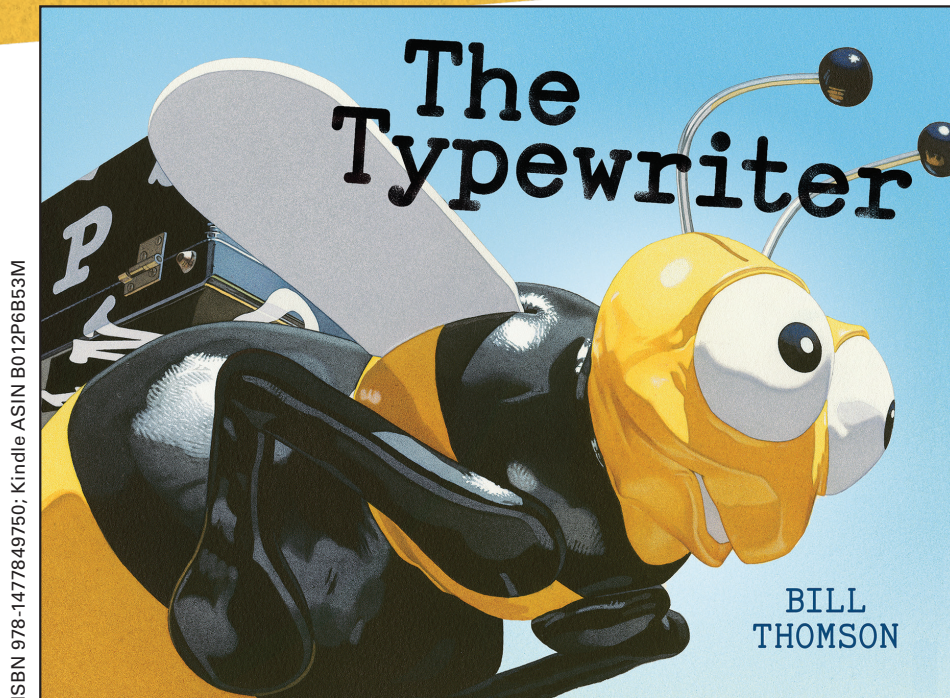


# CURRICULUM GUIDE



**W**HEN THREE CHILDREN DISCOVER a typewriter on an abandoned carousel, they are transported into an adventure of their own creation. One child types the word “beach” and suddenly the three are at the seashore. Soon a giant “ball” appears and then a huge bucket of “ice cream.” But when one child types the word “crab,” it’s time to run!

Using just nine words, Bill Thomson, the award-winning creator of *Chalk*, takes readers on an unforgettable journey. Stunning, richly colored artwork is paired with minimal text to create an enticing invitation to readers to tell their own version of the story.

★ “A feast for the eyes and inspiration for the mind.”  
—SCHOOL LIBRARY JOURNAL, *starred review*

“Words rule in this intriguing, impressive, imaginative nearly wordless narrative drama.”  
—KIRKUS REVIEWS

“A thrilling visual adventure.” —PUBLISHERS WEEKLY



[billthomson.com](http://billthomson.com)

The Common Core State Standards addressed by the discussion questions and activities in this guide are noted throughout. For more information on the Common Core, visit [corestandards.org](http://corestandards.org).

# DISCUSSION QUESTIONS

Pose these questions to students after sharing *The Typewriter*.

- What is the setting for *The Typewriter*? How does the setting change throughout the story? [CCSS.ELA-LITERACY.RL.K.3](#); [CCSS.ELA-LITERACY.RL.1.3](#); [CCSS.ELA-LITERACY.RL.2.3](#); [CCSS.ELA-LITERACY.RL.3.3](#); [CCSS.ELA-LITERACY.RL.4.3](#)
- How do you think the children felt when they saw that the carousel was closed? What details in the illustrations let the reader know how the characters feel? [CCSS.ELA-LITERACY.RL.K.7](#); [CCSS.ELA-LITERACY.RL.1.7](#); [CCSS.ELA-LITERACY.RL.2.7](#); [CCSS.ELA-LITERACY.RL.3.7](#); [CCSS.ELA-LITERACY.RL.4.7](#)
- Why do you think the author used a typewriter instead of a more modern object to create the magic in the book?
- What is the significance of the children finding the typewriter on the bumblebee part of the carousel? [CCSS.ELA-LITERACY.RL.3.3](#); [CCSS.ELA-LITERACY.RL.4.3](#)
- The characters type words that lead to lovely things like a beach and ice cream. Why do you think that one of the characters typed in the word “crab,” which ended up being not so pleasant? [CCSS.ELA-LITERACY.RL.3.3](#); [CCSS.ELA-LITERACY.RL.4.3](#)
- How was the problem of the super-sized crab solved? [CCSS.ELA-LITERACY.RL.K.1](#); [CCSS.ELA-LITERACY.RL.1.1](#); [CCSS.ELA-LITERACY.RL.2.1](#); [CCSS.ELA-LITERACY.RL.3.1](#); [CCSS.ELA-LITERACY.RL.4.1](#)
- Why do you think that the kids taped the typed list of items that they created onto the bumblebee once they returned to the carousel? [CCSS.ELA-LITERACY.RL.3.3](#); [CCSS.ELA-LITERACY.RL.4.3](#)
- Why do you think that the author includes a butterfly in each illustration before the kids end up at the beach, and then again in the last illustration in the story? [CCSS.ELA-LITERACY.RL.K.7](#); [CCSS.ELA-LITERACY.RL.1.7](#); [CCSS.ELA-LITERACY.RL.2.7](#); [CCSS.ELA-LITERACY.RL.3.7](#); [CCSS.ELA-LITERACY.RL.4.7](#)
- What do the first and last illustrations in the story have in common? Why do you think that the author chose to design the pages in the same manner? [CCSS.ELA-LITERACY.RL.K.7](#); [CCSS.ELA-LITERACY.RL.1.7](#); [CCSS.ELA-LITERACY.RL.2.7](#); [CCSS.ELA-LITERACY.RL.3.7](#); [CCSS.ELA-LITERACY.RL.4.7](#)
- How does the author make the mood of the story change through the illustrations when the super-sized crab appears in the story? [CCSS.ELA-LITERACY.RL.K.7](#); [CCSS.ELA-LITERACY.RL.1.7](#); [CCSS.ELA-LITERACY.RL.2.7](#); [CCSS.ELA-LITERACY.RL.3.7](#); [CCSS.ELA-LITERACY.RL.4.7](#)
- If you were to have a chance to type words with the magical typewriter featured in the story, what words would you type? Why would you select these words?



The discussion questions and activities in this guide were created by Leigh Courtney, Ph.D. She teaches in the Global Education program at a public elementary school in San Diego, California. She holds both masters' and doctoral degrees in education, with an emphasis on curriculum and instruction.

# ACTIVITIES

- Without words, readers rely on the illustrations to analyze the story. Read the book as a group and have students make predictions before sharing the next page. Readers must apply good inference reasoning skills to make predictions about what is to come in the story.
- Even a wordless picture book can spark ideas for words that might accompany the action in the illustrations. Work as a class or pair students to write a word list for the book. Think of words that could appear on each page. Write these words on sticky notes and attach them to the pages that inspired the words. This word-generating activity could be repeated a number of times, using a different category for words each time, for example:
  - Feelings and thoughts of the characters
  - Dialogue between characters
  - Actions/verbs
  - Adjectives to describe the setting or characters
  - Events that are taking place

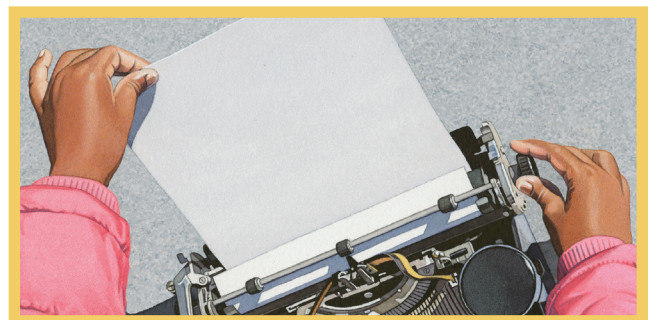
**CCSS.ELA-LITERACY.RL.K.3; CCSS.ELA-LITERACY.RL.1.3; CCSS.ELA-LITERACY.RL.2.3; CCSS.ELA-LITERACY.RL.3.3; CCSS.ELA-LITERACY.RL.4.3**

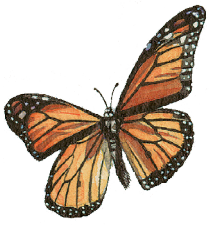
Extend this activity by using the thesaurus to find synonyms for the words recorded on the post-it notes. **CCSS.ELA-LITERACY.L.4.4.C; CCSS.ELA-LITERACY.L.4.5.C**

Extend this activity further by constructing sentences from the words generated. Have students choose one page in the book and write a paragraph for it using words from the list. **CCSS.ELA-LITERACY.W.1.3; CCSS.ELA-LITERACY.W.2.3; CCSS.ELA-LITERACY.W.3.3; CCSS.ELA-LITERACY.W.4.3**

- Have the students create illustrations about what might happen if another group of children discover the list that the three main characters attached to the bumblebee at the end of the story. **CCSS.ELA-LITERACY.RL.K.7; CCSS.ELA-LITERACY.RL.1.7; CCSS.ELA-LITERACY.RL.2.7; CCSS.ELA-LITERACY.RL.3.7; CCSS.ELA-LITERACY.RL.4.7**
- Invite students to act out part of the story, or the entire adventure. Use the ideas generated from acting out the story to write a readers theater script to be performed by a group of students for the rest of the class.
- Have students work in small groups to write text for the story depicted in **The Typewriter**. Each group should read through the book first, discuss ideas, and then develop a story line to go along with the illustrations. The text for each page should be written on sticky notes and placed on the coordinating pages of the book. Invite each group to read aloud their original story for **The Typewriter**. Discuss the similarities and differences between each group's interpretations of the story. Have students complete a journal entry in response to the whole-class discussion about story lines for **The Typewriter**. Ask them to respond to the following questions in their journals:
  - Which story line was your favorite?
  - Why was it your favorite?
  - What made it enjoyable?

**CCSS.ELA-LITERACY.W.K.1; CCSS.ELA-LITERACY.W.1.1; CCSS.ELA-LITERACY.W.2.1; CCSS.ELA-LITERACY.W.3.1; CCSS.ELA-LITERACY.W.4.1**





# SEQUENCING STORY EVENTS

Number the following story events in the order in which they appeared in *The Typewriter*.

CCSS.ELA-LITERACY.W.K.3; CCSS.ELA-LITERACY.RL.1.3; CCSS.ELA-LITERACY.RL.2.3; CCSS.ELA-LITERACY.RL.3.3

\_\_\_\_\_ A giant bucket of ice cream appeared on the beach.

\_\_\_\_\_ Three kids rode their bikes to a carousel.

\_\_\_\_\_ One child found paper in her backpack and placed the paper in the typewriter.



\_\_\_\_\_ A sign said the carousel was closed.

\_\_\_\_\_ One boy holding a small crab chased the girl.

\_\_\_\_\_ The kids discovered a mysterious black box on the carousel.

\_\_\_\_\_ One child typed the word "beach" and the kids found themselves on a beach.

\_\_\_\_\_ One child typed the word "big wave" to get rid of the giant crab.

\_\_\_\_\_ The kids found themselves back at the carousel with their bikes after typing the words "The End."

\_\_\_\_\_ The girl typed the word "crab" and a giant crab appeared on the beach.





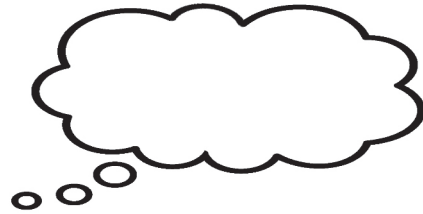
# WHAT ARE THEY THINKING?

Story events from *The Typewriter* are listed in the chart below. Look back through the illustrations in *The Typewriter* to make a guess about how the characters might have felt during each story event listed. Write words the character/s might have been thinking during the story events. [CCSS.ELA-LITERACY.RL.K.3](#); [CCSS.ELA-LITERACY.RL.1.3](#); [CCSS.ELA-LITERACY.RL.2.3](#); [CCSS.ELA-LITERACY.RL.3.3](#); [CCSS.ELA-LITERACY.RL.4.3](#)

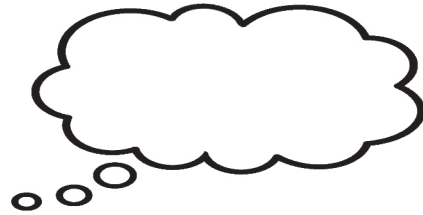
## Story Event

## Possible Thoughts

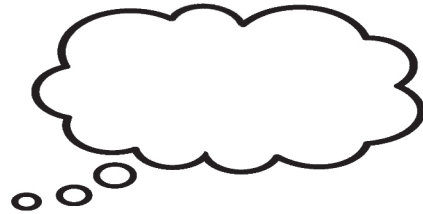
The carousel was closed.



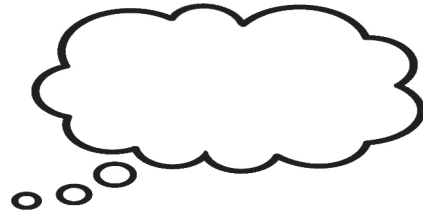
The three kids found themselves on the beach.



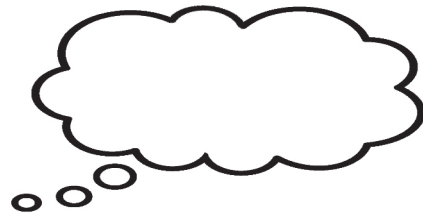
The girl was chased down the beach by a boy holding a crab.



A giant bucket of ice cream appeared on the beach.



A giant crab hovered over the boys as they ate ice cream.

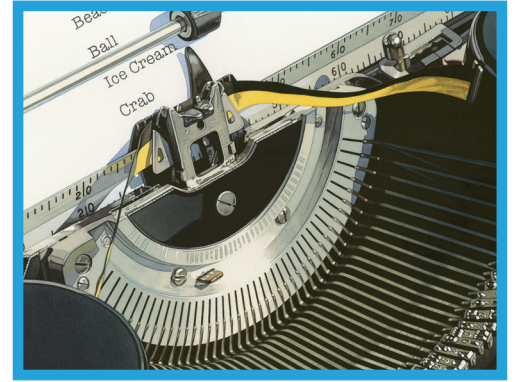


Name \_\_\_\_\_

# STORY MAP

Below find a story map for *The Typewriter*. In each of the first five boxes, draw a picture of the identified story element and write a complete sentence to describe each one. In the SUMMARY box, write a brief retelling of the story using complete sentences. In the last box, draw a picture of your favorite scene in *The Typewriter*.

CCSS.ELA-LITERACY.RL.K.3; CCSS.ELA-LITERACY.RL.1.3; CCSS.ELA-LITERACY.RL.2.3; CCSS.ELA-LITERACY.RL.3.3; CCSS.ELA-LITERACY.RL.4.3



## SETTING AT THE BEGINNING AND END OF THE STORY

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## SETTING IN THE MIDDLE OF THE STORY

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## CHARACTERS

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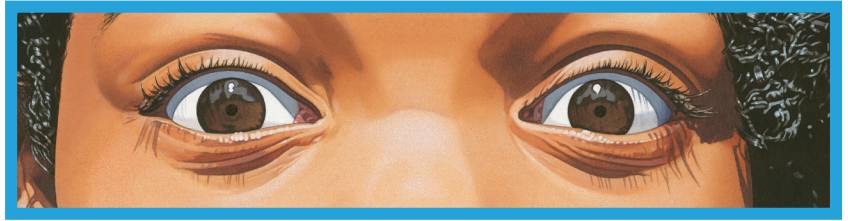
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Name \_\_\_\_\_

# STORY MAP

Page 2



## PROBLEM

## SOLUTION

## SUMMARY

## MY FAVORITE SCENE IN THE STORY