

We are reading/watching/listening to:

The Day the Crayons Quit by Drew Daywalt (author) & Oliver Jeffers (illustrator) also see *The Day the Crayons Came Home*

Reading Focus First Level (see Teacher Tracker):

I enjoy being read to and like listening and responding to jokes, poems, rhymes, songs and stories.
 I use context clues, the blurb and pictures to make meaning from and in addition to the text.
 I can answer different types of questions about a text including predicting, inferring, and evaluating.
 I comment on how good a text is referring to word choice/VCOP etc.

Starter: set the scene & discussion; poem; textercises; phonics disco; warm-up game etc.

Lay out crayons to form a message on the carpet e.g. WE QUIT. Add some little signs made with lollipop sticks e.g. 'BOOO', 'WE'RE NOT HAPPY'. Print/scan the first letter, put in envelope marked 'Duncan' in crayon for children to find and read. Encourage talking and listening, varied vocabulary etc. Discuss clues, read notes. What is going on? Who is the message from and why? Praise and note down any super sentences or any interesting/effective/Wow words that come up. Elicit prior learning/knowledge about letters/layout/form.

Main Course: discuss text, new words, modelling, questioning, teaching point opportunities

- Settle down to share the book on your special story blanket/reading area. Discuss cover and blurb.
- Discuss body language/expressions of crayons on cover. How do they feel? How do you know? e.g. red crayon looks angry, mouth open, is shouting, shaking fist.
- Think of adjectives/WOW words to describe each crayon. Mime same feelings/actions.
- Read letters from red, purple, beige & grey crayons. What else would be coloured in with those colours? Discuss 'overworked', and use of capitalisation.
- What is interesting about how the book is presented? (real 'pictures'—not usual typed font)
- Summarise together why each crayon is unhappy. What does each one want?
- Take a break from reading. Ask children to imagine they are one of the other crayons (white, black, green, yellow, orange, blue, pink or peach) in pairs/trios, discuss/make notes about what you think your chosen crayon will say to Duncan.

Dessert: What did we learn today? Pull it together with a plenary or finish on something fun...

- Allow each group to share and explain their crayon 'predictions'. Act out or 'hot seat' each crayon.
- Using wallpaper, make a graffiti 'wow' word wall or door in your classroom. Allow children to add their new words in crayon for display.
- Finish the story together. How many of your predictions were correct? Did you enjoy this story?

'Create Something Great' Activities: write; draw; make; create; design; invent etc.

- Shared Writing: summarise the story using 'Who, What, Where, When, Why, How', create and up-level a sentence together e.g. The red crayon is angry because...
- Pretend you are one of the crayons. Using crayon, write a big letter of complaint to Duncan.
- Older children: choose an inanimate object from your class/school/home. Write a letter from the object to your class/teacher/family e.g. *The Day the Oven Quit*, *The Day My Bed Quit*, *The Day the Gym Hall Quit* etc. Compile them into a book and read/share with younger classes.

Extension Ideas/Link your learning to other curricular areas:

- Listen/watch about how crayons are made: www.wired.com/2014/09/how-to-make-crayons/
- You must do this! Explore the melting points of different substances—including wax! All virtual/online—no equipment required: www.sciencekids.co.nz/gamesactivities/meltingpoints.html
- Take your crayons for a walk on paper. Do a crayon drawing then give it a colour wash. Or use all of the crayon colours to do a creative drawing like Duncan's!