

THE MAGIC POT

Second Grade

Outcome:

Students will demonstrate an understanding of the story through listening, speaking, and reading.

Materials:

10 books, *The Magic Pot* (for small group instruction)
Pencils
Crayons
Lined paper
Pennies to use as manipulatives (22 pennies per student)
“Doubles Pot” worksheet

Assessment Tools:

“Vocabulary” worksheet
“Storyboard” worksheet
“The Magic Pot” worksheet
“Magic Pot Math” worksheet A
“Magic Pot Math” worksheet B

INSTRUCTIONAL PLAN

Introduction/pre-reading:

Teacher:

- shows students the book *The Magic Pot* and asks them to read the title and names of the author and illustrator.
- asks students who it was who wrote the book and who created the illustrations. This author “retold” the story. The cover reads, “as told by.” Tales are passed down from generation to generation.
- asks students list other stories they have read that have been retold or adapted. Students can go through the classroom library and find more titles. Teacher creates a running chart of these titles, authors, and illustrators.
- asks students to share ideas of what “magic” means to them.
- asks students if they think that the story is real or make-believe.
- asks the students to give another word for a story that is not real. (fiction)
- asks students to predict what might happen in the story and what the story will be about.
- asks students to take a “picture walk” and talk about the illustrations.
- asks students to modify their predictions about the story now that they have seen some illustrations.
- turns to Page 25 and draws students’ attention to the woodcutter’s facial expression. Teacher asks students why he is looking down. (The woodcutter has a problem. He needs to solve this problem.)
- tells students that many stories have problems and solutions.

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Introduction/pre-reading cont.:

- asks students think of some stories and the problems and solutions in the stories. Teacher can remind students of recent stories the class has read.
- introduces vocabulary words by saying them aloud while writing them on a chart: woodcutter, pot, haunted, coins, savings, echo, elegant, fortunate, and magic.
- asks students to go through the book and locate the new words.
- asks students to read aloud the sentences from the story that contain the new words.
- hands out the “Vocabulary” worksheet.
- requests that students complete the worksheet individually.
- tells students that the characters in the story will have a problem. Teacher instructs students to read to find out what the problem is and how it is solved.

Students Read the Story:

- Students read the book silently.
- After reading the story, the teacher asks students to think about the following story elements: *who*, *what*, *where*, *when*, *problem*, and *solution*.
- Teacher and students read the story a second time as a shared reading to reinforce vocabulary and fluency.

Questions for Assessing Students’ Comprehension:

1. Who are the characters in the story?
2. Where did the story take place?
3. What happened to the woodcutter?
4. What was the problem in the story?
5. How did the characters solve the problem?
6. Why was the pot magic?

Language Arts:

- **Sequencing**

Materials:

“Storyboard” worksheet

Pencils

Crayons

Directions:

- Teacher explains a storyboard is a shortened version of the story that can include pictures and words. Teacher explains that storyboards are often made when a story is first being created to help plan out the story, but that they can also be made to help retell a story.
- Students create a storyboard of a familiar story together as a class.
- Teacher hands out the “Storyboard” worksheet.
- Students create a storyboard of *The Magic Pot* to help them retell the story.
- Students use their storyboards to practice retelling the story of *The Magic Pot* to a partner.

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Language Arts cont.:

• **Readers Response**

An activity for differentiated learning

Materials:

“The Magic Pot” worksheet

Pencils

Crayons

Directions:

Teacher:

- asks students what they would put into the magic pot? Why?
- hands out “The Magic Pot” worksheet.
- divides class into two groups.
 - Group A: Students draw something they would like to put into the magic pot. Students each write a paragraph about why the object was chosen and what they would do after the object was doubled.
 - Group B: Students draw something they would like to put into the magic pot. Students each write a story about the magic pot and the objects the students chose to put into the pot. What problem came up when the item was put into the magic pot? How was the problem solved?

• **Problem/Solution**

Materials:

Pencils

Lined paper

Directions:

- Teacher asks students what problem occurred in *The Magic Pot*. (The wife fell into the pot and then there were two wives.)
- Teacher asks students how the problem was solved. (The wives used the magic pot to make two woodcutters, two houses, and lots of money for the two couples to share.)
- Teacher divides class into groups of three or four students.
- Each group identifies problems and solutions from other stories the students have read.
- One student in each group records what the group discusses.
- Another student from each group shares what the group discussed with the class.

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Writing:

• **Story Rewrite**

An activity for differentiated learning

Materials:

Pencils

Lined paper

Directions:

- Students choose one way to rewrite the story *The Magic Pot*.
 - Different characters
 - Different setting
 - Different ending
- Students share their new stories with the class.

Math:

• **Doubles**

An activity for differentiated learning

Materials:

“Doubles Pot” worksheet

“Magic Pot Math” worksheets A and B

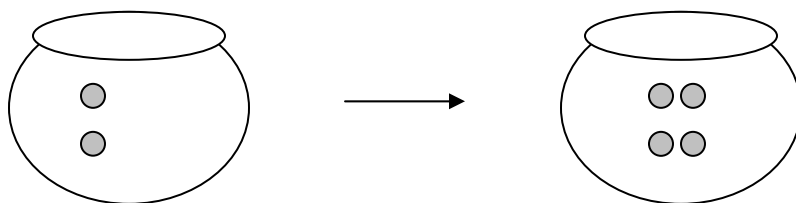
Pennies to use as manipulatives (22 pennies per student)

Pencils

Directions:

Teacher:

- reminds students that the pot was magical because every time something was put into the pot, the something “doubled.”
- uses examples from the story. (When the woodcutter put in one ax, two axes came out.)
- draws a pot on chart paper.
- reminds students that the woodcutter put coins into the pot.
- places two coins in the pot in a vertical line.
- asks students what happened in the story when something was put into the pot.
- puts another two coins into the pot to show that the pot doubled the original amount. Teacher arranges the coins in a vertical line to match the original coins one-to-one to emphasize the connection between the original coin and the coin that resulted from the doubling.



- asks students how many coins are in the pot now.
- repeats with a different amount of coins.
- hands out the “Doubles Pot” worksheets.

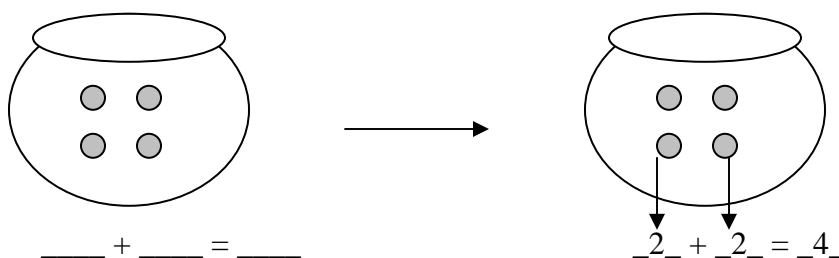
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Math cont.:

Doubles cont.

- distributes pennies to use as manipulatives.
- Teacher calls out a number of coins to start with and the students use the “Doubles Pot” worksheet and the pennies to find the doubles.
- Teacher introduces addition equations (original amount + what the pot added = total)
 1. Teacher asks students to begin with two coins in the pot.
 2. Students write the numeral “2” in the first blank for the original amount.
 3. Students double the coins in the pot and write a “2” in the second blank for what the pot added.
 4. Students count the coins in the pot and write “4” in the blank for the total.



5. Teacher talks through the equation, “First, I put two coins into the pot. The magic pot doubles what I had, adding another two coins. I pull four coins out of the magic pot.”
 6. Teacher also shows students that if the first number in the equation is given, they know how many coins to put into the pot.
 7. Students practice doubles and creating addition equations on the “Doubles Pot” worksheet.
 8. Teacher draws a pot on the board and students tell her where to draw the coins and how many coins to draw. Students tell the teacher what numbers to use to fill in an equation.
- Teacher hands out “Magic Pot Math” worksheet A.
 - Students complete the worksheet individually.
 - Teacher divides the class into two groups.
 - Group A: Students practice creating doubles facts and solving them on the back of the worksheet.
 - Group B: Teacher introduces a different way to write doubles equations using multiplication.
 1. Teacher asks students to use their “Doubles Pot” worksheet to double three coins.
 2. Teacher draws a pot and doubles three coins on the board. Students tell the teacher how to write the addition equation that matches the coins in the pot.
 3. Teacher shows students that there are two columns of coins in the pot. Each column has the same number of coins in it since the pot doubled each coin. There are three coins in each column and there are two columns with the same number of coins.
 4. Teacher shows students how to write the multiplication equation that matches the pot. (3 coins times 2 columns, hence 3 X 2)

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Math cont.:

Doubles cont.

5. Teacher demonstrates that the first blank in the equation is for the number of coins in each column.
6. Teacher demonstrates that the second blank in the equation is for the number of columns.
7. Students fill in the last blank with the total number of coins in the pot.
8. Teacher draws students' attention to the multiplication sign in the equation instead of the plus sign.
9. Teacher hands out the "Magic Pot Math" worksheet B.
10. Teacher reviews with students the top of the worksheet which shows the problem the students worked with the teacher.
11. Students complete the worksheet individually.

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Name _____ Date _____

Vocabulary

Directions: Use the words in the word bank to complete the sentences.

Word bank:

woodcutter

pot

elegant

coins

savings

echo

haunted

magic

fortunate

1. The woodcutter pulled the heavy _____ home to his wife.
2. His wife looked _____ in her new dress.
3. I heard an _____ when I yelled into the cave.
4. I put my _____ in the bank.
5. The _____ was a hard working man.
6. The wife was _____ to have a magic pot.
7. The _____ doubled when they went into the pot.
8. I love to watch a _____ show.
9. The ghost lives in the _____ house.

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Name _____

Date _____

Storyboard

Directions: Use the boxes to retell the story. Use words and illustrations.

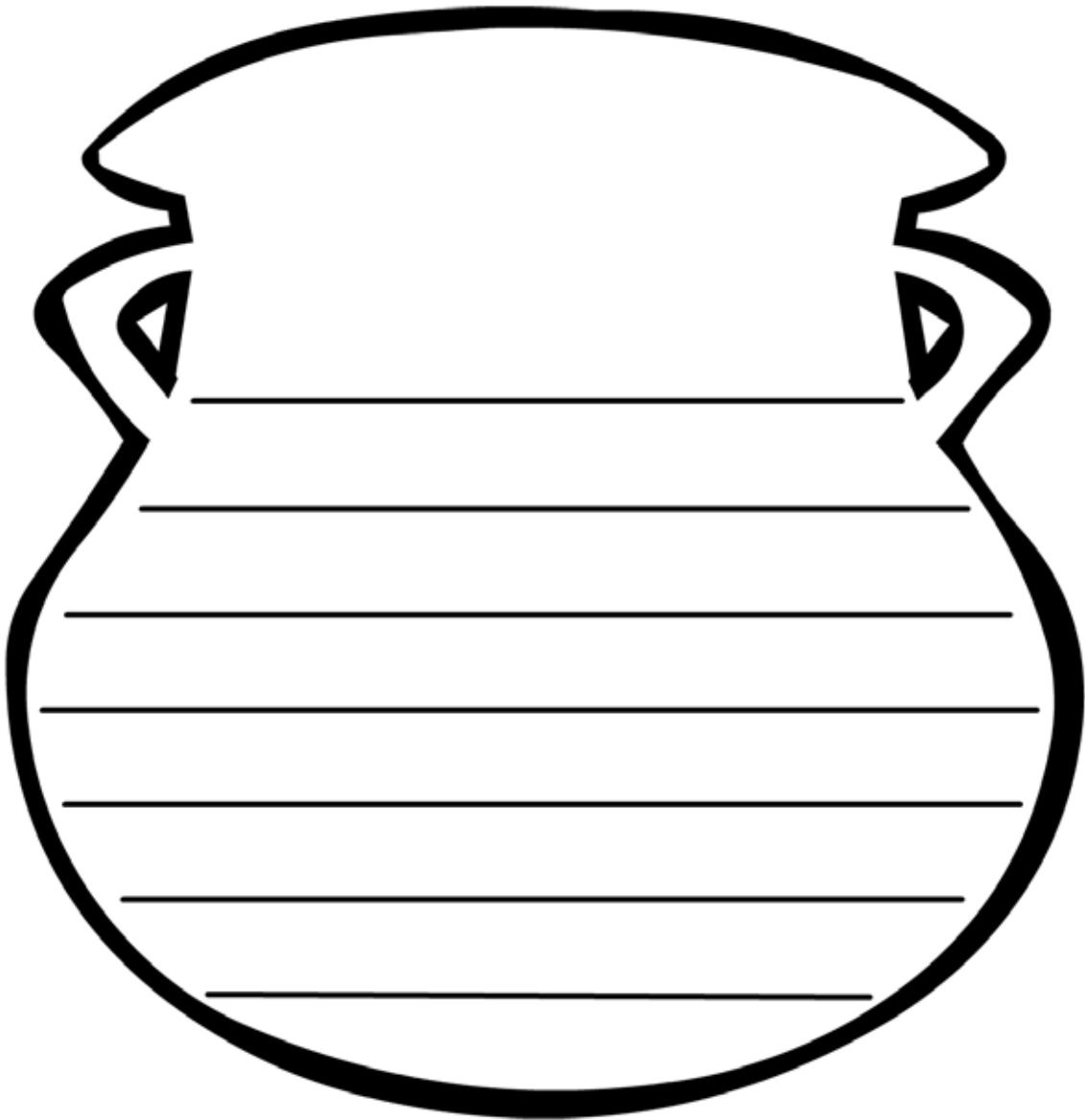
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Name _____ Date _____

The Magic Pot

What would you put in the magic pot?

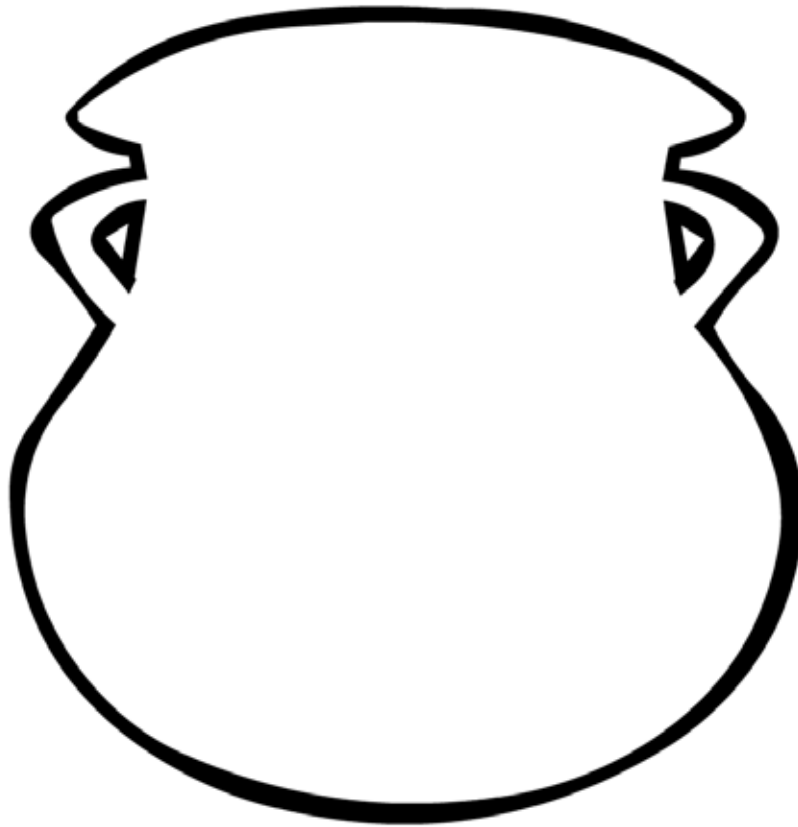


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Second Grade

Name _____ Date _____

Doubles Pot



$$\underline{\quad\quad} + \underline{\quad\quad} = \underline{\quad\quad}$$

$$\underline{\quad\quad} + \underline{\quad\quad} = \underline{\quad\quad}$$

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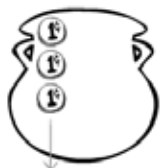
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Name _____ Date _____

Magic Pot Math

Worksheet A

Directions: Draw the doubles and complete the addition equations.



1. _____ + _____ = _____



2. _____ + _____ = _____



3. **6** + _____ = _____



4. **4** + _____ = _____

5. **7** + **7** = _____ 6. **2** + **2** = _____ 7. **10** + **10** = _____

8.
$$\begin{array}{r} 1 \\ +1 \\ \hline \end{array}$$

9.
$$\begin{array}{r} 9 \\ +9 \\ \hline \end{array}$$

10.
$$\begin{array}{r} 8 \\ +8 \\ \hline \end{array}$$

Challenge:

The woodcutter and his wife put some coins into the magic pot. The magic pot doubled the number of coins to make 22. How many coins did they put in?



_____ + _____ = **22**

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Name _____ Date _____

Magic Pot Math

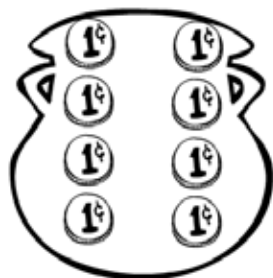
Worksheet B

Doubles equations can be written different ways.

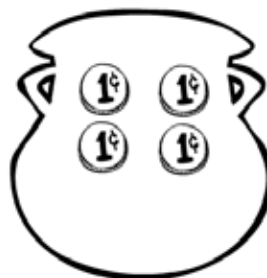
$\underbrace{\hspace{2em}}_3 + \underbrace{\hspace{2em}}_3 = \underline{\hspace{2em}}$
 # in first column # in second column

$\underbrace{\hspace{2em}}_3 \times \underbrace{\hspace{2em}}_2 = \underline{\hspace{2em}}$
 # in each column # of columns total

Directions: Write the doubles equations and solve them.



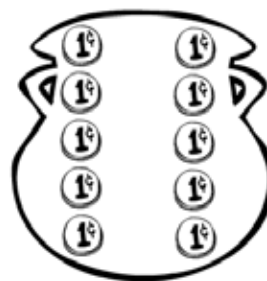
1. $\underline{\hspace{2em}} \times \underline{\hspace{2em}} = \underline{\hspace{2em}}$
 # in each column # of columns



2. $\underline{\hspace{2em}} \times \underline{\hspace{2em}} = \underline{\hspace{2em}}$
 # in each column # of columns total



3. $\underline{\hspace{2em}} \times \underline{\hspace{2em}} = \underline{\hspace{2em}}$



4. $\underline{\hspace{2em}} \times \underline{\hspace{2em}} = \underline{\hspace{2em}}$