

WORDS TO KNOW

As you read, look inside, around, and beyond this word and phrase to figure out what they mean.

- barely
- town square

Stone Soup

by Elsa Southern

1 A long time ago, a tired traveler walked into a small village. He was hungry and stopped at the first house he saw to ask for some food. He knocked, and a young woman holding a baby opened the door.

2 “Do you have a bit of food for a tired traveler?” the man asked. “I have been walking all day without a bite to eat.”

3 “I’m sorry, but I have barely enough food for my family,” the woman said.

4 When the other people in the village heard the man, they started shutting their doors. “Go away! We have only enough food for ourselves,” they shouted from behind their locked doors.

5 The traveler sat down in the town square and thought for a while. Then he had a wonderful idea. “I only ask for a pot and some water!” he shouted. He took three gray rocks out of his pocket. “With these special stones I will make a delicious stone soup.”



6 “Who has ever heard of stone soup?” the villagers laughed. But some of the people were curious. They brought the traveler a pot filled with water.

7 The traveler started a fire under the large pot of water. When it began to boil, he slowly added the three stones. After a while, he put his nose over the pot and breathed in. “Ah,” he said with a twinkle in his eye. “This is almost perfect. If only we had some onions.”

8 A villager quickly grabbed a bag of onions and passed it to the traveler, who added them to the pot.

9 “Oh!” sighed the traveler, breathing in again with his nose over the pot. “This is almost perfect! If only we had some potatoes.”

10 The villagers ran to their homes. They came back carrying not only potatoes, but carrots and peas and beans and corn. Everyone wanted to help.

11 Very soon there was enough delicious soup for everyone in the village! They all ate soup until they were no longer hungry.

12 Even today, people tell the story of how such a wonderful soup could be made from stones.



Think Use what you learned from reading "Stone Soup" to answer the following questions.

- 1** This question has two parts. First, answer Part A. Then answer Part B.

Part A

What challenge does the traveler face when he first comes to the town?

- A** He is tired and needs a place to spend the night.
- B** He knocks on a door and a young woman holding a baby answers.
- C** He is hungry and hopes someone will give him food.
- D** He wants to fix a dinner but doesn't have a pot.

Part B

Underline a sentence from paragraph 1 below that **best** tells about the answer in Part A.

A long time ago, a tired traveler walked into a small village. He was hungry and stopped at the first house he saw to ask for some food. He knocked, and a young woman holding a baby opened the door.

- 2** What is the challenge the traveler faces when no one will help him?
- A** He has to find wood so that he can build a fire to keep warm.
 - B** He needs to learn how to make friends with everyone in town first.
 - C** He has to walk to another town where people might be kinder to him.
 - D** He must find a new way to get people to share their food with him.

- 3** Why does the traveler keep putting his nose over the pot and breathing in?
- A** to make the people think he is cooking something tasty
 - B** to make the people want to make their own soup
 - C** to make the people angry that they won't get any soup
 - D** to make the people sad that they didn't help him
- 4** What do you learn about the traveler from the way he faces his challenge?
- A** He is clever because he gets people to choose to help him.
 - B** He is lazy because he has other people do his work for him.
 - C** He is unhappy because he is too poor to buy his own food.
 - D** He is proud because he knows more about cooking than others.
- 5** Read the sentence from the passage.

The villagers ran to their homes.

The word "village" means "a small town." What is the **best** meaning of the word "villagers"?

- A** people who eat soup in a small town
- B** people who work in a small town
- C** people who live in a small town
- D** people who help others in a small town

6 Read paragraph 6 from the story.

"Who has ever heard of stone soup?" the villagers laughed. But some of the people were curious. They brought the traveler a pot filled with water.

Underline the sentence in paragraph 6 that **best** explains why the people bring the traveler a pot filled with water.



Write How does the traveler respond to the challenge of getting food?

7

Plan Your Response Review the challenge the traveler has. Write three things he says in the story that help him get what he wants.

8

Write an Extended Response How does the traveler respond to the challenge of getting food? Use details from the story in your answer.



Learning Target

How does describing how characters respond to important events and challenges help you understand how and why they act the way they do?

SESSION 1

Read the story. Then answer the questions that follow it.

Too Much of a Good Thing

by Sybil Parrish

- 1 Zelda pressed the button on the spaceship's food maker. Normally, a food maker could make anything you wanted. All you had to do was say *pizza*, *popcorn*, or whatever and press a button. Then it would make whatever you had asked for instantly. But the food maker on the spaceship had been broken for days. Now it would only make ice cream. And the ship was still over a week away from her grandparents' planet.
- 2 "Yum! This is great," said Zelda, grinning. She sat down at the table with a heaping bowl of chocolate ice cream.



- 3 “Well, I for one am getting tired of ice cream,” grumbled Zelda’s dad. “A bowl of soup would taste great about now!”
- 4 Zelda’s sister Anka piped up. “How can anyone get tired of ice cream? This is like a dream come true!”
- 5 Zelda’s dad sighed. “We wouldn’t even have this problem if we had lived two hundred years ago.”
- 6 “I know,” replied Zelda. “People used to fix their own food. They grew it or shopped at places called grocery stores. They never knew how great a broken food maker could be!”
- 7 But after two more days, even Zelda and her sister were tired of ice cream. Zelda just wanted something—anything—that wasn’t cold and sweet.
- 8 Suddenly, Zelda smiled and said, “I have an idea! Let’s fix some food for ourselves, like in the old days. We could ask to pick some vegetables from the ship’s garden. It might even be *fun* to make our own meal.”
- 9 “Make a meal? How will we know if we’re picking beans or beets or broccoli?” Anka blurted out, shaking her head. “And, and . . . just how *do* we fix a potato?”
- 10 “That’s easy!” laughed Zelda. “The ship’s computer can help us. C’mon, let’s get started!”

11 All the grown-ups thought the girls had a great idea, even the ship's captain. She'd had her fill of ice cream, too. "Just be sure to make me a big bowl of hot green beans. And add a side order of mashed potatoes!" the captain joked.

12 Zelda was so excited—they were going to be human food makers! She tried to remember the word once used for people who fixed meals. Then it came to her. They were called "cooks."

1 Read the sentence from the story.

But the food maker on the spaceship had been broken for days.

What question does this sentence answer?

- A How do food makers work on a spaceship?
- B What kinds of food does the food maker make?
- C Why does the food maker make only ice cream?
- D What does a food maker look like?

2 What can you tell about the setting from the picture and the story?

- A It takes place outside a restaurant.
- B It takes place on another planet.
- C It takes place inside a spaceship.
- D It takes place next to an ice cream shop.

3

Read these sentences from the story.

"How can anyone get tired of ice cream?" Zelda's sister Anka piped up.
"This is like a dream come true!"

What kind of speaking voice could you use to show Anka's point of view in these sentences?

- A an excited voice
- B a quiet voice
- C a mean voice
- D a surprised voice

4

How does Zelda meet the challenge of having a broken food maker?

- A She makes the best of having to eat so much ice cream.
- B She remembers that people who fix meals are called "cooks."
- C She thinks about planting a vegetable garden on the spaceship.
- D She comes up with the idea of cooking a meal themselves.

5

Read the central message of this story.

Even good things are best in small amounts.

Which detail from the story supports this central message?

- A The food maker stops working the way it should.
- B People in Zelda's time no longer shop at grocery stores.
- C Zelda and Anka get tired of eating ice cream every day.
- D Zelda thinks it might be fun to be a human food maker.

6 In the first part of the story, Zelda and her dad have different points of view about the broken food maker. Read their points of view below.

Zelda is happy about the broken food maker. Her dad doesn't like that it is broken.

Write one detail from the story that supports the sentence about Zelda and one detail that supports the sentence about her dad.

Reading Discourse Cards

UNDERSTANDING LITERATURE

How does a character change in the story?

First, the character _____.
Then, the character _____.

UNDERSTANDING LITERATURE

If the story were told by a different character, which details might be different?

UNDERSTANDING LITERATURE

How do the illustrations help you understand the characters, setting, or events in the story?

UNDERSTANDING INFORMATIONAL TEXTS

What is the main topic of this text?
How do you know?

KNOWLEDGE BUILDING

What does this text help you understand?

Now I know _____.

KNOWLEDGE BUILDING

What does this part of the text make you want to learn more about?

The text makes me want to know _____.

KNOWLEDGE BUILDING

What do you already know about this topic?
Where have you learned about this topic?

I already know _____
from _____.

KNOWLEDGE BUILDING

What were you surprised to learn from the text?

ACADEMIC TALK

I'm curious about _____.

ACADEMIC TALK

Can you tell me more about _____?

Tarjetas de discusión

TEXTOS LITERARIOS

¿Cómo cambia un personaje a lo largo de la historia?

Primero, el personaje _____.
Luego, el personaje _____.

TEXTOS LITERARIOS

Si la historia la contara un personaje diferente, ¿qué detalles podrían ser distintos?

TEXTOS LITERARIOS

¿Cómo te ayudan las ilustraciones a comprender los personajes, el escenario o los sucesos de la historia?

TEXTOS INFORMATIVOS

¿Cuál es el tema principal de este texto?
¿Cómo lo sabes?

ASIMILAR CONOCIMIENTOS

¿Qué te ayuda a entender este texto?

Ahora sé _____.

ASIMILAR CONOCIMIENTOS

¿Sobre qué te anima a aprender más esta parte del texto?

El texto hace que quiera saber _____.

ASIMILAR CONOCIMIENTOS

¿Qué sabes ya sobre este tema?
¿Dónde has aprendido sobre este tema?

Ya sé _____.
Lo aprendí _____.

ASIMILAR CONOCIMIENTOS

¿Qué aprendiste en el texto que te haya sorprendido?

LENGUAJE ACADÉMICO

Siento curiosidad por _____.

LENGUAJE ACADÉMICO

¿Puedes decirme algo más sobre _____?