

Here's What You'll Get in the The Day the Crayons Quit Super Pack

5 Comprehension Strategy Lesson Plans and Practice Pages

Making Inferences Lesson Plan

Making Inferences

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

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 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 "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

Making Inferences

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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 reading *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

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 important events and what the characters are doing
- Understand the meaning of important words found in the book

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

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 reading *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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Identifying the Author's Purpose

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

- Look for clues that tell you the author's purpose
- Study the pictures. What do you notice about characters, setting, and events?

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

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 reading *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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Asking Questions

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

- Think about the important events and what the characters are doing
- Understand the meaning of important words found in the book

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

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 reading *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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Understanding Text Structure

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

- Look for clues that tell you the author's purpose
- Study the pictures. What do you notice about characters, setting, and events?

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

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 reading *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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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?

Pages 11 to 13: Black and white have similar color? What is the purpose of the picture next to the letter from the red crayon?

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 know 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 and 7: What is the purpose of the picture next to the letter from the red crayon?

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

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 is the author 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?

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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

Reader's Notebook: Comprehension Strategy Slips | ©BookPagez.com

5 Comprehension Strategy Graphic Organizers

Retelling and Summarizing

Making Inferences


Author's Purpose

Asking Questions

Understanding Text Structure

Vocabulary Connections Resources

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

<h2 style="text-align: center;">The Day the Crayons Quit</h2> <p style="text-align: center;">By: Drew Daywalt Grade Level: 2 / Guided Reading Level: M</p>	
<h3 style="text-align: center;">Vocabulary Connections</h3>	
<p>Important Words to Know and Understand in "The Day the Crayons Quit"</p>	
<p>Empty Containing nothing or having no real purpose or value</p>	
<p>Fabulous Very good</p>	
<p>Fair Treating people in a way that does not favor some over others</p>	
<p>Gorgeous Very beautiful or attractive</p>	
<p>Occasional Happening or done sometimes but not often</p>	
<p>Overworked To use (something) too much or too often</p>	
<p>Prove To show the truth, or correctness of (something) with evidence</p>	
<p>Settle To end (something, such as an argument) by reaching an agreement</p>	
<p>Stubby Short and thick</p>	
<p>Whiner To complain in an annoying way</p>	

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




Vocabulary Connections




Directions:

1. Read or hear the story first.

2. Read or hear the word first.

3. Match, trace or label the top of each Crayon.

Empty	Fabulous	Fair
		

Gorgeous	Occasional	Overworked
		

Picture Vocabulary Sorting Cards | ©BookPages.com

Word and Picture Sorting Cards

Vocabulary Connections		
The Day the Crayons Quilt By: Drew Daywalt Grade Level 2 / Guided Reading Level: M		
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


Word and Definition Sorting Cards

[illegible]

Interactive Vocabulary Notebook Cards

The Day the Crayons Quit

By Drew Daywalt



A new word that I learned in this book is:

.....

.....

Step by Step Directions

1. Read the story.


2. Read or reread the story.

3. Write the new vocabulary word.

4. Add a picture to show what the word means.

5. Write a sentence using the word.

Name: _____



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.

	1	2	3	4	5
FAIR					
OVERWORKED					
SETTLE					
STUBBY					
WHINER					

Number of Consonants

Name: _____ ©BookPages.com

1 2 3 4 5
Number of Consonants

Word Games and Answer Key

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	
-----------------	--

Name:	
--------------	--

Connections

Your reading that is new to you in the first column.
 Below each offer the sentence where the word appears.
 In the second column, draw a picture to illustrate the meaning of the word.
 In the third column, link your definition makes sense based on the context clues in the last column if the dictionary definition matches what you mean.

I Think the Word Means	Context Clues	Real Definition	<input checked="" type="checkbox"/>

Visualize

Draw a picture to illustrate the meaning of the word.

Connect to Your Life

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

[springboardsite.com](http://www.springboardsite.com) CIBooksPages.com

Vocabulary Word Extension Activities

[illegible]

Personalized Vocabulary Bookmark

Word Work Lesson Plan and Activities

Instructional
Focus Based on
the Words in
the Book

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 the noun. The crayon.
An adverb is a word that describes the verb. The sun is shining brightly.

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

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

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
- Humbly
- Tiny
- Tired
- Nice
- Happy
- Unused
- Fear
- Completely
- Very
- Really
- Brilliantly
- Clearly
- Dark

Word Work Lesson Plan | @BookPagez.com

Step by Step Lesson Plan

Optional Activity to
Extend Engagement

List of words in the book that
match the instructional focus

Word Work

The Day the Crayons Quit
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Step 3: Guided Word Work Practice

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 reading. Tell them to write their words on a sticky note and add them to the anchor chart (review the added sticky notes in 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**.

Word Work Lesson Plan | @BookPagez.com

Interactive Activities

Independent
Practice Page

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

Quickly
Honestly
Angrily
Speedily
Hungrily

Word Work Practice | @BookPagez.com

Extension Activity

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

Name: _____ Word Work Extension Activity | @BookPagez.com

Assessments

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		
Page	COUNT	INFORMATION USED
	E SC	E 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 <u>holidays</u> . 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		

Analysis and Comments:

Tested By: _____ ©BookPagez.com

Running Record Assessment

The Day the Crayons Quit
CCSS Assessment

Name: _____
Score: / 9

Directions:
Use what you know about *The Day the Crayons Quit* to answer each of the following questions.

1. Which of these is not a key detail to understanding why the crayons quit?

☐ A Some crayons need a break because they are used for many of Duncan's pictures.

☐ B The crayon box is light blue.

☐ C Peach is sad because he is naked with no wrapper.

☐ D Yellow and Orange are arguing over who should be the color of the sun.

2. After reading about the problems of all his crayons, what does Duncan decide to do?

☐ A He creates a picture that will make a difference.

☐ B He really wants to color, so he gets to work.

☐ C He writes back to all the crayons.

☐ D He asks his teacher for a new box of crayons.

3. Blue has been Duncan's favorite color. Why?

☐ A Blue brags to everyone and now no one wants to use him.

☐ B Blue broke in half.

☐ C Blue is now short and stubby and new.

☐ D Blue is tall and skinny.

4. Why do the crayons write some words in all caps?

☐ A They don't know how to write lowercase letters.

☐ B It looks better.

☐ C Red Crayon told them to do that.

☐ D They want Duncan to pay special attention to them.

5. How do we know the crayons have quit? (RL.2.5)

☐ A They left Duncan a voicemail message.

☒ B Duncan found a stack of letters to him in the place where he kept the crayons.

☐ C They had signs and were protesting.

☐ D They did a news story for the TV station.

6. How is Green's point of view different than the other crayons? (RL.2.6)

☒ A He is happy and is not complaining like the other crayons.

☐ B Green is upset because he never gets used like the other crayons.

☐ C Green feels lucky to be Duncan's favorite color.

☐ D Green doesn't understand why he can't be used to color the sun.

7. What do the words and illustrations tell us about how Beige and White feel? (RL.2.7)

☐ A They are happy and don't really want to quit.

☐ B They are very angry that Duncan never picks them.

☐ C They both feel like they are better than the other colors in the box.

☒ D They are sad and lonely, not tired.

8. How are Yellow and Orange the same? (RL.2.9)

☐ A Orange likes to tell jokes.

☒ B They both think they should be the color of the sun, and they have proof.

☐ C They are best friends and love to color together.

☐ D They are both short and stubby because they get used so much.

9. Now that Duncan knows how they feel, what will he probably do in the future? (RL.2.10)

☐ A He will switch to markers.

☐ B He will keep coloring the way he has always colored.

☒ C He will find ways to make them all happy and create amazing pictures.







☐ D He will give Pink to his sister.

CCSS Assessment 2nd Grade Reading Standards for Literature | BookPagez.com

Common Core Assessment:
One question for each Reading
Informational OR Reading Literature
standard (1-9)

Answer Key

Extension Activity

Name: _____ Date: _____		
Directions: In the book <i>The Day the Crayons Quit</i> , 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.	
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.	
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?
Extension Activity ©BookPagez.com		

Extension Activity

Complete Common Core Alignment

Common Core State Standards Correlation	Common Core State Standards Correlation	Common Core State Standards Correlation
<p>The Day the Crayons Quit Lesson Plans, Resources, and Activities</p> <p>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.</p> <p>Reading and Summarizing Lesson Plan and Resources</p> <p>Reading Literature</p> <p>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.</p> <p>RL.2.2 – Recount stories, including fables and folktales from diverse cultures, and determine central message, lesson, or moral.</p> <p>RL.2.3 – Describe how characters in a story respond to major events and challenges.</p> <p>RL.2.5 – Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p> <p>RL.2.7 – Use information gathered from the illustrations and words in print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p>RL.2.10 – By the end of the year, read and comprehend literature, including stories and poems, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>Reading Foundational Skills</p> <p>RF.2.3 – Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.2.4 – Read with sufficient accuracy and fluency to support comprehension.</p> <p>Writing</p> <p>W.2.2 – Recall information from experiences or gather information from provided sources to answer a question.</p> <p>Speaking & Listening</p> <p>SL.2.1b – Build on others' talk in conversations by linking their comments to the remarks of others.</p> <p>SL.2.2 – Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>SL.2.3 – Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p> <p>Language</p> <p>L.2.4 – Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).</p> <p>The Day the Crayons Quit CCSS Alignment ©BookPagez.com</p>	<p>The Day the Crayons Quit Lesson Plans, Resources, and Activities</p> <p>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.</p> <p>The Author's Purpose Lesson Plan and Resources</p> <p>Reading Literature</p> <p>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.</p> <p>RL.2.10 – By the end of the year, read and comprehend literature, including stories and poems, in the grades 2-3 text complexity band proficiently, with scaffolding as 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Comprehension Strategy Lesson Plan and Resource Common Core Alignment

Common Core State Standards Correlation	Common Core State Standards Correlation
<p>The Day the Crayons Quit Lesson Plans, Resources, and Activities</p> <p>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.</p> <p>Vocabulary Lesson Plan and Resources</p> <p>Language</p> <p>L.2.6a – Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>L.2.6b – Identify multiple connections between words and their use (e.g., describe words that are synonyms).</p> <p>L.2.6c – 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 (e.g., because).</p> <p>The Day the Crayons Quit CCSS Alignment ©BookPagez.com</p>	<p>The Day the Crayons Quit Lesson Plans, Resources, and Activities</p> <p>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.</p> <p>Word Work Lesson Plan and Resources</p> <p>Reading Foundational Skills</p> <p>RF.2.3 – Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.2.4 – Read with sufficient accuracy and fluency to support comprehension.</p> <p>The Day the Crayons Quit CCSS Alignment ©BookPagez.com</p>

Vocabulary Connections
Common Core Alignment

Word Work
Common Core Alignment

Student Facing Resources in Spanish for The Day the Crayons Quit Super Pack

5 Comprehension Strategy Practice Pages

Retelling and Summarizing Practice Page


Tu turno para practicar: Volver a contar y resumir
con The Day the Crayons Quit
(El día en que los crayones renunciaron)

Página 3:
¿Qué sabes sobre la queja del lápiz rojo? ¿Cuáles son dos cosas por las que no está contento?

Páginas 11 a 13:
Blanco y negro tienen quejas similares. ¿Son estos problemas reales cuando coloreas?

Página 27:
Nombra los personajes que has conocido hasta ahora. ¿Algunos de ellos importan más que otros?

Nombre: _____

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Page by Page Guided Questions

Sample answers
written in Spanish

Answer Key

Volver a contar y resumir
con The Day the Crayons Quit
(El día en que los crayones renunciaron)

Página 3:
¿Qué sabes sobre la queja del lápiz rojo? ¿Cuáles son dos cosas por las que no está contento?

Las respuestas varían. Podrían incluir: Él está agotado e incluso trabaja en vacaciones.


Páginas 11 a 13:
Blanco y negro tienen quejas similares. ¿Son estos problemas reales cuando coloreas?

Las respuestas varían. Podrían incluir: Sí, cuando coloreas en papel blanco rara vez usas blanco. Y, el negro no se usa para mucho más que para delinear.

Página 27:
Nombra los personajes que has conocido hasta ahora. ¿Algunos de ellos importan más que otros?

Las respuestas varían. Podrían incluir: Rojo, morado, beige, gris, blanco, negro, verde, amarillo, naranja, azul, rosa, melocotón y Duncan.

Nombre: _____

 Answer Key | @BookPagez.com

Hacer inferencias

con The Day the Crayons Quit (El día en que los crayones renunciaron)

Página 3:
Cuando el autor escribe sobre la "segunda" queja de Duncan colorear de beige.

Las respuestas varían.

Páginas 5, 7, 15, 21:
¿Qué puedes inferir sobre lo que Duncan cree que los crayones están haciendo?

Página 23:
¿Por qué crees que Duncan no quiere que los crayones regresen?

Las respuestas varían.

Nombre: _____

Making Inferences

Identifica el propósito del autor

con The Day the Crayons Quit (El día en que los crayones renunciaron)


Tu turno para practicar: Identifica el propósito del autor
con The Day the Crayons Quit (El día en que los crayones renunciaron)

Páginas 3 y 4:
¿Cuál es el propósito de la imagen al lado de la carta del crayón rojo?

Página 9:
El autor intenta decirnos cómo se siente el gris. ¿Cómo crees que se siente el gris? Escribe algunas de las palabras en el libro que lo ayudan a identificar los sentimientos del crayón gris.

Página 11:
El blanco se siente muy vacío. ¿Cómo te mostró el autor este sentimiento?

Nombre: _____

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Author's Purpose

Hacer preguntas

con The Day the Crayons Quit (El día en que los crayones renunciaron)

Página 2:
Duncan está buscando su caja de crayones, pero ha encontrado una pila de cartas.

Las respuestas varían.

Página 17:
¿Qué notas sobre amarillo y naranja? ¿Por qué crees que los crayones están tan cansados?

Página 15:
El crayón verde no parece tener ninguna queja sobre el color verde que está escribiendo.

Las respuestas varían.

Nombre: _____

Asking Questions

Entender la estructura del texto

con The Day the Crayons Quit (El día en que los crayones renunciaron)


Tu turno para practicar: Entender la estructura del texto
con The Day the Crayons Quit (El día en que los crayones renunciaron)

Página 1:
Cuando Duncan saca sus crayones, encuentra una pila de cartas con su nombre. Aquí el autor está usando un problema y una solución. ¿Cuál es el problema que enfrenta Duncan?

Página 5:
El autor usa causa y efecto para explicar por qué el morado está tan cansado y agotado. ¿Cuál es la causa de este sentimiento?

Página 11:
Observa las palabras que usa el autor para describir cómo se siente este crayón. ¿Qué palabras describen los sentimientos del crayón?

Nombre: _____

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Understanding Text Structure

Writing About Reading with Optional CCSS Alignment

"I Can" Statement written in Spanish

Strategy and Text Based Reader's Response Prompt

Common Core State Standard

Common Core Free Option

The Day the Crayons Quit (El día en que los crayones renunciaron): Entender la estructura del texto

¿Qué crayón cree que explica su problema con la mayor cantidad de descripciones?

Cuéntales cómo describe el crayón su problema. Usa detalles del texto.

☐ Puedo explicar cómo los personajes reaccionan ante eventos importantes en la historia. CCSS: RL.2.3

The Day the Crayons Quit (El día en que los crayones renunciaron): Entender la estructura del texto

¿Qué crayón cree que explica su problema con la mayor cantidad de descripciones?

Cuéntales cómo describe el crayón su problema. Usa detalles del texto.

☐ Puedo explicar cómo los personajes reaccionan ante eventos importantes en la historia. CCSS: RL.2.3

The Day the Crayons Quit (El día en que los crayones renunciaron): Entender la estructura del texto

¿Qué crayón cree que explica su problema con la mayor cantidad de descripciones?

Cuéntales cómo describe el crayón su problema. Usa detalles del texto.

☐ Puedo explicar cómo los personajes reaccionan ante eventos importantes en la historia. CCSS: RL.2.3

Reader's Notebook: Comprehension Strategy Slips | @BookPagez.com

Reading Response Prompts for Each Comprehension Strategy Lesson Plan

The Day the Crayons Quit (El día en que los crayones renunciaron): Entender la estructura del texto

¿Qué crayón cree que explica su problema con la mayor cantidad de descripciones?

Cuéntales cómo describe el crayón su problema. Usa detalles del texto.

Reader's Notebook: Comprehension Strategy Slips | @BookPagez.com

5 Comprehension Strategy Graphic Organizers

Retelling and Summarizing

Making Inferences

Author's Purpose

Asking Questions








Understanding Text Structure

Extension Activity

Nombre: _____ La fecha: _____

Direcciones:
En el libro *The Day the Crayons Quit* (*El día en que los crayones renunciaron*), los crayones no están contentos con la forma en que se usan. Completa la historia de abajo para mostrar lo que cada crayón está triste con. Colorea cada crayón para que coincida con tu historia.

Los crayones y sus quejas

<p>Un día, los crayones le escribieron a Duncan para decirles que querían renunciar. Complete los espacios en blanco para mostrar por qué cada crayón no está contento. Colorea el crayón del color correcto para que coincida con la historia.</p>	<p>Primero Duncan leyó la carta del crayón rojo. Él sintió _____ porque incluso tiene que trabajar en vacaciones.</p> 	<p> Siguió Duncan leyó la carta de crayón _____.</p> <p>Dijo que estaba descontento porque Duncan coloreó _____.</p>
<p>El crayón gris quiere renunciar porque siempre tiene que colorear realmente _____ animales.</p> 	<p>El crayón _____ a veces se llama marrón claro o marrón oscuro. Él está harto de eso.</p> 	<p> El crayón _____ realmente le gusta su trabajo y es muy feliz.</p>
<p>Entonces Duncan escuchó de dos crayones que ambos quieren ser del color del sol.</p> 	<p>El crayón _____ cree que es el favorito de Duncan porque él colorea muchos ríos, océanos, lagos y cielos.</p> 	<p>Al final, Duncan decidió ser muy _____.</p> <p>¡Y su maestra le dio una _____!</p> <p>¿Crees que los crayones fueron felices? _____</p>

Extension Activity | @BookPagez.com