

Scheme of Work - Stone Soup

Lesson 1:	Introduction and discussion	Main Activity	Reflections
<p>Learning Intentions</p> <p>WALT Identify where or when stories take place</p> <p>Use new vocabulary words in writing</p> <p>Success Criteria: I can understand the meaning of key vocabulary words and use them correctly</p> <p>TIB:</p> <p>2Ra.05 Recognize that stories may be from different times and places.</p> <p>2rV.02 identify and record interesting and significant words from text to inform own writing</p>	<p>Before reading 'Stone Soup' discuss with students that some stories we read are set in different times and places around the world.</p> <p>Discuss clues to look for: -Pictures (what are people wearing? What do you see that you don't typically see now?)</p> <p>After reading, choose a picture from the book to go through a 'See, Think, Wonder' exercise (see resource)</p> <p>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?</p> <p>Teacher can guide the discussion to show students how we know Stone Soup was set in a different time period.</p>	<p>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)</p> <p>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.</p> <p><u>Vocabulary words provided:</u> Monk Villagers Scholar Banquet Merchant Seamstress</p> <p>(There are many other words to discuss - this is just a starting point)</p> <p>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.</p>	<p>Students can share their sentences and pictures with the class</p>
<p>Lesson 2: Tiffany</p>	<p>Introduction and discussion</p>	<p>Main Activity</p>	<p>Reflections</p>
<p>Learning Intentions</p> <p>WALT</p>	<p>Discuss with students that every story has a</p>	<p>Students will complete a sequencing activity (resource attached) on how to make Stone Soup. Students will</p>	<p>Present their recipe posters with the class.</p>

<p>Retell the main events of a story in order</p> <p>Sequence ideas or events</p> <p>Success Criteria I can recall events from a story</p> <p>I can put events or ideas in chronological order</p> <p>ELA codes</p> <p>2Ri.07 Identify and use the main events to retell a story verbally.</p> <p>2Ws.01 Write a sequence of events or ideas, including stories with a beginning, middle and end.</p>	<p>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?</p>	<p>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.</p> <p>Independent Work- 'How To' Recipes</p> <p>Students will continue practicing sequencing by creating their own 'How To' recipe list, using the food of their choice. Examples: <i>How to make a pancake</i> <i>How to make a grilled cheese sandwich</i> <i>How to make a salad</i> <i>(see resource attached)</i></p>	
<p>Lesson 3:</p>	<p>Introduction and discussion</p>	<p>Main Activity</p>	<p>Reflexions</p>
<p>WALT Recognize healthy communities</p> <p>TIB We want to create our own healthy community</p> <p>SC I can compare and contrast the characteristic of healthy and unhealthy communities</p> <p>SS.P2.C2 Explain what families look like in healthy and unhealthy communities.</p>	<p>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?</p>	<p>With a partner create a before and after poster of the villagers in Stone Soup?</p> <p>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</p>	<p>Present their posters with the class and explain their drawings and why they drew them.</p>

Lesson 4 : Hopes and Dreams	Introduction	Main Activity	Reflections
<p>Biology/Living things in their environment</p> <p>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</p> <p>2Be2 Understand ways to care for the environment.</p> <p>2Be3 Observe and talk about their observation of the weather, recording reports of weather data</p>	<p>Where are they getting their ingredients? This was long before Market Place and Pronto.</p> <p>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</p>	<p>Students can design their own farms</p> <p>Which crops will you choose?</p> <p>How will you arrange your crops?</p>	<p>Share farms and discuss which crops they chose and why</p>
Lesson 5:	Introduction	Main Activity	Vocabulary
<p>MA02 NUM07</p> <p>Recognise that 2 halves or 4 quarters make a whole and 1 half and 2 quarters are equivalent (2Nn17)</p> <ul style="list-style-type: none"> Find halves and quarters of shapes and small numbers of objects (2Nn19) <p>*Using $\frac{1}{2}$, $\frac{1}{4}$ of a cup</p>	<p>Read the Author's Note about versions of Stone Soup written from all around the world. Could our class make our own? List ingredients for Fish Chowder. Could we each bring in an ingredient to combine to create our own feast?</p>	<p>Create your own Bermudian "Stone Soup" Fish Chowder.</p> <p>https://www.thebermudian.com/food-a-drink/recipes/bermuda-fish-chowder-recipe/</p> <p>Create your own recipe! Bonus, make your own in class. Measure and combine ingredients.</p>	<p>Cups Quarts tsp tbsp simmer</p>

Bitmoji Classroom with games and stories

https://docs.google.com/presentation/d/1sw4BaNcHtfESQT0mnneH3lh_D8G7yJIItN6Pp1l0ItQ/edit?usp=sharing

See / Think / Wonder Routine

'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

HARVARD GRADUATE SCHOOL OF EDUCATION



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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Name

IF I LIVED ON A FARM



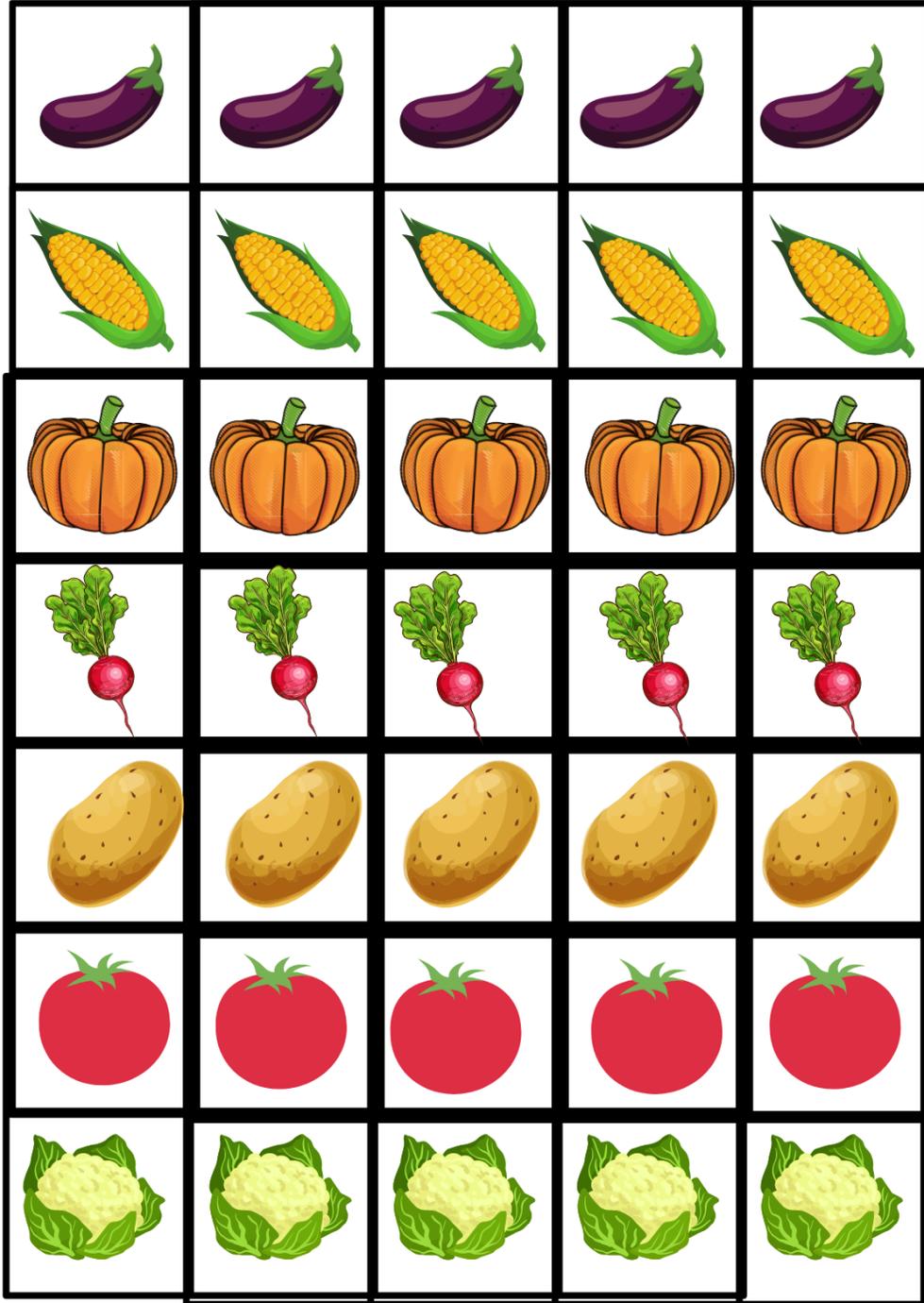
Directions: Finish the picture and then complete the sentence based on your drawing.

If I lived on a

farm

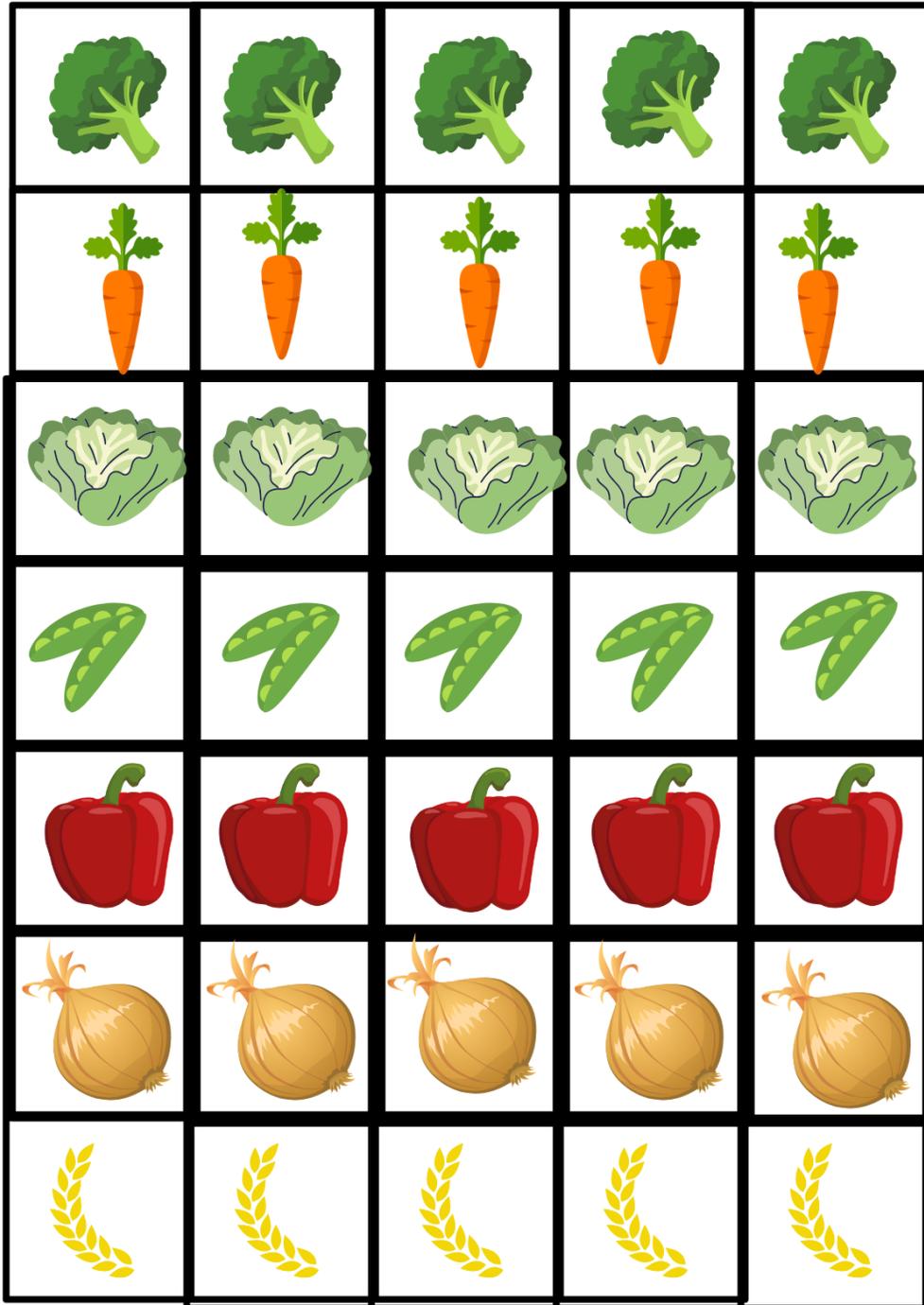
MY FARM

Name _____

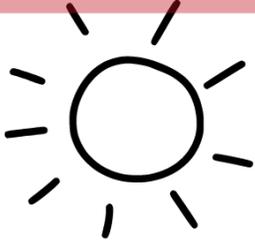


Name _____

MY FARM



Name _____



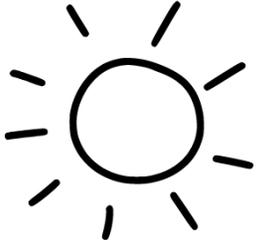
MY FARM

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? _____



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

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!

