

TEACHERS' GUIDE

The Magician's Hat

SUGGESTED GRADE LEVEL: 1st - 3rd

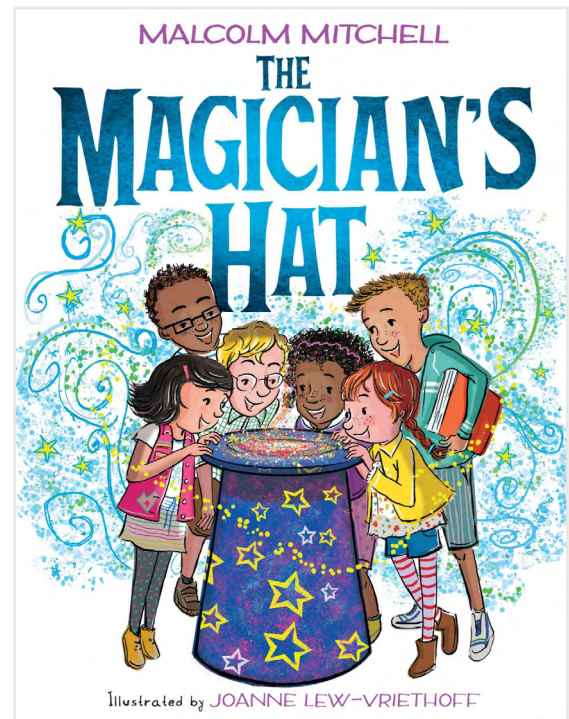


SYNOPSIS

This is not your typical afternoon at the library. It's Family Fun Day, and a magical man with a big hat has suddenly appeared. A crowd gathers to see what kinds of tricks this surprise visitor will perform. That's when the Magician pulls off his favorite trick of all. He invites kids to reach into his hat to pull out whatever they find when they dig down deep. Soon - poof! - each child comes away with something better than they could've imagined: a book that helps them become whatever they want to be, and makes their dreams come true through pages and words, and the adventures that follow. But as each child is swept into reading's powerful adventures, they can't help but wonder, *What's really making the magic happen?*

THEMES IN THE STORY

- Magic
- Books
- Imagination



Written by: Malcolm Mitchell

Illustrated by: Joanne Lew-Vriethoff

Published by: Orchard Books, an imprint of Scholastic Press

Read by: Alison Brie

Suggested grade level: 1st - 3rd

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 a focus on textual evidence.

Standards listed below are for 1st and 2nd grade, but can be adapted to 3rd grade standards.

BEFORE VIEWING

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

Objective: Tap into prior knowledge and build background to prepare for viewing the story.

Procedure: Build background for students by discussing the following points. This may be done on the carpet with A/B partners or at their desks.

- Have you been to a public library before?
- What do you know about libraries?
- What do you know about magic?

DURING VIEWING

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

Objective: Watch the story and answer questions.

Procedure: Stop the video at appropriate parts to ask questions or pose prompts from the suggested list below:

- Do you think this book will only be about magic? (01:18)
- What book jumped out at the Magician? (02:18)
- What book helped Amy with becoming a dentist? What book helped Matt with his dream of being a football player? (04:51)
- Why was Ryan skeptical about the Magician's Hat? Did he really want to be a dog or was he being silly? What was his real dream? (06:54)

AFTER VIEWING

Standards: *CCSS.RL.1.1, CCSS.RL.2.1*

Objective: Students will ask and answer such questions as *who, what, where, when, why* and *how* to demonstrate understanding of key details in a text.

AFTER VIEWING – CONTINUED

Procedure: Students will discuss with their carpet or table partners the following questions:

1. Which character from the story do you most closely identify with and why?
2. The Magician says, “Follow your dreams, and they will take you wherever you want to go.” Do you think this is an important life lesson? Why or why not?
3. What other stories (fictional or true/nonfiction) have you read about characters following their dreams? How do these stories relate to each other and to *The Magician’s Hat*?

READING RESPONSE

Standards: *CCSS.RL.1.1, CCSS.RL.2.1*

Objective: Answer reading prompts using details from the text to support responses.

Materials:

- Reading response journal
- Pencils

Procedure:

1. Remind the class that the story takes place at a public library and ask the following prompts:
Why do you think the author, Malcolm Mitchell, picked this setting for the story?
What do libraries have to do with following one’s dreams?
2. Allow time for the group to discuss the prompts.
3. Have students write their responses answering the above prompts in their reading response journals.

Note: Younger students may use sentence stems to help them with their responses. For example:

I think the author chose the library because_____.

Libraries help people follow their dreams because_____.

WRITING – NARRATIVE

Standards: *CCSS.W.1.3, CCSS.W.2.3*

Objective: Students will use sequence words to write a narrative piece by using grade appropriate structure and spelling.

Materials:

- Handwriting paper (“magic paper stationary”) or composition book
- Pencils

WRITING – CONTINUED

Procedure:

1. Give students the following prompt: **In the book, young people who reach into the hat receive a book related to their dream. What is your dream for the future? Dream BIG!**
2. Have students show their dreams with words and pictures using their composition books or "magic paper stationary." Students can brainstorm a list of ideas together or may be given a word bank of future aspirations: Actor, Architect, Artist, Astronaut, Author, Chef, Clothing Designer, Computer Programmer, Dancer, Dentist, Doctor, Engineer, Firefighter, Lawyer, Marine Biologist, Musician, Pilot, President, Professional Athlete, Psychologist, Restaurant Owner, Scientist, Teacher, Veterinarian, etc.
3. Give students writing paper and ask them to write 3-4 complete sentences about their aspirations for the future using sequence words.

Note: Have sequence words posted on the board. For example: **First, Second, Third, Next, After That** and **Finally**. These papers can be attached to the Dream Hat worksheet (*page 8*).

ART – DRAW YOUR FUTURE DREAMS

Art Standard: Make art or design to explore personal interests, questions, and curiosity.

Objective: Students will create their own magician’s hat filled with their future dreams. This is another way to continue the love of reading and remembering that big dreams are achievable by reading books, and developing their knowledge and skills.

Materials:

- Dream Hat (*page 8*)
- Crayons, markers or colored pencils
- Scissors

Procedure:

1. Each student will use the provided **Dream Hat** worksheet to create their hat.
2. Students will draw their dreams for their futures coming out of their hats.
3. Students will share their Dreams Hats with their table group.
4. Post students' Dream Hats on the board or on their tables to use for the math activity below.

MATH – SURVEY AND GRAPHING

Standards: *CCSS.2 MD.10*

Objective: Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart and compare problems using information presented in a bar graph.

Materials:

- Dream Hat created in art activity (*above*)
- Graph or blank paper
- Markers or crayons
- Pencils

Procedure:

1. Have students walk around the room looking at the Dream Hats they designed from the art activity. They will write on blank paper each category they find and put a tally by it for their initial survey. Categories may include STEM, Arts, First Responders, Public Service, Sports and Athletics, etc.
2. Students will graph their findings on graph paper.
3. Students will share their findings with their table groups to see if they found any patterns, what was the most common and what was the least common on their graph.
4. After completing the Dream Hat activity and graphing their findings, ask students to take a moment to reflect on what their data shows by answering the following questions:

MATH – CONTINUED

Now that you have looked at all the Dream Hats and made your graph, think about what you found! What did your graph show you?

Which category was the most popular?

Which one was the least popular?

Did you notice any patterns?

Why do you think some dream jobs were picked more than others?

What did you learn about your classmates' dream jobs?

SOCIAL STUDIES – MAP SKILLS

Standard: *SS.2.1* - Students will use symbols to read a map, and create a map and key of a familiar place using a variety of media.

Objective: Students will draw the Ultimate Library.

Materials:

- Blank white paper
- Pencils
- Crayons, markers and colored pencils

Procedure:

1. Students will design their **Ultimate Library**.
2. Students will draft their library using pencil, and include sections for their favorite types of books (fiction, nonfiction, graphic novels, etc.). Include any other features they would like to add like a slide, a playground, a comfortable reading area, a check-out section, a space for programming and events, etc. Remind them that many libraries lend more than books—some lend tools, seeds for gardens, musical instruments, toys, video games, and even clothing and prom dresses! Ask them what would they like to have their libraries lend in addition to books and encourage them to let their imaginations go wild. Students may have themes that go with their dreams to add to their Ultimate Library.
3. Once their design is complete, ask them to color their library maps and create a color-coded key for the various sections of their libraries.
4. Finally, students may do a classroom walk-through to see their fellow classmates' Ultimate Libraries.

Note: Teachers may want to search online for “How to Make a Map for Kids” videos for inspiration or to help review map skills.

_____’s Dream Hat

Name



ABOUT THIS GUIDE

This guide enhances the English Language Arts (ELA) curriculum by providing supplemental learning opportunities alongside quality children’s literature, engaging students as they listen to expressive read alouds.

Suggested story related activities in this guide are aligned with ELA Common Core Standards.