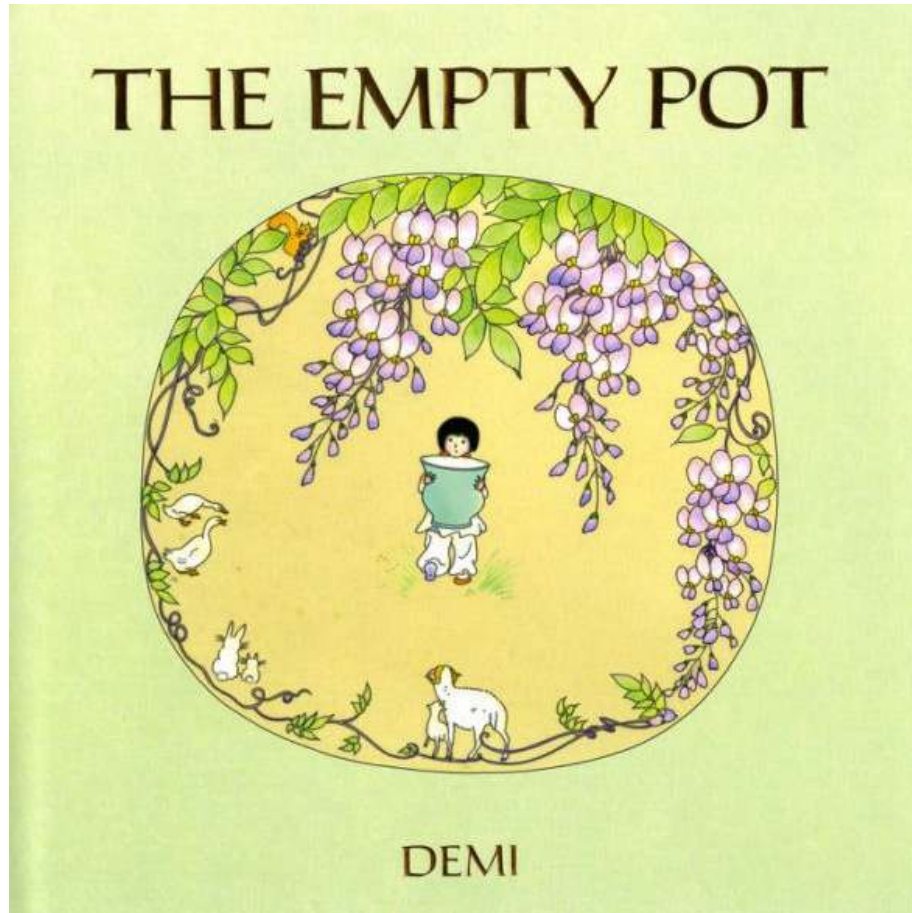


SAG-AFTRA FOUNDATION PRESENTS

Storyline Online®

A TEACHER'S GUIDE

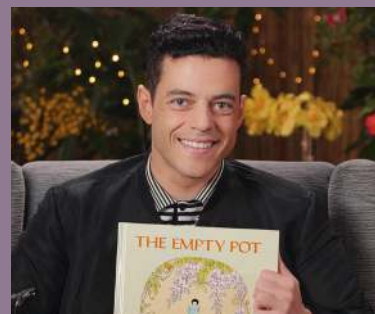
SUGGESTED GRADE LEVEL: 1ST - 2ND



THE EMPTY POT

WRITTEN AND ILLUSTRATED BY DEMI

Watch **Rami Malek**
read this story
at storylineonline.net



ABOUT THIS STORY

SYNOPSIS

The Chinese Emperor announces an unusual test to choose an heir—the child who raises the best flowers from a seed given by the Emperor will be his successor. Ping, unaccountably, is unable to get his seed to sprout—but Ping’s empty pot is best of all.

THEMES IN THE STORY

Honesty, Telling the truth, Learning from failure

READING AND WRITING

SUGGESTED GRADE LEVEL: 1ST - 2ND

ELA COMMON CORE STANDARD

Reading Literature: Students read and respond to works of literature with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence. *Standards listed below are for 1st and 2nd grades but can be adapted to kindergarten standards.*

BEFORE VIEWING

Standards: CCSS.SL.1.1, CCSS.SL.2.1

Objective: Tap knowledge and build background to prepare for reading the story.

Procedure:

- Step 1:** Introduce the book *The Empty Pot*. Explain to students that the story is a Chinese folk tale about an emperor who holds a contest for the children of his empire.
- Step 2:** Explain folk tales: cultural stories that teach a lesson. Discuss familiar folk tales.
- Step 3:** Have students share information about contests they have entered and rules that needed to be followed.
- Step 4:** Show students the location of China on a world map. Ask students to tell what they know about China and add to their knowledge of Chinese people and customs.
- Step 5:** Have students share predictions about what the story will be about and what lesson we might learn.

DURING VIEWING

Focus: Character and plot


Standards: CCSS.SL.1.2, CCSS.SL.2.2

Objective: Students will listen for understanding.

Procedure: Throughout the course of the reading:

- Clarify unfamiliar information or vocabulary.
- Stop and ask questions such as:
 - What do you think will happen next?
 - What kind of a character is Ping? The Emperor?
 - What has happened so far in the story?
 - Why did the Emperor want to have a contest?
 - What is the problem in the story?
 - Do you think the Emperor was fair?
 - What lesson did Ping learn?

AFTER VIEWING

- Standards:** CCSS.RL.1.2, CCSS.RL.2.2
- Objective:** Students will identify the lesson in the story and provide supporting evidence.
- Materials:** Story Map ( Google It!)
Response sheet: Lesson Learned/Supporting Evidence
Worksheet with a space for picture and sentences (Reading Response)
- Teacher Prep:** Class size Story Map for oral retelling
Class size or student size 2 column response sheet. Label the columns:

LESSON LEARNED	SUPPORTING EVIDENCE
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Procedure:

- Step 1:** Display story map and explain that we can use this map to retell a story.
- Step 2:** Have students use the story map to orally retell the story. (Partners, Groups, or Whole Class)
- Step 3:** Introduce the concept of moral or lesson by asking the students what lesson they learned from listening to the story. Use the options below to complete the activity.

WHOLE CLASS

- Use the whole class chart to make a list of student responses and evidence to support response.
- Discuss answers.

PARTNERS/SMALL GROUPS

- Have students work together to complete the chart.
- Share group answers with the whole class.

READING RESPONSE

- Standards:** CCSS.RL.1.1, CCSS.RL.2.1
- Objective:** Students will demonstrate their understanding of the lesson in *The Empty Pot*.
- Reading Prompt:** What is the lesson in *The Empty Pot*? Use evidence from the story to support your response.
- Procedure:** Have students use the whole class or group responses to complete the prompt independently. Students should draw a picture showing Ping learning the lesson. Write sentences stating the lesson and providing evidence.

WRITING

- Standards:** CCSS.L.1.2, CCSS.L.2.2
- Objective:** Students will identify types of sentences and properly use end punctuation in writing sentences.
- Materials:** Writing tools
Paper
- Procedure:**
- Step 1:** Teach or review 4 types of sentences and punctuation for each.
- Step 2:** Have students write sentences about the story using an example of each type of sentence. Students should identify each type.

EXAMPLE:

Statement: Ping liked flowers.

Question: Why didn't the seed grow?

Command: Always be honest.

Exclaiming: Ping won!

ACROSS THE CURRICULUM ACTIVITIES

SCIENCE — PLANTING SEEDS

This experiment gives students the opportunity not only to learn about conditions necessary for a plant to grow, but also see what would actually be happening under the ground.

ESSENTIAL QUESTION —

What do plants need to grow?


MATERIALS —

Zip lock bags

Paper towels

Water

Fast-sprouting seeds (Lima bean, sunflower, marigold, radish, basil)

Observation sheet ( Google It!)

Masking tape

Teacher Prep: Bake seeds, prepare student observation sheets

PROCEDURE —

- Step 1:** Moisten the paper towels with enough water to make them damp, but not sopping wet.
- Step 2:** Put a paper towel into each zip lock bag. You should have **4 bags**: 2 containing seeds and 2 containing baked seeds.
- Step 3:** Carefully insert a seed between the paper towel and plastic. Label the baked seed bags with a marker. Make sure students can observe the seeds through the plastic bag. Seal the bags, leaving a small corner of the bag open for circulation.
- Step 4:** Tape a bag of each seed (non-baked and baked) to the inside of a sunny window and the others to an area of the room that receives little sun.
- Step 5:** Ask students to make a hypothesis about what will happen to the seeds. Will they all grow? Will only some grow? Record hypothesis.
- Step 6:** Each day have students observe and record. Make sure to keep the paper towels moist.
- Step 7:** At the end of experiment, have students analyze findings, check hypothesis, and answer the *essential question*: What do plants need to grow?

VARIATION —

Have students suggest different conditions to grow the seeds, such as using different liquids to “water” the seeds, dry paper towel, etc.

MATH

Students use beans as manipulatives to practice basic math skills.

MATERIALS —

Bags of beans (separate into zip lock bags for easy use)

PROCEDURE —

Set up activities in math center for students to:

- Count and represent numbers on a number board
- Practice skip counting
- Practice addition and subtraction facts
- Concept of multiplication as groups with the same number in each group

SOCIAL STUDIES — HONESTY/PLAYING FAIR

The Empty Pot teaches the importance of honesty and playing fairly. Use this story as an opportunity to teach students not to cheat in games and to play by the rules. 🔍 **Google It!** for a variety of lessons and activities to fit the needs of your class.

ART — CUPCAKE LINER FLOWERS

Students create a 3D flower garden using cupcake liners.

MATERIALS —

Cupcake liners – standard and mini

Paint – variety of colors

Paintbrushes

Crayons/markers

Dot stickers

Glue

Large construction paper

Teacher Note: Students will need one standard liner, one mini liner, and one dot sticker for each flower.

PROCEDURE —

Step 1: Flatten each liner and paint a different color. Let dry.

Step 2: Put a dot of glue in the center of the standard liner and attach the mini liner.

Step 3: Attach a dot sticker to the center of the mini liner.

Step 4: Put a dot of glue on the center backside of the standard liner and glue to paper. This will create the flower.

Step 5: Use Markers or crayons to draw stems and leaves for each flower glued to make a garden.

Step 6: Add background color, if desired.

ABOUT US

ABOUT STORYLINE ONLINE

The SAG-AFTRA Foundation's Emmy® nominated children's literacy program *Storyline Online*® streams imaginatively produced videos featuring celebrated actors to help inspire a love of reading. Storyline Online® receives millions of views every month in hundreds of countries. Visit Storyline Online® at storylineonline.net.

ABOUT THE SAG-AFTRA FOUNDATION

The SAG-AFTRA Foundation provides vital assistance and educational programming to the professionals of SAG-AFTRA while serving the public at large through its signature children's literacy program. Founded in 1985, the Foundation is a national non-profit organization that relies solely on support from grants, corporate sponsorships, and individual contributions to fund our programs. Visit sagaftra.foundation.

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