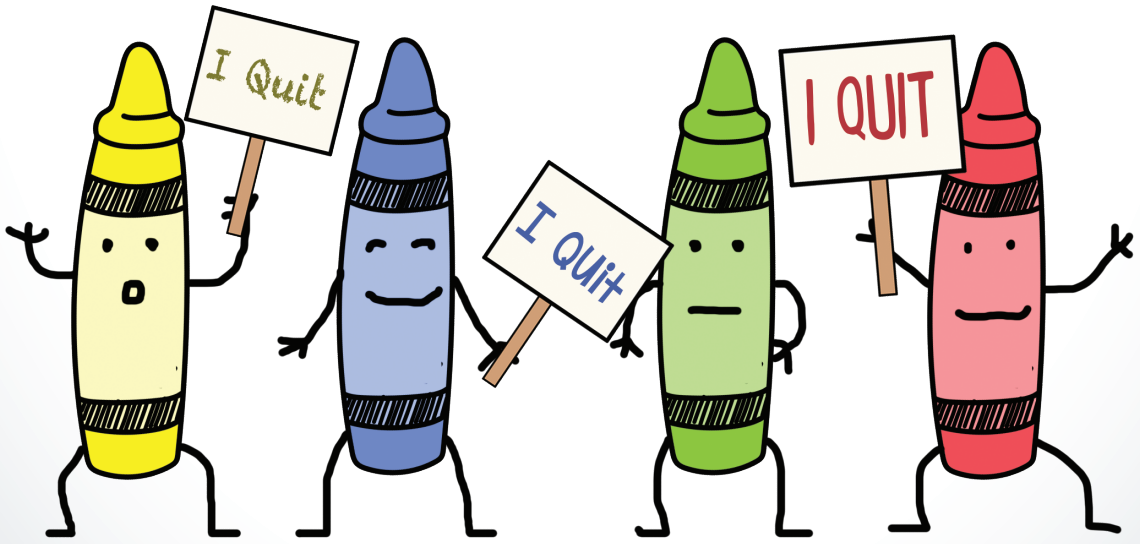
Lesson Plans | Resources | Activities

For use with Drew Daywalt's

The Day the Crayons Quit



Grade 2 | Reading Level M

bookpagez

Retelling and Summarizing

The Day the Crayons Quit
By: Drew Daywalt
Grade Level: 2 / Guided Reading Level: M



Get Ready To Read

- ✓ **Learn about the book**
- ✓ **Get your brain ready to read**
- ✓ **Understand the meaning of important words found in the book**

Summary

Poor Duncan wants to color, but when he opens his crayon box in class, he finds a stack of letters with his name on them. The letters are from each of his crayons – and they all want to quit! Red is tired of only coloring fire engines and apples. He even works on the holidays – coloring all the hearts on Valentine's Day and all the Santas for Christmas. All the other colors have complaints, too. What will Duncan do to make his crayons happy? He needs a colorful solution to this problem!

Link to What You Know

- Think of a time when you were faced with a problem. How did you figure out a way to solve it?
- What do you know about stories with problems?

Important Words to Know and Understand

Prove – To show the truth, or correctness of (something) with evidence

Settle – To end (something, such as an argument) by reaching an agreement



Learn About Comprehension Strategies

- ✓ **Think about the text you read**
- ✓ **Know what to do when you get confused**

Why Readers Retell and Summarize While Reading

Readers retell and summarize to remember the important events, characters, and information in books.

When you read fiction (stories that are not real), it is helpful to think about the sequence of events and the most important characters and settings in the story. When you retell and summarize, it is important to describe what happened first, next, then, and last. It is also important to tell who did what and where each event took place.

On the other hand, when you read nonfiction (books about real people, places, things, or events), your job is to think like a teacher. Retell and summarize the information using important details, facts, and vocabulary from the text.

Whether you are retelling and summarizing fiction or nonfiction, the most important thing to do is use your own words.

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Retelling and Summarizing

The Day the Crayons Quit
By: Drew Daywalt
Grade Level: 2 / Guided Reading Level: M



Retell and Summarize While Reading

- ✓ **Think about the important events that happened first, next, then, and last**
- ✓ **Notice the names of the characters and the settings**
- ✓ **Look for places where characters caused events to happen**

Time to Read

Stop on the following pages. Think about the questions for each page. Then talk with a reading partner or write your thoughts down in your notebook.

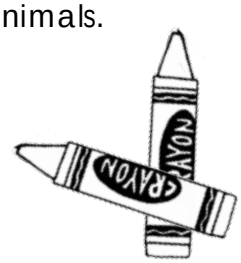
Page 3 – What do you know about red crayon's complaint? What are two things that he is unhappy about.

Pages 11 to 13 – Black and white have similar complaints. Are these real problems when you color?

Page 27 – Name the characters you have met so far. Do some of them matter more than others?

Page 19 – Tell what proof Orange crayon uses to show that he is the color of the sun. How is his proof similar to Yellow's?

Page 9 – Name the crayon that is used for large animals. Which animals does Duncan mostly color?





Notice the Work You Did While Reading

- ✓ **Think**
- ✓ **Talk**
- ✓ **Reflect**
- ✓ **Write**

Time to Reflect

Think – What type of information did you use when you retold and summarized ***The Day the Crayons Quit***? Did you stop throughout the story to think about what was happening in the book? What did you do when you finished the book?

Talk – Tell your reading partner about your favorite part of the book. Tell about the characters, the setting, the events. Explain why the part you chose was your favorite. Remember to ask your partner to share their thoughts about the book too.

Reflect – Think about the characters, events, and the settings in ***The Day the Crayons Quit***. How does paying attention to the story elements help you to be a better reader?

Write – Glue your Strategy Slip into your reader's notebook. Write about the work you did while reading ***The Day the Crayons Quit***. (Remember to include examples from the book!)

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Your Turn to Practice Retelling and Summarizing
with The Day the Crayons Quit

Page 3:

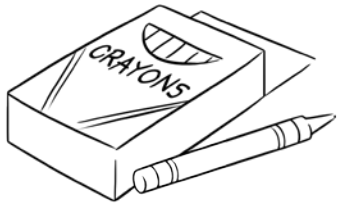
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Pages 11 to 13:

Black and white have similar complaints. Are these real problems when you color?

Page 27:

Name the characters you have met so far. Do some of them matter more than others?



Name:_____

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Your Turn to Practice Retelling and Summarizing
with The Day the Crayons Quit

Page 19:

Tell what proof Orange crayon uses to show that he is the color of the sun. How is his proof similar to Yellow's?

Page 9:

Name the crayon that is used for large animals. Which animals does Duncan mostly color?



Name:_____

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Answer Key for Retelling and Summarizing
with The Day the Crayons Quit

Page 3:

What do you know about red crayon's complaint? What are two things that he is unhappy about.

Answers will vary. Sample answers include: He is worn out and even works on holidays.

Pages 11 to 13:

Black and white have similar complaints. Are these real problems when you color?

Answers will vary. Sample answers include: Yes, when you color on white paper you rarely use white. And black isn't used for too much other than outlining.

Page 27:

Name the characters you have met so far. Do some of them matter more than others?

Answers will vary. Sample answers include: Red, Purple, Beige, Gray, White, Black, Green, Yellow, Orange, Blue, Pink, Peach, and Duncan.



Answer Key for Retelling and Summarizing
with The Day the Crayons Quit

Page 19:

Tell what proof Orange crayon uses to show that he is the color of the sun. How is his proof similar to Yellow's?

Answers will vary. Sample answers include: They both have coloring book pages showing he used their color for the sun at different times.

Page 9:

Name the crayon that is used for large animals. Which animals does Duncan mostly color?

Answers will vary. Sample answers include: Gray. Big ones!

Humpback whales, hippos, rhinos..



The Day the Crayons Quit: Retelling and Summarizing

Write the name of each crayon in your notebook. Then summarize each crayon's complaint to Duncan.

☐ I can remember and tell different kinds of stories and share what the author is trying to teach.

CCSS: RL.2.2

The Day the Crayons Quit: Retelling and Summarizing

Write the name of each crayon in your notebook. Then summarize each crayon's complaint to Duncan.

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The Day the Crayons Quit: Retelling and Summarizing

Write the name of each crayon in your notebook. Then summarize each crayon's complaint to Duncan.

Retelling and Summarizing
Title: _____

What is this book about?

Is it fiction or nonfiction?

Draw a picture or write a sentence for each box below:

First	**Next**	**Then**
After that	**Then**	**Last**

What is the most important thing you read in this book?

Directions:

1. Answer each of the questions.
2. Carefully cut on the dotted line.
3. Glue, tape, or staple into your reader's notebook.

Common Core State Standards Correlation

The Day the Crayons Quit Lesson Plans, Resources, and Activities

The lesson plans, resources, and activities for use with "The Day the Crayons Quit" correlate with the following English Language Arts Common Core State Standards for second grade.

Retelling and Summarizing Lesson Plan and Resources

Reading: Literature
RL.2.1 – Ask and answer such questions as *who, what, where, when, why,* and *how* to demonstrate understanding of key details in a text.
RL.2.2 – Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
RL.2.3 – Describe how characters in a story respond to major events and challenges.
RL.2.5 – Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
RL.2.7 – Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
RL.2.10 – By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading: Foundational Skills
RF.2.3 – Know and apply grade-level phonics and word analysis skills in decoding words.
RF.2.4 – Read with sufficient accuracy and fluency to support comprehension.

Writing
W.2.8 – Recall information from experiences or gather information from provided sources to answer a question.

Speaking & Listening
SL2.1b – Build on others' talk in conversations by linking their comments to the remarks of others.
SL2.2 – Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
SL2.3 – Ask and answer question about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

Language
L.2.6 – Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including adjectives and adverbs to describe (eg, *When other kids are happy that makes me happy*).

Making Inferences

The Day the Crayons Quit
By: Drew Daywalt
Grade Level: 2 / Guided Reading Level: M



Get Ready To Read

- ✓ **Learn about the book**
- ✓ **Get your brain ready to read**
- ✓ **Understand the meaning of important words found in the book**

Summary

Poor Duncan wants to color, but when he opens his crayon box in class, he finds a stack of letters with his name on them. The letters are from each of his crayons – and they all want to quit! Red is tired of only coloring fire engines and apples. He even works on the holidays – coloring all the hearts on Valentine's Day and all the Santas for Christmas. All the other colors have complaints, too. What will Duncan do to make his crayons happy? He needs a colorful solution to this problem!

Link to What You Know

- Sometimes people are impolite when they ask for something. How do you think someone might be feeling if they say, "All right listen." or "We need to talk." ?
- How does it make you feel when someone says, "Listen here, kid!" Do you think they are teasing, or do you think they are upset with you? What makes you think so?

Important Words to Know and Understand

Fabulous – Very good

Occasional – Happening or done sometimes but not often



Learn About Comprehension Strategies

- ✓ **Think about the text you read**
- ✓ **Know what to do when you get confused**

Why Readers Make Inferences While Reading

When readers make inferences they behave like reading detectives.

Sometimes the author does not give you all of the information you need to understand everything that is happening in a text.

Instead the author gives you clues. You can use the author's clues along with what you already know to make an inference. This is sometimes called "reading between the lines."

For example, if an author writes; "Jason made a terrible mistake and his face turned bright red," you can infer that Jason is embarrassed. This inference makes sense because you know that if a person's face turns red after making a mistake, it usually means that they feel embarrassed.

Illustrators also leave clues. Make sure to look at the pictures to learn more about characters, settings, problems, and solutions.

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Making Inferences

The Day the Crayons Quit
By: Drew Daywalt
Grade Level: 2 / Guided Reading Level: M



Make Inferences While Reading

- ✓ **Look for clues that tell you how a character might be feeling or what they might be thinking**
- ✓ **Study the pictures. What do you notice about the characters, setting, and events?**

Time to Read

Stop on the following pages. Think about the questions for each page. Then talk with a reading partner or write your thoughts down in your notebook.

Page 7 – When the author writes about beige, he uses words like "I'm tired of" and "second place to brown." What can you infer about the kinds of things Duncan colors beige?

Pages 5, 7, 15, 21 – What can you infer about what Duncan mostly colors?

Page 23 – Why do you think Duncan didn't use his pink crayon much?

Page 29 – On the final page, Duncan drew an orange whale and a pink dinosaur. Why do you think he used those colors?

Page 31 – Why do you think his teacher gave him an A+ for creativity? Explain why your inference makes sense.





Notice the Work You Did While Reading

- ✓ **Think**
- ✓ **Talk**
- ✓ **Reflect**
- ✓ **Write**

Time to Reflect

Think – What types of inferences did you make while reading ***The Day the Crayons Quit***? Did you make inferences to understand new words? Did you infer to understand how a character thinks or feels? What did you already know about people, places, or events that helped you make inferences?

Talk – Tell your reading partner about the best inference you made while reading this book. Explain why your inference was so helpful to you as a reader. Remember to ask your partner to share their thoughts about the book too.

Reflect – Think about the extra information you learned while making inferences in ***The Day the Crayons Quit***. What was easy about making inferences? What was difficult? How does making inferences help you be a better reader?

Write – Glue your Strategy Slip into your reader's notebook. Write about the work you did while reading ***The Day the Crayons Quit***. (Remember to include examples from the book!)

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Your Turn to Practice Making Inferences
with The Day the Crayons Quit

Page 3:

When the author writes about beige, he uses words like "I'm tired of" and "second place to brown." What can you infer about the kinds of things Duncan colors beige?

Pages 5, 7, 15, 21:

What can you infer about what Duncan mostly colors?

Page 23:

Why do you think Duncan didn't use his pink crayon much?



Name:_____

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Your Turn to Practice Making Inferences
with The Day the Crayons Quit

Page 29:

On the final page, Duncan drew an orange whale and a pink dinosaur. Why do you think he used those colors?

Page 31:

Why do you think his teacher gave him an A+ for creativity? Explain why your inference makes sense.



Name:_____

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Answer Key for Making Inferences
with The Day the Crayons Quit

Page 3:

When the author writes about beige, he uses words like "I'm tired of" and "second place to brown." What can you infer about the kinds of things Duncan colors beige?

Answers will vary. Sample answers include: They are boring, like wheat and turkey dinners.

Pages 5, 7, 15, 21:

What can you infer about what Duncan mostly colors?

Answers will vary. Sample answers include: Lots of dragons, dinosaurs, and big animals and rivers, lakes and oceans.

Page 23:

Why do you think Duncan didn't use his pink crayon much?

Answers will vary. Sample answers include: He didn't think it was a good color for things he drew.



Answer Key for Making Inferences
with The Day the Crayons Quit

Page 29:

On the final page, Duncan drew an orange whale and a pink dinosaur. Why do you think he used those colors?

Answers will vary. Sample answers include: To make the crayons happy and to use more variety in his coloring.

Page 31:

Why do you think his teacher gave him an A+ for creativity? Explain why your inference makes sense.

Answers will vary. Sample answers include: Because his drawing was very exciting and different, and didn't fit the standard colors for everything. He thought "outside the box."



The Day the Crayons Quit: Making Inferences

Which crayon do you think was the most unhappy. Tell why you think so.

☐ I can show that I know the characters in a story by telling about them or by using different character voices when I read. CCSS: RL.2.6

The Day the Crayons Quit: Making Inferences

Which crayon do you think was the most unhappy. Tell why you think so.

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The Day the Crayons Quit: Making Inferences

Which crayon do you think was the most unhappy. Tell why you think so.

☐ I can show that I know the characters in a story by telling about them or by using different character voices when I read. CCSS: RL.2.4

The Day the Crayons Quit: Making Inferences

Which crayon do you think was the most unhappy. Tell why you think so.

The Day the Crayons Quit: Making Inferences

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The Day the Crayons Quit: Making Inferences

Which crayon do you think was the most unhappy. Tell why you think so.

Making Inferences
Title: _____

What the Text Says Look for clues in the text or pictures	What I Know What do you know about the clue?	What I Can Infer Emotions, Thoughts, Cause, Setting

Directions:

1. Answer each of the questions.
2. Carefully cut on the dotted line.
3. Glue, tape, or staple into your reader's notebook.

Common Core State Standards Correlation

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Making Inferences Lesson Plan and Resources

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Reading: Foundational Skills
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W.2.8 – Recall information from experiences or gather information from provided sources to answer a question.

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SL2.3 – Ask and answer question about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

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L.2.6 – Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including adjectives and adverbs to describe (eg, *When other kids are happy that makes me happy*).

Identifying the Author's Purpose

The Day the Crayons Quit
By: Drew Daywalt
Grade Level: 2 / Guided Reading Level: M



Get Ready To Read

- ✓ Learn about the book
- ✓ Get your brain ready to read
- ✓ Understand the meaning of important words found in the book

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Poor Duncan wants to color, but when he opens his crayon box in class, he finds a stack of letters with his name on them. The letters are from each of his crayons – and they all want to quit! Red is tired of only coloring fire engines and apples. He even works on the holidays – coloring all the hearts on Valentine's Day and all the Santas for Christmas. All the other colors have complaints, too. What will Duncan do to make his crayons happy? He needs a colorful solution to this problem!

Link to What You Know

- Think of a time when you colored something. How did you choose the colors you wanted to use?
- Have you ever been told you to use a different color while coloring? If so, who told you and how did it make you feel?

Important Words to Know and Understand

Stubby – Short and thick

Whiner – To complain in an annoying way



Learn About Comprehension Strategies

- ✓ Think about the text you read
- ✓ Know what to do when you get confused

Why Readers Identify the Author's Purpose While Reading

Readers identify the author's purpose to understand why an author wrote the book. Authors write books because they want to persuade, inform, or entertain their reader.

When you read fiction (stories that are not real), the author usually includes a message or lesson that they want their readers to think about. When the author does this, they are trying to **persuade** you.

On the other hand, when you read nonfiction (books about real people, places, things, or events), the author answers questions about a specific topic. When the author does this, they are trying to **inform** you.

An author may try to entertain you by being funny, mysterious, or serious. Authors of both fiction and nonfiction can write to **entertain** you.

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Identifying the Author's Purpose

The Day the Crayons Quit
By: Drew Daywalt
Grade Level: 2 / Guided Reading Level: M



Identify the Author's Purpose While Reading

- ✓ Think about what the author is trying to tell you or make you think about
- ✓ Did the author write this book to persuade, inform or entertain you?

Time to Read

Stop on the following pages. Think about the questions for each page. Then talk with a reading partner or write your thoughts down in your notebook.

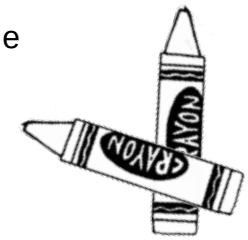
Pages 3 and 4 – What is the purpose of the picture next to the letter from the red crayon?

Page 9 – The author is trying to tell us how grey feels. How do you think grey feels? Point to some words in the book that help you identify the gray crayon's feelings.

Page 11 – White feels very empty. How did the author show you this feeling?

Page 23 – What do you think the author is trying to tell you about boys using pink crayons?

Page 31 – What do you think the author's message might be? Explain why you think so.





Notice the Work You Did While Reading

- ✓ Think
- ✓ Talk
- ✓ Reflect
- ✓ Write

Time to Reflect

Think – Drew Daywalt is the author of ***The Day the Crayons Quit***. What was his purpose for writing this book? Did he write the book to persuade, inform, or entertain you? How do you know?

Talk – Tell your reading partner what this book made you think about. What message did the author share with you? Remember to ask your partner to share their thoughts about the book too.

Reflect – Think about what you learned while reading ***The Day the Crayons Quit***. Think about the things you and your reading partner discussed. How does identifying the author's purpose help you be a better reader?

Write – Glue your Strategy Slip into your reader's notebook. Write about the work you did while reading ***The Day the Crayons Quit***. (Remember to include examples from the book!)

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Your Turn to Practice Identifying the Author's Purpose
with The Day the Crayons Quit

Pages 3 and 4:

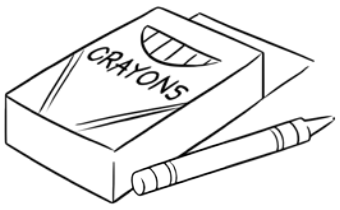
What is the purpose of the picture next to the letter from the red crayon?

Page 9:

The author is trying to tell us how grey feels. How do you think grey feels? Write down some of the words in the book that help you identify the gray crayon's feelings.

Page 11:

White feels very empty. How did the author show you this feeling?



Name:_____

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Your Turn to Practice Identifying the Author's Purpose
with The Day the Crayons Quit

Some of the letters show that the crayons are frustrated. Point to some words in the book that help you identify their feelings.

Page 31:

What do you think the author's message might be? Explain why you think so.



Name:_____

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Answer Key for Identifying the Author's Purpose
with The Day the Crayons Quit

Pages 3 and 4:

What is the purpose of the picture next to the letter from the red crayon?

Answers will vary. Sample answers include: Each picture shows how Duncan used that color crayon.

Page 9:

The author is trying to tell us how grey feels. How do you think grey feels? Write down some of the words in the book that help you identify the gray crayon's feelings.

Answers will vary. Sample answers include: I think the gray crayon feels frustrated. Grey says, "And don't even get me started." He also uses CAPITAL letters, which shows that he is yelling.

Page 11:

White feels very empty. How did the author show you this feeling?

Answers will vary. Sample answers include: With a picture of a white cat in the snow. No white crayon is needed to draw it!



Answer Key for Identifying the Author's Purpose
with The Day the Crayons Quit

Some of the letters show that the crayons are frustrated. Point to some words in the book that help you identify their feelings.

Answers will vary. Sample answers include: They don't use pink very often, but they could if they were just more creative.

Page 31:

What do you think the author's message might be?

Answers will vary. Sample answers include: Kids shouldn't feel constrained to use certain colors for certain things when they draw– they should feel free to be creative.



The Day the Crayons Quit: Identifying the Author's Purpose

Each of the crayons includes lots of detail to convince Duncan. Choose your favorite crayon. Tell what the crayon says to persuade Duncan.

☐ I can use what I learn from pictures and words to sow that I understand the characters, setting, and events of a story. CCSS: RL.2.7

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The Day the Crayons Quit: Identifying the Author's Purpose

Each of the crayons includes lots of detail to convince Duncan. Choose your favorite crayon. Tell what the crayon says to persuade Duncan.

Identifying the Author's Purpose
Title: _____

Who is the author of your book?

What was the author's purpose for writing this book? How do you know?

☐ **To Persuade** ☐ **To Inform** ☐ **To Entertain**

I know because…

What do you think the author wanted you to think about while reading this book?

Draw a picture of the most important thing the author made you think about while reading.

Directions:
1. Answer each of the questions.
2. Carefully cut on the dotted line.
3. Glue, tape, or staple into your reader's notebook.

Common Core State Standards Correlation

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RL.2.3 – Describe how characters in a story respond to major events and challenges.
RL.2.7 – Use information gained from the illustrations and words in print or digital text to demonstrate understanding of its characters, setting, or plot.
RL.2.10 – By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading: Foundational Skills
RF.2.3 – Know and apply grade-level phonics and word analysis skills in decoding words.
RF.2.4 – Read with sufficient accuracy and fluency to support comprehension.

Writing
W.2.8 – Recall information from experiences or gather information from provided sources to answer a question.

Speaking & Listening
SL2.1b – Build on others' talk in conversations by linking their comments to the remarks of others.
SL2.2 – Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
SL2.3 – Ask and answer question about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

Language
L.2.6 – Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including adjectives and adverbs to describe (eg, *When other kids are happy that makes me happy*).

Asking Questions

The Day the Crayons Quit
By: Drew Daywalt
Grade Level: 2 / Guided Reading Level: M



Get Ready To Read

- ✓ Learn about the book
- ✓ Get your brain ready to read
- ✓ Understand the meaning of important words found in the book

Summary

Poor Duncan wants to color, but when he opens his crayon box in class, he finds a stack of letters with his name on them. The letters are from each of his crayons – and they all want to quit! Red is tired of only coloring fire engines and apples. He even works on the holidays – coloring all the hearts on Valentine's Day and all the Santas for Christmas. All the other colors have complaints, too. What will Duncan do to make his crayons happy? He needs a colorful solution to this problem!

Link to What You Know

- What is your favorite crayon to use when you color? Why is it your favorite?
- If your crayons could talk to you, what do you think they might say?

Important Words to Know and Understand

Empty – Containing nothing or having no real purpose or value

Fair – Treating people in a way that does not favor some over others



Learn About Comprehension Strategies

- ✓ Think about the text you read
- ✓ Know what to do when you get confused

Why Readers Ask Questions While Reading

Readers ask questions because it makes reading much more interesting. By asking questions readers can turn a text into a treasure hunt, where their job is to find the answers to their questions. When readers ask questions, they think about what they already know and what they want to find out.

When you choose a book, it's important to **ask questions before you read**. Read the title, the blurb on the back, and look at the cover art. What are you curious about? What do you hope to learn from reading the book?

You should also **ask questions while you read**. Try asking questions that help you answer who or what the book is about and where or when the story takes place.

Last, it's important to **ask questions after you read a book**. Asking questions after reading will help you decide whether or not you understood what you read. Ask questions if you are confused or are wondering about something.

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Asking Questions

The Day the Crayons Quit
By: Drew Daywalt
Grade Level: 2 / Guided Reading Level: M



Ask Questions While Reading

- ✓ Try asking questions that begin with "I wonder…" or "Why…"
- ✓ Decide whether or not your questions will help you better understand the text
- ✓ Stop from time to time. Ask yourself if you've found the answers to your questions

Time to Read

Stop on the following pages. Think about the questions for each page. Then talk with a reading partner or write your thoughts down in your notebook.

Page 2 – Duncan is looking for his crayon box, but has found a stack of letters in its place. That's peculiar. What are you wondering?

Page 17 – What do you notice about yellow and orange? Why do you think that is so?

Page 15 – Green crayon doesn't seem to have any complaints about Duncan's coloring. Why do you think he is writing?

Page 21 – What do you notice about Blue and Purple? What do you wonder about their persuasive letters to Duncan?

Page 29 – If you could ask Duncan how he solved the problem to make all his crayons happy, what do you think he would answer?





Notice the Work You Did While Reading

- ✓ Think
- ✓ Talk
- ✓ Reflect
- ✓ Write

Time to Reflect

Think – When readers ask questions they think about what they need to know in order to really understand a book. Because no two readers are the same, your questions will usually be different from other people who are reading the same book. What question did you ask that helped you to really understand or enjoy ***The Day the Crayons Quit***?

Talk – Tell your reading partner about the most important question you asked while reading. Explain how you answered your question and why the answer helped you.

Reflect – Think about the questioning work you did while reading ***The Day the Crayons Quit***. Which types of questions helped you the most? Is there anything that you are still wondering about? If so, how can you answer your question?

Write – Glue your Strategy Slip into your reader's notebook. Write about the work you did while reading ***The Day the Crayons Quit.*** (Remember to include examples from the book!)

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Your Turn to Practice Asking Questions
with The Day the Crayons Quit

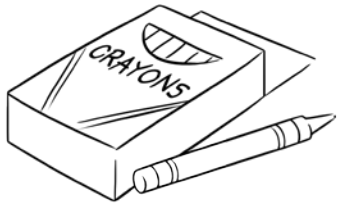
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Name:_____

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Your Turn to Practice Asking Questions
with The Day the Crayons Quit

Page 21:

What do you notice about Blue and Purple? What do you wonder about their persuasive letters to Duncan?

Page 29:

If you could ask Duncan how he solved the problem to make all his crayons happy, what do you think he would answer?



Name:_____

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Answer Key for Asking Questions
with The Day the Crayons Quit

Page 2:
What clues did the title give you about the story? What are you wondering about?

Answers will vary. Sample answers include: I am wonder who the stack of letters is from.

Page 17:

What do you notice about yellow and orange? Why do you think that is so?

Answers will vary. Sample answers include: They both think they are the color of the sun because Duncan has used them both in different coloring books.

Page 15:

Green crayon doesn't seem to have any complaints about Duncan's coloring. Why do you think he is writing?

Answers will vary. Sample answers include: He's happy how Duncan uses green, but wants to ask Duncan to make a decision about the color of the sun and settle the argument between yellow and orange.



Answer Key for Asking Questions
with The Day the Crayons Quit

Page 21:

What do you notice about Blue and Purple? What do you wonder about their persuasive letters to Duncan?

Answers will vary. Sample answers include: Blue and Purple are Duncan's favorites.

Page 29:

If you could ask Duncan how he solved the problem to make all his crayons happy, what do you think he would answer?

Answers will vary. Sample answers include: He decided to make a very creative drawing using all his crayons, with the sky yellow but the sun orange.



The Day the Crayons Quit: Asking Questions

Most of the crayons have the same problem – they are tired and used too much. Which crayons do you think Duncan should use more, and which ones should he use less?

☐ I can ask and answer who, what, where, when, why and how questions to show that I understand stories.

CCSS: RL.2.1

The Day the Crayons Quit: Asking Questions

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The Day the Crayons Quit: Asking Questions

Most of the crayons have the same problem – they are tired and used too much. Which crayons do you think Duncan should use more, and which ones should he use less?

Asking Questions
Title: _____

Question Sentence Starters

I wonder...	Why didn't...	How does...
I am confused when...	I am curious about...	I am not sure why...

Question	Answer
Question	**Answer**
Question	**Answer**
Question	**Answer**
Question	**Answer**

Directions:

1. Answer each of the questions.
2. Carefully cut on the dotted line.
3. Glue, tape, or staple into your reader's notebook.

Common Core State Standards Correlation

The Day the Crayons Quit Lesson Plans, Resources, and Activities

The lesson plans, resources, and activities for use with "The Day the Crayons Quit" correlate with the following English Language Arts Common Core State Standards for second grade.

Asking Questions Lesson Plan and Resources

Reading: Literature
RL.2.1 – Ask and answer such questions such as *who, what, where, when, why,* and *how* to demonstrate understanding of key details in text.
RL.2.10 – By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading: Foundational Skills
RF.2.3 – Know and apply grade-level phonics and word analysis skills in decoding words.
RF.2.4 – Read with sufficient accuracy and fluency to support comprehension.

Writing
W.2.8 – Recall information from experiences or gather information from provided sources to answer a question.

Speaking & Listening
SL2.1b – Build on others' talk in conversations by linking their comments to the remarks of others.
SL2.1c – Ask for clarification and further explanation as needed about the topics and texts under discussion.
SL2.2 – Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
SL2.3 – Ask and answer question about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

Language
L.2.6 – Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including adjectives and adverbs to describe (eg, *When other kids are happy that makes me happy*).

Understanding Text Structure

The Day the Crayons Quit
By: Drew Daywalt
Grade Level: 2 / Guided Reading Level: M



Get Ready To Read

- ✓ Learn about the book
- ✓ Get your brain ready to read
- ✓ Understand the meaning of important words found in the book

Summary

Poor Duncan wants to color, but when he opens his crayon box in class, he finds a stack of letters with his name on them. The letters are from each of his crayons – and they all want to quit! Red is tired of only coloring fire engines and apples. He even works on the holidays – coloring all the hearts on Valentine's Day and all the Santas for Christmas. All the other colors have complaints, too. What will Duncan do to make his crayons happy? He needs a colorful solution to this problem!

Link to What You Know

- Describe your crayon box.
- Are you having any problems with the way your crayon box is organized? What is your problem? How could you solve your problem?

Important Words to Know and Understand

Gorgeous – Very beautiful or attractive

Overworked – To use (something) too much or too often



Learn About Comprehension Strategies

- ✓ Think about the text you read
- ✓ Know what to do when you get confused

Why Readers Notice Text Structure While Reading

Readers pay attention to text structure because understanding how text is organized will help you become a better reader. Authors use following text structures:

Description – when a person, place, thing, or event is described by listing what it looks like, how it works, or what it does

Sequence – when information is given in chronological order (first, next, then, last / morning, afternoon, night)

Problem and Solution – when a problem is explained and a solution is discovered

Compare and Contrast– when an author writes about the ways two or more people, places, or things are alike and different

Cause and Effect – when the author explains why something happened (cause) and what happened (effect)

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Understanding Text Structure

The Day the Crayons Quit
By: Drew Daywalt
Grade Level: 2 / Guided Reading Level: M



Understand Text Structure While Reading

- ✓ **Notice the words an author uses – does the author describe things or explain events?**
- ✓ **Look at the pictures. Sometimes pictures give you clues about text structure**

Time to Read

Stop on the following pages. Think about the questions for each page. Then talk with a reading partner or write your thoughts down in your notebook.

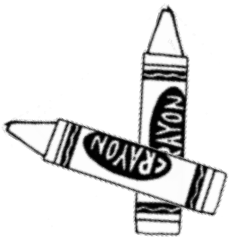
Page 1 – When Duncan gets his crayons out, he finds a stack of letters with his name on them. Here the author is using a problem and solution. What is the problem Duncan faces?

Page 5 – The author uses cause and effect to explain why Purple is so tired and used up. What is the cause for this feeling?

Page 11 – Notice the words the author uses to describe how this crayon feels. Which words describe the crayon's feelings.

Pages 17 to 19 – Yellow and orange compare how Duncan uses them when he colors. How are they both used the same?

Whole Book - Every letter has a sequence. What are the parts of each letter?





Notice the Work You Did While Reading

- ✓ **Think**
- ✓ **Talk**
- ✓ **Reflect**
- ✓ **Write**

Time to Reflect

Think – How did the different text structures help you to better understand ***The Day the Crayons Quit***? Why do you think authors use more than one text structure when they tell stories?

Talk – Tell your reading partner about a place where you noticed a description. Explain how you knew the author was using a descriptive text structure.

Reflect – Think about the text structures in ***The Day the Crayons Quit***. How does paying attention to the way the author organizes text help you to be a better reader?

Write – Glue your Strategy Slip into your reader's notebook. Write about the work you did while reading ***The Day the Crayons Quit***. (Remember to include examples from the book!)

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Your Turn to Practice Understanding Text Structure
with The Day the Crayons Quit

Page 1:

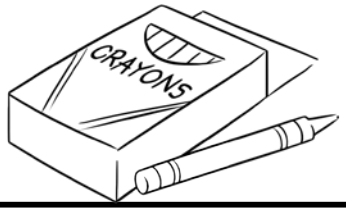
When Duncan gets his crayons out, he finds a stack of letters with his name on them. Here the author is using a problem and solution. What is the problem Duncan faces?

Page 5:

The author uses cause and effect to explain why Purple is so tired and used up. What is the cause for this feeling?

Page 11:

Notice the words the author uses to describe how this crayon feels. Which words describe the crayon's feelings.



Name:_____

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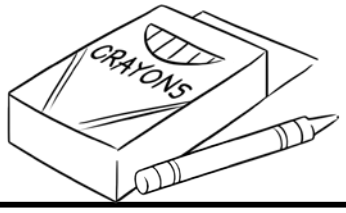
Your Turn to Practice Understanding Text Structure
with The Day the Crayons Quit

Pages 17 to 19:

Yellow and orange compare how Duncan uses them when he colors. How are they both used the same?

Whole Book:

Every letter has a sequence. What are the parts of each letter?



Name:_____

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Answer Key for Understanding Text Structure
with The Day the Crayons Quit

Page 1:

When Duncan gets his crayons out, he finds a stack of letters with his name on them. Here the author is using a problem and solution. What is the problem Duncan faces?

Answers will vary. Sample answers include: Duncan's problem is that all of his crayons are unhappy and and are threatening to go on strike.

Page 5:

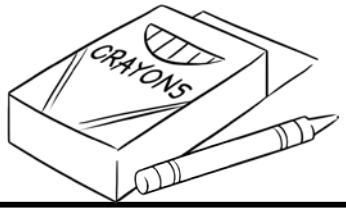
The author uses cause and effect to explain why Purple is so tired and used up. What is the cause for this feeling?

Answers will vary. Sample answers include: Purple is tired because Duncan is not a very neat colorer. He always colors outside of the lines when he uses purple.

Page 11:

Notice the words the author uses to describe how this crayon feels. Which words describe the crayon's feelings.

Answers will vary. Sample answers include: The author describes the white crayon as feeling "empty".



Answer Key for Understanding Text Structure
with The Day the Crayons Quit

Pages 17 to 19:

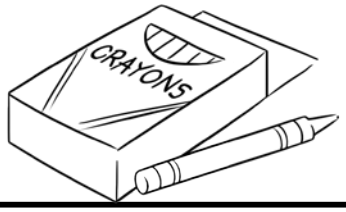
Yellow and orange compare how Duncan uses them when he colors. How are they both used the same?

Answers will vary. Sample answers include: Duncan colors the sun yellow in his Happy Farm coloring book, but colors it orange in his Day at the Zoo coloring book.

Whole Book:

Every letter has a sequence. What are the parts of each letter?

Answers will vary. Sample answers include: Opening where the crayon tells what they color the most, a body where the crayon tells what their problem is, and and an end where the crayon threatens Duncan. Then there is a closing where the crayon signs their name.



The Day the Crayons Quit: Understanding Text Structure

Which crayon do you think explains their problem with the most description?

Tell how the crayon describes their problem. Use details from the text.

☐ I can explain how characters react to important events in the story. CCSS: RL.2.3

The Day the Crayons Quit: Understanding Text Structure

Which crayon do you think explains their problem with the most description?

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The Day the Crayons Quit: Understanding Text Structure

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The Day the Crayons Quit: Understanding Text Structure

Which crayon do you think explains their problem with the most description?

Tell how the crayon describes their problem. Use details from the text.

Understanding Text Structure

Title: _____

Text Structure	Where the Text Structure was Used	How the Text Structure Helped Me
	Page:	
	Page:	
	Page:	
	Page:	
	Page:	

Text Structures You Might See While Reading		
Description	**Sequence**	**Cause and Effect**
Compare and Contrast	**Problem and Solution**	

Directions:

1. Answer each of the questions.
2. Carefully cut on the dotted line.
3. Glue, tape, or staple into your reader's notebook.

Common Core State Standards Correlation

The Day the Crayons Quit Lesson Plans, Resources, and Activities

The lesson plans, resources, and activities for use with "The Day the Crayons Quit" correlate with the following English Language Arts Common Core State Standards for second grade.

Understanding Text Structure Lesson Plan and Resources

Reading: Literature
RL.2.4 – Describe how words and phrases (eg, regular beats, alliteration rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
RL.2.5 – Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
RL.2.7 – Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
RL.2.10 – By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading: Foundational Skills
RF.2.3 – Know and apply grade-level phonics and word analysis skills in decoding words.
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W.2.8 – Recall information from experiences or gather information from provided sources to answer a question.

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The Day the Crayons Quit
By: Drew Daywalt
Grade Level: 2 / Guided Reading Level: M

Important Words to Know and Understand in "The Day the Crayons Quit"

Empty
Containing nothing or having no real purpose or value

Fabulous
Very good

Fair
Treating people in a way that does not favor some over others

Gorgeous
Very beautiful or attractive

Occasional
Happening or done sometimes but not often

Overworked
To use (something) too much or too often

Prove
To show the truth, or correctness of (something) with evidence

Settle
To end (something, such as an argument) by reaching an agreement

Stubby
Short and thick

Whiner
To complain in an annoying way

Vocabulary Connections

The Day the Crayons Quit
By: Drew Daywalt
Grade Level: 2 / Guided Reading Level: M

Empty	Fabulous	Fair
		

Gorgeous	Occasional	Overworked
		

Step by Step Directions:
1. Cut on the Dotted Line **2.** Fold on the Solid Line **3.** Glue, Tape or Staple the Top of Each Card to Close

Vocabulary Connections

The Day the Crayons Quit
By: Drew Daywalt
Grade Level: 2 / Guided Reading Level: M

Prove	Settle	Stubby
		

Whiner		
		

Step by Step Directions:
1. Cut on the Dotted Line **2.** Fold on the Solid Line **3.** Glue, Tape or Staple the Top of Each Card to Close

Vocabulary Connections

Empty	**Fabulous**	**Fair**
Containing nothing or having no real purpose or value	Very good	Treating people in a way that does not favor some over others

Gorgeous	**Occasional**	**Overworked**
Very beautiful or attractive	Happening or done sometimes but not often	To use (something) too much or too often

Step by Step Directions:
1. Cut on the Dotted Line **2.** Fold on the Solid Line **3.** Glue, Tape or Staple the Top of Each Card to Close

Vocabulary Connections

Prove	**Settle**	**Stubby**
To show the truth, or correctness of (something) with evidence	To end (something, such as an argument) by reaching an agreement	Short and thick

Whiner		
To complain in an annoying way		

Step by Step Directions:
1. Cut on the Dotted Line **2.** Fold on the Solid Line **3.** Glue, Tape or Staple the Top of Each Card to Close

Vocabulary Connections

The Day the Crayons Quit
By: Drew Daywalt
Grade Level: 2 / Guided Reading Level: M

Empty is a/an noun verb adverb adjective Definition of **Empty:**	**Fabulous is a/an** noun verb adverb adjective Definition of **Fabulous:**	**Fair is a/an** noun verb adverb adjective Definition of **Fair:**
Empty looks like this:	**Fabulous** looks like this:	**Fair** looks like this:
Empty reminds me of:	**Fabulous** reminds me of:	**Fair** reminds me of:
I saw this word in	**I saw this word in**	**I saw this word in**

Step by Step Directions:
1. Cut on the Dotted Line **2.** Fold on the Solid Line **3.** Complete the Vocabulary Card **4.** Glue the Back of the Bottom Flap into Your Notebook **5.** Write the Vocabulary Word on the Front of the Top Flap

Vocabulary Connections

The Day the Crayons Quit
By: Drew Daywalt
Grade Level: 2 / Guided Reading Level: M

Gorgeous is a/an noun verb adverb adjective Definition of **Gorgeous:**	**Occasional is a/an** noun verb adverb adjective Definition of **Occasional:**	**Overworked is a/an** noun verb adverb adjective Definition of **Overworked:**
Gorgeous looks like this: **Dreary** reminds me of: **I saw this word in**	**Occasional** looks like this: **Occasional** reminds me of: **I saw this word in**	**Overworked** looks like this: **Overworked** reminds me of: **I saw this word in**

Step by Step Directions:
1. Cut on the Dotted Line **2.** Fold on the Solid Line **3.** Complete the Vocabulary Card **4.** Glue the Back of the Bottom Flap into Your Notebook **5.** Write the Vocabulary Word on the Front of the Top Flap

Vocabulary Connections

The Day the Crayons Quit
By: Drew Daywalt
Grade Level: 2 / Guided Reading Level: M

Step by Step Directions:
1. Cut on the Dotted Line **2.** Fold on the Solid Line **3.** Complete the Vocabulary Card **4.** Glue the Back of the Bottom Flap into Your Notebook **5.** Write the Vocabulary Word on the Front of the Top Flap

Prove is a/an noun verb adverb adjective Definition of **Prove:**	**Settle is a/an** noun verb adverb adjective Definition of **Settle:**	**Stubby is a/an** noun verb adverb adjective Definition of **Stubby:**
Prove looks like this:	**Settle** looks like this:	**Stubby** looks like this:
Prove reminds me of:	**Settle** reminds me of:	**Stubby** reminds me of:
I saw this word in	**I saw this word in**	**I saw this word in**

Vocabulary Connections

The Day the Crayons Quit
By: Drew Daywalt
Grade Level: 2 / Guided Reading Level: M

Whiner is a/an

noun verb
adverb adjective

Definition of
Whiner:

_____
_____
_____
_____
_____
_____

Whiner looks like this:

Whiner reminds me of:

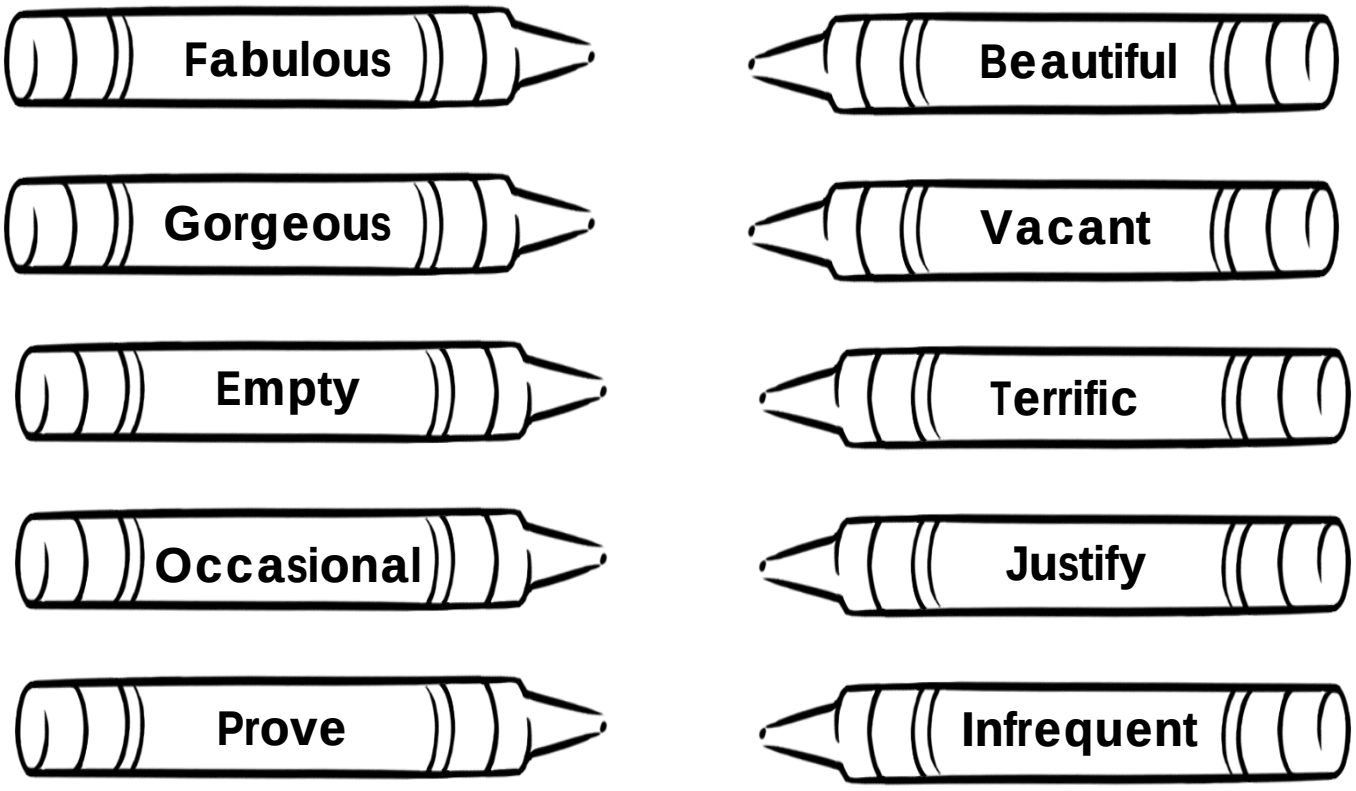
_____
_____

I saw this word in

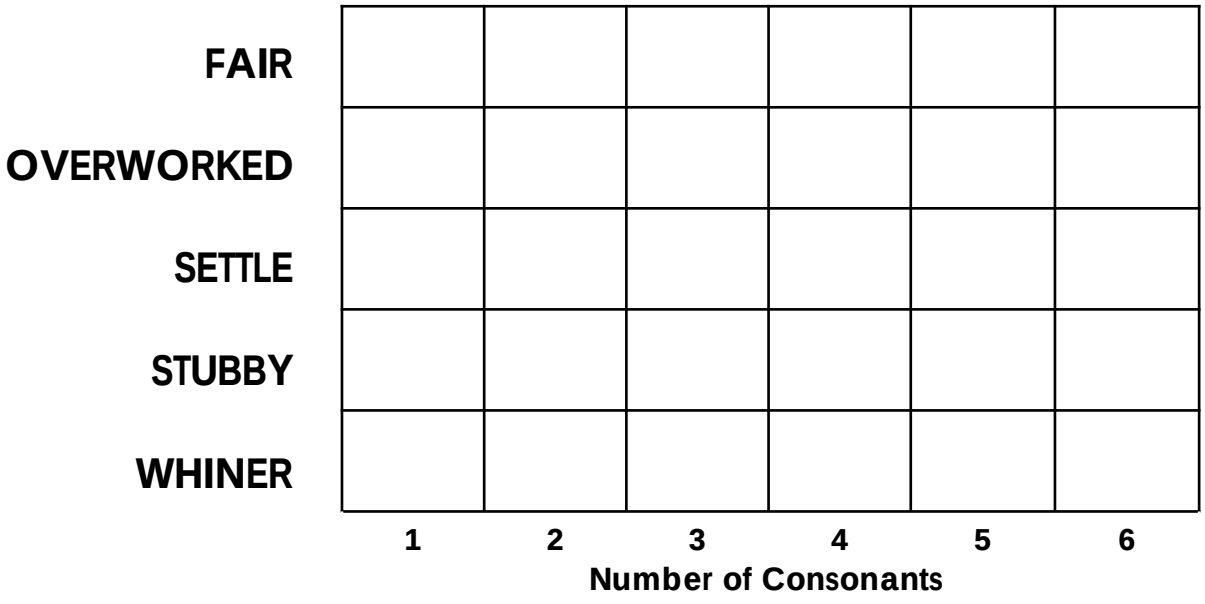
Step by Step Directions:
1. Cut on the Dotted Line **2.** Fold on the Solid Line **3.** Complete the Vocabulary Card **4.** Glue the Back of the Bottom Flap into Your Notebook **5.** Write the Vocabulary Word on the Front of the Top Flap

Word Games
with Words from The Day the Crayons Quit

Directions: Match the vocabulary word on each crayon to its synonym. Then color the matching synonyms the same color.



Graph the number of consonants in each of the words below.

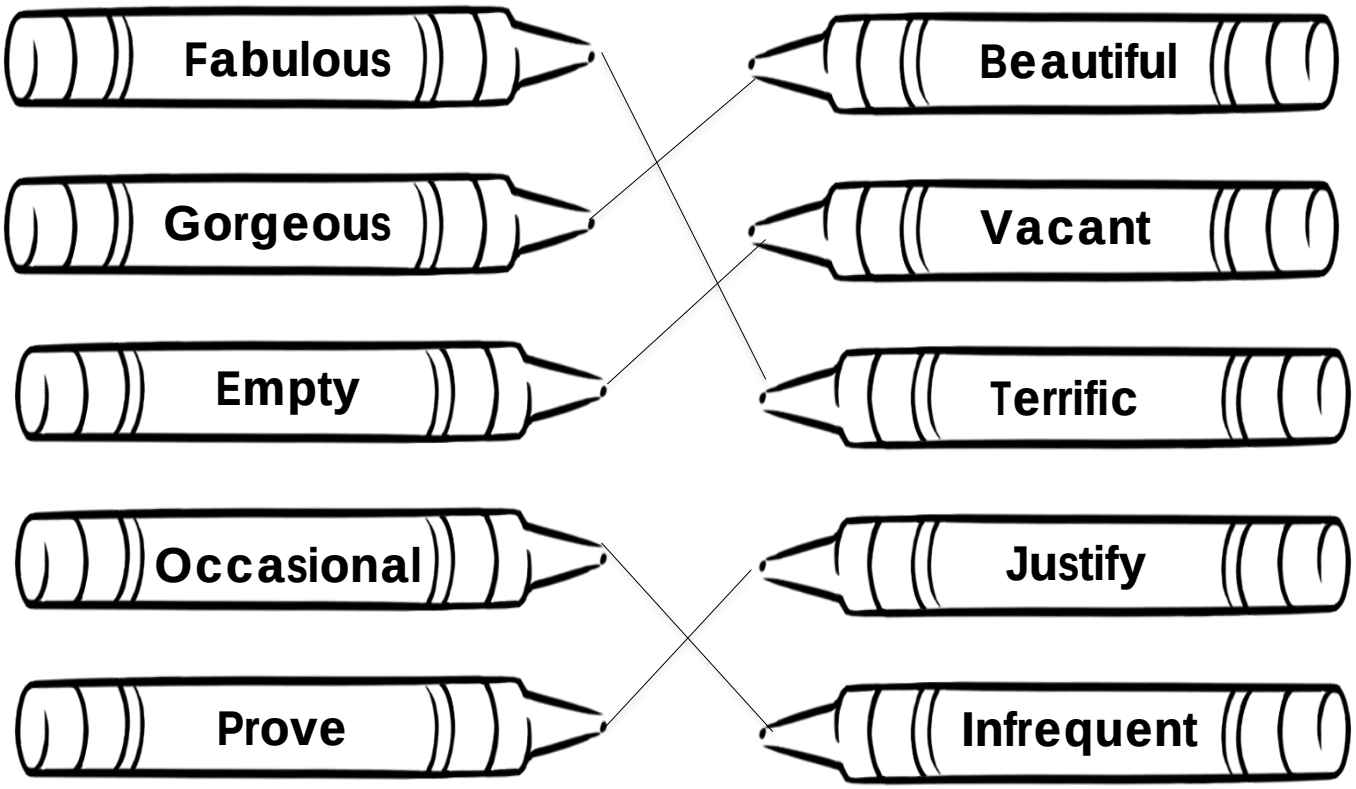


Name:_____

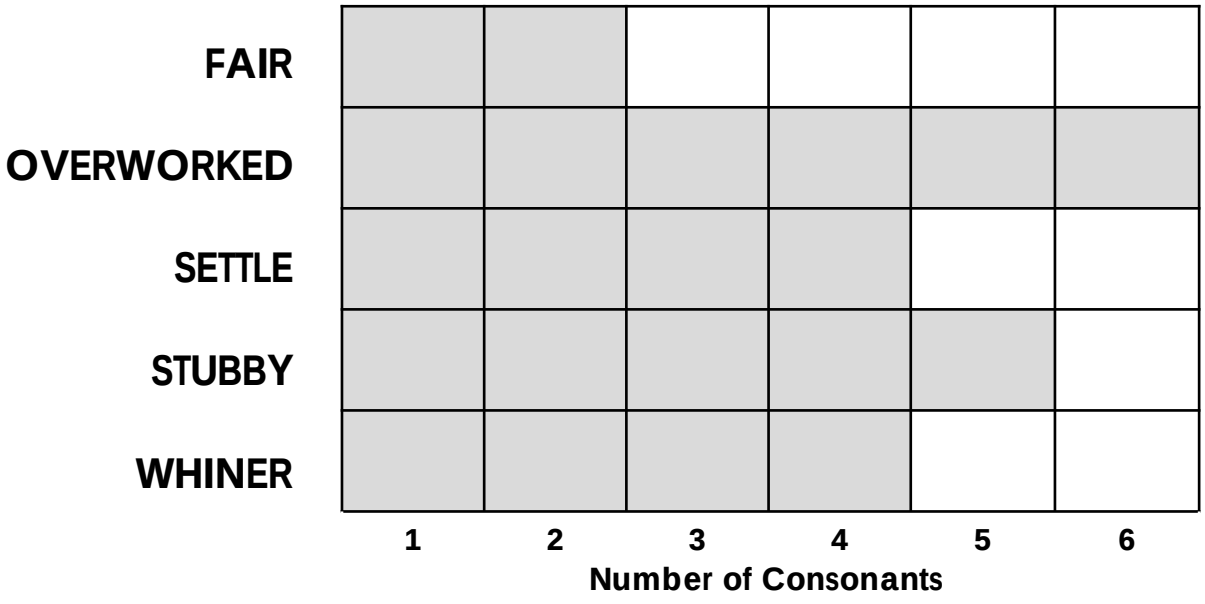
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Word Games Answer Key
with Words from The Day the Crayons Quit

Directions: Match the vocabulary word on each crayon to its synonym. Then color the matching synonyms the same color.



Graph the number of consonants in each of the words below.



Vocabulary Connections

The Day the Crayons Quit
By: Drew Daywalt
Grade Level: 2 / Guided Reading Level: M

Step by Step Directions
1. Cut on the Dotted Line. **2.** Fold on the Solid Line. **3.** Complete the Vocabulary Card.
4. Add Your Vocabulary Card to Your Notebook or Use It As A Bookmark.

The Day the Crayons Quit

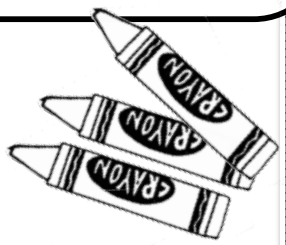
By
Drew Daywalt



A new word that I learned in this book is:

It's like...

It means...



Name:

Name:_____

Vocabulary Connections

Directions:

Select a word from your reading that is new to you and write it in the box below. Then fill in the blanks to connect the new word to words you already know.

New Word

Cripple

A person or animal that is impaired in some way.

Dictionary Definition
Look up the word in the dictionary. Copy the dictionary definition.

She saw to it that I tried to walk every day. "So's that mean-lookin' leg don't go stiff on you and cripple up," she'd say.

Original Sentence
Copy the sentence in the book where the word appears.

Book Title:
Pink and Say



Visualize
Draw a picture to illustrate the meaning of the word.

Lame
Dismember
Injure

Synonyms
What words have nearly the same meaning?

Help
Support
Strong

Antonyms
What words have the opposite meaning?

The bird was a cripple because its wing was broken.

Make It Your Own
Use the word in a new sentence that shows what it means.

I saw a person in a wheelchair with a crippled leg.

Connect to Your Life
When or where have you seen it, heard, it, felt it, smelled it, or tasted it?

Name:_____

Vocabulary Connections

Directions:

Select a word from your reading that is new to you and write it in the box below. Then fill in the blanks to connect the new word to words you already know.

New Word

Dictionary Definition

Look up the word in the dictionary. Copy the dictionary definition.

Original Sentence

Copy the sentence in the book where the word appears.

Book Title:

_____

_____

Visualize

Draw a picture to illustrate the meaning of the word.

Synonyms

What words have nearly the same meaning?

Antonyms

What words have the opposite meaning?

Make It Your Own

Use the word in a new sentence that shows what it means.

Connect to Your Life

When or where have you seen it, heard, it, felt it, smelled it, or tasted it?

Name:_____

Vocabulary Connections

Directions:

1. Write a word from your reading that is new to you in the first column.
2. Read the sentence before *and* after the sentence where the word appears. Write what you think the word means in the second column.
3. Explain why you think your definition makes sense based on the context clues in the text.
4. Write the dictionary definition.
5. Place a check mark in the last column if the dictionary definition matches what you thought the word meant.

Word	What I Think the Word Means	Context Clues	Real Definition	✔

Common Core State Standards Correlation

The Day the Crayons Quit Lesson Plans, Resources, and Activities

The lesson plans, resources, and activities for use with "The Day the Crayons Quit" correlate with the following English Language Arts Common Core State Standards for second grade.

Vocabulary Lesson Plan and Resources

Language
L.2.4a – Use sentence-level context as a clue to the meaning of a word or phrase.
L.2.5a – Identify real-life connections between words and their use (eg, describe foods that are *spicy* or *juicy*).
L.2.6 – Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (eg, *because*).

Word Work

The Day the Crayons Quit
By: Drew Daywalt
Grade Level: 2 / Guided Reading Level: M

Instructional Focus:

Use adjectives and adverbs, and choose between them depending on what is to be modified.

Background:

An adjective is a word that describes a noun. In this sentence, the adjective "red" describes the crayon: The crayon is red.

An adverb is a word that describes a verb, or an action. In this sentence, the adverb is "brilliantly:" The sun is shining down brilliantly.

Examples:

Prepositions	Prepositional Phrases
above	above my head
behind	behind my back
by	by my side
inside	inside the box
outside	outside the window
over	over the door
upon	upon my desk

Materials and Preparation:

- A Copy of *The Day the Crayons Quit* by Drew Daywalt
- Chart paper for whole-class mini-lesson.
- Red and blue markers to delineate adjectives from adverbs.
- Index cards with with nouns and verbs written on them
- Adjective and adverb cards
- Optional - Word Detective (1 per student)

Word Work

The Day the Crayons Quit
By: Drew Daywalt
Grade Level: 2 / Guided Reading Level: M

Step 1:

Introduce the Focus of Word Work

Sample Anchor Chart

Adjectives (describe a noun or thing)	Adverbs (describe a verb or action)
blue	carefully
pretty	quickly
stubby	slowly
short	really

Introduce Adjectives and Adverbs

- Post on Smart Board the definition of adjectives and adverbs. Be sure to be consistent with the use of red for adjectives and blue for adverbs, keeping nouns and verbs black.
- Use a crayon for the first example, showing students a crayon as a thing, or noun. Ask: how can we describe crayons? Students will suggest colors (post on board) and size (fat, skinny, naked, short). Write this list of adjectives on the board as students mention them.
- Use Duncan for the second example. Ask: What can Duncan do? Color, choose, walk, talk, etc. List these verbs on the board. Then ask how can he color? [e.g.: Carefully, sloppily, enthusiastically, well, poorly.] Make this list of adverbs on the board for students to see. Notice that some end in –ly. If students struggle with this, go on to talk about how he could walk [quickly, slowly, fast] to reinforce the idea that an adverb describes an action.

Step 2:

Connect Word Work to Reading

Extend Engagement

- Every crayon has a different voice in this story, and every crayon has a different point of view to persuade Duncan.
- Give each crayon a name that you think suits him or her and describe what he or she looks like.

Adjectives and Adverbs in the Text

- Now let's see how the author uses adjectives to describe things in the story:
  - In pairs, students complete a word search in the book to find words describing the crayons. (see list below)
- Now let's think about how the author uses adverbs to describe Duncan's coloring. There are not as many adverbs in the story as there are adjectives. Have each pair find one adverb.
- Read ***The Day the Crayons Quit.***

Examples of Adjectives and Adverbs Found in the Text:

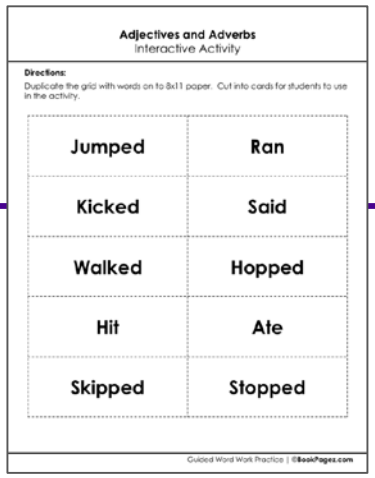
- Red
- Overworked
- Favorite
- Gorgeous
- Neat
- Light
- Baby
- Humpback
- Tiny
- Tired
- Nice
- Happy
- Unused
- Poor
- Completely
- Very
- Really
- Brilliantly
- Clearly
- Dark

Word Work

The Day the Crayons Quit
By: Drew Daywalt
Grade Level: 2 / Guided Reading Level: M

Step 3:

Guided Word Work Practice



Adjectives and Adverbs
Interactive Activity

Directions:
Duplicate the grid with words on to 8x11 paper. Cut into cards for students to use in the activity.

Jumped	Ran
Kicked	Said
Walked	Hopped
Hit	Ate
Skipped	Stopped

Guided Word Work Practice | ©BookPagez.com

Interactive Exploration

- Pair students up.
- Give each pair a set of index cards with nouns and verbs as well as the red adjective cards and the blue adverb cards.
- Have students match up the words to make logical examples of descriptions of nouns or verbs.
- Set a timer and allow 5 minutes for cooperative work.
- Ask students to share examples with the class.
- Write examples on the chart paper or Smart Board.

Step 4:

Independent Word Work Practice

Practice Page

- Ask students to describe something in the classroom using adjectives by creating phrases in their notebooks or on lined paper. For example, if you have a bulletin board / calendar, students will write at the top of the page: CALENDAR
- And then describe it with adjectives such as: pretty, fancy, blue, black, decorated, making a list with as many descriptors as they can.
- Ask students to describe how they do a task, for example in physical education class. Students write at the top of the page
- JUMP or RUN or KICK
- And then describe it with adverbs such as:
- Quickly, fast, slowly, rapidly, silently, loudly, gracefully...
- (Usage note; not all adverbs end in –ly but you may want to encourage students to use –ly words for this first time learning about them.)

Step 5:

Reconnect and Reflect on Word Work

Group Discussion

- Bring the students back together.
- Ask students to explain what they learned about words based on the work they completed.
- Invite students to turn and talk with a partner about their word work.
- Invite 2-3 students to share what they learned with the group.

Step 6:

Extend Word Work (optional)

Extension Activity

- Ask students to be on the lookout **for adjectives and adverbs** in their own reading. Tell them to write their words on a sticky note and add them to the anchor chart (review the added sticky notes with the class later in the day or before moving on to the next word work lesson).
- Alternatively, students can keep track of the words using the **Word Detective worksheet**.

Adjectives and Adverbs

Interactive Activity

Directions:

Duplicate the grid with words on to 8x11 paper. Cut into cards for students to use in the activity.

Jumped	**Ran**
Kicked	**Said**
Walked	**Hopped**
Hit	**Ate**
Skipped	**Stopped**

Adjectives and Adverbs

Interactive Activity

Directions:

Duplicate the grid with words on to 8x11 paper. Cut into cards for students to use in the activity.

Red	**Green**
Skinny	**Fancy**
Handsome	**New**
Big	**Flowered**
Naked	**Heavy**

Adjectives and Adverbs

Interactive Activity

Directions:

Duplicate the grid with words on to 8x11 paper. Cut into cards for students to use in the activity.

Crayon	**Boy**
Desk	**Flag**
Duncan	**Tree**
House	**Bicycle**
Ring	**Chair**

Adjectives and Adverbs

Interactive Activity

Directions:

Duplicate the grid with words on to 8x11 paper. Cut into cards for students to use in the activity.

Fast	**Quickly**
Slowly	**Honestly**
Suddenly	**Angrily**
Happily	**Speedily**
Harshly	**Hungrily**

Word Detective: Adjectives and Adverbs

Extension Activity

Directions:

Be a word detective!



Be on the lookout for **adjectives and adverbs** while you read. Write the word that you find along with the title of the book where you found the word, the page, and the sentence with the word or phrase.

Word	Book Title	Page	Sentence

Common Core State Standards Correlation

The Day the Crayons Quit Lesson Plans, Resources, and Activities

The lesson plans, resources, and activities for use with "The Day the Crayons Quit" correlate with the following English Language Arts Common Core State Standards for second grade.

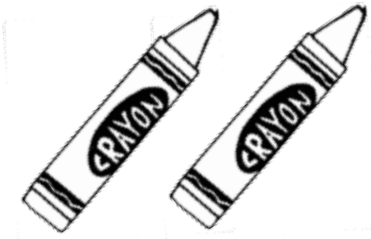
Word Work Lesson Plan and Resources

Reading: Foundational Skills
RF.2.3 – Know and apply grade-level phonics and word analysis skills in decoding words.
RF.2.4 – Read with sufficient accuracy and fluency to support comprehension.

Name: _____ Date: _____

Directions:
In the book **The Day the Crayons Quit**, the crayons are not happy about how they are being used. Complete the story below to show what each crayon is unhappy about. Color each crayon to match your story.

The Crayons and their Complaints

One day the crayons wrote to Duncan to tell them they wanted to quit. Fill in the blanks to show what each crayon is unhappy about. Color the crayon the right color to match the story.	First Duncan read the letter from Red Crayon. He felt _____ because he even has to work on holidays. 	 Next Duncan read the letter from _____ crayon. He said he was unhappy because Duncan colored _____.
Gray crayon wants to quit because he always has to color really _____ animals. 	_____ crayon is sometimes called light brown or dark tan. He is sick of it. 	 _____ crayon really likes his work and is very happy.
Then Duncan heard from two crayons that both want to be the color of the sun. 	_____ crayon believes he is Duncan's favorite because he colors lots of rivers, ocean, lakes and skies. 	By the end, Duncan decided to be very _____! And his teacher gave him an A! Do you think the crayons were happy? _____

Running Record

Title: The Day the Crayons Quit **Guided Reading Text Level: M** **Word Count: 100**

Name: _____ Date: _____

Accuracy Rate: (# of words correct/100 words)

_____

Error Rate: (# of incorrect words/100 words) _____

Self-Correction Rate: (# of words self-corrected/100 words _____

Time: (in seconds) _____ Words Per Minute: (100/seconds read x 60) _____

Easy 95 %- 100% Accuracy	Instructional 90 %- 94% Accuracy	Hard 50 %- 89% Accuracy

E = Errors **SC =** Self-Correction **M =** Meaning **S =** Structure/syntax **V =** Visual		**COUNT**		**INFORMATION USED**	
Page		**E**	**SC**	**E MSV**	**SC MSV**
1	One day in class, Duncan went to take out his crayons and found a stack of letters with his name on them. Hey Duncan, It's me, RED Crayon. WE NEED to talk. You make me work harder than any of your other crayons. All year long I wear myself out coloring FIRE ENGINES, APPLES, Strawberries, and EVERYTHING ELSE that's RED. I even work on Holidays! I have to color all the Santas at Christmas and ALL the hearts on Valentine's Day! I NEED A REST! Your overworked friend, RED Crayon Dear Duncan, All right, LISTEN. I love that I'm your				

Tested By: _____

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Running Record

Title: The Day the Crayons Quit **Guided Reading Text Level: M** **Word Count: 100**

Analysis and Comments:

Tested By: _____

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