

The Day the Crayons Quit by Drew Daywalt

Bloom's Level	Pre-K	Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
Remember: Recognize, recall, locate, identify	Name two crayon colors and recall why they are upset. Name 3 things the red crayon colored.	What makes orange and yellow disagree?	Name some reasons why the crayons are upset.	What are the two reasons the green crayon provides for why he is writing Duncan the letter?	What were Green Crayon's two reasons for writing to Duncan?	What did Duncan do to make all the crayons happy?	Why did the red crayon feel he was overworked?
Understand: Clarify, summarize, paraphrase, represent, predict, compare	What do you think is the main idea of this book?	How is each crayon in Duncan's box feeling?	Describe what is happening in the book so far in your own words.	Choose one crayon to summarize their argument.	In your own words, explain what motivated the crayons to write letters to Duncan. Use text evidence to support your thinking. What character traits would best describe Red Crayon and Blue Crayon? How are they similar? How are they different? Use text evidence to support your answer.	Summarize in your own words what the crayons want.	Why do you think the black crayon feels it's unfair that his role is to draw the outline of things?
Apply: Use procedure in a given situation, carry-out or use with unfamiliar task	What do you think would happen if Duncan replaced the blue crayon?	What would you say or do if the crayons were writing to you? How would you solve the problem of the crayons in Duncan's box?	What is the tone of the text? What are some other things you can draw with a green crayon?	Act out one scene from the book. What are some other things you can draw with a purple crayon?	According to the story, what are some examples of the crayons' feelings? Why is it important to express your feelings? Why is it important to listen to someone else's feelings?	Why do you think it is important to think about the author's purpose and/or author's point of view? Share with your partner your answer using a conversational prompt. When do we use persuasive writing? Discuss with your partner a time when you used this type of writing.	What would have happened if Duncan decided that the yellow crayon was the real color of the sun? How would that have changed the orange crayon's letter?

Bloom's Level	Pre-K	Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
Analyze: Break into parts, distinguish, organize, outline, deconstruct	Let's compare the Yellow and the Orange crayons' letters and explain why they are mad at each other?	How do the crayons in this book compare to the characters we read about in our Star Books?	Choose another color and write what their point of view could be.	Compare and contrast two of the crayon's letters.	Gray Crayon begins his letter by saying, "GRAY CRAYon here. You're <u>KILLING ME!</u> " What does he mean by that? Use text evidence to support your answer.	Discuss with your partner how you think crayons are made. Construct research comparing and contrasting your idea with the actual process of making crayons.	Why do you think the author chose green to be the happiest color crayon?
Evaluate: Make judgments based on criteria, critique	Do you believe that the crayons are right to feel upset and quit?	Debate: Which crayon gives the most convincing evidence to support how they are feeling?	Debate in a small group which crayon you believe works the hardest.	Why do you think the author wrote this story? Be ready to defend your thinking.	Based on his reaction to the crayons' letters, how would you describe Duncan? Use evidence from the text to support your thinking. Do you agree with how Duncan handled the crayons' feelings? Why or why not? Use text-based evidence (picture evidence) to support your answer.	Based on your opinion, which crayon or crayons defended their point the best? Give at least three pieces of text evidence to defend your answer.	Which color crayon do you think was the unhappiest? Use details from the letter to support your choice.
Create: Reorganize elements into new patterns, design, construct, produce	Let's write a letter to one of the crayons. How can we respond to their letter?	Through shared writing, create a letter to the box of crayons that could accompany the last page in the text.	Following your debate, create an advertisement for the crayon you selected.	Pretend you are Duncun-write a letter back to the crayons responding to their letters.	Each of the crayons share their point of view with Duncan. Pretend you are Duncan, and write a letter responding to one of the crayons.	Pick four crayons. What might they say to each other? Showcase their conversation by creating a comic strip.	Write an original letter to Duncan from a crayon color that was not used. Possible colors may be gold, silver, brown, turquoise, fuchsia... Begin the letter - Dear Duncan...