



Here is a list of my monthly magic:

October



Pumpkins

My Magic Words:

- ❖ Pumpkins grow on Vines.
- ❖ Pumpkins grow from Seeds.
- ❖ Pumpkins can be orange, green, white or blackish green.

Change Bag:

- In goes the seeds, out comes a little pumpkin.
- In goes the number 5 on a paper pumpkin, out comes 5 little paper pumpkins sitting on a folded purple gate. This is an introduction to the song they will sing and art activity they will do.
- In goes a yellow and red paper pumpkin, out comes an orange pumpkin. Magic Words: The formula equation: Yellow + Red = Orange. Children transition to finger painting an orange pumpkin by mixing yellow + red.
- In goes a paper pumpkin with a number on it, out comes a string of that many paper pumpkins. This is a garland that I

purchased at a party store and glued several together. I have a child hold the end, and gently pull the pumpkins out one by one as we count them. I've numbered the pumpkins so that the children can read the numbers. Paper garlands are perfect for change bags as they lay flat and are small, but give the illusion of being long and large when pulled out. My helper child gently pulls the vine of pumpkins out the door! I later go out and put it back together in its original flat state.

- **In go the shapes of the pumpkin.** We review all the shapes and colors as they go in: (A big round orange circle, and 3 smaller black triangles, 4 smaller black squares, and a medium-sized green rectangle, out comes a Jack-O-Lantern with these shapes glued to it. (green stem, triangle eyes & nose and squares for a smile.) My students then transition to their seats to make one too.

Water Cylinder:

- A Dixie cup of water is poured in, I tell the students "Look out! You're going to get wet!"
- They cover their faces, or duck, and I throw the contents at them. Instead of getting splashed with water, a piece of paper attached to a little plastic pumpkin flutters to the floor. It says: "Will your pumpkin sink or float?"
- I then explain to them that we will be conducting an experiment. We graph whether they think their big, fat, heavy pumpkin will sink or float. **(See this experiment and graph sheet in October's Pumpkin book)**

Chick/Dove Pan

- **Paper pumpkin with the number of my students on goes in,** that many plastic pumpkins come out. This is the same as the apple ornament trick. I buy plastic pumpkin ornaments

for my students and write their name on with a black magic marker. I hold each one up to be claimed.

- **Pumpkin seeds go in**, (I give one to each of my students and we count them as they go in the pot) out comes a real small pumpkin.
- I slice it open and show them the real seeds.
- I let them touch the pumpkin guts and then give them a ditty wipe to clean up their fingers.
- We go around the circle and each child gives an adjective (describing word) of how the pumpkin guts feel.
- My students then transition to making the art project **"Peekin' In A Pumpkin"**. (See **October's Pumpkin Art + Activity Book**)



Spiders

My Magic Words:

- ❖ A spider is not an insect; a spider is an **Arachnid**
- ❖ A spider has **8 legs**
- ❖ A spider spins a **web**
- ❖ **Orb Web**

Change bag

- **In goes the number 8 and a circle**, out comes a small rubber spider.
- **In goes a fly**, out comes a spider.
- **In goes a spider**, out comes a web. (Keep pulling out strands of that pretend cobweb stuff that you can buy in a bag for a \$1.00. You can hand blobs of it to your students to keep. ☺)

Chick/Dove Pat:

- In goes a paper spider, out comes my spider puppet Inky.
- In goes a spider sticker on a cut out circle ring, with the number of students I have, out comes that many spider rings. They put their ring on, and we sing *Eensy Weensy Spider*.
- In goes a picture of Little Miss Muffet, out comes the Nursery Rhyme Book. I teach the children that rhyme and we act it out several times using different children playing the parts.
- In goes a water bottle label that I have peeled off in front of them. Out comes *Inkers* the *Web Walker Water Bottle* art project that we're going to do. I explain it and then children transition to doing it. (See October's Free Art Ideas on my BLOG.)
- In goes the paper number 8, out comes 8 spiders. My children transition to Tummy Tummy Time where I have them doing math extensions with grouping and making sets of 8 by color, size, shape and category for 5-7 minutes.
- My 8 spiders were also 2 different colors and we put an ABAB pattern on the board.
- After they are done with groups/sets, I have them make a spider print pattern with their finger prints and two different colored ink pads; then using an ink pen they draw 8 legs on their spider prints.
- While they are working, I call them over and paint their hand and press it on a die-cut of a number 8. Their fingerprints become the spider's legs, and the 8 is his body. (See a photo of this in October Pictures.)
- Put a paper question mark in? (I have made a large one up and laminated it to use in all sorts of magic tricks.) Out comes a bottle of silver glitter sitting on top of a paper plate.
- I ask Merlin what on earth we're going to do with this.
- He tells me to sprinkle a little magical dust around and he'll tell me.

- I sprinkle some in everyone's hand and then show them the sparkling marble art webs we'll be doing.
- I do the same trick with yarn and a black pom pom for the yarn weavings as well as a bottle of purple glitter and my name web as a result for that art project.
- My students never get tired of seeing, and never cease to be amazed, at what will come out of the magic pot. I don't do it every day, just when it seems appropriate or when I really want their attention.



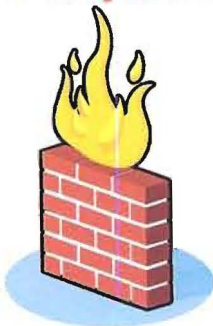
Fire Safety:

My Magic Words:

- ❖ Never play with matches, lighters, fire, candles
- ❖ Dial 911

Change Bag:

- Paper fire truck in, small die-cast metal fire truck out.



- I do this trick because I'm an experienced magician. I do not recommend it for a novice or beginning teacher-magician. If you want to attempt it, do so at home with lots of PRACTICE and in a well ventilated area with a friend present. Here's what I do:



Chick/Dove Pan

- I have a boy and girl puppet that are pretending to play kitchen.
- They are putting paper shape pieces that are pretend food into my pot.
- The little boy puppet says that he wants to cook the food with real matches.
- The little girl puppet reminds him to NEVER play with matches. I ask my student audience what they think and they nod and say yes in agreement.
- The little boy puppet does not listen and grabs a lighter that looks like a huge match.
- The little girl starts to yell: "I'm going to go tell mom!" and she starts to cry tears. I pour the "tears" (lighter fluid) on the crumpled paper food.
- The little boy puppet says: "I don't care!" And lights the match.
- The food goes up in flames. I let it flare up and put the lid on.
- All the while this is going on, I pretend the puppet gets burned. He screams and falls to the side of the pan.
- This all takes a few seconds. My students are wide-eyed with jaws dropping, gasping!
- I let things calm down and remind them that the little boy should not have played with matches. They all agree.
- The little girl puppet comes back and asks my students what she should do? What number should she dial? They yell 9-1-1.
- So I have them pick up the telephones that I have in a tub and we all dial 9-1-1.
- We all make a siren noise and I lift the lid of the pan and produce a fireman puppet.

- He revives the little boy puppet who is OK except for one little burn. He promises not ever to play with matches again, because he could have burned down the entire house!
- I have everyone raise their hand and promise not to play with matches, lighters, candles or fire, then we all clap for ourselves.
- You only need a few drops of lighter fluid, the lid on the pan starves the fire from oxygen and puts the flames out, the paper does not even burn!
- This WILL stink up your room.
- Make sure you practice this many times at home before you attempt it in front of your students.
- Make sure you have someone with you when you are practicing.
- Make sure you are practicing in a well-ventilated place, like OUTSIDE, but that there is NO wind.
- Crumple the paper so that it catches fire, do not leave the pieces flat.
- Rinse out your pan thoroughly, and dry it completely after this trick.
- Keep EVERYTHING away from your students and put everything away after the trick.
- Ask permission if you can do the trick.
- Have your students sit well away from the table.
- RELAX and do not be nervous when doing the trick.
- Make sure your hair and sleeves are pulled back when you are doing this trick and that you do not have dangling jewelry (like long necklaces and bracelets on).
- Practice-practice-practice.
- Again, I do NOT recommend this trick for a beginner teacher-magician.



Halloween:

Change Bag:

- In goes a paper ghost with the number 10, out comes a string of 10 numbered paper ghosts. I then read the story *10 Timid Ghosts In A Haunted House*.
- In goes the word boo, out comes a ghost finger puppet.
- In goes a Q-Tip out comes a small rubber skeleton. I then show them the art project *Q-Jangles* that they will be making. (See photo in October Halloween Art + Activities Book)
- In goes nothing, out comes my creepy scream button. When I press it there is a scream sound. I use it to tell several Halloween stories.

Chick/dove pan:

- In goes a paper ghost, out comes my ghost puppet.
- In goes a witch hat, out comes my witch puppet.
- In goes a piece of white tulle, out comes a ghost pencil. I tell Merlin that I have 20 students and that one ghost pencil is not enough. We put a ghost with that number on it into a larger pan and count up to 20 and say *"Pencils please..."* and out comes that many Boo-tiful and Spook-tacular pencils! My students then transition to their desks to do a Table Top activity. (See a picture of these adorable pencil toppers in the October Pictures.)

- In goes a flat monster mask, out comes a 3-D Frankenstein's monster filled with candy corn. Sometimes I give them a piece before or after the story.
- In goes some lime green, and purple tissue paper squares, out comes the finished art tissue paper monster mosaic complete with wiggle eyes. (See a picture of these adorable monsters in the October Pictures.)
- In goes a white cardboard bone, out comes my skeleton gloves that I put on and read the story with.
- In goes the title of the story *The Pumpkin On The Vine*, out comes all the finger puppets that go with that story. The pumpkin, the witch, the vampire bat, Count Dracula, the monster and the mummy.



Black Cats

The Magic Words:

- ❖ Will be any Halloween Vocabulary/October Concepts that I'm working on.

Change Bag:

- In goes the word meow, out comes a small black cat.
- In goes the construction paper shapes of a circle, triangle, rectangle, square, out comes the glued-together-kitty that they will make.
- In goes the paper striped pieces of white, orange, & yellow, out comes a real candy corn. Merlin this is not enough for my entire class! So we count how many children we have, write that number down on a paper candy corn, put that in the

chick pan and produce a baggy filled with real candy corn. We count the candy as we pass a piece out to each child before or after the black cat story.

Chick/Dove Pan:

- In goes the paper cat, out comes Midnight my black cat puppet.
- In goes a color paper copy of the cover of the book I'm going to read, out comes the cat book.



Bats

Change Bag:

- In goes nothing, out comes a small rubber bat.
- In goes the bat, out comes a little box with a shrill bat shrieking sound making tool that I use to tell a story.
- In goes a bat, out comes Count Dracula. I talk in the Count's voice and we count to 20 together.

Chick/Dove Pan:

- In goes a paper bat, out comes a scarf with 6 "real" stuffed bats tied together in a long sash. I put it around my neck to read the story.
- In goes the paper bat, out comes "Batty" my puppet pal.

