



Here is a list of my monthly magic:

September:



Dinosaurs:

### A Note About Dove Pans:

Whenever I am limited by the size or number of something I can show in the change bag, I produce that one thing and then tell Merlin: "Merlin, I have 20 children. One piece of candy or one cookie is not enough." Then Merlin tells me to simply put a paper one in the dove pan with that the number of students on it; stir it around with my magic wand, say the magic words, and count up to that number and we should then have made enough for each child to have one.

Such is the case for December change bag tricks when it came to making more candy canes, gingerbread man cookies, ornaments etc.

I also use the dove pan to produce all my larger puppets to introduce the story and generate questions and discussion after the stories.

I use the dove pan to produce larger stuffed animals as well. Catching and tossing is one of my report card standards so I'll sometimes toss whatever I produce out of the change bag.

I'll sometimes do this trick in class, and then take the thing I produce out in the hallway to toss back and forth while we wait for the children to finish using the restroom.

It gives us something to do while we wait and helps us practice that standard.

The puppet/stuffed plush can also act like a Native American "talking stick" where the person holding it is the only one allowed to talk. To get children who are shy and quiet to talk, I ask the plush to whisper an answer to them and they tell me what froggy said.

Sometimes if we have time, I'll have the children make a circle and we'll play Hot Something (whatever I produced) with the puppet/plush I produced out of the pot.

Sometimes I produce something that they all need to autograph with a cool gel pen. I put it at the writing center and remind everyone "Did you sign the autograph hound, book, paper bee?" or whatever. If a child is ill we give that something to them, or we give it as a thank you to a maintenance worker, secretary, cafeteria person, parent-helper etc. to let them know they are appreciated.

Sometimes I'll just have a child call out a number. I check my class list and that student gets to take home the autographed something. It's just a fun way to get my students to write their name. ☺

### Change Bag:

- Mama dino in, egg out. Or nothing in and egg out. Magic words:  
Dinosaurs hatch from eggs. (See the video clip.)

- Egg in, baby dino out. *Magic words: Dinosaur*
- Dino in, skeleton of a dino out. *Magic words: Extinct*
- Paper trilobite in, rock fossil of a trilobite out. *Magic words: fossil*
- Paper dino in, piece of chalk out.
- I tell my students that we are going to make a brontosaurus. He was 85 feet long! When I produce the chalk I say: *"Now Merlin this is not an 85 foot long brontosaurus! What's up with the chalk?"* Merlin explains that we are going to do the magic and go outside and measure how long and how tall the T-rex and Brontosaurus' were with chalk.
- I then ask him if he can produce enough sidewalk chalk so everyone can have some fun and he does in the chick/dove pan. *(See the dinosaur II book for this great measuring math activity.)*

### Dove Pan:

- Put paper dino in produce a dinosaur puppet. *(See video clip.)*
- Put a copy of the cover of a book you're going to read in, produce the book. I use my larger dog pan for this. You could choose a smaller book to read.
- Put paper dino in with the number 10, produce the 10 dinosaurs from the story *10 Little Dinosaurs*. *(See video clip.)* Count them 1-10 in English, then in Spanish, then backwards and have children "Blast off" from 10-0 to get the wiggles out.
- Put paper dino in with the number of your students on the paper. Count up to that number.
- Produce that many small plastic dinosaurs and give them each one to keep. I transition them to sorting several tubs of dinosaurs by color, size, and type.
- Put a paper egg in with the number of your students on the paper. Count up to that number. Produce that many plastic dino eggs.

- My students transition to an egg spinning contest with their partner and counting how many times their egg spins.
- I order mine from Oriental Trading Company™ You can also get plastic Easter eggs on sale after the holiday and put your own little dinosaurs inside.
- Put the word volcano in, produce some of the ingredients for the science project. I then transition my students over to the science table and we add the ingredients to make a bubbling volcano where the lava shoots out. (Bicarbonate of soda + vinegar + red food coloring) You could also put the word volcano in the change bag or a picture and produce the "recipe".

### *Magic Coloring Book:*

- I ask my students what color the dinosaurs were. The answer is, is that we don't know because they are extinct. That leads me into the magic coloring book trick. (See video clip.)

After you've done a magic trick with them review the magic words again. For dinosaurs my magic words are science vocabulary and factoids.

❖ Dinosaur

❖ Extinct

❖ Fossil

❖ Dinosaurs lay eggs

❖ Dinosaurs ate meat and plants

❖ Dinosaurs lived on land, in water, and flew in the air.

I'll tell them they've done a great job and let's clap for ourselves and then have everyone ROAR!

I also have them transition to the next activity in some sort of dinosaur fashion like STOMP-walk to your chair like a dinosaur.

Once back to their tables I say: "Now what was that magic word or phrase again?"



## Apples:

### Change Bag:

- **Apple seeds in**, apple out. Magic words: Apples grow from seeds
- **Paper apple in with a number written on it**, a string of connected paper apples out.
- I slowly remove the apple string and we count the number of apples.
- These types of strings are tissue paper garlands that can be bought at party stores for less than \$2.
- They are perfect for change bags because they are small and flat, but give the illusion of being huge and long because you are pulling them out in a long string!
- I have a helper child hold on to the end and gently pull the string out of our classroom door. Then I go out and put it back into its flattened state.
- Keep an eye open for all your holidays and themes, and glue several together back-to-back.
- **Yellow + Blue paper apple in**, Green paper apple out. My students are learning their colors as well as how to make a secondary color. **Magic Words:** Are the formula: *Yellow + Blue = 's Green* My students then transition to finger painting an apple by mixing yellow+blue to make a green apple.
- **Picture of Johnny Appleseed goes in**, tiny Johnny Appleseed book comes out. **Magic Words:** *Johnny Appleseed* I read several stories about Johnny Appleseed then my students transition to making a Johnny Appleseed Art project and then transition to "reading" picture books about him and apples on their tummies when they have finished.
- **Labeled pieces of the parts of an apple go in** as a review of the parts of an apple, the completed-glued-together,



project comes out. Magic Words: The parts of the apple: *skin, core, stem, seeds.*

- I then demonstrate this activity to the children and they transition to their desks to do it.
- I often put the pieces of a project in the change bag or chick/dove pan (if they're too big) and then produce the finished product.
- The children never get tired of being "amazed" at this and it's so much more fun introducing an activity this way than just putting it on the board.
- They are listening so much better and follow the directions better as well.
- The magic words help to reinforce the science facts that I want to get into their heads as vocabulary too!

### Dove Pan

- *3 paper cut outs of a red, yellow, & green apple goes in,* & three 3-D wooden painted apples of each color are produced. Magic Words: *"Apples come in 3 different colors: RED-YELLOW-GREEN!"*
- Children transition to their tables to do art projects related to this factoid.
- *3 paper cut outs of a red, yellow, & green apple goes in,* 3 real apples, 1 of each color, are produced. Magic Words: *"Apples come in 3 different colors: RED-YELLOW-GREEN!"*
- We then transition to a taste test of our favorite tasting apple.
- *Paper apple in* with the number of my students on it, that many apple ornaments out. Magic Words: *Apples-Apples-Apples! And then we count up to that number.* Because my students are learning to recognize their names as a report card standard.
- I buy the bright plastic red apple ornaments on sale after Christmas and write their names on them. They are thrilled to get one and hang it in their room. ☺



## Crayons:

### Change Bag:

- One crayon goes in with the number 10 written on it. 10 crayons out. (I review numbers 1-10 in English & Spanish, we review all of the colors in English, Spanish and sign language, we "Blast off" from 10-0 to get the wiggles out.

### Dove Pan

- Coloring page or the paper of the activity that I want them to do goes in, the finished coloring project + the box of crayons comes out.
- The construction paper pieces go in, the completed crayon project comes out along with a scissors and glue stick and whatever other supplies I'll be using. I then explain to my students what they'll be doing and they transition to their desks to do the project.
- A note: "Remember your school supplies." goes in, an empty box of crayons comes out with a list of who hasn't brought their supplies yet, filled with notes that I pin on them to remind their mommies to please remember and bring them in this week.

### Magic Crayons:

Is a disappearing crayon magic trick that you can purchase. Amazing! Now you see the crayons. Blow on the box. Whoosh! Crayons have disappeared! There is a set of 16 and a set of 24.

## Candy Colors:

*I know what COLOR candy you've chosen!*

Is an easy & fun change bag trick you can purchase from my assortment of magic tricks. It's inexpensive and has a big "Oh Wow!" factor.

- This is called a "Force" change bag. It is transparent. Because it is clear the audience can see its contents.
- I put Jolly Rancher rainbow colored candy in the first pouch. What they can't see is the middle pouch where I've put only red candies.
- I "force" the student who is choosing a candy to pick a red one, by holding the bag above their head. Neither of us can see the color he is picking, and he can't see that he is choosing a candy from the center pouch.
- I turn my back, he shows the rest of the students that he has chosen red, I am secretly sucking on a red one so that my tongue has turned red, I turn around and ask: *"Is this the color of your candy?"* and stick out my tongue!
- I then pass out a jolly rancher to everyone. I don't let my students suck on hard candy at school so I give them a Skittle™ or M&M™ and tell them to take that piece of candy home. ☺



Chicka Boom:

## Change Bag:

- The capital letters ABCD go in, the lowercase abcd come out. Magic Words: The Alphabet Song.
- Paper ABC letters go in, plastic magnetic letters come out. One letter for each of the letters of the alphabet.



- I pass them out to my students and then I read the story, as I come to those letters, they put them in sequential order on the white board.
- When we are done, I point to the letters and we sing the ABC song, then we "feed" the coconut. I have a coconut purse they put them in.
- Or I use my laminated letters that I have Velcro dots on, that match the Velcro dots that I put on a life-size paper palm tree I put up on the white board.
- Paper circle with the number of my students on it with "ABC's please..." go in that many plastic-magnetic alphabet letters come out. I buy them at the Dollar Store. They get to keep them, and transition to their desks to do an art extension making their own Chicka Boom palm tree. See my Mini Monkey Unit in September.

### Chick/Dove Pan:

- Paper monkey in, puppet monkey out that introduces the story. The puppet monkey also calls on children and asks them their Captain Capital letters.
- Construction paper palm leaf in, toilet paper roll with a palm leaf stuck to it out. I ask the monkey what I'm going to do with this silly thing and he sticks his nose in a bag or basket and brings out the finished art project.
- Paper banana in, a baggie filled with little yellow banana candies out. I give one to each of my students before or after the story. We count them as I pass them out. They say "thank you" in Spanish ("gracias"). I tell them "You're welcome" in Spanish. ("De nada"). I also have them raise their RIGHT hand and can assess if they know that concept as well. If their right hand is not raised I pass them by, 'til they get the idea...☺



## The Kissing Hand

### Chick/Dove Pan

- *Heart with a lip sticker on it in, raccoon puppet out. Magic Words: I love school!* Ricky the raccoon introduces the story *The Kissing Hand*. He is very shy and doesn't want to come out of the garbage can. Children identify with him, because they too were a bit nervous and scared about going to school.
- *Die-Cut hand with a heart sticker in the middle goes in, with the number of my students written on it, that many Hershey candy kisses comes out.* Children transition to their desks to make the handprint art activity. Sometimes they get to eat the kiss, other times I have them put it in their backpack or we glue-dot it to their project.



## POPSICLES!

### Change Bag

*Popsicle stick in, map to where they are out.*

I tell my students that on the 1<sup>st</sup> day of school they can earn popsicles on the last day of the week. We spell the word popsicles all week. At the end of the week I do a change bag trick to produce them. It's a map to where they are. ☺

*Turn RIGHT out of the door, Take 47 steps down the hall, Turn LEFT.... They're in the freezer.* We go outside and sit on the grass and slurp away.

# ?

- *Miss Nelson Is Missing:*

## *Change Bag:*

- A large question mark goes in, the black dress comes out. (I simply Xeroxed that page from the book, laminated it, and then put a magnet on the back.)
- I put the picture of the black dress on the white board, and tell the children I will be asking them the significance of the dress at the end of the story, then I read *Miss Nelson Is Missing*
- Sometimes I produce the stamp of Viola Swamp and stamp everyone's hand with purple ink. Or I'll show them the stamp that I produced and tell them that I'll stamp anyone's hand at the end of the story who was sitting quietly listening during the story.



School Bus:

## *Change Bag:*

- Paper school bus in, little metal die-cast school bus out. Then we sing *Wheels on the Bus* and I spin the wheels on this little metal bus as we sing. Magic Words: "Vrrroom Vrrroom- My bus has CIRCLE wheels"-or whatever shape I want to reinforce.