

# THE MAGIC POT

Kindergarten

## **Outcome:**

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

## **Materials:**

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

## **Assessment Tools:**

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

## **INSTRUCTIONAL PLAN**

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

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.
- 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.

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

- 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.)
- 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:**

- 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.)

## **Questions for Assessing Students’ Comprehension:**

1. Who are the characters in the story?
2. Where does the story take place?
3. What happened to the woodcutter?
4. What is the problem in the story?
5. How do the characters solve the problem?
6. Why is the pot magic?

## **Language Arts:**

### • **Readers 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.

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## Language Arts cont.

### • **Sequencing**

#### Materials:

“Sequencing” worksheet

Crayons

Scissors

Glue sticks

- Teacher reviews the sequence of events in the story with the students.
- Teacher hands out “Sequencing” worksheet.

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

### • **Word Work**

An activity for differentiated learning

Materials: “Pot Phonics” worksheets A and B, crayons

- Teacher divides the students into two groups.
  - Group A: Students complete “Pot Phonics” worksheet A.

**Directions:** Color the pictures that begin with the same sound as “pot.”

- Group B: Students complete “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.”

“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.

## Math:

### • **Doubles**

An activity for differentiated learning

#### Materials:

“Doubles Pot” worksheet

“Doubles Pot Challenge” worksheet

Pennies to use as manipulatives (ten pennies per student)

Pencil

#### **Directions:**

Teacher:

- 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.

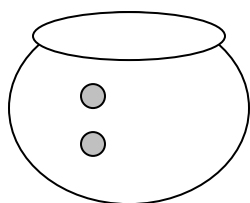
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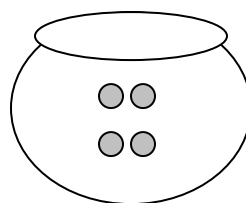
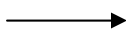
## Math cont.:

### **Doubles cont.**

- 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.
- 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.

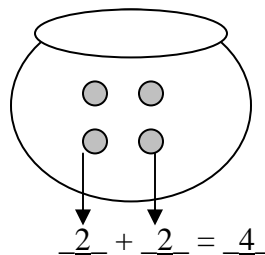
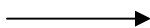
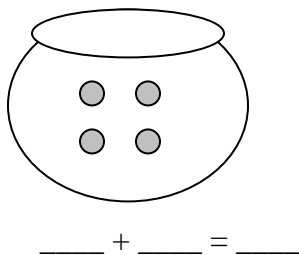


1<sup>st</sup> student puts coins “into” pot  
(lining up the coins vertically)



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

- 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.
    1. Teacher uses the “Doubles Pot Challenge” worksheet and puts two coins in a column.
    2. Teacher doubles the coins by matching each coin.
    3. Students count the total number of coins.
    4. Teacher draws a blank equation under the pot.
    5. Teacher shows students how to fill in the blank spaces.



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## **Math cont.:**

### **Doubles cont.**

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

## **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.

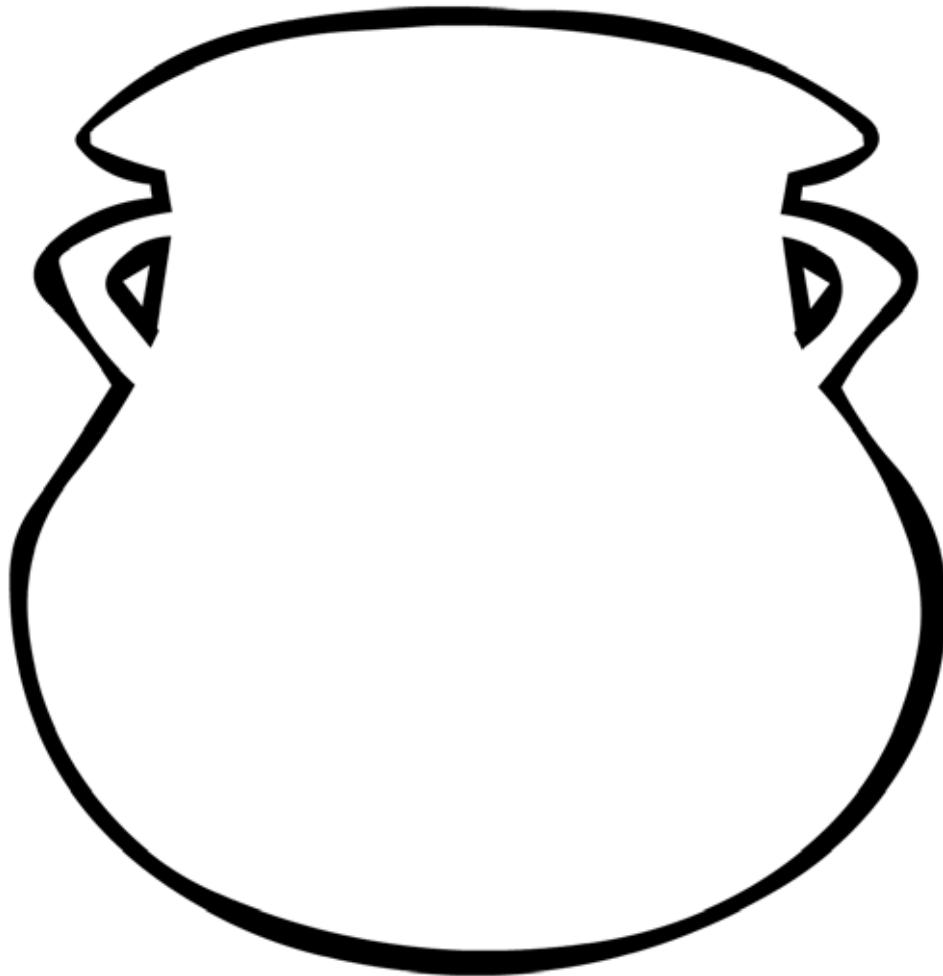
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Name \_\_\_\_\_ Date \_\_\_\_\_

## 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.

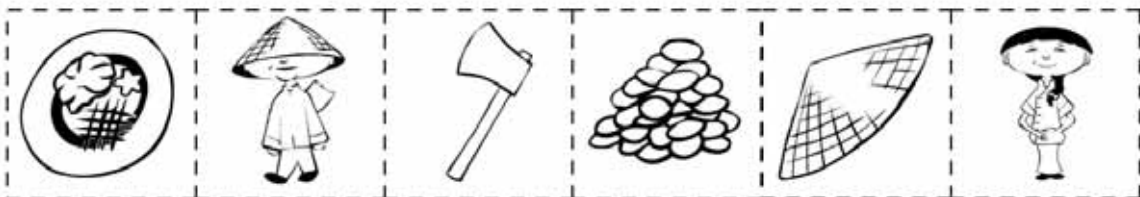
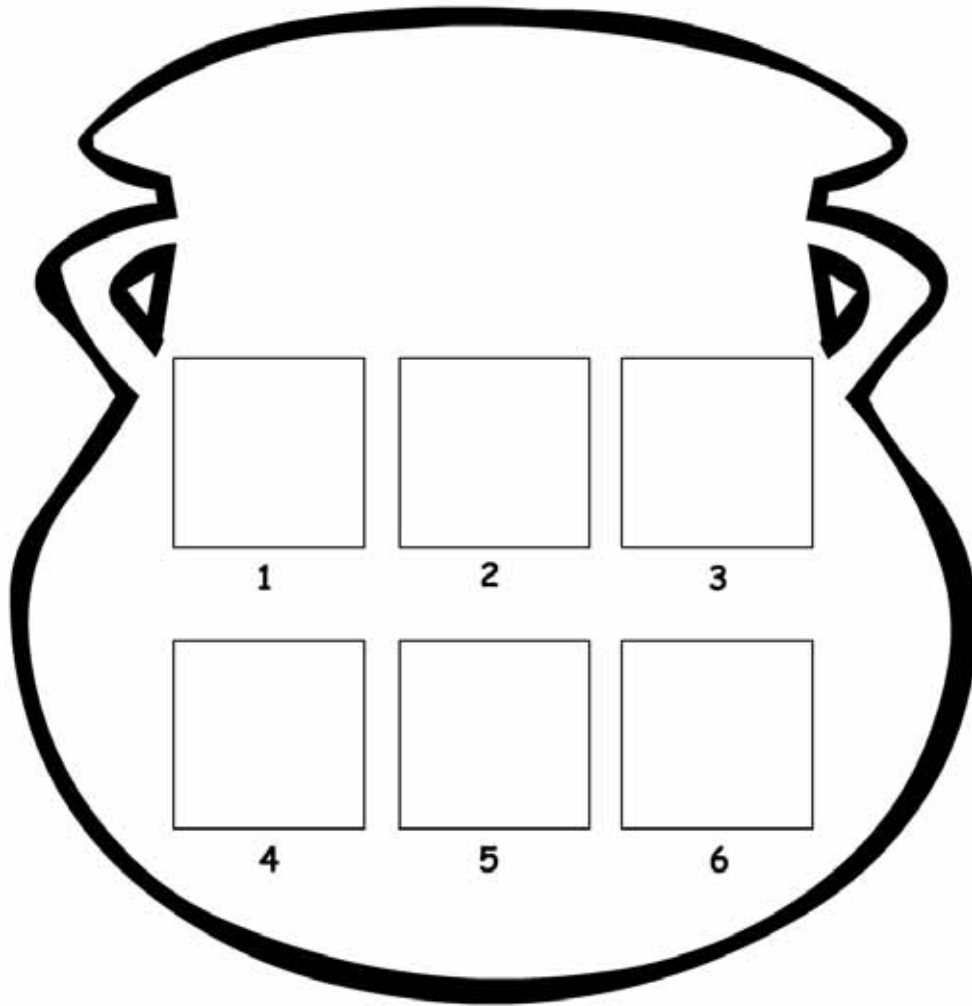
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## Sequencing

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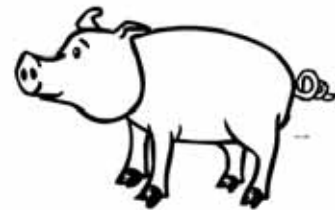
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Name \_\_\_\_\_ Date \_\_\_\_\_

## Pot Phonics

Worksheet A

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



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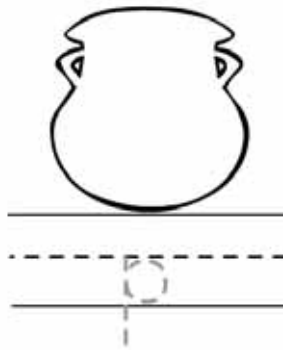
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Name \_\_\_\_\_ Date \_\_\_\_\_

## 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."



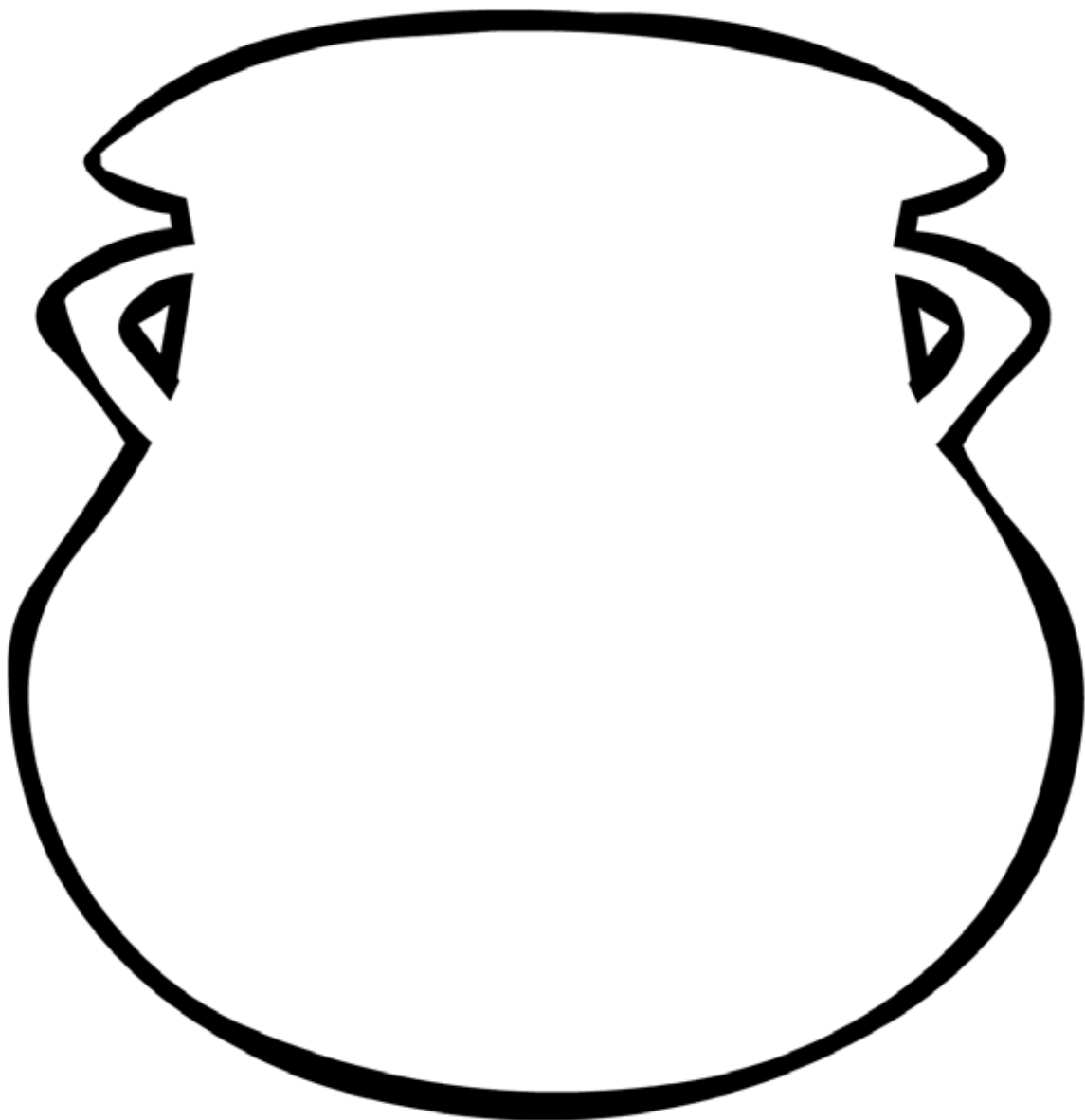
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Name \_\_\_\_\_ Date \_\_\_\_\_

## Doubles Pot

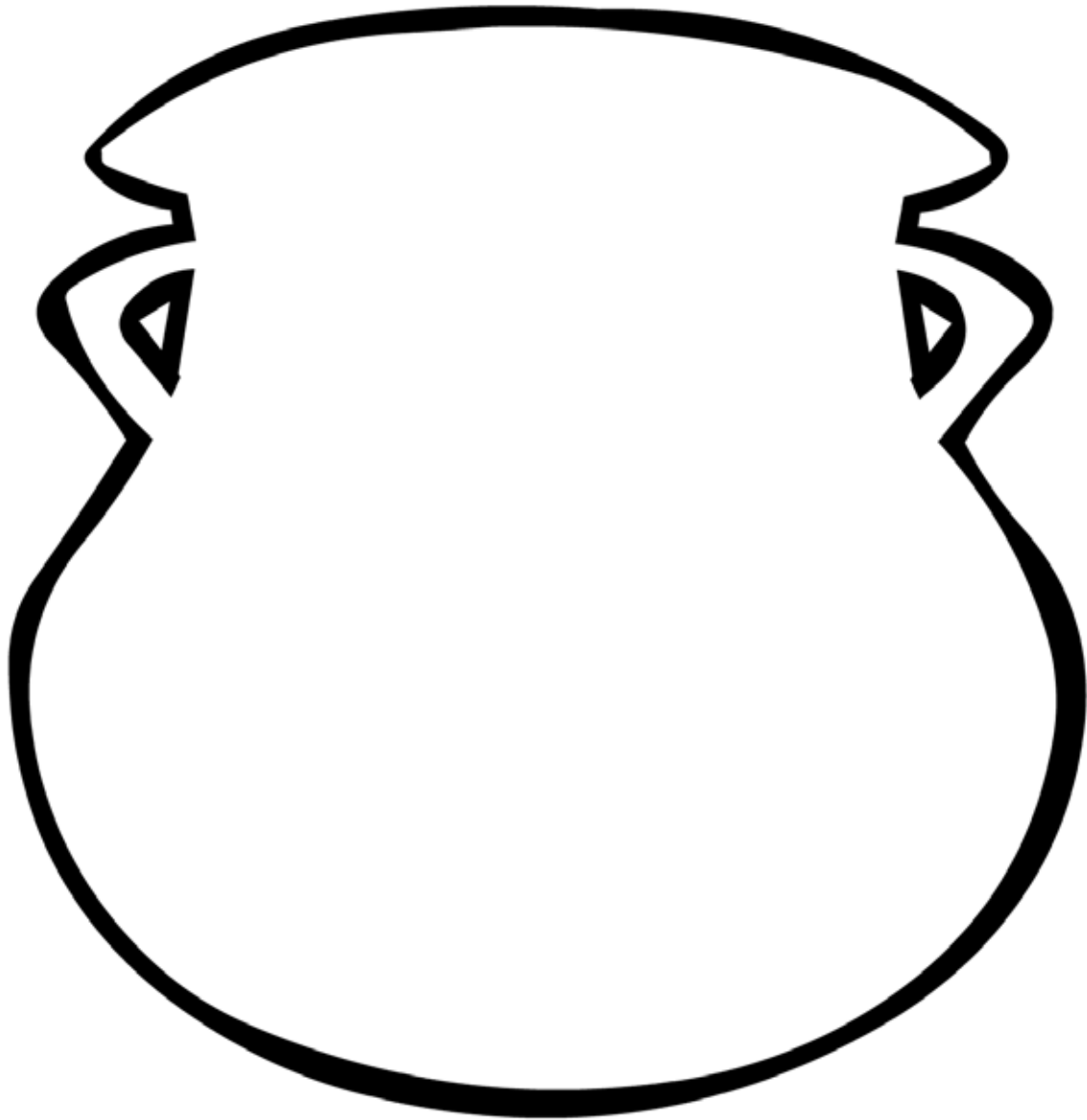


# THE MAGIC POT

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

## Doubles Pot Challenge



\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_