

# The Day the Crayons Quit

## A RIF GUIDE FOR EDUCATORS

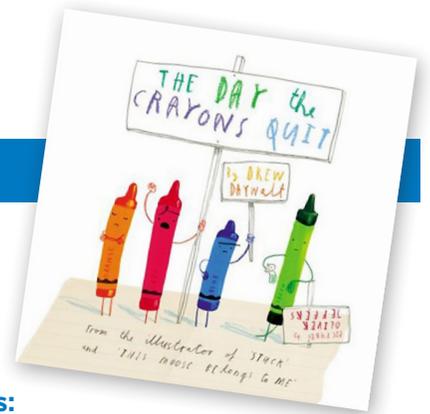
**Themes:** Persuasive Writing, Opinion, Group Conflict

**Book Brief:** Duncan has a serious problem—his crayons have quit! Read the letters in this book to find out why all Duncan’s colors have run.

**Author:**  
Drew Daywalt

**Illustrator:**  
Oliver Jeffers

**Content Connections:**  
Language Arts, Art, Social Studies



## TIME TO READ!

### BEFORE WE READ, LET’S LOOK AT...

**The Cover:** Have students make predictions about the book based on the title and

the cover illustration. What are the crayons doing? Why are they holding signs? What do the signs on the back cover say?

**The Pictures:** Flip briefly through the pictures. What do students notice about the format of the book? Who do they think wrote the letters?

**Prior Knowledge:** What does it mean to write persuasively? Discuss the different types of writing

with the class. What is the difference between telling or recounting a story and trying to make others see things from your point of view? When would we use persuasive writing? When would we use the other types? Draw a graphic organizer on the board to show the different types of writing and the characteristics and uses of each type.

**Vocabulary:** creativity, occasional, overworked, stubby

**Purpose for Reading:** “As we read, pay attention to the *purpose* of each letter. What does each crayon want? What does each crayon think about the rest of the colors?”

## WHILE WE READ

### MONITORING COMPREHENSION

- ◆ Why is purple crayon upset?
- ◆ What does beige crayon color?
- ◆ Does green crayon want Duncan to use him differently?

- ◆ Who has more “proof”—yellow crayon or orange crayon?
- ◆ Why is peach crayon naked?



## LET’S THINK ABOUT

**Our Purpose:** Make a chart on the board to show each crayon’s complaint and what each crayon says about the rest of the colors. How does Duncan find a way to make every color happy without picking a side?

**Extending Our Thinking:** An author writing persuasively is trying to make the reader believe something. What should we keep in mind when we read persuasive writing? Why is it important to think about an author’s purpose and point of view? Do writers always tell the truth or the whole story? What is a bias?

### NOTE TO EDUCATORS

- ◆ Extension Activities for Educators also available.
- ◆ Vocabulary Scaffolding Sheet also available.



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