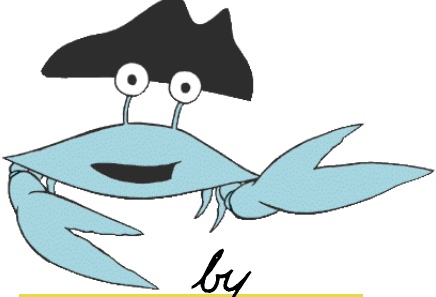
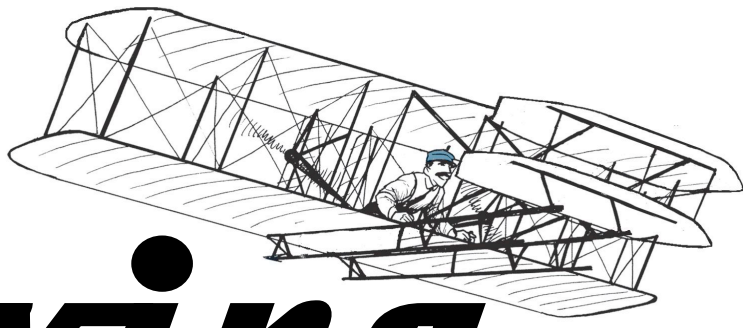


CHESTER

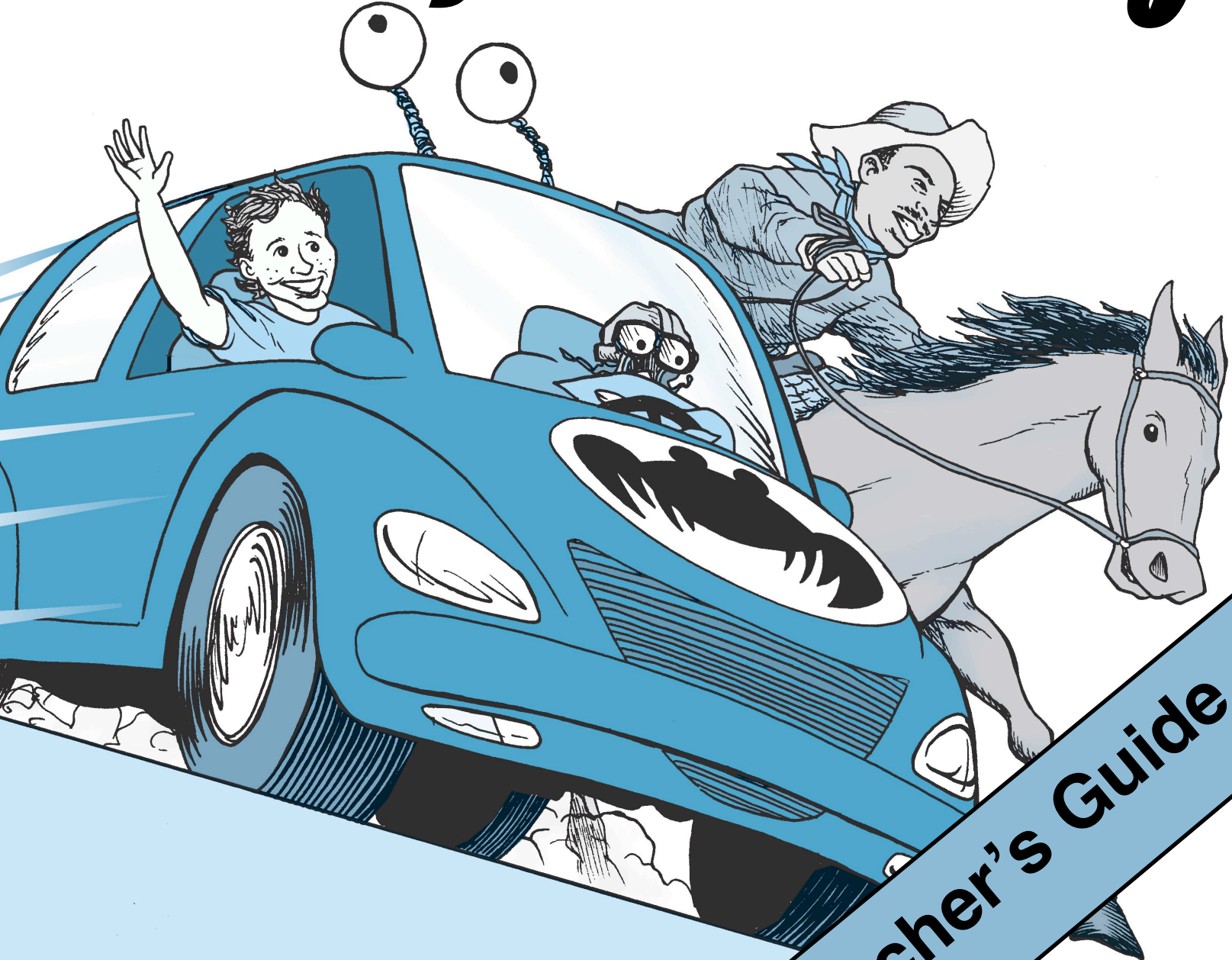
COMIX WITH CONTENT



by
**BENTLEY
BOYD**



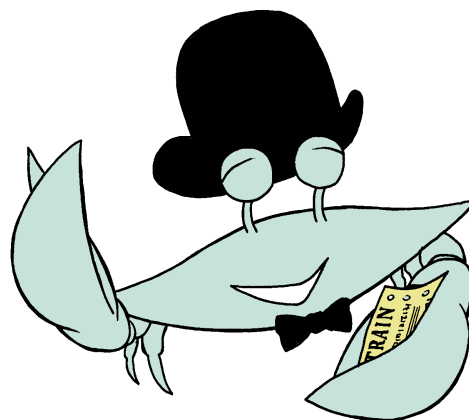
Moving and Grooving



Teacher's Guide

Teacher's Guide for
**MOVING AND
GROOVING**

Chester's **Comix With Content** series



Dear Teacher:

Chester the Crab's "Moving and Grooving" comic book brings tested content terms to an elementary grade reading level. Chester's colorful images and practical examples will help you teach more effectively and help your students learn and remember these hard concepts at test time.

Chester comic books have several themed chapters, usually five pages long. Each page has its own headline so that you can cover just one page a day if you wish. These chapters can be easily used in small guided reading groups, in shared reading across a whole classroom, or for independent work. This teacher's guide is specific to "Moving and Grooving," with reading strategies, reproducible classroom activities, and NEW questions for student practice.

I hope you and your students
enjoy Chester the Crab!

OBJECTIVES

After reading "Moving and Grooving" and performing the activities in this guide, students will be able to:

- ☞ define social studies terms
- ☞ place American events on a timeline
- ☞ use a non-fiction reading selection to practice reading skills

TABLE OF CONTENTS

- P 2 How to use Chester Comix
P 4 **MEGALOPOLIS** reading strategies, activities, test
P 10 **MOVING IN 1902** reading strategies, activities, test
P 16 **WRIGHT FLIGHT** reading strategies, activities, test
P 22 **INTERSTATE HIGHWAYS** reading strategies, activities, test

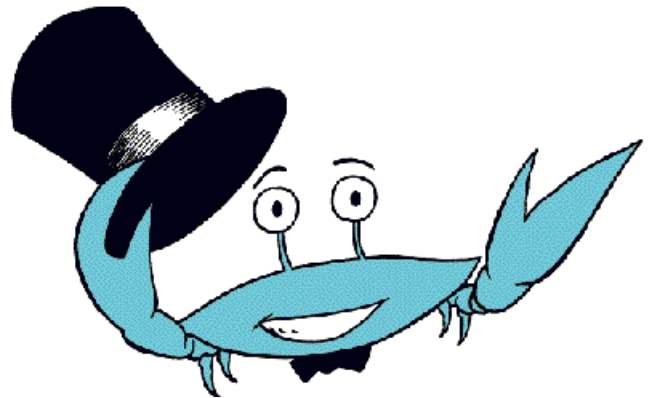
COMIX IN THE CLASSROOM

Comic books are a lively way to teach reading to both low-skill and high-skill readers. In an era of endless electronic stimulation, comics pull students back to the printed word.

Comix are a unique American art form. They are not a chapter book (all text) and not a movie or TV show (usually all visual) but a careful mix of text *and* visuals. They do not deserve their reputation as simple, “dumbed down” material. The pictures help students **visualize vocabulary** that is equal to adult books and just below magazines and newspapers (*American Educator*, Spring/Summer 1998).

Low-skill readers enjoy the way color and action make the pictures part of the story. These readers can use the visual clues to find the meaning of the story and learn the complicated **concepts** on which they will be tested. For example, Chester uses pictures of aliens to teach “inalienable rights.” An image of George Washington on a surfboard reinforces the idea that as president he carefully balanced between the first two political parties in America. Studies continue to show that few students read once they are outside of school. Comix help these students cross the “reading to learn” barrier, giving them something fun they will *choose* to pick up and read.

High-skill readers are also engaged by comix. **Predicting** is a key component of comix; it happens between each panel. The white “gutter” between panels creates undefined space. This space makes comic stories interactive: a plot will not move forward without the reader **inferring** to provide their own details and predictions in the jump from one panel to the next. “In the limbo of the gutter, human imagination takes two separate images and transforms them into a single idea” (Scott McCloud, *Understanding Comics*, 1993). There are also fun **details** inside the panels themselves. Will readers catch the joke behind the name of the colonial coffee shop? What about the song Chester sings at the end of an episode? Hey, Nathaniel Bacon’s gravestone has a frying pan on it!



Chester’s stories are usually told in five pages. Each page makes a substantial daily lesson and leaves students room to predict the next part of the story for the next day. Go ahead -- dig in to some graphic adventures!

READING SKILLS FROM COMICS

Main idea
Sequencing
Vocabulary

Noting details
Author’s purpose
Cause/Effect

Predicting outcomes
Fact vs. opinion
Figurative language

PARTS OF A CHESTER COMIX PAGE

Take a picture walk through each page before you read a Chester story. Point to the elements of each page and ask students why some repeat. Note what is different. This prepares students for successful reading.

PANEL

Panels divide a comic page into separate places or moments in time. Panels are usually read from left to right, top to bottom. When in doubt, follow the flow of the text. (Make sure to read all text inside a panel before moving to the next panel!)

FRIENDS

Often Chester brings friends on his adventures. He has a friend in each grade. They wear shirts with different colors and the number of their grade in a circle on the front. This is a loose guide to the grade level of the content in this Chester story.

WORD BALLOONS

Balloons surround the words a character speaks or thinks. The point coming out from the balloon aims at the person who is speaking those words. Thinking is shown inside a cloud-like balloon, with circles leading toward the person doing the thinking. Sometimes words grow larger or more decorative to show excitement. **Content vocabulary** is usually shown in bold type.

LOGO

Chester's name repeats on each page. We see many logos in our daily lives, from the lettering on fast food restaurants to pictures on highway signs.

TIMELINE

John Paul Jones' time long, long ago was very different from our lives today. Readers begin to picture this difference by seeing a timeline with other major events just before and after this page's action. The triangle pointing down shows the year this page begins.



TITLE

Each Chester page has a title, giving the page a theme. The titles are questions to provoke a reader's curiosity. The answer to the question is somewhere on that page. The questions are useful in **guided reading** exercises about **predicting** or **finding the main idea** of a story.

NEXT!

Each page has a teaser about the next page in the story. Ask students to **predict** what this teaser might mean!

GUTTERS

Gutters of white space divide panels into separate places or moments of time.



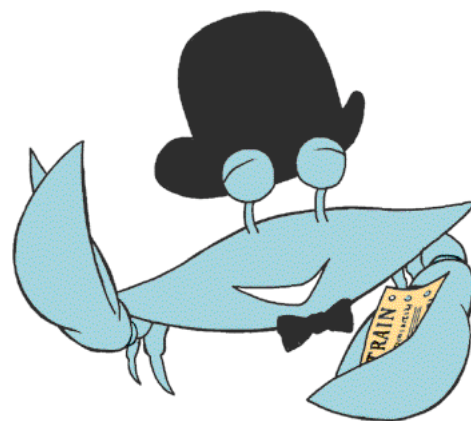
MEGALOPOLIS

READING STRATEGY SUGGESTIONS

SKILLS

Adjectives
Predicting Outcomes
Story Vocabulary

Main Idea
Noting Details



1. INTRODUCE THE STORY

Read the title and describe the cover. Have a “cover conversation.” **Point** to the parts that repeat from book to book. What is happening on this cover?

SAY: “This is a comic book narrated by Chester the Crab. It is about how people and products move from place to place. Can you tell me some ways you have moved around in your life?”

Take a picture walk through the first story, “Megalopolis,” to see what Chester is learning. **Point** out the parts of a comic: title, timeline, panels, word balloons, and characters. **ASK:** “Have any of you ever read a comic book? What looks interesting to you in Chester’s comic?”

2. INTRODUCE THE STORY VOCABULARY

Write the story vocabulary and content phrases (presented below) on a classroom board. (These words and their definitions can also be written on separate cards and placed face down on a table for students to play a **matching or memory game**.)

Tell students on which page to find each word. Have students read the sentence that has a given vocabulary word and then use context and picture clues to form a definition.

VOCABULARY DEFINITIONS (in order of appearance)

Eastern Woodland (p. 2) – a group of Native Americans who lived in longhouses in the eastern part of North American continent

longhouses (p. 2) – Native American houses made by laying bark and grasses over a curved framework of sticks

rural (p. 3) – set in or related to the countryside, not the town or city

George Washington (p. 3) – first U.S. president, commander-in-chief of Continental Army

port (p. 4) – harbor that becomes a shipping center for trading and selling goods

town (p. 4) – area with defined boundaries and government that is smaller than a city

(VOCABULARY, *continued from previous page*)

resources (p. 4) – a supply of materials, people, or tools ready for use

steamboat (p. 4) – boat propelled by a steam engine, not dependent on sail power

cotton (p. 4) – soft white fiber from a tropical plant that is used to make textiles, thread

urban (p. 5) – an adjective describing something in a large town or city

streetcar (p. 5) – city passenger vehicle powered by electricity from overhead cables

fossil fuels (p. 5) – natural fuel formed in geological past from remains of living organisms

commuting (p. 5) – traveling between home and work in a regular pattern

Megalopolis (p. 6) – urban stretch of communities between Boston and Norfolk in U.S.

suburbia (p. 4) – pre-planned residential areas on the outer edges of a city

Interstate Highway (p. 4) – system of high-speed roads that connect states

3. WORD STUDY

☞ **Read** a page in the story. **SAY:** “An **adjective** is a word used to describe or limit a noun. Can you find some in the story?”

☞ **Help** students find some examples:
(p. 2) small, new, fast, long
(p. 3) early, rural, long, muddy, unusable, next, two (p. 4) fastest, easiest, faster, tired, southern, northern
(p. 5) close, urban, short, fun, good, fast, growing, new (p. 6) many, main, this, big

4. READ THE STORY FOR WRITING PROMPTS

☞ **Give** students a copy of The Details Umbrella from p. 30 of this teacher’s guide. They may fill it out for each page of the story or the entire story.

☞ **SAY:** “As we read the story, we will look for the **main, or most important, idea** and **supporting details**. Supporting details are small pieces of information that tell more about a main idea and answer: **Who? What? Why? When? Where?** We will write these on an umbrella chart.”

☞ **Read** a page. **ASK:** “What is the most important idea on this page? What details support this main idea? Let’s write them on the umbrella.”

☞ **Give** students a copy of the predictions sheet from p. 31 of this teacher’s guide. At the beginning or end of each page in the story, **ask** students to predict what will happen next and/or write the prediction on their sheet.

☞ **SAY:** “A **prediction** is a guess about what happens next, based on what you have already learned from picture clues and text.” Point to the phrase in the lower corner by the word “Next.” **ASK:** “How does this clue help your prediction?”

☞ Based on students’ abilities, continue with guided or shared reading, or let higher readers finish the story themselves and fill in their chart.

5. RESPOND/ASSESS

After reading the story, have students retell the information, either orally or with a writing prompt. They can refer to their umbrella chart if necessary. For further assessment or support, have students answer the questions on p. 11 of this guide.

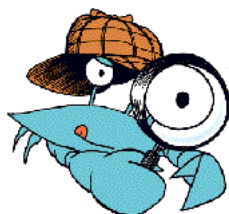
HOW FAR CAN YOU GO?

Transportation was a lot different in the early days of the United States. Almost everyone walked where he or she wanted to go! Answer these travel questions to understand more about how people got from one place to another during that time. Remember that the box showing the **scale** of a map can help you understand the distances shown on a map!

1. It took George Washington 8 days to travel from his home at Mount Vernon to New York for his inauguration — a distance of approximately 240 miles. On average, how many miles did he travel per day?
2. An average person can walk approximately 3 miles per hour. If a person walked 8 hours per day at that speed, how many days would it take him to walk from Mount Vernon to New York?
3. If a car in the 21st Century traveled at an average speed of 65 miles per hour, how long would it take to get from Mount Vernon to New York?



4. On the map of colonial America to the right, locate the dot that represents Mount Vernon. Using the rates of travel calculated in the examples above, draw two circles around Mount Vernon showing how far a person could travel on foot and in a carriage traveling as fast as Washington. Draw a third circle showing how far a car could travel from Mount Vernon in a 4-hour day.



TEACHERS!

Cover this corner when you copy this page for your students!

ANSWERS:

1. 30 miles per day
2. 10 days
3. 3.7 hours

SCIENCE ACTIVITY

I LIKE TO MOVE IT! MOVE IT!

We've gotten used to being able to ride bikes and drive cars on paved roads. It's hard to believe that about 100 years ago most of the roads were just dirt. See what weather conditions can do to a dirt road in this experiment.

MATERIALS

☞ paint pan or aluminum tray ☞ stopwatch ☞ dirt ☞ water
☞ newspapers ☞ toy truck or car ☞ paper and pencil or pen

DIRECTIONS

1. Spread some newspapers on the floor where you will be conducting your experiments.
2. Put the paint pan or aluminum tray against a chair or on a block to make a ramp, or inclined plane. It doesn't have to be very high, just make sure it's secure.
3. Time how long it takes a toy truck or car to reach the bottom of the pan. Record this and the other timed runs.

4. Repeat the timing activity using the following surfaces:

☞ Put dirt in the pan and don't smooth it over. Leave bumps and bald spots.

☞ Smooth the dirt over so it's a flat surface.

☞ Add water to the dirt and mix to make mud. Smooth the surface.

☞ Add more dirt, but don't mix it in with the mud.

5. Compare the results of each timed run with your class or friends.

THINK ABOUT IT

What other types of materials could you put in the pan to create different surfaces? How could you show all of your results? If you drew a graph, what parts of the experiment would you represent on the graph?



I WANT TO RIDE MY BICYCLE

This is part of a story by Millie Larson about what she remembers as a little girl.

In those days, the cars were all horse-drawn and so were all the fire companies' apparatuses. One of the most thrilling sights it seems to me was when the big fire engines drawn by the fine handsome horses came dashing along the street.

I remember, too, when bicycles were the popular means of going on outings. Every Sunday during the summer, groups of young people would stream out to the "country" with picnic lunches tied to the handlebars of their bicycles. Of course there were no paved roads like we have now, and it was real work sometimes to pedal the machine over some of the rough dirt roads.

When the bicycles first began to be common, they would often scare the horses, like the automobile did later, until they got used to them.

DISCUSS

What would be a good title for this story?

What differences do you see in this story and how things are today?

What similarities do you see in this story and how things are today?

Talk to an older adult, like your grandmother or grandfather. What sort of transportation did they use to get around town when they were little?

Imagine what transportation will be like in another 50 years. Write a story about how you will get to the country for a picnic. Think up a title for your story before you share it with your class or family.

LEARN MORE

Life stories like this one were written by the staff of the Folklore Project of the Federal Writers' Project for the U.S. Works Progress (later the Work Projects) Administration from 1936-1940. You can read more from the Web site at memory.loc.gov/ammem/wpaintro/wpahome.html.

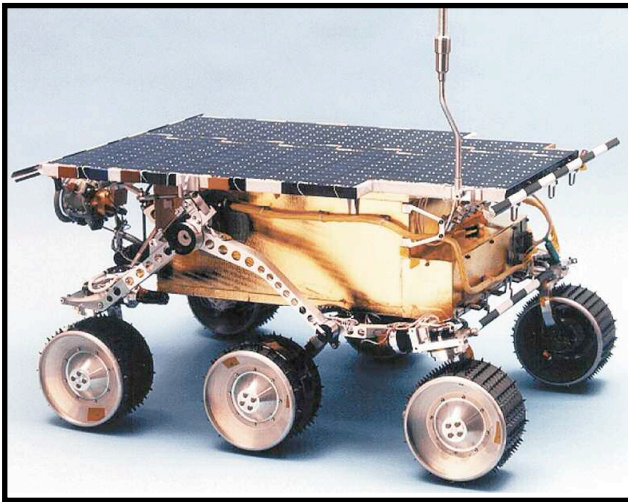


SCIENCE ACTIVITY

KEEP THE WHEELS TURNING

Look at these pictures. How many wheels does each form of transportation have?

1



2



3

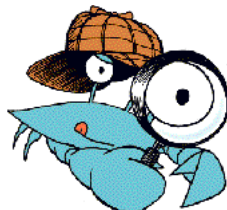


4

5. Does the number of wheels on a vehicle make a difference in how fast the vehicle goes?

6. What *does* the number of wheels affect? Why would you want to have more wheels on your vehicle? Why would you have fewer?

7. One of the sets of wheels shown above has a rougher surface than the other wheels. Why? Where do you think that vehicle is designed to travel?



TEACHERS!

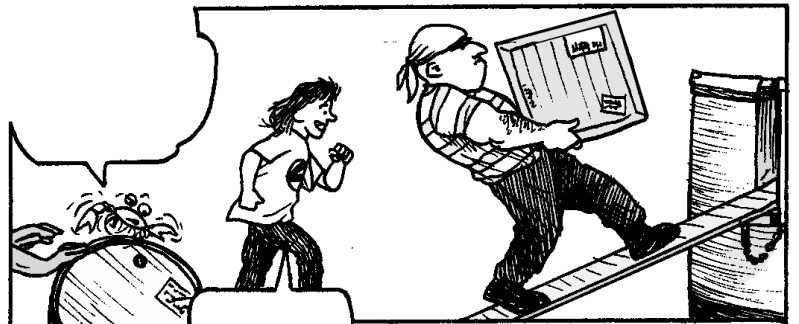
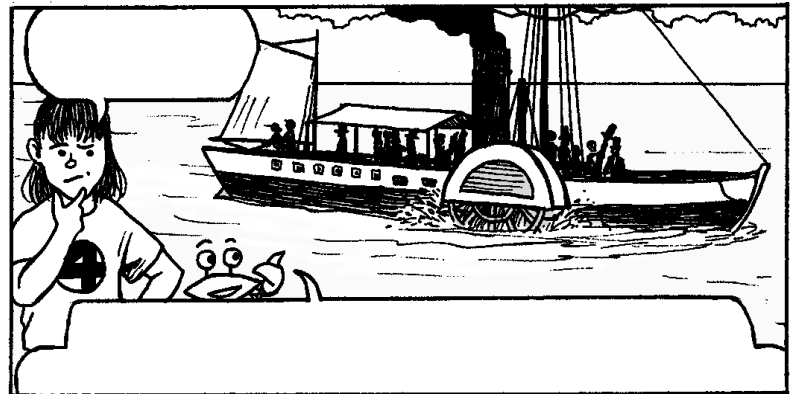
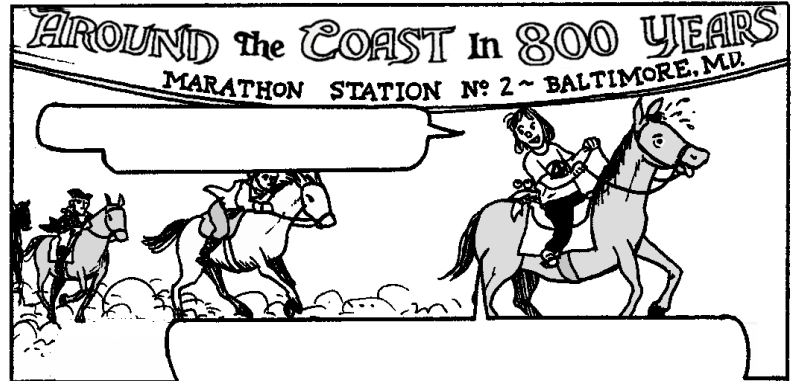
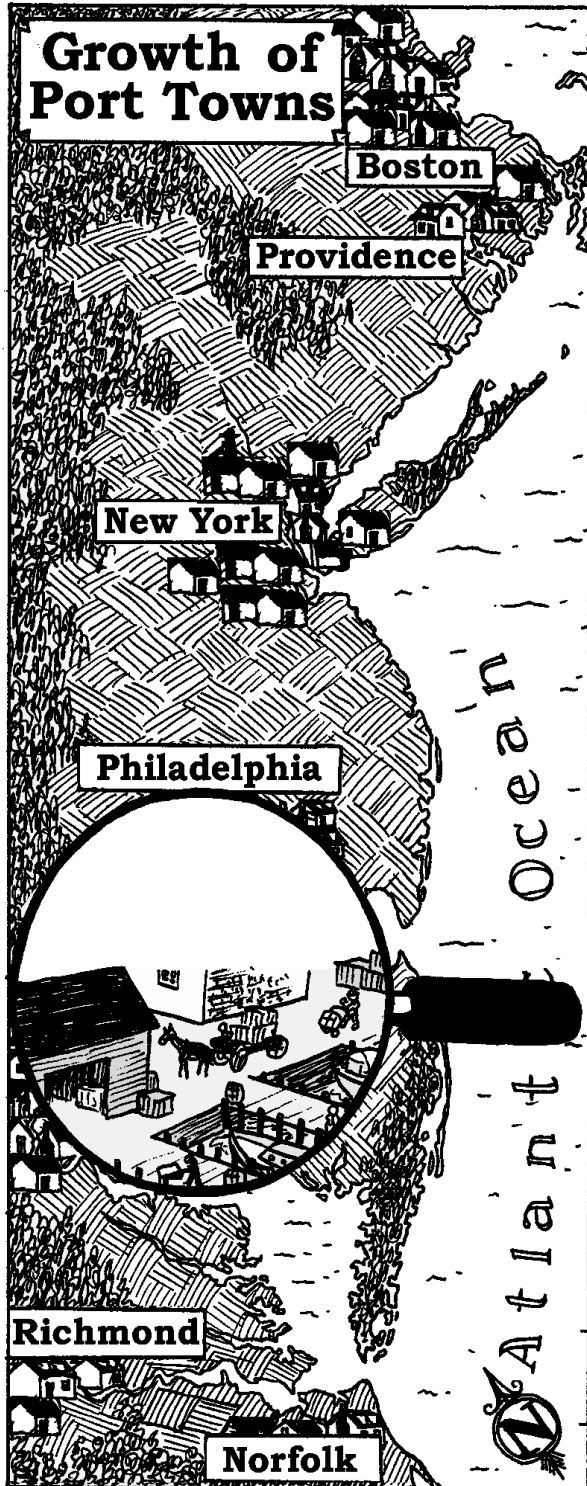
Cover this corner when you copy this page for your students!

ANSWERS:	4.4	2.2
	3.4	1.6

TRANSPORTATION COMMUNICATION

Here's your chance to put words in Chester's mouth! Fill in the blocks with your own words and color the page in your own way!

HOW DID BOATS GET BETTER IN 1807?



MEGALOPOLIS QUESTIONS

- 1. Which word is an adjective?**
 - A settlement
 - B walked
 - C longingly
 - D long
- 2. What kind of story is Chester's race up the East Coast of North America?**
 - F pamphlet
 - G myth
 - H historical fiction
 - J autobiography
- 3. Which of these U.S. cities is west of the Mississippi River?**
 - A San Francisco
 - B Baltimore
 - C Boston
 - D Richmond
- 4. Eastern Woodland Indians made houses out of which two materials?**
 - F bark and grass
 - G sticks and mud
 - H soil cut into blocks
 - J deerskin tents that could be easily moved
- 5. Christie can see streetcars and tall buildings nearby. Where is Christie?**
 - A a rural landscape
 - B a suburban landscape
 - C the Piedmont area of Virginia
 - D an urban landscape
- 6. Which inventor improved transportation by expanding a boat's usefulness?**
 - F Frederick Douglass
 - G Benjamin Franklin
 - H Robert Fulton
 - J George Washington
- 7. How can you find the capital city on a map of your state?**
 - A It usually has the boldest name printed on the map.
 - B It is the city with the most population in the state.
 - C It is marked by a special symbol such as a star.
 - D It is the oldest city in the state.

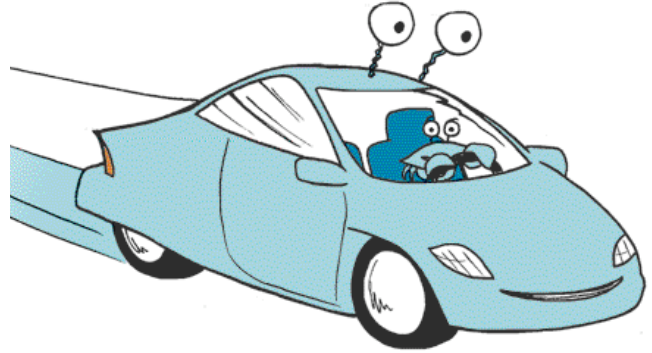
CHAPTER
2

MOVING IN 1902

READING STRATEGIES

SKILLS

Compound Words Main Idea
Predicting Outcomes Noting Details
Story Vocabulary



1. INTRODUCE THE STORY

Read the title and describe the cover. Have a “cover conversation.” **Point** to the parts that repeat from book to book. What is happening on the cover?

SAY: “This is a comic book narrated by Chester the Crab. It is about how real people moved around many years ago. In 1902 people used some kinds of transportation that we don’t

really use today. Which thing on the cover wasn’t used for moving in 1902?”

Take a picture walk through the second story, “Moving in 1902,” to see what Chester is learning. **Point** out the parts of a comic: title, timeline, panels, word balloons, and characters. **ASK:** “Have any of you ever read a comic book before?”

2. INTRODUCE THE STORY VOCABULARY

Write the story vocabulary and content phrases (presented below) on a classroom board. (These words and their definitions can also be written on separate cards and placed face down on a table for students to play a **matching or memory game**.)

Tell students on which page to find each word. Have students read the sentence that has a given vocabulary word and use context and picture clues to form a definition.

VOCABULARY DEFINITIONS (in order of appearance)

vehicle (p. 8) – a thing that moves people or products, especially over land

transportation (p. 8) – the ways people or goods are to move from one place to another

goods (p. 8) – things made or grown to be sold

services (p. 8) – work for a customer that does not include manufacturing

tobacco (p. 9) – American plant with nicotine-rich leaves, which are dried for smoking

road (p. 9) – wide path from one place to another, usually with a surface for vehicles

landing (p. 9) – place where people or goods can be unloaded from a ship or boat

Chesapeake Bay (p. 10) – 200-mile-long East Coast estuary mixing salt and fresh water

shipping (p. 11) – the movement of goods over the oceans or waters

steamboat (p. 10) – boat propelled by a steam engine, not dependent on sail power

telegram (p. 11) – coded message sent over telegraph wires and delivered in written form

(VOCABULARY, *continued from previous page*)

train (p. 11) – a group of cars moved as a unit by a locomotive over railroad tracks

bank account (p. 11) – place to keep money safe until later use, for savings or checking

drawback (p. 11) – a disadvantage or problem

Teddy Roosevelt (p. 12) – U.S. president (1901-09), spearheaded Panama Canal project

automobile (p. 12) – road vehicle powered by internal combustion engine or electricity to carry a small number of passengers, usually four

gasoline (p. 12) – refined petroleum used as fuel in internal combustion engines

3. WORD STUDY

☞ **Read** one of the pages in the story.

SAY: “A compound word is a word formed from two other words. Can you find some compound words in this story? Prefixes and suffixes don’t count! But what if we allow for someone’s name to count as a word?”

☞ **Help** students find the examples:

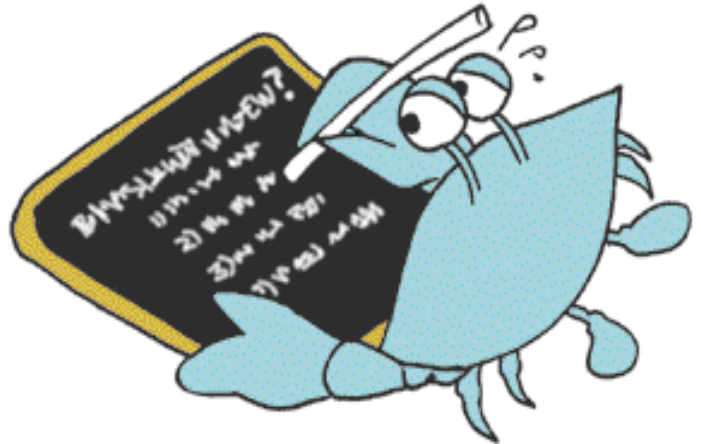
(p. 8) aircraft

(p. 9) steamboat (in the tagline box at end)

(p. 10) steamboat, Maryland, seafood

(p. 11) deadline, yourself, railroad, drawback

(p. 12) Oldsmobile



4. READ THE STORY FOR WRITING PROMPTS

☞ **Give** students a copy of The Details Umbrella from p. 30 of this teacher’s guide. They may fill it out for each page of the story or the entire story.

☞ **SAY:** “As we read the story, we will look for the main, or most important, idea and supporting details. Supporting details are small pieces of information that tell more about a main idea and answer: **Who? What? Why? When? Where?** We will write these on an umbrella chart.”

☞ **Read** a page. **ASK:** “What is the most important idea on this page? What details support this main idea? Let’s write them on the umbrella.”

5. RESPOND/ASSESS

After reading the story, have students retell the information, either orally or with a writing prompt. They can refer to their umbrella chart if necessary. For further assessment or support, have students answer the questions on p. 17 of this guide.

ROUND ROUND GET AROUND

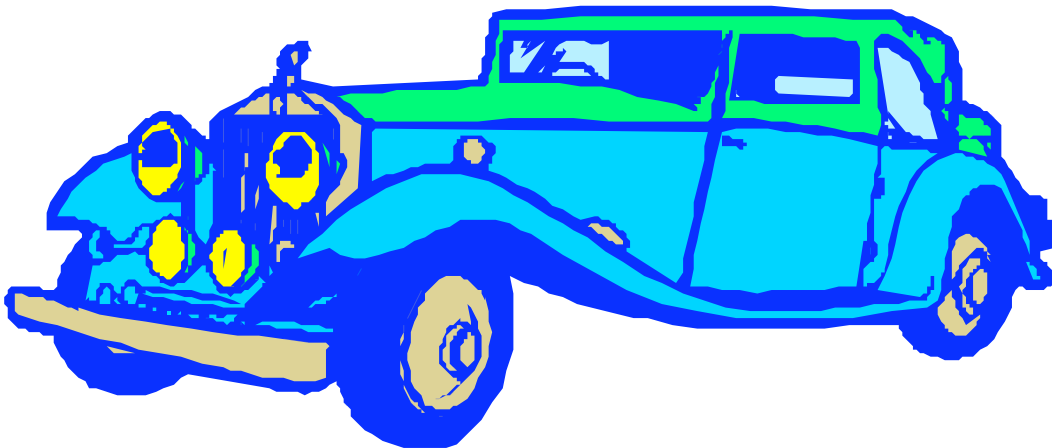
So far this week, Chester has looked at walking, riding a horse-pulled cart, and taking a steamboat — three types of transportation that you may not have ever used to get around your own town or state.

Interview a senior citizen about various types of transportation that were available during his or her younger days. Compare and contrast it to transportation of today.

Here are some questions to ask:

1. How did you get to school?
2. How close was the nearest store and how did you get there?
3. Where were some places you had to walk?
4. Describe the type of roads you drove on. How were they different from today's roads? How were they the same as today?
5. How did you get to work?
6. Was it possible to carpool (share a ride with someone in their car)?
7. Was interstate traveling easy? How did you get from state to state?
8. Were cruise ships around? How were they different or the same as today?
9. What was the cheapest price for gas that you can remember?
10. How much did you pay for your first car?
11. If you traveled by plane, what was the price of your ticket and where were you going?

Using information from the interview, write a descriptive paragraph, story, or simple explanation. Draw a scene of transportation back then! Share what you learned with your classmates.



LANGUAGE ACTIVITY

WAY TO GO, IDAHO!

Think about all the advantages and disadvantages of using these forms of transportation. Fill out this chart to help organize your thoughts.

Write L for the least efficient and M for the most efficient in the columns. You may have to review this week's cartoons as well as other information sources in order to compare each form of transportation.

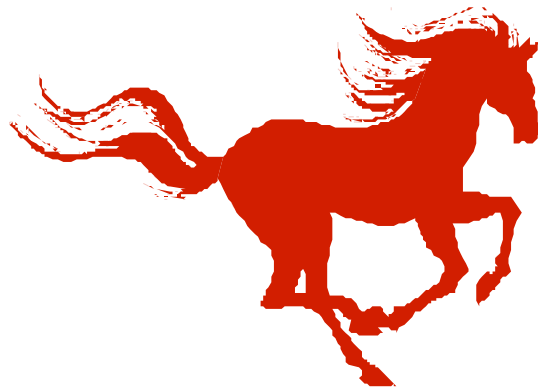
	Energy required	Speed	Load	Convenience
Train				
Automobile				
Boat				
Walking				
Horse				
Moose				

Write a convincing argument supporting the type of transportation that you feel is the **most** efficient form and the **least** efficient form overall. Give detailed reasons supporting your opinions.

MATH ACTIVITY

TIME OUT

Tamara and her friends were in a hurry to get to the horse races. However, they got there late and were only able to pick up the racing schedule on the way to their seats. After her favorite horse won, Tamara's friend excitedly jumped up and accidentally spilled her drink on the schedule. Below is what's left of the racing schedule. Help Tamara find out who was the fastest horse of the day by filling in the missing information using what you know about elapsed time. Then rank the winners from (1) fastest to (5) slowest.



Name of horse	Start time	Length of race	Finish time	Rank the winners
Saturday's Child	3:00		15 minutes	
Lightning		3:28	12 minutes	
Lucky Charm	4:15	4:26		
Slick Chick	5:30		22 minutes	
Big Money	6:00	6:08		

You can use elapsed time to help you manage your busy life. Make up a schedule that shows three activities you plan to do after school.

Activity	Start time	End time	Elapsed time

MOVING IN 1902 QUESTIONS

- 1. Which one of the following is NOT a compound word?**
 - A gradeschool
 - B skyscraper
 - C seafood
 - D settlement
- 2. Which is NOT a characteristic of the Chesapeake Bay region?**
 - F not much rainfall
 - G many rivers and creeks
 - H many port cities
 - J ready supply of seafood
- 3. Complete this analogy -- bay: Chester the Crab :: _____: Teddy Roosevelt**
 - A train
 - B White House
 - C president
 - D legend
- 4. One weakness of traveling by horse-pulled wagon would be -- ?**
 - F It can carry more supplies and goods than a person walking.
 - G A horse and wagon make remote places easier to reach.
 - H It is pleasant to see the countryside at a horse's pace.
 - J Animals have muscles that get too tired to pull.
- 5. Jim lends his bicycle to Tamara for her trip. As a good citizen, Tamara should --**
 - A paint the bicycle for Jim
 - B sell it for a good price and give Jim the money
 - C return it with the tires fully inflated
 - D keep the bicycle and buy Jim another one
- 6. What would be another good title for this story?**
 - F "Transportation and Communication"
 - G "The Telegraph That Couldn't Be Delivered"
 - H "Teddy Roosevelt: Moose-riding President!"
 - J "Planes, Trains, and Automobiles"
- 7. Which form of transportation would be best for moving heavy goods across an ocean?**
 - A cargo plane
 - B cargo ship
 - C car
 - D freight train

CHAPTER
3

WRIGHT FLIGHT

READING STRATEGY SUGGESTIONS

SKILLS

Compare & Contrast Main Idea
Predicting Outcomes Noting Details
Story Vocabulary



1. INTRODUCE THE STORY

Read the title and describe the cover. Have a “cover conversation.” **Point** to the parts that repeat from book to book. What is happening on the cover?

SAY: “This is a comic book narrated by Chester the Crab. It includes the story of the brothers who invented a reliable airplane. What different kinds of

ways can you name that people move through the air?”

Take a picture walk through the third story, “Wright Flight,” to see what Chester is learning. **Point** out the parts of a comic: title, timeline, panels, word balloons, and characters. **ASK:** “Have any of you ever read a comic book?”

2. INTRODUCE THE STORY VOCABULARY

Write the story vocabulary and content phrases (presented below) on a classroom board. (These words and their definitions can also be written on separate cards and placed face down on a table for students to play a **matching or memory game**.)

Tell students on which page to find each word. Have students read the sentence that has a vocabulary word and use context and picture clues to form a definition.

VOCABULARY DEFINITIONS (in order of appearance)

hot air balloon (p. 14) – large bag filled with hot air to carry a basket with passengers

glider (p. 14) – light aircraft meant to go long distances without using an engine

propeller (p. 14) – revolving shaft with two or more broad, angled blades attached to it

lift (p. 15) – an upward force produced by changing the speed and direction of an airflow

acceleration (p. 15) – an increase in the rate or speed of something moving

pressure (p. 15) – the force per unit of area exerted on a surface; a push on something

angle (p. 15) – the space between two intersecting lines or surfaces, near where they meet

control (p. 15) – the ability to manage a machine in motion

(VOCABULARY, *continued from previous page*)

aileron (p. 16) – hinged surface on the trailing edge of a wing to control lateral balance

kite (p. 16) – toy of a light frame with thin fabric that can ride on wind at end of a string

measures (p. 17) – ways to express size, speed, amount or degree of something

wind tunnel (p. 17) – device that produces airflow of a known velocity over a model to investigate how wind will affect the full-sized object

engine (p. 17) – machine with moving parts that converts power into motion

Potomac River (p. 18) – river that makes border between Virginia and Maryland

3. WORD STUDY

☞ **Read** a page in the story. **Ask** students to describe the way events are related through **comparing and contrasting** parts of the story. **SAY:** “**Comparing and contrasting is the exercise of finding similarities and differences between events, characters, or other parts of a story.**”

☞ **Point** to examples in the story:
(p. 14) How are hot air balloons and gliders alike? Different? Which would you use?
(p. 15) How are humans and birds alike and different? What do humans need to do to imitate birds?
(p. 16) How are Wilbur and Orville alike? Different? Which one are you more like?
(p. 17) Compare and contrast test settings: inside the Ohio lab and outside in NC

4. READ THE STORY FOR WRITING PROMPTS

☞ **Give** students a copy of The Details Umbrella from p. 30 of this teacher’s guide. They may fill it out for each page of the story or the entire story.

☞ **SAY:** “**As we read the story, we will look for the main, or most important, idea and supporting details. Supporting details are small pieces of information that tell more about a main idea and answer: Who? What? Why? When? Where? We will write these on an umbrella chart.**”

☞ **Read** a page. **ASK:** “**What is the most important idea on this page? What details support this main idea? Let’s write them on the umbrella.**”

☞ **Give** students a copy of the predictions sheet from p. 31 of this teacher’s guide. At the beginning or end of each page in the story, **ask** students to predict what will happen next.

☞ **SAY:** “**A prediction is a guess about what happens next, based on what you have already learned from picture clues and text.**” Point to the phrase in the lower corner by the word “Next.” **ASK:** “**How does this clue help your prediction?**”

☞ Based on students’ abilities, continue with guided or shared reading, or let higher readers finish the story themselves and fill in their chart.

5. RESPOND/ASSESS




After reading the story, have students retell the information, either orally or with a writing prompt. They can refer to their umbrella chart if necessary. For further assessment or support, have students answer the questions on p. 23 of this guide.

GO FOR A SPIN

Try making a flying top similar to the one in today's cartoon.

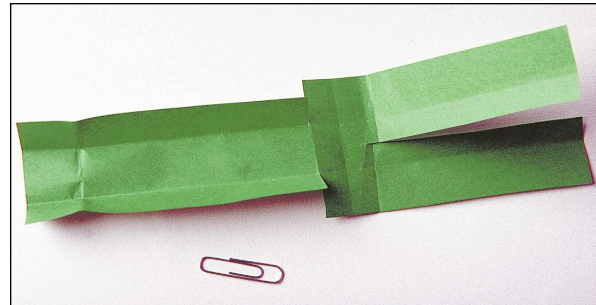
the paper $\frac{1}{3}$ of the way from each side (use your fold guides).

MATERIALS

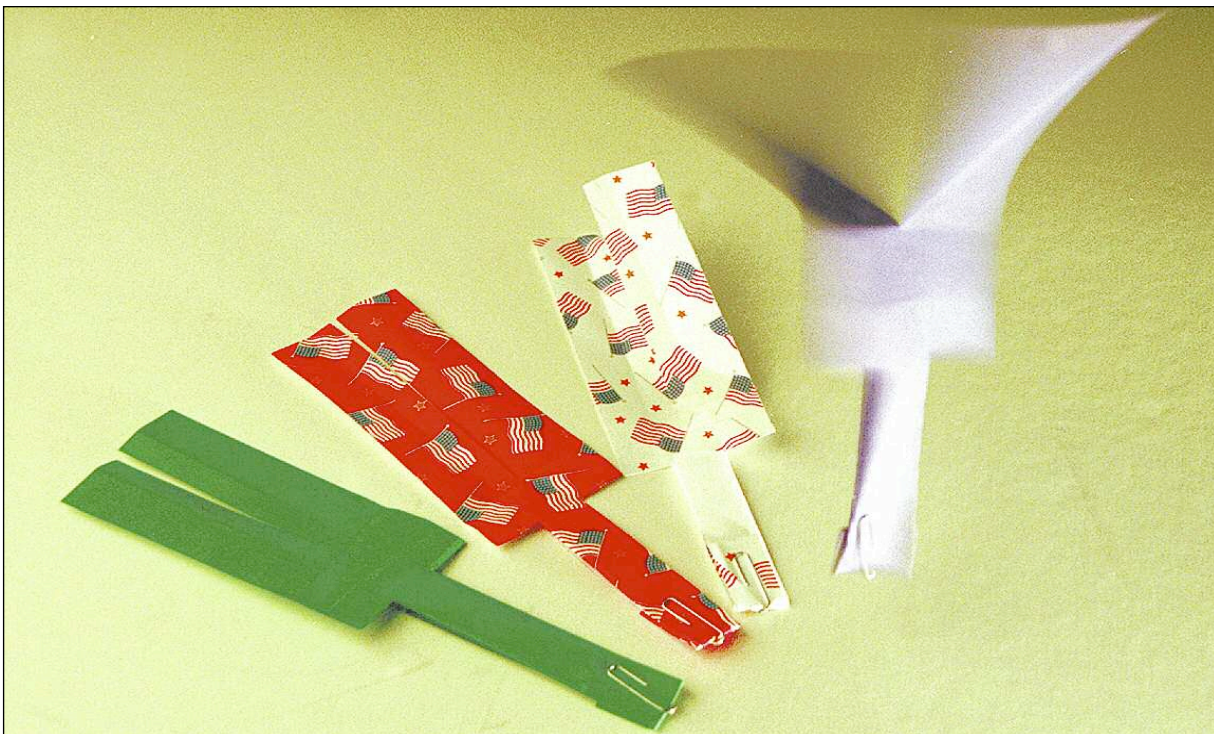
-  8 ½ by 2 inch piece of construction paper
-  scissors
-  paper clip

DIRECTIONS

1. First make some guides by folding the strip of paper in half. Then fold in thirds, lengthwise. Open the paper.
2. Save about 1 inch of space in the middle for the body of the helicopter.
3. Cut the top half of the paper in half lengthwise. Don't cut into that "saved" body space.
4. On the bottom half of the paper just under the "saved" body space, cut into



5. Fold the top wings in opposite directions.
6. Fold the bottom flaps into the center to make the tail of the helicopter.
7. Fold 1 inch of this tail up and secure it with a paper clip.
8. Drop the helicopter from a high spot or toss it into the air and watch it spin.



COME FLY WITH ME

This is a great activity to do with your friends or classmates.

First make a paper airplane. Check out these Web sites for sample instructions:

-  www.paperplane.org
-  www.paperairplanes.co.uk/planes.html
-  www.josephpalmer.com/planes/Airplane.shtml

Experiment with different types of paper, folding techniques, or adding weight to the plane. Now test your plane!

MATERIALS

-  standard rubber band (10 cm)
-  meter stick
-  masking tape

DISTANCE

How far does your plane travel?

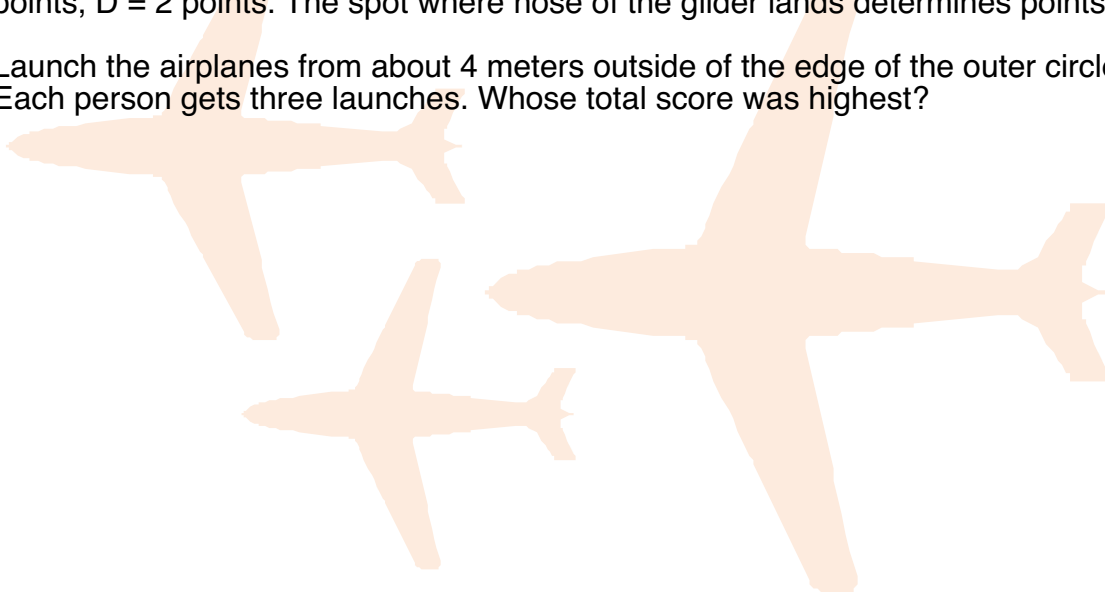
Establish a launch zone on a tabletop. Tape the meter stick to the edge of the table. Hook one end of the rubber band to your airplane nose and the other end to the front of the meter stick. Carefully pull your plane back to the 20 cm mark on the meter stick and release. Measure the distance between the launch table and the touchdown point.

ACCURACY

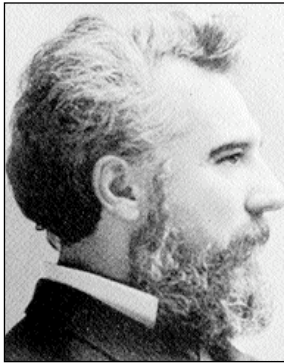
Can your plane land inside a circle?

Tape a large circle, 7 meters in diameter, on the floor. Make a bullseye with three circles, equally spaced from each other in the circle (5, 3, and 1 meter). Label circles A, B, C, D with A being the center. A = 15 points, B = 10 points, C = 5 points, D = 2 points. The spot where nose of the glider lands determines points.

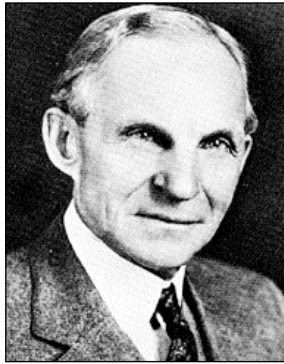
Launch the airplanes from about 4 meters outside of the edge of the outer circle. Each person gets three launches. Whose total score was highest?



INVENTION CONVENTION



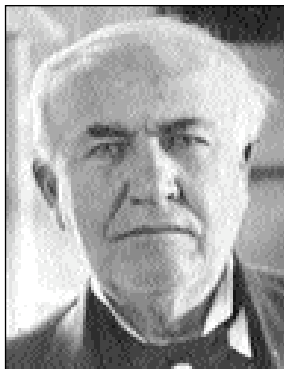
BELL



FORD



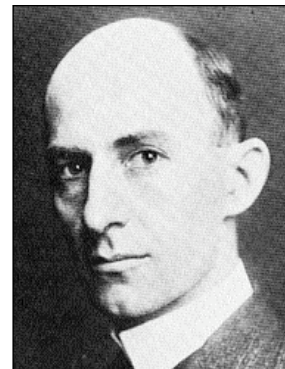
FULTON



EDISON



O. WRIGHT



W. WRIGHT

Chester is showing the invention of the airplane with this week's cartoon. But lots of other inventors have contributed to making our lives easier today.

1. Select one of these inventors.

- Thomas Jefferson
- Eli Whitney
- Jo Anderson
- Cyrus McCormick
- Robert Fulton
- Thomas Edison
- Alexander Graham Bell
- Henry Ford

2. Research the inventor using book or Internet resources. Answer these questions:

- When did this person live?
- What sort of education did this person have?
- What did he invent or improve?
- What obstacles did he have to overcome in order to make this invention work or be useful to people?
- Do we still use this invention?

3. Write a report, with photographs or drawings, once you have finished your research. Share the report with your family and classmates. **OR draw a one-page comic about your subject's life!**

WRIGHT FLIGHT QUESTIONS

1. Which of the following settings were *not* a part of the Wright Brothers story?
 - A Virginia
 - B the library
 - C Ohio
 - D North Carolina
2. Another word for **tinker** as it is used in Chester's story is --
 - F fool
 - G break
 - H sell
 - J adjust
3. Which was a problem the Wright brothers did NOT try to solve in Chester's story?
 - A putting a lighter engine on their aircraft
 - B getting better control of their aircraft
 - C getting good grades in school in Dayton, Ohio
 - D finding a windy location to test their aircraft
4. **CAUSE: The Wrights discover that other people's measures of lift are mistaken.**
EFFECT:
Which of the following *best* completes this chart?
 - F The Wrights go to the library to double-check the information from others.
 - G The Wrights build a wind tunnel to make their own measurements.
 - H The Wrights build the first successful heavier-than-air flying machine.
 - J The Wrights invent an aileron to help their airplane's wing steer through the air
5. After the story, what do you think the Wright brothers will do next?
 - A Sell their successful airplane to the buyer with the most money.
 - B Build a monument to their success on the dunes of Kill Devil Hills, NC.
 - C Fly their airplane to New York City to get attention for their invention.
 - D Improve the design so the aircraft flies longer than a few minutes.
6. Chester's narrative about the Wright brothers is an example of what kind of story?
 - F biography
 - G legend
 - H adverb
 - J epic poem
7. If you wanted to find more facts about the Wright Brothers, where would you look?
 - A the *Charlotte (NC) Observer* newspaper
 - B www.ohiohistory.org
 - C an atlas
 - D Chester the Crab's *World War 2 Tales*

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CHAPTER 4

INTERSTATE HIGHWAYS

READING STRATEGY SUGGESTIONS

SKILLS

Possessive Pronouns Main Idea
Predicting Outcomes Noting Details
Story Vocabulary



1. INTRODUCE THE STORY

Read the title and describe the cover. Have a “cover conversation.” **Point** to the parts that repeat from book to book. What is happening on the cover?

SAY: “This is a comic book narrated by Chester the Crab. It has a story about how people built roads in the past 100 years of the United States. What are the

advantages and disadvantages to traveling by car on a highway?”

Take a picture walk through the fourth story, “Interstate Highways,” to see what Chester is learning about. **Point** out the parts of a comic: title, timeline, panels, word balloons, and characters. **ASK:** “Have any of you ever read a comic book?”

2. INTRODUCE THE STORY VOCABULARY

Write the story vocabulary and content phrases (presented below) on a classroom board. (These words and their definitions can also be written on separate cards and placed face down on a table for students to play a **matching or memory game**.)

Tell students on which page to find the words. Have them read the sentence with a given vocabulary word and use context and picture clues to form a definition.

VOCABULARY DEFINITIONS (in order of appearance)

bus (p. 20) – a large motorized vehicle carrying passengers, usually on a fixed route

bicycle (p. 20) – vehicle of 2 wheels in a frame, one behind the other, pushed by pedals

road (p. 20) – wide path from one place to another, usually with a surface for vehicles

neighborhood (p. 20) – a district or area within a town or city

railroad (p. 21) – tracks made of steel rails that carry passenger or freight trains

federal government (p. 21) – central national government; shares power with its subdivisions, such as states, cities, and counties

interstate highway (p. 21) – system of high-speed roads that connect states

(VOCABULARY, *continued from previous page*)

farm (p. 21) – land and buildings used for growing crops, rearing animals

expensive (p. 22) – costing a lot of money

locally (p. 22) – relating to a particular area or neighborhood, sometimes exclusively

Henry Ford (p. 22) – pioneer of mass production; founded Ford Motor Company

route (p. 23) – path taken from a starting point to a destination; a road

intersections (p. 23) – places where two or more roads cross, sometimes with stoplights


World War II (p. 23) – 1939-45 war between Axis (Germany, Japan) and Allies (Great Britain, US, Soviet Union) ending in Allied victory and dropping of two atomic bombs

parkway (p. 24) – an open and landscaped highway, noted for the beauty of its scenery


turnpike (p. 24) – a high-speed road on which a toll is charged to use it

traffic jam (p. 24) – vehicles slowed on a road because of construction, an accident, etc.


3. WORD STUDY


 **SAY:** “Nouns can be made possessive by adding ’s to them. A pronoun can also show who has what!”


ASK: “Can you find the possessive pronouns in Chester’s story?”


 Have students find examples in the story: (p. 20) **your** school project, **my** Choco-Frosted, **my** orange juice, **your** orange, your life, **my** bike (p. 21) **my** Grammy, **their** prices (p. 22) **my** crops, **your** store, **its** 3384 miles (p. 23) **my** happy toy, **my** burger, **your** food (p. 24) **their** answer, **its** first modern section


4. READ THE STORY FOR WRITING PROMPTS


 **Give** students a copy of The Details Umbrella from p. 30 of this teacher’s guide. They may fill it out for each page of the story or the entire story.

 **SAY:** “As we read the story, we will look for the main, or most important, idea and supporting details. Supporting details are small pieces of information that tell more about a main idea and answer: Who? What? Why? When? Where? We will write these details on an umbrella chart.”

 **Read** a page. **ASK:** “What important idea is on this page? What details support this main idea? Let’s write them on the umbrella.”

 **Give** students a copy of the predictions sheet from p. 31 of this teacher’s guide. At the beginning or end of each page in the story, **ask** students to predict what will happen next.

 **SAY:** “A prediction is a guess about what happens next, based on what you have already learned from picture clues and text.” Point to the phrase in the lower corner by the word “Next.” **ASK:** “How does this clue help your prediction?”

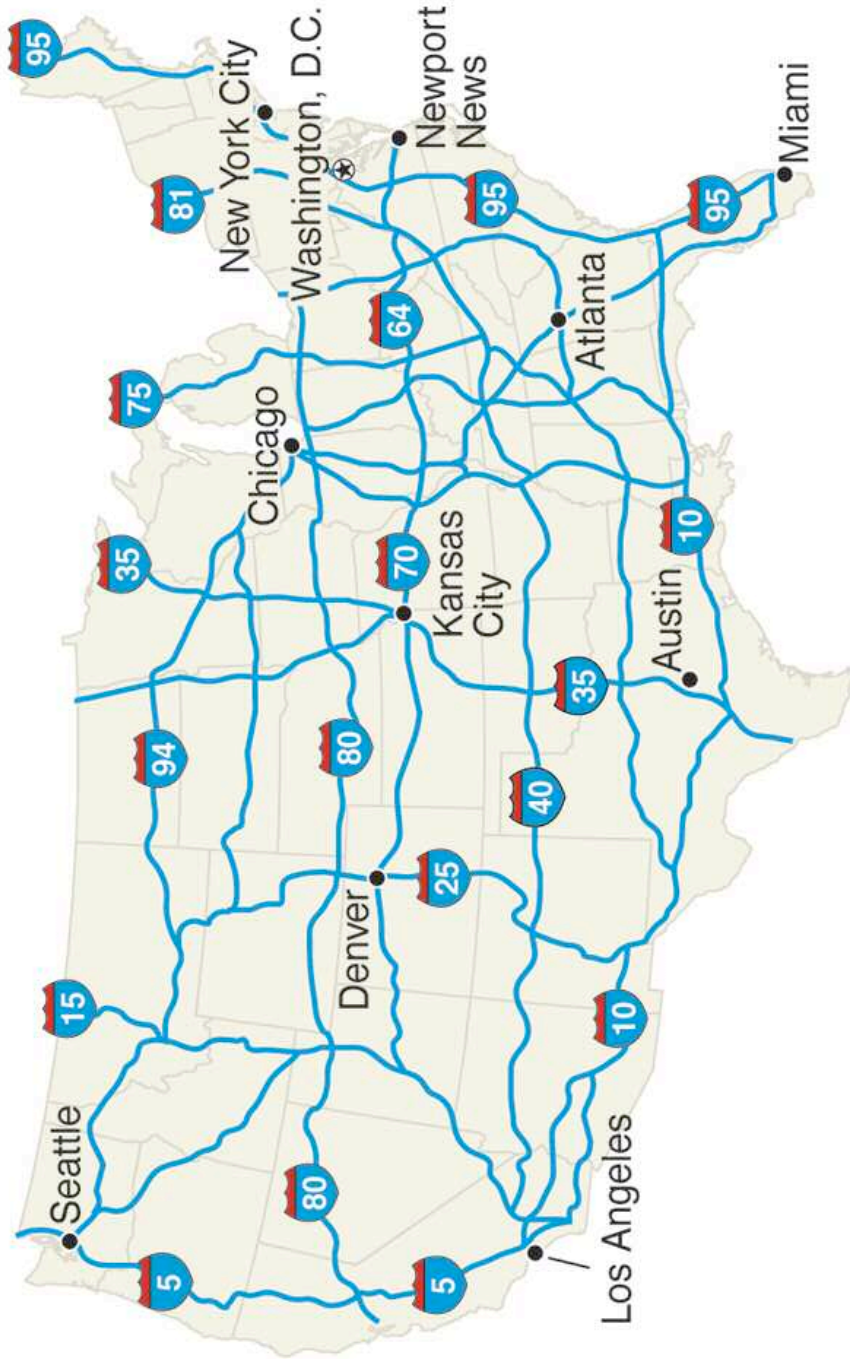
 Based on students’ abilities, continue with guided or shared reading, or let higher readers finish the story themselves and fill in their chart.

5. RESPOND/ASSESS

After reading the story, have students retell the information, either orally or with a writing prompt. They can refer to their umbrella chart if necessary. For further assessment or support, have students answer the questions on p. 29 of this guide.

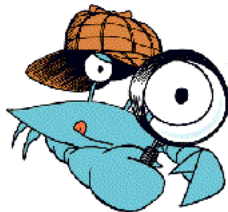
GEOGRAPHY ACTIVITY

MY WAY -- THE HIGHWAY



Here are some of the highways in the Interstate Highway System.

1. Interstates with even numbers run in which direction?
2. Interstates with odd numbers run in which direction?
3. Approximately how many roads on this map go east-west?
4. What interstate runs north-south on the West Coast?
5. What interstate would you use to go from Virginia to Florida along the coast?



TEACHERS!

Cover this corner when you copy this page for your students!

ANSWERS:

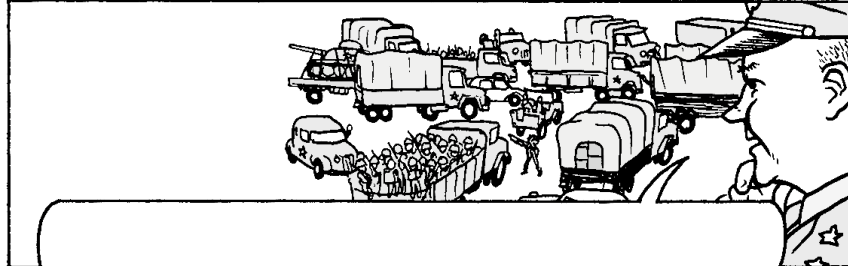
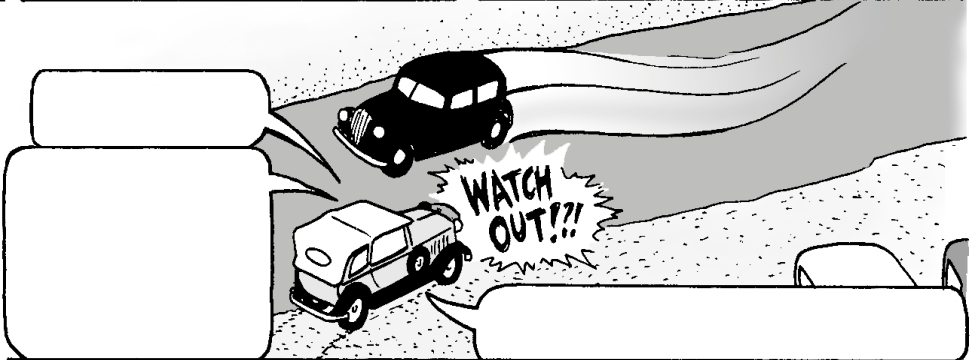
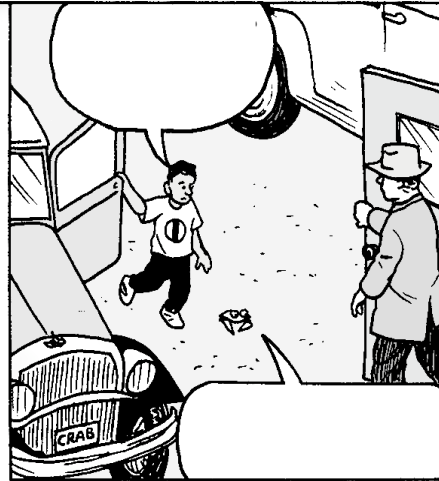
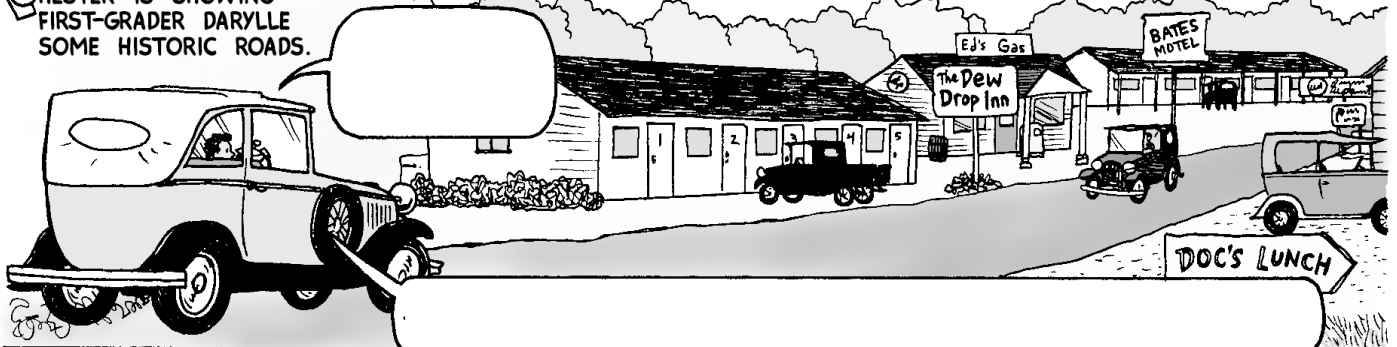
1. East-west
2. North-south
3. Five or six
4. 5
5. 95

THE SONG OF THE OPEN ROAD

Here's your chance to put words in Chester's mouth! Fill in the blocks with your own words and color the page in your own way!

DID HAMBURGERS ALWAYS HAVE TOYS?

CHESTER IS SHOWING FIRST-GRADER DARYLLE SOME HISTORIC ROADS.



next:
LSP
THE
LSPS

CAR COUNT

There are lots of things you can find out by observing the world around you. For instance, you could find out how many people travel alone in their car (as opposed to carpooling or driving with passengers) and what color of car seems most popular.

MATERIALS

☞ paper ☞ pen or pencil ☞ watch or clock

DIRECTIONS

1. Decide which tally you'd like to do first.
2. Make a chart on a piece of paper.

For total number of passengers, you'd want to make a chart with the number of people listed at the top:

- ☞ One person
- ☞ Two people
- ☞ Three people
- ☞ Four people
- ☞ More than four people

For colors of cars, you'd want to make a chart with the color of the car at the top (or pick your own colors):

- ☞ Red
- ☞ Blue
- ☞ Green
- ☞ Yellow
- ☞ Silver
- ☞ Black
- ☞ White

3. If you don't see a lot of cars from your school, you may need your parents to help you find a safe place to watch traffic.

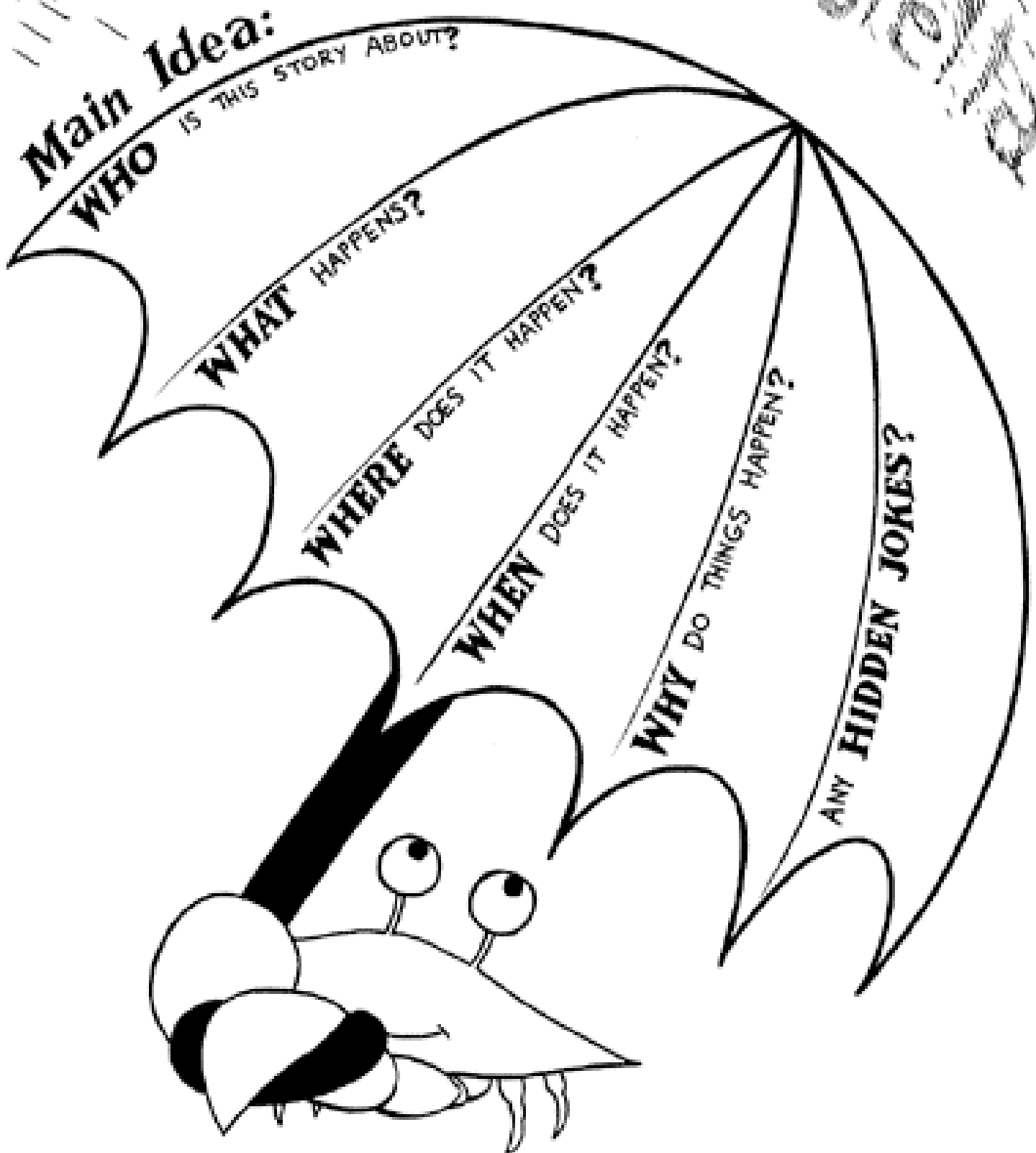


4. Write down what time you're doing your observing. Tally the cars for your chart as you watch traffic for five minutes.
5. Bring your charts back to your class and compare the results. How many cars have more than one person in it? What is the most popular color of cars from your observations? Did the time of day you were observing cars effect the outcome?
6. Create a bar graph showing your results or combine the results from the entire class and create a bar graph.

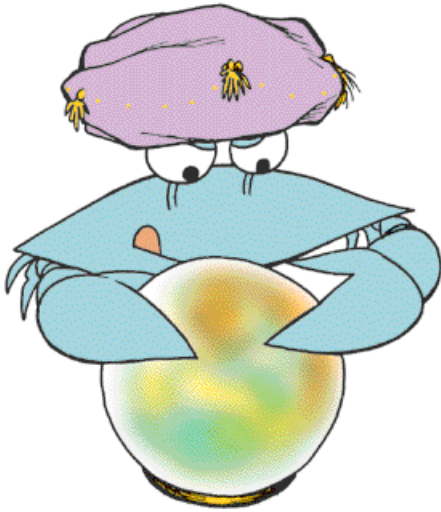
INTERSTATE HIGHWAYS QUESTIONS

- 1. How are dirt roads and interstate highways alike?**
 - A Highways allow vehicles to go much faster than dirt roads.
 - B Both often have toll booths to pay for repairs.
 - C They each carry vehicles from one place to another.
 - D Both were built by the federal government.
- 2. A truck driver provides --**
 - F products
 - G services
 - H ideas
 - J instruction
- 3. Wagons, trains, and ships are examples of --**
 - A architecture
 - B directions
 - C history
 - D transportation
- 4. In Chester's story, all the following are characters *except* —**
 - F The Lincoln Highway
 - G Henry Ford
 - H Darylle
 - J Dwight Eisenhower
- 5. What is another word that belongs in this group: railroad, airport, harbor, _____?**
 - A automobile
 - B house
 - C skyscraper
 - D highway
- 6. Why do you think three of the first highways were built east of the Mississippi River?**
 - F It was too hard to build highways over the Rocky Mountains.
 - G The first cars were invented east of the Mississippi River.
 - H There was more population east of the Mississippi in the early days of car travel.
 - J People in the West had always loved to travel on the railroad.
- 7. What is Chester's story *mainly* about?**
 - A the way roads improved over the past 100 years
 - B the way Henry Ford made cars popular
 - C the invention of fast food restaurants
 - D the Industrial Revolution in Virginia

The Details Underneath



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MAKE A CHESTER PREDICTION

AFTER READING THE FIRST PAGE OF THE CHESTER STORY, WHAT DO YOU THINK WILL HAPPEN ON THE SECOND PAGE?

AFTER READING THE SECOND PAGE, WHAT DO YOU THINK WILL HAPPEN ON THE THIRD PAGE?

WHAT DO YOU THINK WILL HAPPEN ON THE FOURTH PAGE?

HOW DO YOU THINK THE STORY ENDS?

WHAT REALLY HAPPENS ON THE SECOND PAGE?

WHAT REALLY HAPPENS ON THE THIRD PAGE?

WHAT REALLY HAPPENS ON THE FOURTH PAGE?

HOW DOES IT REALLY END?

ANSWERS TO QUESTIONS FOR MOVING AND GROOVING

MEGALOPOLIS	MOVING IN 1902	WRIGHT FLIGHT	INTERSTATE HWY.
p. 11	p. 17	p. 23	p. 29
1. D	1. D	1. A	1. C
2. H	2. F	2. J	2. G
3. A	3. B	3. C	3. D
4. F	4. J	4. G	4. F
5. D	5. C	5. D	5. D
6. H	6. F	6. F	6. H
7. C	7. B	7. B	7. A

OTHER TITLES IN THIS SERIES:

<p>Wonder Women Clara Barton Harriet Tubman Susan Anthony Helen Keller</p>	<p>Revolutionary Women The Battle of Saratoga South to Yorktown</p>	<p>Fulton's Steamboat</p>	<p>Founding Fathers Nathaniel Bacon Patrick Henry George Washington John Marshall</p>
<p>Comix Economix Video Economics The Tax Hunter Money in the Mall Career Resources</p>	<p>Slavery's Storm Nat Turner's Revolt The Mexican War Dred Scott's Case John Brown's Raid</p>	<p>World War 2 Tales Battle of Britain Pearl Harbor D-Day Pacific Island Hop</p>	<p>Jamestown Journey House of Burgesses Capt. Newport John Smith's Sides Tobacco's Tale</p>
<p>Exploring the Americas Columbus John Cabot French in Canada Spanish in Florida</p>	<p>Constitution Construction Locke's Ideas Zenger's Free Press Religious Freedom Constitution Starship</p>	<p>GOVERNMENT Types of Government Bill Becomes a Law Presidential Election Presidential Cabinet</p>	<p>Freedom Train Jackie Robinson Rosa Parks Martin Luther King Jr. Thurgood Marshall</p>
<p>Revolutionary Rumblings French & Indian War The Boston Tea Party Paul Revere, Rider Declaration!!</p>	<p>Go West, Young Crab Gold Rush Hour Oregon Trail Transcontinental Rails Little Big Horn</p>	<p>Heroic Folk Johnny Appleseed Davy Crockett Sam Houston John Henry</p>	<p>Civil War vol. 2 Battle of Vicksburg Battle of Gettysburg Atlanta Burning Richmond Falls</p>
<p>War for Independence John Paul Jones</p>	<p>Lewis and Clark Lewis and Clark The National Road The Erie Canal</p>	<p>Civil War vol. 1 The South Secedes First Fights Iron Giants Terrible Antietam</p>	

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