

TEACHER READING GUIDE

Soup Day

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Essential Question: How does knowing the order of events help the reader understand the story?

BOOK SNAPSHOT

Selected from the New Worlds Reading Initiative Booklist

Text Type: Literary

Genre: Realistic Fiction

Themes/Topics: Family, Nutrition, Sharing

Lexile: AD440L

SKILLS ALIGNED WITH FLORIDA'S ELA B.E.S.T. STANDARDS

Word Work

ELA.1.F.1.3 (a)

Decode words with the consonant digraph *ch*.

Vocabulary

ELA.1.V.1.1

Use grade-level academic vocabulary. (Tier 2)

Comprehension

ELA.1.R.1.1

Identify and describe the main story elements.

BUILDING BACKGROUND

- Engage students in a discussion about comforting foods or food they enjoy.
- Model a think aloud about a personal comfort food.
 - Example: "When I am sad, I eat rice porridge. It makes me feel loved because my family made it for me when I was sick."
- Ask students to draw a picture of their comfort food. Invite them to share about their food with classmates and explain why they enjoy it.
- While reading *Soup Day*, guide students to connect with the character and her feelings toward soup day with her mom.

Did You Know?

When **AD**, or "Adult Directed," appears in front of a Lexile Level, the text is best suited for a read aloud by an adult rather than being read independently by a child. Texts can be labeled as adult directed for reasons such as:

- Challenging Vocabulary
- Text Complexity
- Design Elements
- Layout of Text

STUDENT LEARNING TARGETS

Today I am:
identifying and describing the sequence of events.

So that I can:
better understand the story.

WORD WORK – DECODING WORDS WITH THE CONSONANT DIGRAPH *ch*

ELA.1.F.1.3: Use knowledge of grade-appropriate phonics and word-analysis skills to decode words accurately.

- a. Decode words using knowledge of spelling-sound correspondences for common consonant digraphs, trigraphs, and blends.

Students will decode the **consonant digraph** *ch*. A **consonant digraph** is a group of two consecutive consonant letters that are read as a single sound (e.g., /sh/ as in *ship*, /ch/ as in *chat*, /ng/ as in *sing*). Display the word *chip*, and use the following prompts to support your lesson:

- Today, you will practice decoding the consonant digraph *c-h*. Digraphs are two or more consonant letters that represent a single sound.
- The digraph *c-h* makes the /ch/ sound, like in the word *chip*.
- Repeat these sounds after me: /ch/ - /i/ - /p/. (As you say each phoneme, point to the corresponding grapheme.)
- Blend the sounds together to say the word *chip*.

Continue decoding words with the consonant digraph *ch* from *Soup Day*:

bunch (p. 8)	checks (p. 21)
chops (p. 10)	pinch (p. 32)

TALK ABOUT NEW AND INTERESTING WORDS

Tier 2 vocabulary words, paired with student-friendly definitions, can be used for explicit vocabulary instruction. It is important to provide background information and learning opportunities to help students make connections to the words. Examples of Tier 2 vocabulary words for this text are:

ELA.1.V.1.1: Use grade-level academic vocabulary appropriately in speaking and writing.



crispy (p. 8): Something that is **crispy** is crunchy when you bite into it. The bunch of celery for the soup is fresh and **crispy**.



sizzle (p. 13): If something **sizzles**, it makes a hissing sound when it touches something hot. The vegetables **sizzle** as they cook in the hot oil.



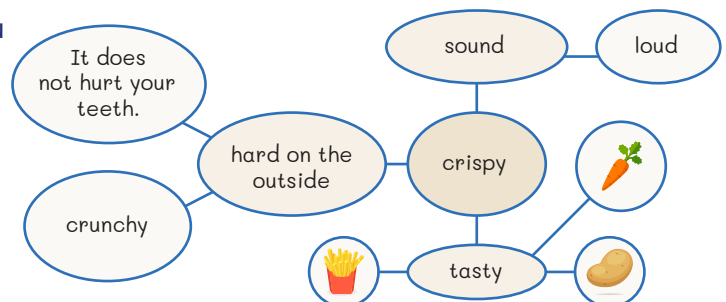
return (p. 26): When you **return** something, you put it back where it belongs. To clean up, the girl **returns** her books to the shelf.



sprinkle (p. 30): If you **sprinkle** something, you take a small amount in your hand and spread it over another thing. The girl **sprinkles** the confetti parsley on top of the soup.

ELL and SWD Suggestion

A **word map** promotes vocabulary development by helping students visualize and make connections to the new vocabulary word.



Vocabulary Extension Activity

- Make connections with the targeted words to reinforce students' understanding of the vocabulary. Suggested prompts include:
 - What foods are **crispy**? What sound do **crispy** foods make?
 - If something **sizzles**, should you touch it? Why or why not?
 - Why is it important to **return** something where it belongs?
 - What does it look like if you **sprinkle** something? (Act it out.)
- Based on this discussion, word maps can be created for each word.

READ FOR MEANING – IDENTIFY AND DESCRIBE THE MAIN STORY ELEMENTS

ELA.1.R.1.1: Identify and describe the main story elements in a story.

- Clarification 1: Main story elements for the purpose of this benchmark are the setting, characters, and sequence of events of a story.

ELA.1.R.3.2: Retell a text in oral or written form to enhance comprehension.

- a. Use main story elements at the beginning, middle, and end for a literary text.



Before:

The purpose of the read aloud is to identify and describe the **main story elements** in a story. The **main story elements** in this lesson will focus on the sequence of events. Use the following prompts to support your read aloud:

- Today, we will read the book *Soup Day*, where a mom and daughter make soup together. To make soup, the characters follow a **sequence** of events. A **sequence** is the order in which things or events happen.
- Explain that in a **sequence**, steps come one after another in a particular order.
- Explain to students there are three parts of a story: beginning, middle, and end. Students will identify the sequence of events during each of these parts.



During:

Use the Gradual Release of Responsibility Framework and the picture cards at the end of this guide to identify the sequence of events in each part of the story.

- I Do: Beginning
- We Do: Middle
- You Do: End

Beginning (preparing the soup)

- **I Do:** Display the “Preparing the soup” cards on the board. (Do not place them in the correct order.)
 - Read from the beginning of the book to p. 12.
 - Suggested questions to guide the sequencing activity:
 - To make their soup, what do the mom and daughter do first? (p. 3 – 6)
 - Why is it important to choose the freshest vegetables?
 - Which of these vegetables have you eaten?
 - Next, what do the girl and mom do to the vegetables?
 - Why is the girl allowed to cut the mushrooms and zucchini? (p. 9)
 - When have you helped cook?
 - After the vegetables are washed and cut, what is the next step? (p. 10)
 - Based on the story, how do you know the girl enjoys helping her mom cook? (p. 9 – 15)
 - Sequence the picture cards on the board from left to right. Model retelling the story’s beginning using sequencing words (e.g., first, next, then).
 - For example, “First, the mom and daughter buy the vegetables at the grocery store. Next, they wash and chop the vegetables. Then, they cook the vegetables.”

Middle (while the soup cooks)

- **We Do:** Display the “While the soup cooks” cards on the board. (Do not place them in the correct order.)
 - Read p. 16 – 26.
 - Suggested questions to guide the sequencing activity:
 - While the soup cooks, what do the girl and her mom do? (p. 13 – 19)
 - Which of these activities would you do?



- After activity time, what do the mom and girl add to the soup?
 - Why does the girl choose the alphabet pasta? (p. 20)
 - What pasta shape would you add to your soup? (p. 20)
- What does the girl do while the noodles are cooking? (p. 21 - 23)
- Discuss the sequence of events, and arrange the cards in order on the board from left to right.
- Guide students in retelling the story's middle using the picture cards. Prompt students to use sequencing words.

End (eating the soup)

- Read p. 24 - 31.
- Suggested questions to guide the sequencing activity:
 - Why do the mom and the girl wait to eat their soup? (p. 24)
 - Finally, what do they sprinkle on top of the soup? (p. 26)
 - What does the confetti parsley look like to you?
 - Why does the girl love soup day? (p. 27 - 29)



After:

- **You Do:** Display the "Eating the soup" cards on the board. (Do not place them in the correct order.)
 - Arrange students into groups of two to three.
 - Instruct the groups to sequence the cards. Scaffold and provide feedback to students as needed.
 - Sequence the cards on the board based on students' responses.
 - Students will orally retell the story's ending using the picture cards. Prompt students to use sequencing words in their retelling.

SEQUENCING OF EVENTS

Note: The cards below are in the correct order.

Preparing the soup



Buy vegetables.



Wash and chop vegetables.

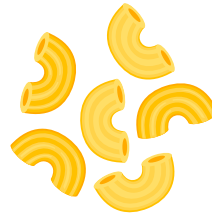


Cook vegetables.

While the soup cooks



Play.



Add spices and noodles to soup.

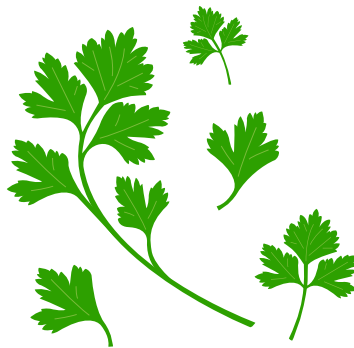


Clean up.

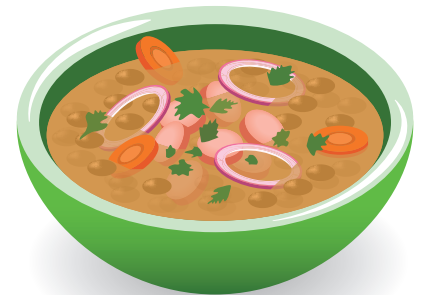
Eating the soup



Daddy's home.



Sprinkle parsley.



Eat soup.