

Critical Thinking Skills

Stone Soup

Skills For Critical Thinking		Chapter Questions					
		Phonics	Word Study	Comprehension	Reading Response	Writing Tasks	Graphic Organizers
LEVEL 1 Knowledge	<ul style="list-style-type: none"> Identify Story Elements Recall Details Match Sequence Events Recognize Basic Concepts 	✓	✓	✓			✓
LEVEL 2 Comprehension	<ul style="list-style-type: none"> Compare & Contrast Summarize Recognize Main Idea Describe Classify 		✓	✓	✓		✓
LEVEL 3 Application	<ul style="list-style-type: none"> Plan Interview Make Inferences 				✓	✓	
LEVEL 4 Analysis	<ul style="list-style-type: none"> Draw Conclusions Recognize Cause & Effect 			✓	✓	✓	✓
LEVEL 5 Synthesis	<ul style="list-style-type: none"> Predict Design Create Imagine Alternatives 					✓	✓
LEVEL 6 Evaluation	<ul style="list-style-type: none"> Opinion Make Judgements 			✓	✓	✓	

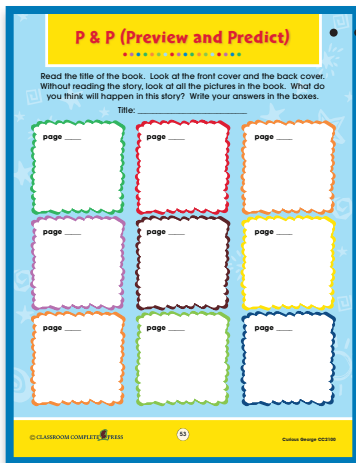
Based on Bloom's Taxonomy



1,2,3

Graphic Organizer Transparencies

The three **Graphic Organizer Transparencies** included in this **Literature Kit™** are especially suited to a study of **Stone Soup**. Below are suggestions for using each organizer in your classroom, or they may be adapted to suit the individual needs of your students. The transparencies can be used on an overhead projector in teacher-led activities, and/or photocopied for use as student worksheets. To evaluate students' responses to any of the organizers, you may wish to use the **Assessment Rubric** (on page 4).

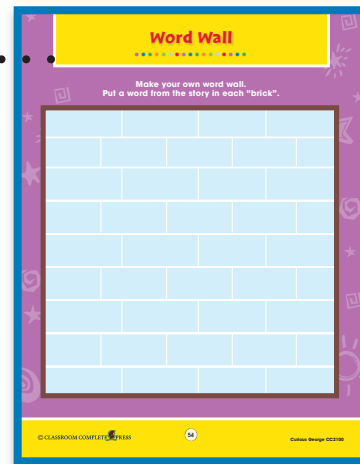


P & P (PREVIEW AND PREDICT)

Have the students complete this activity before a read aloud. It will give them an opportunity to preview the book and predict what will happen in the story. Have the children look at the front cover, read the title, and look at all of the pictures from the beginning to the end of the story. Then, they are to write about what is happening in the pictures. Have them record the page number in each box, and describe what they predict will happen in each scene. **Found on page 53..**

WORD WALL

Today, many classrooms have words posted on their walls. Teachers do this to help students remember new words and to have the words up as a visual cue. Use this graphic organizer gives students the opportunity to create their own personal word wall. Encourage them to find words in the story that they are unfamiliar with, or have difficulty reading. They can look at their word wall each time they read the book. **Found on page 54.**



LET YOUR SENSES GUIDE YOU

Once the students have read and heard the story, use this graphic organizer to help them explore the story using their five senses (sight, hearing, taste, smell and touch). They are asked, "What did you see/hear/taste/touch/smell in the story?" How many will your students find? Students' responses will vary, but they should be realistic. **Found on page 55.**



Activity One

Which word **rhymes** with the word from the story?

- | | | | | |
|-----------------|-------|--------|-------|-------|
| 1. talk | walk | stalk | make | take |
| 2. hay | day | hop | way | stay |
| 3. stone | tune | tone | moan | bone |
| 4. dog | doggy | dug | fog | mud |
| 5. bite | white | bright | light | might |

Activity Two

Which kind of **vowel sound** does each word have?

1. **place**

long a
short a
short e

2. **fear**

long e
short e
silent e

3. **home**

long o
short o
silent o

4. **must**

long u
short u
silent u

5. **dinner**

long i
short i
silent i

6. **diner**

long i
short i
silent i



Activity One

Write the words in ABC order.

1. stone soldier soup sang slept

2. cabbage cellars carrots cider children

3. village villain villagers vine vase

Activity Two

A full sentence is a complete thought. Are these sentences full sentences? Circle **Yes** or **No**.

- | | | |
|---|-----|----|
| 1. Three hungry soldiers came to a village. | Yes | No |
| 2. No harm asking. | Yes | No |
| 3. The three soldiers talked together! | Yes | No |
| 4. Find a large pot. | Yes | No |
| 5. None too large! | Yes | No |

NAME: _____



Activity Five

Do you **agree** or **disagree** with each statements below?
Write your answer in the space. Be ready to tell why you agree or disagree.

The peasants were scared of the soldiers.

The peasants lied to the soldiers.

The soldiers outwitted the villagers.

The villagers are foolish.

The adults in the story are not good role models for the children.

The children should be in school.

The priest and mayor should have said something.

The soldiers were out to rob the peasants.

The villagers had a good and huge heart.

The soldiers will be back.