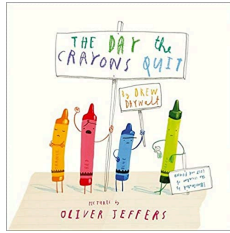


## The Day the Crayons Quit by Drew Daywelt



<https://youtu.be/ZttMDho5HMw>

Green tasks could be completed in school or at home

Purple tasks demonstrate IDL

Please note that these are **suggestions** and by no means prescriptive. Teachers are welcome to use and adapt plans and resources to suit their needs.

Suggested Blocks of Learning	Suggested In School Activities	Suggested At Home Activities	CfE Experiences and Outcomes
<p><b>HWB- We are special</b>  <a href="https://drive.google.com/drive/folders/1NAdUmONTAL9btkl8dGBweAnNOOCot3rh?usp=sharing">https://drive.google.com/drive/folders/1NAdUmONTAL9btkl8dGBweAnNOOCot3rh?usp=sharing</a></p>	<p>Class display- “We are like a box of crayons each one of us is unique-when we get together our classroom is complete”</p> <p style="color: green;">Draw your favourite crayon and write a sentence/word to tell them</p>	<p>Gather objects from around the house in one colour. Make a line of these to be the crayons body. Use forks for arms and legs and something round, balls, rolled up socks for eyes. Take a picture of your model crayon.</p> <p><a href="#">Resource sheet</a></p>	<p><i>I recognise that we have similarities and differences but are all unique.</i></p> <p><b>HWB 0-47a</b></p>

	why they are special/unique (adapt to class friend or themselves)	Draw a picture to someone special in your family, using your favourite colour crayon.	
<p><b>Literacy- Listening and Talking, Reading and Writing Tasks</b></p> <p><a href="https://drive.google.com/drive/folders/1A10RE9MMt14jKrjJXYJYAwoas_9_cnKD?usp=sharing">https://drive.google.com/drive/folders/1A10RE9MMt14jKrjJXYJYAwoas_9_cnKD?usp=sharing</a></p>	<p><b>Listening and Talking:</b> children can say why/why not they liked the story and contribute to discussions.</p> <p><b>Listening and Talking:</b> Tell the class what your favourite colour crayon is and why- circle time. What makes them special to you (adapt to family/friends)</p> <p><b>Reading:</b> Key Vocabulary/Key words- colours. Match the colour word to the colour.</p> <p><b>Writing:</b></p> <ol style="list-style-type: none"> <li>1. Write a simple letter to a crayon/from a crayon</li> <li>2. Draw a detailed black pen drawing of a magic crayon, write about a day in the life</li> </ol>	<p><b>L&amp;T:</b> Similar discussions at home whilst Reading the story- set questions for parents and carers could be sent home.</p> <p><b>L&amp;T:</b>Child could practice orally what they are going to say and standing in front “of an audience” with parents and carers</p> <p><b>Reading:</b> Listen and read the story at home with parents/carers.</p> <p><b>Writing:</b></p> <ol style="list-style-type: none"> <li>2. Could take photos of the magic crayon- a day at home photo diary.</li> </ol>	<p><i>I enjoy exploring and choosing stories and other texts to watch, read or listen to, and can share my likes and dislikes.</i></p> <p><b>LIT o-01b / LIT o-11b</b></p> <p><i>As I listen and talk in different situations, I am learning to take turns and am developing my awareness of when to talk and when to listen.</i></p> <p><b>LIT o-02a / ENG o-03a/ LIT o-09a</b></p> <p><i>I explore sounds, letters and words, discovering how they work together, and I can use what I learn to help me as I read and write.</i></p> <p><b>ENG o-12a / LIT o-13a / LIT o-21a</b></p> <p><i>I enjoy exploring events and characters in stories</i></p>

	of the magic crayon- what does it get up to?		and other texts and I use what I learn to invent my own, sharing these with others in imaginative ways. <b>LIT o-09b / LIT o-31a</b>
<b>Maths- Patterns</b>  <a href="https://drive.google.com/drive/folders/1-4klwOc-pzaM4FmnmWJuDYOiXR2DRSM?usp=sharing">https://drive.google.com/drive/folders/1-4klwOc-pzaM4FmnmWJuDYOiXR2DRSM?usp=sharing</a>	Teacher to introduce copying/continuing a simple pattern using colour/number/object.  Create a simple pictograph with the classes favourite colour.	Create colour patterns with objects/loose parts  Pattern scavenger hunt  Loose parts to create simple colour bar graphs	<i>I have spotted and explored patterns in my own and the wider environment and can copy and continue these and create my own patterns.</i> <b>MTH o-13a</b>  <i>I can collect objects and ask questions to gather information, organising and displaying my findings in different ways.</i> <b>MNU o-20a</b>  <i>I can match objects, and sort using my own and others' criteria, sharing my ideas with others.</i> <b>MNU o-20b</b>
<b>Maths- Measurement IDL</b>	Teacher to introduce measuring crayons with using another item, lego blocks, wooden cm cubes.	Sheet to support this activity at home. <a href="#">Resource sheet</a>	<i>I have experimented with everyday items as units of measure to investigate and compare</i>

<p>Cross Curricular links:  <b>Maths, Technologies, Science</b></p> <p><a href="https://drive.google.com/drive/folders/1-10WPaJWQhAFqTDCrWcDFWlrP7MQug0R?usp=sharing">https://drive.google.com/drive/folders/1-10WPaJWQhAFqTDCrWcDFWlrP7MQug0R?usp=sharing</a></p>	<p>Pupils measure various crayons in terms of the standard item chosen i.e. blue is 2 lego blocks, red is 6 lego blocks.</p> <p>To create classroom chart of relative size of objects. Teacher to cut lengths of string or wool the length of parts of animals in the book ie elephant's foot, mammoth's tusk, penguin height. Pupils shown how to measure with these by putting one end at the start of an object then seeing if the end of the string is at the end of the object.</p> <p>Pupils shown examples of how to record what they find. Drawings of the objects they measure with a tick if they are the same size and a cross if not. Or digitally photos with ticks or crosses on.</p> <p>After home task teacher to discuss with pupils based on the objects found to be the same size and the</p>	<p>Pupils to take one string home and find objects the same size as their string.</p> <p>Pupils to measure objects in their house and record what they measure and if they are the same size-tick or not-cross. Pupils create a picture of objects the same size as their string. <a href="#">Resource</a></p>	<p><i>sizes and amounts in my environment, sharing my findings with others.</i></p> <p><b>MNU 0-11a</b></p> <p><i>I explore a variety of products covering a range of engineering disciplines.</i></p> <p><b>TCH 0-12a</b></p> <p><i>Through creative play, I explore different materials and can share my reasoning for selecting materials for different purposes.</i></p> <p><b>SCN 0-15a</b></p>
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	<p>lengths of string issued, which objects are biggest and smallest to create a scale from small to big of objects on the classroom wall.<a href="#">Resource</a></p>		
<p><b>Day and Night- IDL</b> Cross Curricular Links: <b>Literacy, Science, Art (Expressive Arts)</b> <a href="https://drive.google.com/drive/folders/1-YH8o9jw5ebPxE32I3Q8yFMXndahE5bK?usp=sharing">https://drive.google.com/drive/folders/1-YH8o9jw5ebPxE32I3Q8yFMXndahE5bK?usp=sharing</a></p>	<p>What is the colour of the sun? Teacher to show video of the sun close up so pupils can observe its colours.</p> <p><a href="#">The Sun   Educational Video for Kids.</a></p> <p>S is for Sun sheet to colour in the sun.<a href="#">Worksheet</a></p> <p>What is the difference between day and night? Teacher to use balloon and a torch to demonstrate why its light during the day and dark at night.</p> <p><a href="#">How Is “Day And Night” Made? ☀️</a> <a href="#">   Maddie’s Do You Know? 🧑</a> Day and night <a href="#">worksheets.</a></p>	<p>Day and night sorting task. <a href="#">Resource</a></p> <p>Shadows drawing: put a toy on a white piece of paper outside. Draw round its shadow every hour throughout the day. To show how the sun moves through the sky.</p>	<p><i>I have experienced the wonder of looking at the vastness of the sky, and can recognise the sun, moon and stars and link them to daily patterns of life.</i> <b>SCN o-06a</b></p> <p><i>As I play and learn, I enjoy exploring interesting materials for writing and different ways of recording my experiences and feelings, ideas and information.</i> <b>LIT o-21b</b></p> <p><i>I have the freedom to discover and choose ways to create images and objects using a variety of materials.</i> <b>EXA o-02a</b></p>

	Teacher to explain drawing shadows experiment and discuss with pupils their predictions.		<p><i>I can create a range of visual information through observing and recording from my experiences across the curriculum.</i></p> <p><b>EXA o-04a</b></p>
<p><b>IDL- Wheat</b></p> <p>Cross Curricular Links: <b>Science</b>, <b>Technologies</b>, <b>HWB</b>, <b>Literacy</b></p> <p><a href="https://drive.google.com/drive/folders/1-ZUvdcf7Kv3kqRy0LSbco0_k19yQ1DJL?usp=sharing">https://drive.google.com/drive/folders/1-ZUvdcf7Kv3kqRy0LSbco0_k19yQ1DJL?usp=sharing</a></p>	<p>What is wheat? Teacher to discuss with pupils what is wheat. Do they know what it is, where it comes from, what its used for? Discussion on allergies.</p> <p>Teacher to discuss wheat experiment for home, H and S.</p> <p>Teacher to discuss recipes and writing task.</p> <p><a href="#">Teacher info and worksheets</a></p>	<p>Exploration of the evolution of technology. Give pupils some wheat (maize as an alternative for allergy purposes) Pupils to take it home and find the best way to make it into flour.</p> <p>Suggestions are hit it with a stone, stand on it, pestle and mortar, food processor?</p> <p>Give pupils a few recipes to bake something using flour.</p> <p>Pupils to write about flour/wheat. <a href="#">Teacher info and worksheets</a></p>	<p><i>Through creative play, I explore different materials and can share my reasoning for selecting materials for different purposes.</i></p> <p><b>SCN o-15a</b></p> <p><i>I enjoy exploring and working with foods in different contexts</i></p> <p><b>TCH o-04a</b></p> <p><i>I am learning to assess and manage risk, to protect myself and others, and to reduce the potential for harm when possible</i></p> <p><b>HWB o-16a</b></p> <p><i>As I play and learn, I enjoy exploring interesting materials for writing and different ways of recording my</i></p>

			<p><i>experiences and feelings, ideas and information.</i></p> <p><b>LIT o-21b</b></p>
<p><b>Health and Wellbeing- Gender Balance- Pink and Blue.</b></p> <p><a href="https://drive.google.com/drive/folders/1-Y5C_Rm9Jq8XiU2OhKbZQPdRbtZykDA?usp=sharing">https://drive.google.com/drive/folders/1-Y5C_Rm9Jq8XiU2OhKbZQPdRbtZykDA?usp=sharing</a></p>	<p>Is Pink for girls and Blue is for boys? Asking why they think it is a girls colour/ boys colour, ask what makes them girls colours or boys colours.</p> <p>Follow on from this by using an assortment of different coloured objects (crayons/counters etc.). Ask children whether they would be for a boy or for a girl. This could be followed by asking 'why is this for a girl? Why is this only for a boy?' Etc.</p> <p>Most of these discussions should conclude with children considering colours as just colours and not being attached to the 'girl' or 'boy' label. In addition that we are all unique and we can be who we want to be and there will always be similarities and differences and that that is ok.</p>	<p>Ask children to find 5 pink things around the house. Do this with different colours (red, blue, purple etc.) and ask them to reflect on who those objects are for (boys or girls) and why they think that.</p> <p>Ask 'what does the colour pink mean to you?' and explore their response with more 'why' questions</p> <p>Reflect on shades of colours – e.g. light pink has close associations with baby girls but what about a dark maroon pink?</p> <p>Also in the late 1800's early 1900's blue used to be a 'girls' colour and pink a 'boys' colour (<a href="#">see this article</a> for more info)</p>	<p><i>I recognise that each individual has a unique blend of abilities and needs. I contribute to making my school community one which values individuals equally and is a welcoming place for all.</i></p> <p><b>HWB o-10a</b></p>

<p><b>Become a Designer and Problem Solver-IDL</b></p> <p>Cross Curricular Links: <b>Technology</b>, <b>Literacy</b>, <b>Maths</b>, Social Studies, <b>Art (Expressive Arts)</b></p> <p><a href="https://drive.google.com/drive/folders/1-Y5C_Rm9Jq8XiU2OhKbZQPdRbtZykDA?usp=sharing">https://drive.google.com/drive/folders/1-Y5C_Rm9Jq8XiU2OhKbZQPdRbtZykDA?usp=sharing</a></p>	<p>Discuss with class why each is unhappy. Discuss with class why blue is shorter now.</p> <ol style="list-style-type: none"> <li>1. How can we help blue and peach?</li> <li>2. Why does blue not like being shorter?</li> </ol> <p>Discuss jobs where people make new things/engineering/design.</p>	<ol style="list-style-type: none"> <li>1. Design some clothes for peach crayon. Issue pupils with outlines for various items of clothing ie jumper, t shirt, trousers, skirt, shorts, shoes, hat. Pupils design these clothes for peach crayon. Write about why you designed this outfit.</li> <li>2. How can we help blue crayon? Draw a design for a product to help blue crayon. Make a prototype/model of your product. Write about why you designed this for blue</li> </ol>	<p><i>I explore ways to design and construct models.</i> <b>TCH 0-09a</b></p> <p><i>I explore everyday materials in the creation of pictures/models/concepts</i> <b>TCH 0-10a</b></p> <p><i>I explore and discover different ways of representing ideas in imaginative ways.</i> <b>TCH 0-11a</b></p> <p><i>I explore a variety of products covering a range of engineering disciplines.</i> <b>TCH 0-12a</b></p> <p><i>By exploring my local community, I have discovered the different roles people play and how they can help.</i> <b>SOC 0-16a</b></p> <p><i>Working on my own and with others, I use my</i></p>
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			<p><i>curiosity and imagination to solve design problems.</i>  <b>EXA o-06a</b></p> <p><i>I have experimented with everyday items as units of measure to investigate and compare sizes and amounts in my environment, sharing my findings with others.</i>  <b>MNU o-11a</b></p> <p><i>As I play and learn, I enjoy exploring interesting materials for writing and different ways of recording my experiences and feelings, ideas and information.</i>  <b>LIT o-21b</b></p>
<p><b>French</b></p> <p><a href="https://drive.google.com/drive/folders/1-4r0LIFrui0wo95USrldb_VtPcFxVYQu?usp=sharing">https://drive.google.com/drive/folders/1-4r0LIFrui0wo95USrldb_VtPcFxVYQu?usp=sharing</a></p>	<p>Introduce, orally, the colours of the crayons in french.</p>	<p>French Rainbow- colour in to match the French colour words- colour crayons with matching french word could be sent home to support.</p>	<p>No Early E/O that matches- but ML should permeate through from Nursery-P7.</p>

<p><b>SCIENCE</b> Changing States of crayons</p> <p><a href="https://drive.google.com/drive/folders/1-HjSscD8A28mEkHt9Ks83dacGRg8JQJ?usp=sharing">https://drive.google.com/drive/folders/1-HjSscD8A28mEkHt9Ks83dacGRg8JQJ?usp=sharing</a></p>	<p>Changing State- what happens when we heat crayons? What happens to the colours? Write predictions- carry out experiment at home, record findings- discuss as a plenary back in the classroom to ensure understanding and key vocab is used correctly in explanations.</p>	<p>Home experiment- using little bits of crayons, melt together using an oven and see what happens. Record/Match the change of state to the process of making new crayons.</p>	<p><i>By investigating how a liquid can change from one form to another, I can relate my findings to everyday experiences.</i></p> <p><b>SCN 0-05a</b></p> <p><i>As I play and learn, I enjoy exploring interesting materials for writing and different ways of recording my experiences and feelings, ideas and information.</i></p> <p><b>LIT 0-21b</b></p>
<p><b>Area Investigations-</b> <i>If children can work individually on tasks around the classroom- some examples that tie in with the work carried out above.</i></p>	<p><b>Blocks-</b> Create a structure using only the one colour of lego block</p> <p><b>Arts and Crafts-</b></p> <ol style="list-style-type: none"> <li>1. Use only one colour of crayon to create a detailed picture- what difference does this make to your picture?</li> <li>2. Mixing paint colours free play. Mixing colour of playdough free investigation.</li> </ol> <p><b>Lightbox-</b> Colour mixing with different materials.</p>		

	<p><b>Library-</b> Stick Crayon puppets to retell the story (in literacy links folder)</p> <p><b>Maths area/table-</b> Loose parts to create repeating patterns Measuring equipment, paper to record and draw, tablet/ipad to record through photos or videos.</p> <p><b>Literacy area/table-</b> Materials to write letters/envelopes/stamps</p>	
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