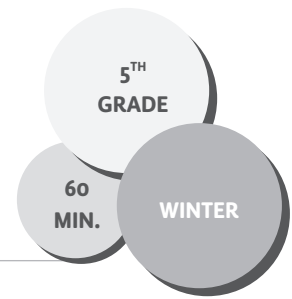


Stone Soup

THEME: PREPARING HEALTHY FOOD



ESSENTIAL QUESTION

How do individual efforts contribute to a whole community?

LEARNING OBJECTIVE

✓ Students will be able to practice knife skills as they prepare vegetables for soup.

LESSON DESCRIPTION

In this lesson, students are each given a role to prepare and contribute something to a classroom stone soup. It is ideally intended as a celebration where parents or other adult community volunteers are present to assist.

MATERIALS

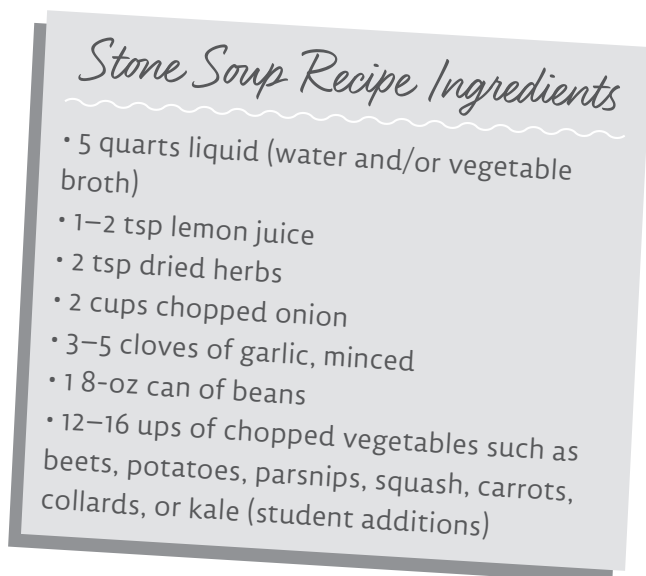
- *Stone Soup* the 2003 version by Jon J. Muth (emphasizes community and sharing)
- Smooth, clean stone
- Stone Soup Recipe Ingredients
- Induction burner
- Extension cord
- Stock pot
- Ladle
- Bowl and spoon for each student
- Bowls for food prep
- Flexible cutting mats
- Measuring cups and spoons
- Knives
- Containers for compost
- Paper and pencils
- Blank Recipe Cards for each student (p. 525)
- Markers
- Materials for cleanup

PREPARATION

- › Recruit other adults or volunteers to help supervise students prepping vegetables, while you are watching the soup pot. (It's ideal to start recruiting at least three weeks in advance, and it can be helpful to provide several reminders to your committed volunteers a day or two before the event.)
- › Find an appropriate location for this activity. The cafeteria will often work well for this.
- › Have a variety of vegetables so that groups of 2–3 students can prepare vegetables together.
- › Par boil (boil until soft but not until completely cooked) beets, carrots, or potatoes if you need to speed up in-class cooking time.
- › Roast winter squash, if using, beforehand.
- › Set up a demonstration cooking station for all students to see and access easily.
- › Prep the garlic and onions yourself, sautéing them until translucent, and then add broth and bring to a boil before class begins.
- › Set up stations with each ingredient already portioned on a cutting mat and ready for students to prepare. Have an empty bowl or container about the size that you'll want prepped.
- › Display your recipe where students can see, either on poster board, on the board, or projected.
- › Create role cards, 2–3 of each role, depending

on how involved the task is. For example:
Tear collard leaves, juice one lemon, or scoop squash. Put the cards in a container for students to select at random.

- › Photocopy and cut blank Recipe Cards for each student.



STUDENT ADDITIONS

(FIRST ROUND)	(SECOND ROUND)	(THIRD ROUND)
Hard Vegetables	Soft Vegetables	Herbs and Seasoning
Beets	Collards	Parsley
Potatoes	Kale	Lemon juice
Parsnips	Chard	Salt and pepper
Carrots	Cans of beans	
Winter squash	Cans of tomatoes	
	Peppers	
	Frozen corn	

ACTION STEPS

1. Engage: Stand or sit in a circle. Explain that today the class will be making stone soup, showing students your stone. If they've heard it already, ask students to recall the story *Stone*

Soup. If they haven't heard it, read it aloud. Guide them to remember the theme that each person's small contribution in a community can add to a significant end result. **(5 min.)**

2. Explain the Activity: Tell students, *You'll each play a role in preparing the soup, and each person's contribution makes this soup tasty.* Explain that you'll hand out role cards, with two to three people sharing each role. Say, *It's important that you share the task, and make sure everyone with your job gets a turn.* Explain that when you call out for their ingredient, they should bring up the bowl of the prepared veggie and will have a chance to stir it into the pot. Remind them that the pot will be very hot, and ask them for ways to be safe. Then explain what they'll do with down time. Say, *When you're finished prepping your ingredient, you should clean up your spot, and then write the recipe to take home.* **(5 min.)**

3. Wash Hands Break! (5 min.)

4. Knife Safety Demonstration (5 min.)

5a. Preparing Veggies: Have students randomly select role cards and find their stations. The stations should be set up so that students need minimal guidance for preparing their vegetables. Call up students to deliver the vegetables during the appropriate time for cooking them. Try to make it fun and in keeping with the story *Stone Soup*. Say something like, *You know what this soup could really use is some squash. I wonder if anyone in the village has squash; or Hmm, I once had a stone soup with a little bit of lemon juice, and it was delicious.* When groups of students bring up their vegetable, allow them to pour it into the soup pot, and give each student a chance to stir. Try having students chant while

they stir: “One, two, cha, cha, cha, pass!” or Shakespeare’s “Double, double, toil and trouble, fire burn and cauldron bubble!” It doesn’t matter what they say, but that it makes it fun, limits their turn, and reminds them to pass.

5b. Writing Recipes: Once students have prepared and incorporated their ingredient into the cooking soup, have them write and decorate the recipe to bring home. **(Steps 5 and 6 combined take 20 min.)**

6. Cleanup: Taste and adjust the soup once all students have contributed. You may need to add more broth or more salt. While students are cleaning up their stations, portion the soup into individual bowls, and allow it to cool. **(5 min.)**

7. Tasting: Pass out bowls, and remind students to wait until you tell them to start eating. As you share your stone soup, reflect on the experience. **(10 min.)**

REFLECTION

Have students discuss the following questions in small groups, then share with the class: **(5 min.)**

- Can you taste your prepared vegetable in the soup?
- What other vegetables would taste good in this soup?
- How would you change the recipe if you made it at home?
- What does the story *Stone Soup* tell us about community?
- What successes did you have working with your classmates? What challenges arose? What solutions did you find?

ADAPTATIONS

At Home: Have students bring in recipes for their favorite soups to share with the class.

Garden Setting: If your garden is in full swing, try preparing a stone soup solely with what can be found in the garden.

ACADEMIC CONNECTIONS

(If reading *Stone Soup*)

English Language Arts Common Core State Standards

CCSS.ELA-LITERACY.RL.5.7

Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).



Recipe Cards

INGREDIENTS	STEPS

INGREDIENTS	STEPS