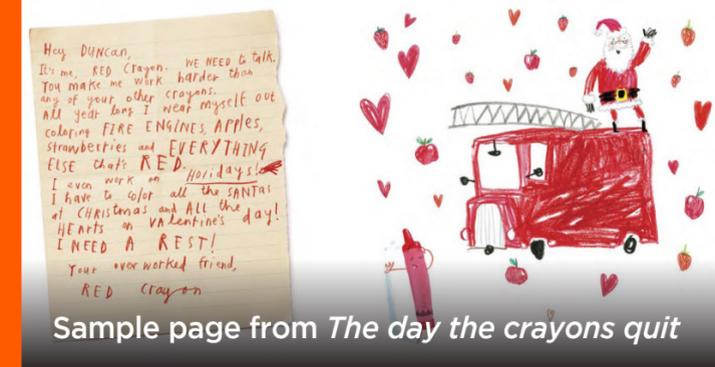




# The day the crayons quit

## Using quality literature springboard

English  
Stage 1  
Years 1-2

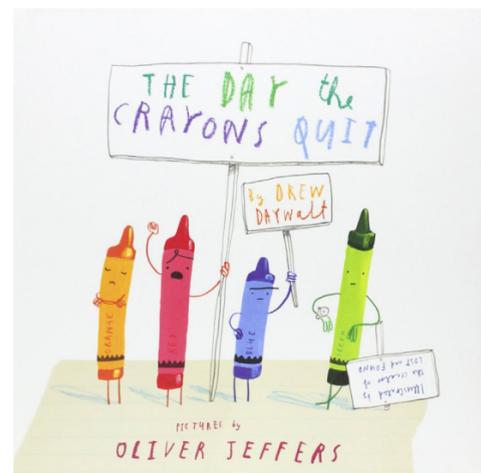


Sample page from *The day the crayons quit*

### Review:

#### *The day the crayons quit*

DAYWALT, Drew & JEFFERS, Oliver  
HarperCollins Children's Books, UK, 2016  
ISBN 9780008167820



**USER LEVEL:** Stage 1

**KLA:** English

**SYLLABUS:** English K-10

**SCIS 1754224** \$14.99

### What is it about?

*The Day the crayons quit* is an amusing picture book about a boy named Duncan who finds a stack of letters from his crayons. Each letter explains a colour's feelings about Duncan's use of them in his drawing and colouring. This text is a great way to introduce the concept of argument and writing from a character's point of view. As each crayon writes, they explain how they are used by Duncan, what problems result and how they feel. Each letter uses a similar structure but there are variations in the content as well as salutations, punctuation, and language which can all be used as discussion points and support further learning of codes and conventions. Each letter is accompanied by an image of the crayon which supports the meaning of the letter and further personifies the crayons. Ultimately, Duncan tries to make his crayons happy, with his artwork taking account of their wishes. Students will enjoy the letter format of this book that really brings the crayons and students' imaginations to life. K. Hodkinson

### Why is this important? Why does it matter?

The many letters written by the crayons help students explore the way to build an argument through statements of opinion, the use of examples, supplying possible solutions and using emotional language to impact the reader. Punctuation such as ellipsis and capitalisation of words help to express the crayons' feelings and add another level to the argument, as does their individual handwriting styles. The repetitive nature of the letters also helps students predict the storyline and supports their comprehension of the arguments. The codes and conventions of letter writing and persuasive techniques are easily explored through this book. As the letters are told from the crayons' point of view, their unique problems create empathy in the reader and Duncan. This could help students to understand that sometimes we do not realise that our choices impact others.

### Related texts:

- *The day the crayons came home* by Drew Daywalt & Oliver Jeffers

### Resources:

- [An educator's guide to The day the crayons quit](#), Penguin
- [KS1 book topic: The day the crayons quit](#)

Learning and teaching activities in this springboard are centred on outcomes and content from the [NSW English K-10 syllabus](#) and the [English Textual Concepts](#) resource.

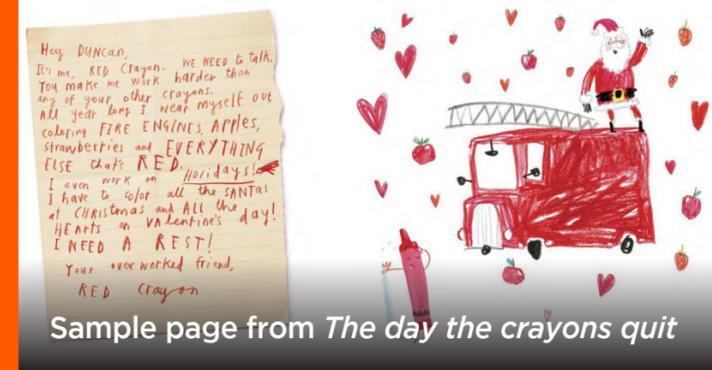
See next page for [teaching ideas](#).



# The day the crayons quit (continued)

Using quality literature springboard

English  
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## How do I use the text to teach the textual concepts of argument, point of view and code and convention?

### Close study of a page activity

After an initial reading of the picture book with students, choose a page to look at more closely. Highlight the features of the letter and parts of the argument and decide which of these features are repeated in the other letters and which are unique to this page. Look at the punctuation conventions used and how they add meaning. Compare the visual representation of the letter and see where it supports the written text and where it adds to the *argument*. (*Understanding and engaging critically*.)

EN1-4A

- understand patterns of repetition and contrast in simple texts (ACELA1448)
- understand how sentence punctuation is used to enhance meaning and fluency
- identify visual representations of characters' actions, reactions, speech and thought processes in narratives, and consider how these images add to or contradict or multiply the meaning of accompanying words (ACELA1469)

Opening salutation  
States his concern  
Gives examples  
Questions add emphasis and emotion and provide a solution  
Closing salutation

Image matches what black crayon wants  
Clothes and rainbow further support Black's requests  
Black crayon's body language looks like he is pleading and stressed

### Argument analysis activity

Discuss how Duncan's new picture is a representation of his reaction to the letters and how it adds different meaning to the words on the page which only talk about the teacher's rewards. A close analysis of Duncan's picture, along with a reading of each letter, enables students to see the deeper meaning of the page. Using the table provided, students can decide whether Duncan has listened to his crayons' concerns and evaluate whether the crayons' arguments were convincing and successful. Complete the first few rows together as a class to show students how to identify the arguments and look for them in the visual. Then students break into groups and have a colour assigned to them to analyse the remaining colours. After collating all the results, discuss with students why some crayons were successful and why others were not. Can you find any common features of the ones that were successful? And for those that were not? What do these results tell us about Duncan's character? e.g. *He really does love blue and couldn't help but to use it a lot. He is happy to draw things in unusual colours. He cares about his crayons' feelings. He is thoughtful.* (*Engaging critically*).



EN1-7B

- make inferences about character motives, actions, qualities and characteristics when responding to texts
- discuss the characters and settings of different texts and explore how language is used to present these features in different ways (ACELT1584, ACELT1591)

EN1-4A

Did Duncan solve the crayons' problems in his new picture?	Yes	No
Red Crayon		
Purple Crayon		
Beige Crayon		
Grey Crayon		
White Crayon		
Black Crayon		
Green Crayon		
Yellow Crayon		
Orange Crayon		
Blue Crayon		
Pink Crayon		
Peach Crayon		



# The day the crayons quit (continued)

## Using quality literature springboard

English  
Stage 1  
Years 1-2



Sample page from *The day the crayons quit*

- identify visual representations of characters' actions, reactions, speech and thought processes in narratives, and consider how these images add to or contradict or multiply the meaning of accompanying words (ACELA1469)

### Persuasive writing/letter activity

Look closely at the blue crayon's letter with students. Use it as a scaffold for students to write and illustrate their own letter from the point of view of their favourite colour crayon. Students can copy it closely, simply changing the key words such as the colour, the length of time they have been the favourite, the images they draw with the selected colour, and what the problem is and how they would like it solved. More able students can write their own letter using persuasive techniques to highlight a new purpose and audience. Point out the different handwriting throughout the book and what it conveys to the reader. Then ask students to consider the handwriting they use and how it can add further meaning to their crayon's argument. (Engaging personally, connecting and experimenting.)

EN1-1A

- use some persuasive language to express a point of view

EN1-2A

- create short imaginative, informative and persuasive texts using growing knowledge of text structures and language features for familiar and some less familiar audiences, selecting print and multimodal elements appropriate to the audience and purpose (ACELY1661, ACELY1671)
- plan, compose and review simple imaginative, informative and persuasive texts on familiar topics
- draw on personal experience and topic knowledge to express opinions in writing

EN1-3A

- understand that handwriting and presentation of work needs to reflect audience and purpose in order to communicate effectively.

