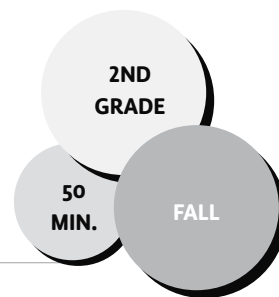


# If Our Class Were a Soup . . .

**THEME:** LIVING UP TO OUR FULL POTENTIAL



## ESSENTIAL QUESTION

*How does sharing help a community?*

## LEARNING OBJECTIVE

✓ Students will be able to identify and describe what they contribute to their class community.

## CONCEPTS

community   characteristic   sharing

### *ENGAGING THE CLASSROOM TEACHER*

- Before the lesson, discuss what the final product of the lesson will look like (the pot of vegetables), and ask the teacher whether there is space on a classroom bulletin board or in the hallway where it can be displayed.
- During Action Step 4, suggest that the teacher support students in thinking of how to draw their favorite vegetable the appropriate size.
- During Action Step 5, encourage the teacher to help students think of their special characteristics and to contribute a special characteristic of their own!

## LESSON DESCRIPTION

In this lesson, students consider the importance of sharing within a community through reading *Stone Soup* and creating a classroom poster of a soup cauldron to which they'll each contribute their favorite vegetable as an ingredient. This lesson can be taught in conjunction with the lesson *Stone Soup* and can serve as an opening lesson with a new group of students.

## MATERIALS

- *Stone Soup* (The 2003 version by Jon J. Muth emphasizes community and sharing)
- Large piece of butcher paper
- Construction paper or other drawing paper for all students
- Markers or crayons
- Scissors
- Big ladle or wooden spoon
- Large pot as a prop (optional)
- Seed catalogs or other vegetable images (optional)
- Tape, glue, tacks, or stapler for affixing vegetable pictures to poster

## PREPARATION

- Using butcher paper, create a large poster of a big soup pot or cauldron that will represent the classroom soup pot, leaving room to attach each student's vegetable drawing.
- Create a model vegetable the ideal size for students' drawings.

- › Find a space on a classroom bulletin board or wall where you'll display your cauldron poster after the lesson.
- › If students are in table groups, you may want to create sets of crayons, markers, paper, and scissors for groups to share.

## ACTION STEPS

**1. Engage:** Begin by having a discussion about sharing with students. Ask, *Think of a time you shared food, a toy, or something else with a friend. What is difficult about sharing? What are some good things about sharing? Have students turn and talk with a neighbor before sharing as a class. (5 min.)*

**2. Reading:** Gather students in a circle to read *Stone Soup*. If you don't have the text but have access to a computer and projector, find a video on YouTube. As you're reading, ask some questions about the plot and character's feelings to check for understanding. For example, ask, *How did the villagers treat the strangers at first? Why? What happened when the villagers saw their neighbors contributing to the soup? What else did the villagers do at the banquet in addition to just eating? What helped them treat the strangers differently? (10 min.)*

**3. Discussing:** Discuss the themes present in the book, asking questions such as, *What is a community? How do people rely on one another in a community? Get to the idea that we enjoy everything more when everyone contributes a little of what they have. Tell students, We'll be creating our own stone soup as a class by drawing pictures of our favorite vegetables and putting them into this classroom soup pot so that everyone contributes something.*

Show your cauldron, vegetable model, and the supplies you have for them to use. Tell students that their vegetable should be the same size as yours. Say, *You can add any vegetable to our soup that you think is tasty, and be sure to write your name on your vegetable so we know who contributed that ingredient. (5 min.)*

**4. Drawing:** Have students return to their desks and draw, color, and cut out their vegetables. You may want to have seed catalogs or other vegetable visuals around to help generate ideas. Give students a five-minute warning before it's time to clean up and have their contributions ready. Early finishers can add a second vegetable. **(10 min.)**

**5. Gathering:** Make sure students have cleaned up their areas and put supplies back before asking them back to the circle with their ingredients in hand. Sit in a circle with your soup pot poster in the center. Alternatively, use a real pot in the middle of the circle. Explain, *When we eat foods with all these different vegetables that are different colors and different parts of the plant, we're giving our bodies what they need. Our class is like a soup! Each person has their own special characteristics that add something to the class community. Think about what you bring to the class. Maybe you bring jokes to make people laugh. Maybe you bring a helpful attitude. Take a minute to think of something positive, or good, you add to this class. If you need help thinking of something, you can ask me, your teacher, or a friend. One at a time, have each student place their vegetable into the soup pot and share what positive characteristic they add to the class. Use the ladle or spoon as a talking stick, and have each student pretend they're stirring their ingredient*

into the pot as they speak. Consider mentally taking note of their responses, so you can add the words to your soup pot poster afterward. (15 min.)



**(After Class)** Affix the veggies onto the soup pot poster, and hang it in the classroom. You might title it something like “Vegetable Soup Builds Community.”

## REFLECTION

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

### Social and emotional learning

- Ask yourself: How did I share with someone in my class community today?

### Check for understanding

- How do you think sharing helps a community?
- We all add different things to the class community. How can we support one another’s differences?
- What are some ways we can be like the villagers at the end of the story in our own classroom community? What are ways that

we can share? What are other nice things we can do for our classmates?

## ADAPTATIONS

**Garden Setting:** If doing this activity outdoors, instead of students drawing a vegetable to contribute, you can create a collective piece of art. Have students hunt through the garden for a special object such as a flower, leaf, stone, or twig to add to the class artwork.

**Partner Variation:** Instead of having students name their own contributions to the class, you can pair students, and have partners identify for each other what each brings to the class community. You can model this using the classroom teacher as your partner.

**Cooking Extension:** Make real stone soup with your students, inviting different groups to prepare and add various ingredients. (See 5th grade lesson Stone Soup.)

## ACADEMIC CONNECTIONS

English Language Arts Common Core State Standards

### CCSS.ELA-LITERACY.RL.2.7

Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.