A Walk in the Words
Discussion Guide
Grades PreK-3

Before Reading: to activate schema, build background knowledge, and set a purpose.
- Activate prior knowledge: In this story the author/illustrator writes about when he was a boy and he struggled with reading. Can you think of anything that you have struggled with or found challenging? What did you do to overcome those challenges?
- What is something you are talented in? How can you use your talents to overcome challenges?
- Frontload vocabulary: Dyslexia, difficulty, differences, possibilities

During Reading: to engage students, check for understanding, and make connections.
- What do you think the author means when he writes "drawing always came naturally to me"?
- How does Hudson feel about reading at the beginning of the story? How can you tell? How does he share his feelings through the pictures?
- What is the first word that Hudson solves? What does he do to read that word?
- What does the author mean when he writes "curiosity won"? Can you think of a time when curiosity won for you?
- What is the "Slow Readers Hall of Fame"? Do you recognize any of the people in the hall of fame?
- Look at the page with the horses. What message is the author trying to share through this picture? What makes you think that?
- How does Hudson feel at the end of the story? What details from the pictures or words make you think that?

After Reading: to summarize, question, and reflect.
The author/illustrator, Hudson Talbott, used a mixture of pictures and words to tell his story. He describes this as painting with words. Think of a scene from your life to "paint with words." Do you like to start with the pictures first or the words first? Everyone's story is important and there is no wrong way to tell your story!

If your students enjoyed this book...
- Encourage them to continue to discuss it and refer to it in other lessons and conversations.
- Let them explore more about the topic by reading other books with similar themes, structure, characters, or content.