

# THE MAGIC POT

Pre-Kindergarten

## **Outcome:**

Students will demonstrate an understanding of the story through listening, discussing, and observing.

## **Materials:**

Book, *The Magic Pot*

“Doubles Pot” worksheet

Pennies to use as manipulatives (at least five pennies per student)

Crayons

Glue sticks

Scissors

Shoe box (one per student)

Colored tissue paper

Large paint brushes

White glue mixed with water

Cups for glue

Newspaper

## **Assessment Tools:**

“The Magic Pot” worksheet

“Sequencing” worksheet

“Phonics Coloring” worksheet

## **INSTRUCTIONAL PLAN**

### **Introduction/Pre-reading:**

- Teacher shows students the book *The Magic Pot*. Teacher reads the title, and the names of the author and illustrator.

Teacher:

- explains that the author writes the book and the illustrator creates the pictures.
- asks the students to discuss “magic.” Students share ideas of what magic means to them.
- asks the students if they think that the story is real or make-believe.
- takes a “picture walk” through the book and talks about the illustrations, then asks students to think about what might happen in the story.
- introduces vocabulary words by saying them aloud while writing them on a chart: woodcutter, pot, haunted, coins, savings, echo, elegant, fortunate, and magic.
- uses the words in meaningful sentences for the class.
  - The woodcutter was in the forest cutting down trees.
  - I used a pot to cook the soup.
  - On Halloween I saw a haunted house. Witches and ghosts were inside.
  - I have coins in my pocket: one penny, three dimes, and four nickels.

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## **Introduction/Pre-reading cont.:**

- I have twenty dollars in my saving account.
- If you yell in a cave you will hear an echo, echo, echo. (Teacher makes an echo sound).
- The princess looked elegant in her gold dress.
- I am very fortunate to have such a smart class.
- I saw a magic trick. The man made the rabbit disappear.
- tells students that they will be reading the story, suggesting they know it will be about a magic pot.
- asks students to listen to discover why the pot is magic.

## **Teacher Reading of the Story:**

- Teacher thinks out loud and asks questions while reading the story.
- When coming to a new vocabulary word, teacher makes sure to let the students know to pay special attention to the word and how it is used in context.
  - For example, “The hard working woodcutter was walking back from the forest with an ax in his hand. Why does the woodcutter need an ax?” (He needs an ax to cut down trees. Trees are wood.)

## **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:**

### ● **Readers Response**

#### Materials:

“The Magic Pot” worksheet

Crayons

#### **Directions:**

- Teacher asks students what they would put in the magic pot? Why?
- Teacher hands out “The Magic Pot” worksheet.
- Students draw a picture of something they would like to put in the magic pot.

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## **Language Arts cont.:**

### • **Sequencing**

#### Materials:

“Sequencing” worksheet

Scissors

Glue sticks

#### **Directions:**

- Teacher hands out “Sequencing” worksheet.
- Students color the pictures and cut them out on the dotted lines.
- Teacher and students review the order of each item that was put into the magic pot.
- Students glue the pictures from the story into the correct spaces.

### • **Phonics Coloring**

#### Materials:

“Phonics Coloring” worksheet

Green crayon

#### **Directions:**

Teacher:

- asks students to color in the shapes that include the letter “P.”
- tells students they will discover a secret object by coloring in only the spaces that include the letter “P.”

## **Math:**

### • **Doubles**

#### Materials:

“Doubles Pot” worksheet

Pennies to use as manipulatives (at least five pennies per student)

#### **Directions:**

Teacher:

- reminds students that the pot was magical because every time something went into the pot, that thing “doubled.”
- uses examples from the story. (When the woodcutter put in one ax, he pulled out two.)
- draws a pot on chart paper.
- reminds students that the woodcutter put coins into the pot.
- puts one coin in the pot.
- asks students what happened in the story when something went into the pot.
- puts another coin into the pot to show that the pot matched the amount.
- asks students to count how many coins are in the pot now.
- repeats with two coins and then with three coins, lining the original coins up in a vertical line and then matching them one by one to emphasize the connection between the original coin and that coin that resulted from the doubling.
- divides group into pairs.

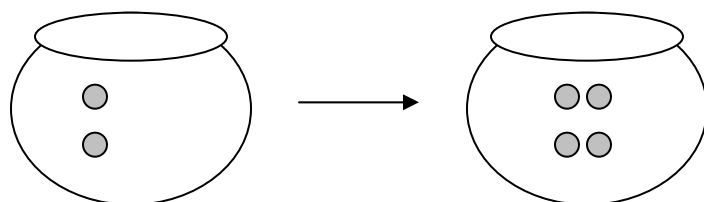
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## **Math cont.:**

### **Doubles cont.**

- Teacher hands out a “Doubles Pot” worksheet to each pair of students.
- Teacher distributes pennies to each pair of students to use as manipulatives.
- Students can practice doubles on the “Doubles Pot” worksheet. The first student puts some coins in the pot. The second student doubles the number of coins by matching each coin already in the pot. Both students count the pennies after doubling. Students take turns switching roles.



1<sup>st</sup> student puts in coins  
(lining up the coins vertically)

2<sup>nd</sup> student matches each coin

## **Art:**

### **• Create a “Magic Box”**

#### **Materials:**

Shoe box (one per student)  
Colored tissue paper  
Large paint brushes  
White glue mixed with water  
Cups for glue  
Newspaper

#### **Directions:**

- Students each bring in a shoe box.
- Teacher may want to cover the work spaces with newspaper to facilitate clean-up.
- Students decorate the shoe boxes with colored tissue paper that has been cut or ripped into small pieces using white glue mixed with a little bit of water. The glue can be brushed on with a paint brush.
- Students let the shoe boxes dry.
- Students practice doubling objects with their magic boxes.

## **Drama:**

### **• Act It Out**

#### **Materials:**

“Magic Boxes” created in the art activity

#### **Directions:**

- Teacher asks students to think of something that they want to put in their magic box to double.
- Students act out a story called “The Magic Box” using the boxes created by the class.

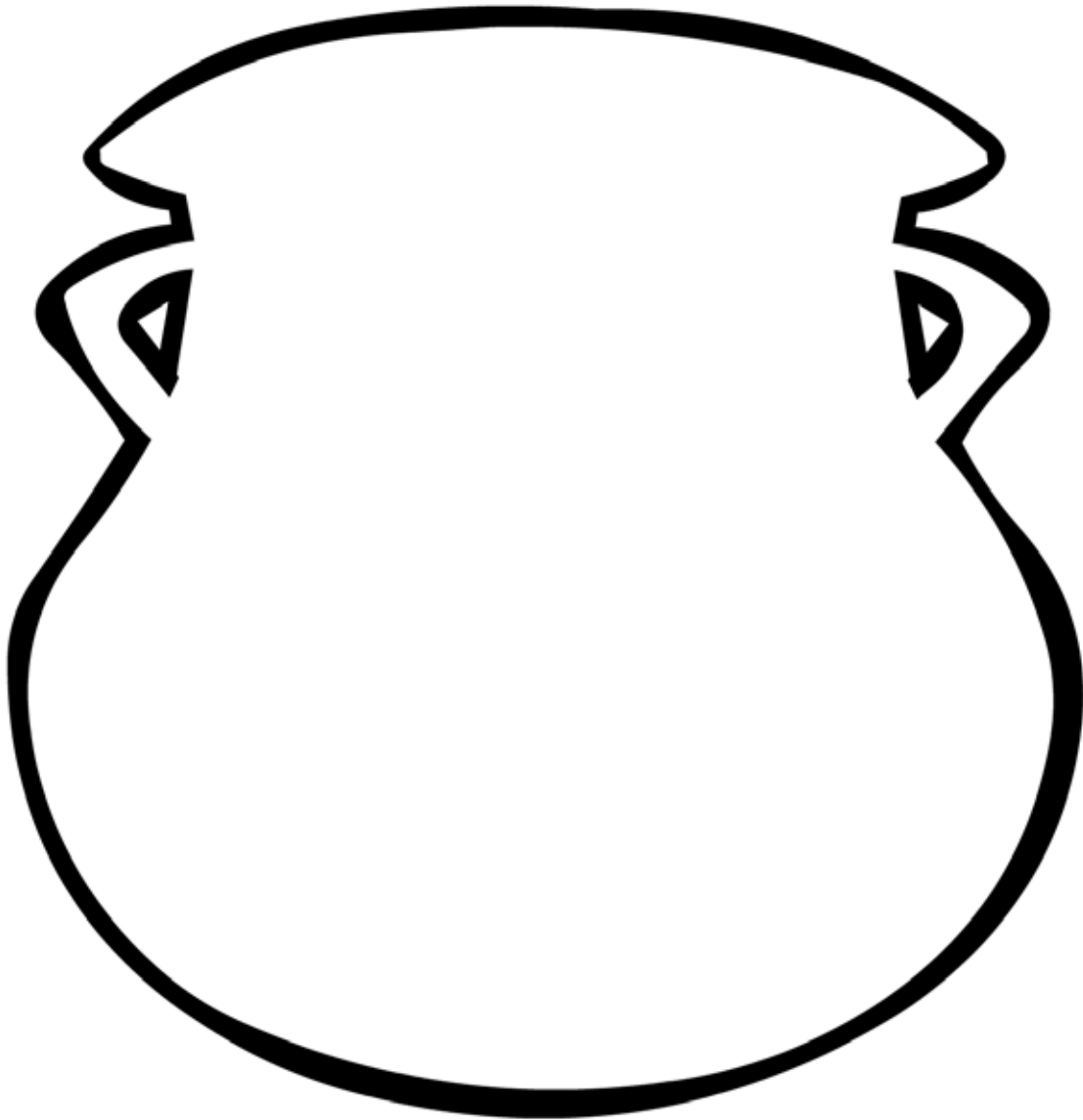
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Name \_\_\_\_\_ Date \_\_\_\_\_

## The Magic Pot

Directions: Draw a picture of something you would put into the magic pot.



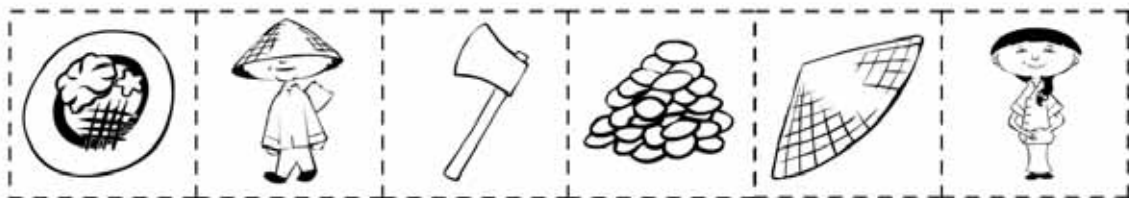
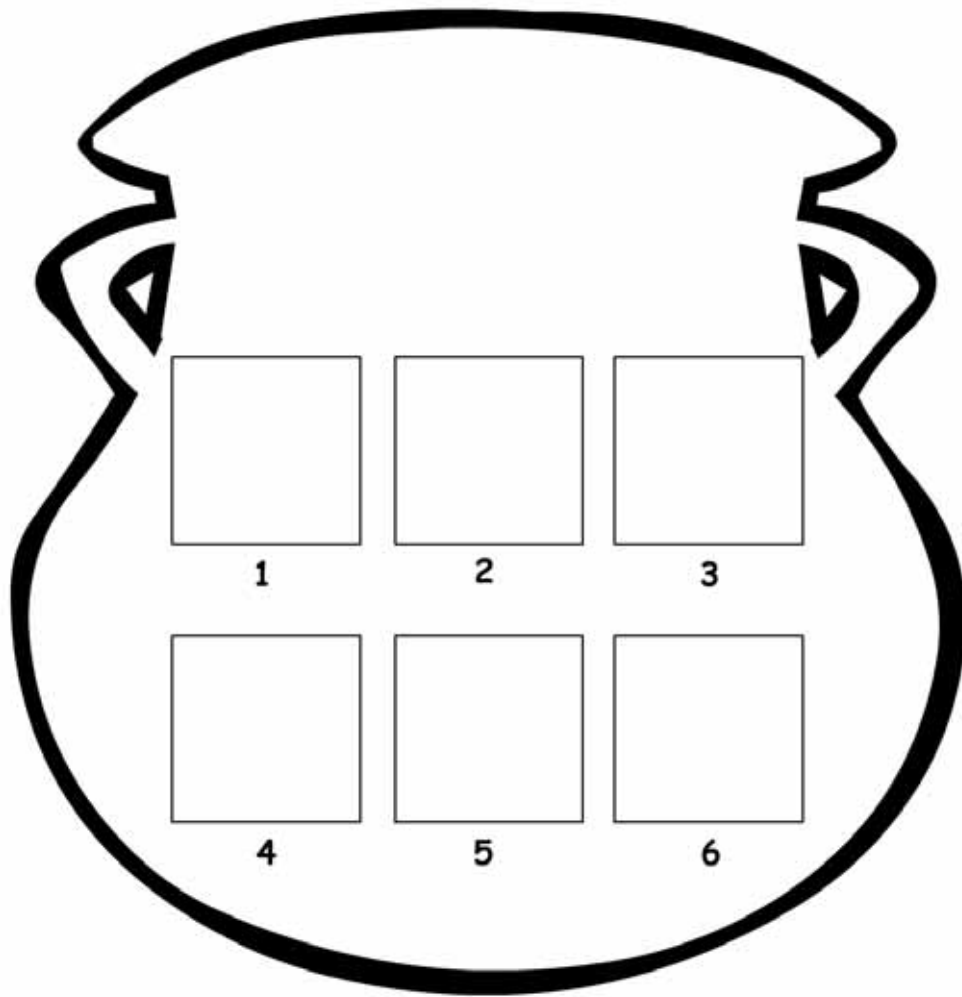
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## Sequencing

**Directions:** Color each picture. Cut out each picture on the dotted lines. Place the pictures in the order in which they happened in the story. Glue the pictures onto the correct space.



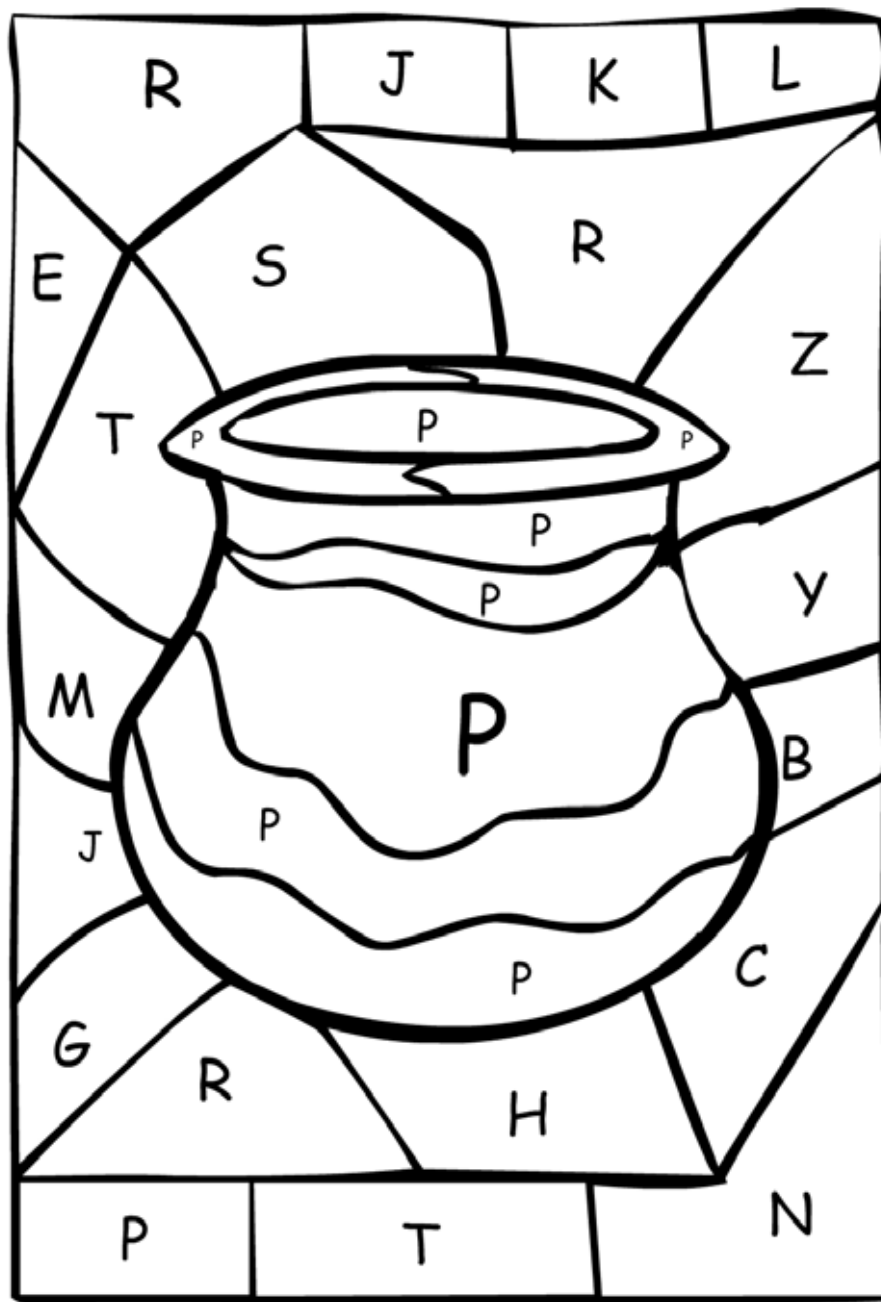
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## Phonics Coloring

**Directions:** Color in the shapes that have the letter "P." You will discover a secret object by coloring in only the spaces that have the letter "P."



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Name \_\_\_\_\_ Date \_\_\_\_\_

## Doubles Pot

