

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.

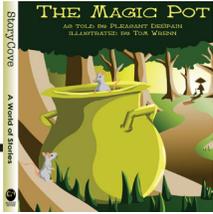
Outcome

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

Materials

General

- Book, *The Magic Pot*
- “Doubles Pot” worksheet
- “Doubles Pot Challenge” worksheet
- Pennies to use as manipulatives (ten pennies per student)
- Pencil
- Scissors
- Glue sticks
- Crayons
- Shoe box (one per student)
- Colored tissue paper
- Large paint brushes
- White glue mixed with water
- Cups for glue
- Newspaper



Magic Pot

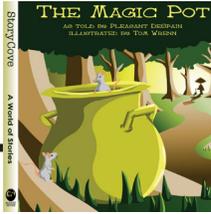
Kindergarten

Assessment Tools

- “*The Magic Pot*” worksheet
- “Sequencing” worksheet
- “Pot Phonics” worksheet A
- “Pot Phonics” worksheet B

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Introduction

COMMON CORE STANDARDS

CCSS.ELA-LITERACY.

RL.K.6:

Role of author and
illustrator

CCSS.ELA-LITERACY.

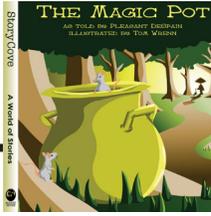
RL.K.4:

Unknown words in a text

Introducing the Story

Directions:

- Shows students the book *The Magic Pot* and reads the title and names of the author and illustrator.
- Explains that the author writes the book and the illustrator creates the illustrations.
- Asks students to 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 story and talks about the pictures.
- 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 new 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
 - I have twenty dollars in my *savings* account.
 - If you yell in a cave you will hear an *echo*, echo, echo. (Teacher makes an echo sound.)



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- The princess looked *elegant* in her gold dress.
- I am very *fortunate* to have such a smart class.
- I saw a *magic* trick. The magician made the rabbit disappear.

Teacher Reads the Story

Directions:

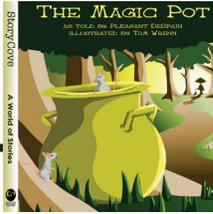
- Teacher thinks out loud and asks questions while reading the story.
- When coming to a new vocabulary word, teacher makes sure to let the students know to pay special attention to the word and how it is used in context.
 - For example, “The woodcutter was walking back from the forest with an ax in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

COMMON CORE STANDARDS

CCSS.ELA-LITERACY.

RL.K.10:

Group reading activities
with purpose



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Discussion Questions

COMMON CORE STANDARDS

CCSS.ELA-LITERACY.

RL.K.1:

Details in a text

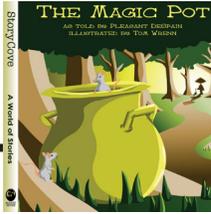
CCSS.ELA-LITERACY.

RL.K.3:

Identify characters,
settings, events in a story

For Assessing Comprehension

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



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Language Arts

COMMON CORE STANDARDS

CCSS.ELA-LITERACY.

RL.K.7:

Illustrations

CCSS.ELA-LITERACY.

SL.K.1/

CCSS.ELA-LITERACY.

SL.K.5/

CCSS.ELA-LITERACY.

SL.K.6:

Collaborative
conversations, additional
detail, speak audibly,
clear ideas

COMMON CORE STANDARDS

CCSS.ELA-LITERACY.

RL.K.1:

Key details in text

CCSS.ELA-LITERACY.

RL.K.2:

Retell familiar stories, key
details

CCSS.ELA-LITERACY.

RL.K.3:

Identify characters,
settings, events in a story

Reading Response

Materials:

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

Directions:

- Teacher asks students what they would put in the magic pot? Why?
- Teacher hands out “*The Magic Pot*” worksheet.
- Students draw pictures of what they would like to put in the magic pot. Students will complete the sentence, “I would put ___ in the magic pot.”
- Students share responses with the class.

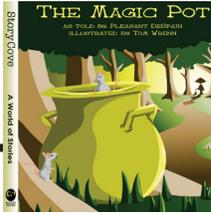
Sequencing

Materials:

- “Sequencing” worksheet
- Crayons
- Scissors
- Glue sticks

Directions:

- Teacher reviews the sequence of events in the story with the students.
- Teacher hands out “Sequencing” worksheet.
- Students color each picture.
- Cut out the pictures on the dotted lines.



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- Place the pictures in the order in which they happened in the story.
- Glue the pictures onto the correct space.

Word Work (Differentiated Learning)

COMMON CORE STANDARDS

CCSS.ELA-LITERACY.
RF.K.3.A:

One to one letter sound
correspondence

Materials:

- “Pot Phonics” worksheets A and B
- Crayons

Directions:

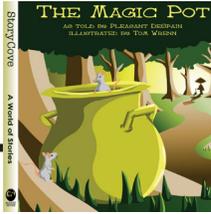
- Teacher divides the students into two groups.

Group A:

- Students complete “Pot Phonics” worksheet A.
- Color the pictures that begin with the same sound as “pot.”

Group B:

- Students complete “Pot Phonics” worksheet B.
- Color the pictures that begin with the same sound as “pot.”
- Trace the letter “p” under the picture of the pot.
- Write the letter “p” under the pictures that begin with the same sound as “pot.”
- “Pot Phonics” worksheets A and B include pictures of a pencil, a pig, an ax, a pumpkin, a pizza, the wife, pancakes, and a hat.



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Math

COMMON CORE STANDARDS

CCSS.ELA-LITERACY.

RL.K.1:

Details in text

CCSS.ELA-LITERACY.

RL.K.10:

Group reading activities
with purpose

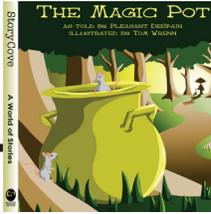
Doubles

Materials:

- “Doubles Pot” worksheet
- “Doubles Pot Challenge” worksheet
- Pennies to use as manipulatives (ten pennies per student)
- Pencil

Directions:

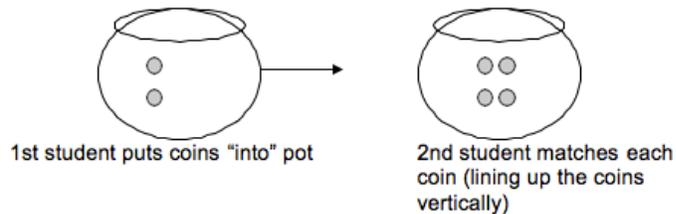
- Reminds students that the pot was magical because every time something was put into the pot, that something “doubled.”
- Uses examples from the story. (When the woodcutter put in one ax, he pulled out two.)
- Draws a pot on chart paper.
- Reminds students that the woodcutter put coins into the pot.
- Puts one coin into 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.
- Puts two coins and then three coins, lining up the original coins in a vertical line and then matching them one by one to emphasize the connection between the original coin and the coin that resulted from the doubling.
- Divides class into pairs.



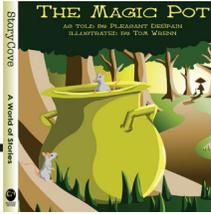
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- Hands out a “Doubles Pot” worksheet to each pair of students.
- Distributes pennies to each pair of students to use as manipulatives.
- Students can practice doubles on the “Doubles Pot” worksheet. The first student puts some coins into the pot. 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.



- Teacher divides students into two groups.
Group A:
 - Students continue practicing doubles with the “Doubles Pot” worksheets individually.Group B:
 - Teacher introduces addition equations with the “Doubles Pot Challenge” worksheet.
 - Teacher uses the “Doubles Pot Challenge” worksheet and puts two coins in a column.
 - Teacher doubles the coins by matching each coin.
 - Students count the total number of coins.
 - Teacher draws a blank equation under the pot.
 - Teacher shows students how to fill in the blank spaces.

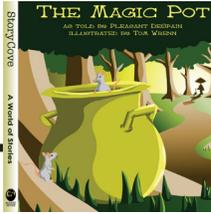


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- Teacher also shows students that if the first number in the equation is given, they know how many coins to put into the pot.
- Teacher hands out the “Doubles Pot Challenge” worksheets.
- Teacher tells students how many coins to put into the pot to start.
- Students complete the worksheet by doubling the number of coins and creating an equation.



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Art

COMMON CORE STANDARDS

CCSS.ELA-LITERACY.

RL.K.10:

Group reading activities
with purpose

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

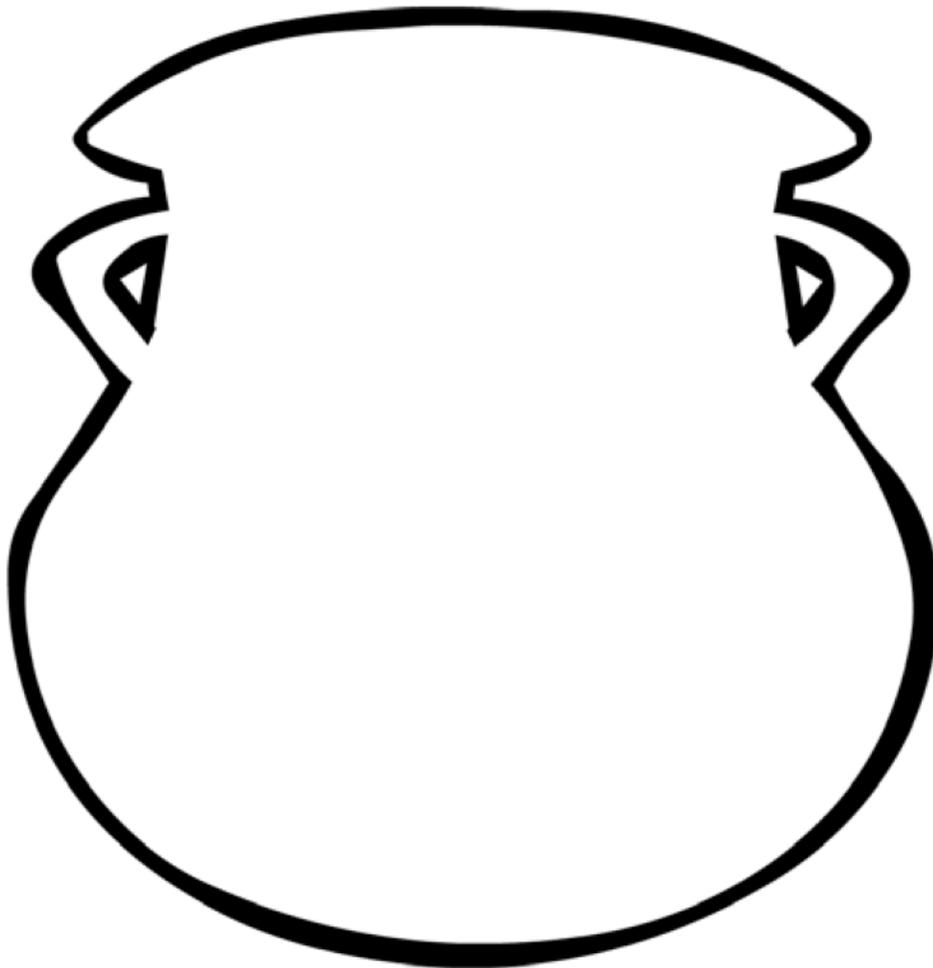
Directions:

- 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.

Name _____ Date _____

The Magic Pot

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

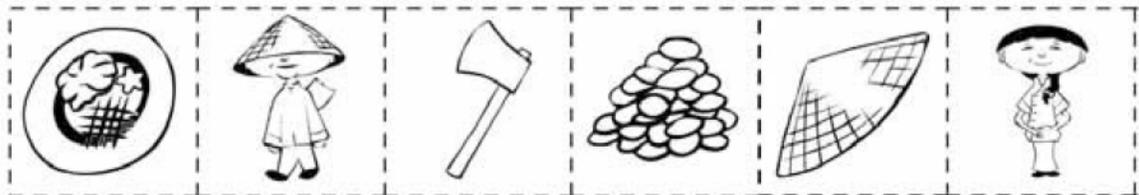
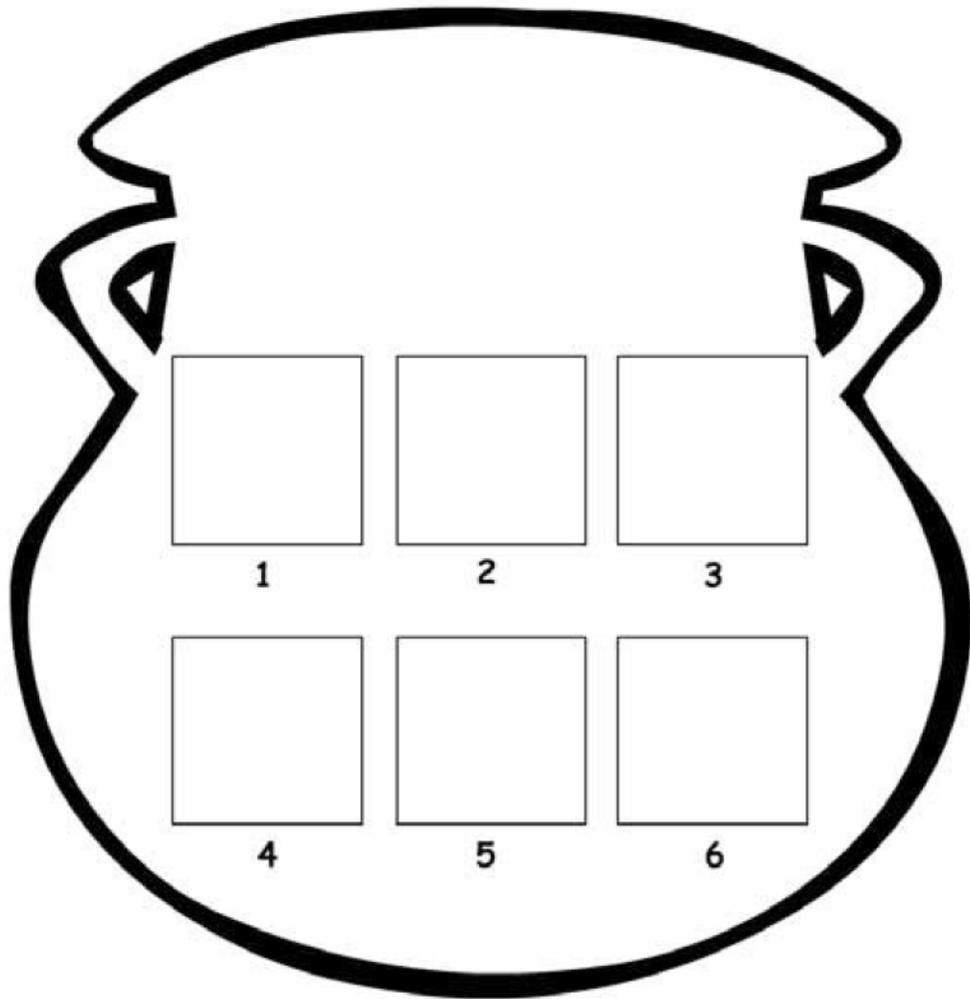


I would put _____
_____ into the magic pot.

Name _____ Date _____

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.

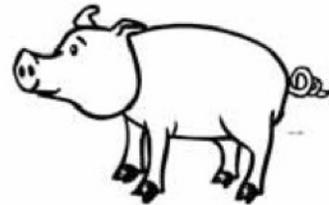


Name _____ Date _____

Pot Phonics

Worksheet A

Directions: Color the pictures that begin with the same sound as "pot."

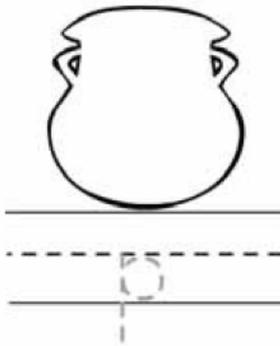


Name _____ Date _____

Pot Phonics

Worksheet B

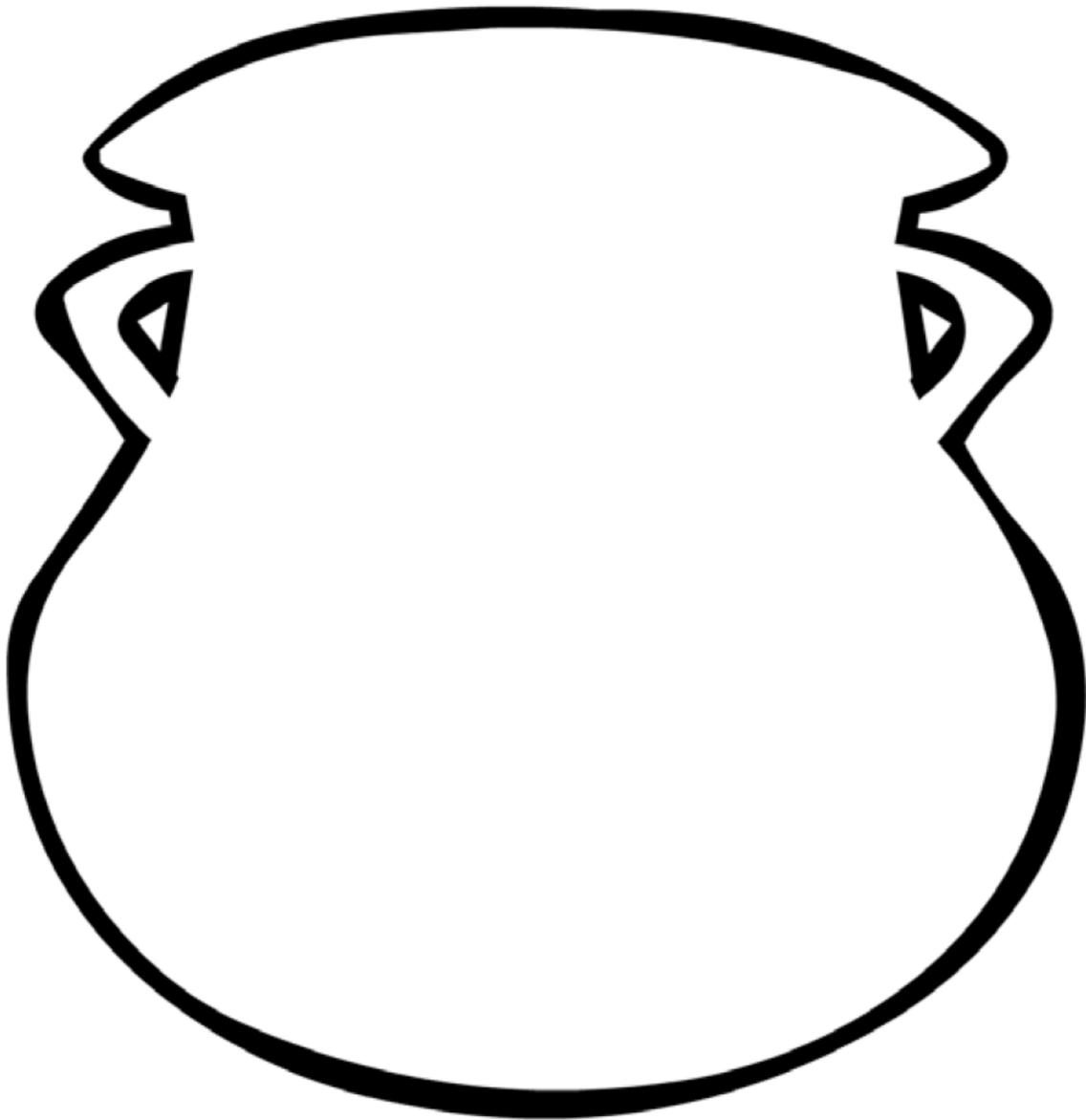
Directions: Color the pictures that begin with the same sound as "pot." Trace the letter "p" under the picture of the pot. Write the letter "p" under the pictures that begin with the same sound as "pot."



 _____ _____ _____	 _____ _____ _____	 _____ _____ _____
 _____ _____ _____	 _____ _____ _____	 _____ _____ _____
 _____ _____ _____	 _____ _____ _____	

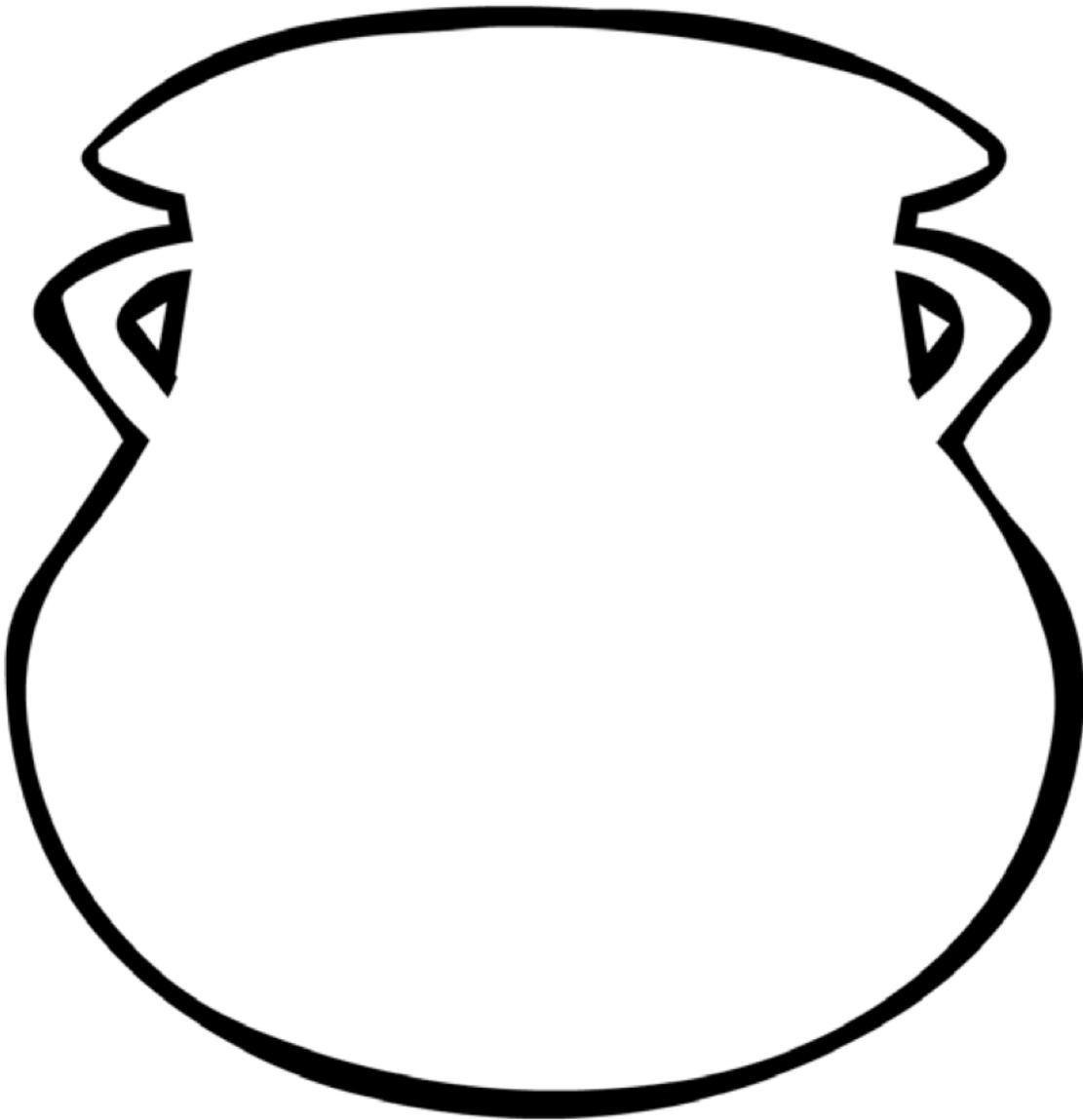
Name _____ Date _____

Doubles Pot



Name _____ Date _____

Doubles Pot Challenge



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