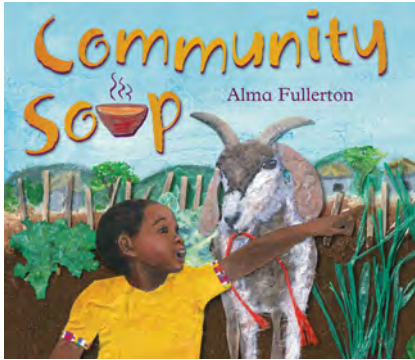


### Story Summary



In a garden outside a Kenyan schoolhouse, children are working together to harvest the vegetables they have grown and make them into a soup for everyone to share. But Kioni is having trouble: her herd of

mischievous goats followed her to school today and they are trying to eat all the vegetables. The ensuing chaos caused by the goats is cleverly resolved by the children, making their vegetable soup very tasty while saving Kioni's four-legged intruders at the same time.

### Alma Fullerton

Alma Fullerton was first known for her award-winning free-verse novels for juvenile and young-adult readers, including the Governor General's Award-nominated *Libertad*. In 2012, Alma branched out to picture books highlighting the daily lives of children around the world. *A Good Trade* was a White Ravens Choice, a Bank Street Best Book, and a nominee for a number of awards. *In a Cloud of Dust* won the Rainforest of Reading Award, was a *Foreword Magazine* Best Children's Books of Fall 2015 selection, and was a finalist for the Marilyn Baillie Picture Book Award. *When the Rain Comes* was a 2018 USBBY Outstanding International Book, among other honors. *Community Soup* is the first book both written and illustrated by Alma. She lives in Midland, Ontario. [www.almafullerton.com](http://www.almafullerton.com)

### Additional Resources

Pair this book with:

*When the Rain Comes*, *In a Cloud of Dust*, and *A Good Trade* by Alma Fullerton  
*My Name is Blessing* by Eric Walters

Picture Book Ages 4–8 | ISBN: 978-1-927485-27-9 | Pages: 32

### Themes:

Cooperation, communities around the world, healthy eating

### BISAC Codes

JUV030010 JUVENILE FICTION / People & Places / Africa

JUV039070 JUVENILE FICTION / Social Issues / Homelessness & Poverty

JUV019000 JUVENILE FICTION / Humorous Stories

### Reading Level

Fountas & Pinnell: J

### BIBLIOGRAPHY

<http://www.edu.gov.on.ca/eng/curriculum/elementary/healthIto8.pdf>

<http://www.edu.gov.on.ca/eng/curriculum/elementary/scientecI8currb.pdf>

<http://www.edu.gov.on.ca/eng/curriculum/elementary/languageI8currb.pdf>

<http://www.edu.gov.on.ca/eng/curriculum/elementary/sshgI8curr2013.pdf>

### Curriculum Connections

Language, Science, Health, Social Studies, Visual Art

<u>Activity</u>	<u>Main Subject Area</u>	<u>Specific Skill Areas</u>
Read-Aloud	Language: <ul style="list-style-type: none"> <li>• Listening comprehension</li> <li>• Vocabulary building</li> <li>• Analyzing texts</li> </ul>	<ul style="list-style-type: none"> <li>• Prediction</li> <li>• Questioning</li> <li>• Inferring</li> <li>• Text-to-text connection</li> <li>• Feeling words</li> <li>• Elements of a narrative</li> </ul>
Food to Grow	<ul style="list-style-type: none"> <li>• Science</li> <li>• Health</li> </ul>	<ul style="list-style-type: none"> <li>• Plants</li> <li>• Food groups, whole foods</li> </ul>
Helping Hands	<ul style="list-style-type: none"> <li>• Social Studies</li> </ul>	<ul style="list-style-type: none"> <li>• Mapping</li> <li>• Communities around the World</li> <li>• Cooperation/Helping</li> </ul>
Mixed Media Collage	<ul style="list-style-type: none"> <li>• Visual Art</li> </ul>	<ul style="list-style-type: none"> <li>• Mixed media</li> <li>• Creating depth</li> <li>• Texture</li> </ul>

### The Read-Aloud

*Community Soup* can be used as a mentor text to teach or review the elements of a narrative, as the elements are easily identified in this short, rich story. In addition, students can make text-to-text connections and practice their predicting, questioning, and inferring skills.

#### **Learning expectations:**

Students will:

- use a variety of comprehension strategies: prediction, questioning, inferring, making connections
- enrich their repertoire of words that describe feelings
- demonstrate understanding of narrative texts by identifying characters, setting, problem, and solution

#### **You Will Need**

- *Community Soup*
- Chart paper and markers
- Fiction Retell blackline master

#### **How To:**

**Before Reading** Show the cover of *Community Soup*. Read the title and the author's name. Point out that we know Alma Fullerton did the pictures as well as the words because hers is the only name on the cover. If your class has read any of Alma Fullerton's other books, such as *When the Rain Comes*, *In a Cloud of Dust* or *A Good Trade*, invite students to recap what they recall of them, then make a prediction about *Community Soup*, based on the themes in Fullerton's other books and the cover of this one. What might this story be about? Honor all suggestions. Tell students that this story is set in Kenya. This information is given on the inside flap.





### During Reading

1. Read the dedication page. “I wonder what that could mean, ‘gardening can provide nourishment for both body and soul’”? Pause briefly, but don’t necessarily expect a response. By wondering aloud, you are modeling for the students the important comprehension skill of questioning. Note the hoof prints on both the dedication page and the collage opposite. “I wonder what could have made these marks? Do you think maybe the author is trying to give us a hint about what is going to happen in the story?”
2. Read the first spread. Now, or on a subsequent reading, talk briefly about things the students notice that might be similar to or different from their own experiences. Do we make soup at school? Could we? What would be the same about our cooking method? What would be different? What is in the jugs? (water) How would we get water? Why might the teachers in the book use the jugs?
3. Read the second spread.
4. Read the third spread. Invite response from the students. They may notice that Kioni is the girl on the cover, that the fence is broken, that her chores are a little different than theirs. They may wish to share how they feed their own pets (or farm animals if they have them). They may wish to change or add to previous predictions.
5. Read the fourth spread. With just your voice inflection, invite students to finish the sentence.
6. Read the fifth spread. Note the hoof prints again. “What is happening?” (the reader must infer). “How is Kioni feeling right now?” Young children often name only three feelings—happy, sad, and mad. Since Kioni’s face in the picture conveys none of those, this is a good time to add to students’ repertoire some new feeling words such as “shocked,” “alarmed,” or “anxious,” feelings that will very quickly turn to “anger” and “embarrassment” for Kioni in the coming pages.
7. Read the sixth through eighth spreads (ending with “Go”), using the familiar rhythm of “Mary had a Little Lamb,” or sing it if you wish. “Where are the goats? What has happened? Does this book remind you of a nursery rhyme?”
8. Ninth spread: invite students to tell what has happened and identify more of Kioni’s feelings (determined, frustrated).
9. Tenth and eleventh spreads: Continue reading in a sing-song rhythm. Even though we can’t see Kioni here, we can guess how she feels (embarrassed).
10. Twelfth spread: Contrast the (supportive) stance of the friends on this page with the (taunting) stance of those on the previous page. Note the stance of Kioni herself. “Have you ever felt that way? Would you rather have friends who respond like the first group or the second?” Read Kioni’s words, with feeling, emphasizing the word “them.”
11. Read the thirteenth spread. Invite students to respond to this solution.
12. Final spread: invite students to tell what has happened and identify more of Kioni’s feelings (relieved, grateful)
13. Last page: “Look! The author gave us the recipe to Kioni’s school’s soup!” If a student suggests making it, write and post a reminder to plan for that in the near future.

### After Reading

Do a modeled or shared simple retelling of the story. If students are not experienced with this format, just do a small portion of it (title and author) the first day. Have them practice “retelling” their guided or independent reading selections over the next week in the same way, doing just that small part. A week later, do another modeled/ shared retelling of this or another book, adding the characters, and a week later, the setting (place and time). Add the problem the next week and the solution the week after that. If students are already familiar with the elements of a story, you can review them all at once using these prompts on a posted chart:

### Fiction Retell

I read \_\_\_\_\_  
by \_\_\_\_\_.  
The characters are \_\_\_\_\_.  
The setting is \_\_\_\_\_.  
The problem is that \_\_\_\_\_.  
The problem is solved when \_\_\_\_\_.

The finished retelling might look like this:

*I read Community Soup by Alma Fullerton. The characters are Kioni, her goats, and her friends. The setting is a school in Kenya, on Soup Day. The problem is that Kioni's goats got out of their pen and started making a mess of the community garden. Kioni was so angry, she wanted to put the goats in the soup. The problem is solved when Kioni's friend suggests putting the goats' milk in the soup instead.*

Most students benefit from writing the retell independently, in a notebook, rather than doing a fill-in-the-blank worksheet. It helps them internalize the elements of the story—characters, setting, problem, and solution. However, a few students will need extra support, so the Fiction Retell worksheet is provided. For students who just need to have the reference closer to copy from, laminate the sheet or put it in a sheet protector. For those who would be overwhelmed by writing the full sentences, they can be photocopied for each use.



### Activity 1: Food to Grow

In this activity, students will learn about plants and food groups, and engage in the whole cycle of plant-based foods, from seed to table.

#### Learning Expectations

Students will:

- describe how the food groups (vegetables and fruit, grain products, milk and alternatives, meat and alternatives) can be used to make healthy food choices
- identify the major parts of plants, including root, stem, flower, leaf, seed, and fruit
- germinate seeds
- observe different ways in which plants are grown for food, and explore the advantages and challenges of locally grown and organically produced food

#### You Will Need

- a variety of plant-based foods
- permission to visit a community garden
- plastic cups, soil, and seeds (Option 1)
- potted fruiting plant (Option 2)
- an outdoor planting space, soil, seeds, and tools (Options 3 & 4)
- cooking tools, immersion blender, bowls, spoons, volunteers, and the ingredients listed on the last page of *Community Soup*

#### How To:

1. **Sort.** Bring into the classroom a variety of plant-based foods (e.g. fresh vegetables, fruits, grains, seeds, cereals). If your school or classroom is nut-free, you won't be able to bring in those, but include some pictures of both peanuts and tree nuts. Use your science table or any unused table to display them. Invite students to bring in items to add to the display. Invite students to sort them in a variety of ways. For example, one day they could sort by food group, using the "Eat Well Plate" template from the Government



of Canada, found here [www.healthycanadians.gc.ca/alt/pdf/eating-nutrition/healthy-eating-saine-alimentation/tips-conseils/interactive-tools-outils-interactifs/eat-well-bien-manger-eng.pdf](http://www.healthycanadians.gc.ca/alt/pdf/eating-nutrition/healthy-eating-saine-alimentation/tips-conseils/interactive-tools-outils-interactifs/eat-well-bien-manger-eng.pdf) or the “My Plate” graphic from the U.S. Government here [www.choosemyplate-prod.azureedge.net/sites/default/files/printablematerials/2013-WhatsMyPlateAllAboutInfographic.pdf](http://www.choosemyplate-prod.azureedge.net/sites/default/files/printablematerials/2013-WhatsMyPlateAllAboutInfographic.pdf). Another day, have them sort by which part of the plant is consumed (leaf, stem, flower, root, fruit, seed). On yet another day, students could use overlapping hoops as a physical Venn diagram to show which items are consumed raw, cooked, or both. After each sorting day, follow up with a discussion in which the class comes to a consensus (or agrees to disagree) on how the items should be sorted. If the class can't decide on a certain item (e.g. where does wild rice belong?), start an inquiry to find out. If perishable vegetables are kept in plastic bags and refrigerated between sessions, they will keep longer and still be fit for soup later. Have students complete the “Food Groups” blackline master.

**2. Visit.** Make arrangements to visit a community garden or a private vegetable garden. In the days leading up to the outing, have students examine pictures and videos of community gardens they find online. Have them prepare questions to ask at the garden, including the advantages and challenges of growing food locally.

**3. Plant.** Choose a planting scenario that works for you, from the simplest seeds on the window sill to starting your own community garden at school.

1) Have students plant seeds (e.g. beans) in clear plastic cups. To maximize success, drill 3 small holes in the bottom of a cup for drainage and nest it inside a second cup that is not drilled, to catch the drips. Fill the cups with potting soil to about half an inch (1 cm) from the top. Plant one of the seeds right against the cup,

about halfway up. This way, the students can see the roots as they emerge from the seeds and can more readily learn that it is the roots that take up water for the plant. Plant one or two seeds in the middle of the cup, where they will grow better. Tie strings vertically for the vines to grow on. When the flowers emerge, you can pollinate them using a tiny paintbrush, or open the screens and let houseflies do the job (though a few will get inside!). It is possible to actually harvest a few beans this way. Or grow a vegetable that does not require pollination, such as lettuce or mixed greens.

2) Grow a potted plant that bears fruit. A determinate cherry tomato is a good choice. In warm weather, it can be placed outside during the day so the blossoms can be pollinated, or you can do it with a paintbrush.

3) If your school has some planters or flower beds by the front door, get permission to plant a few lettuce or radish seeds around the edges. These seeds can be sown in early spring, as soon as the snow is gone and the ground has thawed.

4) For the truly dedicated, start your very own school garden. Read one teacher's inspirational story here [www.theguardian.com/teacher-network/teacher-blog/2014/aug/20/classroom-attend-school-fresh-food-healthy-eating-students](http://www.theguardian.com/teacher-network/teacher-blog/2014/aug/20/classroom-attend-school-fresh-food-healthy-eating-students). The North Carolina-based “Growing Minds” has created these guidelines <http://growing-minds.org/steps-to-a-classroom-garden>. If you are farther from the equator, you will need to adjust your planting times and perhaps start even cool-weather plants indoors in order to harvest before the end of the school year. If someone can look after the garden during the summer, you have many more choices and could even grow squashes or pumpkins to be made into community soup near the beginning of the next school year. To enhance this experience even further, acquire a worm composter and get the whole school

composting their biodegradable lunch scraps. You will reduce the school's waste while creating food for your garden.

4. **Cook and Eat.** Reproduce the recipe from the last page of *Community Soup* onto a chart. Invite students to sign up to bring an ingredient. Have them bring them the day before "Soup Day" so you can fill in gaps from students who were unable to bring their ingredients. Wash vegetables well, including any that the students handled in

### Activity 2: Helping Hands

This activity helps students to develop their mapping skills, compare communities around the world, and grow in their role as global citizens.

#### Learning Expectations

Students will:

- compare selected communities from around the world, including their own community, in terms of the lifestyles of people in those communities and some ways in which the people meet their needs
- identify the location of selected countries, cities, and/or towns around the world, and describe how their location and climate are related
- work for the common good in local, national, and global communities

#### You Will Need

- globe and large wall map or interactive digital map
- picture books about communities around the world (suggestions below)
- Communities around the World blackline master

#### How To:

1. On both a globe and a large world map, locate Kenya. Point out the location of the equator, which passes right through Kenya. Locate your own community and find its latitude. (For young children, this conversation can be: Look how far we are from the equator. Look how close Kenya

the "Sort" activity if using them. Engage a few volunteers for "Soup Day" to help with the peeling, chopping, and cooking. Students can participate in the measuring and adding, and of course, the eating when the soup is finished! Don't forget to give some to your volunteers!



is to the equator.) Discuss, in an age-appropriate way, the effect of latitude (distance from the equator) on climate. Discuss the effects of climate on how people meet their basic needs. Look at photographs of life in Kenya. Compare and contrast with life in your community.

2. If you are reading some of Alma Fullerton's other books, repeat the above activity with the countries represented in them. E.g. *A Good Trade* (Uganda); *In a Cloud of Dust* (Tanzania); *When the Rain Comes* (Sri Lanka). Collect a variety of books representing communities/countries around the world. Read them and add them to your map. Some examples are *Nights of the Pufflings* by Bruce McMillan (Iceland); *Adrift at Sea: A Vietnamese Boy's Story of Survival* by Marsha Forchuk Skrypuch with Tuan Ho (Vietnam); *My Beautiful Birds* by Suzanne Del Rizzo (Syria); *Sun Dog* by Deborah Kerbel (The arctic); *Water's Children: Celebrating the Resource that Unites Us All* by Angèle Delaunois (several communities). More ideas can be found here: [www.childhood101.com/around-the-world-in-40-books](http://www.childhood101.com/around-the-world-in-40-books). Students can then complete the blackline master "Communities Around the World".
3. Brainstorm a list of charities that support communities around the world. Have a class meeting to choose one charity to support as a class. Have students research the charity and the community it helps, and make posters to share this information with the rest of the school. Decide on a fundraiser and send the proceeds to the charity.



### **Activity 3: Mixed Media Collage**

After studying the illustrations in *Community Soup*, students will create their own mixed-media collage with their photo as the focal point.

#### **Learning Expectations**

Students will:

- compare selected communities from around the world, including their own community, in terms of the lifestyles of people in those communities and some ways in which the people meet their needs
- identify the location of selected countries, cities, and/or towns around the world, and describe how their location and climate are related

#### **You Will Need**

- *Community Soup*
- Heavy art paper
- Found objects and materials: fabric, sticks, sand, raffia, string, grass, seeds, toothpicks, various papers, white glue
- Digital camera
- Color printer
- Tempera paint
- Corn starch, water, and cooking facilities (optional)

#### **How To:**

1. **Identify and gather materials.** Instruct students to examine the illustrations carefully as you leaf through *Community Soup*. Invite them to determine the materials Fullerton used and how she made each item in the pictures. Tell them that this technique is called mixed-media collage. Help them to notice details like the sticks, raffia, cord, grass, sand, soil, seeds, and fabric. The characters are painted realistically, cut out, and dressed in fabric scraps. How might the goats have been made? Make a list of materials the class would like to gather to make their own mixed-media collages. Provide other collage-illustrated books for students to study in their

spare time. Other illustrators known for this medium include Manon Gauthier, Leo Lionni, and Lois Ehlert.

2. **Study viewing angles.** Leaf through the book again, this time focusing on viewing angles and distances and horizon lines. The first spread (“It’s soup day!”) shows a high viewing angle. The ground goes right to the top of the picture, so many items on the ground are visible. There is no horizon line. The next page shows a high, wavy horizon line and shows objects in the foreground, mid-ground, and background. On the “Go!” page, the horizon is near the middle of the paper and there is action both in the foreground and mid-ground. The illustration opposite the dedication page is an excellent example of how object size and height on the page relate to distance and perceived size. Measure the height of the bucket and the house. They are very nearly the same height. By placing the bucket near the bottom of the page, fully below the horizon line, Fullerton has made it seem much closer and smaller than the house, which is placed on the horizon line, indicating that it is in the distance. On the cover and throughout the book, Fullerton has placed characters near the bottom of the page with the lower half off the page in order to bring them to the front of the foreground. On the wordless final spread, Kioni’s head nearly fills the page, giving the impression that she is very close to the viewer indeed.



- Take pictures.** Invite students to think of an emotion that they would like to convey. It could be joy, sadness, silliness, shock, dismay, etc. Have them make that face while you take a digital photo of each child separately, from the waist up. They can use their arms to accentuate the emotion, as Kioni did on the cover and on the “Oh no!” spread. Print them out in a size that will make sense on their finished piece (4”x6”, 5”x7” or 8”x10”). Regular paper or card stock with a high quality print setting and colored ink will work best. It doesn’t matter what is in the background, as the portrait will be cut out. Students can cut out their own portraits if they have sufficient skill with scissors, or an adult can cut them out. Set these aside, making sure the students understand that they will be the subject of their collage.
- Paint backgrounds.** Tell students they will make a picture using mixed-media collage. Your instructions will be for making their house or neighborhood, but allow them to paint something different if they wish. Show the page opposite the dedication. “Here, Alma Fullerton placed a house right on the horizon line.” Show the “Everywhere Kioni goes” spread. “Here, Fullerton painted several houses. Some are completely below the horizon line. Some are partly above. But all of the houses are small and high up on the page because they are not the main subject.” Give students heavy art paper. Invite them to sketch their house (and neighboring houses, if they wish), perhaps to one side so it won’t be covered by their portrait, and in the top half of the paper. Next, they will draw a horizon line, straight or wavy. It needs to be above the house(s), right on the bottom line of the house, or through the house (lifting the pencil when they get to the house). Have students paint the sky right down to the horizon line, painting around the house. Provide different colors of paint for students to choose from. If a realistic “daytime sky” like in *Community Soup* is desired, start with a jar of white paint and slowly stir in blue until the desired shade is reached. If thickened paint is desired, make a cornstarch solution (2 Tbsp cornstarch for every cup of water) and cook it, stirring constantly, until clear and thick. Mix equal parts of paint and the cooled cornstarch solution (thicken small amounts of paint at a time to avoid waste). If sandy ground is desired, have students paint below the horizon line with diluted white glue and then sprinkle sand on. Brainstorm, as a class, how you could best represent the ground in your area—is it concrete? Grass? Snow? When the sky and ground are dry, students may paint their house(s), or if your paintbrushes are too large for the amount of detail desired, they could use markers or pencil crayons. If thickened paint is used on the houses, students can add texture, such as brick lines, using a toothpick. Using the illustrations in *Community Soup* and other collage-illustrated books as inspiration, students can then glue on found and fashioned materials to complete their background.
- Complete the picture.** Students may glue on fabric scraps to “dress” their portrait, if desired. They could also add materials to add texture to their hair. Then have them glue their photograph onto their background, trimming the lower edge even with the paper if necessary. Make sure the portrait comes right to the edge of the paper to achieve the desired effect. Frame by gluing onto slightly larger black or colored paper, and display.

This guide was created with support from the Ontario Media Development Corporation.





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

## Food Groups

Write the names of the Community Soup ingredients in the correct food group.

pumpkin  
sweet potato  
beans

carrots  
corn  
celery

onion  
goat's milk

Fruits and Vegetables	Grains
Milk and Alternates	Meat and Alternates

Which food group has the most items? \_\_\_\_\_

Which food group has the fewest items? \_\_\_\_\_

Add as many foods as you can think of to the boxes. Try to get at least 5 foods in every food group.

Fiction Retell

I read \_\_\_\_\_ by \_\_\_\_\_.

The characters are \_\_\_\_\_.

The setting is \_\_\_\_\_.

The problem is that \_\_\_\_\_.

The problem is solved when \_\_\_\_\_

\_\_\_\_\_.

Fiction Retell

I read \_\_\_\_\_ by \_\_\_\_\_.

The characters are \_\_\_\_\_.

The setting is \_\_\_\_\_.

The problem is that \_\_\_\_\_.

The problem is solved when \_\_\_\_\_

\_\_\_\_\_.

Fiction Retell

I read \_\_\_\_\_ by \_\_\_\_\_.

The characters are \_\_\_\_\_.

The setting is \_\_\_\_\_.

The problem is that \_\_\_\_\_.

The problem is solved when \_\_\_\_\_

\_\_\_\_\_.



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

## Communities around the World

Write the names of the countries we have studied on the chart. Record the latitude (distance from the equator) and one way the latitude affects the lifestyle of people who live there.

Country	Distance from Equator in Degrees (Latitude)	How Latitude Affects Lifestyle