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| <b>Title:</b> <u>The Day the Crayons Quit</u> | <b>Subject:</b> <u>ART</u> | <b>Grade Level:</b> <u>k-5</u> |
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| <b>Number of Students:</b> <u>580</u> | <b>Number of Classes:</b> <u>24</u> | <b>Number of Sessions:</b> <u>4-5</u> |
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| <b>Topic:</b> Writing a letter and then draw an illustration. |
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| <b>Target:</b> Students will be able to write a letter. Students will be able to draw an illustration. |
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| <b>Show-Me Standards:</b> CA 1, FA 4 |
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| <b>Goals:</b> 2.1, 2.5 |
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| <b>Vocabulary:</b> Illustration, Letter, Greeting, Body, Closing, Signature |
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| <b>Resources:</b> The book “The Day the Crayons Quit” by Drew Daywalt, Sample Letters, (Grades 2-5), 12x18 white drawing paper (Grades 2-5), 9x12 white drawing paper (Grades K-1), pencils, erasers, Sharpie markers, crayons, and colored pencils |
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| <b>Engage:</b> Read the story “The Day the Crayons Quit” by Drew Daywalt. Talk about the different letters that the crayons wrote. Have students give ideas about what they think our art room crayons would say. |
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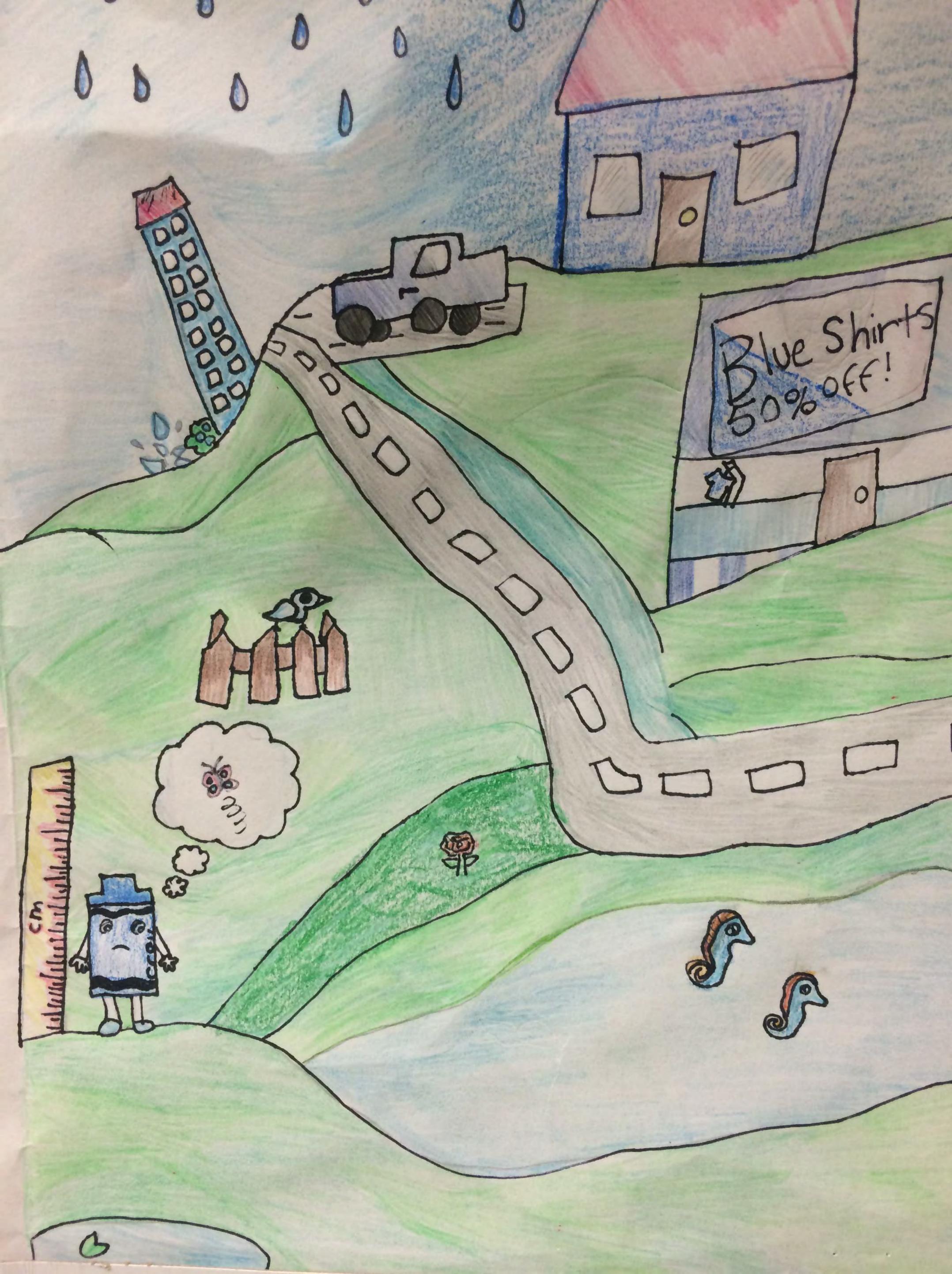
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| <p><b>Activity:</b> Grades 2-5</p> <p>Show an example of a letter written by a crayon to the art teacher. Talk about the different parts of the letter. Talk about how your letter should have a greeting, a body, a closing, and a signature. Then have students create a rough draft of their letter. When finished, they should have a friend edit their work. When students have finished their rough draft, they should show their teacher. Then they should get a piece of notebook paper to create their final draft. When finished with this, they should illustrate their letter. Students should fold their 12X18 piece of white drawing paper in half. Their final copy will be glued to one side of the 12X18 paper and their illustration will go on the other side. If a student finishes early, have the create a cover art for their letter and illustration.</p> <p>Grades K-1</p> <p>Show students how to draw a crayon. Tell students they should have their crayons show expressions with their faces and body language (crayons will have arms and legs). Have students draw on their 9X12 paper several crayons that are different sizes and have different expressions. When finished students should color in their drawings. On the back of their papers students should write a sentence about their favorite crayon.<br/>Example: My favorite crayon is _____ because _____.</p> |
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| <b>Assess:</b> Have students share their letters with the class. Students should discuss positive things they like about each other’s letters. |
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Dear Ms. Howard,

Welcome back! I hope you had a great summer! I missed all the kids and staff here! I get to color a lot here, and although I love being colored with, I feel quite overused. I know I'm a favorite color and all, but I NEED A BREAK! I'm reduced to just a stub. I am tired of oceans, skys, buildings, bikes, animals, lakes, cars, etc! Why can't people use aqua for once?! At least use me for small things. Like the pattern on a butterfly, perhaps?

Your tired, stubby friend  
Blue Crayon

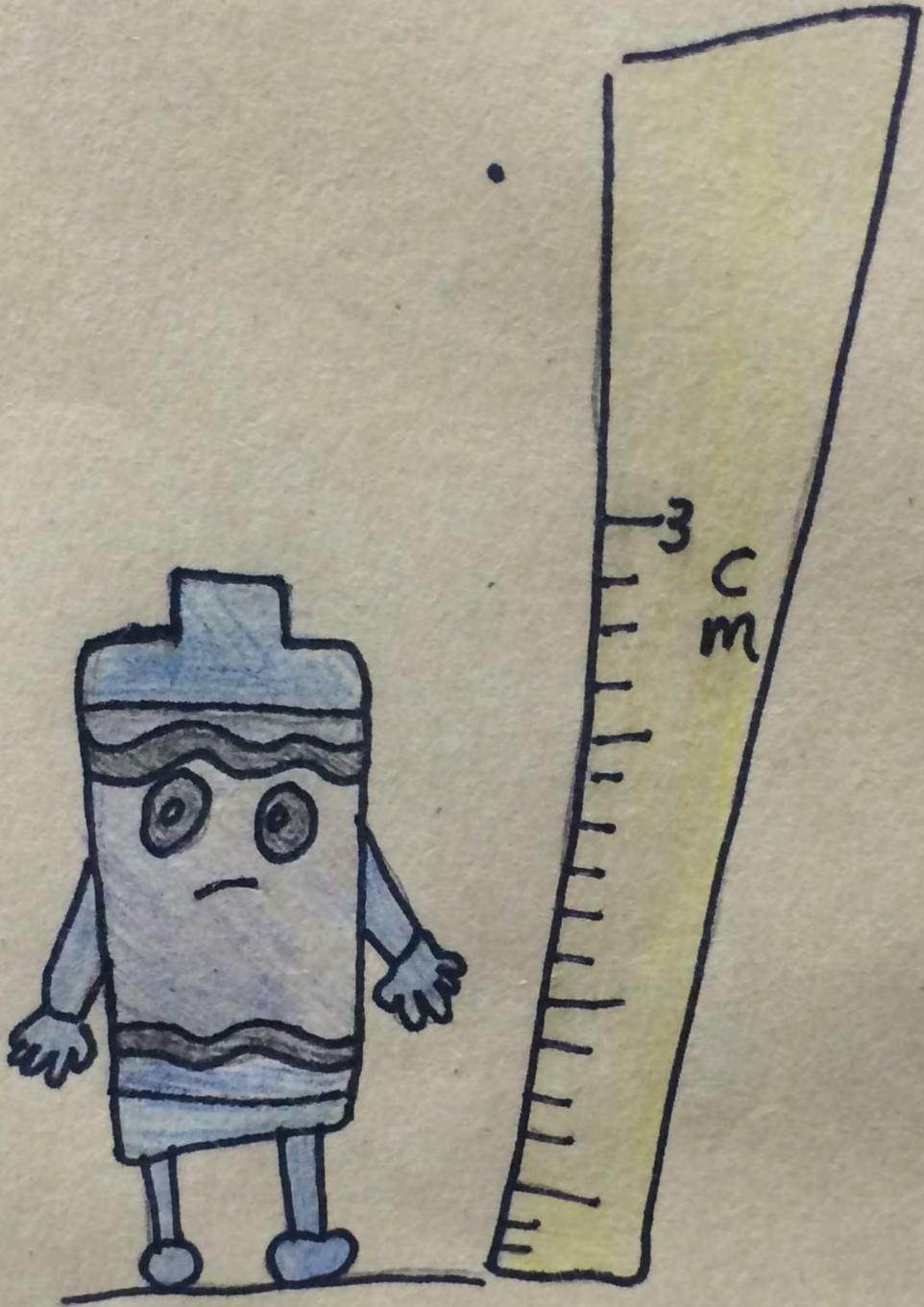


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# The Tired, Stubby



Blue Crayon