

# WE SAVE YOU TIME & ENERGY WITH WEEKLY LESSON PLANS AND ACTIVITIES FOR READING & GRAMMAR

**EACH MONTH HAS 4 WEEKS OF PLANS**



## turk and runt

	Reading	Comprehension	Vocab	Grammar
<b>M</b>	Show students the cover and title. What can you infer about the text based on what you see? What are your predictions? Read the story to the class and stop for discussion. Use comprehension questioning cards to guide the classroom discussion.	Students make the turkey craft and write a letter to one of the main characters. What would you say to Turk, Runt, or one of the villains?	Focus Words: graceful, orchard Write draw two different sports it he to grac	Use poster to introduce adverbs to your students. Adverb and Adjective Flip Flap Sort:
<b>T</b>	Introducing making inferences to the class. Use the digital anchor chart. We use our schema and what the text says to read between the lines. Use Making Inferences Chart as you are rereading the text.	Flip Flap: I Can Infer- Students use the statements from the text to make inferences. -Reading Passages-	Focus V feasts base Write draw a time the feaste hug meal your f	
<b>W</b>	Read the Nonfiction Turkey book. Discuss the difference between the nonfiction and fiction texts that we have read this week. Locate important facts and discuss the main idea from each page.	Students will use the turkey fact flip flaps in their spirals to record four facts about turkeys.	Focus V man spuff Vocab ABC C	

## turk and runt

	Reading	Comprehension	Vocab	Grammar
<b>T</b>	Reread the nonfiction turkey book with the class. What have you learned about turkeys? How can we use this information in our everyday lives? Anchor Chart: The Truth About Turkeys	Students will complete a directed drawing of a turkey. Students write information about turkeys to display with their directed drawing.	Focus Words: Deserve, grinned Vocabulary Read and Match	Adverb Football Craft: Copy the field goal posts on yellow paper. Copy the footballs on brown paper. Give students an adverb and verb to write on the uprights. Students then put the adverb and verb into a sentence and write that on the football.
<b>H</b>				
<b>F</b>	Reread Turk and Runt with the class. Students will describe Turk and Runt using the anchor chart as a guide. What suggestions do you have for the family?	Turk and Runt Flip Flaps- students write five things about each character Comprehension Check	Focus Words: strutted, brave Write and draw about a time that someone was so proud of themselves that they strutted. Vocabulary Quiz	Circle the Adverbs: Students read the sentences and either circle or highlight the adverbs.

**EVERYTHING YOU NEED FOR COMPREHENSION, GRAMMAR, & VOCAB**

# ALL CONTENT IS ALIGNED TO THE STANDARDS (COMMON CORE & TEKS)

## the teks NOVEMBER

NOVEMBER	Turk and Runt by Lisa Wheeler	Making Inferences Nonfiction- Locating Facts	2.9, Figure 2.19D, 2.14B 3.13A, 3.8	Adverbs	2.21Aiv 3.22Aiv
	The Rough-Face Girl by Rafe Martin	Comparing Folktales Comparing Characters	2.6AB 3.5B, 3.8B	Adjectives	2.21Aiii 3.22Aiii
	Those Shoes by Maribeth Boelts	Text-to-World Connections Making Inferences	2.9, Figure 2.19D, Figure 2.19F Figure 3.19DF	Antonyms and Synonyms	2.5C 3.4C
	Stone Soup by Marcia Brown	Making Inferences	2.9, Figure 2.19D 3.8, Figure 3.19D	Simple & Compound Sentences	2.22BC 3.22C

\*nonfiction readers in each unit hit on nonfiction standards as well\*

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KNOW EXACTLY WHAT SKILLS AND  
STANDARDS WILL BE TARGETED  
EACH WEEK!



# EVERYTHING YOU NEED TO DEEPEN COMPREHENSION IN YOUR CLASSROOM

ENGAGING WAYS FOR  
STUDENTS TO RESPOND  
TO THE TEXT

## COMPREHENSION

MAKING INFERENCES

"He's a goner," said his brother Runt.

"Only the biggest and best for my team!"

She was ready to eat her Thanksgiving meal.

One by one, the fattest roundest turkeys were chosen.

TURK Strong

FACT #1

FACT #2

FACT #3

Turkeys sleep in trees to protect themselves.

Name: \_\_\_\_\_

### Thanksgiving D

Directions: Read the passage and answer the questions.

The Smith family always looks forward to Thanksgiving. Their relatives from all over the country come to the farm to enjoy the meal. There is always lots of socializing.

One particular Thanksgiving the meal all began when Aunt Cathy and the other relatives began to talk and talk over the stove out a loud squeal. "Talk," she screamed. After much discussion, the turkey and pig fell into one of the dishes before it was all said and done. The ring was found by Thanksgiving that no one will ever forget.

1. What is your favorite way to put turkey on?
2. This passage may help you if you are a. silly b. happy c. sad
3. What should you do with your turkey? a. hug it really tight b. throw it away
4. You should never talk to an adult. True or False?
5. What puts you in a bad mood?

### Farm Li

Directions: Read the passage and answer the questions.

Have you ever visited a farm? There are many animals on a farm: turkeys, pigs, horses, and cows. Did you know pigs are actually very clean even have sweat glands. They are also curious and social too. They like having human company.

Another fascinating creature you may find on a farm is a turkey. Turkeys spend a large majority of their day eating about ten out of twenty-four hours every day. Amazing when you realize they only have teeth in their mouth.

When people think of farms, horses are often the first animal that comes to mind. Horses only sleep for two to three hours total a day. They sleep with their heads up to be ready to run.

1. The text names four different farm animals. True or False?
2. What is a synonym for "curious"?
3. Horses do a lot of what? a. sleeping b. drinking water c. eating
4. When you are social you like being around other animals. True or False?
5. What is the most interesting fact you learned about pigs?

### COMPREHENS

Directions: Circle the correct answer.

1. What does the text say about Runt?  
a. Runt is a turkey.  
b. Runt is a pig.  
c. Runt is a horse.
2. Describe what people come to the farm to buy in the fall?  
a. turkeys  
b. pigs  
c. horses
3. What did Runt know all along that no one else seemed to know until the end of the book?  
a. he was hungry  
b. he is jealous  
c. he is protecting his family  
d. he doesn't want Runt to get hurt
4. Coach Gebel wanted Runt to be the best. True or False?  
a. True  
b. False
5. When Runt saw the "drool on her lips," he was angry. True or False?  
a. the little old lady was sleeping  
b. the little old lady was very fat  
c. the little old lady was very mean  
d. None of the above
6. If you pulled into your driveway and saw smoke coming out of the windows of your house, what could you see? Why?
7. How would you describe Runt? Use some evidence from the book to support your description?
8. If you pulled into your driveway and saw smoke coming out of the windows of your house, what could you see? Why?
9. How would you describe Runt? Use some evidence from the book to support your description?

## ANCHOR CHARTS

the text **SAYS:**

I can **infer:**

"He's a goner," said his brother Runt.

"Only the biggest and best for my team!"

He saw the drool on her lips.

"One by one, the fattest roundest turkeys were chosen."

Turk and Runt Inferring Chart

Turk and Runt Inferring Chart:  
Write quotes from the book on "The Text Says" side. Then, as a class, write what we can infer based on what we know and see.

# INTERACTIVE ANCHOR CHARTS FOR MINI-LESSONS



# EVERY WEEK STUDENTS MAKE A NONFICTION CONNECTION WITH THE NONFICTION READER

ORIGINAL NONFICTION  
READERS TO PEEK  
STUDENTS' INTERESTS

## NONFICTION READER

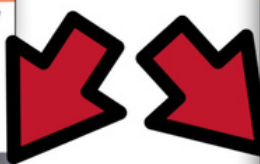
**Dinner Time**  
Wild turkeys eat what is most available to them: acorns, berries, insects, and seeds. Turkeys are Fed grain and commercialize. Turkeys have to be on the lookout for predators such as coyotes, foxes, and hawks. They stay in groups called flocks.

**TURKEY TALK**  
Turkeys are called gobblers because of the noise they make. Their gobble is loud. Female turkeys, or hens, make softer noises to talk to other turkeys. There are 28 distinct calls that turkeys can make. Turkeys will also strut or fan out their tails to attract a female mate. Like other birds, they will fight to figure out who is the strongest. It can be quite the showoff!

**Mother and Babies**  
Female turkeys raise their babies a lot like chickens since they are both ground nesting birds. The female turkey will lay up to 80 brown and speckled eggs at one time. She keeps them warm by sitting on them or incubating them. Her baby turkeys (poult) will stay with their mother for a whole year. They will hide under their mother's wings for protection and warmth. They are not able to fly for about two weeks. During this time they will roost on the ground with their mothers.

**Did You Know?**  
• Benjamin Franklin thought the turkey should be our nation's bird instead of the bald eagle.  
• Turkeys have two stomachs.  
• Wild turkeys can fly up to 55 miles per hour.  
• Wild turkeys typically live for 3-4 years.  
• Turkeys have excellent vision because their eyes are on the sides of their heads.  
• Turkeys also have great hearing even though they don't have external ears.  
• Turkeys spend 90% of their day foraging.  
• Turkeys clean themselves by taking dust baths.

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## ANCHOR CHARTS

Step into SECOND GRADE

pastured strut

maniac

orchard

graceful

feasted

deserve

brave

**the TRUTH about TURKEYS**

- males gobble
- can pluck
- have a wattle/throat
- group flocks
- strut
- have a tail fan
- eat acorns
- eat insects
- eat berries
- eat seeds
- eat worms
- eat grubs
- eat earthworms
- eat small fish
- eat small mammals
- eat small birds
- eat small reptiles
- eat small amphibians
- eat small invertebrates



The Truth About Turkeys: Students help write facts about turkeys.

# INTERACTIVE ANCHOR CHARTS FOR MINI-LESSONS



# HIGHLY ENGAGING ACTIVITIES FOR RESPONDING TO THE TEXT THROUGH CREATING AND WRITING

## DRAW & RESPOND



### TURKEYS

Turkeys are big strong birds. Some male  
turkeys fight for a island or for a female.  
Turkeys have two stomachs. Male turkeys  
gather. A group of turkeys are called  
flocks. They can survive a lot of days.

Step into  
SECOND GRADE

Students draw a turkey and write an informational piece about turkeys. For a challenge, have students include adverbs in their writing! Then, students can highlight the adverbs that they used afterwards!

## STUDENTS CREATE AND RESPOND TO THE TEXT

## STUDENTS DRAW AND RESPOND TO THE TEXT

## READING RESPONSE



Turk and Runt Craft: Students make the turkey craft to go with their writing. Students can summarize the story, write about the characters, or write a letter to one of the characters.

# ASSESS AND MONITOR COMPREHENSION WITH PASSAGES & ASSESSMENTS

Name: \_\_\_\_\_ (Nonfiction Passage)

## Farm Life



Directions: Read the passage and answer the questions.

Have you ever visited a farm? There are many different animals on a farm: turkeys, pigs, horses, cows, and chickens.

Did you know pigs are actually very smart? They can even have sweat glands. They are also very social and like having human company.

Another fascinating creature you may not know about is cows. Cows spend a large majority of their day sleeping. In fact, about ten out of twenty-four hours every day, they are sleeping. It's amazing when you realize they only have one eye open at a time.

When people think of farms, horses are often the first animal that comes to mind. Horses only sleep for two to three hours total a day. They spend the rest of the day of sleeping with drinking. They drink up to 10 gallons of water a day.

1. The text names four different farm animals.

2. What is a synonym for companions?

- a. enemies    b. friends    c. enemies

3. Horses do a lot of what?

- a. sleeping    b. drinking water

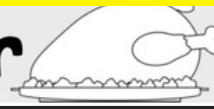
4. When you are social you like being around other animals.

True or False?

5. What is the most interesting fact you learned?

Name: \_\_\_\_\_

## Thanksgiving Dinner



Directions: Read the passage and answer the questions.

The Smith family always looks forward to Thanksgiving. Their relatives from near and far come to dinner. The cousins play football in the yard while the adults get the meal ready. There is always tons of laughing and socializing.

One particular Thanksgiving the family had a problem. All began when Aunt Cathy and the other ladies started talking about mashed potatoes, macaroni, biscuits, gravy, and cranberry sauce. Aunt Cathy began to "ooh" and "ahh" over the scrumptious turkey. She even let out a loud squeal! "Eeek!" she screamed. "My turkey is ruined!" After much discussion, the ladies concluded that the turkey had fallen into one of the dishes before it went into the oven. All said and done the ring was found, but it was Thanksgiving that no one will ever forget!

1. Why did Aunt Cathy scream?

2. What is a synonym for scrumptious?

- a. beautiful    b. gross    c. delicious

3. What word did the writer use instead of scream?

- a. exclaimed    b. yelled    c. screamed

4. While the grownups would get the meal ready, the cousins would play football.

True or False?

Name: \_\_\_\_\_



(Turk and Runt)

## COMPREHENSION CHECK

●●● Directions: Circle the correct answer or answer in a complete sentence.

- Who did the parents seem to like more in the beginning of the book?
  - Runt
  - Turk
  - They loved them equally
- Why does Runt flop on the ground and chase Madame Waddelle?
  - he's hungry
  - he is jealous
  - he's protecting Turk
  - he doesn't want Turk to get the lead in the play
- Coach Giblet wanted Turk to be the star of the football team.
  - True
  - False
- When Turk saw the "drool on her lips" what can we infer?
  - the little old lady was sleeping
  - the little old lady was very hungry
  - The little old lady was very mad
  - None of the above
- Turk and Runt worked together to scare the Little Old Lady away so that they wouldn't end up as Thanksgiving dinner.
  - True
  - False

Rooted in Reading

FICTION AND  
NONFICTION  
READING PASSAGES



# ENHANCE YOUR VOCABULARY

## INSTRUCTION IN THE CLASSROOM

# VOCABULARY

Feasted to eat a lot of food

Write and draw about a time that you Feasted on a huge meal with your Family.

Last year on Thanksgiving we had turkey. We had turkey. The first turkey was a regular turkey. The second one was a wild turkey. We had a lot of fun!

Vegetarian turkey

Wild turkey

Step into 2nd GRADE

**VOCABULARY ABC ORDER**

- LEAP
- LIMP
- NUDGE
- OUTGREW
- POUNDING
- SHOVE
- SHUFFLING
- THRIFT

**Vocabulary Read and Match**

NUDGE	LEAP	LIMP
to gently push or lightly touch	to walk with difficulty	to jump without full force or to a great height
THRIFT	OUTGREW	SHOVE
careful and frugal	something becoming too small	to push someone or something roughly

**Vocabulary Quiz**

Name: \_\_\_\_\_

**VOCABULARY**  
(Turk and Runt by Lisa Wheeler)

Directions: Read the sentence. Make up your own sentence with the underlined word. Draw a picture to match.

- Bobby grinned at the audience as he sang his lines on stage.
- Grandma basted the turkey in order to make it juicier for our big feast.
- We all ran for cover as the old car sputtered out of the driveway.
- The brave soldiers were able to return to their families for the Thanksgiving holiday.

**Turk and Runt**

FEASTED	to eat a lot of food
STRUT	to proudly show what you can do
ORCHARD	a place where people grow fruit trees
DESERVE	to say that someone should be given something
GRACEFUL	moving in a smooth and attractive way
MANIAC	someone who behaves in a wild way
BASTED	to pour hot juices over meat while it is cooking
SPUTTERED	to make loud sounds like explosions
GRINNED	to smile widely
BRAVE	feeling or showing no fear, not afraid

**feasted** to eat a lot of

**strut**

**orchard**

**deserve**

**graceful**

**maniac**

## WEEKLY VOCABULARY CARDS, PRINTABLES, AND ACTIVITIES

Name: \_\_\_\_\_

# VOCABULARY

## Read and Match

feasted	STRUT	graceful
ORCHARD	deserve	MANIAC

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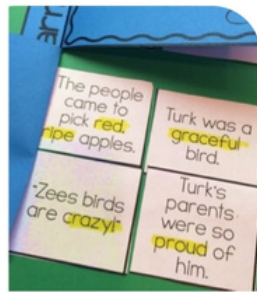
to proudly show what you can do	to eat a lot of food	someone who behaves in a wild way
moving in a smooth and attractive way	a place where people grow fruit trees	to say that someone should be given something

# ALLOW STUDENTS TO ANALYZE AND WORK WITH WORDS

# WEEKLY LESSON PLANS & ACTIVITIES FOR GRAMMAR

## GRAMMAR

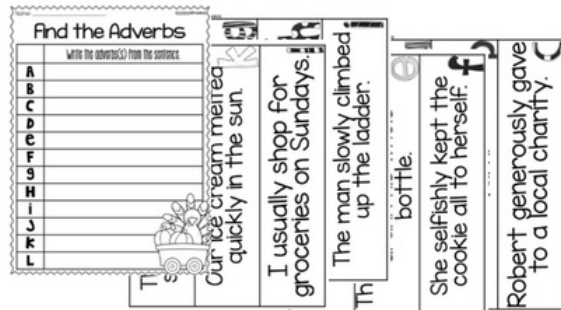
Use poster to introduce adverbs to your students. Adverb and Adjective Flip Flap Sort: Students read the sentence and find either the adjective or adverb. Students highlight the adjectives and adverbs in the sentences. Then, students cut out the sentences and glue under the correct flap.



Adverb Helmet Booklet: In this booklet students use the verb and adverb to make a sentence about football.



Find the Adverbs: Students read the sentences from the cards and look for adverbs. Students write the adverbs on their recording sheet.



GRAMMAR ACTIVITIES VARY FROM WEEK TO WEEK AND ARE EASY TO PREP

## DAILY DEEP DIVE

Each day students will dig deep with one sentence from the book. Students will have a task to complete in their journals in response to the sentence. For the first few weeks you may want to do this together as a class. This is a great warm-up to grammar!

### MENTOR SENTENCE

He gobbled like a maniac  
he chased Madame Wad

On Monday, glue each of the strips into a spiral, leaving space to write in between each prompt. Students will complete a task each day as a response to the mentor sentence from the book.

He gobbled like a maniac as he chased Madame Waddell out of the barnyard. (Turk and Runt)

**MONDAY**  
Why did Runt chase Madame Waddell out of the barnyard?

**TUESDAY**  
Highlight the nouns yellow. Highlight the proper noun orange.

Name: \_\_\_\_\_

### DAILY DEEP DIVE

(Turk and Runt)

#### MENTOR SENTENCE

He gobbled like a maniac as he chased Madame Waddell out of the barnyard.

#### EXPLAIN IT!

Why did Runt chase Madame Waddell out of the barnyard?

#### LOOK AT IT!

Highlight the nouns yellow. Highlight the verbs blue. Highlight the proper noun orange. Now, write your own words:

**NOUN:** \_\_\_\_\_ **VERB:** \_\_\_\_\_  
**PROPER NOUN:** \_\_\_\_\_

Name: \_\_\_\_\_

### DAILY DEEP DIVE

(Turk and Runt)

#### FIX IT UP!

Edit the sentence for errors.  
he gobbled lick a maniac as He chased madame waddell out of the Barnyard

#### TELL ME MORE!

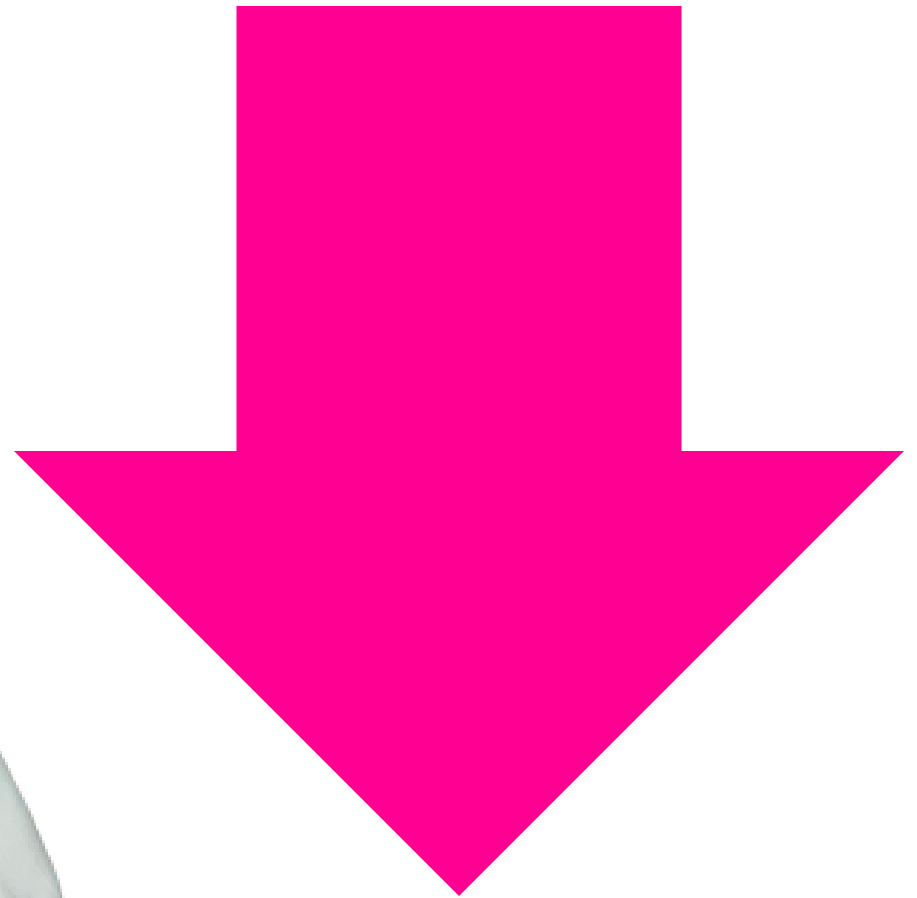
How was Runt acting like a maniac?

THE DAILY DEEP DIVE  
FOCUSES ON ONE  
SENTENCE FROM THE  
MENTOR TEXT



DO YOU WANT TO KNOW  
WHAT OTHER BOOKS AND  
ACTIVITIES ARE

**INCLUDED?**



KEEP  
SCROLLING TO  
SEE!



# THE ROUGH FACE GIRL

## COMPREHENSION

**Character Map:** Cinderella (mistreated by Sisters, cleaned for Sisters, believed in themselves, lived happily ever), Alike (rainbow bow, runners made of stars).

**Summary:** Jackson and his family lived in homes called wigwams. Wigwam means "house" and are usually eight to ten feet tall. They are made out of wooden frames and covered with bark. The men were in charge of building the frames, the bark was woven together before it was placed over the wooden frame. The wigwam was fairly easy to build, but it is not portable. Portable means that it could be packed up and moved from place to place. It made for a good home for the Algonquians, because they often moved from one place to another. The wigwam also stayed secure during tough storms.

**Connections:** How are Cinderella and The Rough-Face Girl alike?  
 • Cinderella ends up living in a castle where the Rough-Face Girl lives in a very nice wigwam.  
 • Cinderella has to fit on a shoe. The Rough-Face Girl has to see the Invisible Being.

**Comprehension Check:**  
 1. What does the word "wigwam" mean?  
 a. longhouse  
 b. brick-march style home  
 c. bark  
 d. wigwag  
 2. How did the Rough-Face Girl get her scars?  
 a. an accident  
 b. she fell on the gravel road  
 c. she was burnt that way  
 d. from the sparks of the fire  
 3. The sisters politely asked their father for new dresses.  
 a. True  
 b. False  
 4. How did the villagers mistreat the Rough-Face Girl?  
 a. they laughed at her and called her ugly  
 b. they ran her out of town  
 c. they cheated her on and called her beautiful  
 d. they blocked her from going

## NONFICTION READER

**Homes:** The homes that are built in these tribes are longhouses, seen here, or wigwams which are seen on page 1. Both types of homes use branches and bark from the trees or other animal hides were used as doors to keep warmth created by a fire inside. These walls unlike trees, do not come down easily. You know that these tribes stayed in one place were terrible. You can also assume, the experience extreme winters and need this to protect them from the cold. Several families could occupy one of these longhouses.

**Introduction:** Native Americans across the country are down for using the resources available to them instead of going to the grocery store to gather a wide range of animals from small to big, one to provide food and clothing. Some of the animals that are hunted are white-tailed deer, raccoon, bear, beaver, and caribou. Tools that were used were rocks, nets, and traps. Sometimes men hunting parties so that they could control these tribes are also known for berries and nuts from the woodland which they live.

**Hunting:** Native American tribes that were discussing this book live in the northeastern part of the United States and into Canada. They are surrounded by woods and some live near rivers or lakes. They experience all four seasons. The winter is very cold and the summer gets hot. They can use trees to help them make shelters and the woods provide a lot of food. Neighboring tribes were of her of odds with each other. Because many of these tribes lived close to the east coast, they were the first to come in contact with Europeans. Today tribes like the Algonquians can be found living all over North America.

**Geography:** Native American tribes that were discussing this book live in the northeastern part of the United States and into Canada. They are surrounded by woods and some live near rivers or lakes. They experience all four seasons. The winter is very cold and the summer gets hot. They can use trees to help them make shelters and the woods provide a lot of food. Neighboring tribes were of her of odds with each other. Because many of these tribes lived close to the east coast, they were the first to come in contact with Europeans. Today tribes like the Algonquians can be found living all over North America.

**Clothing:** During the summer it is quite warm so Native Americans wore very little clothing. In the winter they needed extra clothing. Clothing made of buckskin from deer and other animals. Sometimes the clothing is decorated with beads. On their feet they wear moccasins. Moccasins are shoes without a heel that are made of soft leather. Some women shaved parts of their heads and used grease in the rest of their hair to make it. Other men and women wore their hair long.

**Living off the Land:** The land allows these Native American tribes to harvest many crops such as corn, beans, pumpkins, squash, beans, and tobacco. Corn and squash are sometimes called "The Three Sisters" because they are of ten grown together. They are easy to store and have a lot of nutritional value. These three crops were planted in small mounds. The gardens were kept up by the women of the tribes. Some tribes used a method known as "slash and burn." This meant that after they harvested the crops for the season, they would burn the land in order to "clear it out" and prepare it for the next winter. Something fascinating that they would do is plant green beans under their corn so that the beans could grow up the stalks of the corn.

There are two versions of the nonfiction readers included (One slightly harder than the other). Choose the one that suits your students best OR use both in order to differentiate.

## ANCHOR CHARTS

**Describe the Rough-Face girl:** rough, nice, deserving, scarred, happy, ugly, good hearted, sad, honest, poor, special, different heart.

**Describe Characters:** Let's describe characters. (Grid for character descriptions)

## READING RESPONSE

**Letter:** Dear King Gumbler, What that was really nice when you did for Cinderella for me! You see, I've been having my parents for a new video game and they just want to know how about you? Your Biggest Fan, [Name]

**Retell:** retell THE ROUGH-FACE GIRL. (Puzzle pieces for retelling)

**Wish Wall:** MY WISH WALL FOR THE ROUGH-FACE GIRL. (Worksheet for writing wishes)

## VOCABULARY

**Vocabulary Cards:** LEAP, LIMP, NUDGE, OUTGREW, POUNDING, SHOVE, SHUFFLING, THRIFT.

**Vocabulary Match:** Match the word to the definition.

**Vocabulary Quiz:** (The Rough-Face Girl by Rose Merin)  
 Directions: Read the sentence. Make up your own sentence with the underlined word. Draw a picture to match.  
 1. The Native Americans used the buckskin to make clothing and warm blankets.  
 2. Susie was so abashed at how messy her house was that she rushed home to clean up before the company arrived.  
 3. Gerry molded the clay into the shape of a tall and thin pot.  
 4. Leaving a dog chained up all day without any food and water is considered cruel!

## GRAMMAR

**Nouns, Adjectives, Verbs:** Cards for rough, lovely, strong, wigwag, NOUNS, ADJECTIVES, VERBS.

**Describe Me!** (Worksheet for describing oneself)

**YOUNGER vs OLDER:** Cards for younger, older, sister, brother, etc.

**BASKET of ADJECTIVES:** Basket containing words like fresh, colorful, etc.

**Find the Adjectives:** (Worksheet for identifying adjectives in a paragraph)







# STONE SOUP

## COMPREHENSION

**Grocery Shopping** (Fiction Passage)

**Baking Cookies** (Nonfiction)

**COMPREHENSION CHECK** (Stone Soup)

1. How do the townspeople do with their food in the beginning of the book?

2. How do the soldiers decide to help?

3. How do the townspeople's feelings about the soup change?

4. How can you make a meaningful soup?

5. What does it mean to "pretend" the oven?

6. What do you think would happen if the townspeople didn't make the soup without the soldiers?

7. What kind of book is Stone Soup?

8. By the end of the book, the townspeople think that the soldiers are really good.

9. What is something you enjoy making in the kitchen?

## NONFICTION READER

**Do you Like? Experience**

**High School Diploma**

**Culinary School**

**HOW TO Become a CHEF!**

**Make Your Mark!**

There are two versions of the nonfiction readers included (One slightly harder than the other). Choose the one that suits your students best OR use both in order to differentiate.

## ANCHOR CHARTS

**Let's Make CONNECTIONS! with Stone Soup**

**Text-to-Self**

**Text-to-World**

**MAKE DEEP TEXT-TO-SELF**

What does Stone Soup remind you of in your own life?

## READING RESPONSE

**Modern Day Stone Soup**

**How To Host A Party by Amy**

**STONE SOUP**

**STONE SOUP**

**FIRST**

**NEXT**

## VOCABULARY

**STONE SOUP**

**Vocabulary Quiz**

**Vocabulary Read and Match**

deceive: to make someone believe something that is not true

trudge: to make someone believe something that is not true

splendid: to walk slowly and heavily because you are tired

entertain: to have people to guests at your home or in a public place

fetch: to get after something

village: a small town in the country

leap: to jump

limp: to walk with difficulty

nudge: to push or touch lightly

outgrew: to be larger than something else

pounding: to hit hard

shove: to push or shove

shuffling: to walk with difficulty

thrift: to use things carefully

## GRAMMAR

**All About Writing**

**SOUP'er Sentences**

**Make me 'Soup'ert**

we ate turnips on Monday with mr. smith

my family planted celery in april

buy corn at cery store

oes are y ready to st in july

well cooked in all of the on main st.

will not spoil mber 2nd

Mr. will's Family moved to Kansas last February

ant bit me.

a student's rode the bus.

We smelled the flowers.

If rained in the spring.

We read together.

I drank hot chocolate.

The walked down road.

Down the road, the tired soldier walked in search for food.