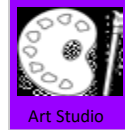




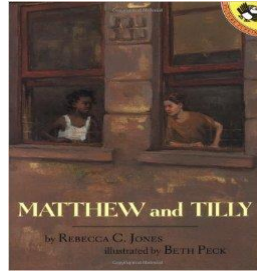
# Chalk Drawings



Art Studio

**Standards:**

CA.VA.PS.1 - 5  
 ELA.SL.CC.PS.1 - 3  
 ELA.W.PD.PS.1


**Materials:**

- *Matthew and Tilly*
- chalk of different colors and sizes
- construction paper
- materials for blending chalk
- gloves

**Vocabulary:**

- chalk
- hopscotch
- sidewalk
- blend
- blur

**Preparation:** Set up materials.

**Intro to Centers:**

“In *Matthew and Tilly*, Matthew and Tilly drew a **hopscotch** game with **chalk** on the **sidewalk**. What do you notice?”

“Today at the easel you can draw with **chalk**. What do you notice?”

“I will create a picture with **chalk**. What do you notice?”

“Now I will **blend** and **blur** the lines that I drew. What do you notice?”

“You can draw with **chalk** with a friend like Matthew and Tilly did when they drew their **hopscotch**.”

*Show illustrations. Children respond.*

*Show children different sizes and colors of chalk. Children respond.*

*Children respond.*

*Model. Guide children to notice the softer texture created. Children respond.*

**During Centers:** Be aware of sensory and medical concerns, i.e., 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 & 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 process.

**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.