

Text: The Day the Crayons Quit

Look at the activities and choose the one that is best for you.



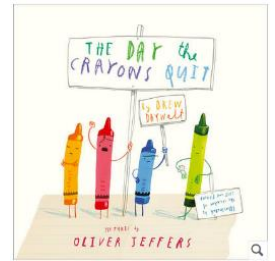
Red hot is for people who want extra challenge.



Spicy is suitable for most.



Mild is good for children who need to build confidence, or have no one to help.



(Day 4)

Reading Skill: Inference continued..

Blue Crayon's letter:



Dear DUNCAN,

It has been great being your FAVOURITE colour this PAST Year. And the Year before. And the YEAR before THAT! I have really enjoyed all those OCEANS, LAKES, Rivers, raindrops, rain CLOUDS and CLEAR skies. But the BAD NEWS is that I am so short and stubby, I can't even see over the railing in the CRAYON BOX anymore!

I need a BREAK!

Your very stubby friend,

Blue Crayon



Red Hot

Task

1. Look back at your inferences from yesterday. Were you correct in your thinking? Did anything surprise or shock you? Write a couple of sentences about how the inferences you made compare to the truth about how Blue Crayon is really feeling.
2. Now read your letter and compare it to the letter Blue Crayon wrote. What were the similarities and differences between your letter and Blue's?
3. Is Duncan being mean to Blue Crayon because he is using him all of the time or does Duncan enjoy using him the most and has not realised Blue might need a break? Explain your thinking.
4. How do you think Blue Crayon feels towards Duncan? Is he angry/ frustrated/ upset? Why? Use evidence from the letter to explain your reasons.
5. How do you think Blue feels about not being able to see over the crayon box anymore? Use because to explain your thinking.



Spicy

Task

1. Look at your illustration and the words you used as labels to describe Blue Crayon. After reading Blue's letter, do you think there are more words you could add to your list to describe Blue?
2. Look at your inferences about Blue Crayon. After reading Blue's letter, do you still agree with the inferences you made or do you think differently about Blue now? Write a sentence to describe how similar/ different your inferences were compared to the truth about Blue.
3. Do you think Blue Crayon likes or dislike the fact Duncan is using him so much? Explain your answer by using evidence from the text.
4. Is Duncan being mean to Blue Crayon by using him so much or not? Explain your thinking.



Mild

READ.LOOK.THINK.



Task:

1. Look at the picture you drew of Blue Crayon and the words you used to describe him. After reading his letter, can you add any more words to label Blue?
2. Re-write the sentences below and fill in the gaps with your own words:

Blue Crayon is feeling _____ because Duncan is _____.
Duncan needs to _____ so Blue Crayon can _____.
3. Do you think Blue Crayon likes Duncan or not?