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# Activity Guide

800-788-1121

## Stone Soup

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### ABOUT THE STORY

The wars have ended and three soldiers find themselves walking in a strange country. They also find themselves quite hungry. When the peasants of the village they have entered refuse to share their food, the soldiers decide to outwit them with a secret recipe for soup made of stones. The soup turns into a feast fit for a king. The story was adapted from an old French tale.

### ABOUT THE AUTHOR

A prolific and perennially popular illustrator and author, Marcia Brown's talent has twice won her the Caldecott Medal (for *Once a Mouse* and *Shadow*). *Stone Soup* was a Caldecott Honor book.

### INTRODUCING THE STORY

In Europe a long time ago, there were many wars. When one of those wars ended, the soldiers went home. Three of them, walked into a peasant village, asked for food. The peasants, though, were greedy, and refused to share what they had. It was then that the soldiers decided to trick the villagers. They invited the peasants to share their preparation of soup – soup made from stones.

### READING ACTIVITIES

#### Comprehension/Thinking Skills

- “Why didn't the villagers want to feed the soldiers?”
- “Where did the villagers hide their milk?”
- “What enabled the soldiers to trick the villagers into adding ingredients to the soup?”
- “Had the king really dined with the soldiers?”
- “In whose house did the soldiers sleep when the feast had ended?”

### Vocabulary

Write the following words from the story on the board and underline the letters *ou* in each. When you are done, ask the group which words have the same *ou* sound (country, enough) (would, could) (house, ourselves, mouth, round) (through, soup, you) (bought, thought).

|         |         |        |         |           |
|---------|---------|--------|---------|-----------|
| country | would   | enough | house   | ourselves |
| could   | through | months | brought | round     |
| soup    | thought | you    |         |           |

### CROSS-CURRICULAR ACTIVITIES

#### Language Arts: Square Quilts

The words “square” and “quilts” are used in the book. Write them on the board and ask what they have in common. Underline the letter *q* and then the letter *u* in each, explaining that *u* always follows *q*.

#### All's Well That Ends Well

Duplicate and distribute the following list of verb. Have the group underline the root word and circle the verb ending.

|          |          |         |         |
|----------|----------|---------|---------|
| trudged  | eaten    | seemed  | feared  |
| remember | sighed   | asked   | lighted |
| steaming | gathered | stopped | knowing |

#### Science: Recipe for Clear Writing

Read a few simple cooking recipes to the group, pointing out that a recipe first lists the ingredients to be used and then gives directions as to how the ingredients should be blended and cooked. Have the group review the story and, based on their findings, write a recipe for Stone Soup.

#### Art: Pot of Soup

List the ingredients for stone soup on the board. Divide the students into small groups and ask them to share the tasks of drawing and coloring each of the items on paper, then cutting them out. Together they can draw and color a large soup pot. They can then glue the ingredients onto the pot for their own community stone soup.



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## Sopa de Piedras

### ABOUT THE STORY

Adapted from an old French tale, this story follows three very hungry soldiers who are walking in a strange country after the wars have ended. When the peasants of the village that they enter refuse to share their food, the soldiers devise a plan to outwit the villagers with a secret for soup made from stones.

### ABOUT THE AUTHOR

A prolific and perennially popular illustrator and author, Marcia Brown's talent has twice one her the Caldecott Medal (for *Once a Mouse* and *Shadow*). *Stone Soup* was a Caldecott Honor book

### INTRODUCING THE STORY

Long ago many wars were waged throughout Europe. At the end of one of those wars, the soldiers headed home and when they asked the villagers for food, the peasants were greedy and wouldn't share with them. Ask the students to think of ways the soldiers might persuade the peasants to share. Discuss what it means to be clever and "use one's wits".

### READING ACTIVITIES

#### **Comprehension/Thinking Skills**

- "Why didn't the villagers want to feed the soldiers?"
- "Where did the villagers hide their milk?"
- "What enabled the soldiers to trick the villagers into adding ingredients to the soup?"
- "Had the king really dined with the soldiers?"
- "In whose house did the soldiers sleep when the feast had ended?"

#### **Vocabulary**

Duplicate and distribute the following list of soup ingredients found in the story. Have the group draw a line joining the Spanish word to its English translation (or vice versa, depending on your goals).

|          |            |
|----------|------------|
| salt     | grano      |
| carrots  | cebado     |
| cabbage  | leche      |
| barley   | zanahorias |
| milk     | papas      |
| meat     | coles      |
| grain    | carne      |
| potatoes | pimieto    |
| pepper   | sal        |

### CROSS-CURRICULAR ACTIVITIES

#### **Social Studies: Citizens**

Write one of the following lists on the board and have the group identify in the other language the following people named in the story. Again, select the list that best suits your goals and your students' needs.

|           |           |
|-----------|-----------|
| soldiers  | soldados  |
| strangers | extraños  |
| king      | rey       |
| gentleman | caballero |
| priest    | sacerdote |
| baker     | panadero  |
| mayor     | alcalde   |

#### **Science: Cooking**

Read a few simple recipes to the group, pointing out that a recipe first lists the ingredients to be used and then give directions as to how the ingredients should be blended and cooked. Have the group review the story and write a recipe for Stone Soup. Then, ask students to bring in the ingredients (or provide them) and make a class soup. Follow up by having the students write recipes for other favorite foods (e.g., peanut butter and jelly sandwiches, fruit salad, etc.)

#### **Language Art: Descriptions**

Write one of the following lists of words on the board and ask the students to write down the translation of each word. Then ask them to place the letter V after each word that best describes the villagers and an S after each word that best describes the soldiers.

|             |             |
|-------------|-------------|
| hungry      | hambriento  |
| distrustful | desconfiado |
| clever      | diestro     |
| gullible    | credulo     |