

Prefixes

A **prefix** is a word part. You can add a prefix to the beginning of a word. This can change the word's meaning.

The prefix **im-** means "not."

im + **possible** = impossible

It is **impossible** to make soup without a pot.

The prefix **co-** means "together."

co + operate = **cooperate**

We can **cooperate** to make soup.



Try It Together

Read the sentences. Then answer the questions.

The coworkers wanted to try the soup right away. But they did not want to be impolite. So they waited until the soup was ready.

1. What is a coworker? Use the word in a sentence.
2. Polite means "acting in a nice way." What does impolite mean?

Making Connections Now read a songwriter's version of the old folk tale "Stone Soup."

Genre A song is like a poem set to music. The words in a song are called **song lyrics**.



Stone Soup

by John Forster and Tom Chapin

illustrated by Sonja Lamut

In a **threadbare** town at the end of the war

A hungry soldier knocked on a door:

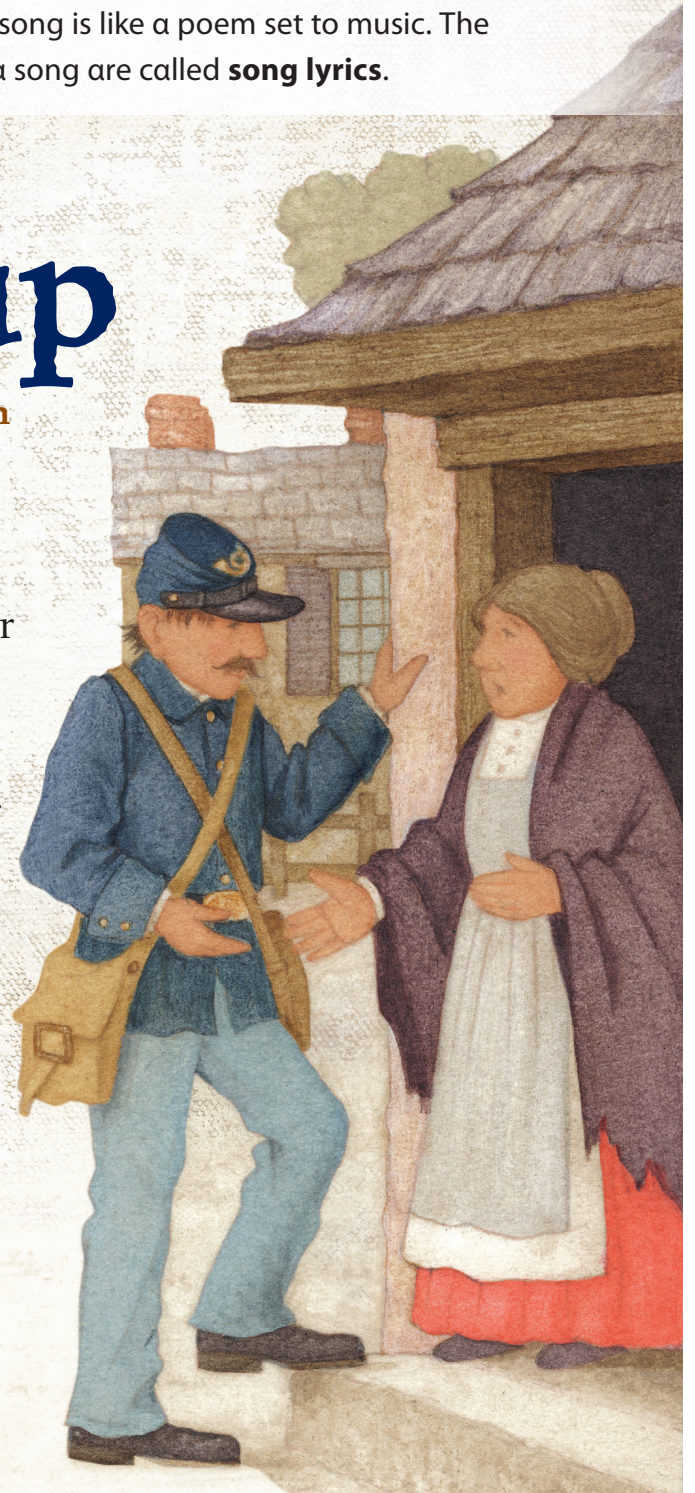
"**Pardon me**, Madam, I need some food . . .

Rum dum diddle-ii food!"

"I'm sorry, sir, but we are hungry, too.

There's no food left

In the whole hungry **village**."



threadbare poor

Pardon me Excuse me

village town

► Before You Continue

1. **Setting** How is the song's setting different from the setting in "Domino Soup"?
2. **Explain** Read the first four lines of the song aloud. Tell why the words sound musical.

So the soldier marched to the center of town,

“Hear ye! Hear ye! Gather ’round!”

He picked up a stone and gave it a kiss.

“Let’s make soup out of this!”

“What? Soup from a stone?”

“Sure . . .

All you need is what you’ve got,

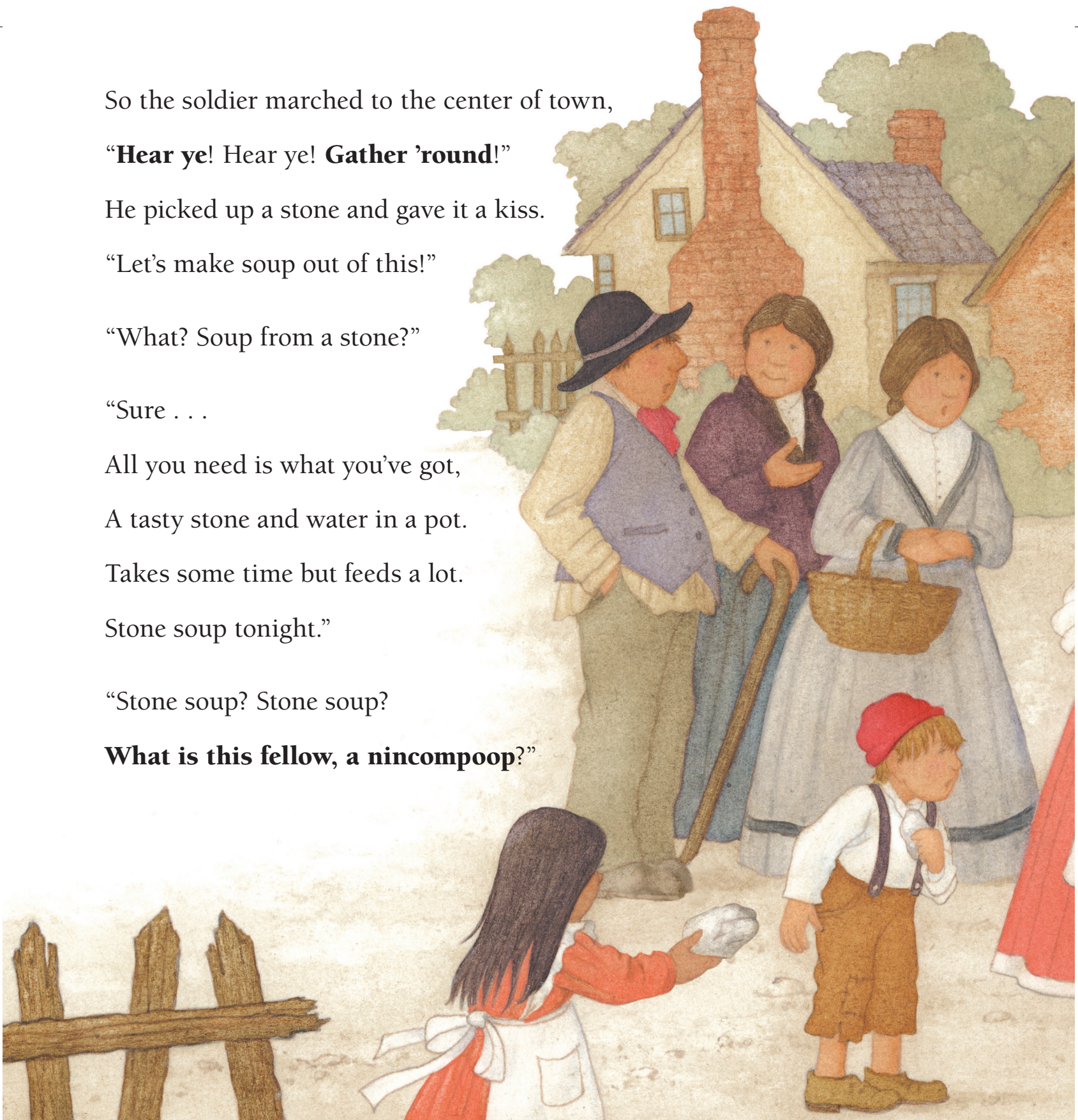
A tasty stone and water in a pot.

Takes some time but feeds a lot.

Stone soup tonight.”

“Stone soup? Stone soup?

What is this fellow, a nincompoop?”



Hear ye! Listen, everyone!

Gather ’round! Come close!

What is this fellow, a nincompoop?

Is this man a fool?



But the kids brought stones,
Which he put in the pot.
Boiled the whole thing piping hot.

Then he **hushed the crowd and, solemn-faced,**
Took a rum dum diddle-ii taste.

“Oh, this is **gonna** be good!”

“Please, Sir, please, can we have some?”

“No, not yet. It’s not quite done.

It needs a soup bone . . . **for flavor.**”

hushed the crowd and, solemn-faced
told the people to be quiet, and calmly
gonna going to
for flavor to make it taste good

► Before You Continue

1. **Plot** How are the events in this song like the events in “Domino Soup”?
2. **Summarize** Use your own words to tell what happens on pages 104–105.

A little girl **who'd** brought a stone
Said, "We've been saving a big hambone.
Shall I get it?"

"**That'd** be nice."

She was back **in a trice**!

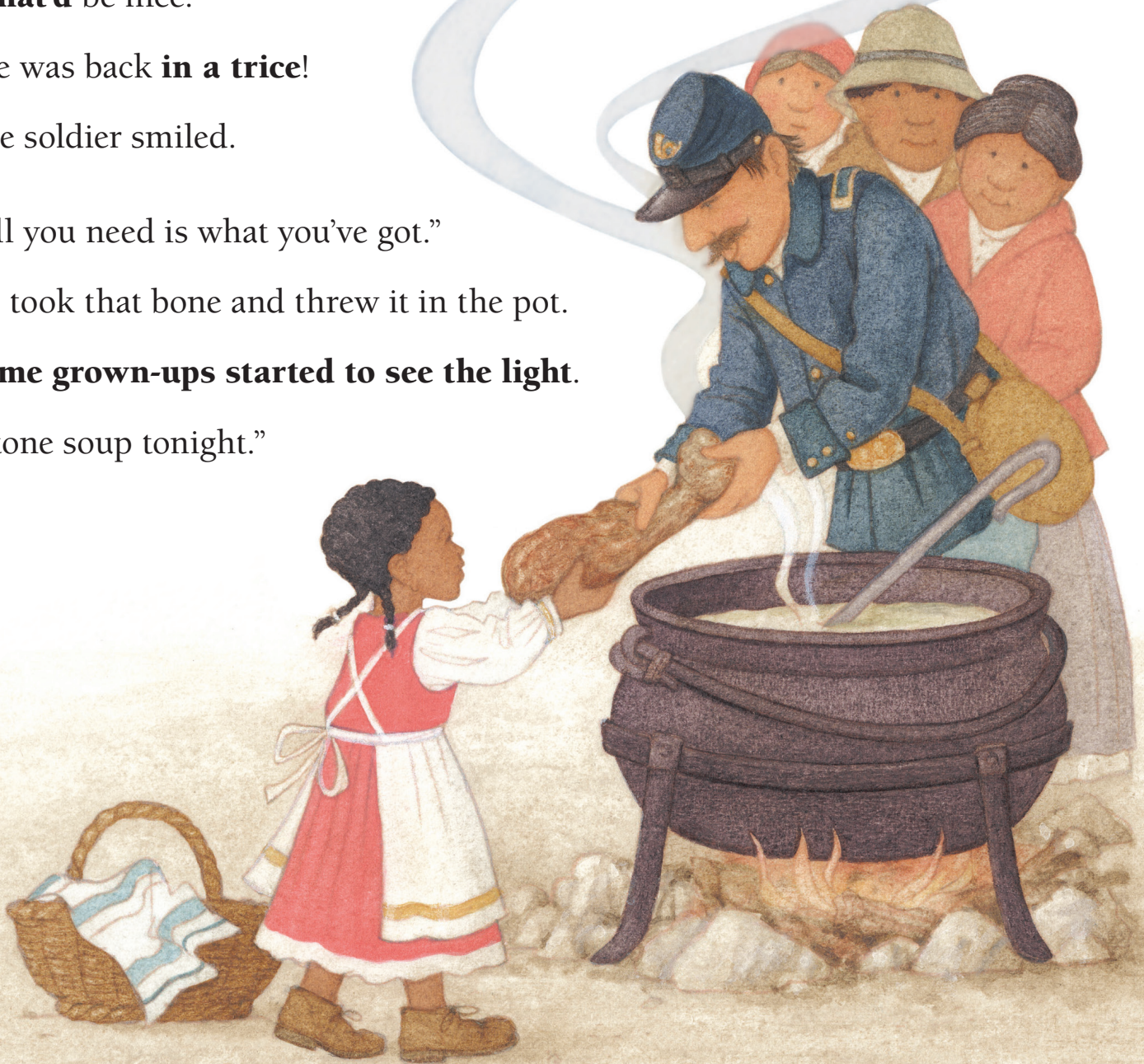
The soldier smiled.

"All you need is what you've got."

He took that bone and threw it in the pot.

Some grown-ups started to see the light.

"Stone soup tonight."



who'd who had

That'd That would

in a trice quickly

Some grown-ups started to see the light. Some adults
began to understand what was happening.

Then he took a taste, took a taste:

“Oh, this is gonna be great!”

“Now, Sir, now, can we have some?”

“Not just yet. It’s still not done.

It needs . . . a potato and . . . an onion.”

The kids jumped up and **off they tore**

And brought the things that he’d asked for,

Not to mention turnip greens,

A carrot and some beans!



off they tore ran away

Not to mention They also brought

► Before You Continue

1. **Character** How are the soldier’s actions like Maria’s actions in “Domino Soup”? How are they different?
2. **Details** What do the kids bring to put in the soup?

The smell of soup began **to float**

Into every nose and throat,

Calling people like a drum,

“Rum dum diddle-ii yum!”

“Stone soup. Stone soup.

We want some of that tasty **goop.**”

“No. Not yet. I’m still not through.

It needs one thing from each of you . . .

Whatever you can **spare.**”



to float **Into every nose and throat** to smell wonderful
to everyone

goop thick soup

spare **share** with us

So the villagers **scattered to their root cellars**,

Corn cribs and secret nooks

And brought back everything

From an eggplant to a pepperoni.

And that night the whole hungry village

Feasted on soup made out of a stone!

All we need is what we've got,

A tasty stone and water in a pot.

Little things become a lot.

Tiny gifts can fill the pot

When they're **shared** and served up hot.

Stone soup. Stone soup.

Stone soup tonight! ❖



**scattered to their root cellars, Corn
cribs and secret nooks** ran to get
food they had hidden
Feasted on Ate

► Before You Continue

1. **Clarify** The song says "Little things become a lot." What does this mean?
2. **Plot** How do the people in this song **cooperate** to make the soup? How is this like the events in "Domino Soup"?

Compare Two Versions of the Same Story

How are “Domino Soup” and “Stone Soup” alike? How are they different?

Comparison Chart

	“Domino Soup”	“Stone Soup”
Type of Story	play	song
Characters		
Setting		
Plot		

Write the names of the characters here.

Write details about the setting here.

Write events from the plot here.

Talk Together

Work with two partners. Write a short play about working **together**. Use **Key Words** in the dialogue. Perform your play for the class.

Grammar and Spelling

Pronouns

A **pronoun** is a word that can take the place of a noun. When you use a pronoun in a sentence, be sure to use the right one.

Grammar Rules Pronouns

• For yourself, use I .	My name is <u>Laura</u> . <u>I</u> am eight years old.
• For one man or boy, use he or him .	<u>Jorge</u> is my brother. I sit with <u>him</u> .
• For one woman or girl, use she or her .	My <u>grandmother</u> reads. <u>She</u> sits on the chair.
• For one place or object, use it .	I will give Jack this <u>book</u> . Jack wants to read <u>it</u> .
• For yourself and another person, use we or us .	<u>Jack and I</u> are best friends. <u>We</u> like to play at the park.
• For two or more people, places, or things, use they or them .	Our <u>neighbors</u> are at the park, too. Jack and I wave to <u>them</u> .

Read Pronouns

Read these sentences. Find four pronouns. Tell them to a partner.

The boys work on a mural. First they draw a sketch. Then one boy colors it in. He uses bright colors. It is beautiful!

Use Pronouns



Write two sentences about how people in your neighborhood work together. Use at least one pronoun. Share with a partner.