



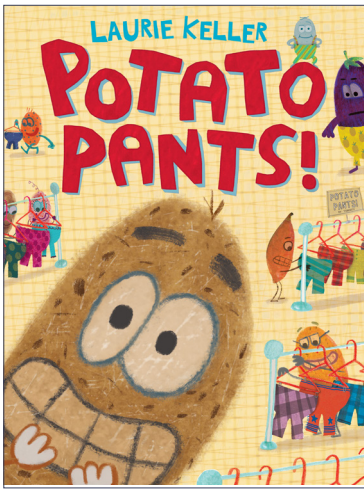
TEACHER'S GUIDE FOR



POTATO PANTS!



FOR
USE WITH
COMMON CORE
STATE
STANDARDS



Ages 4-8 • 978-1-250-10723-7

About the Book

Potato is excited because today—for one day only—Lance Vance’s Fancy Pants Store is selling . . . POTATO PANTS!

Potato rushes over early, but just as he’s about to walk in, something makes him stop. What could it be? Find out in this one-of-a-kind story about misunderstandings, forgiveness, and—of course—Potato Pants!



About the Author

LAURIE KELLER is the award-winning and bestselling author-illustrator of many books for kids, including *Arnie the Doughnut*; *Do Unto Otters*; *The Scrambled States of America*; *Open Wide: Tooth School Inside*; and *Bowling Alley Bandit*, *Invasion of the Ufonuts*, and *The Spinny Icky Show-down*, the three titles in the Adventures of Arnie the Doughnut chapter book series; as well as *We Are*

Growing!, recipient of the Theodor Seuss Geisel Award. She lives on the shores of Lake Michigan. You can visit her online at lauriekeller.com.

The guide is aligned with the Common Core State Standards (CCSS) for English Language Arts and Literacy. The standards cited throughout the guide can be applied to multiple grade levels. Please adapt the questions and activities to meet the needs of your students. You know them best!





Pre-Reading Discussion

- Look at the illustration featured on the front cover of the book. Describe the actions taking place. Explain what the characters are doing with the hangers suspended on racks.
- Notice the expression on each character's face. Describe how each character feels. Say why they are feeling that way.
- Look at the illustration on the back cover. Interpret the character's reaction to the television advertisement about Potato Pants. Why is he so excited?
- What do you think about potatoes wearing pants purchased at the Fancy Pants Store? Is such a thing possible? How so?

Post-Reading Discussion

He's excited because today—FOR ONE DAY ONLY—Lance Vance's Fancy Pants Store is selling . . . POTATO PANTS!

- Explain why this "one day" makes Potato feel excited. Say why this day is different from other days.
- Identify a time when you felt so excited about something that you could barely control your happiness. Make a connection between Potato's excitement about the one-day sale and the way you felt then.

Potato knows every tater in town will want a pair so he's there early because, like the sign says, "ONCE THEY'RE GONE, THEY'RE GONE!"

- Describe the action taking place in this illustration. Where are all the "taters" going and why?
- Explain why Lance Vance's Fancy Pants Store is such a special place.
- Locate Potato in the crowd. Compare and contrast his level of excitement with that of the rush of customers racing into Lance Vance's store. Discuss how his response to entering the store is similar to and/or different from the others'.

THAT EGGPLANT IS NOTHING BUT TROUBLE!

- The word *trouble* means "something worrisome," and "something that is harmful." Discuss why Potato feels that Eggplant is "nothing but trouble."
- Explain why Potato doesn't want to enter Lance Vance's store.
- What does Potato want more than anything in the world? Talk about what is standing in his way of getting what he wants.

WHAT A BRAVE POTATO! He's not going to let that eggplant stop him from getting the last pair of Potato Pants on the rack!

- Is Eggplant really stopping Potato from entering Lance Vance's store? If not, who is?
- Potato frantically bursts into Lance Vance's store. What happens as a result? Describe the event that takes place after Potato swings the door open wide as he rushes to buy the last pair of pants.
- Remember that the word *trouble* means "something worrisome," and "something that is harmful." Discuss why Potato "may be in for more trouble" after he enters the store in such a forceful way.

THAT EGGPLANT RUINED EVERYTHING! IT'S HIS FAULT I DIDN'T GET POTATO PANTS!

- Potato blames Eggplant for his not being able to buy Potato Pants. Do you think it's Eggplant's fault that Potato did not enter the store in time to make a purchase? Why or why not?
- Is it true that Eggplant ruined *everything*? If not Eggplant, who did ruin everything?





I came back here to do what I should have done YESTERDAY.

- Examine the illustration depicting Eggplant towering over Potato. Interpret Potato’s reaction to Eggplant’s words.
- Describe how both Eggplant and Potato are feeling. Identify clues in the illustration that convey their emotions in this moment.
- Say why Potato is concerned about being turned into “mashed potatoes.”

I’m here to APOLOGIZE.

- When a person wants to *apologize*, it means they want to admit that they have done something wrong. Notice Eggplant’s expression when he tells Potato that he hopes he will forgive him. Describe how they both feel in this moment.
- Define the word *forgiveness*. Share what forgiveness means to you.
- Explore reasons why Potato is both shocked and confused by Eggplant’s apology for pushing Potato, causing him to crash into the trash can.
- Does Potato have a reason to apologize to Eggplant? Why or why not?
- Examine the similarities between Eggplant’s knocking Potato into the trash can and Potato’s hitting Eggplant with the door.
- Potato is confused at first. He doesn’t know how he should respond to Eggplant’s apology. How about you? What would you do?

Now THAT is ONE STRIPEY POTATO!

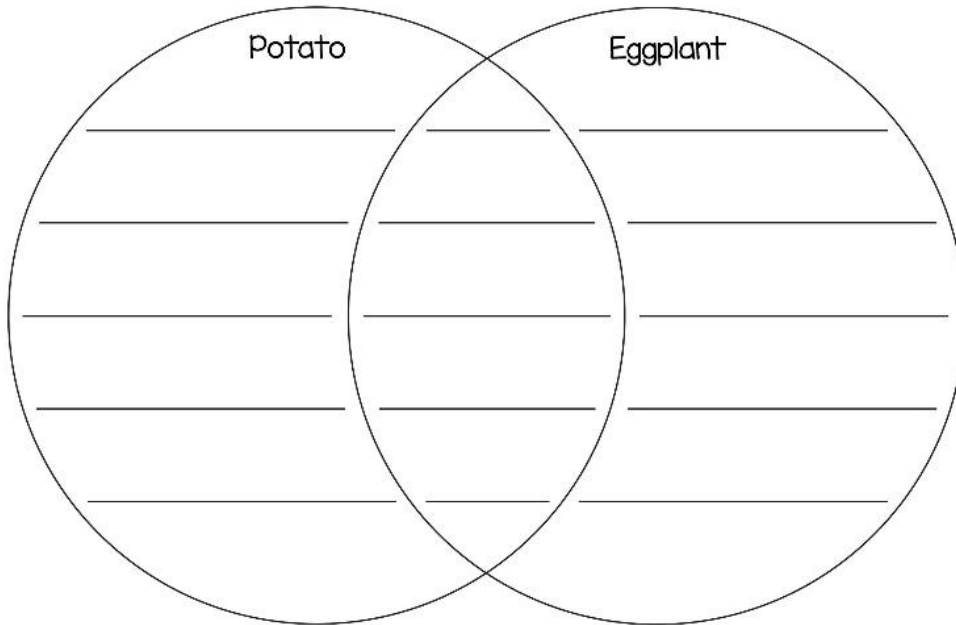
- Identify how both Potato and Eggplant got what they wanted at the end of the story.
- Consider how their willingness to apologize and ask for forgiveness brought Potato and Eggplant together as friends.
- Explain why it’s sometimes hard to apologize for doing something wrong.
- Say why it is sometimes difficult to forgive someone for making mistakes.
- Describe how it feels when an apology is accepted, and then people decide to become friends.





Extension Activities

A Venn Diagram



Write the details that describe how Potato and Eggplant are different in the outer part of the circles. List details that tell how they are alike where the circles overlap. Explore topics such as size, shape, desires, troubles, the need to apologize, and the willingness to forgive.

Adjective Hunt: A Word Wall

A word wall contains an array of words used during a reading-and-writing activity that is displayed in large, visible letters on a wall, bulletin board, or some other display surface in a classroom with the intention of serving as an opportunity for group learning. In this lesson, students will associate adjectives with specific types of Potato Pants.

Turn to the final spread in the book, the one featuring Tubérto and his Potato Pants Collection. Create teacher-made or student-inspired word wall cards describing the features and styles of the pants depicted on the right side of the spread. Some suggested adjectives for the word wall are: red, blue, pink, green, orange, yellow, flowered, striped, polka-dot, plaid, checkered, and zigzaggy.

Instruct students to identify their favorite pair of Potato Pants featured in the final spread. Next, ask them to approach the word wall to choose an adjective to describe their chosen pair of Potato Pants. Challenge the students to choose more than one card to identify a specific pair of pants. For example—pink and polka dots, or orange and striped. Instruct students to illustrate and label an example of the pants that they have identified. Have them share their work with the class.





Potato Pants Printing

The supplies needed for this activity are a medium-sized potato; a sharp knife (for adult use only); a safe, sharp-edged tool such as a toothpick or the point of a pencil; tempera paints; a brush; markers; and art paper.

Encourage students to study the illustrations of Potato's features closely, making note of the shape of his eyes, mouth, and eyebrows. Direct them to look at illustrations of Potato wearing his Potato Pants. Tell students that they will use their observations as guides to create their own print of Potato, using a potato as a stamp.

The adult may use the sharp knife to slice the potato in half lengthwise. Students may use the safe, sharp-edged tool to etch lines into the potato slice, representing a pant's waistband, and Potato's mouth, eyes, and eyebrows. Instruct students to select the colors they like and use the brush to cover different sections of the potato stamp with a coat of tempera paint. Place the potato paint-side down on the paper to make a stamp. Once the stamped image is dry, instruct students to use markers to add details to their stamped image.

Tell students to assume the role of Tubérto and write a description of their original Potato Pants designs. Share their creations with the class.

Rock Out with the Robot

Study the illustrations depicting Potato and Eggplant doing the Robot, noting the sequence of their moves. Gather some classmates to practice the sequence together. Select music that would be suitable to dance the Robot in a similar way. Encourage students to put on some crazy pants, and make a music video of the group rocking out to the PO-bot, the EGG-bot, or whatever they would prefer to call the dance. Rock on!

COMMON CORE STATE STANDARDS ALIGNMENT

English Language Arts Standards » Reading: Literature:

RL.K.1, RL.K.2, RL.K.3, RL.K.4, RL.K.7, RL.K.10, RL.1.1, RL.1.2, RL.1.3, RL.1.7, RL.1.9, RL.2.1, RL.2.3, RL.2.5, RL.2.7, RL.2.10

English Language Arts Standards » Reading: Foundational Skills: RF.K.1, RF.K.2, RF.K.3, RF.1.1, RF.1.2, RF.1.3, RF.1.4, RF.2.3, RF.2.4

English Language Arts Standards » Writing: W.K.3, W.K.5, W.K.8, W.1.2, W.1.5, W.2.2

English Language Arts Standards » Speaking & Listening:

SL.K.1, SL.K.2, SL.K.3, SL.K.4, SL.K.5, SL.K.6, SL.1.1, SL.1.2, SL.1.4, SL.1.5, SL.1.6, SL.2.1, SL.2.2, SL.2.5, SL.2.6

English Language Arts Standards » Language: L.K.1, L.K.2, L.K.6, L.1.1, L.1.2, L.2.1, L.2.2, L.2.3, L.2.6

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