

COMPREHENSION STRATEGY LESSON PLANS AND PRACTICE PAGES

The following preview shows all of the comprehension strategy resources for **Creepy Crayon!** by Aaron Reynolds

Author's Purpose Lesson Plan

Identifying the Author's Purpose

Creepy Crayon!
By: Aaron Reynolds
Grade Level: 3 / Guided Reading Level: N

1 Get Ready To Read

- Learn about the book
- Get your brain ready to read
- Understand the meaning of important words found in the book

2 Learn About Comprehension Strategies

- Think about the text you read
- Know what to do when you get confused

Summary

Jasper Rabbit is flunking school and needs some help. When he finds a strange purple crayon on the street, he thinks he might have found the answer to his problems. At first, the crayon helps him get perfect grades and feel proud of his work. But soon, Jasper realizes that the creepy crayon is taking over—and his success doesn't feel right anymore. No matter how many times he tries to get rid of it, the crayon keeps coming back! In the end, Jasper must find the courage to face his fear, stand up to the creepy crayon, and take pride in doing his own work.

Link to What You Know

- Tell about a time when you worked really hard on a school project or studied a lot for a test. How did your hard work make you feel?
- Think of a time when you feel nervous about something in school. Tell about it.

Important Words to Know and Understand

Penmanship – How good or neat someone's handwriting is
Relieved – Feeling happy and calm again after being worried or scared

Why Readers Identify the Author's Purpose While Reading

Readers identify the author's purpose to understand why an author wrote the book. Authors write books because they want to persuade, inform, or entertain their reader.

When you read fiction (stories that are not real), the author usually includes a message or lesson that they want their readers to think about. When the author does this, they are trying to **persuade** you.

On the other hand, when you read nonfiction (books about real people, places, things, or events), the author answers questions about a specific topic. When the author does this, they are trying to **inform** you.

An author may try to entertain you by being funny, mysterious, or serious. Authors of both fiction and nonfiction can write to **entertain** you.

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Guided Reading Level

Activate Prior Knowledge

Page by Page Guide and Strategy Questions

Turn, Talk, and Reflect

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3 Identify the Author's Purpose While Reading

- Think about what the author is trying to tell you or make you think about
- Did the author write this book to persuade, inform, or entertain?

Time to Read

Stop on the following pages. Think about the questions for each page. Then talk with a reading partner or write your thoughts down in your notebook.

Page 6 – The illustrator uses mostly gray tones in this story. On this page, how does the gray help you to better understand how Jasper feels about school? What is the one color that stands out on this page? Why do you think the illustrator included it in this illustration?

Pages 15 and 16 – Jasper is finishing up his poster, and the crayon rolls toward him. Why does the crayon do this? What does Jasper do? Why do you think the author wrote this part of the story?

Pages 23 and 24 – Jasper finally gets all A-pluses, but he feels that it is "terrible." Why do you think he feels this way? What message is the author trying to share of this part of the story?

Pages 27 and 28 – Look at the text and illustrations on these pages. How does the author use humor to tell this part of the story? How does answering this question help you as a reader?

Pages 39 and 40 – Elliot Pelican finds the creepy crayon. Why do you think the author chose to end the story this way? What lesson can you learn from Jasper Rabbit that you might share with Elliot Pelican?

4 Notice the Work You Did While Reading

- Think
- Talk
- Reflect
- Write

Time to Reflect

Think – Aaron Reynolds is the author of **Creepy Crayon!**. What was his purpose for writing this book? Did he write the book to persuade, inform, or entertain you? How do you know?

Talk – Tell your reading partner what this book made you think about. What message did the author share with you? Turn to ask your partner to share their thoughts about the book, too.

Reflect – Think about what you learned while reading **Creepy Crayon!**. Think about the things you and your reading partner discussed. How does identifying the author's purpose help you be a better reader?

Write – Glue your Strategy Slip into your reader's notebook. Write about the work you did while reading **Creepy Crayon!**. (Remember to include examples from the book!)

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Making Inferences

Creepy Crayon!
By: Aaron Reynolds
Grade Level: 3 / Guided Reading Level: N

1 Get Ready To Read

- Learn about the book
- Get your brain ready to read
- Understand the meaning of important words found in the book

2 Learn About Comprehension Strategies

- Think about the text you read
- Know what to do when you get confused

3 Make Inferences While Reading

- Look for clues that tell you how a character might be feeling or what they might be thinking
- Study the pictures. What do you notice about the characters, setting, and events?

4 Notice the Work You Did While Reading

- Think
- Talk
- Reflect
- Write

Summary

Jasper Rabbit is flunking school and needs some help. When he finds a strange purple crayon on the street, he thinks he might have found the answer to his problems. At first, the crayon helps him get perfect grades and feel proud of his work. But soon, Jasper realizes that the creepy crayon is taking over—and his success doesn't feel right anymore. No matter how many times he tries to get rid of it, the crayon keeps coming back! In the end, Jasper must find the courage to face his fear, stand up to the creepy crayon, and take pride in doing his own work.

Time to Read

Stop on the following pages. Think about the questions for each page. Then talk with a reading partner or write your thoughts down in your notebook.

Pages 3 and 4 – Think about how the words are written on these pages. How do they help you infer that the crayon might be creepy? Explain your thinking.

Pages 11 and 12 – Use the text and illustrations to make an inference about the crayon. Is the crayon good for Jasper or not? Why do you think so?

Pages 17 and 18 – Use the text and illustrations to make an inference about Jasper. How is he feeling about the crayon? How does answering this question help you to better understand Jasper's character?

Pages 23 and 24 – Make an inference about Jasper. Why do you think he feels terrible after getting all A-pluses? How does answering this question help you to better understand Jasper's character?

Pages 35 to 37 – Jasper spelled "COURAGE" correctly, and the creepy crayon doesn't come back to him this time. Based on what you have read, make an inference about why the crayon did not return. What lesson can you learn from this story?

Time to Reflect

Think – What types of inferences did you make while reading **Creepy Crayon!**? Did you make inferences to understand new words? Did you infer to understand how a character thinks or feels? What did you already know about people, places, or events that helped you make inferences?

Talk – Tell your reading partner about the best inference you made while reading this book. Explain why your inference was so helpful to you as a reader. Remember to ask your partner to share their thoughts about the book, too.

Reflect – Think about the extra information you learned while making inferences in **Creepy Crayon!**. What was easy about making inferences? What was difficult? How does making inferences help you to be a better reader?

Write – Glue your Strategy Slip into your reader's notebook. Write about the work you did while reading **Creepy Crayon!**. (Remember to include examples from the book!)

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Synthesizing

Creepy Crayon!
By: Aaron Reynolds
Grade Level: 3 / Guided Reading Level: N

1 Get Ready To Read

- Learn about the book
- Get your brain ready to read
- Understand the meaning of important words found in the book

2 Learn About Comprehension Strategies

- Think about the text you read
- Know what to do when you get confused

3 Synthesize While Reading

- Look for places where your opinion of a character changes
- Notice when you learn something new about a setting, a problem, or a topic
- Think about how your understanding of the text changes

4 Notice the Work You Did While Reading

- Think
- Talk
- Reflect
- Write

Summary

Jasper Rabbit is flunking school and needs some help. When he finds a strange purple crayon on the street, he thinks he might have found the answer to his problems. At first, the crayon helps him get perfect grades and feel proud of his work. But soon, Jasper realizes that the creepy crayon is taking over—and his success doesn't feel right anymore. No matter how many times he tries to get rid of it, the crayon keeps coming back! In the end, Jasper must find the courage to face his fear, stand up to the creepy crayon, and take pride in doing his own work.

Time to Read

Stop on the following pages. Think about the questions for each page. Then talk with a reading partner or write your thoughts down in your notebook.

Pages 7 to 10 – Jasper Rabbit finds the creepy crayon in his pencil box. What happens to Jasper when he picks up the crayon? How does he change?

Page 14 – Jasper finds a message written on his backpack. How does this message make him feel? Are his feelings toward the crayon changing? Why or why not?

Pages 19 and 20 – The crayon was helping Jasper do well in school, but he feels it is a bummer. Why do you think Jasper does that? How does answering this question help you to better understand Jasper's character?

Pages 31 to 33 – Jasper chooses to flunk the crayon down the toilet. What does he choose to do next? Would he have made this choice at the beginning of the story? Why or why not?

Pages 35 to 36 – Jasper does not get all A's, but he gets a C. How does he feel about that? Why do you think he feels this way? How does answering this question help you to understand the message of the story?

Time to Reflect

Think – How did your thinking change while you read **Creepy Crayon!**? What information helped you to gain a better understanding of the characters or the problem in the book?

Talk – Tell your reading partner about a place where your thinking changed. Explain why your thinking changed.

Reflect – Think about this synthesizing work you did while reading **Creepy Crayon!**. How does paying attention to the way your thinking changes across a text help you to be a better reader? Which reading comprehension strategies were most helpful to you as you read today?

Write – Glue your Strategy Slip into your reader's notebook. Write about the work you did while reading **Creepy Crayon!**. (Remember to include examples from the book!)

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Answer Key for Synthesizing with Creepy Crayon!

Pages 7 to 10
Jasper Rabbit finds the creepy crayon in his pencil box. What happens to Jasper when he picks up the crayon?

Would he be nervous?
He wouldn't like it.
He wouldn't want to use it.
He wouldn't want to share it.

Pages 14
Jasper finds a message written on his backpack. How does this message make him feel?

How does it feel?
It's scary.
It's creepy.

Pages 19 and 20
The crayon was helping Jasper do well in school, but he feels it is a bummer. Why do you think Jasper does that?

What message is the author trying to share of this part of the story?

How does answering this question help you as a reader?

Name: _____

Answer Key for Making Inferences with Creepy Crayon!

Pages 3 and 4
Think about how the words are written on these pages. How do they help you infer that the crayon might be creepy? Explain your thinking.

Pages 11 and 12
Use the text and illustrations to make an inference about the crayon. Is the crayon good for Jasper or not? Why do you think so?

Pages 17 and 18
Use the text and illustrations to make an inference about Jasper. How is he feeling about the crayon? How does answering this question help you to better understand Jasper's character?

Pages 23 and 24
Make an inference about Jasper. Why do you think he feels terrible after getting all A-pluses? How does answering this question help you to better understand Jasper's character?

Pages 35 to 37
Jasper spelled "COURAGE" correctly, and the creepy crayon doesn't come back to him this time. Based on what you have read, make an inference about why the crayon did not return. What lesson can you learn from this story?

Name: _____

Making Inferences

Synthesizing

Practice Pages and Answer Keys

WRITING ABOUT READING WITH OPTIONAL CCSS ALIGNMENT

Creepy Crayon!: Synthesizing

Think about what happens from the moment Jasper finds the crayon to the moment he gets rid of it for good. What lesson does Jasper learn by the end of the story? What might have happened if he had chosen to keep the crayon? How does thinking about this help you to better understand the message of this story?

☐ I can figure out the lessons or morals of the stories that I read and explain that message using details from the story. CCSS: RL.3.2

Creepy Crayon!: Synthesizing

Think about what happens from the moment Jasper finds the crayon to the moment he gets rid of it for good. What lesson does Jasper learn by the end of the story? What might have happened if he had chosen to keep the crayon? How does thinking about this help you to better understand the message of this story?

☐ I can figure out the lessons or morals of the stories that I read and explain that message using details from the story. CCSS: RL.3.2

Creepy Crayon!: Synthesizing

Think about what happens from the moment Jasper finds the crayon to the moment he gets rid of it for good. What lesson does Jasper learn by the end of the story? What might have happened if he had chosen to keep the crayon? How does thinking about this help you to better understand the message of this story?

☐ I can figure out the lessons or morals of the stories that I read and explain that message using details from the story. CCSS: RL.3.2

Reader's Notebook: Comprehension Strategy Slips (CCSS) | ©BookPagez.com

Strategy and Text Based Reader's Response Prompt

Common Core State Standard

"I Can" Statement

Common Core Free Option

Reading Response Prompts for Each Comprehension Strategy Lesson Plan

3 COMPREHENSION STRATEGY GRAPHIC ORGANIZERS

Identifying the Author's Purpose

Title: _____

Who is the author of your book?

What was the author's purpose for writing this book? Now do you know?

☐ To Persuade ☐ To Inform ☐ To Entertain

I know because...

What do you think the author wanted you to think about while reading this book?

Draw a picture of the most important thing the author made you think about while reading.

Directions:
1. Answer each of the questions.
2. Carefully cut out on the dotted line.
3. Glue, tape, or staple into your reader's notebook.

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Author's Purpose

Making Inferences

Title: _____

What the Text Says (Look for clues in the text or pictures)	What I Know (What do you know about the clues?)	What I Can Infer (Emotions, thoughts, Cause, Setting)

Directions:
1. Answer each of the questions.
2. Carefully cut out on the dotted line.
3. Glue, tape, or staple into your reader's notebook.

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Making Inferences

Synthesizing

Title: _____

At first I was thinking...	My new thinking is...	I used to think... But now I think...
Because...	Because...	Because...
My new thinking is...	Now I understand...	After thinking about...
Because...	Because...	I conclude...
		Because...

Directions:
1. Answer each of the questions.
2. Carefully cut out on the dotted line.
3. Glue, tape, or staple into your Reader's Notebook.

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Synthesizing