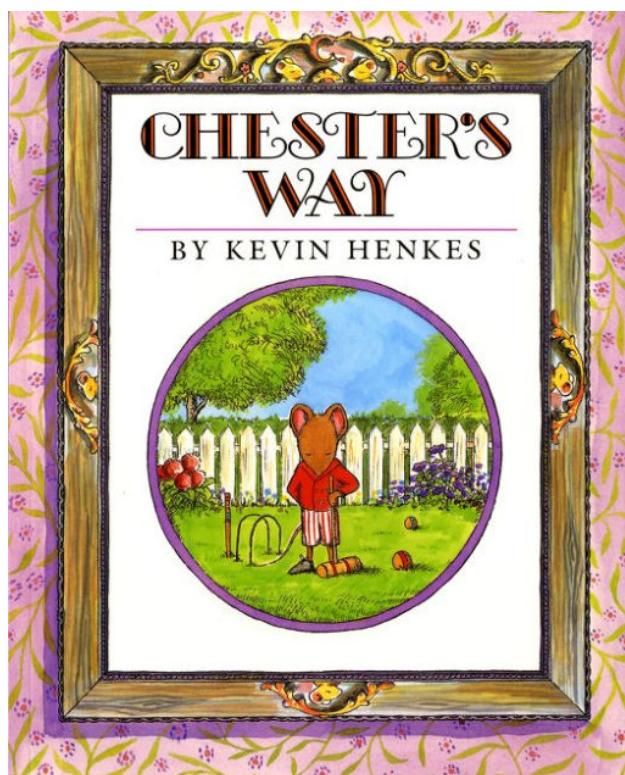


SAG-AFTRA FOUNDATION PRESENTS



# A TEACHER'S GUIDE

SUGGESTED GRADE LEVEL: K - 1<sup>ST</sup>



# CHESTER'S WAY

WRITTEN AND ILLUSTRATED BY KEVIN HENKES

Watch the video of actors

**Vanessa Marano & Katie LeClerc**

reading this story at  
[storylineonline.net](http://storylineonline.net)



# ABOUT THIS STORY

## SYNOPSIS

Chester and Wilson had their own way of doing things, and they did everything together. When they cut their sandwiches, it was always diagonally. When they rode their bikes, they always used hand signals. If Chester was hungry, Wilson was too. They were two of a kind, and that's the way it was - until indomitable Lilly, who had her own way of doing things, moved into the neighborhood.

## THEMES IN THE STORY

Acceptance, Friendship, Manners, Courage

# READING AND WRITING

## ELA COMMON CORE STANDARD

**Reading Literature:** Students read and respond to works of literature with emphasis on comprehension, making connections among ideas and between texts with focus on textural evidence.

*Standards listed below are for kindergarten and first grade, but can be adapted to 2nd grade standards.*

## BEFORE READING

**Standards:** CCSS.SL.K.1, CCSS.SL.1.1

Tap prior knowledge/build background through class discussion using the prompts below:

1. Do you like doing things the same way every day or do you like to do things differently?
2. Do friends always have to be the same: like the same things, have the same interests, etc?
3. Do you think you could be friends with someone who is different than you? Why or why not?
4. The title of the story is Chester's Way. What do you think that means? Discuss the meaning of the word "way" as it is used in the title. Tell students that this story is about someone who always does things the same way and about someone who is different.

## DURING READING

**Standards:** CCSS.SL.K.2,CCSS.SL.1.2, CCSS.RL.K.3, CCSS.RL.1.3

**Reading Focus:** Character

**Objective:** Students will listen to the story and describe how the main characters are alike and different.

**Procedure:**

1. Review the concept of "character" with your students.
2. Ask students to pay close attention to the characters and be able to explain Chester's way.

## AFTER READING

**Standards:** CCSS.RL.K.3, CCSS.RL.K.10, CCSS.W.K.6, CCSS.RL.1.3, CCSS.W.1.6

**Objective:** Students will compare and contrast two characters from the story.

**Materials:** Chart paper, markers, student paper, pencils

**Procedures:**

**Step 1:** Before the lesson, prepare the following sentences on chart paper.

Chester is  
Lilly is  
Both are

**Step 2:** Review the terms compare and contrast with your students if necessary. Explain to students that they will compare and contrast Chester and Lilly by completing a bubble map.

**Step 3:** Tell students that they will do separate bubbles for Chester and Lilly to show how they are different – contrasting. Draw a large bubble on the top left of the chart paper and write CHESTER inside, draw a large bubble on the top right side of the chart paper and write LILLY inside.

**Step 4:** Allow time for partners to discuss what they know about each of the characters.

- Step 5:** Call on students to tell you what they know about each character. Begin with Chester, filling in responses inside Chester's bubble. Repeat for Lilly.
- Step 6:** Draw the bubble in the center (towards bottom) of the other bubbles and draw a line connecting it to each character bubble. Explain to students that this bubble in the center will show how the two characters are alike – comparing.
- Step 7:** Allow students to discuss similarities with a partner.
- Step 8:** Call on students to tell you how the characters are alike, filling in responses inside the bubble.
- Step 9:** Discuss finished bubble map with students, reinforcing compare and contrast.
- Step 10:** Show students the sentence frames you created on chart paper. Read the first sentence with students (*Chester is*). Explain to students they should look at the bubble map for Chester to complete the sentence. Model orally, calling on a student for response. Repeat procedure for second sentence (*Lilly is*).
- Step 11:** Read the last sentence (*Both are*): Explain to students that since this sentence is about both Chester and Lilly, they should look at the middle bubble to complete the sentence. Model orally, calling on a student for response.
- Step 12:** Have students return to their seats and copy each sentence, completing it with a word or phrase from the appropriate bubble.

## WRITING

**Standards:** CCSS.W.K.3, CCSS.W.K.5, CCSS.W.1.3, CCSS.W.1.5

**Objective:** Students will learn how to confer with a friend. Students will write an extension to the story using grade appropriate writing.

**Materials:** Writing paper, pencils, crayons

### Procedure:

- Step 1:** Put students into pairs or small groups.
- Step 2:** Discuss the ending of the story, pointing out the last illustration of the story: the characters peeking over the rock at Victor and the fake nose and glasses on the ground. Ask students to make a prediction about what might happen next. Allow them to discuss probabilities with their partner/group.
- Step 3:** Have individual students draw a picture of what they think will happen next. Extend the illustration by having students write a sentence about the picture. You can use the sentence starter:
- The friends will .....
- Step 4:** Allow students to discuss and partner edit the writing.
- Step 5:** Share and display student work.

# ACROSS THE CURRICULUM ACTIVITIES

## SOCIAL STUDIES - FRIENDSHIP

### OBJECTIVE —

Students will understand and demonstrate friendship.

### MATERIALS —

Chart paper, marker

### PROCEDURE —

- Step 1: Talk about how Chester, Wilson, and Lilly's friendship grew from not being friends to being friends and what changed.
- Step 2: Label the chart paper "Friends."
- Step 3: Work with students to generate a list of the ways in which Chester, Wilson, and Lilly demonstrate their friendship for one another.
- Step 4: Use the chart to generate a discussion about ways in which students are friends with one another.
- Step 5: Have students work with a partner or group to role play examples of how they show good friendship in the classroom.

## ART - PAPER BAG DISGUISES

### OBJECTIVE —

Students will create a disguise out of paper bags.

### MATERIALS —

Brown paper bags

Markers

Scissors

Glue

Any available art supplies: yarn, pipe cleaners, pompoms, etc

### PROCEDURE —

- Step 1: Assist the students in cutting out eye holes and slits in the sides of the bag so it will fit over their shoulders.
- Step 2: Students use the materials to create a disguise of their choice.
- Step 3: Let them wear the disguise as they listen to the story again on Storyline Online.

# ABOUT US

## ABOUT STORYLINE ONLINE

The SAG-AFTRA Foundation's children's literacy website *Storyline Online®* streams imaginatively produced videos featuring celebrated actors to help inspire a love of reading. Storyline Online receives millions of views every month in hundreds of countries. Visit Storyline Online® at [storylineonline.net](http://storylineonline.net).

## ABOUT THE SAG-AFTRA FOUNDATION

The SAG-AFTRA Foundation provides vital assistance and educational programming to the professionals of SAG-AFTRA while serving the public at large through its signature children's literacy program. Founded in 1985, the Foundation is a national non-profit organization that relies solely on support from grants, corporate sponsorships, and individual contributions to fund our programs. Visit [sagaftra.foundation](http://sagaftra.foundation).

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