Norelli Lesson Plan Bookworms ELA Lesson 5: Stone Soup

Unit Essential Question(s):
Can students pick out elements of a "trickster tale" and identify key elements of a narrative structure? Can they compare two characters from two different stories?

Transferable Skills Assessed:
This lesson helps students make connections to what they have learned so far in Bookworms Unit 2. Specifically, they are using the skills of finding elements of a trickster tale we read earlier called *Raven*. Today we are reading *Stone Soup*. They will need to use their comparing and contrasting skills to discuss the two books' trickster characters.

East Haddam Graduation Competencies & Performance Indicators Assessed:

L.1.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.

L.1.5.c
Identify real-life connections between words and their use (e.g., note places at home that are cozy).

L.1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

RL.1.3 Describe characters, settings, and major events in a story, using key details.

RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.

RL.1.9 Compare and contrast the adventures and experiences of characters in stories.

Lesson Learning Outcomes
Student-centered, beginning with "I can..."

I can compare and contrast characters from a trickster tale.

Connection to Prior Lesson

Students have enjoyed two tales so far in Module 2 of Bookworms. The first was Raven, a story of a bird who steals and returns the sun to the people of the Pacific Northwest. And the second was Why Mosquitoes buzz in People's Ears, a passed down pourquoi tale telling why an event happens. This is the third book in the unit Stories from Our Past.

Resources/Materials

Books: Stone Soup, Raven
Learning Target Card
Pot with play food/spoon
Chart paper
Markers
Teacher Manual: Bookworms ELA Lesson 5: Stone Soup

Feedback Strategies

- **As I read aloud, I will pause for questioning and see how students respond orally**
- **I will check for understanding as I review important information from previous lessons**
- **Individual feedback to students as they respond verbally**
- **Thumbs up/thumbs down for understanding**
- **Feedback on written work as teacher circles the room and later when teacher grades written work**

Strategies for Active Participation & Student Independence

Students really enjoy the Bookworm books. They are always eager to find out what the next book is. I will also bring in a pot with play food to ask them what they think I might be making. Kids will add the food as we go along.
We will create the compare and contrast chart together, so students can feel confident in answering.

Projected misconceptions that may warrant adjustments

Students will wonder why anyone would cook a stone–I'll help them get excited to wait for the end of the story to find out
Many students wouldn't know what barley is, so I will explain it and show it
I will take time to explain the word "fit" to everyone. In the story it is used as "fit for a Prince". Students may not know that meaning.

Initiation

Activity that will get the group excited or interested

I will show the cooking pot and ask them what they think I will be cooking.
As the story is revealed, students will be involved in placing the items in the pot so they are not passively sitting. The excitement will build around what we are cooking together and the story.

Content

Step by Step overview of the lesson

- Teacher will hand out learning target to a student and ask at end if we met it
- Teacher starts by bringing out pot and spoon. Asking children what they think we will be doing with it.
- Teacher talks about Raven, the previous trickster tale we read. Asks if they remember what a trickster tale is. (A story passed down from long ago before books were written that tells us about how main characters solve a problem using their brains to outsmart someone else in a funny way.)
- **VOCABULARY: Teacher introduces fit, barley**
- Introduce another trickster tale, *Stone Soup.*
- *Teacher starts to read book aloud, stopping at various points for interactive read aloud: (Teacher has post its on places to stop and questions to ask)*

DISCUSSION:
Did the old lady ever know she was tricked? How do you know?
How was the young man in the story a trickster?
How did he use his brain to outsmart the woman?

CREATE CHART: *Venn Diagram*
Remember that we have met two tricksters: Raven and the young man in our story today
How is the young man like and different from Raven? Teacher begins Venn diagram. Students call out answers.

STORY MAP: *Now we're going to create a story map of the story Stone Soup*

Characters: Young man, old woman
Setting: Old Lady's House
Problem: Young man was hungry, had no food
Solution: Ask kids how he solves the problem. Do you think he's happy how it ended?

SENTENCE COMPOSING:
Question marks "Will you give me a stone?"
EXPAND THE SENTENCE: *The pot bubbled.*

From all we've discussed today,we're going to take a few minutes to write about what we know. Please take a sheet and go back to your seat to complete the sentences. Small group to meet with Miss Norelli.

Stone Soup Lesson 5

Name: _____





same

The young man and Raven are the same because

_____
_____
_____
_____
_____
_____
_____
_____.





different

The young man and Raven are different because

_____
_____
_____
_____
_____
_____
_____
_____.

Closing
Summation of main ideas presented

Students will pick one item from our chart on how the young man in Stone Soup and the Raven are the same and one on how they are different. They will have a sheet of paper with the sentence starter and pictures showing same and different on it. We will close with a few people sharing, summing up the story, and recapping the learning targets.

Formative/Summative Assessment
How will you know your students learned?

I will check during the lesson for understanding and misconceptions in verbal answers and as they call out ideas for the comparison chart.
The formative assessment will be the paper they hand in with their sentences showing one thing that's the same and different between the characters in *Stone Soup* and *Raven*.

Differentiation
How was this lesson differentiated for individual students?

All students will benefit from scaffolding as I scribe their answers onto the chart paper
For students who cannot yet get their full sentences down on independent paper, I will help scribe their answers on their papers
Students who need to work with teacher can sit at horseshoe table with teacher for additional small group work help.

Accommodations and/or Modifications
Describe the accommodations and/or modifications in place to support individual students

Some students become upset if they are not chosen as participants. One of my pre-planned accommodations to address this is to select students during lessons to be helper on a rotating basis so every student has a turn. I keep a list of who has gone. They are pre-selected.

Having the visuals of the ingredients mentioned in the story will help students understand what each ingredient is even if they are unfamiliar with the word.

Showing items in the cooking pot is another modification I made to the lesson so that students have more visual reference.

Another is explaining the word "fit" for everyone. In the story it is used as "fit for a Prince".

The last section with the story map chart may have to be cut for time.