

## Magic Pot

Written by Pleasant DeSpain

### ABOUT THE BOOK

#### GUIDED READING:

J

#### LEXILE LEVEL:

640L

#### CHARACTER

##### TRAITS:

Caring  
Citizenship  
Sharing

##### REGION:

Asia

##### ISBN:

978-0-874838-27-5

### COMMON CORE

#### STANDARDS

##### NOTE:

Find correlating  
Common Core  
Standards at the  
head of each activity  
section.

### Outcome

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

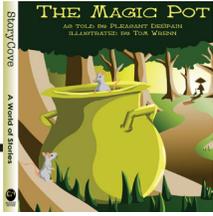
### Materials

#### General

- 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

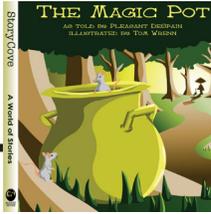


# Magic Pot

**Second Grade**

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## Introduction

### COMMON CORE STANDARDS

CCSS.ELA-LITERACY.

RL.2.2:

Recount stories, central message

CCSS.ELA-LITERACY.

RL.2.7:

Illustrations

CCSS.ELA-LITERACY.

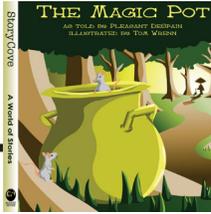
RF.2.4.A:

Fluency

## Introducing the Story

Directions:

- 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.)



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- Tells students that many stories have problems and solutions. 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

Directions:

- 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.

#### COMMON CORE STANDARDS

CCSS.ELA-LITERACY.

RF.2.4.A/

CCSS.ELA-LITERACY.

RF.2.4.B/

CCSS.ELA-LITERACY.

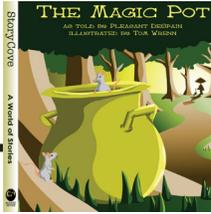
RF.2.4.C:

Fluency

CCSS.ELA-LITERACY.

RL.2.1:

Key details



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## Discussion Questions

### For Assessing Comprehension

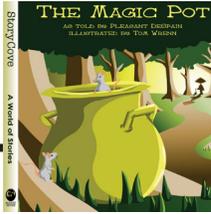
#### COMMON CORE STANDARDS

CCSS.ELA-LITERACY.

RL.2.1:

Key details

- Who are the characters in the story?
- Where did the story take place?
- What happened to the woodcutter?
- What was the problem in the story?
- How did the characters solve the problem?
- Why was the pot magic?



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## Language Arts

### COMMON CORE STANDARDS

CCSS.ELA-LITERACY.

RL.2.2:

Recount stories, central message

CCSS.ELA-LITERACY.

RL.2.5:

Story structure

CCSS.ELA-LITERACY.

SL.2.6:

Complete sentences

CCSS.ELA-LITERACY.

SL.2.1:

Collaborative conversations

### 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.

### COMMON CORE STANDARDS

CCSS.ELA-

LITERACY.W.2.3:

Narrative

CCSS.ELA-LITERACY.

SL.2.5:

Additional details

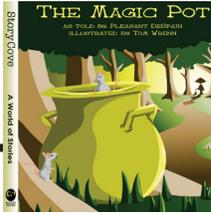
### Readers Response (Differentiated Learning)

Materials:

- “*The Magic Pot*” worksheet
- Pencils
- Crayons

Directions:

- Teacher asks students what they would put into the magic pot? Why?



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- 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?

## COMMON CORE STANDARDS

### CCSS.ELA-LITERACY.

#### RL.2.2:

Recount stories, central message

### CCSS.ELA-LITERACY.

#### SL.2.1:

Collaborative conversations

### CCSS.ELA-LITERACY.

#### SL.2.6:

Complete sentences

### CCSS.ELA-LITERACY.

#### SL.2.4:

Facts and relevant details

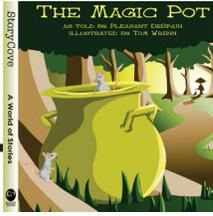
## Problem/Solution

### 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.



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- 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.

## Story Re-Write (Differentiated Learning)

### COMMON CORE STANDARDS

CCSS.ELA-

LITERACY.W.2.5:

Focus on a topic

CCSS.ELA-LITERACY.

SL.2.4:

Facts and relevant details

CCSS.ELA-LITERACY.

SL.2.6: Complete

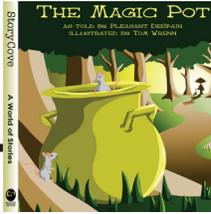
sentences

#### 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.



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## Math

### COMMON CORE STANDARDS

CCSS.MATH.  
CONTENT.2.OA.A.1:  
Addition/subtraction to  
solve problems

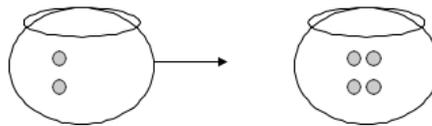
### Doubles

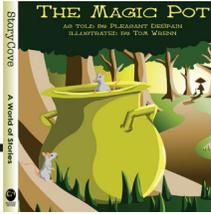
#### Materials:

- “Doubles Pot” worksheet
- “*Magic Pot* Math” worksheets A and B
- Pennies to use as manipulatives ( 22 pennies per student)
- Pencils

#### Directions:

- 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.





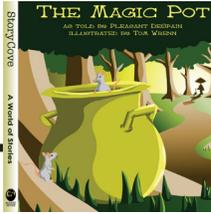
## Magic Pot

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- Teacher asks students to begin with two coins in the pot.
- Students write the numeral “2” in the first blank for the original amount.
- Students double the coins in the pot and write a “2” in the second blank for what the pot added.
- Students count the coins in the pot and write “4” in the blank for the total.



- 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.”
- Teacher also shows students that if the first number in the equation is given, they know how many coins to put into the pot.
- Students practice doubles and creating addition equations on the “Doubles Pot” worksheet.
- 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.



## Magic Pot

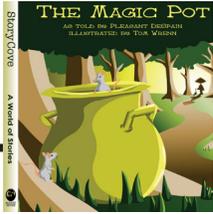
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### Group A:

- 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.
- Teacher asks students to use their “Doubles Pot” worksheet to double three coins.
- 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.
- 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.
- Teacher shows students how to write the multiplication equation that matches the pot. (3 coins times 2 columns, hence  $3 \times 2$ )
- Teacher demonstrates that the first blank in the equation is for the number of coins in each column.
- Teacher demonstrates that the second blank in the equation is for the number of columns.
- Students fill in the last blank with the total number of coins in the pot.
- Teacher draws students’ attention to the multiplication sign in the equation instead of the plus sign.
- Teacher hands out the “*Magic Pot Math*” worksheet B.



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- Teacher reviews with students the top of the worksheet which shows the problem the students worked with the teacher.
- Students complete the worksheet individually.



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.



Name \_\_\_\_\_

Date \_\_\_\_\_

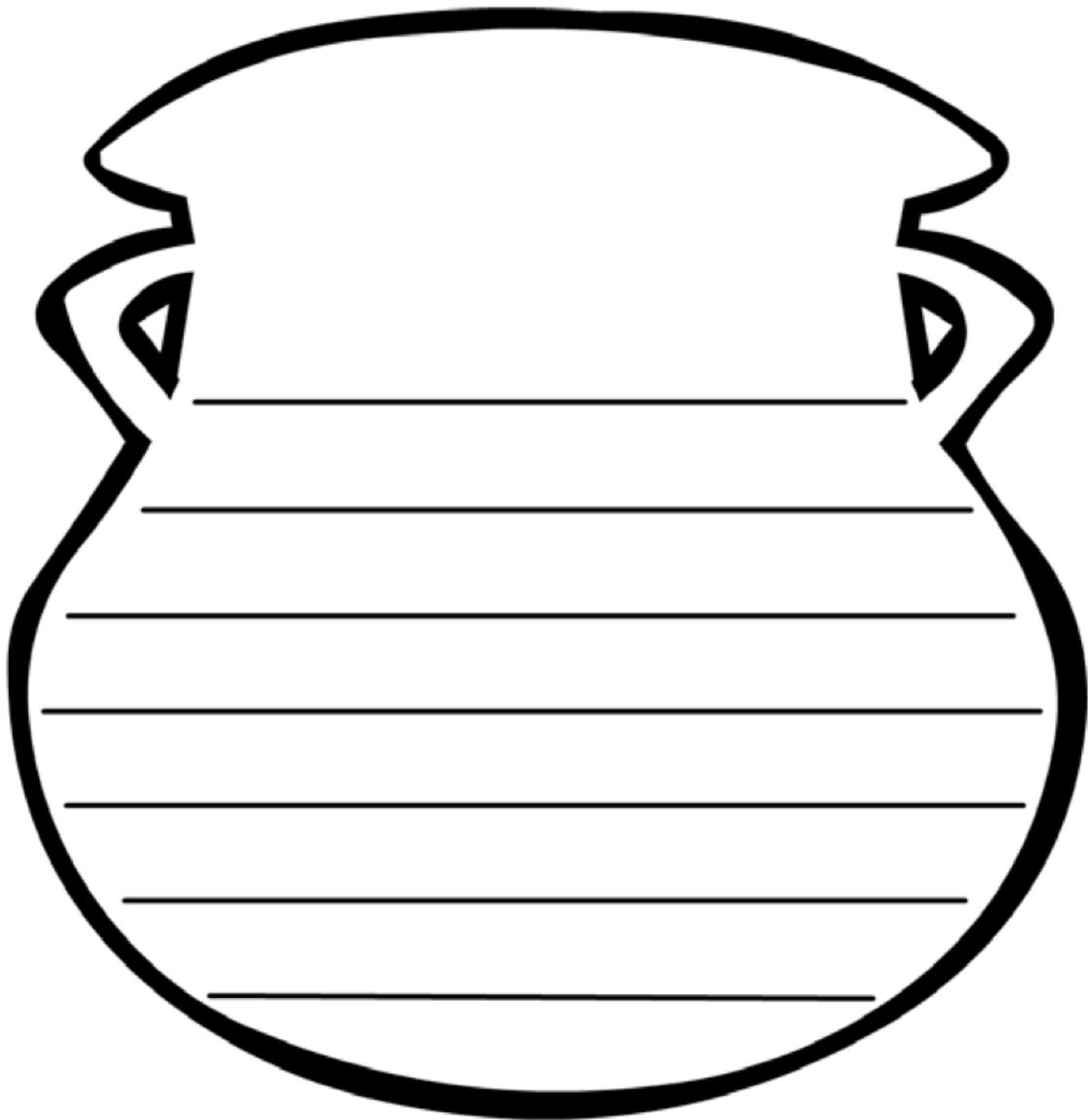
# Storyboard

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


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

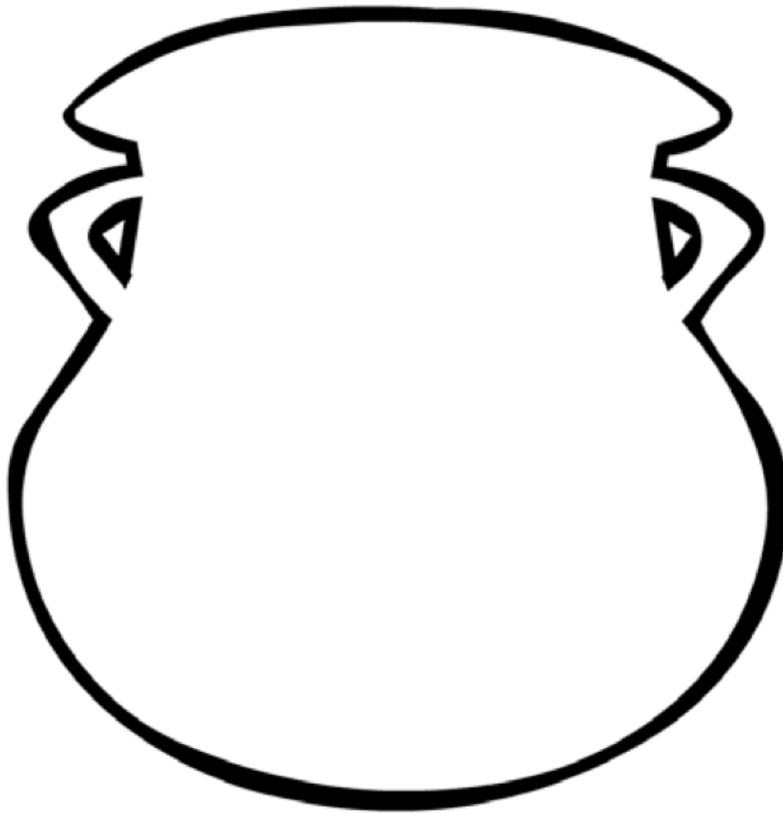
### The Magic Pot

What would you put in the magic pot?



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

### Doubles Pot



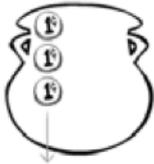
$$\underline{\quad\quad} + \underline{\quad\quad} = \underline{\quad\quad}$$

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?



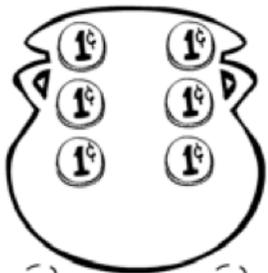
\_\_\_\_\_ + \_\_\_\_\_ = **22**

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

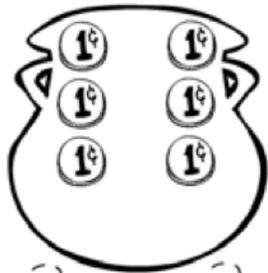
### Magic Pot Math

Worksheet B

Doubles equations can be written different ways.

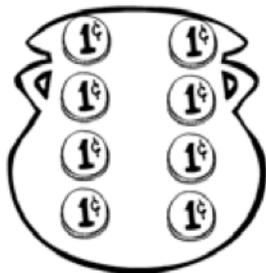


$\underbrace{\quad}_{\substack{\# \text{ in first} \\ \text{column}}} + \underbrace{\quad}_{\substack{\# \text{ in second} \\ \text{column}}} = \underline{\quad}$

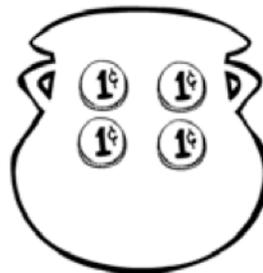


$\underbrace{\quad}_{\substack{\# \text{ in each} \\ \text{column}}} \times \underbrace{\quad}_{\substack{\# \text{ of} \\ \text{columns}}} = \underline{\quad} \text{ total}$

Directions: Write the doubles equations and solve them.



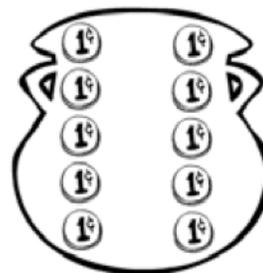
1.  $\underline{\quad} \times \underline{\quad} = \underline{\quad}$   
# in each column      # of columns



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



3.  $\underline{\quad} \times \underline{\quad} = \underline{\quad}$



4.  $\underline{\quad} \times \underline{\quad} = \underline{\quad}$