



# Chalk Drawings

Standard Connection:  
 ELA.RL.PK4.4a  
 ELA.SL.PK4.6  
 M.CC.PK4.6  
 PD.SHS.PK4.5  
 PD.FM.PK4.4  
 VA.PR6.1.PK  
 VA.CR2.2.PK

**Enduring Understanding(s):**

- Friends usually share and help one another.

**Essential Question(s):**

- How do you deal with and express complex feelings in productive and creative ways?

| Materials   | Vocabulary   | Books |
|---|--|-------|
| <ul style="list-style-type: none"> <li>• <i>Matthew and Tilly</i></li> <li>• chalk of different colors and sizes</li> <li>• construction paper</li> <li>• materials for blending chalk</li> <li>• gloves</li> </ul> | <p><b>chalk:</b> limestone that is soft, porous, and used for drawing/writing</p> <p><b>hopscotch:</b> a child’s game in which a player tosses a light object and hops on one foot to the object</p> <p><b>sidewalk:</b> a hard surface to walk on</p> <p><b>blend:</b> to mix</p> <p><b>blur:</b> to smear or become hazy</p> |       |

| Intro to Centers  |   |
|---|---|
| <b>Preparation: Set up materials.</b>   |   |
| “In <i>Matthew and Tilly</i> , Matthew and Tilly drew a <b>hopscotch</b> game with <b>chalk</b> on the <b>sidewalk</b> . What do you notice?” | <b>Show illustrations. Children respond.</b>                          |
| “Today at Creative Arts, you can draw with <b>chalk</b> . What do you notice?”  | <b>Show children different sizes and colors of chalk.</b>             |
| “I will create a picture with <b>chalk</b> . What do you notice?”   | <b>Children respond.</b>  |
| “Now, I will <b>blend</b> and <b>blur</b> the lines that I drew. What do you notice?”   | <b>Model and guide children to notice the softer texture created.</b> |
| “You can draw with <b>chalk</b> with a friend like Matthew and Tilly did when they drew their <b>hopscotch</b> .”                             | <b>Children respond.</b>  |

## **During Centers:**

Be aware of sensory and medical concerns (asthma, allergies, etc.). Encourage children to use different materials for blending chalk. Compare and contrast blending chalk to mixing paint. Encourage children to draw a hopscotch. Highlight mathematical concepts such as numerals, sequencing, shapes, and patterns.

## **Guiding Questions during Centers:**

- How is drawing with chalk similar to or different from painting?
- How is your chalk drawing/hopscotch similar to or different from Matthew and Tilly's hopscotch?
- How is the hopscotch in *A Letter to Amy* similar to or different from Matthew and Tilly's hopscotch?
- Why do you think Matthew and Tilly used chalk to draw on a sidewalk instead of a crayon?

## **Thinking and Feedback:**

Invite children to share their processes. Encourage children to describe the challenges they might have encountered.

## **Documentation:**

Take photographs of children during the activity and display them with captions of the children's words describing their processes.

## **Provocation:**

Add water at the easel to the chalk. Draw with chalk on the playground. Discuss with children the differences they notice between drawing on the ground and drawing on paper. Invite children to draw and play a hopscotch game like the one in Matthew and Tilly. Encourage children to sequence hopscotch numbers.

## **Differentiation/Accommodation:**

For Intro to Centers, children with limited verbal skills can use a pre-programmed voice output device to answer questions about the story. (Keep in mind these will likely be closed-ended questions, as those are easiest to program into devices.) This can also be used to help students answer Guiding Questions. During Centers, provide a mask for students who are sensitive to chalk dust. Provide a chalk holder for students who may need fine motor support.