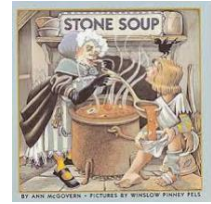






## Book Title: Stone Soup

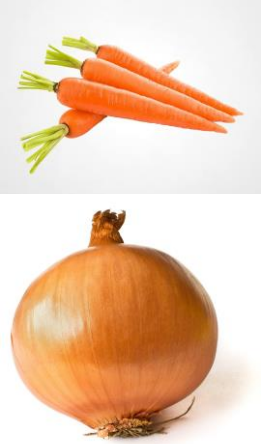


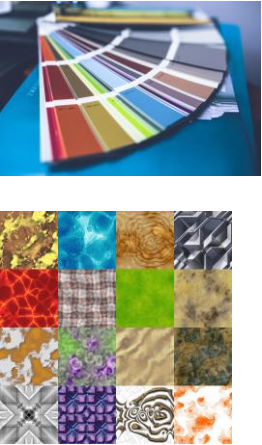
Author: Ann McGovern

Grade Level: PreK-2

Brief Plot Synopsis: A young man is convinced that a stone will create the most delicious soup. He comes across a stranger who he shares his idea on how to start some soup, if only she will give him a chance. The old lady shares her idea on making the soup even better.



Object to Be Used	What part/page of the story does it apply to?	What are possible learning objectives? Visual skills, auditory skills, motor skills, communication skills, academic skills
<p>Doll or figurine with hair.</p> 	<p>Whenever the young man is mentioned in the story.</p>	<p><u>Motor</u>: Students can reach to grab the doll to touch the hair to identify characters. <u>Academic</u>: Identifying main character or to sequence the story.</p>
<p>Bright Cloth.</p> 	<p>Whenever the old lady is mentioned in the story.</p>	<p><u>Motor</u>: Students can touch and feel the cloth to identify the character. <u>Academic</u>: Identifying main character or to sequence the story. <u>Visual Skills</u>: If a color is the key feature, a student can use their visual color recognition skills to identify the character.</p>
<p>Soup pot.</p> 	<p>Whenever the pot or soup being made are talked about.</p>	<p><u>Motor</u>: Touch or reaching to identify the event of making the soup. <u>Academic</u>: Students can identify the event of making soup or when sequencing events in the story.</p>
<p>A stone.</p> 	<p>Whenever the young man adds the stone to the pot for soup.</p>	<p><u>Auditory</u>: Students can drop the stone in the pot and listen for a clunk noise. They can identify the event of making soup. Students can also drop the stone in pot when sequencing events. <u>Motor</u>: Student can work on reaching for the stone and reaching to put it into the pot in different directions or by strengthening their hand grip. <u>Academic</u>: Identifying events of the story, sequencing events in the story. Students can work on positional words such as the stone is in the pot, or the stone is next to the pot.</p>

Object to Be Used	What part/page of the story does it apply to?	What are possible learning objectives? Visual skills, auditory skills, motor skills, communication skills, academic skills
<p>Various vegetables.</p> 	<p>When ingredients are gathered from the garden, have actual vegetables to explore (onion, carrot, etc.)</p>	<p><u>Motor</u>: Touch and feel the physical vegetables. Student can learn sequencing of preparing a meal, setting a table, or cleaning up. <u>Academic</u>: The student can identify the sequence of what goes into the soup. Students can also learn about identifying colors and attributes of the vegetables and items that go into the soup.</p>
<p>Pot holder or fabric bag that can be warmed in the microwave.</p> 	<p>When a soup being warm is mentioned.</p>	<p><u>Motor</u>: Touch and feel a physical explanation of being warm or hot from the soup cooking. <u>Academic</u>: Identifying events of the story, sequencing events in the story.</p>
<p>A stick.</p> 	<p>Representing walking whenever it is mentioned in the book.</p>	<p><u>Academic</u>: The student can identify when walking occurs in the book (beginning, middle, end).</p>
<p>Textured and/or different color swatches for beginning, middle, and end on a high contrast background.</p> 	<p>When retelling main parts of the story. Be sure to use different textures for each (fabric paint squiggles, sand paper, slick, etc.)</p>	<p><u>Motor</u>: Students can touch and feel key texture to identify when events happen in the story. <u>Academic</u>: Identifying and/or sequencing events in the story. <u>Visual Skills</u>: If a color is representing beginning, middle, and end. Students can match event to the color.</p>

