

Stone Soup

Our take on a classic folktale drives home the idea of generosity

About the Play

Levels

Lexile Level: n/a

Guided Reading Level: P

DRA Level: 38

Learning Objective

This charming read-aloud adaptation of a well-known folktale will help students identify the play's theme, or big idea.

Content-Area Connections

ELA: folktales

Character education

Key Skills

Theme, vocabulary, fluency, close reading, character, plot, inference, character's motivation, figurative language, explanatory writing

Standards Correlations

This article and lesson support the following standards:

Common Core anchor

standards: R.1, R.2, R.3, R.4, W.2, SL.1, SL.2, L.4, L.5, L.6

TEKS: 3.2, 3.3, 3.4, 3.5a, 3.7, 3.20c, 3.29, 3.30

For more standards information, check our website.



Your Teaching Support Package

Here's your full suite of materials, all of which you'll find at scholastic.com/StoryworksJr:

Activities to print or project

- Vocabulary
- Close-Reading and Critical-Thinking Questions
- Quiz
- Fiction Reading Kit: This kit will help build key reading skills, including our featured skill: big idea. It also has an activity on plot.

Differentiated play

- Higher level: originally appeared in *Storyworks*

Step-by-Step Lesson Plan

Close Reading, Critical Thinking, and Skill Building

1. Preparing to Read

Set a Purpose for Reading (5 minutes)

- As students look at the play's opening, point out the labels in the top left corner of page 20 ("Play" and "Read-aloud folktale"). Ask: What is a folktale? (*a story that's been told over many years and is usually spoken vs. written*) Invite students to name any folktales they may be familiar with.

Introduce Vocabulary

(10 minutes, activity sheet online)

- While the story does not include vocabulary words in the text itself, there is a **vocabulary activity** online that previews challenging words and allows students to list the words that are unfamiliar to them. Project or distribute the activity to go over words.
- Challenging words: *curiosity, gossip, banquet*

Set a Purpose for Reading

- Every major story has a **Think and Read** box at the beginning. It give students a question or an idea to focus on as they read. Call on a volunteer to read the Think and Read box on page 20 for the class.

2. Focus on Fluency

Bridging Decoding and Comprehension

- *Storyworks Jr.* plays provide a perfect opportunity for students to build fluency.
- Model reading with expression by reading aloud Scene 1 for the class.
- Assign parts and read the play aloud as a class. Prompt students to make their voices match the words they're saying. For example, use an excited voice for an excited line. Likewise, they should pay attention to the punctuation throughout.

3. Close Reading

Reading and Unpacking the Text

- **First read:** Read the play as a class.
- **Second read:** Project or distribute the **close-reading**

questions. Discuss them as a class, rereading lines or scenes as necessary.

- Break students up into groups to discuss the **critical-thinking question.** Then have groups share their answers with the class.

Close-Reading Questions

(20 minutes, activity sheet online)

- **In Scene 1, why are the soldiers so hungry? Why don't people in the village want to share with them?** (cause and effect) *No one in the other towns the soldiers have traveled through have shared their food. The townspeople don't want to share with them because they're afraid of strangers, and they don't have much food themselves.*
- **In Scene 2, what does it mean when Mary's mother tells Mary, "I'm sorry, Mary. Hard times make hard hearts"?** (figurative language) *It means that when life is difficult, you're not always as caring and generous as you would be if things were easier.*
- **In Scene 3, the captain winks and tells his soldiers about his "delicious secret recipe" for stone soup. What is he really trying to tell them about the soup?** (inference) *The captain winks because there is no recipe, and he wants his soldiers to know he's got a plan to trick the townspeople into helping make soup.*
- **In Scenes 4 and 5, how do the villagers change and become so willing to share?** (theme) *The villagers are starting to understand that in order to enjoy the soup, they'll all need to contribute.*
- **In Scene 6, the soldiers share the recipe for stone soup. What does it take to make the soup?** (theme) *The soldiers say you need only three small stones and the help of the entire village.*

Critical-Thinking Question

(7 minutes, activity sheet online)

- **In Scene 6, what does it mean when the captain says that in order to make stone soup, you need the help of the entire village?** (theme) *The stone soup was made*

because everyone worked together. They shared their food and supplies. And they had a fun night as a community because everyone wanted to participate. The lesson of the play is that good things can happen when you share and work together.



4. Skill Building

Exploring the Big Idea

(15 minutes, activity sheet online)

Have students complete the **big idea activity**. They should also write a response to the **Think and Write** question on p. 25.

Customize Your Class

For Small Groups

Divide your class into six groups and assign each group a scene from the play. The students will practice their scene and then read it aloud to the class. They can also discuss why their scene is important and share their thoughts with the class as well.

Differentiate Your Teaching

For Struggling Readers

Day 1: Read the play aloud as students follow along in their magazines. **Day 2:** Assign parts to the students and record them reading one or two scenes, on a smartphone or other device. **Day 3:** Continue with the rest of the play. Play the recording for your students so they can hear themselves.

For Advanced Readers

Since *Stone Soup* is a folktale that has been told in many ways over time, have students research different versions and write a list of the key differences between those versions of the story and this one. For example, what objects have been used in place of a stone? What characters visit the town?

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