

The Crayon Box That Talked

Author: Shane DeRolf

K-3

Story Summary

After overhearing some crayons in toy store complaining about one another, a little girl decides to buy them all and take them home. The girl picks up the colors one by one and draws. When the crayons see the picture they have all helped create, they realize that beautiful things can happen when everyone works together.

Activities

- Read the story to the students. Discuss the story according to the appropriate standards for your grade level. See standards below or at CPALMS - Standards <http://www.cpalms.org/Public/>
- ["The Crayon Box That Talked" Video](#)
Watch this video of "The Crayon Box That Talked" with your students.
<https://vimeo.com/23111919>
Directed by Tim Webb
- Discussion
This is a vivid story about a box of crayons that did not get along. At first they disliked each other, but after learning to value each other's unique qualities, the crayons in the box began to appreciate each other as they worked together to create a beautiful picture.
Questions
 - Why didn't the crayons in this box get along?

- Why did the little girl take the box of crayons home?
- What did it take for the crayons to begin to appreciate each other?
- What were the benefits of the box of crayons working together?
- Are people sometimes like this box of crayons? In what ways do you think they are similar to the box of crayons?
- Is the box of crayons similar to your classroom, club, or group? How is it similar? How does it differ? Explain.
- Do you think this box of crayons became more open-minded toward each other? Were new friendships formed?
- Each crayon had a unique quality that contributed to the picture. Think of two unique qualities you have as an individual. Share them with a partner or the group. Listen as your partner shares their qualities. Take note of any similar and/or different qualities that you and your partner have.
- Pretend you and your friends were like this box of crayons. What would the picture that you color look like?

Diversity Discussion Starters

<http://www.mentoring.org/new-site/wp-content/uploads/2015/12/Diversity-Discussion-Starters.pdf>

- Graph favorite colors.
Have students identify their favorite color. Tally the results with the students. Choose the key for each color block (example: 1 block = 1 color choice OR 1 block = (any #) color choices). Create a bar graph showing the results. Discuss the results. Worksheet is attached.
To create a pictograph, have students draw crayons in each block. Identify the key that each crayon represents. Discuss the results.
- Reader's Theater - Script Attached
<http://www.thecurriculumcorner.com/thekindercorner/wp-content/pdf/colors/readerstheater.pdf>

- [Rhyming Word Cards](#) – Print, laminate and cut out these cards for a quick independent center activity to practice reading and rhyming skills.
<http://www.thecurriculumcorner.com/thekindercorner/wp-content/pdf/colors/rhymingwords.pdf>

- Color Matching Activity – Students use these cards to match color words to the correct colors. We suggest that you glue and laminate the color word crayon cards into a file folder. Then add a small square of Velcro tape to tops of all the cards in the folder (not covering the words). Add the other sides of the Velcro tape to the backs of the color crayon cards. Students then attach the correct color crayon cards to the color word cards in the folder.
<http://www.thecurriculumcorner.com/thekindercorner/wp-content/pdf/colors/crayoncolorcards.pdf>

- Have students discuss, then write about the reasons we need different colors. Use the attached writing sheet or have students decorate their own compositions.
<http://www.thebubblyblondeteacher.com/2012/01/crayon-box-that-talked-freebie-writing.html/>

- Have students draw a picture using only one color, then have them draw a picture using all the colors they choose. Discuss the differences in their pictures.

Readers' Theater Adaptation of The Crayon Box That Talked

By Shane DeRolf

Parts:

Narrator #1 Yellow Crayon

Narrator #2 Blue Crayon

Narrator #3 Green Crayon

Script:

Narrator #1: While walking in a toy store, the day before today, I overheard a crayon box with many things to say.

Yellow: I don't like Red!

Green: Nor do I! And no one here likes Orange, but no one knows just why."

Blue: We are a box of crayons that doesn't get along. Something here is wrong!"

Narrator #2: Well, I bought that box of crayons and took it home with me, and laid out all the colors so the crayons could all see.

Narrator #3: They watched me as I colored with red and blue and green, and black and white and orange, and every color in between.

Narrator #1: They watched as green became the grass and blue became the sky. The yellow sun was shining bright on white clouds drifting by.

Narrator #2: Colors changing as they touched, becoming something new, they watched me as I colored. They watched till I was through.

Narrator #3: And when I'd finally finished, I began to walk away. And as I did, the crayon box had something more to say.

Yellow: I do like Red!

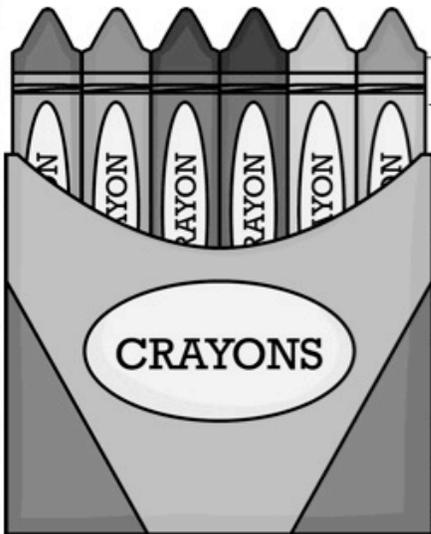
Green: So do I! And, Blue, you were terrific so high up in the sky!"

All Crayons: We are a box of crayons, each one of us unique, but when we get together...the picture is complete.

We need many different colors because...



Handwriting practice lines consisting of three sets of horizontal lines. Each set includes a solid top line, a dashed middle line, and a solid bottom line.



Handwriting practice lines consisting of three sets of horizontal lines. Each set includes a solid top line, a dashed middle line, and a solid bottom line.

Standards

Kindergarten	
LAFS.K.RI.1.1	With prompting and support, ask and answer questions about key details in a text.
LAFS.K.RI.2.6	With prompting and support, identify the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
LAFS.K.RI.3.8	With prompting and support, identify the reasons an author gives to support points in a text.
LAFS.K.RL.1.1	With prompting and support, ask and answer questions about key details in a text.
SS.K.C.2.2	<p>Demonstrate that conflicts among friends can be resolved in ways that are consistent with being a good citizen.</p> <p><u>SS.K.C.2.In.b</u>: Identify ways that friends avoid conflicts by being good citizens, such as by sharing and taking turns.</p> <p>Supported</p> <p><u>SS.K.C.2.Su.b</u>: Recognize a way to avoid conflicts with friends, such as by sharing.</p> <p>Participatory</p> <p><u>SS.K.C.2.Pa.b</u>: Demonstrate a characteristic of being a good citizen, such as cooperating in the classroom.</p>
First Grade	
LAFS.1.RI.1.1	Ask and answer questions about key details in a text.
LAFS.1.RI.1.3	Describe the connection between two individuals, events, ideas, or pieces of information in a text.
LAFS.1.RI.2.6	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
LAFS.1.RL.1.1	Ask and answer questions about key details in a text.

LAFS.1.RL.1.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
LAFS.1.RL.1.3	Describe characters, settings, and major events in a story, using key details.
LAFS.1.RL.2.6	Identify who is telling the story at various points in a text.
SS.1.C.2.4	Show respect and kindness to people and animals. <u>SS.1.C.1.In.c</u> : Identify an example of the use of power without authority in the classroom or school, such as bullying and stealing.
Second Grade	
LAFS.2.RL.1.1	Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.
LAFS.2.RL.1.2	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
LAFS.2.SL.1.1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others' talk in conversations by linking their comments to the remarks of others. c. Ask for clarification and further explanation as needed about the topics and texts under discussion.

MAFS.2.MD.4.10	<p>Draw a picture graph and a bar graph (with single-unit scale) to represent a data set</p> <p><u>MAFS.2.MD.4.AP.10a:</u> Identify the value of each category represented on a picture graph and bar graph.</p> <p><u>MAFS.2.MD.4.AP.10b:</u> Organize data by representing on a pictorial graph or bar graph.</p> <p><u>MAFS.2.MD.4.AP.10c:</u> Compare the information shown in a bar graph or picture graph with up to four categories. Solve simple comparisons of how many more or how many less.</p>
Third Grade	
LAFS.3.RI.1.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
LAFS.3.RI.1.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.
LAFS.3.RL.1.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
LAFS.3.RL.1.3	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
MAFS.3.MD.2.3	<p>Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step how many more and how many less problems using information presented in scaled bar graphs.</p> <p><u>MAFS.3.MD.2.AP.3a:</u> Collect data and organize into a picture or bar graph.</p> <p><u>MAFS.3.MD.2.AP.3b:</u> Select the appropriate statement that compares the data representations based on a given graph (picture, bar, line plots).</p>

<p>SS.3.C.2.1</p>	<p>Identify group and individual actions of citizens that demonstrate civility, cooperation, volunteerism, and other civic virtues.</p> <p><u>SS.3.C.2.In.a</u>: Identify actions of citizens that contribute to the community, such as respecting property, helping neighbors, and participating in community activities. Supported</p> <p><u>SS.3.C.2.Su.a</u>: Recognize actions that contribute to the community, such as respecting property, helping neighbors, and participating in community activities. Participatory</p> <p><u>SS.3.C.2.Pa.a</u>: Recognize an action that contributes to the school community, such as respecting property, helping others, or participating in school activities.</p>
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Resources and Additional Activities

CPALMS - Standards

<http://www.cpalms.org/Public/>

University of Missouri eThemes

<https://ethemes.missouri.edu/themes/1124?locale=en>

Utah Education Network

<https://www.uen.org/lessonplan/view/10572>

The Kinder Corner

<http://www.thecurriculumcorner.com/thekindercorner/2014/02/21/the-crayon-box-that-talked/>

THE CRAYON BOX THAT TALKED FREEBIE WRITING PAPERS

<http://www.thebubblyblondeteacher.com/2012/01/crayon-box-that-talked-freebie-writing.html/>

Diversity Discussion Starters

<http://www.mentoring.org/new-site/wp-content/uploads/2015/12/Diversity-Discussion-Starters.pdf>



Our Favorite Colors

12									
11									
10									
9									
8									
7									
6									
5									
4									
3									
2									
1									
	red	green	yellow	orange	blue	purple	black	white	brown

1 block = ___ color choice(s)