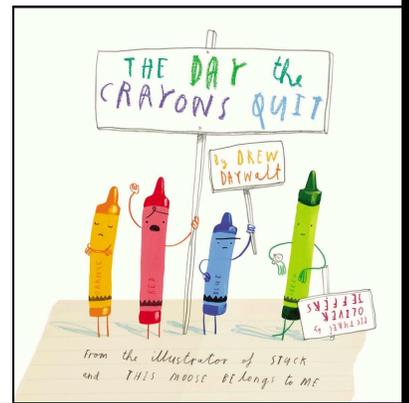


# The Day the Crayons Quit

by Drew Daywalt  
Illustrated by Oliver Jeffers



## Before Reading: Get Ready

**Review the book covers with your student to confirm interest in reading the book.** Share the title. Talk about the cover.

**Activate comprehension and set a purpose for reading.** In *The Day the Crayons Quit*, a boy named Duncan receives a letter from each of his crayons. Since crayons can't really write letters on their own, we know this is a fiction story. Let's read the story and see what the crayons had to say to Duncan.

**Introduce important vocabulary and ask your student to make connections before and during reading.**

- **quit:** to stop working or participating
- **frustrated:** to feel annoyed or unhappy
- **creativity:** when someone tries new ideas, like when drawing or building

## During Reading: Read Together

**Sit side-by-side to share the book.** Follow the conversation prompts and invite your student to ask questions or comments connected to the text to ensure their comprehension. Encourage your student to read the book with you!

- **After reading p. 4:** Did you think that Duncan's first letter would be from a crayon? Red Crayon says it is overworked and wants a rest. Do you think the other letters will be from frustrated crayons? Let's keep reading to find out!
- **After reading p. 8:** Do you ever draw wheat? Can you think of more things that Beige Crayon can color?
- **After reading p. 16:** Do you think Green Crayon feels frustrated? Green says that Yellow Crayon and Orange Crayon both think that they are the color of the sun. Hmm, which color do you like to color your suns?

- **After reading p. 22:** Which of your crayons is stubby like Duncan's blue crayon? Which color do you like to use the most?
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- **After reading p. 28:** What do you think Duncan learned from his crayons?
- **After finishing the book:** In the story, the crayons wrote about their frustrations. Duncan creatively solved the problem. How do you think the crayons felt? Are there details on the last pages that helped you think that way?

## After Reading: Discuss and Extend

**After reading, briefly discuss the text and revisit vocabulary words to ensure your student understands the text.** Extend the conversation with drawing and writing to give your student multiple opportunities to show understanding.

**I hope you enjoyed our book today and will read other books by Drew Daywalt!**

- **Let's draw to respond to this story. You can write too if you like!** (Choose a prompt for student response and copy the selected frame into your student's notebook.)
  - My favorite part of the story was \_\_\_\_\_ because \_\_\_\_\_.
  - If one of my crayons could write to me, I think it might say \_\_\_\_\_ .
  - My favorite color is \_\_\_\_\_ because \_\_\_\_\_.
  - If I drew a picture with all of my crayons, it would be \_\_\_\_\_ .

Read and discuss connected books! *The Day the Crayons Quit* is a funny fictional story about feelings. Read other books by Drew Daywalt such as *The Day the Crayons Came Home*, *The Day the Crayons Made Friends*, and *The Legend of Rock, Paper, Scissors*. For other books about colors, check out *Mix it Up* by Herve Tullet and *Mouse Paint* by Ellen Stohl Walsh.