

TEACHERS' GUIDE

Stone Soup

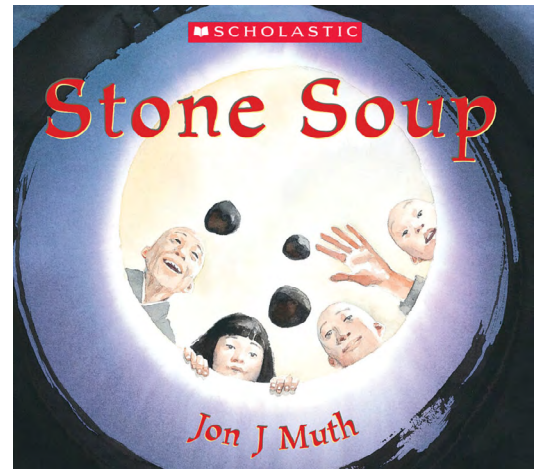
SUGGESTED GRADE LEVEL: 1st - 3rd



SYNOPSIS

Three strangers arrive in a war-torn Chinese village and slowly convince the reluctant and distrustful townspeople to come together, create something from nothing, share a feast, and finally discover that the secret to happiness lies in the transforming magic of generosity.

This wise and compelling fable from bestselling author/illustrator Jon J Muth reminds readers that happiness comes from kindness and sharing. The enchanting illustrations will take any reader's breath away!



THEMES IN THE STORY

- Sharing
- Community
- Generosity
- Resourcefulness



Retold by: Jon J Muth

Illustrated by: Jon J Muth

Published by: Scholastic

Read by: Kathy Bates

Suggested grade level: 1st - 3rd

ELA COMMON CORE STANDARD

Reading Literature: Students read and respond to works of literature with emphasis on comprehension, and making connections among ideas and between texts with a focus on textual evidence.

Standards listed below are for 1st and 2nd grades, but can be adapted to 3rd grade standards.

BEFORE VIEWING

Standard: *CCSS.SL.1.1, CCSS.SL.2.1*

Objective: Tap into prior knowledge and build background to prepare for viewing the story.

Procedure: Build background with students by discussing the following points. This may be done on the carpet with A/B partners or at their desks.

- What do you think this story is about based on the title and illustrations?
- What do you think stone soup is?
- What genre do you think this book is? Why?

DURING VIEWING

Standard: *CCSS.SL.1.2, CCSS.SL.2.2*

Objective: Watch the story and answer the following questions.

Procedure: Stop the video at the noted times to ask questions or pose prompts from the suggested list below:

- Why do you think the villagers did not trust the monks at the beginning? (02:10)
- What do you think the next illustration will show? What makes you think that? (04:43)
- How do you think the story will finish? Why do you think so? (06:23)

AFTER VIEWING

Standard: *CCSS.RL.1.1, CCSS.RL.2.1*

Objective: Students will ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.

Procedure: Students will discuss the following questions with their carpet or desk partners:

- How did the villagers change throughout the story? What caused that change?
- What lesson did the villagers learn?
- Do you think life was different in the village after the monks left? Why or why not?

READING RESPONSE

Standard: *CCSS.RL.1.1, CCSS.RL.2.1*

Objective: Answer the reading prompt using details from the text to support the response.

Materials:

- Reading response journal
- Pencils

Procedure:

1. Give students the following prompt to write about:

After watching this reading of the story *Stone Soup*, write about what the villagers learned from the monks' visit to their village.

2. Allow time for the group to discuss the prompt.
3. Have students write their responses answering the above prompt in their reading response journals.

Note: Younger students may use sentence stems to help them with their responses.

For example:

I think the villagers learned about _____ because _____.

READING

Standard: *CCSS.RL.2.2: Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.*

Objective: Students will retell the folktale of *Stone Soup* to a partner using vocabulary cards and explain the lesson the characters learned. Students may also participate in a class performance to re-enact the story, depending on class size.

Materials:

- Food Words Vocabulary Cards (page 6)
- Pencils
- Scissors

Procedure:

1. Have students cut out the vocabulary cards.
2. With a partner, students retell *Stone Soup* using the Food Words Vocabulary Cards to help them remember the order of events.
3. Students state the lesson or moral of the story.

WRITING – RECIPE

Standard: *CCSS.2W2*

Objective: Students will write a recipe for making regional stone soup.

Materials:

- Stone Soup Recipe handout (*page 7*)
- Pencils

Procedure:

1. Explain to students what a recipe is and give them following prompt to write about:
Write a recipe for bringing people together in your community.
2. Have students brainstorm local ingredients for their soup (e.g., stone, pebble, cactus, carrots, peppers, celery, potatoes, salt, pepper, water, etc.).
3. Give students the **Stone Soup Recipe** handout and have them draw ingredients inside the pot and write their recipe instructions.

Note: Math can be incorporated by having students list measurements for each ingredient (e.g., cups, teaspoons, tablespoons, etc.) in their recipe.

SOCIAL-EMOTIONAL LEARNING (SEL) TEAM BUILDER AND ART

Objective: Students will write a word that represents how to work well with others on a rock, then place it on the Classroom Kindness Soup Poster. This activity encourages self-awareness and self-management, while also fostering social awareness, empathy, and relationship skills through discussion and sharing.

Materials:

- Classroom Kindness Soup Poster (*teacher needs to draw a pot on poster paper*)
- 2 1/2" Rocks Template (*page 8*)
- Crayons, markers, colored pencils
- Glue and scissors

Procedure:

1. Have students cut out their paper rock.
2. On their rock, students will write a word that represents collaboration (e.g., kindness, friendship, helping, listening, taking turns, sharing, etc.).
3. Students will color and decorate their paper rock.
4. Each student will place their finished rock on the **Classroom Kindness Soup Poster**.
5. Students will gather on the floor in a community circle to share their paper rock and explain their word choice with classmates.

Extension Activity: Keep the **Classroom Kindness Soup Poster** on display as a reminder to work together during learning, play, and classroom clean-up.

FOOD WORDS VOCABULARY CARDS

stone	Hard and smooth; it gets warm when heated.	noodles	Long and stretchy; they make soup fun to eat.
pebble	Small and round; it helps keep the heat steady.	pea pods	Green and crisp; they add a pop of sweetness.
cactus	A soft, green plant that tastes a little sour when cooked.	cabbage	Big green leaves that get soft when cooked.
carrot	Orange and crunchy; they turn sweet when cooked.	taro root	Soft and creamy when cooked; kind of like a potato.
onion	Strong-smelling at first, but soft and tasty when cooked.	dumplings	Soft dough balls that taste warm and have a fluffy texture.
pepper	Bright and colorful; they can be sweet or a little spicy.	mung beans	Tiny green beans that turn soft when cooked.
celery	Crunchy and fresh; it adds flavor to soups.	ginger root	Spicy and warm; it gives food a little kick.
potato	Soft and fluffy when boiled; they make food filling.	cloud ear	A frilly mushroom that's fun and chewy to eat.
mushroom	Soft and chewy; they soak up yummy flavors.	yam	Sweet and smooth when cooked; kind of like sweet potatoes.

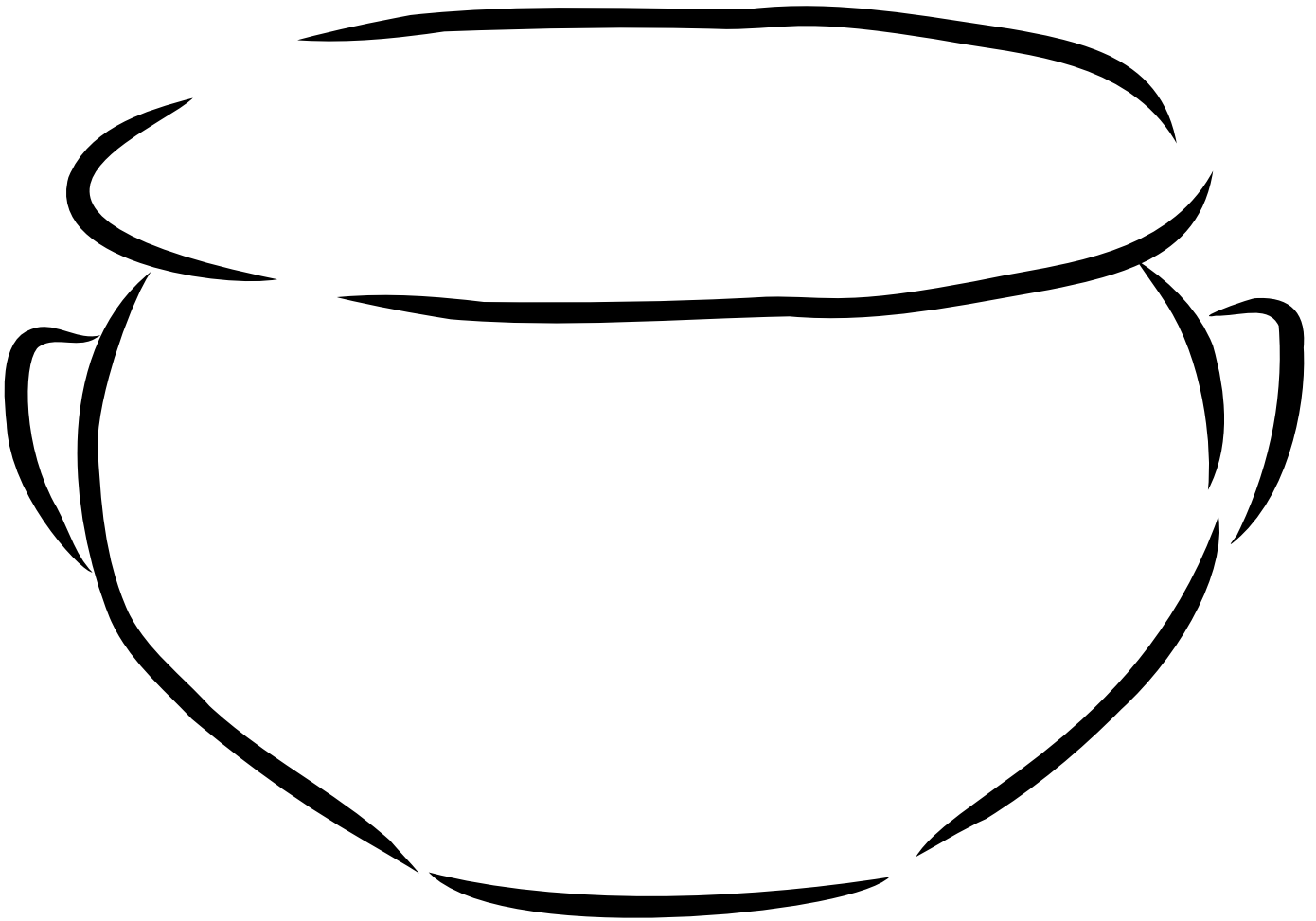
Recipe for _____

(Name of Soup)

From the kitchen of _____

(Student Name)

Draw ingredients in the pot and write your recipe's instructions below.



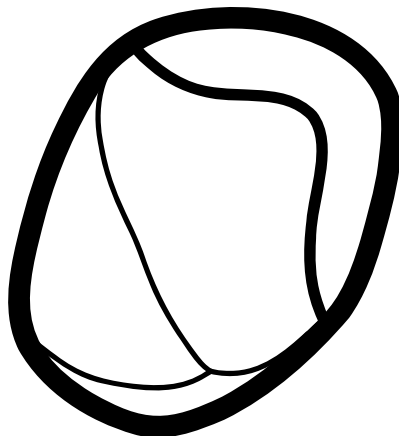
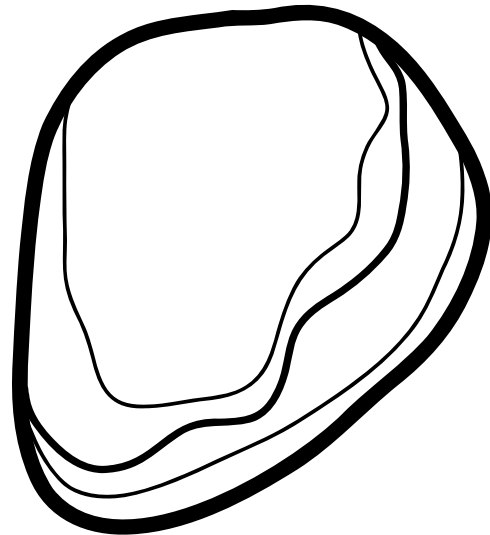
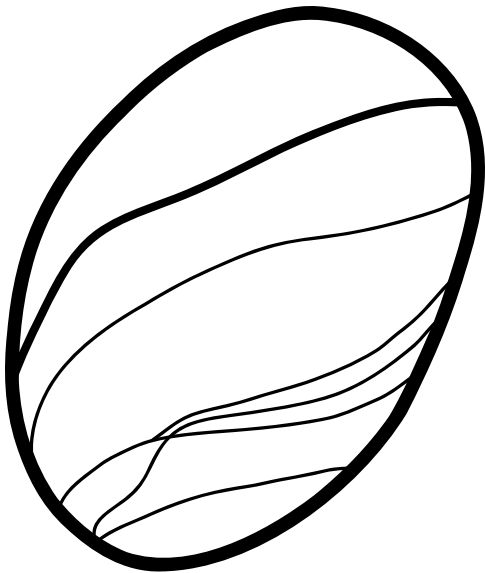
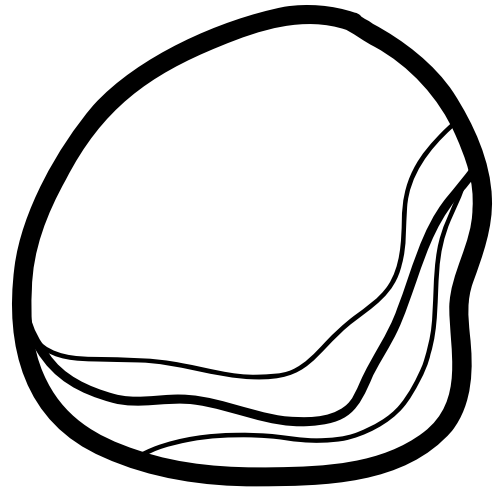
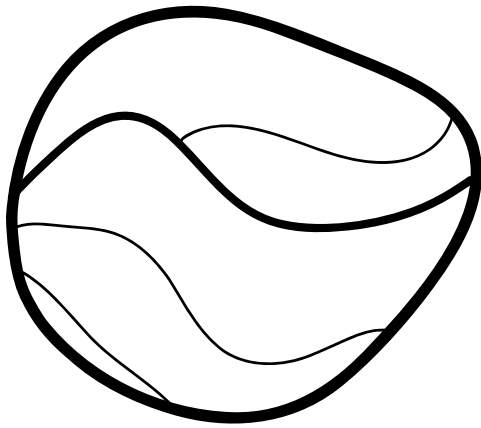
Instructions

1. _____

2. _____

3. _____

ROCKS TEMPLATE



ABOUT THIS GUIDE

This guide enhances the English Language Arts (ELA) curriculum by providing supplemental learning opportunities alongside quality children’s literature, engaging students as they listen to expressive read-alouds.

Suggested story related activities in this guide are aligned with ELA Common Core Standards.