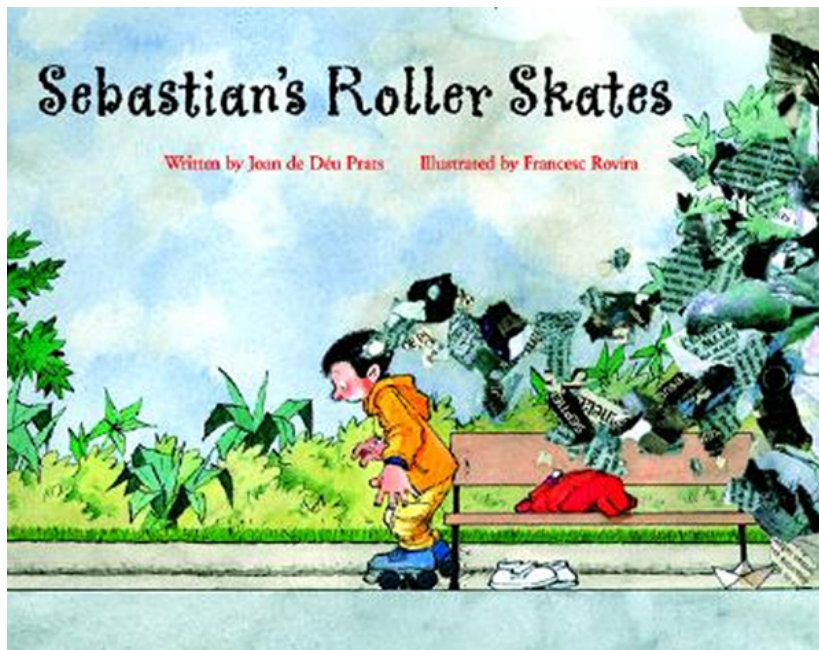




A TEACHER'S GUIDE

SUGGESTED GRADE LEVEL: 2ND - 3RD



SEBASTIAN'S ROLLER SKATES

WRITTEN BY JOAN DE DEU PRATS
ILLUSTRATED BY FRANCESC ROVIRA

Watch the video of actor
Caitlin Wachs
reading this story at
storylineonline.net



ABOUT THIS STORY

SYNOPSIS

Sebastian doesn't talk much even though he has a lot to say, but a pair of roller skates may unlock more than Sebastian's coordination in this story about a boy who realizes that with practice, he just gets better and better--and learns a lot more than just how to skate.

THEMES IN THE STORY

Roller skating, Overcoming Shyness, Self-esteem, Friendship

READING AND WRITING

SUGGESTED GRADE LEVEL: 2ND - 3RD

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 textual evidence. *Standards listed below are for 2nd and 3rd grades, but can be adapted 1st grade standards.*

BEFORE VIEWING

Standards: CCSS.SL.2.1, CCSS.SL.3.1

Objective: Tap knowledge and build background to prepare for reading the story.

Procedure:

Build background for students by discussing the following points:

- Roller skating
- Shyness – Why are children sometimes shy?
- What makes people change? For example, if a person is shy, what might happen so that they aren't shy anymore?
- Introduce the title: *Sebastian's Roller Skates*. Tell students that the main character is a shy little boy named Sebastian. Ask students to make a prediction about what might happen in the story?

DURING VIEWING

Focus: Character Change

Standards: CCSS.SL.2.2, CCSS.SL.3.2

Objective: Students will listen to the story to understand how and why the main character changes from the beginning to the end of the story.

Procedure:

Step 1: Tell students that many times in a story characters change, just like real people can change. Characters can act one way in the beginning of a story and change into a different kind of person at the end of the story.

Step 2: Tell students to think about this as they listen to the story – How does Sebastian change?

AFTER VIEWING

Standards: CCSS.RL.2.3, CCSS.RL.3.3

Objective: Students will use the actions and words of the main character to explain how a character changes.

Teacher Prep:  **Google It!** *Characters Change Graphic Organizer* to choose appropriate organizer for your class needs.

- Write the following questions on chart paper:
 - What is the character doing?
 - What is the character saying?
 - What do these details tell me about the character?

Procedure:

- Step 1:** Explain that good readers know when a character is changing by paying close attention to the characters words and actions throughout the story. To help understand this, readers should ask themselves these three questions: What is the character doing? What is the character saying? What do these details tell me about the character? (display chart)
- Step 2:** Have students to work with a partner to discuss Sebastian at the beginning of the story. What kind of a person was he?
- Step 3:** Bring the class back together to discuss.
- Step 4:** Distribute the graphic organizer and model how to complete the organizer using student responses.
- Step 5:** Assign partners to complete the rest of the organizer.
- Step 6:** Use the organizer for students to complete the **Reading Response** below.

READING RESPONSE

Standards: CCSS.RL.2.1, CCSS.RL.3.1

Objective: Students will answer the prompt using at least two details from text to support the response.

Reading Prompt: How did Sebastian change from the beginning to the end of the story? Use details to support your response.

(Students should identify details that show Sebastian was shy in the beginning of the story. After finding the roller skates, he needed to practice and build up his confidence to become a good roller skater. As a result, he built up his confidence to speak to others.)

WRITING - DIRECTIONS

Standards: CCSS.W.2.2, CCSS.W.3.2

Objective: Students will write sequential step by step directions using sequence words, grade appropriate sentence structure, and spelling.

Materials: Chart paper
Writing tools
Paper

Procedure:

- Step 1:** Ask students to take out a piece of paper. Orally give directions on how to draw a smiley face, using transition words. (First, next, then)
- Step 2:** Explain how using transition words help to better explain how to complete a task.
- Step 3:** Write the transition words you want students to use on chart paper.
- Step 4:** Tell students that they are going to give directions on how to do something they are good at – roller skating, dancing, making a craft, etc.
- Step 5:** Partner students to orally give directions for their topic using the transition words listed.
- Step 6:** Tell students to write the directions for their procedure. Remind them to use transition words.
- Step 7:** Have students complete the assignment using the Writing Process.

ACROSS THE CURRICULUM ACTIVITIES

HEALTH - SELF-ESTEEM

Students recognize their personal talents and understand that a feeling of importance and value is called self-esteem.

MATERIALS —

Chart paper
White construction paper
Magazines
Scissors
Glue
Markers/crayons
Optional: Photo of each student

PROCEDURE —

- Step 1:** Ask students what they believe they are good at doing. Allow students to share. Tell them that the things we are good at doing are called our *talents*.
- Step 2:** Explain: Knowing we have a talent makes us feel good about ourselves. The way you feel about yourself is called self-esteem. We have self-esteem when we accept ourselves for who we are, like ourselves, and feel confident about ourselves.
- Step 3:** Ask students to think of one thing they like about themselves and make a list on chart paper.
- Step 4:** Explain that we can't be good at everything, but that's ok. This is what makes us unique, or special. No two people are exactly alike.
- Step 5:** Have students share things they are not so good at.
- Step 6:** Complete Activity: **Marvelous Me**
- Give each child a piece of white construction paper (can be halved, if desired)
 - Have each student draw a picture of themselves in the middle of the page (or use photo)
 - Write name under picture
 - Have students go through magazines and find pictures or words to describe them and show things they are good at. Glue pictures on construction paper to make a collage. As an option, students can draw the pictures or find pictures on the internet.
 - Have students share their project and display.

ART - TORN PAPER COLLAGE

MATERIALS —

Items for collage: newspaper, magazines, colored paper, fabric (cut into small pieces)
Construction paper
Glue

PROCEDURE —

- Step 1:** Provide background for the art: A collage is a piece of art made by gluing different kinds of materials on to a backing. In the story, *Sebastian's Roller Skates*, the illustrator uses torn paper to represent Sebastian's feelings in the book. In the beginning of the story, Sebastian is shy and quiet. His thoughts are represented by black, gray, and white torn paper collages. As the story moves on and Sebastian begins to talk, his thoughts are represented by colorful bright collages.
- Step 2:** Explain how to make a collage using the materials provided. Make sure to remind students that their pieces should overlap and that no white background should be showing.
- Step 3:** Distribute materials and have students tear the paper into small pieces.
- Step 4:** Use the torn pieces of paper and bits of fabric to create a collage.

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.

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.

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