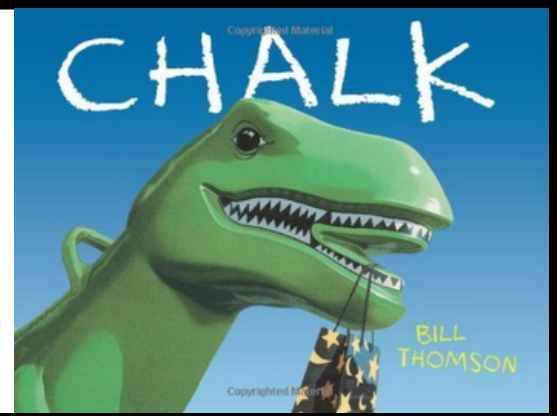


# Chalk

by Bill Thomson



## Before Reading: Get Ready

**Review the book synopsis with the student to confirm interest in reading the book.** Share the title, and note that the author is also the illustrator. Talk about the cover.

**Activate comprehension and set a purpose for reading.** In *Chalk*, three children walk through a park on a rainy day. They see a dinosaur spring rider with a bag of sidewalk chalk and they decide to draw on the wet pavement with it. Have you ever used chalk to draw? This is a wordless book, so we have to look at the pictures and use what we know about stories to understand. Remember that stories have a beginning, a middle, and an end. There are characters who have a problem that needs to be solved. When the problem is solved, the story ends. Let's look at the pictures to see what happens to the children and their drawings. Let's also talk about what we see as and tell the story out loud. In wordless picture books we get to tell the story according to what we see in the pictures.

## During Reading: Read Together

**Sit side-by-side to share the book.** Follow the conversation prompts and invite your student to ask questions or comments connected to the text to ensure their comprehension. Encourage your student to talk about the illustrations and tell you the story in their own words!

- **After reading p. 8:** Have your student notice that the girl's yellow chalk sun has turned into a bright sun that ends the rain. Ask your student to tell you if a drawing of a sun can become a real sun, and explain their thinking.
- **After reading p. 16:** Have your student predict what will happen to the green chalk dinosaur drawing and explain their thinking.
- **After reading p. 28:** Have your student predict the how drawing a raincloud inside the tunnel might solve the dinosaur problem, and explain their thinking.

- **After reading p. 34:** Help your student notice that the dinosaur was washed away by the rain. Ask your student if putting the chalk bag back in the dinosaur spring rider's mouth is a good thing and explain their thinking.
- **After finishing the book:** Let's talk about what happened in the story! Can chalk drawings become real things? Do you think that the children were imagining that their drawings came to life? What do you think the next group of children might draw?

**NOTE:** This book does not have page numbers. These conversation prompts will be marked in the book for your use.

## After Reading: Discuss and Extend

**After reading, briefly discuss the book and revisit story elements to ensure your student understands the book.** Review the problem (chalk dinosaur came to life) and solution (the children hid in a playground tunnel and drew a rain cloud to wash the dinosaur away). Extend the conversation with drawing to give your student multiple opportunities to show understanding.

- **I hope you enjoyed our book today and will read other wordless picture books!**
- **Let's draw to respond to this story. You can write too if you like!** (Choose a prompt for student response and copy the selected frame into your student's notebook.) If possible, draw with chalk outside or on a chalkboard.
  - One day I went to the park and found a magic bag of chalk. I drew \_\_\_\_\_.
  - Even though the children were afraid of the dinosaur, they \_\_\_\_\_.
  - I think the best part of this book was when\_\_\_\_\_.