

## ONE BIG PAIR OF UNDERWEAR by Laura Gehl

### Common Core Curriculum Guide: English Language Arts

**Kindergarten teachers...**You can use ONE BIG PAIR OF UNDERWEAR in your classroom 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.

**Standard** [CCSS.ELA-Literacy.RL.K.6](#)

**With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.**

#### **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?" Then ask, "Which job would you choose to do? Would you rather be an author or an illustrator? Why?"

**Standard** [CCSS.ELA-Literacy.RF.K.2.a](#)

**Recognize and produce rhyming words.**

#### **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 one another 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 3-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 [CCSS.ELA-Literacy.RF.K.2.b: Count, pronounce, blend, and segment syllables in spoken words.](#)

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

**Standard** [CCSS.ELA-Literacy.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.**

### **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 1 and 10), 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. and a group list of possible animals: donkeys, gorillas, elephants, etc.

Next practice three examples such as this one:

“If there are 4 ice cream cones, how many donkeys should there be?” (5)  
“How will the last donkey feel, who does not get an ice cream cone?” (Students may say sad, mad, jealous.) “How do **you** feel when you think about the donkeys and the ice cream? Do you think 5 donkeys arguing about 4 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.”

By presenting their work clearly to their classmates, students are also meeting **Standard** [CCSS.ELA-Literacy.SL.K.6: Speak audibly and express thoughts, feelings, and ideas clearly.](#)