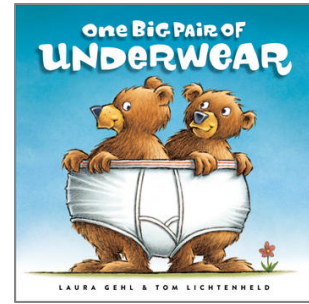


A Curriculum Guide to

One Big Pair of Underwear

By Laura Gehl

Illustrated by Tom Lichtenheld



The following questions/activities are related to the Common Core State Standards: English Language Arts.

Kindergarten teachers—you can use *One Big Pair of Underwear* in your classrooms to help your students meet the Common Core State Standards!

First . . . read the book aloud to your students.

Next, look below to find ways you can use the text and pictures from the book to support the Common Core State Standards. You can do all of the activities, or just one.

With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. (RL.K.6)

What you can do in your classroom:

Turn to the title pages of the book. Point to the first tree and read aloud, “Laura Gehl wrote the words.” Ask what another name is for the person who writes the words of a book. Students may be able to produce the word *author*, or they may need help thinking of this word.

Now point to the second tree and read aloud, “Tom Lichtenheld made the pictures.” Ask what another name is for the person who makes the pictures in a book. Students may be able to produce the word *illustrator*, or they may need help thinking of this word.

Ask your students:

- Which job do you think is more difficult—the author’s job, or the illustrator’s job? Why?
- Which job would you choose to do? Would you rather be an author or an illustrator? Why?

Recognize and produce rhyming words. (RF.K.2a)

What you can do in your classroom:

Read aloud the first three pages of text. Ask which words rhyme. Students will likely find it easiest to name *share* and *fair*. Prompt students to recognize that *bear* and *underwear* also rhyme with each other and with *share* and *fair*.

Now ask students to name other words that rhyme with *share*. Possible answers might include *hair, dare, rare, chair, stare, glare, and care*. Provide clues to students if needed (Example: "What are you sitting in?").

Ask students to count the syllables in *underwear*. Ask students to count the syllables in *chair* and *bear* and *fair*. Ask them whether a three-syllable word can really rhyme with a one-syllable word? Yes! Explain that only the final syllable needs to rhyme. This ties in with standard RF.K.2b: count, pronounce, blend, and segment syllables in spoken words.

Ask a student to come up to the front of the classroom and choose a page of text. Read that page, as well as the corresponding two pages with rhymes. Repeat the activity described above.

What you can do in your classroom:

Ask each student to write or draw a situation like the ones in the book. There should be a number of objects (between one and ten), and there should be a number of animals wanting the objects. The number of animals should be *one more* than the number of objects.

Before students begin the activity, generate a group list of possible objects: ice-cream cones, video games, pajamas, etc. Then generate a group list of possible animals: donkeys, gorillas, elephants, etc.

Next practice three examples such as this one:

- If there are four ice-cream cones, how many donkeys should there be? [answer: five]
- How will the last donkey feel, who does not get an ice-cream cone? [answer: students may say *sad, mad, jealous*, etc]
- How do you feel when you think about the donkeys and the ice cream? Do you think five donkeys arguing about four ice-cream cones is sad? Silly?

Give students time to write and draw their ideas. Then give students time to present their work, either in front of the class or in small groups. Each student should describe the situation he or she created.

For example: "I drew six necklaces. There are seven frogs. Six frogs get a necklace. One frog doesn't. The frog who does not get a necklace is sad. I wish all of the frogs could have necklaces."

*This section corresponds with W.K.3: use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

By presenting their work clearly to their classmates, students are also meeting SL.K.6: speak audibly and express thoughts, feelings, and ideas clearly.

The questions/activities below are related to the Common Core State Standards: Mathematics, and meet the following math standards:

CCSS.Math.Content.K.NBT.A.1: compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation [such as $18 = 10 + 8$]; understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.

CCSS.Math.Content.K.OA.A.4: for any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.

CCSS.Math.Content.K.CC.A.3: write numbers from 0 to 20. Represent a number of objects with a written numeral 1 – 20 [with 0 representing a count of no objects].

What you can do in your classroom:

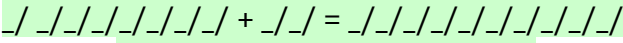
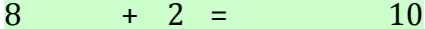
Read aloud: “Eight long sticks and one slick puck. Nine excited skating ducks.” Then ask: “How many ducks are there?” [Answer: 9]

Next ask: “If we wanted to have ten ducks, how many more ducks would we need?” [Answer: 1]

Once students are comfortable with the concept that one more duck added to nine ducks would make ten ducks (use manipulatives as needed), ask, “How many hockey sticks are there?” Then ask: “How many more sticks would we need if we wanted to have nine hockey sticks, enough for the nine ducks?” [Answer: 1]

Next ask, “What if we wanted to have ten hockey sticks? We have eight hockey sticks, but we want to have ten hockey sticks. How many more do we need?” [Answer: 2]

Ask students to draw eight hockey sticks. Then ask them to draw the number of hockey sticks needed to make ten hockey sticks.

On the board, draw 
Beneath, write 

Continue backward through the book toward the beginning, following this pattern, to help your students practice finding the number that makes ten.

What you can do in your classroom:

Read aloud each page, pausing after the first two sentences of each verse.

For example, read “One big pair of underwear. Two brown bears who hate to share.” Ask students to write down the number of pairs of underwear (1) and the number of brown bears who hate to share (2). Then read “One bear wears the underwear. One bear cries, “That isn’t fair.” Then continue on to “Two small sacks of salty snacks. Three young yaks with black backpacks.” Ask students to write down the number of sacks of snacks (2) and the number of young yaks (3). Continue following this pattern until the end of the book.

When you finish the book, each student’s list of numbers should look like this:

1, 2, 2, 3, 3, 4, 4, 5, 5, 6, 6, 7, 7, 8, 8, 9, 9, 10, 10, 20

To extend this activity, ask students, “Who can tell me a number that you wrote down on your paper?” As students list numbers, write them on the board, in order. Leave 9 blank spaces (underlined, hangman style) for the numbers between 10 and 20, and one blank space before the number 1. Ask students, “Who can tell me one of the numbers that is missing?” As students name the missing numbers, you can encourage them to come up to the board and write the missing numbers, or you can write them yourself.

After the numbers 11 – 19 are on the board, draw the number 11 on the board like this (you may use stars, tally marks, or another shape):

***** + * = 11

Then draw the number 12 like this:

***** + ** = 12

Now ask a student to come up and draw 13 in the same way. Repeat for the numbers 14 through 19.

Guide provided by the author.

This guide, written to align with the Common Core State Standards (www.corestandards.org) has been provided by Simon & Schuster for classroom, library, and reading group use. It may be reproduced in its entirety or excerpted for these purposes.