Stone Soup

A Bermuda Education Network Workshop

A Cross-Curricular Approach and Collaboration with The AgraLiving Institute

Kelly Rodday

I am a Bermudian mother of two, ages 8 and 13. I have been teaching for 20 years in both private and public education. I am currently working in the Lower Primary Division at Somersfield Academy. I worked in the Ministry for 10 years at St. George's Prep. I have a Master's Degree in Organizational Management in Education from Endicott College.

I have provided professional development for the B.U.T.'s Annual Conferences, Somersfield Academy and the ICAN Math Program.

I am also the director of the Horizon's Summer Learning Program and the Content Designer at BEN.

BEN Teacher Rep, Tiffany Bean, also created lessons for this workshop but will not be with us today.

Linking Science to ELA, Social Studies, Technology and Maths… *why?*

- Cross-curricular teaching can enable deeper learning as key concepts in one subject area can be revisited in other subject areas
- Reading comprehension outcomes can be improved as students develop their concept awareness and language across subjects
- When we discuss science, for example, and link it to local economics and the impact we can make, this helps “broaden horizons” and gives students more background knowledge to draw on when they are reading both fiction and non fiction texts
- Students can develop an understanding that a topic is never just one subject area!
- It’s a great opportunity to infuse some Science and Social Studies into our Language Arts.

CIE STANDARDS IN THESE LESSONS

ELA 02

2Ra.05
Recognize that stories may be from different times and places.

2rV.02
identify and record interesting and significant words from text to inform own writing
Identify and use the main events to retell a story verbally.

2Ws.01
Write a sequence of events or ideas, including stories with a beginning, middle and end.

SCI 02

Biology/Living things in their environment

2Be1 Identify similarities and differences between local environments and know about some of the ways in which these affect the animals and plants that are found there

2Be2 Understand ways to care for the environment.

2Be3 Observe and talk about their observation of the weather, recording reports of weather data

MA 02

NUM07

Recognise that 2 halves or 4 quarters make a whole and 1 half and 2 quarters are equivalent (2Nn17)

Find halves and quarters of shapes and small numbers of objects (2Nn19)
*Using ½, ¼ of a cup

SS 02

SS.P2.C2

Explain what families look like in healthy and unhealthy communities.

The AgraLiving Institute

<u>Objectives</u>
Students will be able to

- Recognise or recall specific terminology, such as: environment, reuse, recycle, reduce, waste, energy, pollution, harm/harmful.
- Recall that reuse means to use again
- Recall that reduce means to use less
- Recall that recycle is when something is turned into something new
- Recall that pollution is when something is added to environment that is harmful (to living things)
- Recall that the environment is our surroundings (living and nonliving things)
- Identify and describe ways to care for the environment (e.g. reduce, reuse, recycle, plant trees, water conservation, energy usage, trash free lunches, etc.)
- Identify ways humans harm the environment (e.g. pollution, cutting down trees, building, wasting water, wasting energy, littering)
- Collect evidence by making observations when trying to answer a science question: Where does food grow? What part of the plant do we eat?
- Use first hand experience (e.g. observe melting ice) : Foraging , smelling herbs, cooking, sowing seeds, transplanting etc.
- Make comparisons/ Identify simple patterns and associations : comparing different edible plants to decide which parts of the plant are edible.
- Talk about risks and how to avoid danger: Garden safety, edible and harmful plants, and cooking safety.
- Take simple measurements: weighing ingredients for the recipe.

The AgraLiving Institute

Introduction: Introduce AgraLiving and the Education Garden. Who are we and what do we do? Are there gardens at your school? In your local community?

Icebreaker: Invite each child to take turns introducing themselves and answer the following:
What is your favorite food or recipe? **At home do you help with cooking?**
Collect ideas about where these foods come from with the students.

Discussion:
Discuss how important natural resources are to human life and why it is important to take care of our environment. How everyone plays a part in making that change towards a better world for everyone.
Discuss the ways that humans harm the environment (e.g. pollution, cutting down trees, building, wasting water, wasting energy, littering)
Explore ways to care for the environment (e.g. reduce, reuse, recycle, plant trees, water conservation, energy usage, etc.)

Define:

- **Reduce -** to use less of the resources that are available.
- **Re-use -** to use again.
- **Recycle-** to turn it into something else to use.
- **Plant a tree (Regenerate) -** to replace what we take!

Today, we are going to do several activities that involve just that!

The AgraLiving Institute

Main Activity:

- **Foraging**: Garden tour and foraging for natural resources, such as edible plants that grow in our **environment**.
- **Identifying and comparing edible plants** including wild greens, herbs and vegetables that we will be cooking with. Comparing and contrasting them and hypothesising what part of the plant we think is possible to eat? How do you think this plant grows? (bush, tree, underground, etc…)
- **Cooking Stone Soup:** weighing ingredients, chopping, combining and stirring our stone soup!
- **Composting: reusing** kitchen scraps to create more soil! Learning about how decomposers help us and plants by breaking down kitchen scraps into soil.
- Sowing seeds or Transplanting: sowing seeds or transplanting new vegetables or seeds to grow new vegetables.

Plenary/ Reflection:

Closing Circle: The students get to enjoy the fruits of their labour and have a taste of the yummy soup they made altogether.
Review: What are some ways that we can care for our environment? What are some gardening tasks you can do to help plants grow healthily? How do Decomposers help? What did you enjoy doing?
When everyone is doing their part, everyone gets fed and can grow healthy and strong to create a healthy environment and healthy community! Teamwork is the dream work!

Lesson 1:	**Introduction and discussion**	**Main Activity**	**Reflections**
Learning Intentions **<u>WALT</u>** Identify where or when stories take place Use new vocabulary words in writing **<u>Success Criteria:</u>** I can understand the meaning of key vocabulary words and use them correctly **<u>2Ra.05</u>** Recognize that stories may be from different times and places. **<u>2rV.02</u>** identify and record interesting and significant words from text to inform own writing	Before reading 'Stone Soup' discuss with students that some stories we read are set in different times and places around the world. Discuss clues to look for: -Pictures (what are people wearing? What do you see that you don't typically see now?) After reading, choose a picture from the book to go through a 'See, Think, Wonder' exercise (see resource) Allow students to take a moment to examine the picture before responding to prompts: What do you see? What do you think? What are you wondering? Teacher can guide the discussion to show students how we know Stone Soup was set in a different time period.	Teacher will go over some of the interesting vocabulary words found in Stone Soup. (If multiple copies of the book are available in a classroom, students can work in groups using sticky notes to find their own words) Students will use vocabulary sheets (resource provided) to match the picture to the correct word and definition. The teacher can cut these up prior to the lesson. <u>Vocabulary words provided:</u> Monk Villagers Scholar Banquet Merchant Seamstress (There are many other words to discuss - this is just a starting point) Writing Activity: Students will then pick one of the vocabulary words, and use it in a sentence. Students can include a picture to go along with their sentence.	Students can share their sentences and pictures with the class

People who have lived in a village for most of their lives

A person with great knowledge of a particular subject

Members of a religious community of men

Monks

Scholar

Villagers

A formal dinner for many people

A women who sews for a living

A person who buys and sells products

Seamstress

Merchant

Banquet

Lesson 2:	**Introduction and discussion**	**Main Activity**	**Reflections**
Learning Intentions **<u>WALT</u>** Retell the main events of a story in order Sequence ideas or events **<u>Success Criteria</u>** I can recall events from a story I can put events or ideas in chronological order **ELA codes** **<u>2Ri.07</u>** Identify and use the main events to retell a story verbally. **<u>2Ws.01</u>** Write a sequence of events or ideas, including stories with a beginning, middle and end.	Discuss with students that every story has a beginning, middle, and an end. Talk about some of the events that happened in the beginning, middle, and end of stone soup. Write students answers on the board to show Could you make soup from a stone? What would it taste like? Why would they suggest that?	Students will complete a sequencing activity (resource attached) on how to make Stone Soup. Students will cut out the events and place them in the correct order. Before gluing, students can compare their list with a partner and discuss if they need to make changes. <u>Independent Work- 'How To' Recipes</u> Students will continue practicing sequencing by creating their own 'How To' recipe list, using the food of their choice. Examples: *How to make a pancake* *How to make a grilled cheese sandwich* *How to make a salad* *(see resource attached)*	Present their recipe posters with the class.

Name: _____

Stone Soup Sequencing

Cut out and put the steps for making stone soup in order.

Put a bit of pepper and a handful of salt.

Fill the pot with water.

Put the round, gray stone into the pot.

Add the vegetables.

Boil the water.

Enjoy your soup!

RECIPE: _____

BY CHEF _____

INGREDIENTS

INSTRUCTIONS

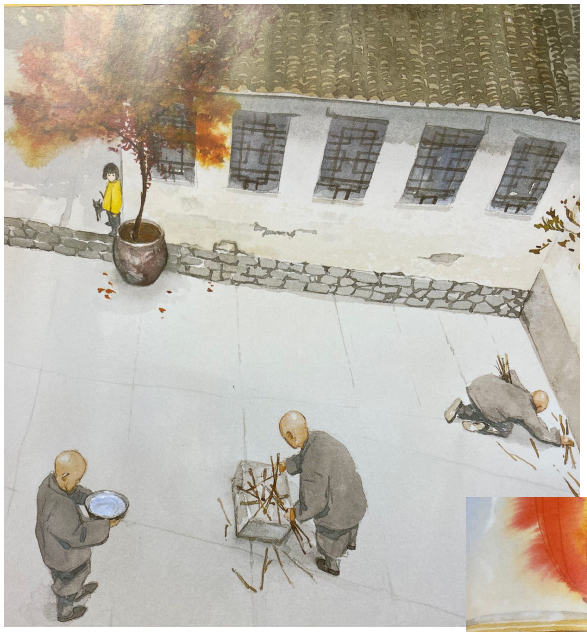
BunnysGarden.com

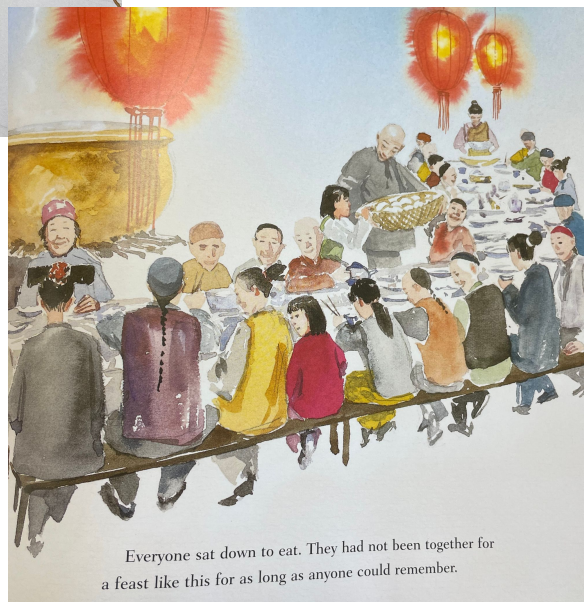
Lesson 3:	**Introduction and discussion**	**Main Activity**	**Reflexions**
WALT Recognize healthy communities **TIB** We want to create our own healthy community **SC** I can compare and contrast the characteristic of healthy and unhealthy communities **SS.P2.C2 Explain what families look like in healthy and unhealthy communities.**	Review the illustration in Stone Soup. Explain that as you read, students are to use the See, Think, Wonder routine (see resource), with these prompts written on the board: What do you see? What do you think? Use prompts – This reminds me of… What did you notice about the village in Stone Soup in the beginning of the book? Did the community change as we read the book?	With a partner create a before and after poster of the villagers in Stone Soup? Examples In the beginning people were hiding and didn't want to help At the end everyone came together and were helping one another. They were sharing food, so no one was hungry or left out	Present their posters with the class and explain their drawings and why they drew them.

Stone Soup by

We are going to take a couple of minutes to read through the book and look at the vivid illustrations on our own.

What are your initial thoughts / responses?
What do you notice?
How was the community acting in the beginning of the book?
How was the community acting in the end of the book?





See / Think / Wonder routine

This 1 page resource will be provided on the BEN website after the workshop.

As it states, *'This routine encourages students to make careful observations and thoughtful interpretations. It helps stimulate curiosity and sets the stage for inquiry.'*

This routine is powerful in any subject, can easily be scaffolded, and used in a variety of ways (ie, individual or group)

A THINKING ROUTINE FROM PROJECT ZERO, HARVARD GRADUATE SCHOOL OF EDUCATION

See / Think / Wonder

A routine for exploring works of art and other interesting things.

What do you **see**?

What do you **think** about that?

What does it make you **wonder**?

Purpose: What kind of thinking does this routine encourage?
This routine encourages students to make careful observations and thoughtful interpretations. It helps stimulate curiosity and sets the stage for inquiry.

Application: When and where can I use it?
Use this routine when you want students to think carefully about why something looks the way it does or is the way it is. Use the routine at the beginning of a new unit to motivate student interest or try it with an object that connects to a topic during the unit of study. Consider using the routine with an interesting object near the end of a unit to encourage students to further apply their knowledge and ideas.

Launch: What are some tips for starting and using this routine?
Ask students to make an observations about an object—it could be an artwork, image, artifact, or topic—and follow up with what they think might be going on or what they think this observations might be. Encourage students to back up their interpretation with reasons. Ask students to think about what this makes them wonder about the object or topic.

The routine works best when a student responds by using the three stems together at the same time, i.e., "*I see..., I think..., I wonder...*." However, you may find that students begin using one stem at a time, and that you need to scaffold each response with a follow-up question for the next stem. The routine works well in a group discussion but in some cases you may want to ask students to try the routine individually on paper or in their heads before sharing out as a class. Student responses to the routine can be written down and recorded so that a class chart of observations, interpretations, and wonderings are listed for all to see and return to during the course of study.

Share your experience with this thinking routine on social media using the hashtags **#PZThinkingRoutines** and **#SeeThinkWonder**.

PROJECT ZERO

This thinking routine was developed as part of the Artful Thinking & Visible Thinking projects at Project Zero, Harvard Graduate School of Education.

Explore more Thinking Routines at pz.harvard.edu/thinking-routines

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Lesson 4 :	Introduction	Main Activity	Plenary/Reflections
Biology/Living things in their environment **2Be1 Identify similarities and differences between local environments and know about some of the ways in which these affect the animals and plants that are found there** **2Be2 Understand ways to care for the environment.** **2Be3 Observe and talk about their observation of the weather, recording reports of weather data**	Where are they getting their ingredients? Remember, this was long before Market Place and Pronto. Discuss what types of foods you would grow? What would need to grow your own foods What type of crop would be best to grow in Bermuda? What wouldn't grow in Bermuda? Could those things grow if we made adjustments for them? Discuss greenhouses and other ways to successfully grow crops	Students will design their own farms. Which crops will you choose? How will you arrange your cops? See resources below.	Share farms and discuss which crops they chose and why

Name

IF I LIVED ON A FARM

Directions: Finish the picture and then complete the sentence based on your drawing.

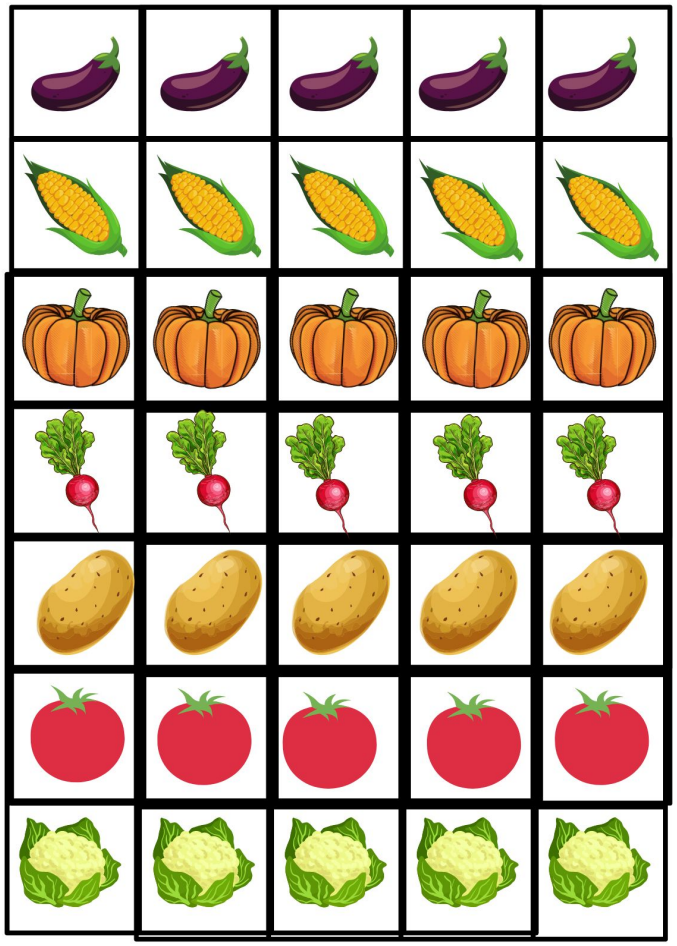
If I lived on a

farm

Name

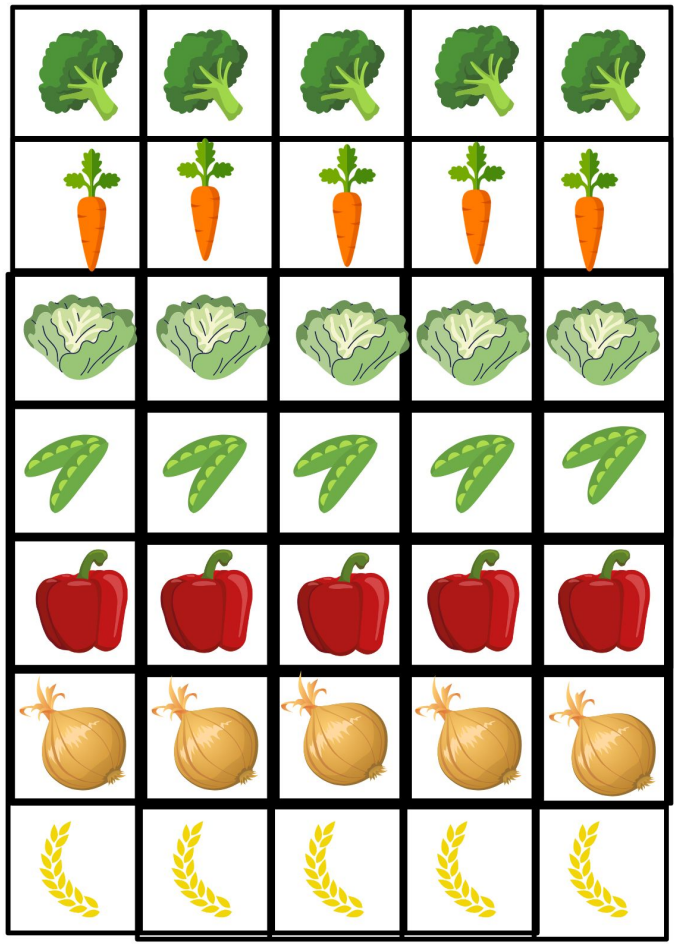
MY FARM

Name



MY FARM

Name



Name

MY FARM

Choose the crops you would like to plant. Cut and paste enough vegetables to put 1 in each square.

Name

MY FARM

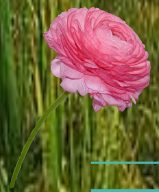
Answer the questions below about your farm.

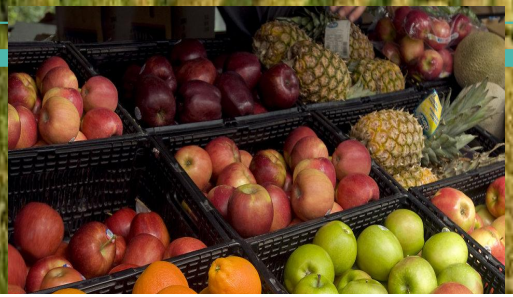
How many plants are in your garden? _____

Which did you plant the most of? _____

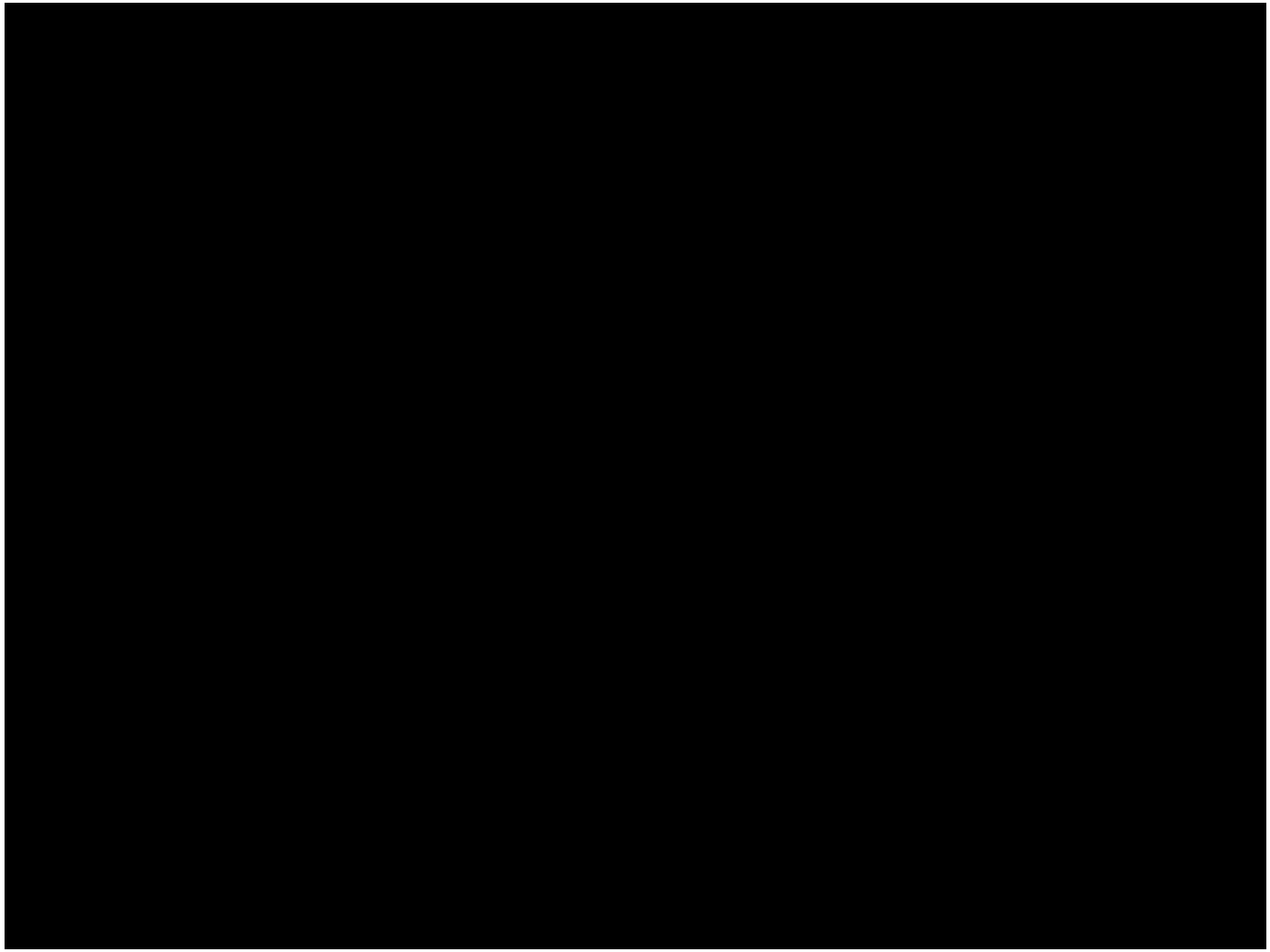
Which did you plant the least of? _____

Stone Soup





Plant A Seed



Additional resources

The lesson plans, slides, and See / Think / Wonder routine will be shared on the BEN website as of tomorrow: http://www.bermudaeducationnetwork.com/what-we-do/lesson-plans/

To share any learning in action from this cross-curricular unit, please email photos to Steph at stephanie@ben.bm - and let her know if you want to be tagged! Photos will then be posted on Instagram and FB. [note: pls make sure waivers are checked, or take photos of work]

Keep in touch!

We will be asking for your feedback on this unit:

- what went well;
- what challenges there were;
- where you brought in your own ideas and resources; and
- learning that you saw in your class and in what ways.

Thank you for attending. Please can you complete this Google Form providing feedback on our workshop.