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| About this Resource:  *This text set centers around the topic of a high-quality read aloud anchor text, in order to build students’ knowledge and vocabulary. Anchor texts are a part of Student Achievement Partners’ Read Aloud Project and full lesson plans are hyperlinked. Each Related Text is a suggested lightweight resource that connects to the topic of the read aloud and builds student knowledge and vocabulary. Also included are high-interest, topically related Optional Supporting Resources and Writing/Culminating Tasks in varied genres. Suggested resources are free or almost free (requiring a teacher license or sign on) and can be used as read aloud texts or for small group or independent reading depending on their complexity. All are intended to be optional resources for the classroom and teachers are encouraged to modify, adapt, or supplement these text sets with related resources. Text Sets are intended to support approximately two weeks of instruction. For additional suggestions for use, read this blog post:* [*https://achievethecore.org/aligned/reading-to-learn/*](https://achievethecore.org/aligned/reading-to-learn/)*.* |

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| **Key Content (Synopsis of two weeks)** | |
| Read Aloud:  The Day the Crayons Quit  <http://achievethecore.org/page/3037/the-day-the-crayons-quit> | **Synopsis of Text:**  Duncan is an artist who likes to draw and color, and his crayons have issues with the way they are used. Purple isn’t happy with being colored outside of the lines. Gray is unhappy that he only colors big animals. They decide to quit. Each crayon writes a letter stating his complains and suggestions for solutions. Duncan responds with a piece of artwork that reflects their requests. |
| Related Text 1:  Colorful Crayons: Inside a Crayon Factory  <https://www.readworks.org/article/Colorful-Crayons-Inside-a-Crayon-Factory/ef6e0c6d-d9ef-44df-8ce2-6ff3882aea73#!articleTab:content/> | **Synopsis, highlighting related learning:**  This article is supported by audio, and explains six steps in the creation of crayons. Students will gain knowledge on how crayons are made in the factory. It also includes five fun facts about crayons and the use of crayons that students will find interesting. |
| Related Text 2:  How is it Made? Crayons  <https://www.getepic.com/app/read/42401> | **Synopsis, highlighting related learning:**  This book reinforces the information learned in the previous article, and takes each step of crayon creation further. It provides photos to support the text, text boxes that provide additional facts, as well as directions for crayon making and a glossary to define terms at the end. This will build students’ knowledge on how crayons are made.  *Teacher’s note: This website requires setting up a free educator account using a school email address. To sign up, visit* [*www.getepic.com/educators*](https://www.getepic.com/educators)*.* |
| Related Text 3:  How Many Crazy Crayon Colors Can You Color With?  <https://www.wonderopolis.org/wonder/how-many-crazy-crayon-colors-can-you-color-with> | **Synopsis, highlighting related learning:**  This webpage explains the history of crayons. It includes information about where they originated, how they got their name, and how colors have been inspired through the years. |

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| **Optional Supporting Resources** | |
| How People Make Crayons  <https://ny.pbslearningmedia.org/resource/959d7d86-78fa-44e1-91a1-dcfa163ce7a0/how-people-make-crayons/#.WXYWR-mQw2y> | **Description/rationale for inclusion:**  This video shows the process of making crayons, from the beginning through the packaging. It also includes video of the different machines used. |
| Crayola Kids’ Playzone  <http://www.crayola.com/kids-playzone.aspx> | **Description/rationale for inclusion:**  This website offers many different games students can choose from to play with color. Students can create things to print to color, or play games to see different colors on the screen. |
| **Writing/Culminating Tasks** | |
| Text Type 1: Informative Letter | **Description of task:**  Pretend that you work at a crayon manufacturer! You received a letter that reads, “Dear Crayon Maker, I have always wondered, how do crayons get made? Sincerely, Adrian.” Use all that you know to write back to Adrian.  In your letter, be sure to:   * Name your topic * Use some of the facts you have learned * Include closure |
| Text Type 2: Narrative | **Description of task:**  Think about what you have learned about how crayons are made, and how different colors are created. Think of your own special crayon, and write a story about this special crayon’s creation. In your story, name your crayon’s color, and use the information you have learned to tell the events in order of its creation at the factory including how its color was made. Be sure to include a conclusion for your story. |
| Task Type 3: Project – Make Your Own Crayons | **Description of task:**  Show students how to recycle broken or crayon bits by creating your own crayons. This is a great way for students to see first-hand the melting of wax and the mixing of colors. Once completed, have students write about the process of making their new crayon(s). You may find the following resources useful:   * <https://www.youtube.com/watch?v=0FZpT56bbfY> * <http://www.hgtv.com/design/make-and-celebrate/handmade/kids-craft-how-to-make-recycled-crayons> |
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