

Lesson Plans and Teaching Resources for The Crayon Man

5 COMPREHENSION STRATEGY LESSON PLANS AND PRACTICE PAGES

Asking Questions Lesson Plan

The Crayon Man: The True Story of the Invention of Crayola Crayons
By: Natasha Bielew
Grade Level: 3 / Guided Reading Level: O

1 Asking Questions

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 are reading when you get confused

Summary

Meet Edwin Binney, a man who saw amazing colors everywhere! He loved the bright yellow flowers in his garden and the deep red feathers of cardinals. But there was one big problem—all work, everything was black, black, black! When people told Edwin that kids needed better crayons that wouldn't break or make them sick, he got to work. In his secret lab, Edwin and his team mixed melted wax with colorful powders made from rocks and minerals. After lots of experimenting, they created something amazing—the first box of Crayola crayons! But what should they call this new invention? Will kids love these new colorful crayons? Find out how one man's love of color gave children around the world the perfect tools to draw anything they could imagine!

Link to What You Know

- Think about your favorite art supplies. What questions do you have about how they were invented or who created them?
- Have you ever tried to solve a problem by experimenting with different materials? What did you try and what happened?

Important Words to Know and Understand

Marvelled – To feel very surprised or amazed by something
Pigment – A colored substance used to make paint or dye

Why Readers Ask Questions While Reading

Readers ask questions because it makes reading much more interesting. By asking questions readers can turn a text into a treasure hunt, where their job is to find the answers to their questions. When readers ask questions, they think about what they already know and what they want to find out.

When you choose a book, it's important to ask questions before you read. Read the title, the back cover, and the front cover art. What are you curious about? What do you hope to learn from reading the book?

You should also ask questions while you read. Try asking questions after reading or what the book is about and where you learn the story takes place.

Last, it's important to ask questions after you read a book. Asking questions after reading will help you decide whether or not you understand what you read. Ask questions if you are confused or are wondering about something.

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Guided Reading Level

Asking Questions Lesson Plan

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3 Asking Questions

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 1 – Edwin loved seeing color everywhere in nature. What questions do you have about why color made him so happy? How does asking questions about characters' feelings help you as a reader?

Page 10 – The text says Edwin listened when people told him children needed better crayons. What questions do you have about what was wrong with the old crayons? What details in the text help you understand the problems with existing crayons?

Page 13 – Edwin's team experimented with grinding rocks and minerals into powders. What questions do you have about this process? How does the illustration help you understand what they were doing?

Page 23 – Alice helped Edwin name his invention 'Crayola' by combining two words. What questions do you have about how people create new words? Why do you think it was important to give the crayons a special name?

Page 35 – The modern crayon factory makes 12 million crayons every day. What questions do you have about how this compares to Edwin's original process? How does comparing the old and new methods help you understand how manufacturing has changed?

Time to Reflect

Think – When readers ask questions they think about what they need to know in order to really understand a book. Because no two readers are the same, your questions will usually be different from other people who are reading the same book. What question did you ask that helped you to really understand or enjoy this book?

Talk – Tell your reading partner about the most important question you asked while reading. Explain how you answered your question and why this helped you.

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

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Key Vocabulary

Activate Prior Knowledge

Page by Page Guide and Strategy Questions

Turn, Talk, and Reflect

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1 Determining Importance

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3 Determine Importance

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3 Identifying the Author's Purpose

Get Ready To Read

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- 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 are reading when you get confused

4 Notice the Work You Did While Reading

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Answer Key for Asking Questions with The Crayon Man

Your Turn to Practice Asking Questions with The Crayon Man

Page 1: Edwin loved seeing color everywhere in nature. What questions do you have about why color made him so happy?

Page 10: The text says Edwin listened when people told him children needed better crayons. What questions do you have about what was wrong with the old crayons?

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Answer Key for Determining Importance with The Crayon Man

Your Turn to Practice Determining Importance with The Crayon Man

Page 1: These pages introduce Edwin Binney and his cousin Harold Smith as business partners. What important information do you learn about each person?

Page 10: Edwin listened when people told him children needed better crayons. What questions do you have about what was wrong with the old crayons?

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Page 23: Alice helped Edwin name his invention 'Crayola' by combining two words. What questions do you have about how people create new words?

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- Understand the meaning of important words found in the book

2 Learn About Comprehension Strategies

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3 Make Connections

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Grade Level: 3 / Guided Reading Level: O

3 Understanding Text Structure

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 are reading when you get confused

4 Notice the Work You Did While Reading

Time to Read

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Answer Key for Making Connections with The Crayon Man

Your Turn to Practice Making Connections with The Crayon Man

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Answer Key for Identifying the Author's Purpose with The Crayon Man

Your Turn to Practice Identifying the Author's Purpose with The Crayon Man

Page 1: The author begins by showing Edwin's love for color in nature. Why do you think the author chose to start the story this way?

Page 10: The author uses a compare and contrast text structure to show what Edwin does in his secret lab. How does this structure help you understand what motivated Edwin to invent colorful crayons?

Page 13: The author uses a cause and effect text structure to let you know how Edwin's team experimented with grinding rocks and minerals into powders. How does this structure help you understand what they were doing?

Page 23: The author uses a problem and solution text structure to let you know how Edwin named his invention 'Crayola'. How does this structure help you understand how people create new words?

Page 35: The author uses a problem and solution text structure to let you know how Edwin's team experimented with grinding rocks and minerals into powders. How does this structure help you understand what they were doing?

Answer Key for Understanding Text Structure with The Crayon Man

Your Turn to Practice Understanding Text Structure with The Crayon Man

Page 1: The author uses a compare and contrast text structure to show what Edwin does in his secret lab. How does this structure help you understand what motivated Edwin to invent colorful crayons?

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Making Connections

Understanding Text Structure

Practice Pages and Answer Keys

WRITING ABOUT READING WITH OPTIONAL CCSS ALIGNMENT

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

The diagram illustrates how a strategy and text-based prompt (left) is aligned with a Common Core State Standard (middle) and a Common Core Free Option (right). A stack of "I Can" statements (bottom left) and a stack of reading response prompts (bottom right) are shown as examples of how these standards are implemented in lesson plans.

5 COMPREHENSION STRATEGY GRAPHIC ORGANIZERS

Asking Questions
Title: _____

Question Sentence Starters
I wonder... Why didn't... How does...
I am confused when... I am curious about... I am not sure why...

Question	Answer
Question	Answer
Question	Answer

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.

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Determining Importance

Determining Importance
Title: _____

Think about the book. Write all of the important information in the thought bubble below.

Now determine 3 BIG ideas, events, words, or facts that are important to you. Draw a picture to illustrate the most important parts of your book.

#1 _____

#2 _____

#3 _____

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.

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Determining Importance

Identifying the Author's Purpose
Title: _____

Who is the author of your book?
What was the author's purpose for writing this book? How 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.

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Author's Purpose

Making Connections
Title: _____

Think about the book. What does the book remind you of?

What type of connection did you make?
 Text-to-Self Text-to-Text Text-to-World

Draw a picture of your connection in the box below.

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.

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Making Connections

Understanding Text Structure
Title: _____

Text Structure	Where the Text Structure Was Used	How the Text Structure Helped Me
	Page: _____	
	Page: _____	
	Page: _____	
	Page: _____	

Text Structures You Might See While Reading:
 Introduction Sequence Cause and Effect
 Problem and Solution Compare and Contrast

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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Understanding Text Structure

WORD WORK LESSON PLAN AND ACTIVITIES

Instructional Focus Based on the Words in the Book

The Crayon Man: The True Story of the Invention of Crayola Crayons
By: Natascha Biebow
Grade Level: 3 / Guided Reading Level: O

Word Work

Instructional Focus:
R-Controlled Vowels

Background:
R-controlled vowels changes the vowel that make the /or/ sound.

The /or/ sound can be made with:

- or (corn, for)
- ore (more, store)
- oar (board, war)
- our (poured, tour)

Even though these words have different vowels, they all have the same sound. Helping students strengthen their decoding skills.

Examples:

for
storm
short

Materials and Preparation:

- A copy of *The Crayon Man*
- Chart paper
- Pencils
- /or/ Dominoes
- dominoes if available
- /or/ with "ore" student
- Optional: Word cards
- Optional: Crayons

Step 2: Connect Word Work to Reading (continued)

Step 3: Guided Word Work Practice

R-Controlled Vowels That Say /or/ in the Text

- Tell students that there may be some words that are spelled with an /or/ pattern that do NOT make the /or/ sound. They must pay close attention and listen carefully for not just the pattern, but the correct sound as well.
- Remind them to be polite and not to interrupt you while you read.
- Read *The Crayon Man*.

Examples of R-Controlled Vowels That Say /or/ found in the text:

- color
- orange
- colored
- or
- blackboards
- for
- colors
- imported
- more
- pour
- inventors
- colorful

Interactive Exploration

- Divide students into pairs.
- Provide each pair with a set of /or/ dominoes and a set of blank dominoes.
- Tell students that each player will have 8 /or/ dominoes.
- Put the set of blank dominoes in a stack off to the side.
- Tell students that they will decide who goes first. Player one will play any domino that they like.
- Player 2 must then play a domino off of either end of the first played domino, so long as the sides that are touching have the same /or/ spelling pattern (e.g. "ork" and "stem").
- Players will continue taking turns to build off of each other's dominoes.
- If a player is stuck and cannot play a domino in their hand, they can take one of the 4 blank dominoes and write in their own /or/ words to play. They may not write any /or/ words that have already been played in another domino.
- Their goal as a pair is to play all of their dominoes and end the game with no dominoes in their hands.
- Set a timer for the activity (10-15 minutes).
- Visit each pair as they work. Discuss the activity with the whole group once all of the pairs have completed their game.

Word Work Lesson Plan | @BookPagez.com

List of words in the book that match the instructional focus

Step by Step Lesson Plan

Name: _____

/or/ with "or" "ore" "oar" and "our"

Directions:
Get out your crayons and color 4 items in the image of /or/ sounds. Be sure to color one item for each of the /or/ spelling patterns listed: "or," "ore," "oar," and "our." Then, write your /or/ word for each colored item on the lines below.

or	ore	oar	our

Directions:
Circle the words with the /or/ sound. Put an X on the words that do not make an /or/ sound. **Hint:** Be careful—some words may follow an /or/ sound pattern, but that does not mean they make the /or/ sound.

warm	more	yours	boar
shore	word	work	sore
torch	explore	world	sport
worst	journey	pour	north

For the words that received X's, what sound is the /or/ pattern making?

Independent Word Work Practice | @BookPagez.com

/or/ with "or" "ore" "oar" and "our"

color 4 items in the image of /or/ sounds. Be sure to color one item for each of the /or/ spelling patterns listed: "or," "ore," "oar," and "our" and word for each colored item on the lines below.

ore	oar	our
shore	boardgame	four

/or/ sound. Put an X on the words that do not make an /or/ sound. Be careful—some words may follow an /or/ sound pattern, but they do not make the /or/ sound.

more	work	boar
explore	world	sport
torch	north	

For the words that received X's, what sound is the /or/ pattern making?

Independent Word Work Practice Answer Key | @BookPagez.com

/or/ Dominoes Interactive Activity

X t

fork	source	shore	swore
storm	roar	import	court
four	pork	or	course
orange	hoarse	for	torch

Guided Word Work Practice | @BookPagez.com

Independent Practice Page and Answer Key

Interactive Activity

Mapping the /or/ Sound Extend Engagement Activity

Directions:

- Have students sit at their desks.
- Tell students that most times, the patterns "or," "ore," "oar," and "our" make an /or/ sound.
- Tell students that sometimes, there are other spelling patterns outside of those that give us the /or/ sound.
- Tell students that sometimes, the "or" pattern can make a different sound.
- Tell students that you are going to write some of these words on the board. Then, students must raise their hand to read the word and say what sound the "or" pattern or different spelling pattern is making.
- If a student correctly reads the words and identifies the sound, they may move onto the next activity.

/or/ sounds made with "or"	/or/ sound made with "oar"	/or/ sounds made with "ore"	/or/ sounds made with "our"
1. war	1. door	1. work	1. hour
2. warm	2. floor	2. word	2. our
3. warn		3. world	3. flour
4. warp		4. worm	4. sour
5. ward		5. worth	5. scour
6. swarm		6. worse	6. devour
7. award		7. worst	
8. toward		8. worship	
		9. worthy	

Teacher Directions | @BookPagez.com

Optional Activity to Extend Engagement

Word Detective: R-Controlled Vowels That Say /or/ Extension Activity

Directions:
Be a word detective!
Be on the lookout for r-controlled vowels that say /or/ while you read. Write the word that you find along with the title of the book where you found the word, the page, and the sentence with the word or phrase.

Word	Book Title	Page	Sentence

Name: _____ Word Work Extension Activity | @BookPagez.com

Extension Activity

COMMON CORE ALIGNED COMPREHENSION ASSESSMENT

The Crayon Man: The True Story of the Invention of Crayola Crayons CCSS Assessment Answer Key	Name: _____ Score: / 9
Directions: Use what you know about The Crayon Man to answer each of the following questions.	
1. According to the text, what made Edwin Binney really, really happy?	
<input type="radio"/> A Working with black materials at his factory	
<input type="radio"/> B Seeing color everywhere in nature	
<input type="radio"/> C Traveling around the world with Harold	
<input type="radio"/> D Making money from his inventions	
2. What is the main idea of this book?	
<input type="radio"/> A Edwin Binney loved gardening and flowers	
<input type="radio"/> B The World's Fair was an important event in 1904	
<input type="radio"/> C Edwin Binney invented Crayola crayons to solve children's problems	
<input type="radio"/> D Alice Binney was a helpful wife and former teacher	
3. What happened after Edwin's team experimented with grinding rocks and minerals into powders?	
<input type="radio"/> A They gave up and tried a different approach	
<input type="radio"/> B They discovered how to make many different colored shades	
<input type="radio"/> C They decided to only make black crayons	
<input type="radio"/> D They sold their company to another inventor	
4. In this book, what does the word 'formula' mean?	
<input type="radio"/> A A math problem to solve	
<input type="radio"/> B A type of baby food	
<input type="radio"/> C A secret recipe for making something	
<input type="radio"/> D A kind of scientific equipment	
CCSS Assessment 3rd Grade Reading Standards for Literature BookPagez.com	

Common Core Assessment:
One question for each Reading
Informational OR Reading Literature
standard (1-9)



5. How does the author organize the information in this book? (RI.3.5)
<input type="radio"/> A By comparing Edwin's inventions to other inventors' work
<input checked="" type="radio"/> B By telling Edwin's story in time order from beginning to end
<input type="radio"/> C By listing problems and solutions in separate chapters
<input type="radio"/> D By describing different types of art materials
6. Why did the author write this book about Edwin Binney? (RI.3.6)
<input type="radio"/> A To teach readers how to make their own crayons at home
<input type="radio"/> B To convince people to buy more Crayola products
<input checked="" type="radio"/> C To inform readers about an important inventor and inspire creativity
<input type="radio"/> D To explain why old crayons were dangerous for children
7. How do the illustrations help you understand Edwin's love of color? (RI.3.7)
<input type="radio"/> A They show him covered in black dust at work
<input checked="" type="radio"/> B They show him surrounded by colorful flowers and crayons
<input type="radio"/> C They show the inside of the crayon factory
<input type="radio"/> D They show children using crayons at school
8. The text explains that Edwin listened to people's needs and then invented solutions. Which example best supports this idea? (RI.3.8)
<input type="radio"/> A Edwin planted a colorful garden at his home
<input type="radio"/> B Edwin worked with his cousin Harold to run their business
<input checked="" type="radio"/> C Edwin created dustless chalk after teachers complained about regular chalk
<input type="radio"/> D Edwin won a gold medal at the World's Fair
9. How are Edwin's original crayon-making process and today's crayon-making process different? (RI.3.9)
<input type="radio"/> A Edwin used different colors than modern factories use
<input checked="" type="radio"/> B Edwin made crayons by hand while modern factories use machines
<input type="radio"/> C Edwin's crayons were more expensive than modern crayons
<input type="radio"/> D Edwin used safer materials than modern crayon makers use
CCSS Assessment 3rd Grade Reading Standards for Literature BookPagez.com

Answer Key

