

# Potato Pants!

## Potato Pants!

Book by: Laurie Keller

Ages: 4-8; Grades PreK-3

Themes: Humor, Friendship

### SUMMARY

Today - for one day only - Lance Vance's Fancy Pants Store is selling Potato Pants, and Potato couldn't be more excited. But when he arrives at the store to see Eggplant inside, he stops short. Eggplant, who rushed by and pushed him in the trash can just yesterday. Eggplant, who will probably do it again. Eggplant, who shouldn't even be at the store because it isn't even Eggplant Pants Day! That was yesterday. Potato panics and searches desperately for a solution. What will he do? Young viewers will delight in the absurdity of the story and relate to Potato's very real insecurities.

### Common Core State Standards Connections:

#### CCSS.ELA-Literacy.CCRA.R.1

Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

#### CCSS.ELA-LITERACY.CCRA.R.2

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

#### CCSS.ELA-LITERACY.CCRA.R.3

Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

#### CCSS.ELA-LITERACY.CCRA.R.6

Assess how point of view or purpose shapes the content and style of a text.

#### CCSS.ELA-LITERACY.CCRA.W.3

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

#### CCSS.ELA-Literacy.CCRA.SL.1

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

#### CCSS.ELA-LITERACY.CCRA.SL.2

Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

### OBJECTIVES

- Students will make text-to-self connections.
- Students will engage in a text-dependent discussion.

- Students will analyze the changes in Potato from the beginning of the movie to the end of the movie.
- Students will determine the lesson that Potato learns in the movie.
- Students will write a personal narrative about a challenging situation that they have faced.

### BEFORE VIEWING ACTIVITIES

Discuss point-of-view with students. Practice identifying point of view by having pairs of students describe an object from different angles or show pictures of an object or landmark from different points-of-view. Read aloud or revisit familiar books with the students. Guiding questions:

- From whose point-of-view is the story told? How do you know?
- What type of information does the author include to identify the point-of-view? (character feelings, character motivations, the word "I")
- How would this story be different if it was told from another character's point-of-view?

Tell children that they are going to watch a movie about a Potato who is really excited to get a new pair of pants, until he sees someone in the store that stops him. Encourage students to watch and listen for ways that Potato's point-of-view of the situation affects his choices.

Review text-to-self connections with students. Ask them to share with each other about a time when they were afraid to do something or go somewhere because something unexpected happened. Guiding questions:

- How do you feel when you face an unexpected situation?
- Have you ever felt afraid to of someone you don't know very well?
- How do you handle your fears? What do you do?
- Have you ever had the wrong idea about someone before you became friends with them?

Encourage students to watch and listen for ways that Potato tries to solve his problem and to make connections with his fears and his plan for handling them. Push them to make their connections deeper by thinking about whether all of Potato's fears are reasonable, and if any of their own fears are unfounded.

### AFTER VIEWING ACTIVITIES

Lead a discussion about how Potato's feelings changed from the beginning to the end of the movie. Begin by brainstorming feelings words with students. List the words that they come up with, along with a visual that shows the feeling. For more support, consider using a pre-made feelings chart. Then, replay, or read the beginning of the story.

Ask:

- How does Potato feel?
- What in the movie/book shows you or tells you how he feels?
- Why does he feel that way?

After discussing, write on chart paper: In the beginning of the story, Potato feels \_\_\_\_\_ because \_\_\_\_\_.

Then replay, or read, the middle of the story. Ask the same questions and write: In the middle of the story, Potato feels \_\_\_\_\_ because \_\_\_\_\_.

Repeat the activity for the end of the story. Summarize with a statement: Potato's feelings change from \_\_\_\_\_ to \_\_\_\_\_ because \_\_\_\_\_. (CCRA.R.1; CCRA.R.3; CCRA.SL.1; CCRA.SL.2)

Lead students in a text-dependent discussion. Follow these sequenced questions to lead up to the final questions on point-of-view and lesson:

- What did Potato think when he got to the pants store?
- Why was Potato upset that Eggplant was at the pants store?
- What did Potato do to try to solve his problem?
- What caused Potato to finally go into the pants store?
- What happened when Potato opened the door to the store? And then what happened?
- What surprised Potato when Eggplant spoke to him?
- Why was Eggplant most likely in the store in the first place? What in the movie makes you think that?
- How did Potato's point-of-view about Eggplant affect his actions throughout the story? Use examples from throughout the movie.
- What lesson or lessons did Potato learn in this story? Use evidence or examples from the movie to support your answer. (CCRA.R.1; CCRA.R.2; CCRA.R.6; CCRA.SL.1; CCRA.SL.2)

Culminate the previous two discussions with students writing and illustrating a personal narrative about facing a challenging situation. Teach or review the elements of a personal narrative, such as zooming in on a small moment, using experiences from one's own life, and developing characters through actions, thoughts, feelings, and dialogue. Use Potato Pants! as a mentor text for these lessons. (CCRA.W.3)

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