

LESSON PLAN

PANTS FOR CHUCK

An I Like to Read® Book, Level E

written and illustrated by Pat Schories

Chuck wants to wear pants, but they interfere with his day. Read about how Chuck solves his pants dilemma.

Guided Reading Level: E

Grade Level Equivalent: Grade 1

Interest Level: Pre-K–3

Instructional Standards

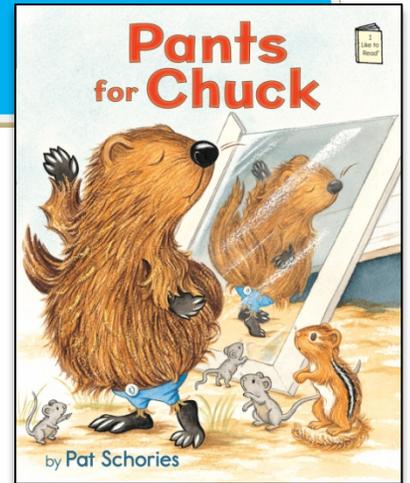
Reading Literature: RL.K.1,2,3,4,5,6,7,10/RL.1.1,2,3,4,5,7,9

Reading Foundation Skills: RF.K-1.1,2,3,4

Writing: W.K-1.1,2,3,6,8

Speaking and Listening: SL.K-1.1,2,4,5,6

Language: L.K-1.1,2,4,5,6



PB: 9780823434442 • Ages 4–8 • E-book available



Learning Objectives: Read text with purpose and understanding, retell familiar stories including key details, identify characters, settings, and major events in a story, read high frequency and new vocabulary words in and out of context, determine the sequence of events and problem in the story.

BEFORE READING

1. Read the title and discuss the cover illustration.
2. What do the title and cover illustration tell us about the book?
3. What type of animal is Chuck?
4. Write the word “**woodchuck**” on the board. Brainstorm what the students know about chipmunks.
5. Discuss the text type. Will this book be fiction or nonfiction (real or make-believe)?
6. Do real animals wear pants?
7. Read the name of the author/illustrator. Discuss each role.
8. Display *Pie for Chuck* by Pat Schories. If the students are not familiar with the book or author, explain that Pat Schories writes other books about Chuck.
9. Take a picture walk through the book.
10. Have students predict what the book is going to be about.
11. Print out and display flash cards for *Pants for Chuck* vocabulary words at:
http://www.holidayhouse.com/ILiketoRead/flashcards/FlashCards_Pants_LoRes.pdf
12. Read the new vocabulary words. Have a student come up and circle all of the beginning sounds.
13. Find all of the action words: **play, run, climb.**
14. Write **Pop! Rip! Come on!** and **Oh!** on the board. Discuss the function of an exclamation point in a sentence.
15. Write a class list of exclamations. Ex: Watch out!
16. Read the book to find out what happens to Chuck.



DURING READING

1. Read the story aloud. Ask students to follow along as you read.
2. Point out that each sentence begins with a capital letter and ends with a period, question mark, or exclamation point.
3. Discuss the function of the exclamation point and question mark.
4. Ask the students how the illustrations and words help us understand what the story is about.
5. Have the students find the repeated words and phrases.
6. Have the students read the book independently or in pairs.
7. How does the story begin? Where does Chuck get the pants from?
8. Who is the main character in the story?
9. Who are the other characters in the story?
10. Why do they call him “Big Chuck”?
11. Where and when does the story take place (setting)?
12. What are the animals doing in the beginning of the story (running, playing, climbing)?
13. Why do you think that Chuck puts the pants on?
14. How do his friends feel about the pants? What do they say?
15. How do the illustrations help you understand what is happening and what the characters are thinking?
16. How does Chuck feel in the pants? Explain.
17. What is the problem in the story? How does the problem get solved?
18. How does the author, Pat Schories, create humor?

AFTER READING

1. Retell the story in your own words.
2. How do you know that Chuck got the pants from a doll? Find the part in the book.
3. How is he able to see what they look like on him (his reflection)?
4. Why do the animal friends keep saying, “Come on, Big Chuck!”?
5. Why is Chuck having a problem playing, running, and climbing?
6. At what point in the story have the friends had enough?
7. How do they react when the pants pop and rip? How does Chuck feel?
8. Rename the book. Create a new cover illustration.
9. Discuss: Have you ever had to wear something that was too small (shoes, pants, a coat)?

Writing

1. Write a sentence and draw a picture about a time you had to wear something that was too small.
2. Read *Pie for Chuck*. Compare and contrast the setting, plot, and characters from both stories.
3. In small groups, think of phrases that need an exclamation point! It should be exciting, important, or in an emergency.
4. Create a mural of words, phrases, and pictures.
Ex: Stop!, I’m hungry!, WOW!
5. Write a letter to Big Chuck telling him what you think about him wearing pants.
6. Tell the story from the point of view of one of the animal friends.
7. As a group, decide what more you would like to know about real woodchucks. Make a list of questions.
8. Research woodchucks. Find out where they live, how they behave, what they eat, etc.
9. Think about and discuss: Should animals wear clothes or not?

Guide written by Marla Conn, reading/literacy specialist and educational consultant

