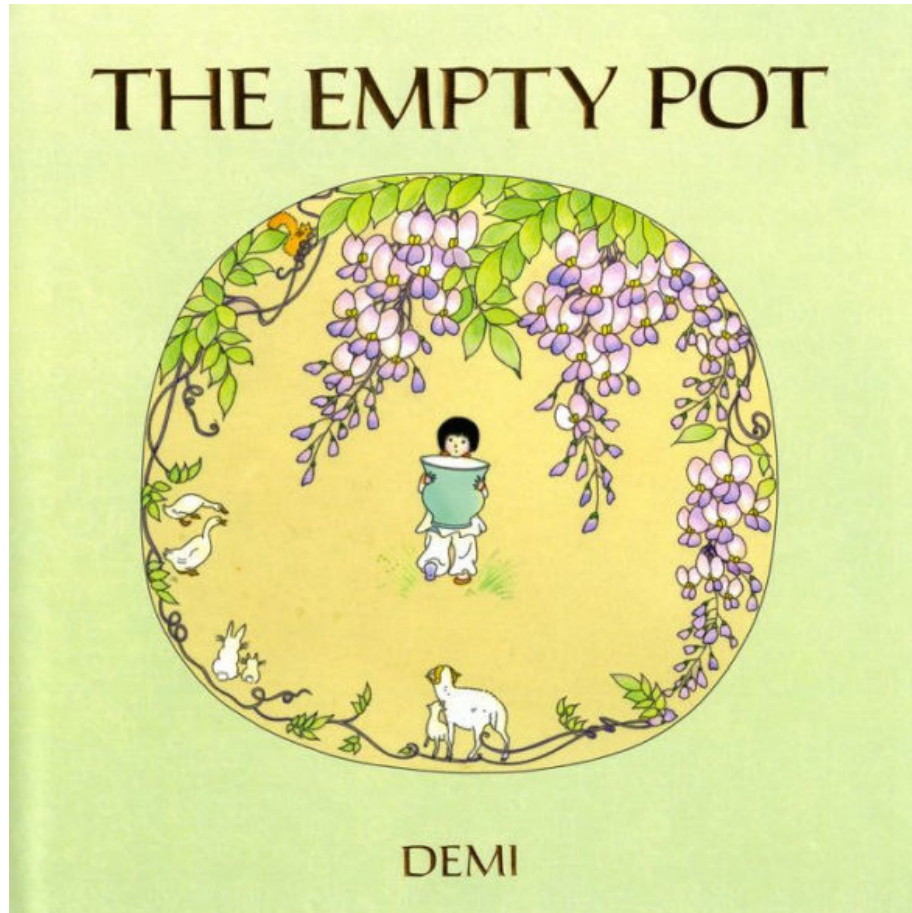


SAG-AFTRA FOUNDATION PRESENTS

Storyline Online®

# A TEACHER'S GUIDE

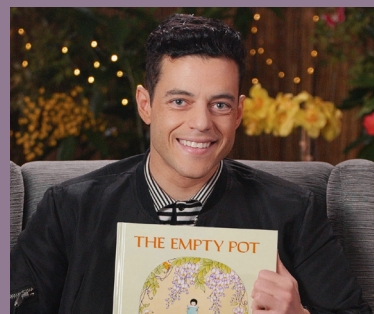
SUGGESTED GRADE LEVEL: 1<sup>ST</sup> - 2<sup>ND</sup>



# THE EMPTY POT

WRITTEN AND ILLUSTRATED BY DEMI

Watch **Rami Malek**  
read this story  
at [storylineonline.net](http://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: 1<sup>ST</sup> - 2<sup>ND</sup>

## 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 1<sup>st</sup> and 2<sup>nd</sup> 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](http://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](http://sagaftra.foundation).

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