



Teacher Guide: *Sorting Words with Stone Soup (P3)*

Focus: Semantic word sorts (grouping words by meaning)

Time: ~15- 20 minutes

Text Connection: *Stone Soup* (mentor text)

Curriculum Link:

3Rv.01 - Deduce the meanings of unfamiliar words from their context.

3Rv.02 - Identify and record interesting and significant words, and synonyms, from texts to inform own writing.

Learning Intention (WALT)

Students will sort words into groups based on their meaning and explain their thinking.

(Slide: WALT & Success Criteria - page 6)

Success Criteria (WILF)

- I can sort words into meaningful groups.
- I can explain why words belong together.
- I can write a sentence about my word group.

Materials & Prep

- Project the slideshow
- Optional: printed word cards (from the slideshow) for hands-on sorting
- Mini whiteboards or paper for explaining thinking in writing
- Mentor text: *Stone Soup* (book or video read-aloud option from Storyline Online on slide 2)

Teacher Tip! This activity is designed so there is **more than one right answer**. The focus is on *how students explain their groupings*, not on finding a single “correct” sort.

BEN the Spelling Bee

Introduce Ben as the helper who notices new words and how they connect.

You might invite students to suggest a quick student-friendly definition of *village* and, if useful, add it to your class Word Wall.



Buzzing About Words! Mind Mapping:

Have students spend two minutes working with a partner to create a mind map. They should record as many words as possible that come to mind when they think about the word village.

Minds On - What Do These Have in Common? (3 - 4 minutes)

Students look at the collection of items (e.g., pot, bowl, vegetables, spoon, water) and consider what they have in common.

How to run it:

1. Invite students to quietly think, then turn and talk about connections they notice.
2. Prompt: “What do these things have in common?”
3. Accept multiple ideas (e.g., used for cooking, things you might need to make soup).

Look-fors (Assessment for Learning):

- Students begin to notice relationships between items.
- Students use descriptive language to explain similarities.

Quick scaffold:

If needed, model this example connection aloud (e.g., “These are all things you might use when making soup.”).

Let's Sort Into Groups

Students work with a partner or small group to organize the items in different ways and explain their thinking.

How to run it:

1. Students discuss possible groupings (e.g., tools, foods, things you use for cooking).
2. Encourage them to name each group.
3. Invite students to notice if any item could belong in more than one group.

Look-fors (Assessment for Learning):

- Students can justify their groupings using simple reasoning (“We grouped these because...”).
- Students recognize that words can sometimes fit into more than one category.



Group Word Sort

Let's Sort!

Students sort word cards connected to the story (e.g., share, give, help, food, invite, vegetables, time).

How to run it:

1. In small groups, students decide which words belong together.
2. Groups name their categories (e.g., “helping words,” “food words,” “action words”).
3. Emphasize that different groups may create different, equally valid categories.

Look-fors:

- Students are grouping by meaning rather than by surface features only.
- Students are beginning to use vocabulary from the text meaningfully.

Let's Explain Our Thinking - Write About a Word Group

Students choose one word group and write a sentence explaining why the words go together.

Students may use:

- “These words go together because...”
- Challenge option: “I sorted the words into a group called ____ because ____.”
- Extra challenge: Use more than one word from the group in a sentence.

UDL & Differentiation:

- ● Support: Students can explain their grouping orally before writing.
- ● Challenge: Invite students to use two or more words from the same group in one sentence.
- ● Alternative option: Students can draw a simple picture of their group and label one or two words.

Author's Chair

Invite a few students to share their sentences.

Two Stars & 1 Wish (optional):

- ★ “I like how you explained your group because...”
- ★ “That group made sense because...”
- ★ “Another word that could fit in your group might be...”

What to Look For (Assessment)



- Are students grouping words by meaning?
- Can they explain their reasoning using simple language?
- Are they beginning to use new vocabulary from *Stone Soup* in talk or writing?