

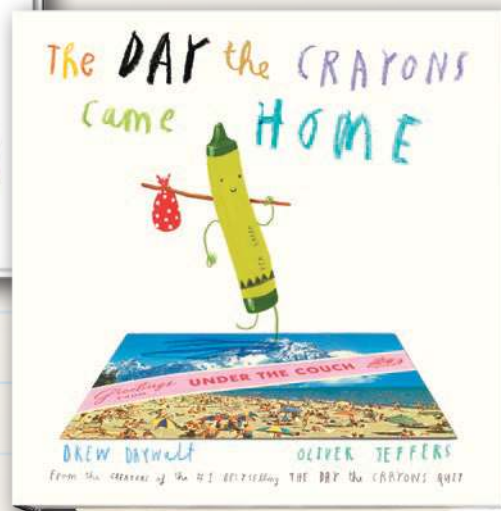
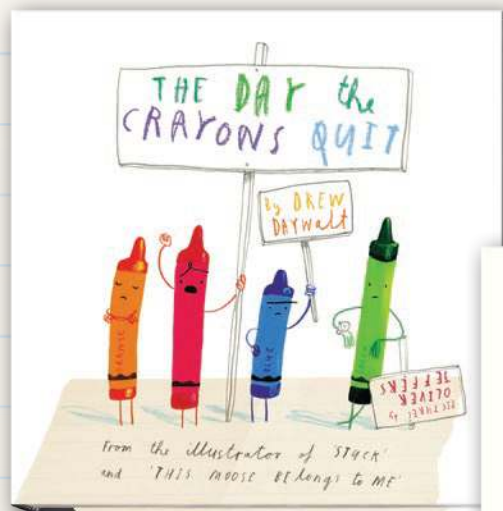
AN EDUCATOR'S GUIDE TO

THE DAY the CRAYONS QUIT

and

The DAY the CRAYONS came HOME

by Drew Daywalt
illustrated by Oliver Jeffers



For Grades K-5
Aligned to Common Core State Standards



Dear Educator,

The crayons are back and they demand to be counted! After airing their grievances in *The Day the Crayons Quit*, the crayons have taken up a new postcard writing campaign in *The Day the Crayons Came Home* – one that will bring them the attention they deserve! Filled with charming illustrations and told in the form of letters and postcards from the crayons themselves, these stories are perfect tools for teaching students the art of persuasive writing.

This guide, aligned to Common Core State Standards grades K-5, will help you teach your students how to effectively interpret evidence, make an argument, and analyze its effect. It will help empower your students to express an opinion, be involved in decision making, and become proficient users of the English language.

EACH PLAN HAS:

-A step-by-step guide to conduct the lesson & a list of materials needed to complete the lesson

So have fun reading *The Day the Crayons Quit* and *The Day the Crayons Came Home* with your students. After all, the crayons deserve a voice!

–Your friends from Penguin School & Library Marketing



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This guide was written by Andrea Burinescu, M.A.T. Andrea was most recently a teacher at an independent school in White Plains, NY. She previously worked as a 3rd grade teacher at an inclusion classroom in Needham, MA.

COMMON CORE STANDARDS ADDRESSED (K–5)

CCSS.ELA-Literacy.W.K.1: Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is...*).

CCSS.ELA-Literacy.W.1.1: Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

CCSS.ELA-Literacy.W.2.1: Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., *because, and, also*) to connect opinion and reasons, and provide a concluding statement or section.

CCSS.ELA-Literacy.W.3.1: Write opinion pieces on topics or texts, supporting a point of view with reasons.

CCSS.ELA-Literacy.W.3.1a: Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.

CCSS.ELA-Literacy.W.3.1b: Provide reasons that support the opinion.

CCSS.ELA-Literacy.W.3.1c: Use linking words and phrases (e.g., *because, therefore, since, for example*) to connect opinion and reasons.

CCSS.ELA-Literacy.W.3.1d: Provide a concluding statement or section.

CCSS.ELA-Literacy.W.4.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

CCSS.ELA-Literacy.W.4.1a: Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.

CCSS.ELA-Literacy.W.4.1b: Provide reasons that are supported by facts and details.

CCSS.ELA-Literacy.W.4.1c: Link opinion and reasons using words and phrases (e.g., *for instance, in order to, in addition*).

CCSS.ELA-Literacy.W.4.1d: Provide a concluding statement or section related to the opinion presented.

CCSS.ELA-Literacy.W.5.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

CCSS.ELA-Literacy.W.5.1a: Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.

CCSS.ELA-Literacy.W.5.1b: Provide logically ordered reasons that are supported by facts and details.

CCSS.ELA-Literacy.W.5.1c: Link opinion and reasons using words, phrases, and clauses (e.g., *consequently, specifically*).

CCSS.ELA-Literacy.W.5.1d: Provide a concluding statement or section related to the opinion presented.

SUPPORT THE CRAYONS!

HOLD A READ ALOUD

Read *The Day the Crayons Quit* and *The Day the Crayons Came Home* with your students and patrons. Talk about why the crayons are upset and if their demands are valid. If you are participating school-wide, assign different classrooms different colors, and give the teacher or selected student that letter or postcard to read aloud. Incorporate questions and answers, and add humor where you can. Make the read aloud interactive and fun!

CREATE A DEBATE

There are a lot of different discussions that you and your students and patrons can have with regards to the crayons' feelings and actions. In *The Day the Crayons Quit*, which color has the strongest argument? Which color should paint the sun? Why? Are any of the arguments based on facts? In *The Day the Crayons Came Home*, did the crayons have a right to feel neglected? Should Duncan have been more responsible for his crayons? Remember, this is a day of FUN, so don't keep score. Enjoy the process of building an argument with a group and expressing it!

COLOR YOUR SCHOOL OR LIBRARY

In *The Day the Crayons Quit* the crayons seem to be upset because they are being used for the same purpose. So free the crayons! Give them a chance to express themselves. Providing students and patrons with a large piece of craft paper, let everyone color a different part of a community wide mural. Use the colors in non-traditional ways. Make the clouds purple and the sun blue! Let black do something other than outline! When the mural is complete, hang it up in your classroom or library, with the headline WE SUPPORT THE CRAYONS!



EVERY CRAYON COUNTS!

REDUCE, REUSE, RECYCLE

The crayons in *The Day the Crayons Came Home* are no longer shiny and new, and in some cases, aren't even in one piece! So many old and broken crayons are thrown away each year. You and your students or patrons can help repurpose these crayons and give them a new "home". Look into crayon recycling programs either in your community or online and collect old and broken crayons to be donated. You can also repurpose these crayons by melting them down in silicone trays and making new multicolored crayons that can be used by your students and patrons.

Use these fun activity ideas and make the last week of September a crayon celebration in your school or library!



CELEBRATE WITH A HOMECOMING PARADE!

Read *The Day the Crayons Came Home* and plan a celebration to welcome the crayons back to Duncan's room. Have students or patrons make signs welcoming each of the "lost" crayons home. Encourage students to dress head to toe in one color to represent the different crayons—a great way to recognize and celebrate diversity.



Follow the celebration!
Use the hashtag
#EVERYCRAYONCOUNTS
on Facebook and Twitter,
and see what other
schools, libraries, and
bookstores are doing to
support the crayons!



CRAYON SENTENCE COMPLETION (K-2)

Length: 30 minutes · Topic: Introduction to Persuasive Writing Structure

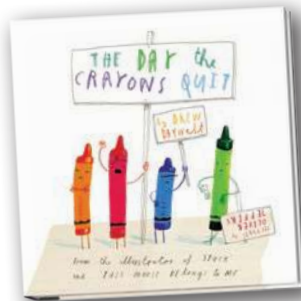
Common Core Standards: **CCSS.ELA-Literacy.W.K.1**, **CCSS.ELA-Literacy.W.1.1**, **CCSS.ELA-Literacy.W.2.1**

I. OBJECTIVE: Students will be able to generate persuasive responses by completing sentences that state their opinion and provide a reason, example, and closure.

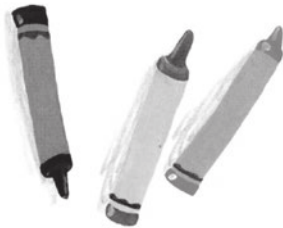
II. PREPARATION

Purpose: The purpose of this lesson is to introduce the structure of a persuasive writing piece: opinion statement, reason, example, and conclusion.

Materials:



The Day the Crayons Quit



Crayons for each student



Scissors



Crayon shaped template
(See next page)

III. PROCEDURE: Introduce the book *The Day the Crayons Quit*.

In this story, we will read about a boy named Duncan. He finds a stack of letters written to him by his crayons. Let's read to find out what they have to say.

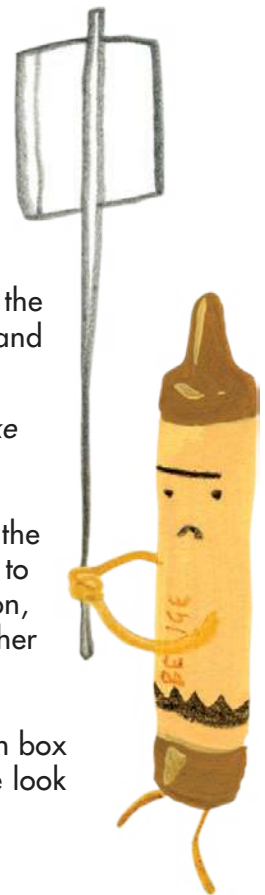
Read the story, stopping to ask questions and make comments. Identify instances of persuasion. Ask students to restate why each crayon is unhappy.

After reading the book, introduce the word "**persuasive**" to the class. Define it for the students. Explain that each crayon was trying to persuade Duncan to use it differently and reference specific examples from the text. Elicit or tell students:

The crayons' letters worked! Duncan learned to use each crayon [a little bit] to make a colorful and creative picture.

Now it is the students' turn to be persuasive. Provide crayons to the students. Ask the students to choose their favorite color crayon from the box. Now students will have to fill in the blanks on the crayon-shaped template stating their opinion, giving a reason, providing an example, and concluding. This may also be done orally, using the teacher as a scribe.

Students can color the top and bottom of the crayon. Consider making a yellow crayon box poster similar to a Crayola box. Assemble the students, crayons together to create the look of a crayon box as a way to display the student's work.



OPINION:

I like _____ the best

REASON:

because _____.

EXAMPLE:

I can use _____

to draw _____.

CONCLUSION:

_____ is the best crayon in the box!

FRIENDLY LETTER WRITING—CONVINCING CLASS COLOR (2–3)

Length: 45 minutes · Topic: Persuasive Writing/Friendly Letter Writing

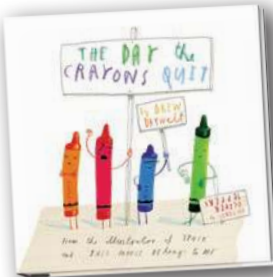
Common Core Standards: **CCSS.ELA-Literacy.W.2.1**, **CCSS.ELA-Literacy.W.3.1**, **CCSS.ELA-Literacy.W.3.1a**, **CCSS.ELA-Literacy.W.3.1b**

I. OBJECTIVE: Students will be able to compose persuasive text in a friendly letter format.

II. PREPARATION

Purpose: The purpose of this lesson is to provide students with an opportunity to generate persuasive reasons and examples to support their opinions.

Materials:



The Day the Crayons Quit



4 crayon colors, selected by the teacher



Paper and pencils for each student

III. PROCEDURE: Define the word “persuasive” for students, giving examples and eliciting examples from the class. Introduce the book *The Day the Crayons Quit*.

In this story, we will read about a boy named Duncan. The crayons in his crayon box have some complaints. They will try to persuade Duncan to use them differently. Let’s read and be on the lookout for persuasive language the crayons use.

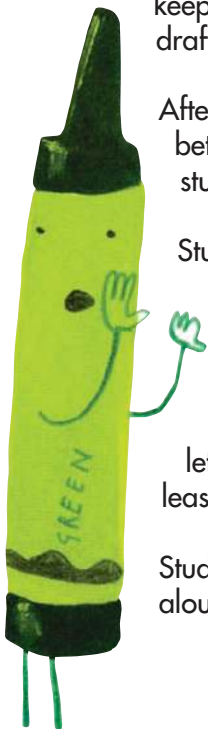
Read the story, stopping to ask questions and make comments. Locate instances of persuasion and ask students to be detectives and identify examples of persuasion during the read aloud. Consider keeping a list of persuasive words and phrases on a chart. Students might refer to this chart when drafting their own letters later in the lesson.

After reading the story, tell the class that they will be electing a class color. They will have to choose between four colors. Choose four colors from a crayon box. Put one crayon in each corner. Ask students to move to the corner that has the crayon they think should represent the class color.

Students in each corner should brainstorm a list of reasons why the color they chose is best. Students should also make a list of different examples/symbols of the color.

Students will use the notes from their brainstorming session and the class-generated persuasive words and phrases chart to compose a friendly letter with the purpose of convincing the teacher or class why his or her color should be the class color. Begin by reviewing the friendly letter format. Keep this posted for students to refer to as they write. Encourage students to use at least three reasons and examples in their letters. Students will edit and revise with teacher support.

Students may choose to share their final drafts with the class. Once students have read their letters aloud, take a class vote.



PERSUASIVE WRITING—DUNCAN WRITES BACK (4–5)

Length: 45 minutes · Topic: Persuasive Writing in Response to a Read Aloud Text

Common Core Standards: **CCSS.ELA-Literacy.W.4.1**, **CCSS.ELA-Literacy.W.4.1a**, **CCSS.ELA-Literacy.W.4.1b**, **CCSS.ELA-Literacy.W.4.1c**, **CCSS.ELA-Literacy.W.4.1d**, **CCSS.ELA-Literacy.W.5.1**, **CCSS.ELA-Literacy.W.5.1a**, **CCSS.ELA-Literacy.W.5.1b**, **CCSS.ELA-Literacy.W.5.1c**, **CCSS.ELA-Literacy.W.5.1d**

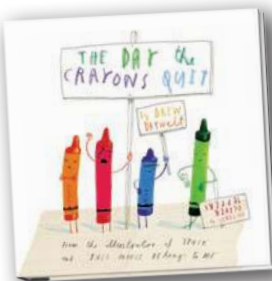
I. OBJECTIVE:

Students will be able to generate an opinion piece of writing in response to a persuasive text.

II. PREPARATION

Purpose: The purpose of this lesson is to provide students with an opportunity to generate counter arguments to a persuasive text.

Materials:



The Day the Crayons Quit



4 crayon colors, selected by the teacher



Paper and pencils for each student

III. PROCEDURE: Define the word “*persuasive*” for students, giving examples and eliciting examples from the class. Introduce the book *The Day the Crayons Quit*.

In this story, a boy named Duncan finds a stack of letters written to him by his crayons! They are writing to persuade Duncan to use them differently. Let’s read to find out what persuasive words and phrases they use and if it works!

Read the story, stopping to ask questions and make comments. Identify instances of persuasion and ask students to be detectives by locating examples of persuasion during the read aloud. Consider keeping a list of persuasive words and phrases on a chart. They might refer to this chart when drafting their own letters later in the lesson. (Red, grey, green, blue, and pink are the best pages for this)

After reading the story, tell students that they will take on the role of Duncan. They will write counter-arguments to the crayons. Define a counter-argument. Refer to the counter-arguments made by the yellow and orange crayons regarding the true color of the sun as an example.

Allow students to choose one of the crayons from the story, preferably one of the colors listed above. They should reread the page and generate a list of counter-arguments to include in their response. Review the format of persuasive text. The first sentence should state an opinion. The next sentences should provide reasons that support the opinion. The reasons should be followed by examples. Students should wrap up with a closing statement that clearly counters the crayon’s letter.

Once students have revised and edited their writing, they can share it with the class.

Consider compiling the writing into a class book entitled: *The Day the Crayons Went Back to Work*.

PERSUASIVE WRITING—FIND THE OREO (3–5)

Length: 30 minutes · Topic: Decomposing the elements in a persuasive text

Common Core Standards: **CCSS.ELA-Literacy.W.3.1**, **CCSS.ELA-Literacy.W.3.1a**, **CCSS.ELA-Literacy.W.3.1b**, **CCSS.ELA-Literacy.W.3.1c**, **CCSS.ELA-Literacy.W.3.1d**, **CCSS.ELA-Literacy.W.4.1**, **CCSS.ELA-Literacy.W.4.1a**, **CCSS.ELA-Literacy.W.4.1b**, **CCSS.ELA-Literacy.W.4.1c**, **CCSS.ELA-Literacy.W.4.1d**, **CCSS.ELA-Literacy.W.5.1**, **CCSS.ELA-Literacy.W.5.1a**, **CCSS.ELA-Literacy.W.5.1b**, **CCSS.ELA-Literacy.W.5.1c**, **CCSS.ELA-Literacy.W.5.1d**

I. OBJECTIVE: Students will be able to locate the opinion, reasons, examples, and conclusion in persuasive texts.

II. PREPARATION

Purpose: The purpose of this skills lesson is to explicitly teach students the four key components in a persuasive text.

Materials:



The Day the Crayons Quit



4 crayon colors, selected by the teacher



Paper and pencils for each student

III. PROCEDURE: Define the word “persuasive” for students, providing examples and eliciting examples from the class. Introduce the book *The Day the Crayons Quit*.

In this story, a boy named Duncan gets a series of letters from his crayons who are not too happy with him. They are trying to persuade him to use them differently. We have learned that there are four key parts to a persuasive text. What are they? List them on the board. We can use the word OREO to help us remember! Let’s read to find out if Duncan’s crayons are convincing!

Read the story, stopping to ask questions and make comments. Identify instances of persuasion and ask students to be detectives by locating examples of persuasion during the read aloud.

We just read and talked about many examples of persuasive language. We know from the ending that the crayons were convincing and Duncan learned a lesson. You and a partner will look at a few letters written in this story. (Red, grey, green, blue, and pink are the best pages for this). Your job will be to break apart each letter in search of the OREO. Use this template to record what you’ve found. If there is an element missing from the letter, make up your own and add it to the template.

Provide students with a template that reads:

Opinion:

Reasons:

Examples:

Opinion Restated:

Assign pages of the book to pairs of students. Students will decompose the letters in these pages into their persuasive components as an exercise in eliciting the elements of a persuasive text. In each letter, students must locate the opinion statement, reasons, examples, and conclusion and copy them into the OREO chart. If an element of the persuasive structure is missing from the letter, students should generate one to include in the template. For example, if there is no conclusion, students could develop one that would fit with the letter. Student pairs who were assigned the same pages can compare their work. Teachers should check for accuracy.

OPINION:

REASONS:

EXAMPLES:

OPINION RESTATED:

Dear Teachers and Librarians,

It took us a while but we made it—we're home! We survived the heat of the sun, a family vacation and we trekked across a desert (or maybe it was New Jersey — we aren't sure) but Duncan rescued us and embraced our individualities. Help celebrate our homecoming by throwing us a parade — that's right, why should Thanksgiving, Christopher Columbus and Super Bowl Champions get all the glory! It is our turn to get the respect we deserve — remember, #EVERY CRAYON COUNTS!

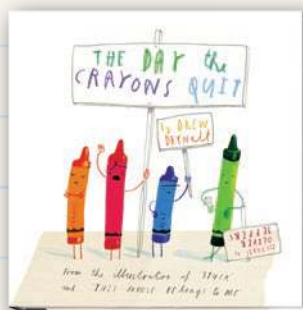
Your truly appreciative friends,

the CRAYONS

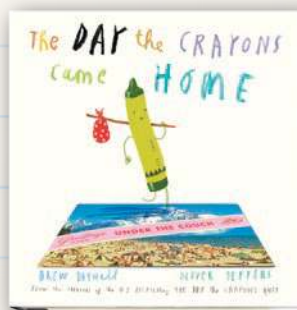


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DREW DAYWALT is the author of the #1 blockbuster bestseller, *The Day the Crayons Quit*, for which he won the E.B. White Read Aloud Award. Drew loves to create humorous stories for children because of the funny faces they make when they laugh. Those faces, in turn, make him smile. He lives in California with his wife, their two children, and many boxes of broken, melted, and otherwise well used and much loved crayons.



OLIVER JEFFERS creates art for children and adults alike. His picture books, including *Stuck; Lost and Found; How to Catch a Star; The Incredible Book Eating Boy; This Moose Belongs to Me; Once Upon an Alphabet; The Hueys* series; and *The Day the Crayons Quit* (written by Drew Daywalt), have garnered multiple starred reviews, honors, and spots on the *New York Times* bestseller list. Originally from Belfast, Northern Ireland, Oliver now lives and creates art in Brooklyn, New York. He signs all important contracts in crayon.

