

Lesson Objective or Purpose: By the end of class, students will be able to identify and describe the main characters in “The Day the Crayons Quit” and express their understanding by creating crayon character crafts.

Date(s) 8/29/24

Target Audience/Grade Level: Kindergarten - 2nd Grade

TEKS: ELAR 1.6.B - Identify plot elements such as main events, problem, and resolution in a story

Differentiation Strategies:

- Provide templates for students who need more guidance in creating their crayon characters.
- Offer additional modeling for students who struggle with fine motor skills.
- Allow students to choose the crayon character they relate to the most.

Exit Ticket or Assessment:

Students share their crayon characters with the class and explain why they chose that particular crayon.

School day support:

- Reading: Students practice comprehension by identifying and describing characters.
- Writing: Students write descriptions and create crafts that require following written instructions.

Student Voice:

The lesson allows students to choose which crayon character they want to create, giving them ownership of their learning. They can express their individuality by adding unique details to their crayon crafts.

College/Career Readiness:

Discuss how creativity and self-expression are important skills in many careers, such as design, art, and writing. Emphasize that understanding and expressing emotions can help in all areas of life.

SEL: Introduce the concept of self-expression by discussing how each crayon in the story expresses its feelings. Relate this to how students can express their own feelings through art and creativity.

Lesson Steps + Time Approximations	INSTRUCTOR	SCHOLAR
Pre-lesson activity – what needs to happen before YOUR lesson	• Script your lesson • What strategies will you employ • Specify exactly <i>how</i> you will deliver the lesson • Time each step, add in how much time spent • What will YOU do during this time	• Students are the ones doing the thinking • Student actions during strategies • Appropriate academic struggle • Student VOICE is considered

Ex: Sign In Homework/snack/water and bathroom break (10 - 15 minutes)	about based on the title and illustrations. Discuss their predictions. •Voice level 2; students will be seated, sharing their ideas.	•They practice critical thinking as they discuss their predictions.
Intro to Lesson (5-10 minutes)	Briefly explain that the story is about crayons that are unhappy for different reasons and have decided to “quit.” Set the stage for the day’s activity by discussing how each crayon has its own personality and feelings.	Students listen actively and think about how objects like crayons might have feelings. They prepare to explore the story through creative activities.
New Vocabulary (3 – 5 minutes)	Words: Quit, Personality, Expression Activity: Students will create foldables where they write each word on the front, and inside, they write the definition and draw a picture representing the word.	Students engage with vocabulary by creating visual and contextual representations. They think critically about how to illustrate abstract concepts like personality and expression.
Student Activity/ Student Practice (30-45 minutes)	•Activity 1: Read Aloud: Read “The Day the Crayons Quit” aloud to the class. •Activity 2: Discussion: Engage students in a discussion about the different crayons, focusing on their personalities and feelings. •Activity 3: Crayon Characters Craft: •Students choose a crayon character to create using toilet paper rolls, construction paper, googly eyes, and other materials. •They wrap the roll in the color corresponding to the crayon character and add features that represent the character’s personality (e.g., angry Red, exhausted Blue). •Students can take their crayon characters home or display them in the classroom.	•Students listen and think critically about the characters in the story. •They express their understanding through creative crafting, personalizing their crayon characters based on the story. •Students practice fine motor skills and follow instructions while also using their creativity.
Exit Ticket/Assessment: how do you know what kids have learned (3-5 minutes)	Students share their crayon characters with the class and explain why they chose that particular crayon.	Students reflect on their choices and articulate their understanding of the story. They practice public speaking and self-expression.
Lesson Closing (3-5 minutes)	Recap the lesson by discussing how each crayon expressed its feelings and how students can express their feelings through art and creativity.	Students review what they’ve learned about expression and personality. They think about how they can apply this understanding in their own lives.
Classroom Closeout- What needs to happen before you LEAVE class Ex: clean up, backpacks, put chairs back etc.	Clean up, organize supplies, and prepare backpacks. Remind students to think about how they might express their own feelings through art during the week.	Students take responsibility for their workspace and materials. They prepare for the next day’s activities by thinking ahead about how they can express their own feelings.



Instructor: April Perez Class: Storyteller's Studio

(10 minutes)		
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Lesson Objective or Purpose: By the end of class, students will design and create their own crayon box cover, incorporating elements that represent their understanding of the characters from “The Day the Crayons Quit.”

Date(s) 8/30/24

Target Audience/Grade Level: Kindergarten - 2nd Grade

TEKS: Art 1.2.C - Develop and create imaginative artwork based on themes from stories

Differentiation Strategies:

- Provide pre-drawn templates for students who need more guidance in designing their crayon boxes.
- Offer additional modeling for students who struggle with spatial organization.
- Allow students to choose their favorite crayon character to feature on their box.

Exit Ticket or Assessment:

Students share their crayon box designs with the class and explain the choices they made in their design.

School day support:

- Art: Students engage in designing and creating visual art.
- Writing: Students write descriptions and slogans for their crayon boxes, supporting literacy skills.

Student Voice:

The lesson allows students to express their individuality through the design of their crayon boxes. They have the freedom to choose colors, slogans, and designs that reflect their personality and understanding of the story.

College/Career Readiness:

Discuss how design and branding are important in many careers, such as marketing, graphic design, and product development. Emphasize the importance of creativity in these fields.

SEL: Focus on self-expression by discussing how the crayon box design can represent the student's personality and feelings. Encourage students to think about how colors and designs can communicate emotions.

Lesson Steps + Time Approximations	INSTRUCTOR	SCHOLAR
Pre-lesson activity – what needs to happen before YOUR lesson	• Script your lesson • What strategies will you employ • Specify exactly <i>how</i> you will deliver the lesson • Time each step, add in how much time spent • What will YOU do during this time	• Students are the ones doing the thinking • Student actions during strategies • Appropriate academic struggle • Student VOICE is considered

Quiet Journaling – Students will spend 10 minutes journaling about their favorite crayon from the book and why they liked it. For younger students, this can be done through drawing instead of writing. Voice

Students reflect on their personal connections to the story. They engage in self-expression through writing or drawing.

Ex: Sign In Homework/snack/water and bathroom break (10 - 15 minutes)	level 1; students will be seated at their desks, quietly reflecting.	
Intro to Lesson (5-10 minutes)	Review the different crayon characters and discuss how they might look on a crayon box. Explain that today's activity will involve designing a crayon box that represents their favorite crayon.	Students listen actively and think about how to visually represent the characters. They prepare to apply their understanding in a creative project.
New Vocabulary (3 – 5 minutes)	Words: Design, Brand, Slogan Activity: Students will create vocabulary word posters where they write each word, draw a picture representing it, and use it in a sentence.	Students engage with new vocabulary by creating visual and contextual representations. They think critically about how to use these words in their designs.
Student Activity/ Student Practice (30-45 minutes)	- Activity 1: Crayon Box Cover Design: - Students create their own crayon box design using large sheets of paper or cardstock. - They draw an imaginary brand, slogan, and images for their crayon box. - Encourage students to include their favorite crayon character and make the design colorful and creative. - Once finished, they can cut out and fold the design into a box shape or leave it as a flat design. - Activity 2: Continue working on their crayon character from the previous day by adding details or accessories that reflect the crayon's personality.	- Students think creatively about how to represent their crayon characters on a crayon box. - They engage in designing and creating a tangible product that reflects their understanding of the story. - Students use critical thinking and problem-solving skills as they figure out how to create a 3D crayon box from their design.
Exit Ticket/Assessment: how do you know what kids have learned (3-5 minutes)	Students share their crayon box designs with the class and explain the choices they made in their design.	Students reflect on their design process and articulate their creative choices. They practice public speaking and presentation skills.
Lesson Closing (3-5 minutes)	Recap the lesson by discussing how design and branding can communicate personality and emotion, similar to how the crayons in the story express themselves.	Students review what they've learned about design and self-expression. They think about how they can apply this understanding in future projects.
Classroom Closeout- What needs to happen before you LEAVE class	Clean up, organize supplies, and prepare backpacks. Remind students to think about how they can continue to express their	Students take responsibility for their workspace and materials. They prepare for the next day's activities by reflecting

Ex: clean up, backpacks,
put chairs back etc.

(10 minutes)

personalities and ideas through art during
the week.

on how they can further express their
ideas creatively.

Lesson Objective or Purpose: By the end of class, students will create a crayon-themed collage that represents the emotions and stories of their assigned crayon from “The Day the Crayons Quit.”

Date(s) 9.2.24

Target Audience/Grade Level: Kindergarten - 2nd Grade

TEKS: Art 1.2.C - Develop and create imaginative artwork based on themes from stories

Differentiation Strategies:

- Provide a selection of pre-cut images for students who need additional support with cutting and arranging.
- Offer guidance for students who may struggle with organizing their collage or understanding the symbolism in their work.
- Allow students to work individually or in small groups based on their comfort level.

Exit Ticket or Assessment:

Students share their collages with the class and explain the choices they made in terms of color and imagery.

School day support:

- Art: Students practice creating visual art that represents abstract concepts like emotions and stories.
- Writing: Students write short descriptions or titles for their collages, supporting literacy skills.

Student Voice:

The lesson encourages students to express their understanding of the crayon’s feelings through art. They have the freedom to choose images, colors, and arrangements that best represent the emotions and stories of their assigned crayon. This choice empowers them to take ownership of their learning and express their creativity in a way that is meaningful to them.

College/Career Readiness:

Discuss how art can be used to communicate complex ideas and emotions, which is a skill valuable in careers like advertising, graphic design, and fine arts.

SEL:

Focus on emotional awareness by discussing how colors and images can represent feelings. Encourage students to think about how their assigned crayon might feel and how they can show that through their collage.

Lesson Steps	INSTRUCTOR	SCHOLAR
	• Script your lesson	

+ Time Approximations	• What strategies will you employ • Specify exactly <i>how</i> you will deliver the lesson • Time each step, add in how much time spent • What will YOU do during this time	• Students are the ones doing the thinking • Student actions during strategies • Appropriate academic struggle • Student VOICE is considered
Pre-lesson activity – what needs to happen before YOUR lesson Ex: Sign In Homework/snack/water and bathroom break (10 - 15 minutes)	Activity: Group Discussion – Begin with a brief discussion about how colors can represent different emotions. Ask students to think about a color and an emotion they associate with it. Voice level 2; students will be seated in a circle, sharing their thoughts.	Students engage in critical thinking about the connection between colors and emotions. They practice sharing their ideas and listening to others.
Intro to Lesson (5-10 minutes)	Introduce the collage activity by explaining that each student or group will be assigned a crayon color and will create a collage that represents that crayon's feelings and story from the book. Discuss how they can use different images, colors, and textures to represent emotions.	Students listen actively and begin thinking about how they can visually represent emotions through a collage. They prepare to apply these ideas in a creative project.
New Vocabulary (3 – 5 minutes)	Words: Collage, Emotion, Symbolism Activity: Vocabulary foldables where students write the word on the front, and inside, they define it and draw or glue an example that represents the word.	Students engage with vocabulary by creating visual and contextual representations. They think critically about how to illustrate abstract concepts like emotion and symbolism.
Student Activity/ Student Practice (30-45 minutes)	• Activity 1: Crayon Collage: • Assign each student or group a crayon color. • Students will cut out images, shapes, or swatches of that color from magazines, construction paper, and tissue paper. • They will then arrange and glue these elements onto a large sheet of paper to create a collage that represents the feelings or story of their assigned crayon. • Encourage students to think creatively about how to express the crayon's emotions through their choices of images and colors. • Activity 2: Writing Component: Students write a short	• Students engage in creative expression and critical thinking as they create their collages. • They practice fine motor skills, organization, and composition as they cut, arrange, and glue their materials. • Students use writing skills to articulate the meaning behind their artistic choices.

	description or title for their collage, explaining what it represents.	
Exit Ticket/Assessment: how do you know what kids have learned (3-5 minutes)	Students share their collages with the class and explain the choices they made in terms of color and imagery.	Students reflect on their creative process and articulate their understanding of the crayon's emotions. They practice public speaking and presentation skills.
Lesson Closing (3-5 minutes)	Recap the lesson by discussing how art can be used to express complex emotions and ideas. Encourage students to think about how they can use art in the future to express themselves.	Students review what they've learned about expressing emotions through art. They think about how they can apply these skills in their own creative projects.
Classroom Closeout- What needs to happen before you LEAVE class Ex: clean up, backpacks, put chairs back etc. (10 minutes)	Clean up, organize supplies, and prepare backpacks. Remind students to think about how they can use colors and art to express their own feelings throughout the week.	Students take responsibility for their workspace and materials. They prepare for the next day's activities by reflecting on how they can continue to use art for self-expression.

Lesson Objective or Purpose:

By the end of class, students will be able to write a creative letter from a crayon's perspective, expressing its feelings and complaints. They will also collaborate to create a large classroom mural that visually represents the crayon characters and their complaints.

Date(s) 9/3/24

Target Audience/Grade Level:

Kindergarten - 2nd Grade

TEKS:

ELAR 1.17.A - Plan a first draft by generating ideas for writing through class discussions

Differentiation Strategies:

- Provide sentence starters for students who need help with writing.
- Offer guidance on letter structure for younger students or those who struggle with writing organization.
- Allow students to work in pairs or small groups if they prefer collaborative work.

Exit Ticket or Assessment:

Students share their complaint letters with the class or a partner and explain the choices they made in their writing.

School day support:

- Writing: Students practice writing creatively and persuasively through the complaint letters.
- Art: Students collaborate on creating a large mural that represents the ideas and emotions from their letters.

Student Voice:

The lesson allows students to express themselves creatively through writing, choosing the crayon's perspective they wish to represent. They also have the opportunity to collaborate on a mural, contributing their individual ideas to a larger group project.

College/Career Readiness:

Discuss how writing and communication skills are important in careers such as journalism, public relations, and advocacy. Emphasize the importance of clearly expressing thoughts and feelings in written form.

SEL: Focus on empathy by discussing how understanding the crayons' complaints can help students relate to others' feelings and perspectives. Encourage students to think about how they express their own complaints or concerns in a constructive way.

Lesson Steps +	INSTRUCTOR	SCHOLAR
	• Script your lesson • What strategies will you employ	• Students are the ones doing the thinking

Time Approximations	- Specify exactly <i>how</i> you will deliver the lesson - Time each step, add in how much time spent - What will YOU do during this time	- Student actions during strategies - Appropriate academic struggle - Student VOICE is considered
Pre-lesson activity – what needs to happen before YOUR lesson Ex: Sign In Homework/snack/water and bathroom break (10 - 15 minutes)	Mood Meter – Have students identify how they are feeling today using a mood meter or emotion chart. This helps them connect to the idea of expressing feelings, just like the crayons do in the book. Voice level 1; students will be seated and quietly reflecting on their emotions.	Students reflect on their emotions and practice identifying how they feel. They prepare to express these feelings through creative writing.
Intro to Lesson (5-10 minutes)	Review the concept of a complaint letter and discuss how the crayons expressed their feelings in the book. Explain that today's activity will involve writing a letter from a crayon's perspective, explaining why it's unhappy.	Students listen actively and think about how they can use writing to express the crayon's perspective. They prepare to engage in creative writing.
New Vocabulary (3 – 5 minutes)	Words: Complaint, Persuade, Perspective Activity: Vocabulary word posters where students write each word, define it, and draw an example.	Students engage with new vocabulary by creating visual and contextual representations. They think critically about how to use these words in their letters.
Student Activity/ Student Practice (30-45 minutes)	- Activity 1: Crayon Complaint Letters: - Students choose a crayon character from the book or invent their own. - They write a complaint letter from the crayon's perspective, explaining why it's unhappy and what it would like to change. - Encourage students to be creative and humorous, as well as to illustrate their letters with drawings of the crayon in different situations (e.g., melted, worn out). - Once finished, students can fold their letters and place them in decorated envelopes. - Activity 2: Large Classroom Mural:	- Students engage in creative writing, practicing how to express emotions and complaints through a character's perspective. - They collaborate on a large art project, practicing teamwork and communication skills. - Students use problem-solving skills to decide how to visually represent their crayon's complaints in the mural.

	• Roll out butcher paper or tape together large sheets of paper. • Have students work together to create a mural that represents the crayon characters and their complaints. • They can draw their crayon characters, add speech bubbles with their complaints, and include images that represent the crayon's feelings.	
Exit Ticket/Assessment: how do you know what kids have learned (3-5 minutes)	Students share their complaint letters with the class or a partner and explain the choices they made in their writing.	Students reflect on their writing and articulate their creative decisions. They practice public speaking and listening skills.
Lesson Closing (3-5 minutes)	Recap the lesson by discussing how writing and art can be powerful tools for expressing emotions and ideas. Encourage students to think about how they can use these tools to express themselves in the future.	Students review what they've learned about creative expression through writing and art. They think about how they can apply these skills in other areas of their lives.
Classroom Closeout- What needs to happen before you LEAVE class Ex: clean up, backpacks, put chairs back etc. (10 minutes)	Clean up, organize supplies, and prepare backpacks. Remind students to think about how they can use writing and art to express their own feelings in a positive way.	Students take responsibility for their workspace and materials. They prepare for the next day's activities by reflecting on how they can use writing and art for self-expression.

Lesson Objective or Purpose: By the end of class, students will create a sculpture representing a crayon character and explore the concept of resist art by creating crayon resist artwork that expresses the hidden feelings or messages of a crayon.

Date(s) 9/4/24

Target Audience/Grade Level: Kindergarten - 2nd Grade

TEKS: Art 1.2.C - Develop and create imaginative artwork based on themes from stories

Differentiation Strategies:

- Provide modeling clay in various colors and offer additional guidance for students who need help with sculpting.
- Offer templates or step-by-step instructions for students who may struggle with the resist art technique.
- Allow students to work at their own pace, offering extensions for those who finish early.

Exit Ticket or Assessment:

School day support:

- Art: Students engage in creating sculptures and resist art, practicing their fine motor skills and creative thinking.
- Writing: Students write short descriptions of their sculptures and resist art pieces, supporting literacy and reflective thinking.

Student Voice:

The lesson allows students to express their understanding of the crayon characters through sculpture and resist art. They have the freedom to choose how they represent the crayon's hidden feelings or messages, giving them ownership of their learning and creative process.

College/Career Readiness:

Discuss how visual arts, including sculpture and resist art, are important in careers such as fine arts, therapy (art therapy), and design. Emphasize how art can be used to communicate ideas and emotions that are difficult to express in words.

SEL:

Focus on hidden emotions and how sometimes our feelings are not immediately visible to others, just like the hidden messages in the resist art. Encourage students to think about times when they've felt something that others couldn't see and how they can express those feelings creatively.

Lesson Steps + Time Approximations	INSTRUCTOR	SCHOLAR
	• Script your lesson • What strategies will you employ	• Students are the ones doing the thinking • Student actions during strategies

	• Specify exactly <i>how</i> you will deliver the lesson • Time each step, add in how much time spent • What will YOU do during this time	• Appropriate academic struggle • Student VOICE is considered
Pre-lesson activity – what needs to happen before YOUR lesson Ex: Sign In Homework/snack/water and bathroom break (10 - 15 minutes)	Reflective Drawing – Ask students to draw a picture of how they feel today. After they finish, discuss how sometimes our feelings are clear, but other times they might be hidden, just like the crayon messages they'll create today. Voice level 1; students will be seated quietly, focusing on their drawings.	Students reflect on their emotions and practice expressing these feelings through drawing. They prepare to explore the concept of hidden feelings in their art projects.
Intro to Lesson (5-10 minutes)	Introduce the concept of resist art and how it relates to the idea of hidden messages or feelings. Explain that students will also be creating crayon sculptures that represent the physical form of the crayon characters from the book.	Students listen actively and think about how to express hidden emotions or messages through art. They prepare to engage in both sculpting and resist art activities.
New Vocabulary (3 – 5 minutes)	Words: Sculpture, Resist, Hidden Activity: Create vocabulary cards where students write the word, define it, and draw a picture that represents its meaning.	Students engage with new vocabulary by creating visual representations and definitions. They think critically about how these concepts apply to their art projects.
Student Activity/ Student Practice (30-45 minutes)	• Activity 1: Crayon Sculptures: • Each student selects a crayon character to sculpt using modeling clay or Play-Doh. • Encourage students to focus on the color and expression of the crayon, adding details that reflect the character's personality. • Use toothpicks or small sticks for finer details like arms, facial expressions, or accessories. • Once completed, students can display their crayon sculptures on a "Crayon Parade" table in the classroom. • Activity 2: Crayon Resist Art: • Provide each student with a sheet of white paper and a white crayon.	• Students engage in hands-on creative expression through sculpting and resist art. • They think critically about how to represent a crayon's personality in sculpture and how to express hidden emotions or messages through resist art. • Students practice fine motor skills, problem-solving, and reflective thinking as they create and complete their art projects.

	• Ask students to draw a picture or write a message on the paper using the white crayon. • Once the drawing is complete, students paint over the entire sheet with watercolor paints, revealing the hidden drawings or messages. • Discuss how this technique relates to the idea of crayons expressing themselves in ways that might not be immediately visible.	
Exit Ticket/Assessment: how do you know what kids have learned (3-5 minutes)	Students share their sculptures and resist art with the class, explaining the choices they made and what their art represents.	Students reflect on their artistic process and articulate their understanding of hidden emotions or messages. They practice public speaking and presentation skills by sharing their work with peers.
Lesson Closing (3-5 minutes)	Recap the lesson by discussing how art can be used to express things that are difficult to say out loud. Encourage students to think about how they can use these techniques in the future to express their feelings and ideas.	Students review what they've learned about using art to express hidden emotions and ideas. They think about how they can continue to use these artistic techniques in their own creative projects.
Classroom Closeout- What needs to happen before you LEAVE class Ex: clean up, backpacks, put chairs back etc. (10 minutes)	Clean up, organize supplies, and prepare to take home their crayon sculptures and resist art. Congratulate the students on a week of creative expression and learning.	Students take responsibility for their workspace and materials. They prepare to take their work home, reflecting on the creative journey they've completed over the week.