Grade Level: -2-

Unit Title: Color Our World

Established Goals:

Students will read "The Day the Crayons Quit" by Drew Daywalt and Oliver Jeffers. Students will examine the points of view of the characters (crayons) and will write and illustrate their own character. Students will also invent their own character and present it in a dialogue fashion to the class.   Students will focus on illustrations and study how the pictures affect the meaning of a story.

Understandings:	Essential Questions:
Students will understand how a story can be told in many points of view. They will learn that a story can be told through the eyes of different characters and result in a new story. Students will learn the importance of illustrations and how they add to the meaning of a story.	How does point of view change a story? How do illustrations contribute to the meaning of a story?

Common Core Standards

Craft and Structure

CCSS.ELA-Literacy.RL.2.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

Integration of Knowledge and Ideas

CCSS.ELA-Literacy.RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

STAGE 2 – ASSESSMENT EVIDENCE

Performance Tasks:	Other Evidence:
Students create another character (a different colored crayon) and invent a story from the crayon's perspective. Students complete a graphic organizer to determine if they know the characters, setting and plot of the story.	Students work in small groups and take turns reviewing Duncan's letters in the book along with the dialogue that they invent. The teacher observes and assesses children reading aloud to determine if they have adopted different facial expressions and voice. Students would create their own character with illustrations.

Summary of Learning Activities:

1. The teacher reads the book to the class and makes a chart of each character's feelings and points of view.
2. Students would create their own character with illustrations.
3. Teacher asks questions focusing on connection between illustrations and text CCSS.ELA-Literacy.RL.2.7
    What do you see in the first picture that show the setting of the story?
    Look at the pictures on each page. How can you tell the crayon is happy? Sad?
    What does the last picture tell you about the ending?
    What if this book different have pictures?
4. Students would work in groups and create their own characters and make up voices. As a class, they share their creations.
5. Teacher would ask questions focusing on character and one's voice and point of view (CCSS.ELA-Literacy RL. 2.6)
    What if the story was told by a girl?
    What if the story was told by a pencil?
    How is each character the same? Different?

The teacher assesses the student by listening to him/her read their dialogue to the class with a different persona.
The teacher assesses the student's assignment of their own character with their own illustrations

Assessment: Does the student read dialogue appropriate to the text?
            Does the students illustration match the character?
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Active learning activities

Author Oliver Jeffers introduces his book in an entertaining way on youtube. He explains how he gets his ideas and his illustration process. The piece is colorful, exciting, and has catchy music. In addition, the book has an informative trailer on youtube. This will get the students excited about the book.

Lessons can be done in pairs (read, think, and share.) This will satisfy the need for differentiation to accommodate struggling students.

Teachers could include additional books with points of view and illustrations. This would further explain and reinforce the goals of the lessons.

Please see below the rubric to guide and assess student writing on "point of view"

	3 Points	2 Points	1 Point	0 Points
Content (Point of View)	Includes a point of view that is clearly stated with details.	Includes a point of view adequately stated	Includes a point of view that is vaguely stated	Does not include a point of view
Content (reason)	Includes two sentences that clearly state a point of view with details.	Includes two sentences that adequately state a point of view	Includes two sentences that vaguely state a point of view	Does not include a point of view
Organization	Writing has a topic sentence and detailed sentences that are organized and well-written	Writing has a topic sentence and detailed sentences that are organized.	Writing has a topic sentence and detailed sentences that are disorganized.	Writing is missing a topic sentence or a detailed sentence.
Mechanics	Hand writing is legible and student is editing all work	Hand writing is legible and student is editing most work	Hand writing is illegible and/or student is editing some work	Hand writing is illegible and student is not editing work