

# Stone Soup



## The story

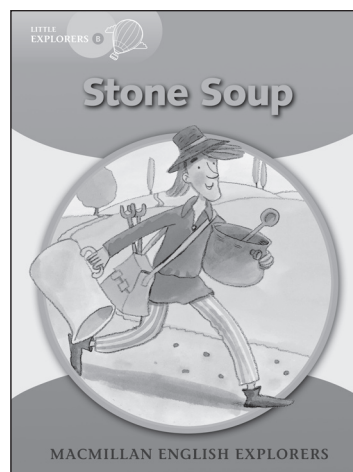
Sam arrives in a town. He is carrying a jug, a spoon, a cooking pot – and a stone! He stops in the busy market square, where there are people selling vegetables. He tells three hungry townspeople that he can make soup with his stone. He puts the stone into the pot and adds some water. One by one, the people selling vegetables offer him some of their vegetables to add to the stone soup. Sam eventually makes a tasty vegetable soup and shares it with everyone. He secretly throws the stone away, as he doesn't need it any more and the hungry people have some food.

## Introduce the book

### Extra activity

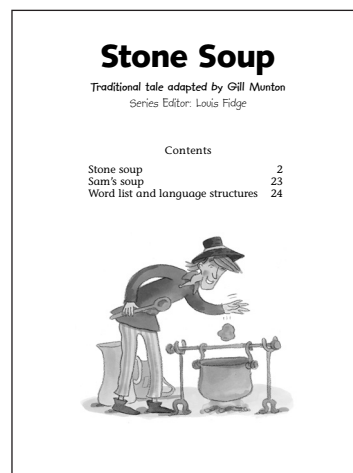
Before you show the children the book, put a cooking pot, a wooden spoon for mixing and a jug on your table and elicit from the children what they are used for (cooking). Ask *Do you cook?* and ask the children to tell you what they cook. Hold up each item in turn and say the name. Encourage the children to repeat each one after you.

## The cover



- Hold up the book and point to the cover.  
Read the title to the class. Read it again and encourage the children to repeat after you.
- Hold up a stone and say *stone*. Encourage the children to repeat after you. Write *stone* on the board. Explain what *soup* is. Write *soup* on the board and encourage the children to repeat it after you. Then ask *What sound do the words start with?* (/s/).
- Point to the picture on the cover. Point to Sam and tell the children his name. Explain that the story is about him. Write the name on the board saying each sound as you write it. Ask *What is he wearing?* (a hat, a shirt, trousers, shoes) *What is he carrying?* (a cooking pot, a spoon, a jug) *Why? What is he going to do?*
- Ask *Is Sam in a town? Where is he going?* and elicit suggestions from the children.
- Elicit from the children what they think the book is about. Read the title again if necessary and tell the children to look at the picture for clues.
- Ask *Do you like soup? When do you have soup? What do you put in it? Can you make soup with a stone? Will stone soup taste nice?*

## The contents page



- Tell the children to open their books to the contents page. Open your own book and hold it up to show the class.
- Read the title again and encourage the children to read it with you. Point to the name of the author. Make sure the children know what an author is.
- Tell the children to look at the picture. Ask *Can you see Sam? What is Sam doing? Is he happy? What is Sam dropping into the pot? What is Sam making?* and elicit suggestions from the children.
- Point to the word *Contents* and the contents list. Elicit from the children what it tells them about the book (what is in it and on what page). Elicit from the children what page the story is on (2).



## Stone Soup

The story can be played at any time.

## Pages 2 and 3



### Word list

at, can, hungry, I, I'm, is, it, look, make, my, Sam, some, soup, stone, this, too, with

### Language summary

present simple tense, imperatives, can, same

### Preparation

Wordcards 3, 5, 11–13, 15, 17, 19, 20, 23, 28–31, 34, 40 plus punctuation

### Materials

everyday objects that the children know in English, e.g. bag, book, pencil etc

## Before reading

- Before looking at the pages, teach *hungry*. Rub your stomach and say *hungry*. Write *hungry* on the board and encourage the children to repeat the word after you. Ask *What sound does hungry start with? What do you like to eat when you're hungry?*
- Tell the children to open their books to pages 2 and 3. Open your own book and hold it up to show the class.

- Tell the children to look at the picture on page 2. Ask *Can you see Sam? What is he carrying? How many people can you see? Point to the poor-looking people in the foreground and ask Have they got any money? How do you know? Then ask Who is selling food? and encourage the children to point. Ask What food can you see? Make sure the children identify carrots, tomatoes and potatoes. Then ask Can the people see Sam?*
- Focus on the poorly-dressed people again. Ask *What are they saying?* and elicit suggestions from the children.
- Tell the children to look at the picture on page 3. Ask *Where is Sam? What is he holding? What is in the jug? What is he saying to the people?* and elicit suggestions from the children.

### Extra activity

Ask the children to point to, and name, any animals they can see in the picture.

## During reading

- Read the title to and with the class until the children can read it confidently.
- Read page 2 to the class slowly and clearly. If you wish, use a different voice for each character. Read the page again pointing to each word as you read it.
- Ask *Can you see the word hungry?*
- Read the text again and encourage the children to repeat each word after you. Then read the page again together as a class.
- Invite three children to be each character and read their part of the story out loud.
- Elicit from the children which words in the speech bubbles are the same and which words are different. Do this by reading one speech bubble at a time out loud and comparing them.

- Make sure that the children understand that *I'm* is another way of saying *I am*.
- Read the text on page 2 together again.
- Tell the children to look at the text on page 3. Read page 3 to the class slowly and clearly. If you wish, use a different voice for Sam. Read the page again pointing to each word as you read it.
- Ask *Can you see the word stone? Can you see the word soup? Can you see the word Sam?* Then ask *What sound do the words start with?*
- Read the text again. As you read *This is Sam*, point to him. As you read *Look at my stone*, point to the stone he is holding, and as you say the second sentence in the speech bubble, point to the cooking pot to show where Sam will make the soup.
- Read the text on page 3 together again.
- Invite five children to be the three vegetable sellers, Sam and the narrator and to read pages 2 and 3 out loud.
- Ask *How do we know who is speaking?* and elicit from the children why we use speech bubbles.
- Write *Look at my stone* on the board. Say each word out loud as you write it and encourage the children to repeat each word after you. Then read the complete sentence together. Give four children one wordcard each and ask them to come to the board and match their card with the correct word.
- Put the everyday objects on your desk. Hold up each one in turn and ask the children to identify them. Rub out *stone* in the sentence and write in one of the objects, e.g. *bag*. Ask the children to read the new sentence. Then rub out *bag* and leave the space blank. Read *Look at my ...* and hold up another one of the objects. Encourage the children to complete the sentence. Continue until you have used all of the objects.
- Write *at* on the board. Say each individual sound in the word (/æ/ /t/) to show the children how to read and pronounce simple CVC words. Repeat each sound then say the word (/æt/) encouraging the children to repeat after you.
- Play a word game with the children. Add different letters to the beginning of the word to see how many new words you can make, e.g. *cat, hat, mat, sat* etc.

## After reading

- Write *This is Sam*. On the board and encourage the children to read it with you. Rub out *Sam* and write in one of the children's names. Read the new sentence and point to the child as you read it. Rub out the name and write in another one. Invite one of the children to read the new sentence and to point to the correct child. Continue using a different name each time until the children are confident with the structure.
- Repeat the activity with *it*, e.g. *sit, hit*.
- Ask *Will Sam make soup with a stone? What will he do? What will the people do?*

## Wordcard activities

Choose some appropriate activities from page 16 of the Teacher's Notes Introduction.

- Do page 15 in the Comprehension and Vocabulary Workbook.



## Pages 4 and 5



### Word list

*a, can, can't, I, make, soup, stone, with, yes, you*

### Language summary

*can, present simple tense*

### Preparation

Wordcards 1, 5, 6, 12, 20, 30, 31, 40–43  
plus punctuation

## Before reading

- Tell the children to open their books to pages 4 and 5. Open your own book and hold it up to show the class.
- Tell the children to look at the picture on page 4. Ask *What is Sam holding? What is on the floor near Sam? (jug, spoon, bag) What will Sam make? Who is talking to Sam? What is she pointing at? What is she saying? What is Sam saying?* Elicit suggestion from the class.
- Ask *Are the people looking at Sam? Are they happy or worried?*
- Tell the children to look at the picture on page 5. Ask *Who is talking to Sam now? Is he happy or worried? What is he saying?* and elicit suggestions from the children.

## During reading

- Read pages 4 and 5 to the class slowly and clearly. If you wish, use a different voice for each character. Read the pages again pointing to each word as you read it.
- Ask *Can you see the word soup? Can you see the word stone?*
- Make sure the children know that *can't* means *cannot*.
- Read the text again and encourage the children to repeat each word after you. Then read the pages again together as a class.
- Invite different children to be each character and read their part of the story out loud.
- Say the following sentences and encourage the children to complete them:  
*You can't make ... with a ... .*  
*Yes I ... .*
- Tell the children to look at the text on page 4. Ask *What did the little girl say? What did Sam say?*
- Tell the children to look at the text on page 5. Ask *What did the man say? What did Sam say?*
- Then tell the children to look at the text on both pages. Ask the children to read the little girl's bubble and the man's bubble and ask *What words are different? (none).* Repeat with Sam's bubbles.
- Ask *Can you see the word you? Can you see the word yes? What sound do they start with?*
- Point out that each sentence begins with a capital letter and ends with a full stop. Elicit from the children when we use these.

## After reading

- Write *You can't make soup with a stone.* on the board. Encourage the children to read it with you.
- Give eight children one wordcard each and ask them to come to the board and match their card with the correct word.
- Play the *You can't ..., Yes, I can* game. Invite a child to the front and say *You can't run.* The child must do or mime the action and say *Yes, I can.* Repeat with other children and other verbs, e.g. *jump, sing, eat, drink, hop* etc.
- Write *can* on the board. Say each individual sound in the word (/k/ /æ/ /n/) to show the children how to read and pronounce simple CVC words. Repeat each sound then say the word /k/ /æ/ /n/ encouraging the children to repeat after you.
- Play a word game with the children. Rub out the *c* at the beginning *can* and replace it with a *m*. Ask *What does it say?* (*man*). Continue the game rubbing out the first letter each time and replacing it with another, e.g. *p* (*pan*), *f* (*fan*), *v* (*van*). See how many new words the children can make.

- Write *make* on the board. Ask the children to read it out loud. Elicit any words the children know that sound the same it, e.g. *bake, cake, take*.

## Extra activity

Ask *How did Sam make the pot hot?* (with a fire). Talk about the dangers of fire with the class. Discuss some possible dangers in the kitchen, too.

- Ask *How will Sam make the soup? Where will he put the stone? Can he make soup with a stone? What else will he put in the pot?*

## Wordcard activities

Choose some appropriate activities from page 16 of the Teacher's Notes Introduction.

## Pages 6 and 7



### Word list

can, I, in, look, make, pot, put, Sam, some, soup, stone, the, water, with

### Language summary

past simple tense, some, imperatives, can

### Preparation

Wordcards 5, 12, 14, 19, 20, 24, 26, 28–32, 38, 40 plus punctuation

### Materials

cooking pot, jug, water

## Before reading

- Before looking at the pages, teach *pot* and *water*. Hold up the pot and elicit from the children what it is called. They may remember from the contents page. Write *pot* on the board one letter at a time. Say each sound as you do so, to show the children how it is made up of separate sounds that can be put together to make the word, e.g. /p/ /v/ /t/ /pot/. Then ask *What sound does pot start with? What sound does pot end with? What sound is in the middle?* Ask the children to read it.

- Then hold up the jug and elicit what it is called. The children may remember from the contents page. Ask *What can we put in a jug?* and elicit what liquids we put in a jug, e.g. milk, juice, water. Pour the water into the jug and say *water*. Write *water* on the board and encourage the children to repeat it after you. Ask *What sound does water start with?*
- Elicit from the children some of the uses of water, e.g. drink, cook, swim in, wash.
- Tell the children to open their books to pages 6 and 7. Open your own book and hold it up to show the class.
- Tell the children to look at the picture on page 6. Ask *What is Sam putting into the pot? Why is he putting water into the pot? How will it get hot? What else is he putting into the pot? Who is watching him? Are the people interested?*
- Tell the children to look at the picture on page 7. Ask *What is the little girl doing? What is she thinking about? (the soup) What is Sam saying to the people? and elicit suggestions from the children.*

## During reading

- Read pages 6 and 7 to the class slowly and clearly. Read the page again pointing to each word as you read it.
- Ask *Can you see the word Sam? Can you see the word water? Can you see the word pot? Can you see the word stone?* For each word ask *How many can you see?*
- Read the text again and encourage the children to repeat each sentence after you. Then read the pages again together as a class.
- Invite two children to be the narrator and Sam and read their part of the story out loud.

- Say the following sentences and encourage the children to complete them:  
*Sam put some ... in the ... .*  
*Sam put the ... in the ... .*  
*'Look. I can make some ... with the ... .'*
- Ask the class some questions about the pages. Encourage the children to read the correct sentences from the pages in reply.  
Ask:  
*What did Sam put in the pot first?*  
*What did he put in next?*  
*What did he say to the people?*
- Say *Find all the words with three letters*. When the children have found them, encourage them to read them out loud (Sam, put, the, pot, can). Repeat the activity with four-letter words (some, look, make, soup, with).
- Then ask *Which words on pages 6 and 7 start with /s/?* (some, soup, stone, Sam) *Which words start with /p/?* (put, pot).
- Finally ask *How many sentences can you see?* Ask the children to count the full stops to check.
- Rub out *some water* and write in *the stone*. Encourage the children to read the new sentence.
- Write *I can make some soup with the stone*. on the board. Encourage the children to read it with you.
- Invite nine children to the front of the class. Give them one wordcard each in random order. Tell them to hold up their wordcards and to face the class. Ask the class to put the children in the correct order to make the sentence on the board.
- Write *pot* on the board and ask the children to read it. Rub out the *p* and write in a *g*. Ask the children to read the new word. Repeat with *h* (hot), *n* (not).
- Write *look* on the board. Ask the children to read it out loud. Elicit any words the children know which sound the same, e.g. *book, cook*.

### Wordcard activities

Choose some appropriate activities from page 16 of the Teacher's Notes Introduction.

### After reading

- Write *Sam put some water in the pot*. on the board. Encourage the children to read it with you.
- Give eight children one wordcard each and ask them to come to the board and match their card with the correct word.

- Do page 16 in the Comprehension and Vocabulary Workbook.



## Pages 8 and 9



### Word list

good, is, it, Mmm, soup, yes

### Language summary

present simple tense, questions

### Preparation

Wordcards 9, 16, 17, 22, 30, 42  
plus punctuation

### Materials

a food item that you like very much

## Before reading

- Before looking at the pages, teach *good*. Hold up the food item and smell it and taste it. Make an appropriate noise to show that you like it and say *Good!* Write *good* on the board and encourage the children to repeat it after you. Talk about other food that the children think is good. Then ask *What sound does good start with? What sound does good end with?* Elicit the opposite of *good* from the children (*bad*) and talk about bad things that the children don't like.

## Extra activity

Elicit other pairs of opposites that the children know, e.g. *hot/cold*, *happy/sad*, *big/small*.

- Tell the children to open their books to pages 8 and 9. Open your own book and hold it up to show the class.
- Tell the children to look at the picture on page 8. Ask *What is Sam doing to the soup?* (stirring it) *Is he happy?* *What is the girl asking Sam?* and elicit suggestions from the children.
- Tell the children to look at the picture on page 9. Ask *What is Sam doing?* (eating some soup) *Is the soup good?* *How do you know?* Point out how he is holding his left hand and explain that this shows it is good. Then ask *Where is the woman going?* *What does she sell?* If necessary the children can look back at pages 2 and 3 to remind them of what the woman sells (carrots). Then ask *Are the people interested?*

## During reading

- Read pages 8 and 9 to the class slowly and clearly. If you wish, use a different voice for each character. Read the pages again pointing to each word as you read it.
- Ask *Can you see the word good?* *Can you see the word soup?* For each word ask *How many can you see?*
- Make sure the children understand that *Mmm* isn't a word, but a noise people make when they like something. Practise saying it. Ask *What letters make the sound?* Elicit any words the children know which begin with the /m/ sound.
- Read the text again and encourage the children to repeat each sentence after you. Then read the pages again together as a class.
- Invite different children to be each character and read their part of the story out loud.
- Ask *What did the people ask Sam?* *What did Sam say?*

- Ask *Can you see the word it? How many can you see?* Repeat with *is*.
- Point to the question mark on page 9. Explain when we use a question mark in English.
- Then ask *Which words start with /i/?* (it, is). Write the words on the board, one letter at a time and sound out each letter as you do so, to show how to build both words. Encourage the children to think of any letters that can be put in front of either word to make new words, e.g. *hit, sit, his*.
- Ask *What will happen next? What will the woman bring? Will the people eat the soup?*

### After reading

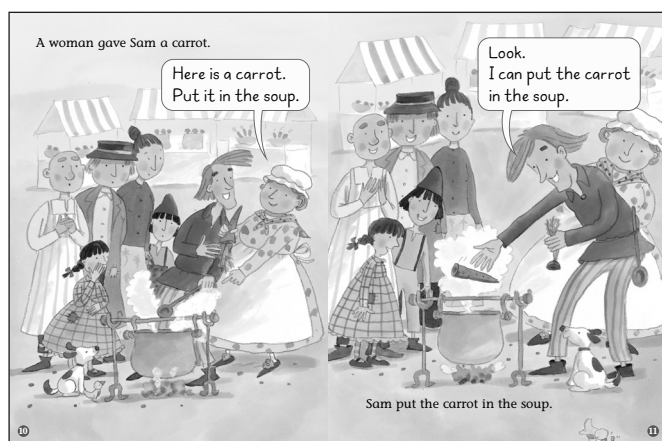
- Write *It is good soup.* on the board. Encourage the children to read it with you.
- Invite five children to the front of the class. Give them one wordcard each in random order. Tell them to hold up their wordcards and to face the class. Ask the class to put the children in the correct order to make the sentence on the board.
- Ask the children holding the *It* and *is* cards to change places and ask the children to read the question. Write the question on the board and elicit from the children that you need to add a question mark to the end.

### Wordcard activities

Choose some appropriate activities from page 16 of the Teacher's Notes Introduction.



## Pages 10 and 11



### Word list

*a, can, carrot, gave, here, I, in, is, it, look, put, Sam, soup, the, woman*

### Language summary

*here is, imperatives, can, past simple tense*

### Preparation

Wordcards 1, 5, 7, 8, 10, 12, 14, 15, 17, 19, 27, 30, 32, 41 plus punctuation

### Materials

a carrot  
everyday objects, e.g. a bag, a book etc

- Tell the children to open their books to pages 10 and 11. Open your own book and hold it up to show the class.
- Tell the children to look at the picture on page 10. Ask *What is the woman giving Sam? Where did she get the carrot from? Why is she giving him a carrot? Are the people interested?*
- Tell the children to look at the picture on page 11. Ask *Where is Sam putting the carrot? Why is he putting it in the soup? Is he happy? Are the people happy?*

### During reading

- Read pages 10 and 11 to the class slowly and clearly. If you wish, use a different voice for each character. Read the pages again pointing to each word as you read it.
- Ask *Can you see the word carrot? Can you see the word soup? Can you see the word put? Can you see the word in?* For each word ask *How many can you see?*
- Read the text again and encourage the children to repeat each sentence after you. Then read the pages again together as a class.
- Invite three children to be the narrator, Sam and the woman and read their part of the story out loud.
- Tell the children to look at the text on page 10. Say the following sentence and encourage the children to complete it:  
*A ... gave ... a ... .*
- Ask *What did the woman say to Sam?* and encourage them to read the text inside the speech bubble.
- Tell the children to look at the text on page 11. Say the following sentence and encourage the children to complete it:  
*... put the ... in the ... .*

### Before reading

- Before looking at the pages, teach *carrot* and *woman*. Hold up the carrot and say *carrot*. Write the word on the board and encourage the children to repeat it after you. Ask *What colour are carrots? What sound does carrot start with? What sound does carrot end with? Which two letters are the same in the middle of the word? Ask Do you like carrots?*
- Now write *woman* on the board. Explain what it means. Ask *What sound does woman start with?*

- Ask *What did Sam say?*
- Say *Find words that start with /w/. Repeat with these sounds: /g/, /s/, /k/, /p/, /l/, /l/. If you wish, you can divide the class into small teams and for each letter see which team can find the words first.*

### After reading

- Write *Here is a carrot.* on the board and encourage the children to read it with you. Put the objects you have brought into class with you around the room. Rub out *carrot* in the sentence on the board. Point to one of the objects you have put around the room and say *Here is a ...*. Encourage the children to complete the sentence. Continue with the other objects.
- Write *The woman gave Sam a carrot.* on the board. Encourage the children to read it with you.
- Give seven children one wordcard each and ask them to come to the board and match their card with the correct word.
- Rub out *carrot*. Brainstorm other vegetables the woman could have given Sam to put in the soup.
- Play a game. Ask a child to come to the front. Give him/her a book. Say *Put the book on the table.* and point to where you want it put. The child must listen and put the book in the correct place. Repeat with different objects, different instructions, and different children. Other instructions you can use are:  
*Put the bag under the chair.*  
*Put the bag on the chair.*  
*Put the book in the bag.*  
*Put the book under the table.*  
*Put the pen on the table.*  
etc.
- Ask *What will happen next? Will the people eat the soup? Will Sam put something else in the soup?*

### Wordcard activities

Choose some appropriate activities from page 16 of the Teacher's Notes Introduction.

- Do page 17 in the Comprehension and Vocabulary Workbook.



## Pages 12 and 13



### Word list

*good, is, it, Mmm, soup, very, yes*

### Language summary

present simple tense, questions, very

### Preparation

Wordcards 9, 16, 17, 22, 30, 37, 42  
plus punctuation

## Before reading

- Tell the children to open their books to pages 12 and 13. Open your own book and hold it up to show the class.
- Tell the children to look at page 12. Ask *What is Sam doing to the soup?* (stirring it) *Is he happy? Are the people very interested? How do we know?* (they are all looking in the pot) *What is the girl asking Sam?* Elicit suggestions from the children.
- Tell the children to look at page 13. Ask *What is Sam doing? Is the soup good? How do you know?* Point out that the man from the potato stall is walking away. Ask *Where is he going? What is he going to do?*

## During reading

- Read pages 12 and 13 to the class slowly and clearly. If you wish, use a different voice for each character. Read the pages again pointing to each word as you read it.
- Ask *Can you see the word good? Can you see the word soup?*
- Make sure the children know what *very* means on page 13.
- Read the text again and encourage the children to repeat each sentence after you. Then read the pages again together as a class.
- Invite different children to be each character and read their part of the story out loud.
- Ask *What did the girl say to Sam? What did Sam say?*
- Point to the sound *Mmm*. Practise saying it. Point out how we keep our lips closed when we make the sound.
- Ask the class to look at the last two sentences on page 13. Read each one out loud. Ask *What words are the same? What word is different?*
- Say *Find the word it. How many can you see?* Repeat for: *is, good, soup, very*. Then say *Find all the words with four letters*. When the children have found them all encourage them to read them (*good, soup, very*).
- Ask *Did the girl ask a question? How do you know?* and focus on the use of question marks.

### After reading

- Write *It is good soup.* on the board. Encourage the children to read it.
- Invite five children to the front of the class. Give them one wordcard each in random order. Tell them to hold up their wordcards and to face the class. Ask the class to put the children in the correct order to make the sentence on the board.
- Now give another child the wordcard with *very* on. Invite the child to the front and encourage him/her to stand in the correct place in the sentence.
- Ask the children holding the *It* and *is* cards to change places and ask the children to read the question. Write the question on the board and elicit from the children that you need to add a question mark to the end.
- Write *very* on the board. Ask *What sound does it start with?* Elicit any other words the children know beginning with /v/, e.g. *van*, *vegetables*, etc.
- Ask *What will happen next? Will Sam eat the soup? Will he put something else in the soup?*

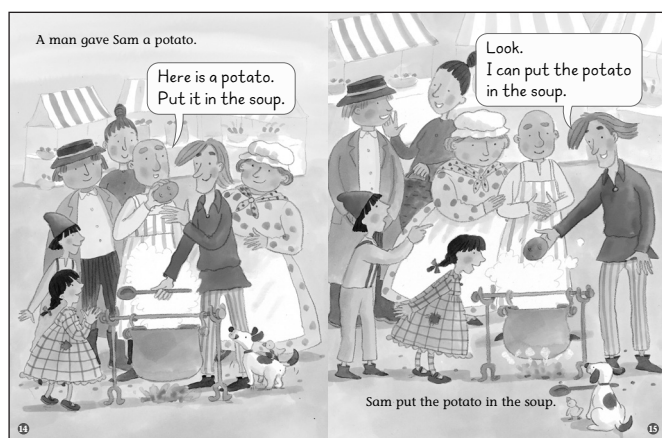
### Wordcard activities

Choose some appropriate activities from page 16 of the Teacher's Notes Introduction.

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## Pages 14 and 15



### Word list

*a, can, gave, here, I, in, is, it, look, man, potato, put, Sam, soup, the*

### Language summary

past simple tense, *here is*, imperatives, *can*

### Preparation

Wordcards 1, 5, 8, 10, 12, 14, 15, 17, 19, 21, 25, 27, 28, 30, 32 plus punctuation

### Materials

a potato

## Before reading

- Before looking at the pages, teach *potato* and *man*. Hold up the potato and say *potato*. Write the word on the board and encourage the children to repeat it after you. Ask *What colour are potatoes? Are they the same colour on the outside and on the inside? What sound does potato start with? Do you like potatoes? Where do potatoes grow?* (under ground).
- Now write *man* on the board. Explain what it means. Ask *What sound does man start with?*
- Tell the children to open their books to pages 14 and 15. Open your own book and hold it up to show the class.

- Tell the children to look at the picture on page 14. Ask *What is the man giving Sam? Where did he get the potato from? Why is he giving him a potato? Are the people interested? Are they hungry?*
- Tell the children to look at the picture on page 15. Ask *Where is Sam putting the potato? Why is he putting it in the soup? Is he happy? Are the people happy?*

## During reading

- Read pages 14 and 15 to the class slowly and clearly. If you wish, use a different voice for each character. Read the pages again pointing to each word as you read it.
- Ask *Can you see the word potato? Can you see the word soup? Can you see the word put? Can you see the word in?* For each word ask *How many can you see?*
- Read the text again and encourage the children to repeat each sentence after you. Then read the pages again together as a class.
- Invite three children to be the narrator, the man and Sam and read their part of the story out loud.

- Tell the children to look at the text on page 14. Say the following sentence and encourage the children to complete it:  
*A ... gave ... a ... .*
- Ask *What did the man say to Sam?* and encourage them to read the text inside the speech bubble.
- Tell the children to look at the text on page 15. Say the following sentence and encourage the children to complete it:  
*... put the ... in the ... .*
- Ask *What did Sam say?*

- Say *Find words that start with /g/*. Repeat with these sounds: /l/, /t/, /p/, /s/. If you wish, you can divide the class into small teams and for each letter see which team can find the words first.
- Put the children into pairs. Ask one child to turn back to pages 10 and 11 and the other to look at pages 14 and 15. Tell them to read the text again. Ask *What words are different?* (carrot, potato, woman, man).
- Play the game described in **After reading** on page 12 of these Teacher's Notes.
- Write *can* on the board and ask the children to read it. Then ask *What sound does can start with?* (/k/) Ask *What sound is at the end?* (/n/) Then ask *What sound is in the middle?* (/æ/). Rub out the *c* and write in an *m*. Ask the children to read the new word. Elicit other changes from the children to see how many new words they can make.
- Ask *What will happen next? Will Sam put something else in the soup? What?*

### After reading

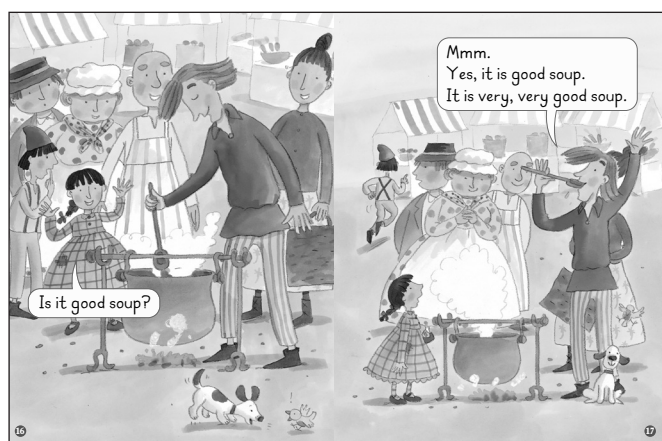
- Write *Here is a potato.* on the board and encourage the children to read it with you. Put the objects you have brought into class with you around the room. Rub out *potato* in the sentence on the board. Point to one of the objects you have put around the room and say *Here is a ...*. Encourage the children to complete the sentence. Continue with the other objects.
- Write *The man gave Sam a potato.* on the board. Encourage the children to read it with you.
- Give seven children one wordcard each and ask them to come to the board and match their card with the correct word.
- Rub out *potato*. Write in *carrot* and ask the children to read the new sentence. Ask the children what other word you have to change to make a sentence from page 10. The children can look back at page 10 if they need to.

### Wordcard activities

Choose some appropriate activities from page 16 of the Teacher's Notes Introduction.



## Pages 16 and 17



### Word list

good, is, it, Mmm, soup, very, yes

### Language summary

present simple tense, questions, very

### Preparation

Wordcards 9, 16, 17, 22, 30, 37, 42  
plus punctuation

## Before reading

- Tell the children to open their books to pages 16 and 17. Open your own book and hold it up to show the class.
- Tell the children to look at the picture on page 16. Ask *What is Sam doing to the soup? Is he happy? What is the girl asking Sam?*
- Tell the children to look at the picture on page 17. Ask *What is Sam doing now? Is the soup good? How do you know?* Point out how Sam is raising his left hand high in the air to show how good the soup is. Talk about how footballers sometimes punch the air when they think something is good or when they are pleased with what they have done.
- Point out that the boy from the tomato stall is walking away. Ask *Where is he going? What is he going to do?*

## During reading

- Read pages 16 and 17 to the class slowly and clearly. If you wish, use a different voice for each character. Read the pages again pointing to each word as you read it.
- Ask *Can you see the word good? Can you see the word soup? Can you see the word very? How many can you see?*
- Make sure the children know that using *very* twice means the soup is even better now.
- Read the text again and encourage the children to repeat each sentence after you. Then read the pages again together as a class.
- Invite different children to be each character and read their part of the story out loud.
- Ask *What did the girl say to Sam? What did Sam say?*
- Point to the sound *Mmm*. Practise saying it.
- Ask the class to look at the last two sentences on page 17. Read each one out loud. Ask *What words are the same? What words are different?*
- Ask *Did the girl ask a question? How do you know?* and focus on the use of question marks.
- Put the children into groups of three. Ask one child in each group to look at pages 8 and 9, another child to look at pages 12 and 13 and the last one to look at pages 16 and 17. Ask all the children with pages 8 and 9 to read them out loud. Then the children with pages 12 and 13 to read theirs out loud. Ask *What sentence is different?* (It is very good soup.) Then ask the children with pages 16 and 17 to read their pages out loud and identify that there is one more *very* on page 17.

- Say *Find the word it. How many can you see?* Repeat for: *is, good, soup, very*. Then say *Find all the words with four letters*. When the children have found them all encourage them to read them (*good, soup, very*).
- Point out the commas, after *Yes* and *very* on page 17. Explain that these tell the reader to pause when reading the sentence.
- Write *good* on the board. Ask the children to read it then ask *What sound does it start with?* Elicit from the children any other words they know beginning with /g/, e.g. *garden, green, girl, go* etc.

### Extra activity

Elicit any other words the children know that have the letters *oo* in the middle.

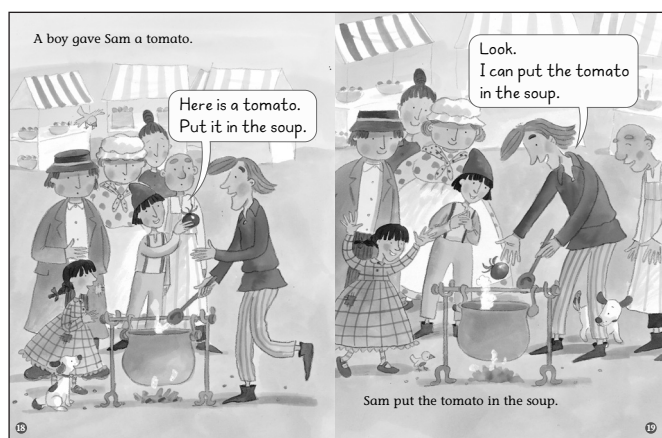
### After reading

- Write *It is very, very good soup.* on the board. Encourage the children to read it.
- Invite eight children to the front of the class. Give them one wordcard each in random order. Tell them to hold up their wordcards and to face the class. Ask the class to put the children in the correct order to make the sentence on the board.
- Now ask the two children who are holding the *very* wordcards to change places. Ask *Is the sentence the same?* Now ask one of the children holding a *very* wordcard to sit down and ask the class to read the sentence that is left. Elicit that the new sentence means that the soup isn't as good now. Then ask the other child holding the *very* wordcard to sit down and elicit that the soup is OK now but not as good again.

### Wordcard activities

Choose some appropriate activities from page 16 of the Teacher's Notes Introduction.

## Pages 18 and 19



### Word list

*a, boy, can, gave, here, I, in, is, it, look, put, Sam, soup, the, tomato*

### Language summary

past simple tense, *here is*, imperatives, *can*

### Preparation

Wordcards 1, 4, 5, 8, 10, 12, 14, 15, 17, 19, 22, 27, 28, 30, 35 plus punctuation

### Materials

a tomato

a collection of everyday objects

- Tell the children to open their books to pages 18 and 19. Open your own book and hold it up to show the class.
- Tell the children to look at the picture on page 18. Ask *What is the boy giving Sam? Where did he get the tomato from? Why is he giving him a tomato? Are the people interested? Are they hungry?*
- Tell the children to look at the picture on page 19. Ask *Where is Sam putting the tomato? Why is he putting it in the soup? Is he happy? Are the people happy?*

### During reading

- Read pages 18 and 19 to the class slowly and clearly. If you wish, use a different voice for each character. Read the pages again pointing to each word as you read it.
- Ask *Can you see the word tomato? Can you see the word soup? Can you see the word put? Can you see the word in? For each word ask How many can you see?*
- Read the text again and encourage the children to repeat each sentence after you. Then read the pages again together as a class.

### Before reading

- Before looking at the pages, teach *tomato* and *boy*. Hold up the tomato and say *tomato*. Write the word on the board and encourage the children to repeat it after you. Ask *What colour are tomatoes? What sound does tomato start with? Do you like tomatoes? Where do tomatoes grow? (on a plant).*
- Now write *boy* on the board. Point to a boy in the classroom and say *boy*. Point to another boy and say it again. Ask *What sound does boy start with? Rub out the b and write in a t. Encourage the children to read the new word.*

- Invite different children to be each character and read their part of the story out loud.
- Tell the children to look at the text on page 18. Say the following sentence and encourage the children to complete it:  
*A ... gave ... a ... .*
- Ask *What did the boy say to Sam?* and encourage them to read the text inside the speech bubble.
- Tell the children to look at the text on page 19. Say the following sentence and encourage the children to complete it:  
*... put the ... in the ... .*

- Ask *What did Sam say?*
- Put the children into groups of three. Ask one child in each group to look at pages 10 and 11, another child to look at pages 14 and 15 and the last one to look at pages 18 and 19. Ask all the children with pages 10 and 11 to read them out loud. Then the children with pages 14 and 15 to read theirs out loud. Ask *What words are different?* (woman, man, carrot, potato). Then ask the children with pages 18 and 19 to read their pages out loud and identify that *boy* and *tomato* are different.
- Read pages 18 and 19 again together.
- Rub out *tomato*. Write in *potato* and ask the children to read the new sentence. Ask the children what other word you have to change to make a sentence from page 14. The children can look back at page 14 if they need to. Change *boy* to *man*. Then rub out *potato* and write in *carrot*. Ask the children what other word you have to change to make a sentence from page 10.
- Play the game described in **After reading** on page 12 of these Teacher's Notes.
- Write *in* on the board and ask the children to read it. Then ask *What sound does in start with?* (/ɪ/) *What sound is at the end?* (/n/) Add a *b* to beginning of the word. Ask the children to read the new word. Elicit other changes from the children to see how many new words they can make, e.g. *pin*, *tin*.
- Ask *What will happen next? Will Sam put something else in the soup? What?*

### After reading

- Write *Here is a tomato.* on the board and encourage the children to read it with you. Put the objects you have brought into class with you around the room. Rub out *tomato* in the sentence on the board. Point to one of the objects you have put around the room and say *Here is a ...*. Encourage the children to complete the sentence. Continue with the other objects.
- Write *The boy gave Sam a tomato.* on the board Encourage the children to read it with you.
- Give seven children one wordcard each and ask them to come to the board and match their card with the correct word.
- Do page 18 in the Comprehension and Vocabulary Workbook.

### Wordcard activities

Choose some appropriate activities from page 16 of the Teacher's Notes Introduction.



## Pages 20 and 21



### Word list

*good, is, it, Mmm, soup, very, yes*

### Language summary

present simple tense, questions, very

### Preparation

Wordcards 9, 16, 17, 22, 30, 37, 42  
plus punctuation

### Materials

a collection of everyday objects

## During reading

- Read pages 20 and 21 to the class slowly and clearly. If you wish, use a different voice for each character. Read the pages again pointing to each word as you read it. Stress *very* three times so that the children understand how good the soup is now.
- Ask *Can you see the word good? Can you see the word soup? Can you see the word very?* For each word ask *How many can you see?*
- Read the text again and encourage the children to repeat each sentence after you. Then read the pages again together as a class.
- Invite different children to be each character and read their part of the story out loud.
- Ask *What did the girl ask Sam? What did Sam say? Why did Sam say very three times?* (because the soup is so good now).
- Point out the commas after *very*, telling the reader to pause when reading the sentence.

## After reading

## Before reading

- Tell the children to open their books to pages 20 and 21. Open your own book and hold it up to show the class.
- Tell the children to look at the picture on page 20. Ask *What is Sam doing to the soup? Is he happy? What is the girl asking Sam?* and elicit suggestions from the class.
- Tell the children to look at page 21. Ask *What is Sam doing now? Why is he jumping and dancing? Are the people happy? Are they hungry? How do you know?*

- Write *It is very, very, very good soup.* on the board. Encourage the children to read it.
- Invite ten children to the front of the class. Give them one wordcard each in random order. Tell them to hold up their wordcards and to face the class. Ask the class to put the children in the correct order to make the sentence on the board.
- Now ask the three children who are holding the *very* wordcards to change places. Ask *Is the sentence the same?* Now ask one of the children holding a *very* wordcard to sit down and ask the class to read the sentence that is left. Elicit that the new sentence means that the soup isn't as good now. Then ask

another child holding a *very* wordcard to sit down and elicit that the soup is still good but not as good again. Finally ask the last child holding *very* to sit down.

- Play *Where is the book?*. Hold up an everyday object, e.g. a book. Ask one child to leave the room and hide the book so the child will be able to find it quite easily. Invite the child back in the room and ask *Where is the book?* The child must find it. The other children in the class can help by shouting *hot* when the child is near the book and *cold* when the child is far away. When the child has found the book, encourage them to say *Here is the book*. Continue the game with other objects and different children.
- Do page 19 in the Comprehension and Vocabulary Workbook.

## Page 22



- Tell the children to turn to page 22. Ask *What are the people eating? Is it good soup? How do you know? What is the little girl looking for? What is she saying?* and elicit suggestions from the children. Then ask *Can you see the stone in the picture? What is the dog doing?* (licking the stone).

- Read what the little girl says. Read it in a puzzled voice and act like the girl in the picture. Encourage a girl in the class to read it out loud. While she is doing so, encourage the rest of the class to pretend to be eating and enjoying their bowls of soup!
- Give the children time to read through the whole story again with a partner or to read it quietly by themselves.

## Wordcard activities

Choose some appropriate activities from page 16 of the Teacher's Notes Introduction.

## Page 23

### Sam's soup

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Sam put some water and a stone in the pot.  
Then Sam put a carrot in the pot.  
Then Sam put a potato in the pot.  
Then Sam put a tomato in the pot.  
The soup was very, very, very good.  
The soup was very, very, very hot.



- Read page 23 to and with the class.
- Focus on one line at a time and ask *What did Sam put in the pot?*
- Point out how the text tells us what order Sam put the food into the pot. Read the text again and tell the children to number the pictures 1 to 4 as you read each line.
- Do page 20 in the Comprehension and Vocabulary Workbook.

## After reading

### Response to the story

- Ask *Did you like the story? Why? Why not?*  
*Did you like the end? Why? Why not?*

### Characters

- *Did you like Sam? Did he trick the people?*  
*Was that bad or good? Why did he trick them?*
- *Did you like the people? Were they silly to believe Sam?*

### Setting

- *Where did the story take place? What sort of things did the children see there?*

### Plot

- Encourage the class to re-tell the story simply in their own words.

### Moral issues

- Sam wanted to make the people believe he could make soup with a stone. This was not true, but he tricked the people into giving him vegetables from the market. However, he did share his soup with all the people at the end. So was his trick right or wrong?
- Did the people give Sam different vegetables to put in the soup because they wanted some of his soup, or were they being generous and sharing?

### Vocabulary

- Use the **Word recognition record sheet** to check what sight vocabulary the children have learnt.



## Follow-up ideas

**Soup** Ask the children about soups they have tasted and like. Do they know how they are made? You could organise a soup and bread snack for the class. You could either make some soup with the class (or in front of the class, the children helping where safe to do so) or buy some soup to heat up. In both cases talk about the ingredients of the soup.

**Fire** In the story Sam made a fire to cook the soup. Talk about what things burn easily and things that are difficult to burn. Discuss ways in which fire can be a friend and when fire can be an enemy. Talk about the dangers of fire and warn children never to play with it.

**Cooking** Talk about who does the cooking at home. Have the children ever helped make anything? If so, encourage them to share their experiences. What are their favourite meals? Can they describe how to make them?

**Vegetables** Brainstorm as many different vegetables as possible. Talk about how each vegetable looks and is grown. Do a class survey and discover which vegetables are most and least popular. Think about different ways in which we can buy vegetables, e.g. fresh, frozen, in cans etc. You could ask the children to bring their favourite vegetables into class and put them on a display table.

**Art** Draw a large soup pot on a large piece of paper. The children can draw lots of different vegetables and stick them in the pot to make your own picture of a vegetable soup.

**Expressions** In the story we can learn a lot about how people feel by what their faces and actions tell us. Ask the class to show different feelings using their faces, e.g. happiness, anger, hunger, boredom, fear etc. Then encourage them to use body postures to help, e.g. for *happy* you might jump in the air as Sam did! Next think about the way we can use our hands to signal different things, e.g. Sam used a hand gesture to say *good*. How can we use our hands say *hello*, *stop*, *come here*? etc.

**Drama** The story is fun to act out. You could tell the story and get the class to act it out as you do so. You will need a Sam, a little girl, a man, a carrot seller, a potato seller, a tomato seller. There can be as many other people in it as you like to watch the soup being made!

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