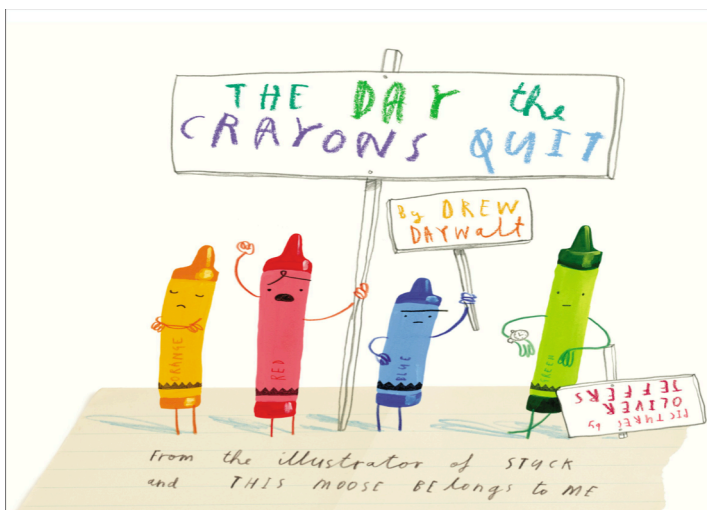


PICTURE BOOK EXTENDER: Read-Alouds Aligned to Common Core

by William Geiger



The Day the Crayons Quit

By DREW DAYWALT, (2013)
Illustrated by Oliver Jeffers
GRADES for USE: K-2

SUMMARY OF BOOK:

Young Duncan just wants to color. But when he opens his box of crayons, he finds just the letters they wrote describing their disgust with their place in his life. They are tired of being used for the same things, and colors like beige and pink are tired about not being used much at all. After reading each color's letter, Duncan knows just what to do. *The Day the Crayons Quit* explores emotions, friendship, and problem solving. The author and illustrator use storytelling and illustration techniques to set the mood and enhance the story.

Grade 1 Discussion Questions

RL 1.1 Ask and answer questions about key details in a text.

Why have the crayons written letters to Duncan?
Which color crayons feel left out?
Why is the peach crayon afraid to get out of the box?

RL 1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

How do the crayons' closings and signatures affect how we think they feel about themselves and Duncan?
What do the adjectives and adverbs (descriptive words) in each letter tell us about the crayons' feelings? (e.g. tired, favorite, gorgeous, harder, neat, proud, empty, etc.)

RL 1.7 Use illustrations and details in a story to describe its characters, setting, or events.

What do the crayons' facial expressions tell us about their attitudes and feelings? Pay special attention to their eyes and eyebrows.
How does the author emphasize words written in the letters to show the characters' moods and exaggerate their feelings? (e.g. All capitals, Larger)

Grade 1 Activities

W 1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Students will recall a time when they have felt overworked, underappreciated, or felt they didn't get the turn they deserved in school or at home.

W 1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

Students will write a narrative related to their feelings and experiences. Students will answer 3-5 of the following questions through narrative:

1. How did the experience make you feel **at first**?
2. What did you do **during** the experience?
3. How did you **eventually** handle the problem?
4. How did you feel **after** you handled it?
5. **Now** how would you feel if the same situation occurred?