

About the Book

Text Type: Fiction/Folktale Page Count: 10 Word Count: 71

Book Summary

Fox is poor and hungry, but he has a clever solution to fix his problem. With the help of his many animal friends, he will make **Stone Soup**! Students will enjoy this classic tale with a cast of delightful characters. Detailed illustrations and high-frequency words support emergent readers.

About the Lesson

Targeted Reading Strategy

- Make, revise, and confirm predictions

Objectives

- Make, revise, and confirm predictions
- Sequence events
- Discriminate initial consonant /f/ sound
- Identify initial consonant *Ff*
- Recognize and use plural nouns
- Understand and arrange words in alphabetical order

Materials

Green text indicates resources are available on the website.

- Book—**Stone Soup** (copy for each student)
- Chalkboard or dry-erase board
- Dictionaries
- **Make, revise, and confirm predictions; sequence events; initial consonant *Ff*; plural nouns worksheets**
- **Discussion cards**



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

Vocabulary

*Boldface vocabulary words also appear in a pre-made lesson for this title on VocabularyA-Z.com.

- **High-frequency words:** *and, had, some, they*
- **Content words:**
Story critical: **brought** (v.), **feast** (n.), **hungry** (adj.), **idea** (n.), **soup** (n.), **stone** (n.)

Before Reading

Build Background

- Ask students if they have ever had a problem they could not solve on their own and needed to ask the help of friends, teachers, or family. Have students turn to a partner and share these experiences.
- Explain to students that oftentimes our friends and family can help us solve a problem or conflict. Discuss with students the importance of working together to help one another. Have students share experiences of when they helped someone who had a problem. Invite students to explain why it is easier to have help with problems than to try to solve them on our own.

- Explain to students they will read a story about a character who has a problem and needs the help of his friends to solve his problem.

Book Walk

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, 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, and illustrator's name).

Introduce the Reading Strategy: **Make, revise, and confirm predictions**

- Explain that effective readers make predictions, or guesses, about what will happen in the story. Point out that making predictions can help readers to make decisions, solve problems, and learn new information. Emphasize that knowing how to make predictions is more important than the predictions being right, or confirmed. Explain that readers continue to make predictions on the basis of clues they read in the story.
- Model using the picture on the front cover of the book to make a prediction.
Think-aloud: *When I look at the front cover, I see a fox and rabbit pouring carrots into a big pot of water. I know the title of this story is Stone Soup, so I think the big pot on the cover is a pot of soup. I predict the fox and the rabbit discover a new recipe for a soup and they will make it together.*
- Introduce and explain the **make, revise, and confirm predictions worksheet**. Model drawing a prediction on the board, such as *Fox and Rabbit try a new soup recipe*. Invite students to make a prediction on the basis of the cover pictures and title. Have them draw and label their prediction on the worksheet. Share and discuss the predictions as a group. Remind students that what is important is not that their prediction is correct but that their prediction is made on the basis of clues in the story or in the pictures.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Comprehension Skill: **Sequence events**

- Review or explain that stories or events are generally told in order, from beginning to end. Explain that when we tell the order in which things happen, we are telling the *sequence of events*. Usually words such as *first*, *next*, *then*, and *finally* are used to tell when something happened. Explain that even when we retell a story or event from our lives, we must explain things in order. Point out that effective readers stop now and then while reading to identify the order, or sequence, of events.
- Model sequencing events by explaining the process of getting ready for a trip.
Think-aloud: *When I get ready for a trip, there is a specific order in which I do things to get ready. First, I book a plane ticket, and I mark the date on my calendar. Next, I call my neighbor and ask her to water my plants when I am gone. Then, I make a list of all the things I need to pack and bring with me. I collect everything I need to pack, put it in my suitcase, and drive to the airport. Finally, I sit in my seat on the airplane and enjoy the flight.*
- List the events explained in the think-aloud on the board. Explain that certain words are often used to explain a sequence of events. Read the list of events on the board in order to students, using the words *first*, *next*, *then*, *finally*. Point out to students that these are called *sequencing words* and they help to explain the order of events.
- Have students work with a partner to explain the steps in preparing for a trip using sequencing words.
- Have a volunteer explain the steps to go on a trip out of order. Discuss with students why the sequence of events is important.

- Point out the difference between the sequence of events listed on the board and a retelling of an event or story (the retelling contains more detail and description; the list shows only the events that are most important for getting ready for the trip). Say: *If I were retelling the story of getting ready for my trip, I may have told you where I was going, what I was packing, what time I left for the airport, and so on. These are details of getting ready, so I did not include this information because we are only putting the events of getting ready for the trip in the correct order. When we sequence events, we only need the most important details.*

Introduce the Vocabulary

- Write the following story-critical words on the board: *feast, hungry, soup, stone*. Read each word aloud with students.
- Point out that these words can be found in the story and that understanding the meaning of each word will help them better understand the story.
- Give each student a blank piece of paper. Have students divide the paper into four sections and write one vocabulary word in each section. Then, have students illustrate each vocabulary word on the basis of prior knowledge. Once students have illustrated each vocabulary word, have them share and discuss each word with a partner.
- As a class, discuss the meaning of each vocabulary word.
- Model how students can use a dictionary to find a word's meaning. Have them locate the word *hungry* in the dictionary. Invite a volunteer to read the definition for *hungry*. Have students compare the dictionary definition with their definition.
- Have students follow along on page 3 as you read the sentence in which the word *hungry* is found to confirm the meaning of the word. Ask students to look at the picture on page 3 for any clues about the meaning of the word *hungry* (Fox looks unhappy and has his paw on his stomach). Remind students to use clues from the pictures in the story to help them with unfamiliar words. Repeat the exercise with the remaining vocabulary words.

Set the Purpose


- Have students read to find out more about how Fox will make his soup. Remind them to make predictions on the basis of clues in the story and the pictures as they read.

During Reading

Student Reading

- Guide the reading:** Have students read pages 3 through 5. Have them stop to think about the events that have happened so far in the story. Encourage those who finish early to go back and reread.
- Cut out the pictures from an extra copy of the book. Place the pictures from pages 4 and 5 in order in a pocket chart or along the ledge of the board.
- Model sequencing events and revising a prediction.
Think-aloud: *If I want to tell this story to someone else, certain events need to be included in order to tell the story correctly. As I look at the first picture from page 4, I see that the first event is Fox needs a pot and water to make stone soup. Next, Bear brings a big pot. As I look at the events that have happened so far in the story, I want to change my prediction. I predicted that Fox and Rabbit were going to use a new recipe to make soup. I now know that Fox is making the soup because he is hungry. Since Bear brought a pot for the soup, I predict that Bear will help Fox with the soup. I also know that Fox needs water for the soup. I predict that another one of Fox's friends will bring the water. I will draw a picture of someone bringing water to Fox.*
- Have students review the prediction they made before reading. Have them draw and label a new or revised prediction on their make-revise-and-confirm-predictions worksheet. If their original prediction was confirmed, have them write a check mark next to the drawing of that prediction.

- **Check for understanding:** Have students read to the end of page 9. Remind them to use pictures, text, and prior knowledge to make predictions as they read. When they have finished reading, have them make, revise, and confirm predictions on their worksheet. Discuss whether their predictions turned out to be true or if they need to be revised. Remind students it is more important that their predictions are made on the basis of the clues from the story than that their predictions are correct. Have students share their predictions with the class.
- Use the cutout story pictures to discuss the sequence of events through page 9. Discuss with students if every story picture is important to include in the sequence of events.
- Have students read the remainder of the book. Remind them to confirm or revise their predictions and to make new predictions as they read.

 Have students make a question mark in their book beside any word they do not understand or cannot pronounce. These can be discussed in the section that follows.

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

- Have students complete their make-revise-and-confirm-predictions worksheet. Ask them to explain other predictions they made while reading. Invite students to discuss whether their predictions turned out to be true or they needed to be revised. Remind students that it is more important to use clues from the story and from the pictures to make a prediction than to make an accurate prediction.
- **Think-aloud:** *I predicted that another friend would help Fox by bringing water for the soup. This prediction was correct. Elephant brought the water for the soup. What I did not predict, however, was that many of Fox's friends would help him by bringing all kinds of ingredients for the soup and they would all enjoy a feast together.*
- Ask students how making, revising, and confirming predictions helped them understand and enjoy the events of the story.

Reflect on the Comprehension Skill

- **Discussion:** Use the cutout story pictures to discuss the sequence of events through the end of the book. Remind students that a sequence of events contains only the events that are most important for someone to understand the story.
- **Independent practice:** Introduce, explain, and have students complete the [sequence events worksheet](#). If time allows, discuss their answers as a class.
- **Enduring understanding:** In this book, you read about how the animals worked together to help Fox. Why do you think it is important to help people in need?

Build Skills

Phonological Awareness: **Initial consonant /f/ sound**

- Say the word *feels* aloud to students, emphasizing the initial /f/ sound. Have students say the word aloud and then say the /f/ sound.
- Read pages 3 and 4 aloud to students. Have students raise their hand when they hear a word that begins with the /f/ sound.
- **Check for understanding:** Say the following words one at a time and have students give the thumbs-up signal if the word begins with the /f/ sound: *food, water, first, fun, beans.*

Phonics: Initial consonant **Ff**

- Write the word *food* on the board and say it aloud with students.
- Have students say the /f/ sound aloud. Then, run your finger under the letters in the word as students say the whole word aloud. Ask students to identify which letter represents the /f/ sound in the word *food*.
- Have students practice writing the letter *Ff* on a separate piece of paper while saying the /f/ sound.
- **Check for understanding:** Write the following words that begin with the /f/ sound on the board, leaving off the initial consonant: *fan, face, fit, fun*. Say each word, one at a time, and have volunteers come to the board and add the initial *Ff* to each word.
- **Independent practice:** Introduce, explain, and have students complete the [initial consonant Ff worksheet](#). If time allows, discuss their answers.

Grammar and Mechanics: Plural nouns

- Review or explain to students that words that refer to a *person, place, or thing* are called *nouns*. Write the word *pot* on the board. Ask students to identify whether the word names a person, place, or thing.
- Ask students what they would add to the word to show there is more than one pot (the letter *s*). Write the words *pots* on the board. Explain to students that when the word tells about more than one person, place, or thing, we use a *plural noun*.
- Have students turn to page 7, and read the sentence aloud. Ask them to identify the plural noun in the sentence (*carrots*). Then, read page 8 aloud to students, and have them identify the plural noun (*beans*).



- **Check for understanding:** Have students turn to page 9, and read the sentences aloud. Have students circle the plural nouns in the sentences (*onions, potatoes*).
- **Independent practice:** Introduce, explain, and have students complete the [plural nouns worksheet](#). If time allows, discuss their answers.

Word Work: Alphabetical order

- Review or explain the process of putting a list of words in alphabetical order. Remind students to look at the first letter of each word to determine which word would come first in alphabetical order.
- Write the words *soup* and *beans* on the board. Have a volunteer explain which word would appear first in alphabetical order (*beans*) and why (because *b* comes before *s* in the alphabet).
- Write the words *fox* and *mouse* on the board. Ask a volunteer to tell which word would appear first in alphabetical order and to explain his or her thinking (*fox*, because the letter *f* comes before *m* in the alphabet).
- **Check for understanding:** Write the following words on the board and have students work with a partner to arrange them in alphabetical order: *poor, feed, mouse, big*. Have a volunteer explain which word would appear first in alphabetical order (*big*) and why.
- **Independent practice:** Provide each student with a blank piece of paper. Write the following words on the board and have students record them in alphabetical order: *idea, stone, carrot, onion, beans, make*. If time allows, discuss students' responses as a class.

Build Fluency

Independent Reading

- Allow students to read their book independently. Additionally, partners can 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 them discuss the predictions they made with someone at home.

Extend the Reading

Writing Connection

Explain to students that common stories or tales are often told in different ways. Point out that *Stone Soup* is a common story and there are many versions of this tale. Explain to students they will be comparing and contrasting different versions of *Stone Soup*. Read a different version of *Stone Soup* aloud to students. Introduce a basic Venn diagram to students. Draw a Venn diagram on the board. Explain to students that information that is the same about each story should be written where the circles overlap. Information that is only true of one story is written in the corresponding circle. Provide examples for students. Then, invite volunteers to share similarities and differences between the two versions of *Stone Soup*. Record this information on the board.

Visit WritingA-Z.com for a lesson and leveled materials on writing.

Math Connection

Discuss with students how recipes are used. Invite students to share prior knowledge about recipes such as a favorite cookie recipe. Explain to students that all of the different items listed in a recipe are called *ingredients*. Invite students to recall all of the ingredients included in the creation of the stone soup, and record this information on the board. Ask students what other ingredients you could add to the recipe. Next, explain that a recipe specifies how much of each ingredient the cook must use. Show students a one-cup measuring cup. Explain that the measuring cup is used to find a certain amount of an ingredient. Show students how to add specific measurements to the ingredients listed on the board such as *1 cup peas, 4 cups water, 2 cups carrots*, and so on. Use this information to reinforce basic math skills. For example, ask students, *How many cups of peas and carrots are there total?* If possible, provide the necessary ingredients and create stone soup for the class.

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 make, revise, and confirm predictions during discussion and on a worksheet
- accurately sequence events during discussion and on a worksheet
- accurately discriminate initial consonant /f/ sound during discussion
- identify and write the letter symbol that represents the /f/ sound in text, during discussion, and on a worksheet
- correctly understand and identify plural nouns in the text and on a worksheet
- understand the process of arranging words in alphabetical order during discussion

Comprehension Checks

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