

## Instructional Sequence

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| <p><b>Unit Name: Express Yourself</b><br/> <i>Enduring Understanding: Stories help us share our imagination, culture, and the experience of living.</i></p> | <p><b>Lesson: Stone Soup</b></p> <p><b>Essential Question:</b> <i>People all over the world tell and share stories. Why is this an important part of being human?</i></p> | <p><b>Number of days:</b><br/>7 - 10</p> | <p><b>Suggested Text(s) videos of other versions of <i>Stone Soup</i></b></p> <p><a href="https://vimeo.com/8671479">https://vimeo.com/8671479</a></p> <p><a href="https://www.youtube.com/watch?v=rUc6rxEnC34">https://www.youtube.com/watch?v=rUc6rxEnC34</a></p> |
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### Written Communication

| <p><b>Objectives:</b><br/>         SWBAT write a narrative developed from a real or imagined experience that describes sequential events using temporal words and phrases; uses dialogue; describes actions, thoughts, and feelings; and demonstrates a sense of closure.</p>   |   |                                   |
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| <p><b>Writing Standards:</b><br/>3.3</p>  |   |                                   |
| Task Prompts  | Purpose   | Audience                          |
| <p>Draw a picture of an imaginary character such as an elf, an ogre, or an alien. Write a detailed description based on the picture.</p>  | <p>Students will begin to create a complex character</p>  | <p>Teacher and peers</p>          |
| <p>Using the character from their drawing, students will a storyboard that puts their character into an every day situation that they themselves have experienced such as a soccer game during recess. The storyboard should depict a clear beginning, middle, and end where a problem is presented and resolved.</p> | <p>Students will use their imagination to see how their fantasy character would act and react in typical situation experienced by a third grader.</p> | <p>Teacher</p>                    |
| <p>Using their storyboard the student will create a dialogue between two or more characters.</p>  | <p>To have students demonstrate how to write dialogue.</p>  | <p>Teacher and other students</p> |
| <p><b>Culminating Activity:</b><br/>         Write a 4 -6 paragraph narrative with a clear beginning, middle, and end in which a character resolves a problem. The 5 W's and use of dialogue should be present.</p>   | <p>SWBAT publish their letter through the editing process.</p>  | <p>Teacher</p>                    |

## Oral Communication

**Objectives:**

After reading the story and watching the video SWBAT retell the story with a fluid and dramatic sense appropriate to the context and characters of the story while adding their own inventions regarding the time, setting, and characters to the story.

**Speaking and Listening Standards:**

**SL 3.5**

**Comprehension and Collaborative - activities/structures:**

SWBAT will use storytelling techniques to share their version of the story without reading from the text.

**Presentation of Knowledge and Ideas – activities/structures:**

SWBAT use storytelling techniques to share their written narratives without reading from the text.

**Academic Language:**

Discussion protocols; character, visualizing, paraphrase, analyze

## Reading

**Objectives:**

SWBAT describe the character in the story through their dialogue. contributed to the sequence of events.

**Reading Standards:**

3.1, 3.2, 3.3

### Text Dependent Questions (see [achievethecore.org](http://achievethecore.org) for more questions)

**Question**

**Answer**

The text says that the villagers are “**untrusting** of strangers” and even “**suspicious** of their neighbors.” What three details in the text might explain their attitudes? (Pg. 284)

On page 284, it says that famine, flood, and war have caused a change in the attitudes of the villagers. Famine could have made them more careful about sharing their food. Flood and war may have cause lost of unwanted intruders into their village. This would make them more suspicious.

“The villagers work hard but only for themselves ... they had little to do with one another.” What do these two sentences tell you about the attitude of the villagers? (Pgs. 286-87)

These sentences show that even though the villagers are hard workers, they kept to themselves and did not share with others in the village..

The monks agree: “These people do not know happiness.” What textual evidence on page 287 supports their statement?

The villagers “shut their windows tight” and did not open their doors to the monks as they knocked.

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| <p>A simile is a comparison between two things that are not alike. What simile can you find at the bottom of page 293 and what two objects does it describe? What does this simile say about the monk's mood? (Pg. 287) to the monks as they knocked</p> | <p>"His face was as bright as the moon." One meaning of <i>bright</i> is <i>happy or cheery</i> so this simile infers that the monk's face was very happy.</p>   |
| <p>What evidence from the text shows that the little girl is very brave? (Pgs. 290-291)</p>  | <p>The little girl is the first to speak to the monks. She helps them in finding smooth stones and also offers her mother's pot. Although the other villagers are untrusting of the monks, she shows her bravery by helping the monks.</p> |
| <p>How does the illustration on page 293 support the idea that the villagers were curious about what was happening?</p>  | <p>The illustration shows that the villagers were peering out of their windows and doors to see what all the commotion was about. The illustration shows only windows and doors with people leaning out of them.</p>                       |

**Assessments**

1. Selection test pp 482 -483
  2. Writing Assessments - Why do the monks show the villagers how to make stone soup?
- Writing Assessment - What do you think stone soup tastes like? Are the stones needed for the flavor?

| <b>Scaffolds</b>        |  |
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| <b>English Learners</b> | <b>Special Needs/Other Differentiation</b> |
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