



THE DAY THE CRAYONS QUIT

AUTHOR: DREW DAYWALT

ILLUSTRATOR: OLIVER JEFFERS

See a video of the book read aloud here: [The Day the Crayons Quit!](#)

**** REMEMBER: HAVE FUN AND THE KIDS WILL TOO! ****

OVERVIEW

ABOUT THE BOOK

Poor Duncan just wants to color. But when he opens his box of crayons, he finds only a package of letters, all saying the same thing: His crayons have had enough! They quit! Beige Crayon is tired of playing second fiddle to Brown Crayon. Black wants to be used for more than just outlining. Blue needs a break from coloring all those bodies of water. And Orange and Yellow are no longer speaking—each believes he is the true color of the sun. What can Duncan possibly do to appease all of the crayons and get them back to doing what they do best?

ABOUT THE AUTHOR

Although Drew Daywalt grew up in a haunted house, he now lives in a Southern California home, haunted by only his wife, two kids, and a German Shepherd. A Hollywood screenwriter by trade, *The Day the Crayons Quit* was his first book for children. His favorite crayon is Black. (from amazon.com) An interview with the author may be found at (www.kidlit411.com)

ABOUT THE ILLUSTRATOR

Oliver Jeffers is an author and illustrator of children's storybooks. He was born in Australia and spent his childhood in Northern Ireland. He graduated from Ulster University in 2001. What inspired him? When Jeffers was a young boy NOBODY believed him! That's when he started writing his books to pretend they all were stories. Oliver Jeffers has written twelve books since he became a writer. All twelve books of his have been written or illustrated by him and sometimes even both. He has won many awards, including the Blue Peter Book Award! Oliver Jeffers currently lives in Brooklyn, New York. Interestingly, one of his hobbies is collecting books! Jeffers takes a pad of paper and pencil with him everywhere in case he gets an idea to write down or sketch. (thevine.cambs.sch.uk)

THE READ ALOUD

BEFORE READING

Use these before reading the story to help students activate background knowledge and make predictions:

- I wonder what this book is about. Just by looking at the cover, what do you think this book is about?
- What does it mean that the crayons want to quit? Quit what?

THE DAY THE CRAYONS QUIT

TOPICS & THEMES:

- Persuasion
- Persistence
- Flexibility
- Creativity

Tips for every book!

POWER PHRASES:

I WONDER...

I NOTICE...

TELL ME MORE...

DIGGING DEEPER:

"Tell me more, why do you think that?"

"How do you know that?"

"Why do you think they feel like that?"

"Interesting, did you notice anything else?"

DURING THE STORY

Use these while reading the story to help students interpret the action and content:

- (title page) What do you notice on this page?
- (p. 4) What is the red crayon's complaint? How is the red crayon feeling? How can you tell?
- (p. 6) What made purple crayon run away? How was his complaint different from red crayons' complaint?
- (p. 16) How is green feeling about his job? Can you think of other green things Duncan could draw?
- (p. 30) What are some interesting things you notice about this picture? Does it answer some of the complaints?

AFTER READING

Use these after reading the story to help students understand what they just read:

- The crayons wrote letters to Duncan asking him to make some changes. Do you think the letters worked? Why or why not?

BRINGING THE BOOK TO LIFE!

- (p. 8) Show me with your face how beige is feeling.

COOPERATIVE LEARNING

- (p. 14) Turn to your neighbor and talk about why black crayon doesn't like to be used for just making lines. Do you agree with him? Why or why not?
- (p. 22) Blue crayon has a very different complaint than the others. Thumbs up if you think he should be upset, thumbs down if not, and sideways if you're not sure.

SMALL-GROUP IDEAS

1. DISCUSSION ACTIVITY

- Take a picture walk through the book, having students summarize the complaints of each crayon.
- What color IS the sun? How do you know? Is there a right answer?
- How would you persuade the beige crayon not to quit?
- According to pink crayon, Duncan hasn't used it in over a year. Why is that? Do you think some colors are "girl" colors and some are "boy" colors? Why?
- If your toys could talk to you, which ones would say they are used too much? Not Enough?
- The crayons in this book have very strong feelings. Do you think Duncan knew how they felt?
- Is it important to listen to someone else's feelings? Why or why not?
- Compare the illustrations in *Stuck* and in *The Day the Crayons Quit*. How are they the same? Different?
- Would you recommend this book to other students? Why or why not?

Suggested Optional Activity:

- Have students pick their favorite crayon color from the story. Have them to tell you what how they would respond to that crayon's complaint. Have them write one sentence about this – with their crayon.

2. WRITING ACTIVITY

- Pick three colors from the book. Under each color's name, create a list of all the things you could draw with each color.

3. EXTENSION ACTIVITY

- Choose one color. Draw a picture using only that color to show why you need it!

COMMON CORE LINKS

CCSS.ELA-Literacy.RL.1.1,1.2,1.7, 1.8