Grade 1
Lesson Plan
“Soup From a Stone, Fancy That!”

Subject:
• **Language Arts:** Reading and Writing
  Decoding and Word Recognition, Vocabulary and Concept Development, Comprehension and Analysis, Organization and Focus of Writing

Level:
Grade One

Abstract:
• In this lesson, the students will use the book, *Stone Soup* by Ann McGovern, to generate word lists and use patterned text to assist with descriptive writing.
• Using the word lists, students will create descriptions from the patterned text and add them to a template.
• Finally, the students will use the word lists and patterned text practice activities to create a class book, which is a plan for their own class recipe for stone soup.

Invitation:
I have here in my hand, the ingredient for our class party. What do you see? (A round, smooth, gray stone!) We will be making soup from a stone! Fancy that! Soup from a stone! How do you think it will taste? Will it be tasty? What do you think? Before we begin making plans for our soup, let’s explore how a hungry little boy with a round, smooth, stone created stone soup that was tasty! Let’s think about tasty soups, tasty ingredients and what could possibly make stone soup taste good!

Situations:
• **Where:** At school
• **When:** This project will take place during language arts period
• **How Long:** Approximately two weeks

Tasks:
• **Task 1:**
  To activate prior knowledge, brainstorm what kinds of soups students in the class have tasted. Write the names on chart paper. Talk about possible ingredients based on the name (an example is clam chowder: clams, or chicken noodle: chicken and noodles). Survey the class on their favorite soups and place tallies next to the soups listed in the brainstorm.
• **Task 2:**
  Using the Microsoft Word template the teacher created, the students create a graph of favorite soups from the class tally chart titled “Fancy That, Our Favorite Soups!” (See Step Sheet.)

• **Task 3:**
  Preview the book *Stone Soup*. Make predictions about what it might be about. (What kind of soup could this be? Does it sound like it could be your favorite? Why or why not?) Remind the students that good readers notice patterns in books that help them read. Tell them this book has a pattern. Ask them to notice the pattern and read along out loud when they can. Guide the class in a shared reading experience of *Stone Soup*, focusing on patterns in the text.

• **Task 4:**
  Conduct a brainstorm with the class that lists ingredients in soups and adjectives (describing words) for those ingredients. Use a projection device (if available) to display the cloze activity worksheet. (See Step Sheet.)

• **Task 5:**
  Type the ingredients and describing words from the brainstorm into the text boxes on the worksheet, reading the words as you type.

• **Task 6:**
  Read along with the “Imagine That, Stone Soup” worksheet. Ask the students to fill in the blanks with words from the text boxes. Drag the text boxes from the word bank to the blank space in the worksheet (You may choose to add new words to the word banks and create multiple pages for a class book.)

• **Task 7:**
  Read the text created aloud in a shared reading experience.

• **Task 8:**
  Read the action words (in isolation, without the patterned text) and emphasize how some of the words are almost the same (reading inflectional forms and root words).

• **Task 9:**
  Create a list of root words and their inflectional forms. (See Step Sheet.)

• **Task 10:**
  Create a list of vegetables (nouns), and ways to describe them.

• **Task 11:**
  Facilitate discussion questions after the reading. (How does the title *Stone Soup* trick you? What do you think stone soup would taste like if you didn’t read the book yesterday? How did the boy trick the lady into making soup from stones that tastes great?) Read the story again. Ask the students to pay close attention to all of the terrific ingredients the boy tricked the old lady into putting in the soup. Conduct a discussion
and brainstorm what makes a good description. The discussion will focus on what words the author used to create good pictures of the ingredients in the reader’s mind. (See Step Sheet.)

- **Task 12:**
  The students will work in pairs to rename *Stone Soup* so that it truthfully describes the soup. They will draw a picture and at the end of the period report what their title is as they share their drawing. Type the titles as the children share their drawing and title. Use a projection device at this time if possible. Through questioning, encourage children to add descriptive words as you are typing. This could be a shared writing experience.

- **Task 13:**
  Print out the titles and have the students glue them on their drawings.

- **Task 14:**
  Model how to fill out the invitation for the Stone Soup Party. Draw the ingredients and use the words generated earlier (which should be posted) to create a sentence using describing words (color, size, shape). This is the first page in the class book. (See Step Sheet.)

- **Task 15:**
  Distribute invitation pages to students (you may choose to copy word lists and distribute those) and have them draw an ingredient and write a sentence of their own.

- **Task 16:**
  When all pages are completed, compile them and read each page aloud. As the student pages are being read, complete the final page of the class book. Use a projection device if possible and create the page with the class.

- **Task 17:**
  Print the class book.

- **Task 18:**
  Compile student pages, create a cover, and place the final page in the book. Keep the book in the class library.

**Interactions:**
- **Full Class:** As a teacher, you will facilitate shared reading and writing experiences, brainstorms, and discussions.

- **Small Group:** Students will work in small collaborative groups to come up with an alternate title for the book *Stone Soup*. Each person in the group has a role: word finder, writer, speaker, manager (helps everyone have a turn and makes sure everyone is involved).
• **Individual:** Students use previously created word lists and worksheets to create their own page of the class book.

**Standards:**

**Language Arts:** Reading (Decoding and Word Recognition)
- Read inflectional forms and root words.
- Read aloud with fluency in a manner that sounds like natural speech.

**Language Arts:** Reading (Vocabulary and Concept Development)
- Classify grade-appropriate categories of words.

**Language Arts:** Writing (Organization and Focus)
- Use descriptive words when writing.

**Assessment:**

• **Running Record:** The student reads a portion of the book *Stone Soup* as the teacher takes a running record of their reading decoding skills and fluency, taking special notes of how they read inflectional forms of words.

• **Teacher Assessment Rubric:** Review the student page in the class book with the student, and circle the number they receive on the rubric based on their writing and illustrating.

• **Student Self-Reflects:** Using the “What Makes a Good Description” brainstorm, the student self-reflects on their writing and illustration in the class book as the teacher writes their responses on the form. This will be placed in their portfolio with a copy of their page.

**Tools:**

- “Microsoft Word” word processing application
- Projection device (if available)

**Project Tips and Alternatives**

• **Tip#1:** Students can bring in real ingredients for making Stone Soup. A parent or volunteer can make the soup with broth and the ingredients. In a shared writing experience, the students can write descriptions of how the soup tastes.

• **Tip#2:** Sort the ingredients the children bring in. Sort by color, shape, etc. and have them use describing words to tell about how they sorted the ingredients. The class can graph results as well.

**Related Units:**

- Word Grade K – “Alphabet Potluck Feast”
- Word Grade 2 – “The Fantastic World of Stella Luna”
- Word Grade 3 – “Me, Myself, and I”
- Word Grade 4 – “My Autobiography”
- Word Grade 5 – “Mr. President”
Attachments:
- “Step Sheet: Creating a Table”
- “Step Sheet Sample: Favorite Soups Table”
- “Step Sheet: Creating a Template for Shared Writing”
- “Step Sheet Sample: Template for Shared Writing”
- “Step Sheet: Creating a Template for Word Studies”
- “Step Sheet Sample: Template for Word Studies”
- “Step Sheet: Creating Images and Text Boxes”
- “Step Sheet Sample: Images and Text Boxes”
- “Step Sheet: Creating a Class Book”
- “Step Sheet Sample: Class Book”

Web Resources
- A list of linked web resources for Word can be found on the Word Resources page.

Assistive Technology:
- Please refer to the Assistive Technology section for information on methods and devices to help ensure that all students have access to the curricula in the least restrictive environment.