeper who sells food

*Example:* My grandmother always asks the grocer at the supermarket which fruit is in season.

*Variation(s):* grocers

**peered, v.** Looked or stared

*Example:* The children were supposed to be in bed, but they peered downstairs at their parents’ party.

*Variation(s):* peer, peers, peering

**spirits, n.** Feelings or attitudes


*Example:* Her spirits were low because it was rainy and cold.

*Variation(s):* spirit

**sympathy, n.** Feeling sorry for someone else

*Example:* When I broke my arm, my friend showed her sympathy by carrying my books.

*Variation(s):* sympathies

<i><b>At a Glance</b></i>	<b>Exercise</b>	<b>Materials</b>	<b>Minutes</b>
<i><b>Introducing the Read-Aloud</b></i>	<b>Essential Background Information or Terms</b>		10
	<b>Purpose for Listening</b>		
<i><b>Presenting the Read-Aloud</b></i>	<b>Stone Soup</b>		10
<i><b>Discussing the Read-Aloud</b></i>	<b>Comprehension Questions</b>		10
	<b>Word Work: Sympathy</b>		5
 <b>Complete Remainder of the Lesson Later in the Day</b>			
<i><b>Extensions</b></i>	<b>Vocabulary Instructional Activity: March</b>		15
	<b>On Stage</b>		
	<b>Drawing the Read Aloud</b>	drawing tools	



# Stone Soup

10<sub>A</sub>

## ***Introducing the Read-Aloud***

**10** minutes

### **Essential Background Information or Terms**

Ask students if they know what a soldier is. Sometimes long ago, people in one state or country had a big fight, or war, with people from another state or country. Then remind students that the most common way to get from place to place long ago was to walk. During wars, it was common to have soldiers wandering around in small groups—perhaps walking home after a long war, perhaps lost and separated from the rest of the army. Without money or supplies, soldiers had to rely on townspeople for food. Tell students they are going to hear a story about some soldiers long ago who came to a town looking for food. Ask students if they would give food to soldiers who came and knocked on their door. Why or why not?

### **Purpose for Listening**

Tell students to listen carefully to find out whether the tradespeople wanted to feed the soldiers at first and what made them change their minds.

## Stone Soup



### ◀ Show image 10A-1: Three tired soldiers spot steeple in distance

Three soldiers—Henry, George, and Lucas—were marching home from the war. They had been marching for many days, and they expected to march many more before they finally made it home. They were cold and tired, but most of all, they were hungry.

“Look, just over those trees!” Henry said, pointing, “I see a church steeple.<sup>1</sup> There must be a town over there. Perhaps the good people will offer us some food.”

“Good idea,” said George.

“Let’s go,” said Lucas.

1 [Point to the steeple in the illustration.]



### ◀ Show image 10A-2: Girl spots soldiers

The three soldiers marched toward the town, holding their stomachs and hanging their heads because they were so hungry. They didn’t know it, but a little girl saw them coming. She turned and ran to the blacksmith’s shop. She banged on his door.<sup>2</sup>

“Blacksmith, Blacksmith,” she said. “Three soldiers are coming. They look hungry. We must offer them food.”

The blacksmith didn’t turn his head. He continued pounding on the big iron pot he was making. “I have no time to be offering food to hungry soldiers. I must get this pot finished, or I will not get paid. If I do not get paid, I cannot buy food, and my family and I will be hungrier than those soldiers.”

“If you say so,” said the girl. Then she ran to the carpenter’s shop and banged on the door.<sup>3</sup>

“Carpenter, Carpenter,” she said. “Three soldiers are coming. They look hungry. We must offer them food.”

The carpenter didn’t turn his head. He continued staring at the level he had just placed on top of a table.<sup>4</sup> “Hungry soldiers,” he said, without much **sympathy**.<sup>5</sup> “I have no time to be offering food

2 What does a blacksmith do?

3 What does a carpenter do?

4 A level is a tool used to measure if something is straight and even.

5 The carpenter did not feel sorry for the soldiers.

to three hungry soldiers. I must get this table done, or I will not get paid, and then I will not have enough food to feed my family.”

“If you say so,” said the girl. Then she turned and banged on the baker’s door.<sup>6</sup>

6 What does a baker do?



◀ **Show image 10A-3: Girl standing at shop window**

“Baker, Baker,” she said. “Three soldiers are coming. They look hungry. We must offer them food.”

The baker didn’t turn his head. He continued pulling fresh loaves of bread out of his oven. “Humph,” he said. “I suppose you think I’m going to give those three soldiers some of my fresh bread. I will sell it to them, but I will not give it away for nothing. I must eat, too, you know.”



◀ **Show image 10A-4: Girl sitting alone in town square**

The girl went from shop to shop to shop. She asked everyone in town if they could feed three hungry soldiers. But they were all too busy doing their own jobs to offer any help. They told the girl that they did not have enough to feed their own families, let alone the three soldiers.

Finally, Henry, George, and Lucas stumbled into the town square. They were colder, more tired, and hungrier than ever. They looked around. Nobody had come out to see them.

“Hello,” said the girl, who had been watching the soldiers from across the town square.

The three soldiers turned.

“Aha,” said Lucas. “Are you the welcoming committee?”<sup>7</sup>

“I am sorry,” said the girl. “Everyone in town is very busy right now with their own work. They cannot feed you.”

“Well, then,” said Lucas. “We shall have to feed ourselves.” He reached down to the ground and picked up a large stone near his feet. “We shall make Stone Soup. We make it all the time where I come from.”

7 Lucas is making a joke, because a committee is a group of people, and the girl is all alone. The soldiers hoped more than one person would come out to help them.

“Stone Soup?” asked the girl. “But you can’t make soup from nothing but stones.”

8 What would happen if they put stones in a pot of hot water? Would it make soup? What would it taste like?

“Of course you can,” said Lucas. “Stone Soup is the best soup in the world, and the best part is that all we need to make it are three large stones and a large pot of water.”<sup>8</sup>

“Here’s a stone,” said George.

“And here’s another,” said Henry.

“Perfect,” said Lucas. “Then if we could just find a large iron pot, we could make the soup ourselves, and we wouldn’t bother anyone.”

“I know where we can get a pot,” said the girl. She ran to the blacksmith’s shop. But she didn’t even have to knock. The blacksmith had been listening through his door.



9 Why did the blacksmith give the soldiers a pot when he said he wouldn’t help them before?

← **Show image 10A-5: Blacksmith giving the girl a pot**

“I am curious about this Stone Soup,” he said. “I’ll lend you a pot.” He and the girl carried it out to the town square.<sup>9</sup>

“Excellent,” said Lucas. “Now, we just need to fill this pot with water, and we’ll start our Stone Soup cooking. We won’t have to bother anyone else.”

Several people popped out of their houses and shops carrying buckets of water. They dumped the water into the pot.

The carpenter popped out of his shop. “Do you need some firewood?” he asked. He carried an armload of wood to the square and began building a fire.<sup>10</sup>

10 How did the carpenter help the soldiers?

George, Henry, and the girl each dropped a stone into the pot. Everyone stood watching Lucas stir the soup.



11 Do you think it would taste delicious right now?

← **Show image 10A-6: Townspeople coming with ingredients to add to soup**

“Mmm,” said Lucas. “It already smells so delicious. And we really don’t need anything else. But . . .”<sup>11</sup>

“But what?” asked the girl.

“This Stone Soup looks a tad thin,” said Lucas. “Stone Soup is best when it has a bit of barley and some meat in it.”

“I have some barley,” said the baker, popping out of his shop. He brought a bowl full of barley and tossed it into the soup.

“I have a side of beef that I just chopped up,” said the butcher. He came out with a plate piled high with cubes of beef and dropped it into the pot.

“Ah,” said Lucas, stirring and sniffing. “The soup looks much better now. But, oh dear . . .”

“What?” asked the townspeople.

“This Stone Soup would be even better with a little onion and a bit of salt.”

The **grocer**<sup>12</sup> brought onions and salt. Other townspeople turned up carrying a few items from their homes—potatoes, turnips, carrots, and celery. All of these were chopped up and tossed in the pot.<sup>13</sup>

“Excellent,” said Lucas. He stirred, sniffed, and then took a little taste. He stood up straight. All the townspeople watched and waited. Finally, Lucas said, “It is perfect.” The townspeople sighed with pleasure. “Except,” said Lucas, “I forgot one very important thing.”

“What? What? What?” the townspeople asked.



← **Show image 10A-7: People eating soup**

“Stone Soup is best when it is shared.”<sup>14</sup>

The townspeople cheered. They brought out tables and chairs. They brought out bowls and cups and spoons. They brought out fresh apple cider, loaves of crusty bread, and fig pies. They talked and laughed with the soldiers and ate and ate and ate.

They ate every last bit of Stone Soup . . . all except the three stones, which sat at the bottom of the pot.

“Thank you for teaching us to make Stone Soup,” said the girl. She **peered**<sup>15</sup> into the pot. “But the stones are still there. Why didn’t they get cooked into the soup?”

“That’s odd,” said Lucas. He winked at the girl and whispered, “Perhaps you were right in the first place. Perhaps you can’t make soup from stones after all.”<sup>16</sup>

12 or storekeeper who sells food

13 Now do you think the soup would taste good? Why or why not?

14 Why do you think the soldiers choose to share their soup?

15 or looked or stared

16 Was the girl right after all? Which ingredients made the pot of water into soup?

With their stomachs full and **spirits**<sup>17</sup> raised, the three soldiers waved goodbye to the little girl and the townspeople, and they continued on their long march home.

## Discussing the Read-Aloud

**15** minutes

### Comprehension Questions

**10** minutes

1. *Literal* Who was the only townspeople who wanted to feed the soldiers? (the little girl)
2. *Literal* Who supplied the iron pot? (blacksmith)
3. *Literal* Who brought wood for the fire? (carpenter)
4. *Literal* What ingredients went into the soup? (barley, meat, onions, salt, etc.)
5. *Literal* Who ate the stone soup? (the soldiers and the townspeople)
6. *Inferential* Why did the other tradespeople say they wouldn't help feed the soldiers at first? (too busy, not enough food for their own families)
7. *Inferential* Why did the townspeople start bringing food to the soldiers when they said they wouldn't before? (They were curious about Stone Soup.)
8. *Inferential* Why were the stones left in the pot? (Stones don't cook; they aren't edible, etc.)
9. *Evaluative* Do you think stones and water alone could have made soup? (no) Why not? (Stones aren't food and don't have any flavor.)
10. *Evaluative* Could this story really happen, or is it make-believe? (make-believe) How do you know? (You can't make soup out of stones.) When did this story take place, a long time ago or modern day? (long ago)

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

I am going to ask a question. I will give you a minute to think about the question, and then I will ask you to turn to your neighbor and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.



11. *Evaluative Think Pair Share:* Did the townspeople know that stones and water alone would not make soup? (no) Did the soldiers know? (yes) Did the girl know? (no, not at first) How did she figure it out? (The stones were still at the bottom of the pot.)
12. After hearing today's read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these remaining questions.]

### Word Work: Sympathy

5 minutes

1. In the read-aloud you heard, "‘Hungry soldiers,’ [the carpenter] said, without much *sympathy*."
2. Say the word *sympathy* with me.
3. When you have sympathy for someone, you feel sorry for them.
4. When I see someone get hurt, I have sympathy for them.
5. Tell me about a time you had sympathy for someone or someone had sympathy for you. Use the word *sympathy* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students' responses: "I had sympathy for \_\_\_\_\_ when . . ."]
6. What is the word we've been talking about?

Use a *Making Choices* activity for follow-up. Directions: I am going to mention some scenarios. If I say something that would make someone feel sympathy, say, "I would feel sympathy." If I say something that wouldn't make someone feel sympathy, say, "I would not feel sympathy."

1. A cat got stuck up in a tree and couldn't get down. (I would feel sympathy.)
2. A boy won a running race. (I would not feel sympathy.)
3. A frog jumped on a rock. (I would not feel sympathy.)
4. A girl lost her favorite doll. (I would feel sympathy.)
5. A man ate dinner. (I would not feel sympathy.)



**Complete Remainder of the Lesson Later in the Day**



# Stone Soup

10<sub>B</sub>

## Extensions

15 minutes

### ↔ Vocabulary Instructional Activity

#### *Word Work: Marching*

1. In the read-aloud you heard, “Three soliders—Henry, George, and Lucas—were *marching* home from the war.”
2. Say the word *marching* with me.
3. *Marching* is similar to walking, but not just regular walking. Marching is moving along with a steady regular step, especially in a group. [Demonstrate marching in place. Have the class stand and march in place or around the classroom.]
4. The high school band was marching in the parade.
5. Tell me about someone who you might see marching (or a time or place you might see someone marching). Try to answer in complete sentences and use the word *marching* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “The \_\_\_\_\_ was marching at . . .”]
6. What is the word we’ve been talking about?

Use a *Movement* activity for follow-up. Directions: I will read a statement that describes an action. When I read the word, you show me what that might look like. (Ask students to stand in place to start.) Then tell me whether that word means the same as marching or something different.

1. marching in a parade
2. sitting in your seat
3. walking in a circle
4. marching with an army

5. stepping over a book
6. standing behind a chair
7. strutting across the room
8. stopping in place

### On Stage

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Have students act out the story “Stone Soup” that they heard earlier. Assign students different parts, and have them act out the events while you read the story aloud again. Encourage students to use their own dialogue in addition to any possible read-aloud vocabulary.



### Drawing the Read-Aloud (Instructional Master 10B-1)

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#### ◀ Show image 10A-2: Girl spots soldiers

Make a copy of Instructional Master 10B-1 for each student. Tell students that because many people long ago didn’t know how to read, many shop signs back then didn’t just have words on them—they had pictures showing what each tradesperson did. This helped people who couldn’t read words to know which shop was which. Tell students that good signs were simple pictures that could be seen from far away. Show Image Card 4 (Bread). Ask students, “If this sign were outside a shop, who do you think would be working inside?” (baker)

Directions: Choose six tradespeople that you have learned about so far. Draw six signs, one in each box, that each tradesperson could hang outside his or her shop. Make sure that the signs are simple enough to be seen from far away.

Tell students: “Asking questions is one way to make sure everyone knows what to do. Think of a question you can ask your neighbor about the directions I have just given you. For example, you could ask, ‘How many signs do we draw?’ Turn to your neighbor and ask your own question now. I will call on several of you to share your questions with the class.”

**Note:** The following questions may be used as prompts to help students remember specific tradespeople. Follow each prompt with,

“Draw a picture that will help people find this tradesperson’s shop.”

- Which tradesperson works at the mill? (the miller)
- Which tradesperson uses flour to make bread? (the baker)
- Which tradesperson takes cotton, flax, or wool and twists it to make thread? (the spinner)
- Which tradesperson works with the spinner’s thread on a loom? (the weaver)
- Which tradespeople make clothing for men and women? (the tailors and dressmakers)
- Which tradesperson makes hats? (the hatter)
- Which tradesperson makes shoes? (the cobbler)
- Which tradesperson uses bricks? (the bricklayer)
- Which tradesperson uses stones? (the stonemason, or mason)
- Which tradesperson uses wood? (the carpenter)
- Which tradesperson makes tools of iron? (the blacksmith)

As students draw, circulate around the room, asking them to identify the tradespeople who would use the signs they have drawn. Encourage students to provide additional detail about their drawings.