

Comprehension Strategy Lesson Plans and Practice Pages

The following preview shows all of the comprehension strategy resources for The Day the Crayons Quit by Drew Daywalt

Making Inferences Lesson Plan

Making Inferences
The Day the Crayons Quit
By: Drew Daywalt
Grade Level: 2 / Guided Reading Level: 14

1 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 won't color 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 he "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

2 Learn About Comprehension Strategies
✓ Think about the text you read
✓ Know what to do

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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Guided Reading Level

Activate Prior Knowledge

Making Inferences Lesson Plan

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3 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 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.

4 Notice the Work You Did While Reading
✓ Think
✓ 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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Page by Page Guide and Strategy Questions

Turn, Talk, and Reflect

Retelling and Summarizing
The Day the Crayons Quit
By: Drew Daywalt
Grade Level: 2 / Guided Reading Level: 14

1 Get Ready To Read
✓ Learn about the book
✓ Get your brain ready to read
✓ Understand the meaning of important words found in the book

3 Retell and Summarize While Reading
✓ Think about the story as you read
✓ Retell the story to your partner or write it down
✓ Summarize the story in your own words

2 Learn About Comprehension Strategies
✓ Think about the text you read
✓ Know what to do

4 Notice the Work You Did While Reading
✓ Think
✓ Reflect
✓ Write

Retelling and Summarizing
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 – What do you think about the crayons' complaints? Do you think they are reasonable or unreasonable?
Page 2 – What do you think about the crayons' complaints? Do you think they are reasonable or unreasonable?
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Identifying the Author's Purpose
The Day the Crayons Quit
By: Drew Daywalt
Grade Level: 2 / Guided Reading Level: 14

1 Get Ready To Read
✓ Learn about the book
✓ Get your brain ready to read
✓ Understand the meaning of important words found in the book

3 Identify the Author's Purpose While Reading
✓ Think about the author's purpose
✓ Identify the author's purpose
✓ Write about the author's purpose

2 Learn About Comprehension Strategies
✓ Think about the text you read
✓ Know what to do

4 Notice the Work You Did While Reading
✓ Think
✓ Reflect
✓ Write

Identifying the Author's Purpose
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.
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Author's Purpose

Asking Questions
The Day the Crayons Quit
By: Drew Daywalt
Grade Level: 2 / Guided Reading Level: 14

1 Get Ready To Read
✓ Learn about the book
✓ Get your brain ready to read
✓ Understand the meaning of important words found in the book

3 Ask Questions While Reading
✓ Ask questions about the text
✓ Write about the questions you ask

2 Learn About Comprehension Strategies
✓ Think about the text you read
✓ Know what to do

4 Notice the Work You Did While Reading
✓ Think
✓ Reflect
✓ Write

Asking Questions
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.
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Understanding Text Structure
The Day the Crayons Quit
By: Drew Daywalt
Grade Level: 2 / Guided Reading Level: 14

1 Get Ready To Read
✓ Learn about the book
✓ Get your brain ready to read
✓ Understand the meaning of important words found in the book

3 Understand Text Structure While Reading
✓ Think about the text structure
✓ Write about the text structure

2 Learn About Comprehension Strategies
✓ Think about the text you read
✓ Know what to do

4 Notice the Work You Did While Reading
✓ Think
✓ Reflect
✓ Write

Understanding Text Structure
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.
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Understanding Text Structure

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

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

Page 2: What do you know about red crayon's complaint? What are two things that he is unhappy about?

Page 11 to 13: Black and white have similar color?

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

Answer Key for Making Inferences with The Day the Crayons Quit

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

Page 2: What do you think 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?

Page 5: What do you think 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.

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

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

Pages 1 and 4: What is the purpose of the picture next to the letter from the red crayon?

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

Answer Key for Asking Questions with The Day the Crayons Quit

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

Page 2: Duncan is looking for his crayons, but he found a stack of letters in his 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 18: What do you notice about the crayons' complaints? Do you think they are reasonable or unreasonable?

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

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. What do you think the author is using a problem and solution. What is the problem Duncan faced?

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?

Practice Pages and Answer Keys

Writing About Reading with Optional CCSS Alignment

"I Can" Statement

Strategy and Text Based
Reader's Response Prompt
Common Core State Standard

Common Core Free Option

Reading Response Prompts for Each Comprehension Strategy Lesson Plan

5 Comprehension Strategy Graphic Organizers

Retelling and Summarizing

Making Inferences

Author's Purpose

Asking Questions

Understanding Text Structure