

**Stone Soup:**  
*A Recipe for Teamwork and Learning*

**The 5 Reading  
Commandos**

“No child will be left behind”

# The 5 Reading Commandos

"No child will be left behind"

Ethel Bush  
Danna Clemmons  
Theodore Davis  
Mary Smith  
Brian Zelinski





# Summary

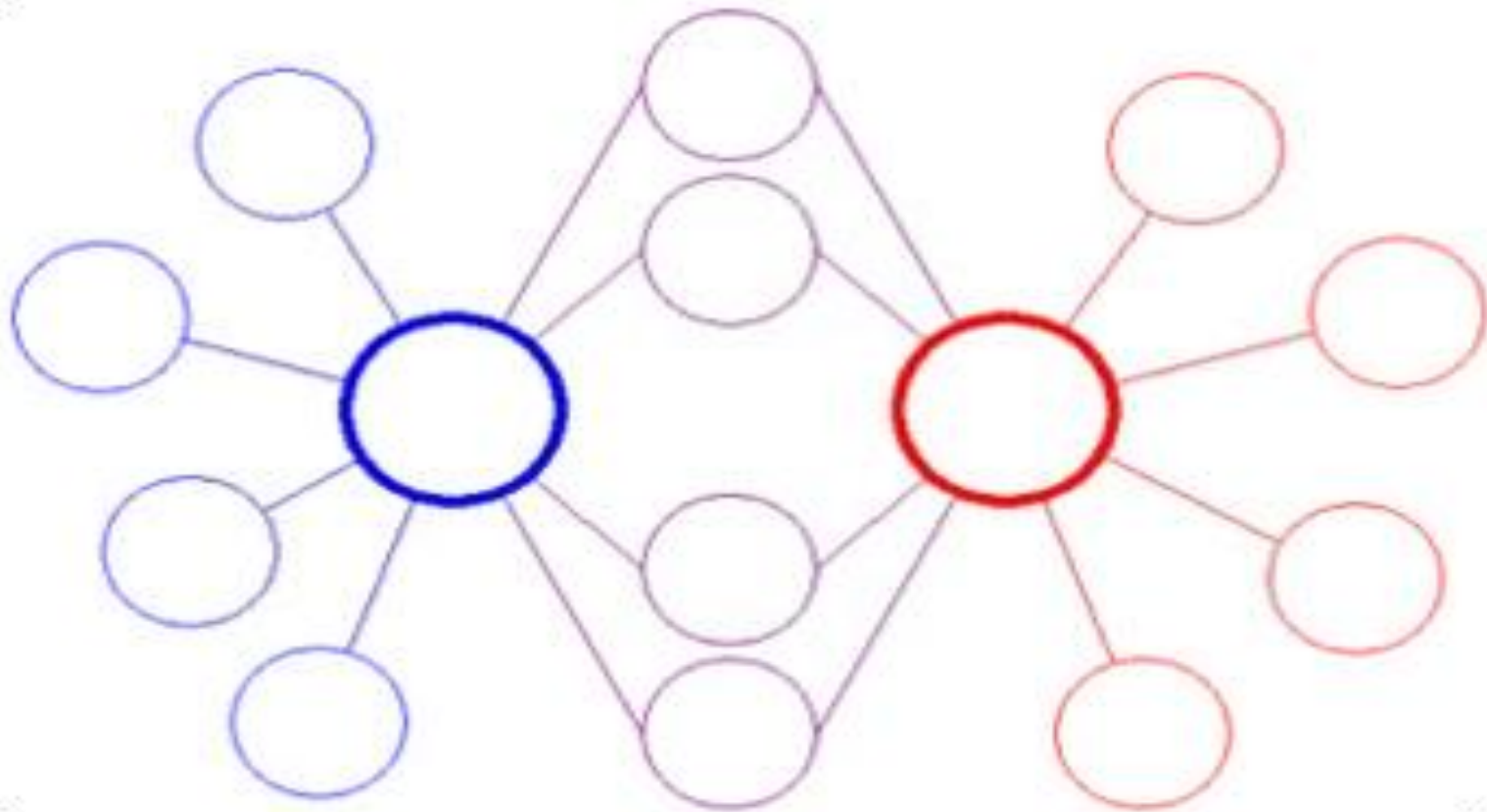
In the story, three soldiers traveling through a town ask for food, but in vain. The villagers feel too poor to share, and they decide together to hide their food and refuse to shelter the soldiers. The soldiers offer to show the villagers how to make soup out of stone, and the thrifty villagers help to build a fire and bring a pot of water. The soldiers pick out just the right stones and cook up a pot of stone soup while the villagers watch. They taste it and tell one another how good it is, suggesting that it would be better if it had carrots, cabbage, and various other ingredients added to it. The villagers gradually join in, eventually providing all the ingredients for a delicious soup. In the end, everyone eats.



# Language Arts: Day 1

Name: Mary L. Smith	Name of Unit: <i>Stone Soup</i> : A Recipe for Teamwork and Learning	Date: 7/19/12	Grade Level: 7 <sup>th</sup>
Objective	Procedures	Materials	Evaluation
<p>CCSS RSL.7.4</p> <p>To participate in the oral reading of the various versions of <i>Stone Soup</i></p> <p>To check comprehension continually during the readings</p> <p>To identify descriptive language</p> <p>To compare and contrast the various versions of the story</p> <p>To answer questions related to the reading of the various versions of the story</p> <p>To predict outcomes and identify chronological order</p> <p>To identify and assess the following: causes, effects, motives, methods, consequences, implications and characterization</p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>be introduced to vocabulary words and definitions from the story</li> <li>participate in the oral reading of various versions of <i>Stone Soup</i></li> <li>write about the differences between the various versions and tell which version is important and why</li> <li>actively participate in oral discussion of the story</li> <li>correctly assess causes, effects, motives, methods, consequences, implications and state alternatives</li> <li>identify the changing expressions and mannerisms of the characters</li> <li>identify conflicts and sequencing of events</li> </ul> <p><b>Accomodations:</b></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>participate at their own pace</li> <li>receive assistance from inclusion teacher</li> </ul> <p><b>Follow Up Activity/Enrichment:</b></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>write their own version of a favorite family recipe and place it on a (recipe) index card, to include the following: title of the dish, ingredients, preparation, cooking and serving instructions</li> </ul>	<ul style="list-style-type: none"> <li>-Vocabulary list (word wall)</li> <li>-<i>Stone Soup</i> (various versions)</li> <li>-Comparison/contrast graphic organizers</li> <li>-Cause/effect graphic organizers</li> </ul>	<ul style="list-style-type: none"> <li>✓ Oral evaluation of participation in readings and activities</li> <li>✓ Observation</li> <li>✓ Summative evaluation</li> </ul>

# Bubble Graphic Organizer

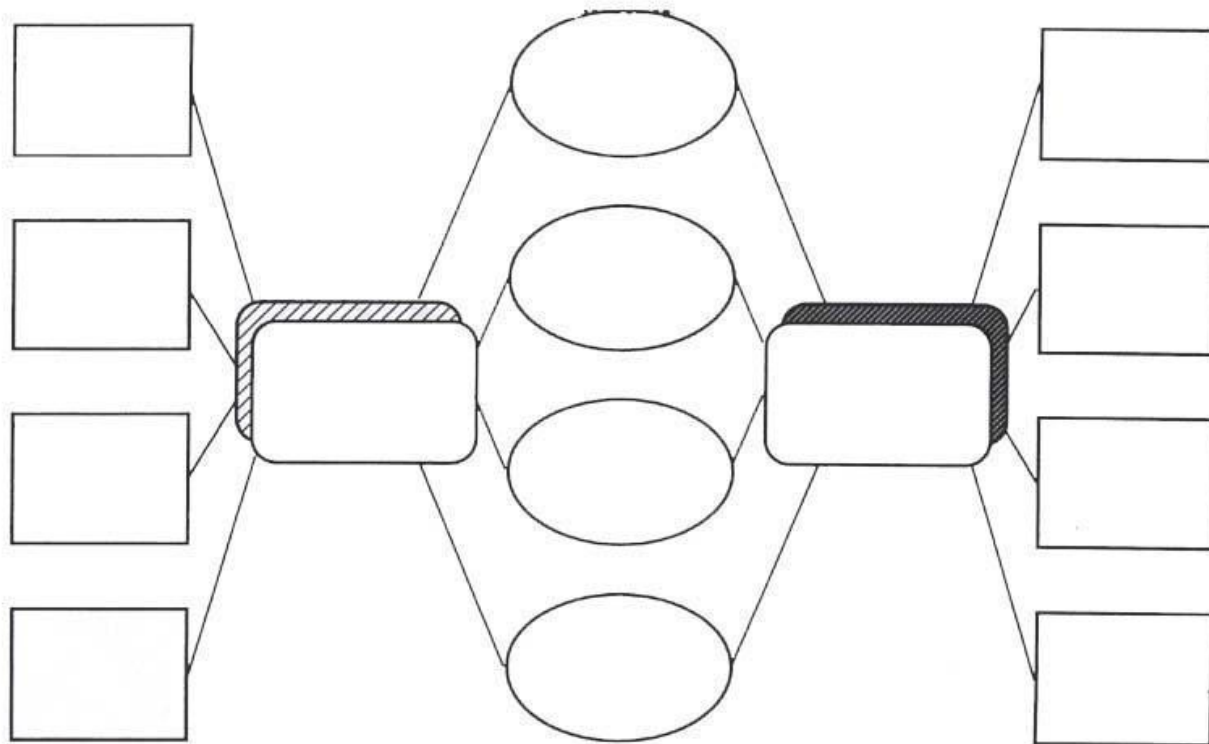


# Double Bubble Map

(Best if printed in Landscape)

(Used with Permission: Cambridge, Massachusetts Public Schools)

## Double Bubble Compare and Contrast



# • Compare and Contrast Portrait

**FOCUSED COMPARE AND CONTRAST**

\_\_\_\_\_

PURPOSE: \_\_\_\_\_

FACTORS TO CONSIDER: \_\_\_\_\_

FACTORS CONSIDERED IN THIS ACTIVITY

HOW ALIKE?

HOW DIFFERENT?

CONCLUSION OR INTERPRETATION

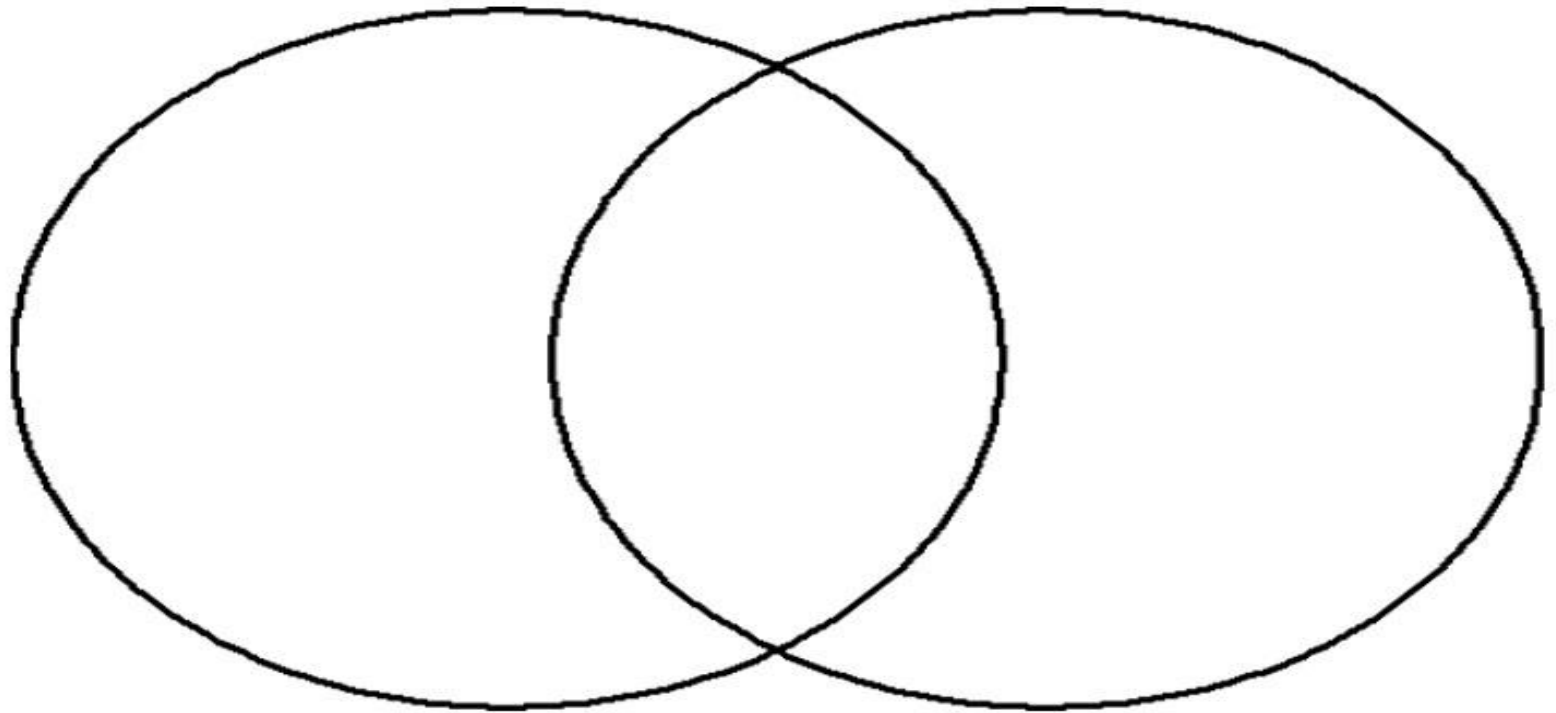
## Comparison and Contrast





# Venn Diagram

Venn Diagram



# History: Day 2

Name: .Ethel Bush	Name of Unit: <i>Stone Soup</i> : A Recipe for Teamwork and Learning ( Social Studies)	Date: 7/30/12	Grade Level: 7 <sup>th</sup>
Objective	Procedures	Materials	Evaluation
<p><b>CCSS</b> <b>WLHSST, 7.6</b> Use technology including the internet to produce and publish writing projects and link to end cite sources as well to interact and collaborate with others.</p> <p><b>WLHSST, 7.7</b> Conduct short research projects to answer questions, drawing on several sources and generating additional related questions for further research and investigation.</p> <p><b>WLHSST, 7.8</b> Gather relevant information from a multiple print and digital sources using search terms effectively access the credibility and accuracy of each source.</p>	<p><b>Anticipatory Set</b> The teacher will begin the class by introducing the lesson on The French Revolution. The teacher will state the purpose of the lesson. The teacher will introduce the vocabulary words relative to the lesson/story.</p> <p><b>Work Period</b> The teacher will take the students to the computer lab for further class instructions. The students will define the vocabulary words related to the lesson using the online dictionary at the following website: <a href="http://www.dictionary.com">www.dictionary.com</a>. The teacher and students will actively brainstorm lesson to obtain prior knowledge of The French Revolution to effectively understand the story <b>Stone Soup</b>. The students will be given a KWL chart to complete. The students will be given the task to research and write information on The French Revolution to include the causes of the revolution, the events that occurred and brief description of the various social classes that make up the French population during the French Revolution. The students will be given two days two days to complete their research. The teacher will monitor and assist the students during their assignment.</p> <p><b>Accommodations/Modifications:</b> Will be provided by the inclusion teacher as needed.</p> <p><b>Closing:</b> <b>The teacher will review instructions for assignment on The French Revolution.</b></p>	<p>Vocabulary List Paper, pencils, and ink pens Computer with Internet Access and networked printer KWLH Chart</p> <p>Online Websites: <a href="http://www.dictionary.com">www.dictionary.com</a> <a href="http://en.wikipedia.org">http://en.wikipedia.org</a></p>	<p>The teacher will use a rubric to assess the researched information.</p>

# Social Studies Writing Rubric

## Landmark List Writing Rubric



Name: \_\_\_\_\_

Teacher: \_\_\_\_\_

Date Submitted: \_\_\_\_\_

Title of Work: \_\_\_\_\_

	Criteria				Points
	1	2	3	4	
<b>Organization</b>	Sequence of information is difficult to follow.	Reader has difficulty following work because student jumps around.	Student presents information in logical sequence which reader can follow.	Information in logical, interesting sequence which reader can follow.	_____
<b>Content Knowledge</b>	Student does not have grasp of information; student cannot answer questions about subject.	Student is uncomfortable with content and is able to demonstrate basic concepts.	Student is at ease with content, but fails to elaborate.	Student demonstrates full knowledge (more than required).	_____
<b>Grammar and Spelling</b>	Work has four or more spelling errors and/or grammatical errors.	Presentation has three misspellings and/or grammatical errors.	Presentation has no more than two misspellings and/or grammatical errors.	Presentation has no misspellings or grammatical errors.	_____
<b>Neatness</b>	Work is Illegible.	Work has three or four areas that are sloppy.	Work has one or two areas that are sloppy.	Work is neatly done.	_____
<b>References</b>	Work displays no references.	Work does not have the appropriate number of required references.	Reference section was completed incorrectly	Work displays the correct number of references, written correctly.	_____
				<b>Total----&gt;</b>	_____

**Teacher Comments:**

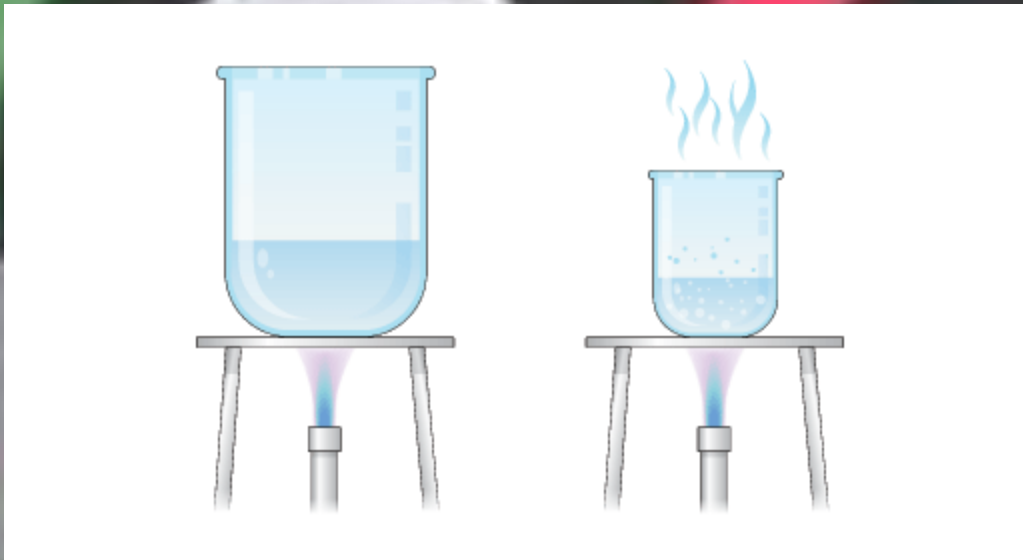
## Science: Day 3

Teacher: Theodore Davis	Subject: Science	Date:	Grade: 7 <sup>th</sup> Grade
Objective	Procedure	Materials	Evaluation
<p>RL6-8,1 Cite specific textual evidence to support analysis of science and textual text. The teacher will present the question to the class, What happens when molecules are heated?</p>	<p>Based on the two previous days of discussing energy and heat, the students will be expected to write a brief statement of the question asked of them Some responses should be similar to the statement.            Since molecules are particles of matter,            It takes energy to move them.            Heat is a form of energy.            It causes molecules to bounce into each other separating them.            As molecules separate, their density, the amount of matter found in a given volume or space, decreases. Therefore the molecules will spread and become partially flowful- Like the molecules in liquid.</p>	<p>Paper, pencil, 7<sup>th</sup> grade physical science book, pictorial images of two beakers, one larger than the other. Both nearly filled with water. A burner to provide the heat source.            Appendix (A) The picture of the beakers filled with water.            Pictorial images of water being heated in two separate beakers.            One beaker should be larger than the other</p>	<p>The students will be evaluated based on their oral participation in the class discussion on heat energy. And the drawings they will be asked to draw and turn in near the end of class.</p>



## Example 1

To boil water we must increase its temperature to 100 C. It takes longer to boil a large beaker of water than a small beaker because the large beaker contains more water and needs more thermal energy to reach 100 C.



# Math: Day 4

<b>Name: Brian Zelinski</b>	<b>Name of Unit:</b> <i>Stone Soup: A Recipe for Teamwork and Learning</i>	<b>Date:</b> 7/23/12-7/30/12	<b>Grade Level</b> 7th
Objective	Procedures	Materials	Evaluation
<p><b>Ratios and Proportional Relationships:</b> Analyze proportional relationships and use them to solve real-world and mathematical problems.</p> <p><b>7.RP.1:</b> Compute unit rates associated with ratios of fractions, including ratios of length, areas and other quantities of measurement in like or different units. <i>For example, if a person walks <math>\frac{1}{2}</math> mile in each <math>\frac{1}{4}</math> hour compute the unit rate as the complex fraction <math>\frac{1/2}{1/4}</math> miles per hour, equivalently 2 miles per hour.</i></p>	<ol style="list-style-type: none"> <li>1. See what students already know about unit conversion.</li> <li>2. Present a Power Point on unit conversion equations.</li> <li>3. Practice problems.</li> <li>4. Present conversion chart and "Gallon Man."</li> <li>5. Assign "Gallon Man" homework.</li> </ol> <p><b>Reteach</b> If needed.</p> <p><b>Enrichment</b> Students will create their own version of "Gallon Man."</p>	<ol style="list-style-type: none"> <li>1. Paper</li> <li>2. Pencil</li> <li>3. Computer Power Point</li> <li>4. Conversion Chart</li> <li>5. "Gallon Man" handout.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students will complete sample unit conversion problems, which are presented on the Power Point, individuals problems will be reviewed in class.</li> <li>2. Have students create their own version of "Gallon Man."</li> </ol>

# Conversion Chart

## Measurement

## Conversion Table

### Conversion Rule

Use the equivalent measures and multiply or divide.

#### Examples

To change inches to centimeters:

$$12 \times 2.54 = 30.48 \text{ cm}$$

number of inches      number of centimeters in one inch

To change centimeters to inches:

$$51 \div 2.54 = 20.08 \text{ in}$$

number of centimeters      number of centimeters in one inch

### Capacity



$$1 \text{ fl oz} = 29.574 \text{ ml} \quad 1 \text{ ml} = .034 \text{ fl oz}$$

$$1 \text{ pt} = .473 \text{ L} \quad 1 \text{ L} = 2.113 \text{ pt}$$

$$1 \text{ qt} = .946 \text{ L} \quad 1 \text{ L} = 1.057 \text{ qt}$$

$$1 \text{ gal} = 3.785 \text{ L} \quad 1 \text{ L} = .264 \text{ gal}$$

### Length and Distance

$$1 \text{ in} = 2.54 \text{ cm} \quad 1 \text{ mm} = .039 \text{ in}$$

$$1 \text{ ft} = 30.48 \text{ cm} \quad 1 \text{ cm} = .394 \text{ in}$$

$$1 \text{ yd} = .914 \text{ m} \quad 1 \text{ m} = 1.094 \text{ yd}$$

$$1 \text{ mi} = 1.609 \text{ km} \quad 1 \text{ km} = .621 \text{ mi}$$

#### U.S. Customary

*in* = inch  
*ft* = foot  
*yd* = yard  
*mi* = mile  
*fl oz* = fluid ounce  
*pt* = pint  
*qt* = quart  
*gal* = gallon  
*oz* = ounce  
*lb* = pound

#### Metric

*mm* = millimeter  
*cm* = centimeter  
*m* = meter  
*km* = kilometer  
*ml* = milliliter  
*L* = liter  
*g* = gram  
*kg* = kilogram

#### Abbreviations

### Weight

$$1 \text{ oz} = 28.350 \text{ g} \quad 1 \text{ g} = .035 \text{ oz}$$

$$1 \text{ lb} = .454 \text{ kg} \quad 1 \text{ kg} = 2.205 \text{ lb}$$

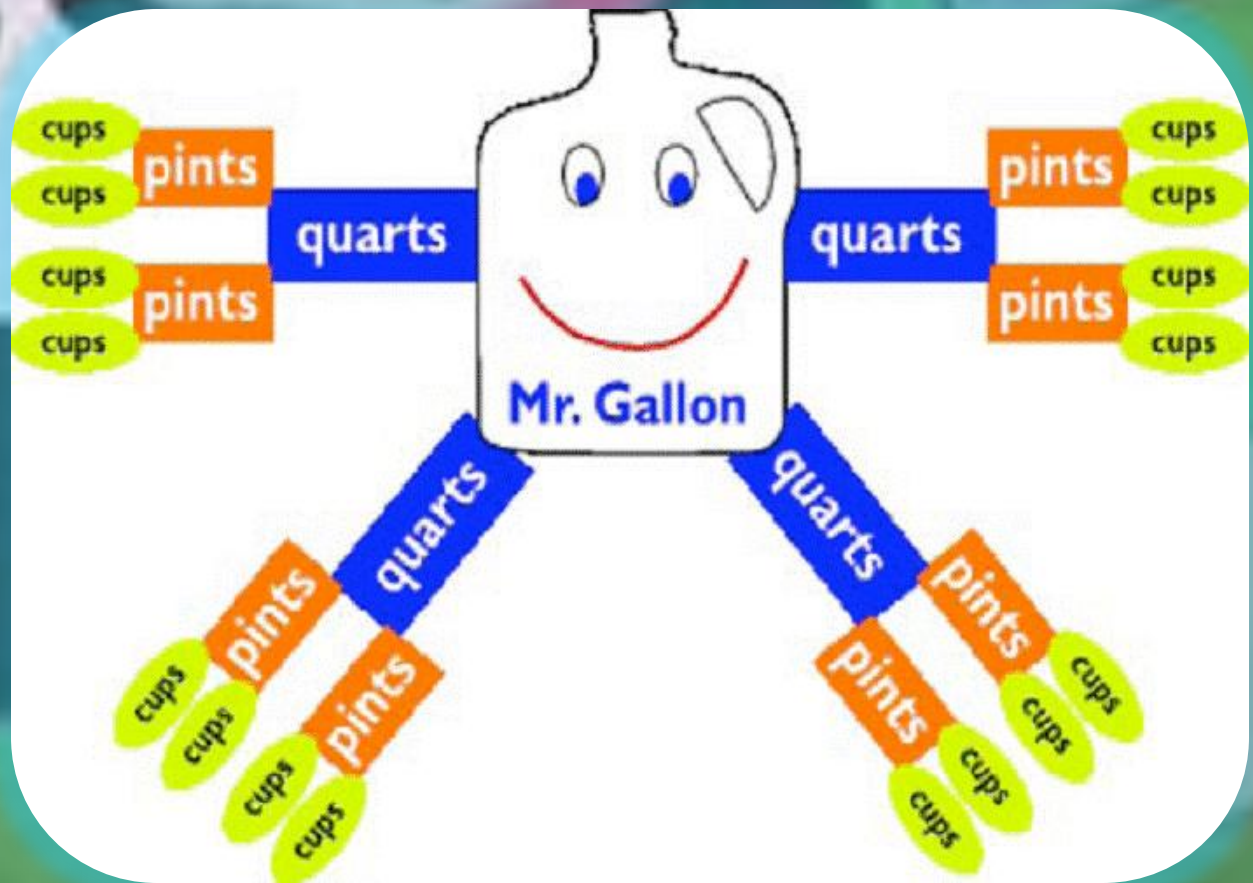
$$1 \text{ ton} = .907 \text{ metric tons}$$

$$1 \text{ metric ton} = 1.102 \text{ tons}$$





# Gallon Man!





## Health: Day 5

<b>Name: Danna Clemmons</b>	<b>Name of Unit: Health</b>	<b>Date: July 23-30, 2012</b>	<b>Grade Level: 7<sup>th</sup></b>
Objective	Procedures	Materials	Evaluation
<p>The student will use various ingredients to make stone soup.</p> <p>Common Core State Standard R 6-8.3</p> <p>Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.</p> <p>RI 7.7</p> <p>Compare and contrast a text to and video version of the text.</p>	<ol style="list-style-type: none"> <li>1. Have students introduce volunteers.</li> <li>2. Have students introduce their contribution to the soup.</li> <li>3. Have students observe the volunteers mixing the soup.</li> <li>4. Eat the soup and clean up.</li> </ol> <p>Reteach If needed</p> <p>Enrichment: Students will create their own recipe for stone soup.</p> <p>Compare and Contrast a text to and video version of the text.</p>	<p>Paper, pencil, students brought supplies – salt, pepper, carrots, potatoes, etc.</p>	<p>Students will create their own recipe for stone soup. A rubric will be used to evaluate the students' recipe.</p>

Name \_\_\_\_\_



## My Recipe for Stone Soup

What would you put in stone soup? Add it on the line.  
Then, write the directions for making the soup.

### Stone Soup

Feeds: A village

#### Ingredients:

- Stone
- Cabbage
- Carrots
- Corn
- Beans
- \_\_\_\_\_



Directions for making: \_\_\_\_\_

---

---

---

---

---

---



In good physical or  
mental condition

Healthy

Soup

is a generally warm  
food that is made by  
combining  
ingredients such as  
meat and vegetables  
with stock, juice,  
water, or another  
liquid

# Health Terms

Vegetables

any plant whose fruit, seeds, roots, tubers, bulbs,  
stems, leaves, or flower parts are used as food, as  
the tomato, bean, beet, potato, onion, asparagus

# References



Brown, Marcia. *Stone Soup*. 3<sup>rd</sup> pbk ed. New York, NY: Simon & Schuster Publishing Division, 2005.

[Scholastic.com](http://Scholastic.com)

[Cooperhewitt.org](http://Cooperhewitt.org)

[Togetherexpress.com](http://Togetherexpress.com)

[Ehow.com](http://Ehow.com)