

Magic Pot

Written by Pleasant DeSpain

ABOUT THE BOOK

GUIDED READING:

J

LEXILE LEVEL:

640L

CHARACTER

TRAITS:

Caring
Citizenship
Sharing

REGION:

Asia

ISBN:

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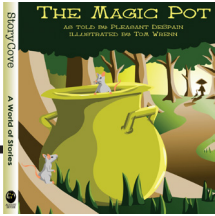
Outcome

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

Materials

General

- 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



Magic Pot

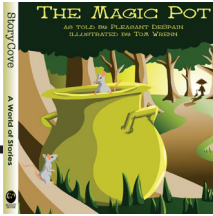
PreK

Assessment Tools

- “*The Magic Pot*” worksheet
- “Sequencing” worksheet
- “Phonics Coloring” worksheet

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Magic Pot

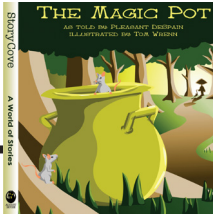
PreK

Introduction

Introducing the Story

Directions:

- 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.
 - 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.)



Magic Pot

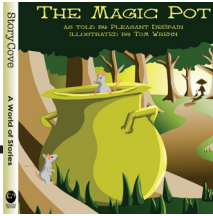
PreK

- 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.
- 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 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 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.)



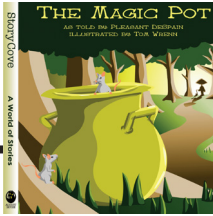
Magic Pot

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Discussion Questions

For Assessing Comprehension

- 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?



Magic Pot

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Language Arts

Reading 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.

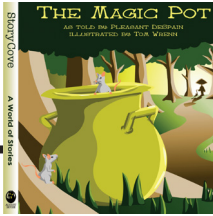
Sequencing

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.



Magic Pot

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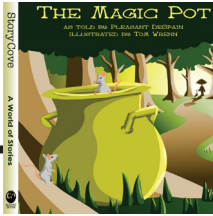
Phonics Coloring

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.”



Magic Pot

PreK

Math

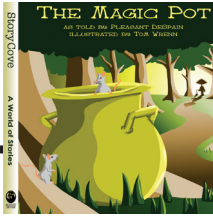
Doubles

Materials:

- “Doubles Pot” worksheet
- Pennies to use as manipulatives (at least five pennies per student)

Directions:

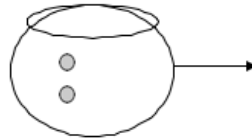
- Reminds students that the pot was magical because every time something went into the pot, that thing “doubled.”
- Uses examples from the story. (When the woodcutter put in one ax, he pulled out two.)
- Draws a pot on chart paper.
- Reminds students that the woodcutter put coins into the pot.
- Puts 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.



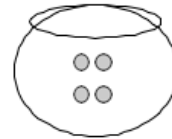
Magic Pot

PreK

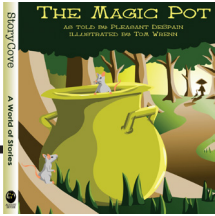
- Divides group into pairs. Teacher hands out a “Doubles Pot” worksheet to each pair of students.
- Teacher distributes pennies to each pair of students to use as manipulatives.
- Students can practice doubles on the “Doubles Pot” worksheet. The first student puts some coins in the pot. The second student 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.



1st student puts coins “into” pot



2nd student matches each coin (lining up the coins vertically)



Magic Pot

PreK

Dramatic Arts

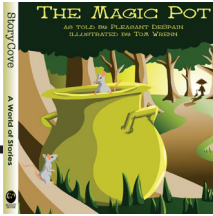
Act it Out

Materials:

- “Magic Boxes” created in the art activity (next activity section)

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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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

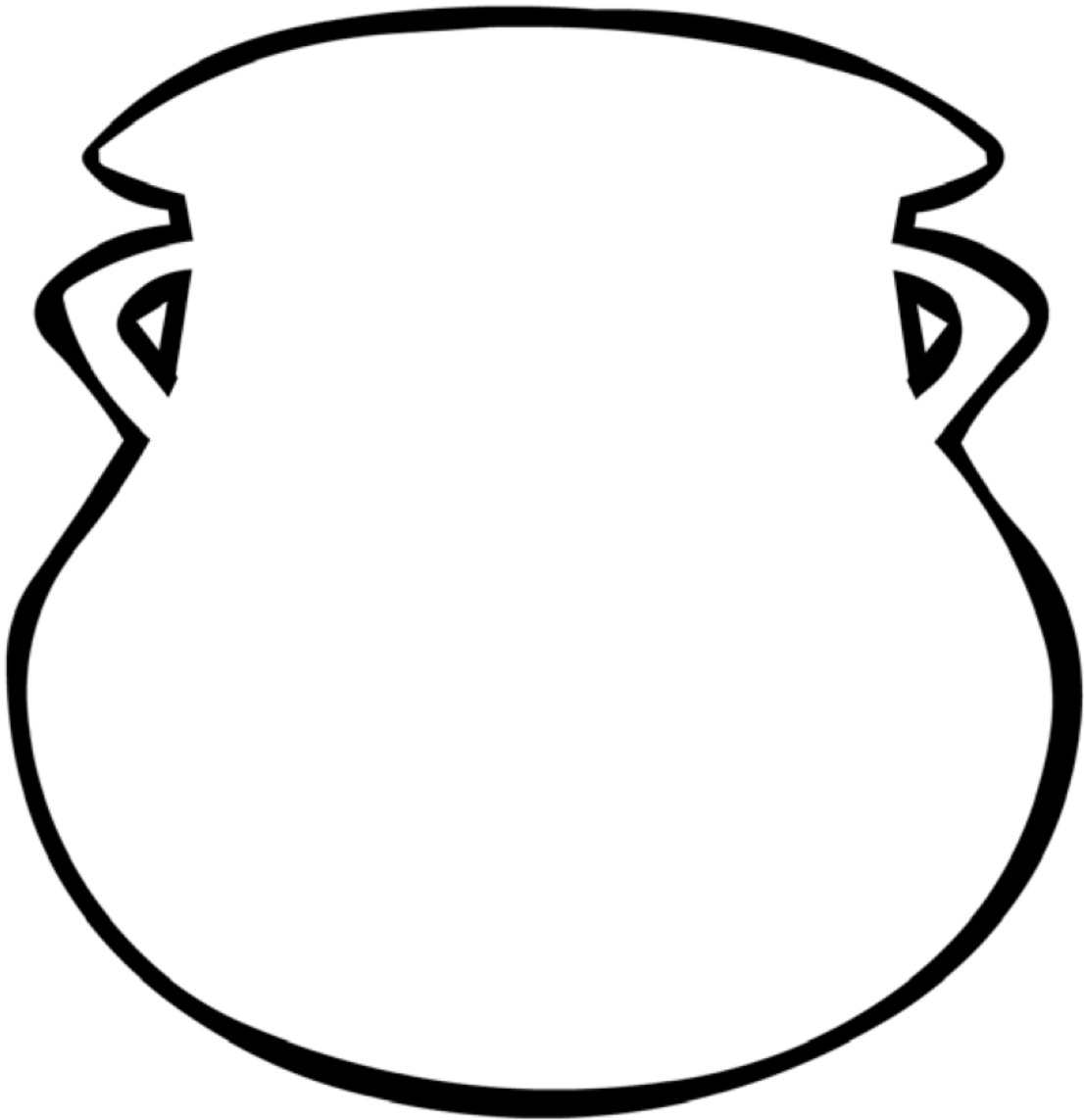
Directions:

- 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.

Name _____ Date _____

The Magic Pot

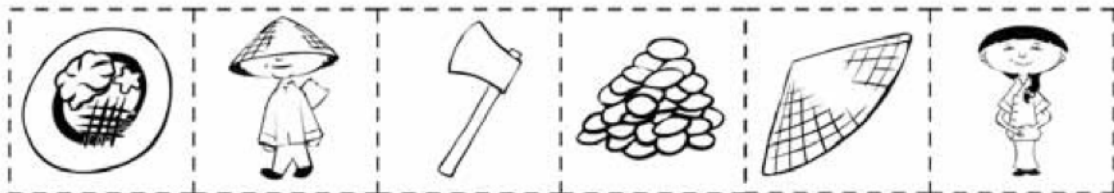
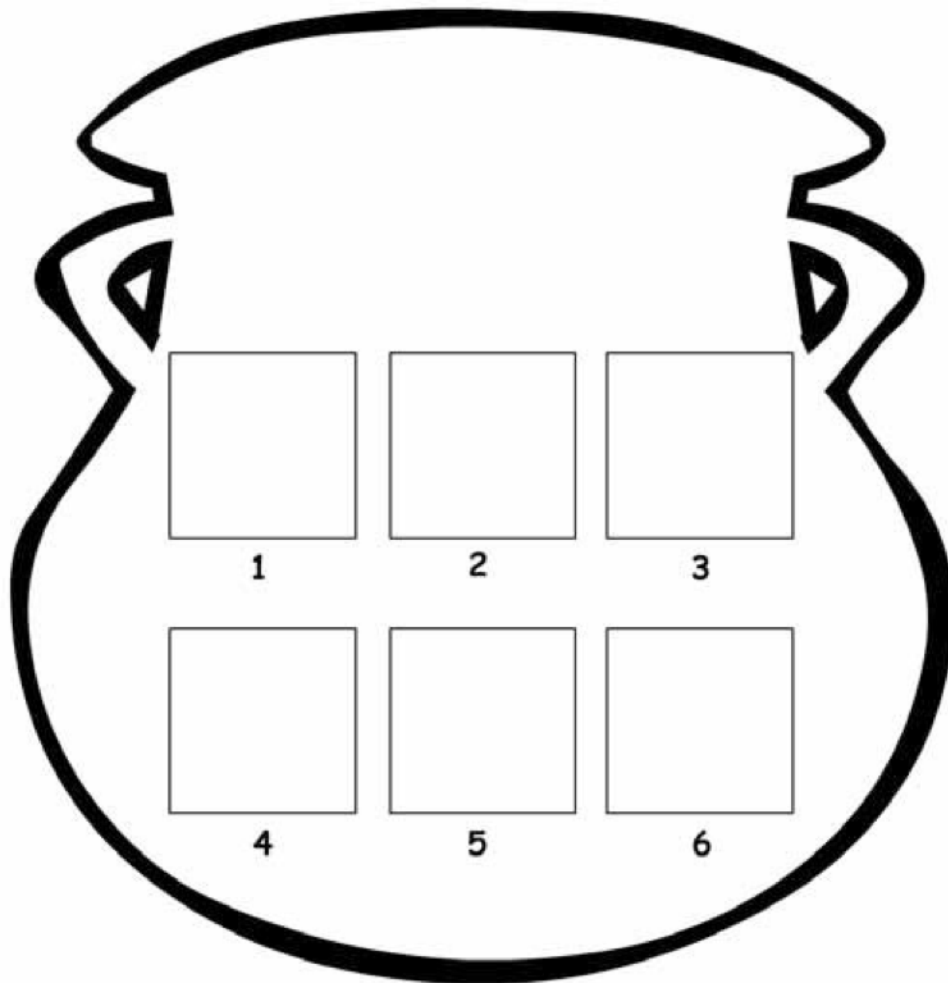
Directions: Draw a picture of something you would put into the magic pot.



Name _____ Date _____

Sequencing

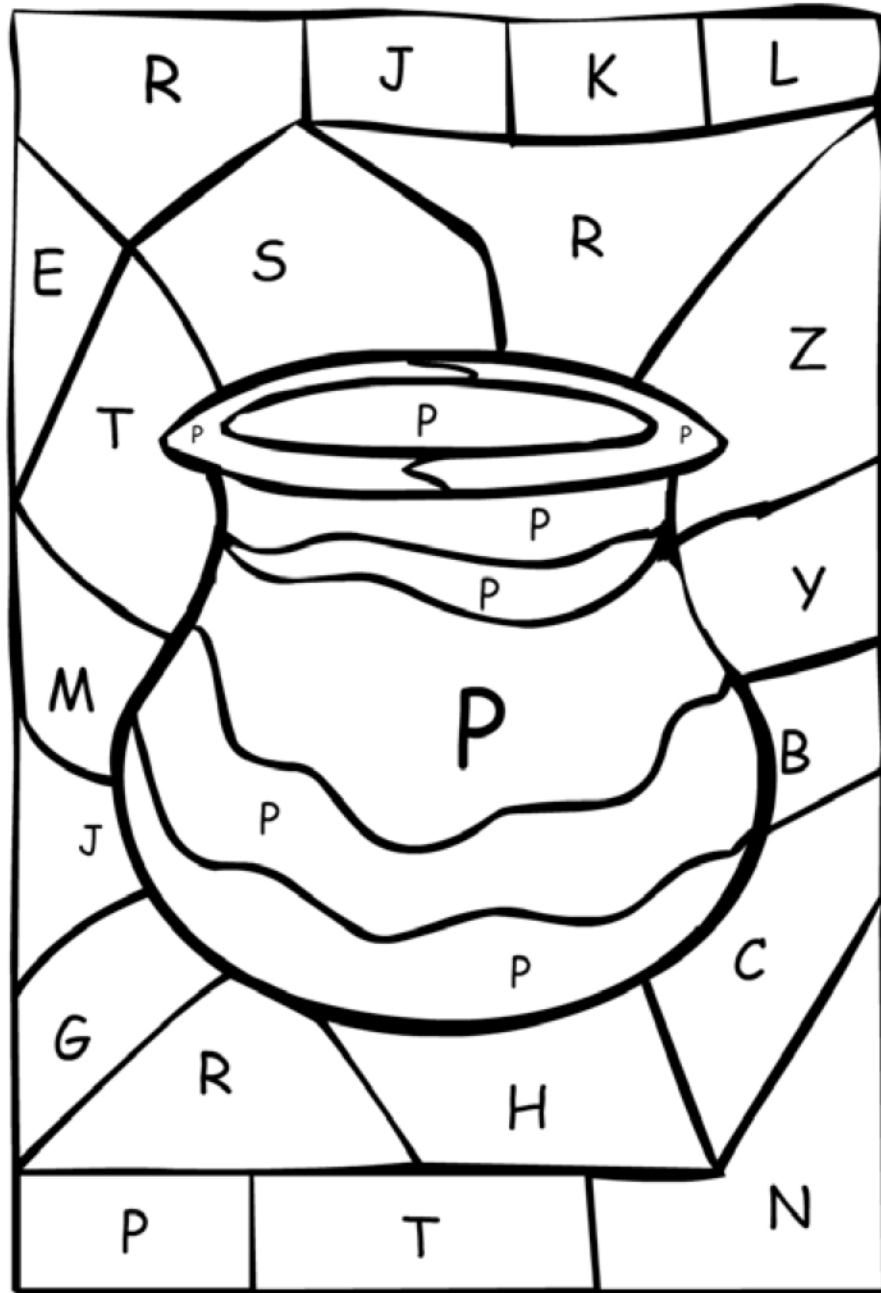
Directions: Color each picture. Cut out each picture on the dotted lines. Place the pictures in the order in which they happened in the story. Glue the pictures onto the correct space.



Name _____ Date _____

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."



Name _____ Date _____

Doubles Pot

