



About the Book

Text Type: Nonfiction/How-To Page Count: 24 Word Count: 1,300

Book Summary

There's nothing better than a hot, wholesome bowl of soup on a cold or rainy day. And this book will tell you exactly how to make it! Just gather all your vegetables, spices, and other ingredients, and follow the easy steps in this book to make yummy vegetable soup. Photographs reinforce the steps in cooking.

About the Lesson

Targeted Reading Strategy

- Visualize

Objectives

- Use the reading strategy of visualizing to understand text
- Analyze cause and effect in the text
- Identify and use contractions
- Arrange words in alphabetical order

Materials

Green text indicates resources available on the website

- Book—*Let's Make Vegetable Soup* (copy for each student)
- Chalkboard or dry erase board
- Visualize, cause and effect, alphabetical order worksheets
- Discussion cards



Indicates an opportunity for students to mark in the book. (All activities may be demonstrated by projecting the book on interactive whiteboard or completed with paper and pencil if books are reused.)

Vocabulary

Content words:

Story critical: *boil (n.), broth (n.), ladle (n.), simmer (v.), strainer (n.), tender (adj.)*

Enrichment: *ensure (v.), hearty (adj.), leek (n.), Mediterranean (adj.), nutrients (n.), unique (adj.)*

Before Reading

Build Background

- Ask students if they have ever cooked or if they like to cook. Ask those who respond to tell what food items they have made before. Have those students explain the steps to preparing their favorite dish.
- Show students the cover of the book, and tell them that, if they've never made soup before, they are going to find out how to do it when they read this book.

Preview the Book

Introduce the Book

- Give students their copy of the book. Guide them to the front and back covers and read the title. Have students discuss what they see on the covers. Encourage them to offer ideas as to what type of book it is (genre, text type, fiction or nonfiction, and so on) and what it might be about.

- Show students the title page. Discuss the information on the page (title of book, author's name).
- Preview the table of contents on page 3. Remind students that the table of contents provides an overview of what the book is about. Ask students what they expect to read about in the book based on what they see in the table of contents. (Accept any answers that students can justify.)

Introduce the Reading Strategy: **Visualize**

- Explain to students that good readers often visualize, or create pictures in their mind, while reading. Visualizing is based on the words used in the text and what a person already knows about a topic. Visualizing can also help the reader to better follow steps when reading directions.
- Read page 4 aloud to students. Model how to visualize.
Think-aloud: Whenever I read a book, I always pause after a few pages to create a picture in my mind of the information I've read. This helps me organize the important information and understand the ideas in the book. For example, on page 4, the author describes how good a bowl of soup is on a cold winter day. He also discusses all the different varieties of soup there are. I pictured a steaming bowl of my favorite soup, which has a creamy broth and lots of spices. I can almost smell it!
- Reread page 4 aloud to students and ask them to use the words on the page to visualize. Introduce and explain the [visualize worksheet](#). Have students draw on their worksheet what they visualized from the text on page 4. Invite them to share their drawings.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Comprehension Skill: **Cause and effect**

- Review or explain that a *cause* is an event that makes something happen, and the *effect* is what happens because of, or as a result of, the event. Create a two-column chart on the board with the headings *Cause* and *Effect*. Write the following sentence on the board under the *Effect* heading: *I put on my hat.*
- Model identifying a series of cause-and-effect relationships.
Think-aloud: I know that there are reasons, or causes, for events to happen. When I put on a hat, it might be because it is hot outside. The hat shades me from the sun and keeps me cool. So, a cause for putting on the hat might be because I want to stay cool. However, I also sunburn easily. Since a hat shades my face from the sun, another reason to put on a hat might be to prevent me from getting sunburned. There can be more than one cause for an effect.
- Invite students to explain other possible causes for putting on a hat (*it is cold, it is windy, it is raining, it is part of a uniform, and so on*).
- Write each of the following sentences on index cards: *I go to sleep. I am tired. I put on my coat. It is cold outside. I drink water. I am thirsty. I eat an apple. I am hungry.* Mix up the cards and give each volunteer a card. Have volunteers find a match to their sentence on one of the other cards. Then have each person in the pair identify who is the cause and who is the effect. Ask the remaining students to explain whether or not the match and explanation are correct.
- Discuss how this book is an explanation of how to make soup. Explanations can be told in steps or a process, and within the steps, a cause-and-effect relationship can often be found. Have students look for words like *first, when, then, second, last, finally, and after*. Point out that the steps continue in a certain order, possibly because one step causes another. Have students also look for action verbs because actions can signal a sequence of events.

Introduce the Vocabulary

- Review or explain that the glossary and index in the back of the book contain lists of vocabulary words in the book. Explain or review the difference between a glossary and an index (a glossary contains definitions; an index lists the page on which a word can be found). Remind students that words can often have more than one meaning, so it is important to read the word in context and confirm the meaning of the word by reading the definition in the glossary.


- Model how students can use the glossary or the index to find a word's meaning. Have students locate the glossary at the back of the book. Invite a volunteer to read the definition for *simmer* in the glossary. Have students compare the definition with their prior knowledge of the word. Point out to students that *simmer* is also listed in the index. Then have students follow along on page 18 as you read the sentences in and around which the word *simmer* is found to confirm the meaning of the word. Repeat the exercise with the remaining vocabulary words.

Set the Purpose

- Have students read to find out how to make vegetable soup. Remind them to stop after every few pages to visualize the most important information and draw on their worksheet what they visualized.

During Reading

Student Reading

- **Guide the reading:** Have students read from page 5 to the end of page 8. Have them visualize the information in the text as they read. Ask students to draw what they visualized on their visualize worksheet. Encourage those who finish before others to reread the text.
- Model visualizing.
Think-aloud: On page 6, I read the list of ingredients needed for vegetable soup. When I read a list of ingredients, it is helpful for me to visualize what each ingredient looks like. For example, I picture the can of tomato-vegetable juice in my cupboard, and even what the label looks like. This makes it easier for me to remember the ingredients and where in my kitchen to find them.
- Invite students to share their drawings of what they visualized while reading. Have them explain their drawings aloud.
- Create a cause-and-effect chart on the board. Write *Cut all the vegetable pieces about the same thickness*. Ask students to use the text on page 8 and the think-aloud discussion to identify the effect of this cause. (the vegetables will cook evenly). Write this information on the chart under the *Effect* heading.
- Introduce and explain the **cause-and-effect worksheet**. Ask students to write the information from the board on their worksheet.
- Explain to students that based on our prior experience and background knowledge, we can infer a cause-and-effect relationship. Have students refer back to the last sentence on page 7 (*Be sure to thoroughly scrub the carrots, celery, and leek, and peel the onion and potato*). Write this under the *Cause* column on the chart on the board. Ask students what the effect of this cause might be, even though it is not specifically stated in the book (answers may include: vegetables will be clean and free of bacteria, people who eat the food will not get sick, and so on)
- **Check for understanding:** Have students read to the end of page 12. Have them visualize the information in the text as they read. Ask students to draw what they visualized in this section, "Put It Together," on their visualize worksheet. Invite them to share what they visualized as they read.
- Have students read pages 9 and 10. Write: *You may want an adult to help you with the can opener* on the board under the *Cause* column. Then ask students to infer and write on their worksheet an effect of this (*an adult can help you operate it correctly and prevent an injury*). Allow time for students to make additions and corrections on their worksheet.
- Have students read the remainder of the book. Encourage them to continue to visualize as they read the rest of the story and to look for cause-and-effect relationships to record on their worksheet.
-  Have students make a question mark in their book beside any word they do not understand or cannot pronounce. Encourage them to use the strategies they have learned to read each word and figure out its meaning.

After Reading

- Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.

Reflect on the Reading Strategy

- **Think-aloud:** *On pages 21 and 22, I read about the finished soup and how you could serve it with a sandwich or bread and butter. I pictured myself serving the soup to my family with grilled cheese sandwiches.*
- Ask students to explain how the strategy of visualizing helped them understand the steps for making vegetable soup properly. Lead a discussion about how the photos and sidebars help readers visualize the steps. Have students study the side-by-side photos of boiling versus simmering on page 18. Ask them how the photos will be helpful when they try making soup.
- **Independent practice:** Have students complete their visualize worksheet. If time allows, have them share their drawings with a partner.

Reflect on the Comprehension Skill

- **Discussion:** Discuss with students the information on their cause-and-effect worksheet. Have students reread pages 14 and 15, and discuss the effects of adding various spices (for example: *Cause:* Add soy sauce to soup; *Effect:* soup will have a salty tang, and the flavor of the vegetables will be enhanced).
- **Independent practice:** Have students complete the cause-and-effect worksheet. If time allows, discuss their responses.
- **Enduring understanding:** In this book, you read about the ingredients, careful preparation, and lengthy cooking of a simple food—soup. The next time a parent or someone else serves you homemade soup, what will you think about?

Build Skills

Grammar and Mechanics: Contractions

- Write the following sentence from page 4 on the board: *There's nothing more wholesome than a steaming bowl of soup.* Circle the contraction *There's*. Write the words *there* and *is* on the board. Explain to students that the contraction *There's* is short for *there is*.
- Write the following sentence on the board: *It is surprisingly easy to make soup.* Ask a volunteer to make a contraction from the words *it* and *is*. Explain to students that the apostrophe in a contraction indicates that one or more letters have been left out.
- **Check for understanding:** Direct students to the first paragraph on page 9. Ask them to identify three contractions in the text (*you've*, *it's*, and *don't*). Ask which two words were joined together to make each new word (*you* and *have*, *it* and *is*, *do* and *not*). Write each contraction and the two words that were joined together to form it on the board. Ask which letters were dropped to make the contraction *you've* (the *ha* in *have*). Repeat with the other two contractions.
- Ask volunteers to read aloud the sentences with the contractions to check whether their answers make sense, substituting *you have* for *you've*, *it is* for *it's*, and *do not* for *don't*.



Independent practice: Assign individual students a page from the book. Ask them to locate and highlight or circle every contraction on the page. Have them write in the margin the two words that make up the contraction. Have students share their results if time allows.

Word Work: Alphabetical order

- Have students turn to the glossary and index on pages 23 and 24. Ask them in what order the words are written (alphabetical). Have a student read the two words that begin with the letter *b* (*boil*, *broth*). Write them on the board. Ask a volunteer why these two words are written in this order (the second letters determine the alphabetical order). Ask a student to read the words in the index that begin with *g* (write the two words on the board). Ask a volunteer to explain why the phrase *garbanzo beans* is written before the word *garlic* (the fourth letters determine the alphabetical order).

Lesson Plan *(continued)*

Let's Make Vegetable Soup

- **Check for understanding:** Write the following words from the index on the board: *soy sauce, simmer, strainer*. Ask volunteers to write the words in alphabetical order and explain their ordering choices.
- **Independent practice:** Introduce, explain, and have students complete the [alphabetical order worksheet](#). Discuss answers aloud after they are finished.

Build Fluency

Independent Reading

- Allow students to read their book independently. Additionally, allow partners to take turns reading parts of the book to each other.

Home Connection

- Give students their book to take home to read with parents, caregivers, siblings, or friends. Have students practice visualizing the story with someone at home and then compare the pictures they created in their minds.

Extend the Reading

How-To Writing Connection

Have students write a “recipe” for their favorite dish (the recipe does not have to be accurate, but the how-to format must be followed). Provide recipe cards or stationery for an error-free final copy. Encourage students to add illustrations to their recipe. Bind all of the recipes together to make a class book. Make copies and have students design a front and back cover for their parents or caregivers. Visit [Writing A-Z](#) for a lesson and leveled materials on procedural writing.

Elements of Nonfiction Connection

Review the photographs throughout the book. Read the sidebars with students. Discuss the purpose of placing sidebars throughout a book (to provide clarification and elaboration of photographs and information on nearby pages; to draw conclusions about information in the main body of the text). Ask students to explain why it might be beneficial to examine and understand these nonfiction elements in the text as they read.

Skill Review

[Discussion cards](#) covering comprehension skills and strategies not explicitly taught with the book are provided as an extension activity. The following is a list of some ways these cards can be used with students:

- Use as discussion starters for literature circles.
- Have students choose one or more cards and write a response, either as an essay or as a journal entry.
- Distribute before reading the book and have students use one of the questions as a purpose for reading.
- Cut apart and use the cards as game cards with a board game.
- Conduct a class discussion as a review before the book quiz.

Assessment

Monitor students to determine if they can:

- consistently use the strategy of visualizing to comprehend the text during discussion and on a worksheet
- identify cause-and-effect relationships and infer effects of stated causes in the text and on a worksheet
- recognize and use contractions during discussion and in text
- understand the process of arranging words in alphabetical order during discussion and on a worksheet

Comprehension Checks

- [Book Quiz](#)
- [Retelling Rubric](#)