

## LESSON PLAN: The Day the Crayons Quit

<b>Learning Segment Focus or “Big Idea”:</b> While studying literature, it is important for students to recognize that each character in a story brings their own perspective. Students must also recognize that because of that character's unique perspective, their reaction to events differs than what the reader or other characters might do. In order to teach students this concept, they will be looking at Drew Daywalt's <u>The Day the Crayons Quit</u> and practice taking the perspective of a crayon in Duncan's crayon box.	
<b>Grade:</b> Second	<b>Content Area:</b> English Language Arts
<b>Time Allotted:</b> 45 minutes	<b>Classroom organization:</b> Students will have a “stage” area to act out their script. There should be an area off to the side of the “stage” for students who will go on during the next scene or for narrators. The rest of the students will sit in desks.
<b>Resources and materials:</b> <u>The Day the Crayons Quit</u> by Drew Daywalt, Primary lined writing paper, crayons	
<b>Content Standard(s):</b>  CCSS.ELA-LITERACY.RL.2.3 Describe how characters in a story respond to major events and challenges.  CCSS.ELA-LITERACY.RL.2.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	
<b>Specific Academic Learning Objectives:</b> <ul style="list-style-type: none"><li>• <i>What do you want students to learn in this lesson?</i> Students will learn how to acknowledge differences in the points of view of characters while creating a character's response in the story, <u>The Day the Crayons Quit</u>.</li><li>• <i>What should students be able to do after the lesson?</i> Students will demonstrate their understanding of perspective-taking by writing a letter to Duncan from the perspective of a crayon, explaining why they are writing to him, their response to him using the crayon, and what they want Duncan to know before using his crayons again.</li></ul>	
<b>Assessment:</b> <ul style="list-style-type: none"><li>• <i>What evidence of student learning will you collect?</i> The teacher will collect student writing pieces and artwork that matches their story.</li><li>• <i>How will you use this evidence?</i> The evidence collected from this arts-based literacy lesson will be used to determine the next steps of the lesson sequence.</li><li>• <i>What criteria will you use to interpret the evidence?</i> The teacher will use the attached rubric to evaluate the writing. Please see below rubric for expectations.</li><li>• <i>How will the evidence affect your next steps in teaching?</i> If most of the students are able to successfully write a letter to Duncan from the perspective of the crayon, they will then be able to present their writing and read their letters with appropriate expression. If a small group is struggling with the concept of perspective taking, the teacher will pull them to work closely on their writing. If the majority of students is unable to successfully write a letter from the perspective of a crayon, the teacher will need to reteach the lesson.</li></ul>	
<b>Instructional Sequence:</b>	
<b>Time</b>	<b>Set or introduction:</b> <i>How will you begin the lesson? How will you engage and motivate learners, connect to prior experience, activate prior knowledge and/or share learning outcomes?</i>  The lesson will begin with a meeting at the carpet. The teacher will ask students, “Have you ever thought about how your crayons feel about you using them? What if your crayons started leaving you notes? In this story, Duncan's crayons leave him notes to tell him how they feel. I want you to listen carefully to how each crayon is feeling and why they are feeling that way.”
<b>Developing Content/Body of Lesson:</b> <i>What instructional strategies and learning tasks will you use in the main</i>	

	<p>The teacher will read aloud the story <u>The Day the Crayons Quit</u> while students listen and respond to questions throughout the story. After listening to the story, the teacher will say, “I want you to turn to talk to your neighbor and whisper quietly about why the crayons wrote letters to Duncan.” The teacher will then select a few pairs to share out to the whole class. The teacher will then say, “Today, I want you to pretend you are one of Duncan’s crayons. You will get to pick out your favorite color. First, I want you to draw a picture of that color crayon. Then I want you to write a letter to Duncan from that color crayon. You should include how you are feeling, what Duncan is doing that you like or don’t like, and what kinds of things Duncan can draw with you. Are you ready to get started?”</p>
	<p><b>Checks for Understanding / On-going informal assessment:</b>  <i>How will you know what students are understanding? (questioning and observing throughout the lesson)</i></p> <p>Throughout the lesson, students are given time to turn and talk to a neighbor. The teacher should observe/listen carefully to their conversations to check for understanding. The teacher also uses questioning to check for understanding. The teacher will also use the drawing/writing time to determine if students understand the objective or not.</p>
	<p><b>Closure:</b>  <i>How will learners summarize or reflect on what they learned (for example, share work, share a strategy, share a process, discuss what they learned, raise a new question)?</i></p> <p>The teacher will find a student who has successfully applied perspective taking to their drawing/writing and share their story with the class. Students will discuss what the writer did well and what they could add to the letter.</p>
	<p><b>Reflection, Next Steps:</b></p> <p>Students will present their finished stories and drawings to the class and will then complete a class book of their own called, <u>The Day the Crayons Quit</u>. There will be another discussion about taking the perspective of a character, and understanding why they react in certain ways.</p>

## Rubric for Writing and Drawing

	Wow! Outstanding!	Nice work!	Good start.	Let's work on it.
Details	I used a lot of details in my writing and picture to show how the crayon was feeling.	I used some details in my writing and picture to show how the crayon was feeling.	I added one or two details in my writing or picture to show how the crayon was feeling.	I did not use detail in my writing or picture to show how the crayon was feeling.
Perspective	I convinced the reader that I was a crayon talking to Duncan through my picture and writing.	I added dialogue to my picture to show the crayon is talking.	I thought about how the crayon might talk to Duncan.	I did not think about how the crayon might talk to Duncan.
Picture	The picture reveals the many ways Duncan might use the crayon.	The picture reveals the ways Duncan might use the crayon.	The picture only shows the crayon.	The picture does not relate to the assignment.