

This book tells the story of a little girl who helps her grandmother make their family’s special soup. As they cook, the grandmother shares the soup’s history in a very vivid and captivating way.

### CORE SKILL OBJECTIVES

### INTENTIONAL TEACHING PRACTICES

#### REGULATE



#### Children will:

- ◆ Focus attention on tasks and experiences for longer periods of time

#### Teachers will:

- ◆ Promote autonomy

### TEACHING TIP

Young children will show increased focus and attention when activities are connected to *their* interests, lives, and experiences. One way to do this is to share stories that feature characters, settings, or events that children can relate to in different ways. When reading a story, teachers can support engagement by commenting and asking questions that highlight those connections. Teachers can also support children to think a little deeper or focus a little longer by encouraging them to share their own stories.

### 1. INTRODUCE

- ◆ “There are two stories inside this book! One is about how a little girl and her grandmother make a special soup. And the another is about *why* they make the soup. As we read, we’ll have a chance to share our *own* stories.”

### 2. READ THE BOOK

- ◆ Pause to ask questions that help children connect the characters’ actions to their own lives.
- ◆ Encourage children to share their own stories.

### Promote Autonomy by Connecting to Children’s Lives



**Read:** “The pumpkiny-garlic smell swirls all around us.”

**Ask:** “Have you ever helped your family cook a meal? What did you do?”

**Connect:** “It sounds like you love helping your family cook, just like the little girl helps her Ti Gran.”

**Read:** “A story of the place she was born: Haiti.”

**Ask:** “Do you have a favorite special food? Why do you like it? Where does it come from?”

**Connect:** “Ti Gran is going to tell her granddaughter why this soup is so special. Let’s look and listen closely so we can learn with her.”

**Read:** “...I can almost touch the moon.”

**Ask:** “How do you think the little girl feels? Have you ever felt proud of something you’ve made for someone else?”

**Connect:** “The little girl feels proud to share their delicious soup. We’ve been proud of our good work too.”

### 3. REVIEW

- ◆ “Today we shared our stories with friends, just like Ti Gran shared the story of Freedom Soup with her granddaughter. When we share our stories, we learn more about ourselves and each other.”

### 4. KEEP IT GOING

- ◆ Throughout the day, plan activities that children can relate to in different ways to help them feel connected and stay engaged for longer periods of time. These could be choice time activities using tools or materials children may use at home, or you could sing songs in their home languages. Involve and engage children even more by encouraging them to share their connections with you and their peers (e.g., “Can you tell us how you know this song? Who sings this with you?”).