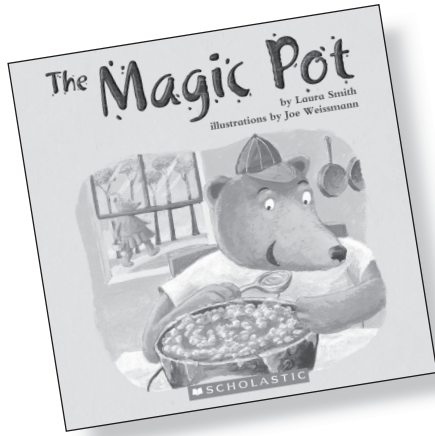


The Magic Pot



Written by Laura Smith

Illustrated by Joe Weissmann

Text Type: Fiction: Narrative — Folk Tale

Guided Reading Level: F

Summary: Brother Bear has a magic pot that provides him with all the maple syrup he wants. When Sister Bear tries to use the magic pot she can't make it stop and it overflows with maple syrup and pours throughout the town. Brother Bear comes to her rescue and uses the magic words to stop the overflowing pot. Sister Bear learns a valuable lesson on manners.

Word Count: 119

High-frequency Words: *a, brother, but, had, he, help, house, more, no, now, of, said, saw, she, sister, stop, the, was, you*

Text Supports

- ▶ repetitive text pattern
- ▶ simple sentence structure
- ▶ illustrations support text

Possible Text Challenges

- ▶ quotation marks
- ▶ challenging words: *syrup, please, filled, cried*

Reading Strategies

Comprehension

- ▶ sequencing
- ▶ making connections: text to text

Working with Words

- ▶ recalling high-frequency words
- ▶ using rereading, reading ahead, and letter-sound knowledge to solve unfamiliar words

Assessment Opportunities

Note each student's ability to:

- ▶ sequence: retell events from the story accurately and in order
- ▶ make text-to-text connections
- ▶ recall high-frequency words
- ▶ use letter-sound knowledge to solve unfamiliar words



BEFORE READING

Making connections: text to text

Activating and Building Prior Knowledge

Show students the front cover of the book. Ask, *What stories does this illustration remind you of? Why?* Read aloud the title. Ask, *What stories have you heard or read that have magic in them? What is a pot? What kind of magic might a pot do?* Read aloud the back cover blurb to students. *What magic words have you heard or read in other books? What magic words do you think will make the pot stop making maple syrup?*

Teaching Tip:

Explain to students that good readers look carefully at the cover and title of a book to get an understanding of the story.

Making connections: text to self

Discuss the words *please* and *thank you*. Ask, *When you ask for something and someone says, "What are the magic words?" what does the person mean? Why do you think the words please and thank you are "magic"?*

Print concepts

Overcoming Text Challenges

Explain to students that an author uses special marks called quotation marks to show when a character is speaking in a story. Give each student a copy of the book. Direct students to page 2 and have them find the words that are spoken. Ask them to read the dialogue to themselves and then ask, *What is the character saying?*

Do a picture walk with students pointing out other pages on which direct words are spoken as well as repetitive text patterns such as "Boil, pot, boil" and "Thank you, pot." As students look at the illustrations ask them to think about what is happening in the story.

Sequencing

Setting a Purpose

Tell students that as they read this book they are to think about what is happening in the story and the order in which these events are happening.



DURING READING

Ask students to read the book independently, thinking about the purpose that has been set.

Observe and listen to students as they read the text, noting their ability to use expression when reading dialogue and to recall high-frequency words. You could use prompts such as: *How would Brother Bear sound when he says those words? Is Sister Bear scared? How would she sound?* and *That is one of the words from our Word Wall.*

If students have difficulty with words such as *syrup*, *please*, *filled*, and *cried*, suggest they try reading ahead and rereading. Ask, *what word would make sense here?* Have them check it out by looking at the letter sounds across the word.

Early finishers can be encouraged to reread the story and then discuss what happened in the story with a partner.



AFTER READING

Sequencing: retelling

Once all students have completed their reading, engage them in a discussion about what happened in the story. On chart paper, record the different events in the order students share them. After the discussion, ask students if the events in the story happened in the order in which they shared them. Reread the events together and decide on the order in which the events occurred. Number them accordingly. Ask, *Why is it important for events in a story to happen in a logical order?*

Making connections: text to text

Invite students to relate the story to other stories they know. Ask, *What lesson did Sister Bear learn in the story? What other stories have you heard or read in which someone learns a lesson?*

Word solving and building

Select some of the high-frequency words or words that were challenging for students. Ask them what strategies they used to work these out.

Praise good reading behaviours that you observed while students were reading. For example, *I noticed that when Abdul got to the word Sister he remembered that it is one of the words on our Word Wall.*

Rereadings

Provide opportunities for each student to read the book independently or with a partner.

ESL Note: Have students do Reader's Theatre in small groups. Give ESL students the speaking parts and other students the narrative parts. Circulate during practice and help ESL students where possible. Groups can perform their plays for the whole class.

Focused Follow-up

The following activities are optional. Choose those that best meet your students' needs.

Sequencing: retelling

The Magic Pot Retelling

Provide students with copies of the BLM. Ask them to use words and/or pictures to retell the main events in the story.

Making connections: comparing

The Original Tale

Provide students with a copy or a recording of the traditional tale *The Magic Porridge Pot*. Have students read or listen to the story. Model for students how to use a Venn diagram to compare the two stories. Ask, *What is the same in both stories? What is different?* Record students' responses in the appropriate spaces.

Word solving and building

Magic Pot Words

Have students write the words *the*, *magic*, and *pot* at the top of a page. Ask them to see how many words they can make using only the letters from the title of the book. When students feel they have exhausted all possibilities, have them compare their word lists with a partner.

The Magic Pot Retelling

Name: _____

First,

Then,

Next,

Finally,