



ONE BIG PAIR OF UNDERWEAR

Written by Laura Gehl

Illustrated by Tom Lichtenheld

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Common Core Teaching Guide: 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 of 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 who want 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, pyjamas, 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)

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.”

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.**

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.

Congratulations...you just helped your students meet another standard!

Standard [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.