

LESSON PLAN by: Meganmarie Pinkerton

Lesson: Starting Stone Soup

Length: 40 minutes

Age or Grade Intended: 2nd Grade

Academic Standard(s):

2.1.6 Read aloud fluently and accurately with appropriate changes in voice and expression.

2.1.1 Demonstrate an awareness of the sounds that are made by different letters **Performing Objectives:**

After practicing the fluency page students will orally read new vocabulary.

After practicing the fluency page students will orally read the new phrases.

While reading a new script students will follow along to read their part at the appropriate time.

Advanced Preparation by the Teacher: Make a script and fluency page for “Stone Soup”.

Get a cauldron, pictures of the food, stones, spoon or stick, peasant costume, materials for students to make soldier hats, copies of the script, fluency page and book for each student and the teacher. Make sentence strips with some of the common statements made by characters when they put food into the pot.

Procedure:

Introduction/Motivation: When students walk in the teacher will be dressed up in the peasant costume with the pot and sentence strips on the table. Ask students to figure out why the teacher is dressed up that way. What might we do? Have them read the sentence strips to determine what we might be doing? How does this connect with something you have been doing in class? (Bloom’s knowledge and application)

Step-by-Step Plan:

1. Once they figure out that the costume and sentences are related to stone soup start talking about what they remember from stone soup. (soldiers, stones, soup, villagers gave food etc.)
2. Explain that to understand the story a little better they are each going to be a character in the story and we will act it out and practice the story. Ask what we need to do to prepare for reading the story? (Bloom’s comprehension)
3. Discuss that in order to read a script you must know the words that you are reading so it is easier to read. To do that we will go over a fluency page and read through the words and new phrases. Read through them as a group then echo read switching through the students.
4. Once students have a grasp on that, go over the phrases that you have on the sentence strips ask what they think is happening at that point. (Bloom’s analysis)
5. Take a picture walk of the book. Then read through the script as the students follow along.
6. Next assign roles. Give each student a highlighter and have them highlight their lines. When you come to the parts with the sentence strips pick a student to put each one into the pot as you read it.(Gardner’s kinesthetic)
7. When you are finished reading ask them to summarize the story. Who were the characters? What happened? (Bloom’s comprehension)

8. Next ask if there is anything else that helps when people do plays to make it more believable? (Bloom's knowledge) (props/costumes)
9. Explain that they will start out with soldier hats. Get out the paper and model how you will make the hat. Then have students make their own and put their name on the inside and their character on the outside. (Gardner's kinesthetic)
10. If there is more time have the students start reading the script in their characters.

Closure: Clean up materials. Assign fluency page for homework. Go over behavior charts then have students line up and walk them back to class.

Adaptations: All three of my students have LD and are with me because this is a pull out session so all of the activity is an adaptation to help them with fluency and decoding. Students have a set of new words to try work with along with Dr. Fry's instant phrases incorporated into the script so that the students get extra practice with words and phrases that they need to know. They have fun doing the skits so they won't realize how much they practice the new words and phrases.