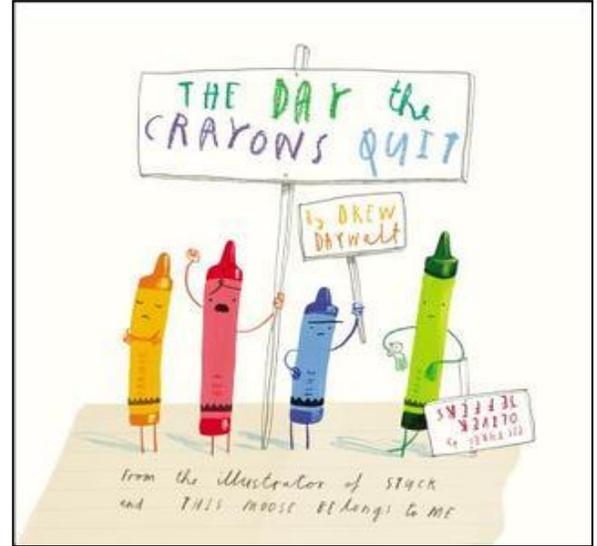


November 2014

Dear Colleagues,

Did you ever think about what your crayons would say if they could talk? In this month's Book of the Month, The Day the Crayons Quit by Drew Daywalt, Duncan receives a series of letters from his box of crayons. As we read, we learn all about each individual color's feelings that tell a different side of the same story. Each color describes their feelings about why they are upset and tired of being used to color specific objects. As Duncan reads all of the letters he begins to think about his crayons in a new way! Will he be able to make all of his crayons happy?



Each letter in the story is more convincing than the next and all demonstrate strong voice which can be used to teach your students about this important writing trait. This book also lends itself to the structure and purpose of letter writing. Your students can write letters expressing their own feelings about issues in their neighborhood, school, the world, or a new letter from a different colored crayons' point of view! Your students will also love to be engaged in various debates around which crayon works the hardest or which crayon should color the sun- orange or yellow, providing the best reasons to defend their point of view.

The Habits of the Mind we are focusing on in November are **Listening with Understanding and Empathy and Working Interdependently**. Both of these habits can be taught and reinforced by the plot and story details from The Day the Crayons Quit. In the story, Duncan read each of the color's letters and took their feelings to heart as was demonstrated in the final picture he drew at the end of the story. This final picture also shows how all of the colors have to work together in order to create a perfect picture.

This month the entire school community will focus on one **Instructional Shift in ELA, Shift 4: Text-based Answers**, where students engage in rich and rigorous evidence based conversations about the text and one **Common Core Reading Standard in Literature, Standard 6**, which states the following:

Pre-K	Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
With prompting and support, ask and answer questions about characters and major events in a story.	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	Identify who is telling the story at various points in a text.	Acknowledge differences in the point of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	Distinguish their own point of view from that of the narrator or those of the characters.	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	Describe how a narrator's or speaker's point of view influences how events are described.

In continuing to push our student's thinking by asking higher level questions connected to Danielson's Component 3b, using Thinking Maps to organize our thoughts, and increase our academic vocabulary knowledge, the Teacher Leaders Team worked very hard to put together a list of examples of thinking map activities, higher order thinking questions, and vocabulary words to help support your work.

Thinking Maps	Possible Activities
<b>Circle Map</b>	<ul style="list-style-type: none"> <li>➤ Create a circle map of all the things you can draw with a specific color crayon.</li> <li>➤ Create a circle map of reasons why people write letters.</li> </ul>
<b>Bubble Map</b>	<ul style="list-style-type: none"> <li>➤ Create a bubble map describing Duncan.</li> <li>➤ Create a bubble map describing a specific colored crayon based on their letter.</li> </ul>
<b>Double Bubble Map</b>	<ul style="list-style-type: none"> <li>➤ Create a double bubble map comparing and contrasting two of the crayon's letters.</li> <li>➤ Create a double bubble map comparing and contrasting the colors yellow and orange based on their letters.</li> </ul>
<b>Tree Map</b>	<ul style="list-style-type: none"> <li>➤ Create a tree map classifying the color and what can be drawn with each color.</li> <li>➤ Create a tree map classifying the color and their reasons for being upset.</li> </ul>
<b>Brace Map</b>	<ul style="list-style-type: none"> <li>➤ Break apart the structure of a letter.</li> <li>➤ Break apart the parts of a fire truck or any other object in the pictures.</li> </ul>
<b>Flow Map</b>	<ul style="list-style-type: none"> <li>➤ Create a flow map for how crayons are made. (After conducting research)</li> <li>➤ Create a flow map of the story.</li> </ul>
<b>Multi-Flow Map</b>	<ul style="list-style-type: none"> <li>➤ Create a multi-flow map with the event 'the crayons write letters to Duncan expressing their feelings'.</li> </ul>
<b>Bridge Map</b>	<ul style="list-style-type: none"> <li>➤ Create a bridge map with the relating factor "is used to make". The color red is used to make apples as the color blue is used to make the ocean as eggs are used to make a cake.</li> <li>➤ Create a bridge map with the relating factor "has the purpose of". A story has the purpose of entertaining the reader as nonfiction has the purpose of teaching the reader as a letter has the purpose of convincing the reader.</li> </ul>

As we continue our school wide goal of growing our student's academic vocabulary, it is very important that our students gain a strong understanding of the meaning of the words below in different contexts, as well as be able to use them in speaking and in writing. Our hope is that throughout the month you reinforce the meaning of these words, as well as others in the book and have your students engaged in various activities around them.

Vocabulary Words/Phrases			
stack	overworked	successful	settle
career	brilliantly	occasional	creativity
whiner	stubby	Completely lose it	Wear myself out

Happy reading and debating! We can't wait to see what your students produce with this creative book!

Sincerely,

Dr. Davidson, Ms. LaPorte, and the Teacher Leaders Team