

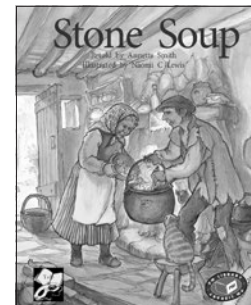
# Stone Soup

PM Level 17

Turquoise

**Text Type** Narrative

**Running Words** 1130



## Preparing for Guided Reading

### Orientation to the text

- Ask students if they enjoy eating soup. Ask them to suggest the ingredients that go into making vegetable or chicken soup and list all their ideas.

### Prior knowledge

- Discuss the title of the story. Ask students what they think is meant by *Stone Soup*. Are there usually stones in soup?

## Building the Balanced Reader

### Vocabulary

#### Key vocabulary

*chicken, delicious, even, heard, licking, woman*

#### Content Words

*bubbling, cottage, hummed, kind, knocked, nothing, onion, poor, soup, stirred, taste, tune*

### Decoding

- Apply knowledge of prefixes and suffixes to assist in decoding unfamiliar words.
- Observe students' ability to integrate meaning, language structures and visual information as they read. Provide support when necessary.
- Explicitly teach students to use a variety of comprehension strategies to predict or check meaning, including: applying prior knowledge; thinking aloud; attending to details in illustrations; attending to print details.

### Focusing on the story – guided reading

- Take time to look closely at the illustration on pp. 6–7 and explore the old woman's cottage. Notice the cat and the mouse and encourage students to look for these animals on each page as the story progresses.
- Ask students why they think the young man was humming a little tune while he was stirring the soup.
- Ask students to recall the ingredients that the young man put into the pot before the onions (a stone and water). Ask whether the soup would really have been delicious. Discuss how the young man had begun to trick the old woman and remind students of this as the story progresses.

- Talk about the ingredients the young man put into the pot and compare them to the ingredients the old woman put in.
- Point out the young man putting another stone in his pocket and ask students to predict what the man is intending to do next.
- Revise the use of commas to break longer sentences into smaller sections to enhance meaning, e.g. *He stirred the soup round and round, and as he stirred, he hummed a little tune.*
- Ask for students to volunteer to act the role of one of the characters in the play. Revise that the coloured panels tell the reader which lines to read, perform the play at a school assembly, or for students in another class.

### Comprehension

- Which ingredient did the old woman get from the cupboard? (*Literal*)
- How important was the stone to the soup? (*Inferential*)
- How did the young man trick the old woman? (*Inferential*)

### Follow-up activities

- Have students read the story again and ask them to list the ingredients the old woman used to make the soup. Discuss and list students' findings. Compare the ingredients found in *Stone Soup* with those of a simple vegetable soup recipe. As a group, write a class recipe for vegetable soup. Make the soup on another day and eat it for lunch.
- Look at a variety of food can labels and make a list of the information needed on food can labels, e.g. name of product, ingredients, nutritional information, etc. In groups, have the children design a label for a can of soup on a large piece of paper and display in the classroom.
- Discuss the way in which the man 'tricked' the old woman. Encourage the children to think of other stories where a character has 'tricked' someone, e.g. the wolf in *Little Red Riding Hood*, the fox in *The fox who foxed* (PM Story Books Green Level) and the fox in *The Gingerbread Man* (PM Traditional Tales and Plays Orange Level). List all ideas and write a class story using the 'trickery' of one or more characters as a central theme.

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## Learning Intentions

- We are learning to explicitly refer to the illustrations to gain a deeper level of understanding of the text.
- We are learning to draw on a range of skills and strategies to improve our knowledge of the text.

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## Success Criteria

- I can use the illustrations to provide additional information to help me understand the text.
- I can use my knowledge of high-frequency words, prefixes and suffixes, rereading and reading on to gain a deeper understanding of the text.

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## Guided Reading Notes

Student's name	Reading focus	Observations/notes	For follow-up