



CC2102

GRADES  
**1-2**

Literature Kit™

# Stone SOUP

By Marcia Brown

Aligned to  
your  
State  
Standards

Literary  
Classic

Based on  
Bloom's  
Taxonomy

 Reproducible

CLASSROOM COMPLETE  PRESS

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- Click on item CC2102 – Stone Soup
- Enter pass code CC2102D





# Marcia Brown

Marcia Brown was born on July 13, 1918 in Rochester, New York. From 1936 to 1940, she attended the New York State College for Teachers. She studied in English and Drama.

**A**fter she graduated, she worked as a teacher at the high school level. She taught for three years. From 1943 to 1948 she worked as the assistant librarian in the New York Public Library. She worked with the rare book collection.



Marcia has been interested in art and words since she was just a child. She found that she loved adapting traditional fairy tales and folk tales as well as creating illustrations for her own stories.

### Did You Know..?

- Marcia Brown has won the Caldecott Medal three times.
- Marcia Brown has won the Caldecott Honors six times.
- Marcia Brown has been honored with the Regina Medal and The Laura Ingalls Wilder Award.



## Activity Five

Write a word from the story that **begins** with each blend. The first one has been done for you.

- |   |                             |
|---|-----------------------------|
| 1. <b>st</b> <input type="text" value="stone"/> | 2. sl <input type="text"/>  |
| 3. st <input type="text"/>                      | 4. spl <input type="text"/> |
| 5. st <input type="text"/>                      | 6. sp <input type="text"/>  |
| 7. st <input type="text"/>                      | 8. sm <input type="text"/>  |
| 9. str <input type="text"/>                     | 10. sm <input type="text"/> |

## Activity Six

Fill in the chart with the words from the list. **Sound out** the words carefully! Some words belong in more than one column.

wells	food	stone	face	sleep	hungry	way
cellar	pot	sacks	loft	tonight	but	old

Long e _____ _____	Short e _____ _____	Long u _____ _____	Short u _____ _____
Long a _____ _____	Short a _____ _____	Long o _____ _____	Short o _____ _____



## Activity Seven

Add the ending to the root word to make a new word. Look carefully! Do you need to remove the final e? The first one has been done for you.

- |  |  |
|--|--|
| 1. quick + ly = <input type="text" value="quickly"/> | 2. lone + ly = <input type="text"/>    |
| 3. eat + ing = <input type="text"/>                  | 4. frudge + ing = <input type="text"/> |
| 5. beautiful + ly = <input type="text"/>             | 6. talk + ing = <input type="text"/>   |
| 7. dance + ing = <input type="text"/>                | 8. slow + ly = <input type="text"/>    |

## Activity Eight

At the end of each sentence put a period (.), question mark (?) or exclamation mark (!).

- The three soldiers were going home \_\_\_\_\_
- What ingredients can we put in the soup \_\_\_\_\_
- All the peasants had no food to spare \_\_\_\_\_
- What spices will you use \_\_\_\_\_
- The soup smelled so good \_\_\_\_\_



## Activity Three

Number the events from 1 to 13 in the order they happened in the story.

- They knocked at Vincent and Marie's house, but they didn't have anything to give them.
- They added three round smooth stones followed by salt and pepper.
- They saw lights in the village and they hoped they'd find food.
- Three soldiers were going home after the wars.
- The soup was fit for a king.
- Francoise added carrots she had taken from the bin.
- The peasants stored Stone soup!
- They had a good night's sleep and went on their way.
- They knocked at Paul and Francoise's house, but they didn't have anything to give.
- Marie added three cabbages to the soup.
- The soldiers were very hungry and tired.
- They knocked at Albert and Louise's house, but they didn't have anything to give.
- We will need a large iron pot filled with water.



### Activity Four

A **limerick** is a short five-line poem. Lines 1, 2 and 5 rhyme. Lines 3 and 4 rhyme a different rhyme. Limericks can be funny, silly, tragic or thoughtful.

**Example:**

1. There once was a boy named **Ted**.
2. He loved the color **red**.
3. Cars, trucks, and **blocks**.
4. Crayons, t-shirts and **socks**.
5. He never got enough of **red**.

**Now you try!**

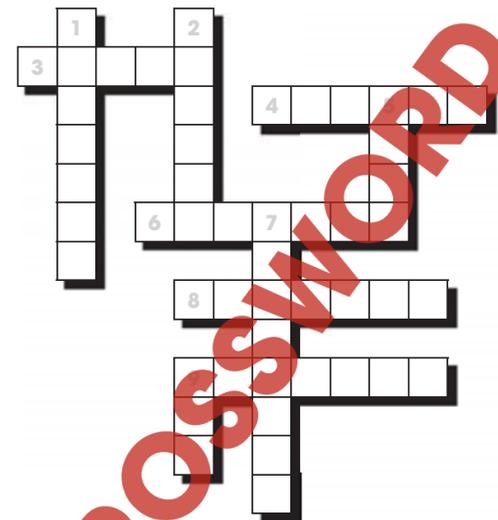
1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

Draw a picture of your limerick.



### Crossword

Read the clues below. Write the answer where you find the correct number. Be careful! Some words go down. Some words go across.



**Across**

3. The person in charge of a city or town
4. A room beneath a house
6. Most of the villagers were \_\_\_\_\_.
8. A person working in the army
9. A celebration dinner

**Down**

1. To gather ripe crops
2. To walk when you feel very tired
5. A room over a stable for hay
7. Magnificent
9. A container for flour or sugar



### Comprehension Quiz



**1. Fill in the blanks.**

- a) Once, there were \_\_\_\_\_ soldiers who were going home from the \_\_\_\_\_.
- b) They were hungry and tired so they went to \_\_\_\_\_ different houses and asked for spare food or beds.
- c) The soldiers told the \_\_\_\_\_ that all they needed to make a wonderful soup was \_\_\_\_\_.
- d) The villagers \_\_\_\_\_ things to the soup such as \_\_\_\_\_ and \_\_\_\_\_.
- e) After the feast, the soldiers were offered \_\_\_\_\_ for the night.

**2. Match the person with the item.**

- |                   |                 |
|-------------------|-----------------|
| a) first soldier  | cabbages        |
| b) Marie          | priest's house  |
| c) second soldier | carrots         |
| d) Françoise      | baker's house   |
| e) third soldier  | salt and pepper |
| f) children       | mayor's house   |



SUBTOTAL: /18

### P & P (Preview and Predict)

Read the title of the book. Look at the front cover and the back cover. Without reading the story, look at all the pictures in the book. What do you think will happen in this story? Write your answers in the boxes.

Title: \_\_\_\_\_

Page _____	Page _____	Page _____
Page _____	Page _____	Page _____
Page _____	Page _____	Page _____

NAME: \_\_\_\_\_



## Activity One

Put a check mark (✓) next to the answer that is correct.

1. Where were the three soldiers going?

- A They were going to war.
- B They were coming from the wars.
- C They were going to the village to eat.

2. How many houses did the soldiers knock on?

- A Two houses
- B Three houses
- C Four houses

3. Why did the peasants refuse to help the soldiers?

- A They didn't want to share with strangers.
- B The crops were not good that year.
- C They want to sell their products.

4. Where was the fire set to heat up the water in the pot?

- A In the village square
- B In the village circle
- C In the village rectangle

5. What did they do when the soup was ready?

- A They ate, danced and had a feast.
- B They ate and slept.
- C They invited the king.

1.  B

2.  B

3.  A

4.  A

5.  A

1.  T

2.  F

3.  F

4.  T

5.  F

6.  F

7.  T

8.  T

9.  T

10.  F

11.  T

12.  T

23

24

25

6

9

3

1

12

10

7

13

4

11

2

5

8

EZY

## Stone Soup

---

- **RSL.K.1** With prompting and support, ask and answer questions about key details in a text.
- **RSL.K.2** With prompting and support, retell familiar stories, including key details.
- **RSL.K.3** With prompting and support, identify characters, settings, and major events in a story.
- **RSL.K.4** Ask and answer questions about unknown words in a text.
- **RSL.K.5** Recognize common types of texts.
- **RSL.K.7** With prompting and support, describe the relationship between illustrations and the story in which they appear.
- **RSL.K.9** With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
- **RSL.K.10** Actively engage in group reading activities with purpose and understanding.
- **RSL.1.1** Ask and answer questions about key details in a text.
- **RSL.1.2** Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- **RSL.1.3** Describe characters, settings, and major events in a story, using key details.
- **RSL.1.4** Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- **RSL.1.5** Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
- **RSL.1.6** Identify who is telling the story at various points in a text.
- **RSL.1.7** Use illustrations and details in a story to describe its characters, setting, or events.
- **RSL.1.9** Compare and contrast the adventures and experiences of characters in stories.
- **RSL.1.10** With prompting and support, read prose and poetry of appropriate complexity for grade 1.
- **RSL.2.1** Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.
- **RSL.2.2** Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
- **RSL.2.3** Describe how characters in a story respond to major events and challenges.
- **RSL.2.4** Describe how words and phrases supply rhythm and meaning in a story, poem, or song.
- **RSL.2.5** Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
- **RSL.2.6** Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
- **RSL.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.
- **RSL.2.9** Compare and contrast two or more versions of the same story by different authors or from different cultures.
- **RSL.2.10** By the end of the year read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- **RSFS.1.1** Read with sufficient accuracy and fluency to support comprehension. **A)** Read grade-level text with purpose and understanding. **B)** Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. **C)** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- **RSFS.1.1** Demonstrate understanding of the organization and basic features of print. **A)** Recognize the distinguishing features of a sentence.
- **RSFS.1.2** Demonstrate understanding of spoken words, syllables, and sounds. **A)** Distinguish long from short vowel sounds in spoken single-syllable words. **b.** Orally produce single-syllable words by blending sounds, including consonant blends. **c.** Isolate and pronounce initial, medial vowel, and final sounds in spoken single-syllable words. **d.** Segment spoken single-syllable words into their complete sequence of individual sounds.
- **RSFS.1.3** Know and apply grade-level phonics and word analysis skills in decoding words. **a.** Know the spelling-sound correspondences for common consonant digraphs. **B)** Decode regularly spelled one-syllable words. **C)** Know final -e and common vowel team conventions for representing long vowel sounds. **D)** Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. **E)** Decode two-syllable words following basic patterns by breaking the words into syllables. **f.** Read words with inflectional endings. **G)** Recognize and read grade-appropriate irregularly spelled words.
- **RSFS.1.4** Read with sufficient accuracy and fluency to support comprehension. **A)** Read grade-level text with purpose and understanding. **B)** Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. **C)** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- **RSFS.2.3** Know and apply grade-level phonics and word analysis skills in decoding words. **A)** Distinguish long and short vowels when reading regularly spelled one-syllable words. **B)** Know spelling-sound correspondences for additional common vowel teams. **C)** Decode regularly spelled two-syllable words with long vowels. **D)** Decode words with common prefixes and suffixes. **E)** Identify words with inconsistent but common spelling-sound correspondences. **F)** Recognize and read grade-appropriate irregularly spelled words.
- **RSFS.2.4** Read with sufficient accuracy and fluency to support comprehension. **A)** Read grade-level text with purpose and understanding. **B)** Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. **C)** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- **WS.1.1** Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
- **WS.1.2** Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
- **WS.1.3** Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
- **WS.1.5** With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
- **WS.1.8** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- **WS.2.1** Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words to connect opinion and reasons, and provide a concluding statement or section.
- **WS.2.2** Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
- **WS.2.3** Write narratives in which they recount a well elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
- **WS.2.8** Recall information from experiences or gather information from provided sources to answer a question.

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