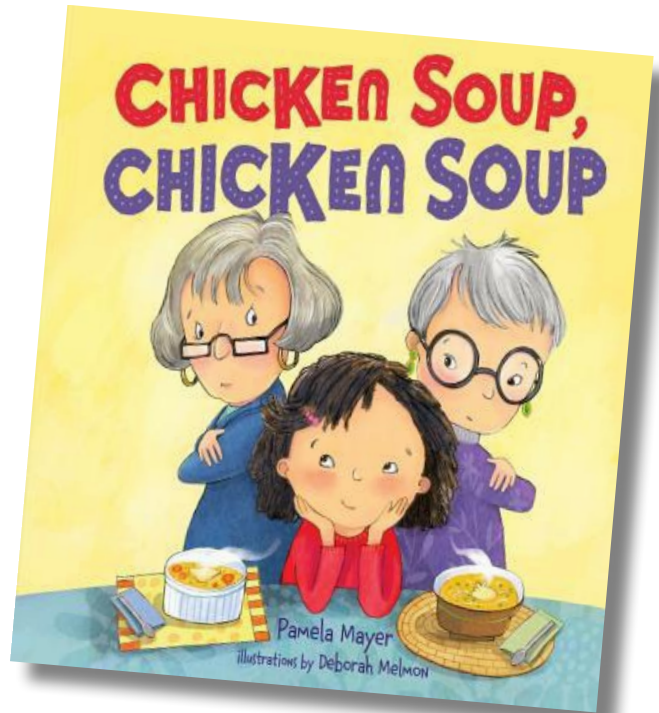


A Common Core State  
Standards Aligned Discussion &  
Project Guide for  
Pre-K to 3rd Grade

# CHICKEN SOUP, CHICKEN SOUP



Written by Pamela Mayer  
Illustrations by Deborah Melmon  
Published by KAR-BEN Publishers

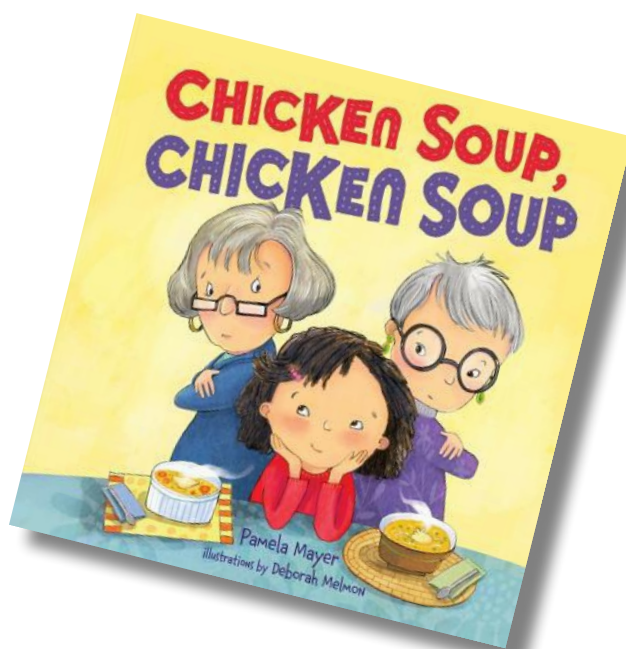
*Two grandmas. Two delicious recipes. And one granddaughter caught in the middle! Sophie loves Bubbe's Jewish chicken soup, made with kreplach. She also loves Nai Nai's Chinese chicken soup, with wonton. But don't tell Bubbe and Nai Nai that their soups are the same! Can Sophie bring her whole family together for a warm and tasty surprise?*

Guide created by Debbie Gonzales  
[www.debbiegonzales.com](http://www.debbiegonzales.com)



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## Pre-Reading Discussion Questions

### Observe the front cover:

- Describe the two women in this illustration. Predict why they are standing with their backs toward one another.
- Determine what their relationship with the girl is.
- Notice the bowls set on placemats on the table. Identify what type of food these bowls are filled with.
- Explain how the the girl is feeling. How do you know?
- Examine what is going on in this illustration. Tell the story this illustration is communicating.
- The title of this book is CHICKEN SOUP, CHICKEN SOUP. Notice that the words are printed in two different colors. Consider what the two color choices represent.

### Observe the back cover:

- Describe the action in this illustration.
- The book the girl is reaching for is titled FAMILY RECIPES. Tell all that you know about recipes.
- The words printed above her head read “Chicken Soup with Kreplach” and “Chicken Soup with Wontons.” Are you familiar with kreplach and wontons? How so?
- Consider how the illustrations on the front and back covers connect. Guess what this story is going to be about.

### Meet the author - Pamela Mayer!

- List ways and tools that authors use to tell stories.
- Consider how words can create pictures in the reader’s mind.
- On her website, Ms. Mayer talks about the first time she read a book by herself and, after that moment, she was hooked as a reader forever. How about you? Can you remember the time you first read a book by yourself? Describe the feeling reading made you feel.
- As an adult, Ms. Mayer worked as a librarian. Discuss how working in a library inspired Ms. Mayer’s dream to become a writer.
- Find out more information about author Pamela Mayer on her website at [www.pamelamayer.com](http://www.pamelamayer.com).



### Meet the illustrator - Deborah Melmon!

- Explain how an illustrator tells stories.
- Observe the illustration on the front cover of the book. Identify techniques the illustrator used to communicate emotions in this picture.
- A variety of original illustrations are featured on Ms. Melmon’s website. It seems that she enjoys drawing lots of different kinds of characters. How about you? Describe the types of drawing you like to do.
- Examine graphics created by illustrator Deborah Melmon by accessing her website at [www.deborahmelmon.com](http://www.deborahmelmon.com).



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## Post-Reading Discussion Questions

Consider the following questions after reading the book in its entirety. Refer to the illustrations when exploring the following concepts.

*Two grandmas. Two soup pots. Two family traditions.*

- The word ‘tradition’ means a time-honored custom or belief passed on from generation to generation. Consider how soup can serve as a family tradition.
- How about you? Does your family have shared traditions? Explain your answer.
- Observe the opening spreads, one featuring an woman spooning soup into a bowl and the other depicting a woman carrying a pot.
  - ~ Notice the expressions on the characters’ faces. Predict how these people feel about one another. How do you know?
  - ~ Explain the family relationships. Identify the role each person assumes in this family.
- Determine how everyone feels about the little girl. How do you know?

*How could a little piece of dough, stuffed with meat and floating in a bowl of chicken soup, cause a problem?*

- Identify Sophie’s problem.
- Explain why her the little pieces of dough stuffed with meat are so important to her grandmas.
- Observe the pictures below. Discuss the similarities and differences between kreplach and wontons. Consider how these special ingredients represent traditions in Sophie’s family.



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*"Sophie, my zissele, my sweet one, those are kreplach, not wontons. This is Jewish chicken soup, which I make just for you the way my bubbe made it for me. Now eat — it's delicious."*

- The term 'Jewish' refers to people who practice a faith called Judaism, which incorporates special celebrations, customs, and sacred beliefs unique to them. Jewish people speak a language called Yiddish. Kreplach is a traditional Jewish food, one that is very important to Grandma Ellie. Explain why Grandma Ellie became upset when Sophie confused kreplach with wontons.
- Grandma Ellie refers to how her 'bubbe', a Yiddish term for 'grandmother', made kreplach for her just like she has done for Sophie. The recipe is traditional because it has been passed down from generation to generation. Identify Sophie's role in the passing down of this family custom.

*"Sophie, my baobao, my baby, my treasure, this is Chinese chicken soup with wonton. I make it for you, just the way my nai nai made it for me. Now eat and grow strong."*

- The term 'Chinese' refers to person from the country of China or of Chinese descent. Wontons are traditional Chinese food, and are very important to Grandma Nancy. Explain why Grandma Nancy became upset when Sophie confused wontons with kreplach.
- 'Nai nai' is Chinese for grandmother. Notice a similarity between Grandma Ellie's and Grandma Nancy's sharing the traditional custom of making soups that are unique to their cultures.
- If these soups recipes are traditional to the Jewish and Chinese cultures, how does Sophie fit in? Is she Jewish? Chinese? Or both? How so?

*"Presenting the first ever Jewish Chinese Kreplach Wonton Chicken Soup!" I said.*

- Explain how Sophie created a new family tradition.
- Tell how her solution includes all family members, traditions, and customs.
- Consider how her Jewish Chinese Kreplach Wonton Chicken Soup is an expression of who Sophie is.

*Suddenly I knew what made Bubbe's and Nai Nai's soups so much alike.*

- Identify the most special ingredient in both chicken soup recipes. Explain your answer.
- Thumb back through the pages of CHICKEN SOUP, CHICKEN SOUP to discover examples of this most special ingredient in action. Discuss your discoveries with the class.
- Describe your family traditions and how they are reflection of you.





## Compare & Contrast

**Objective:** To compare and contrast characters by describing key details and major events in the story.

**Materials:**

- CHICKEN SOUP, CHICKEN SOUP
- The Compare and Contrast Foldable (Guide, pg. 7)
- The Compare and Contrast Chart (Guide, pg. 8)
- Scissors
- Colored markers or crayons

**Procedure 1 (For younger students):**

- Review and discuss Sophie's two grandmothers.
  - ~ Identify their similarities.
  - ~ Make note of their differences.
- Distribute one copy of the **Compare and Contrast Foldable** to each student. Use scissors to trim around the border of the foldable.
- Fold Compare and Contrast Foldable in half along the thin dotted line.
- Use scissors to cut along bold dotted lines on the top portion of the foldable.
- Instruct students to discover one way that both of the grandmas are different. Use markers to illustrate their differences in the space beneath the tabs labeled "Discover a way that Sophie's grandmas are different."
- Instruct students to find one way that both of the grandmas are the same. Use markers to illustrate their differences in the space beneath the tabs labeled "Show a way that Sophie's grandmas are the same."
- Encourage students to print a description of their illustration on the upper tab.
- Share work with class.

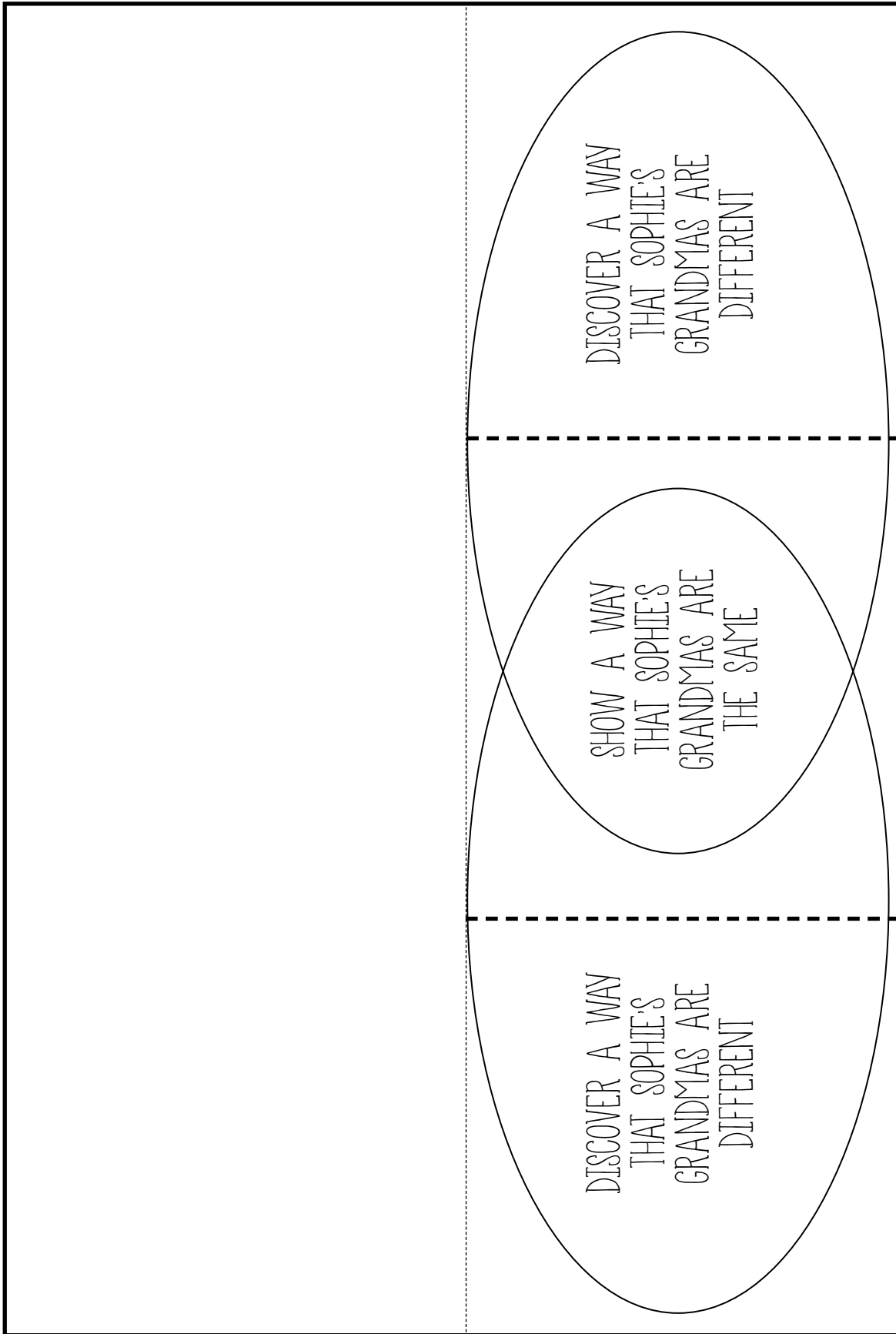


**Procedure 2 (For older students):**

- Review and discuss Sophie's two grandmothers.
  - ~ Identify their similarities.
  - ~ Make note of their differences.
- Distribute one copy of the **Compare and Contrast Chart** to each student.
- Instruct students to discover ways that both of the grandmas are similar. List the similarities in the space provided.
- Instruct students to discover ways that the grandmas are different. List the differences in the spaces provided.
- Share and discuss work with class.



# Compare and Contrast Foldable



# Compare and Contrast Chart

GRANDMA ELLIE

GRANDMA NANCY

How are they alike?

Five horizontal lines for writing the similarities between Grandma Ellie and Grandma Nancy.

How are they different?

Five horizontal lines for writing the differences between Grandma Ellie and Grandma Nancy.

Five horizontal lines for writing the differences between Grandma Ellie and Grandma Nancy.

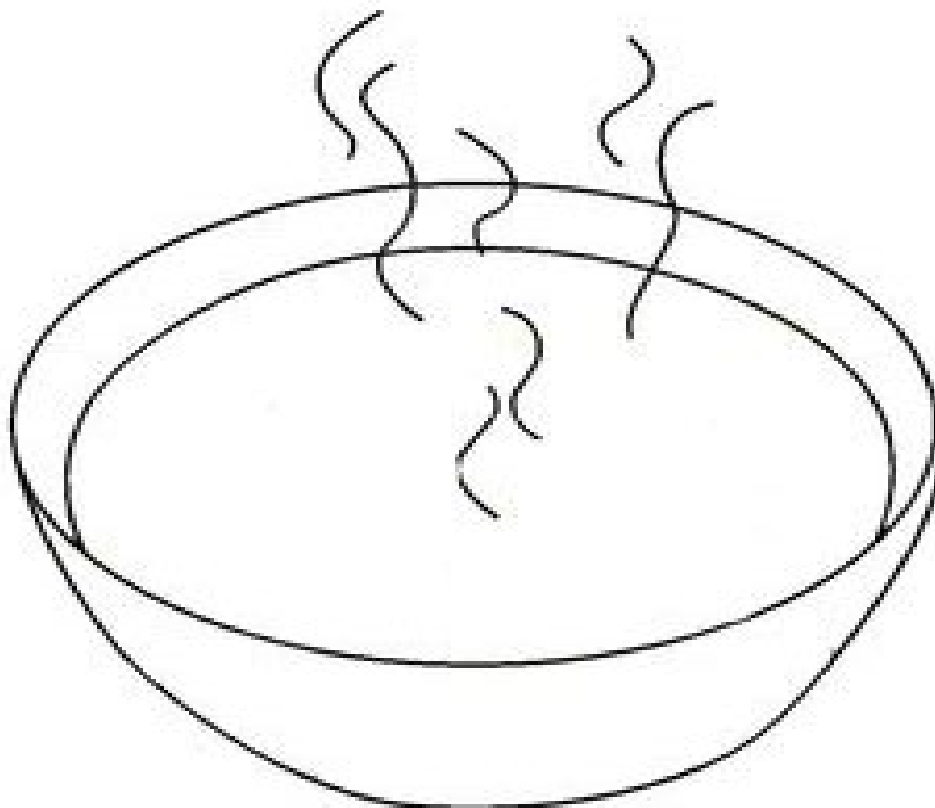






RECIPE: .....

From the kitchen of .....



A large rectangular area with a pink and white checkered background, enclosed by a dotted border. It contains seven horizontal lines for writing a recipe.



## A Sensory Soup Poem

**Objective:** To explore sensory language through the writing of form poetry.

**Materials:**

- The Adjective Search Graphic Organizer (Guide, pg. 12)
- The Pyramid Poem Graphic Organizer (Guide, pg. 13)
- Pencil
- Colored markers or crayons

**Procedure:**

- Instruct the students to imagine the most delicious soup they have ever tasted in their lives. Tell them to describe the experience of eating that soup.
  - ~ Describe how it smelled.
  - ~ Explain how it tasted.
  - ~ Consider what the rising steam felt like or how the hot soup felt on their tongues.
  - ~ Discuss the sounds made when eating it or when spooning it out of the bowl.
  - ~ Tell what it looked like in the bowl or on their spoons.
- Using **The Adjective Search Graphic Organizer**, instruct students to list five adjectives under each heading listed. (Note: The graphic organizer might be daunting for the younger child. If so, encourage them to come up with a list of 15 to 20 descriptive adjectives instead.)
- Distribute copies of **The Pyramid Poem Graphic Organizer**. Explain that they are about to write a Pyramid Poem about the experience of eating soup. Instruct students to choose their most descriptive words from their lists. Write chosen words in the spaces provided on The Pyramid Poem Graphic Organizer.
- Illustrate poetry page and share work with class.

Soup.

\_\_\_\_\_ soup.

\_\_\_\_\_ soup.

\_\_\_\_\_ soup.

\_\_\_\_\_ soup.

SOUP!

write adjectives in  
the spaces provided



The Adjective Search Graphic Organizer

SOUND	TOUCH	SIGHT	TASTE	SMELL



# The Pyramid Poem Graphic Organizer

Soup.

\_\_\_\_\_ soup.

\_\_\_\_\_, \_\_\_\_\_ soup.

\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_ soup.

\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_ soup.

SOUP!



## Common Core State Standards Alignment

### English Language Arts Standards >> Reading: Literature

		Discussion Questions	Compare/Contrast	Recipe	Poem
CCSS.ELA-Literacy.RL.K.1	With prompting and support, ask and answer questions about key details in a text.	●	●		
CCSS.ELA-Literacy.RL.K.2	With prompting and support, retell familiar stories, including key details.	●	●	●	
CCSS.ELA-Literacy.RL.K.3	With prompting and support, identify characters, settings, and major events in a story.	●	●		
CCSS.ELA-Literacy.RL.K.6	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	●			
CCSS.ELA-Literacy.RL.K.7	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	●	●		
CCSS.ELA-Literacy.RL.K.9	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.		●		
CCSS.ELA-Literacy.RL.K.10	Actively engage in group reading activities with purpose and understanding.	●	●	●	●
CCSS.ELA-Literacy.RL.1.1	Ask and answer questions about key details in a text.	●	●		
CCSS.ELA-Literacy.RL.1.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.	●	●	●	
CCSS.ELA-Literacy.RL.1.3	Describe characters, settings, and major events in a story, using key details.	●	●		
CCSS.ELA-Literacy.RL.1.7	Use illustrations and details in a story to describe its characters, setting, or events.	●	●		
CCSS.ELA-Literacy.RL.1.9	Compare and contrast the adventures and experiences of characters in stories.		●		
CCSS.ELA-Literacy.RL.1.10	With prompting and support, read prose and poetry of appropriate complexity for grade 1.	●	●	●	●
CCSS.ELA-Literacy.RL.2.1	Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.	●	●		
CCSS.ELA-Literacy.RL.2.3	Describe how characters in a story respond to major events and challenges.	●	●		
CCSS.ELA-Literacy.RL.2.7	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	●	●		
CCSS.ELA-Literacy.RL.2.10	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	●	●	●	●
CCSS.ELA-Literacy.RL.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	●	●		
CCSS.ELA-Literacy.RL.3.3	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events	●	●		
CCSS.ELA-Literacy.RL.3.7	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting)	●	●		
CCSS.ELA-Literacy.RL.3.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.	●	●	●	●





## English Language Arts Standards&gt;&gt;Reading: Foundational Skills

		Discussion Questions	Compare/Contrast	Recipe	Poem
CCSS.ELA-Literacy.RF.K.1	Demonstrate understanding of the organization and basic features of print.	●	●	●	●
CCSS.ELA-Literacy.RF.K.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	●	●	●	●
CCSS.ELA-Literacy.RF.K.3	Know and apply grade-level phonics and word analysis skills in decoding words.	●	●	●	●
CCSS.ELA-Literacy.RF.K.4	Read emergent-reader texts with purpose and understanding.	●	●	●	●
CCSS.ELA-Literacy.RF.1.1	Demonstrate understanding of the organization and basic features of print.	●	●	●	●
CCSS.ELA-Literacy.RF.1.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	●	●	●	●
CCSS.ELA-Literacy.RF.1.3	Know and apply grade-level phonics and word analysis skills in decoding words.	●	●	●	●
CCSS.ELA-Literacy.RF.1.4	Read with sufficient accuracy and fluency to support comprehension.	●	●	●	●
CCSS.ELA-Literacy.RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding words.	●	●	●	●
CCSS.ELA-Literacy.RF.2.4	Read with sufficient accuracy and fluency to support comprehension.	●	●	●	●
CCSS.ELA-Literacy.RF.3.3	Know and apply grade-level phonics and word analysis skills in decoding words.	●	●	●	●
CCSS.ELA-Literacy.RF.3.4	Read with sufficient accuracy and fluency to support comprehension.	●	●	●	●

## English Language Arts Standards&gt;&gt;Writing

CCSS.ELA-Literacy.W.K.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.			●	
CCSS.ELA-Literacy.W.K.3	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.				●
CCSS.ELA-Literacy.W.1.2	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.			●	
CCSS.ELA-Literacy.W.1.3	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.				●
CCSS.ELA-Literacy.W.2.2	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.			●	
CCSS.ELA-Literacy.W.2.3	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.				●
CCSS.ELA-Literacy.W.3.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.			●	
CCSS.ELA-Literacy.W.3.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences				●



## English Language Arts Standards &gt;&gt; Speaking &amp; Listening

		Discussion Questions	Compare/Contrast	Recipe	Poem
CCSS.ELA-Literacy.SL.K.1	Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.	●	●	●	●
CCSS.ELA-Literacy.SL.K.2	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	●	●		
CCSS.ELA-Literacy.SL.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	●	●	●	●
CCSS.ELA-Literacy.SL.K.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.		●	●	●
CCSS.ELA-Literacy.SL.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.	●	●	●	●
CCSS.ELA-Literacy.SL.1.1	Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.	●	●	●	●
CCSS.ELA-Literacy.SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	●	●		
CCSS.ELA-Literacy.SL.1.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.		●	●	●
CCSS.ELA-Literacy.SL.1.6	Produce complete sentences when appropriate to task and situation.	●	●	●	●
CCSS.ELA-Literacy.SL.2.1	Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.	●	●	●	●
CCSS.ELA-Literacy.SL.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	●	●		
CCSS.ELA-Literacy.SL.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	●	●	●	●
CCSS.ELA-Literacy.SL.3.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i> , building on others' ideas and expressing their own clearly.	●	●		
CCSS.ELA-Literacy.SL.3.2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	●	●	●	●
CCSS.ELA-Literacy.SL.3.4	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.			●	●
CCSS.ELA-Literacy.SL.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	●	●	●	●

