

## 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

### Outcome

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

### Materials

#### General

- Book, *The Magic Pot*
- Envelopes (1 of any size per student)
- Scissors
- Lined paper
- Pencils
- Sentence strips
- Pennies to use as manipulatives (at least ten pennies per student)
- “Doubles Pot” worksheet

### COMMON CORE

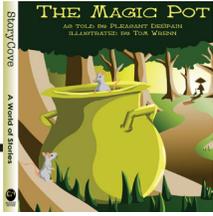
#### STANDARDS

#### NOTE:

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

### Assessment Tools

- “Vocabulary” worksheet
- “*The Magic Pot*” worksheet
- “Phonics Puzzles” worksheet
- “*Magic Pot Math*” worksheet

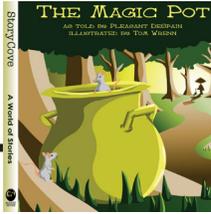


# Magic Pot

First Grade

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# Magic Pot

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## Introduction

### COMMON CORE STANDARDS

CCSS.ELA-LITERACY.

RL.1.1:

Key details

CCSS.ELA-

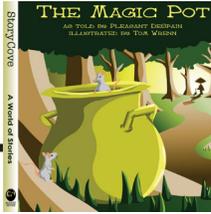
LITERACY.L.1.4.A:

Context clues

## Introducing the Story

Directions:

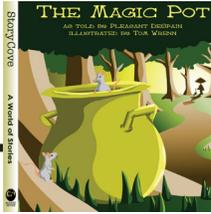
- Teacher shows students the book *The Magic Pot* and reads the title and names of the author and illustrator.
- Explains that the author writes the book and the illustrator creates the illustrations. This author “retold” the story. The cover reads, “as told by.” Tales are passed down from generation to generation.
- 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.
- Asks the students to suggest another word for a story that is not real. (fiction)
- Takes a “picture walk” through the book and talks about the illustrations.
- Asks students predict what might happen in the story.
- 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.
- Asks students to think of some stories and the problems and solutions in the stories. Teacher can remind students of recent stories the class has read.



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- 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
  - I have twenty dollars in my savings account.
  - If you yell in a cave you will hear an echo, echo, echo. (Teacher makes the sound of an echo.)
  - 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.
- Hands out “Vocabulary” worksheet. Teacher reads the sentences and students follow the directions in each box.
- Tells students the characters in the story will have a problem. Teacher asks students to listen to find out what the problem is and how it is solved.



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## COMMON CORE STANDARDS

CCSS.ELA-LITERACY.

RL.1.1:

Key details

CCSS.ELA-LITERACY.

SL.1.1:

Collaborative

conversations

CCSS.ELA-LITERACY.

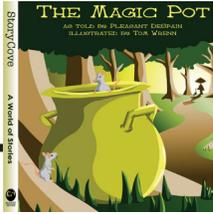
SL.1.4:

Relevant details

## Teacher Reads the Story

Directions:

- Teacher thinks out loud and asks questions while reading the story.
- When coming to a new vocabulary word, teacher suggests students 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.)



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## Discussion Questions

### COMMON CORE STANDARDS

CCSS.ELA-LITERACY.

RL.1.1:

Key details

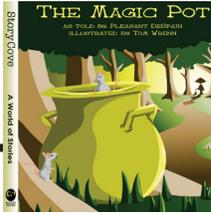
CCSS.ELA-LITERACY.

RL.1.3:

Characters, settings,  
events

### 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?



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## Language Arts

### COMMON CORE STANDARDS

CCSS.ELA-LITERACY.

RL.1.2:

Retell stories, key details

### COMMON CORE STANDARDS

CCSS.ELA-LITERACY.

SL.1.5:

Additional details

CCSS.ELA-

LITERACY.W.1.3:

Narratives

CCSS.ELA-

LITERACY.L.1.1.J:

Complete sentences

CCSS.ELA-

LITERACY.L.1.1.K:

Appropriate spacing

## Sequencing

Materials:

- Sentence strips

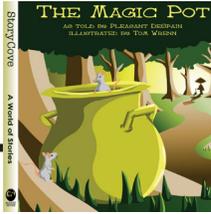
Directions:

- Teacher writes the following sentences onto sentence strips.
  - The wife put the dinner into the pot.
  - The woodcutter put the ax into the pot.
  - They put the coins into in the pot.
  - The woodcutter went into the pot.
  - The wife fell into the pot.
  - The hat fell into the pot.
- Teacher hands out sentence strips to one group of students.
- Students read the sentences on the sentence strips out loud together.
- Students work together to arrange the students and the sentence strips in the order in which the events happened in the story.
- Teacher can repeat the activity until each student has had a sentence strip.

## Readers Response (Differentiated Learning)

Materials:

- “*The Magic Pot*” worksheet
- Crayons



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## Directions:

- Teacher asks students what they would put into the magic pot? Why?
- Teacher hands out “*The Magic Pot*” worksheet.
- Teacher divides class into two groups.

## Group A:

- Students draw something they would each like to put into the magic pot.
- Students each write a sentence about why that object was chosen.

## Group B:

- Students draw something they would each 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.

SL.1.4 :

Relevant details

### CCSS.ELA-LITERACY.

SL.1.1:

Collaborative  
conversations

### CCSS.ELA-LITERACY.

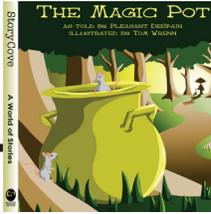
SL.1.6:

Complete sentences

## Problem / Solution

## Directions:

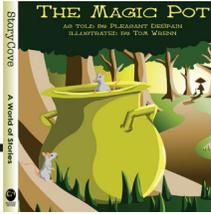
- Teacher asks students what problem occurred in *The Magic Pot*. (The wife fell into the pot and then there were two wives.)
- Teacher asks students how the problem was solved. (The wives used the magic pot to make two woodcutters, two houses, and lots of money for the two couples to share.)



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- Teacher writes the following problem scenarios on the board and reads them aloud:
  - You forget your homework at home.
  - You are playing on the way to school and get wet in a big puddle.
  - A girl is crying in the hallway. You don't know her.
  - You receive a gift for your birthday and you don't like it.
  - You go over to a friend's house and she is being bossy. You are not having a good time.
- Teacher divides the students into groups of three or four students each.
- Each group collaborates on choosing a problem scenario from the board.
- As a group, students brainstorm ways to solve the problem.
- Students role play different solutions.
- Each group presents the most effective solution and acts out the scenario for the class.
- Teacher leads students in a discussion of the solution that each group presents. Teacher reminds students to be mindful not to criticize the students' performance or the solution that the students chose. Instead students should think of positive things about the solution the group chose to present.
- Teacher asks each group about the other solutions they thought of for the problem.



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## Phonics

### COMMON CORE STANDARDS

CCSS.ELA-

LITERACY.L.1.1.J :

Complete sentences

CCSS.ELA-

LITERACY.L.1.1.K:

Appropriate spacing

CCSS.ELA-

LITERACY.L.1.2.D:

Conventional spelling

CCSS.ELA-LITERACY.

RF.1.2.B:

Phonemes

### Phonics Puzzles (Differentiated Learning)

#### Materials:

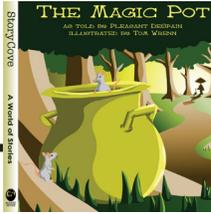
- “Phonics Puzzles” worksheet
- Scissors
- Lined paper
- Pencils
- Envelopes (1 of any size per student)

#### Directions:

- Teacher writes the word “pot” on the board and underlines the /ot/ in another color. Teacher asks a student to read only the part of the word “pot” that is underlined.
- Teacher writes “ \_\_\_ot” under the word “pot” on the board and asks students to think of any other words they know that end in /ot/. Teacher asks the student to supply the first letter in the word suggested.
- Teacher cuts out one of the puzzle pieces from the “Phonics Puzzles” worksheet and shows students the piece that contains “ot” and a picture of a pot. Teacher asks students what letter is needed to make the word for the picture on the puzzle piece. Teacher matches the puzzle piece with “p” on it since the word “pot” begins with a “p” sound
- Teacher hands out the “Phonics Puzzles” worksheets.
- Teacher divides class into two groups.

#### Group A:

- Students complete the “Phonics Puzzles” worksheet.
- Students write the /ot/ words created from the puzzles on a separate piece of paper.

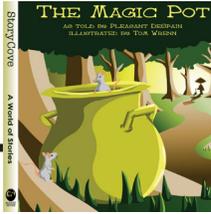


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### Group B:

- Students complete the “Phonics Puzzles” worksheet.
- On a separate piece of paper, students write five sentences with at least one word from the puzzle pieces in each sentence.
- Teacher gives each student an envelope in which to keep the puzzle pieces.



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## Math

### COMMON CORE STANDARDS

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

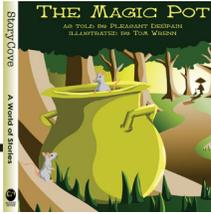
### Doubles (Differentiated Learning)

#### Materials:

- “Doubles Pot” worksheet
- “*Magic Pot* Math” worksheet
- Pennies to use as manipulatives (at least ten pennies per student)
- Pencils

#### Directions:

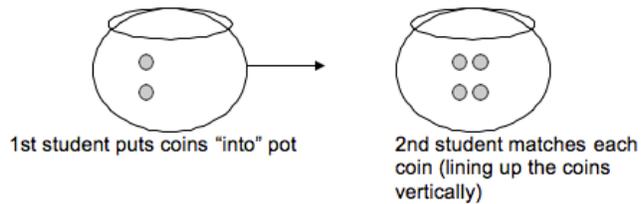
- Reminds students that the pot was magical because every time something was put into the pot, the something “doubled.”
- Uses examples from the story. (When the woodcutter put in one ax, he pulled out two.)
- Draws a pot on chart paper.
- Reminds students that the woodcutter put coins into the pot.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



# Magic Pot

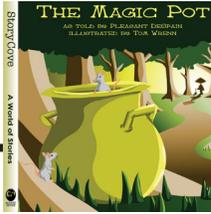
First Grade

- Divides class 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 “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 introduces addition equations with the “*Magic Pot Math*” worksheet.
- Teacher uses the “*Magic Pot Math*” 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 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.
- Teacher tells students how many coins to begin with and asks the students to use their “Doubles Pot” worksheet and pennies to figure out how many pennies will come out of the pot. Teacher draws a pot on the board and students state 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 the “*Magic Pot* Math” worksheets.
- Teacher and students complete #1 on the “*Magic Pot* Math” worksheet together by drawing the coins into the pot.
- Students finish completing the worksheet individually. Teacher can read the challenge question out loud to the students.

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

## Vocabulary

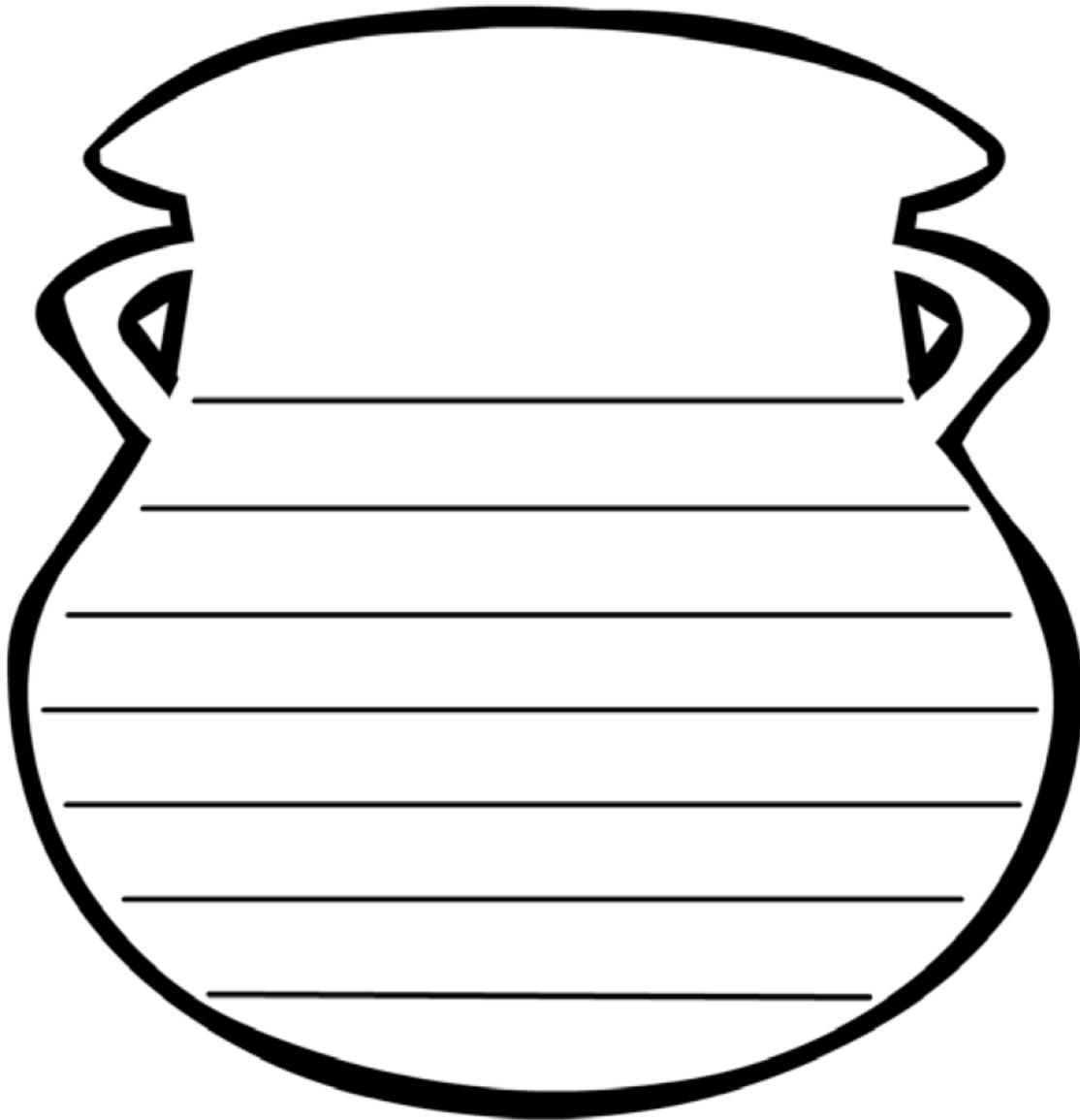
Directions: Read the sentences. Follow the direction in each box.

<p>Draw something a <u>woodcutter</u> uses to cut trees.</p>	<p>Draw something in which <u>coins</u> can be <u>saved</u>.</p>
<p>Draw a large <u>pot</u>.</p>	<p>Draw a <u>haunted house</u>.</p>
<p>Draw an <u>elegant</u> dress.</p>	<p>Draw something a magacian uses to do a <u>magic</u> trick.</p>

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

## The Magic Pot

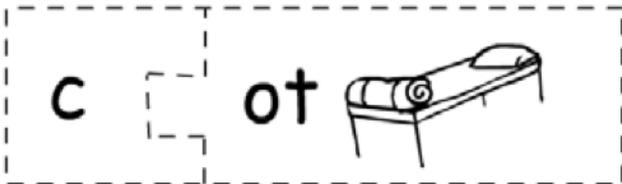
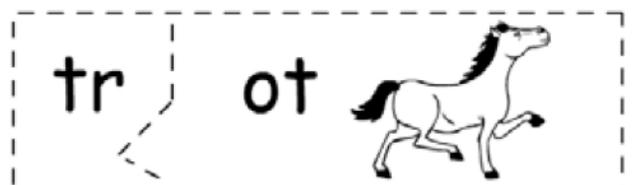
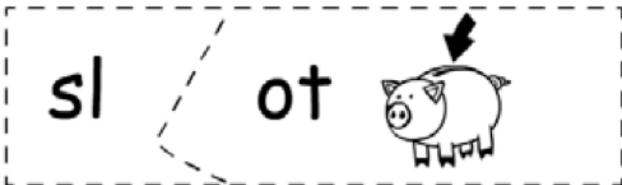
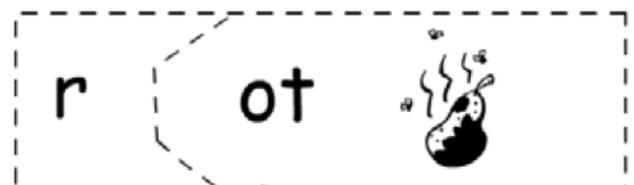
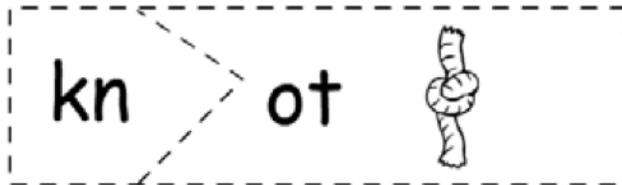
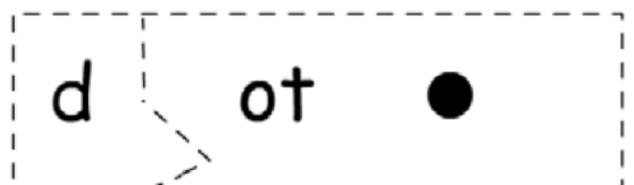
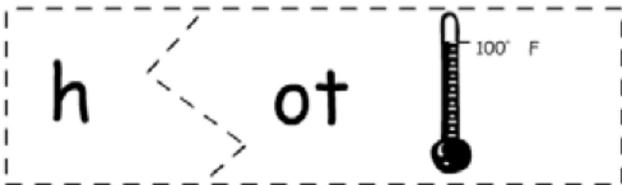
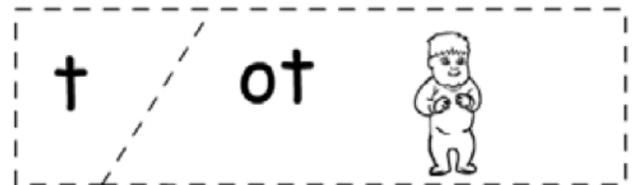
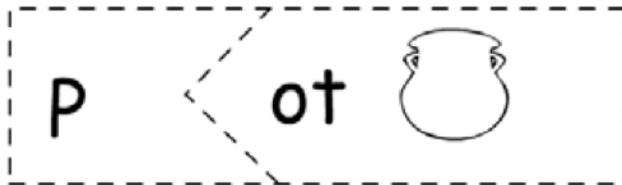
What would you put into the magic pot?



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

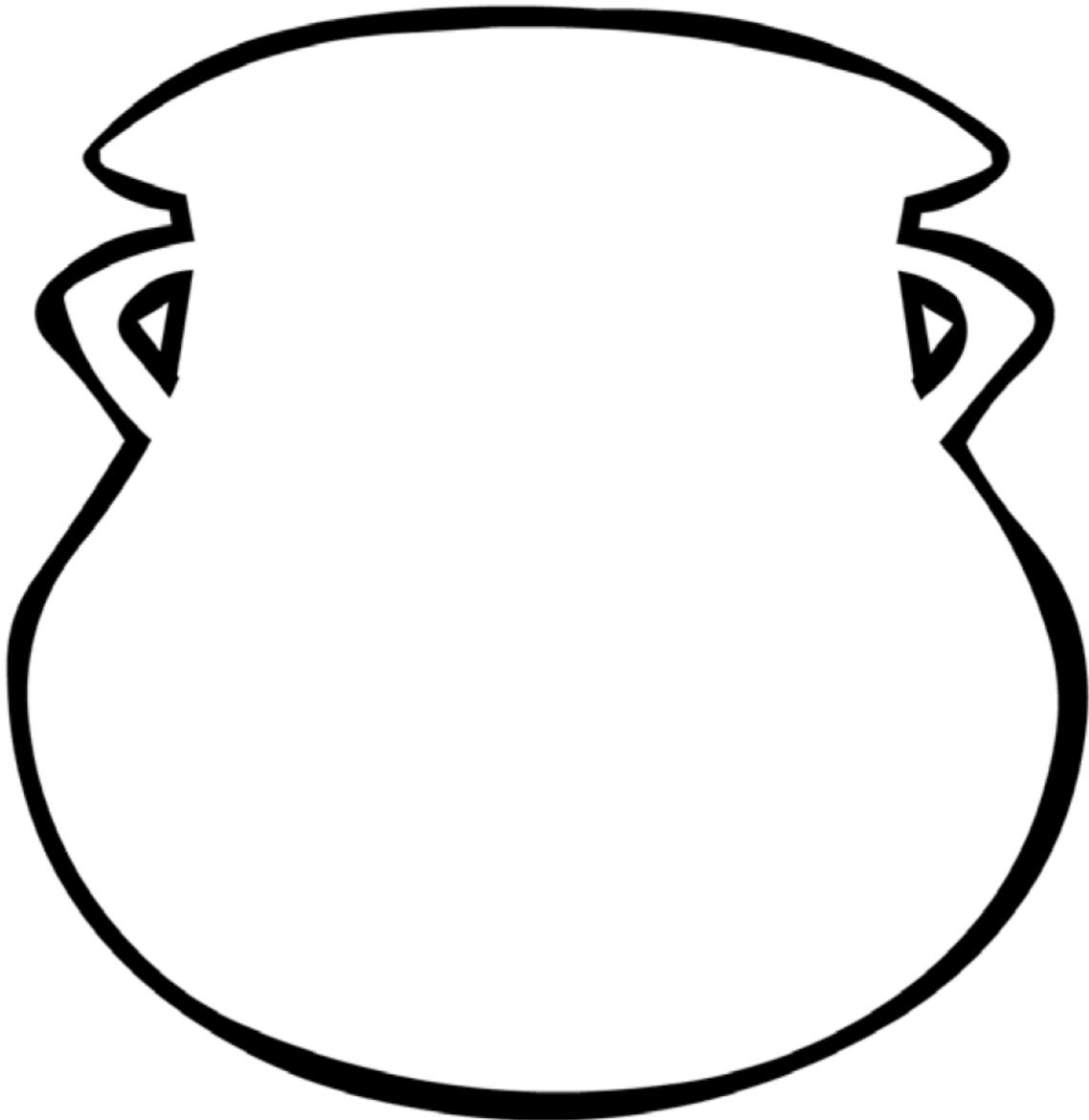
## Phonic Puzzles

**Directions:** Cut out the puzzle pieces on the dotted lines. Match the pieces together to create words.



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

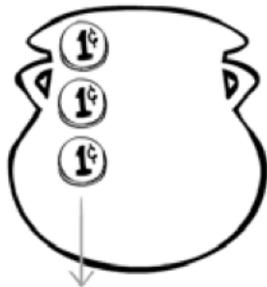
## Doubles Pot



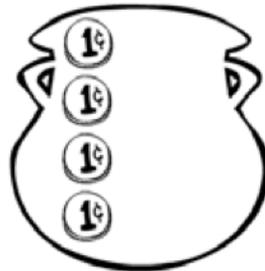
Name \_\_\_\_\_ Date \_\_\_\_\_

### Magic Pot Math

**Directions:** Use the "Doubles Pot" worksheet to help you find the doubles and complete the addition equations.



1. \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_



2. \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_



3. **2** + \_\_\_\_\_ = \_\_\_\_\_



4. **1** + \_\_\_\_\_ = \_\_\_\_\_

**Challenge:**

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



\_\_\_\_\_ + \_\_\_\_\_ = **8**