

Lesson 2: *The Crayon Box That Talked*

Note to Preschool and K teachers: If you have both Preschool and K classes in your school, you may want to work together to divide up lessons. For example, the Preschool teacher may choose to do Lesson 2 and the K class may want to do Lesson 3 (There are similarities between the two.)

THEMES: Appreciate Diversity

BOOK: *The Crayon Box That Talked* written by Shane DeRolf and
illustrated by Michael Letzig

MATERIALS:

- **Song:** "So Many Colors, So Many Shapes":
[So Many Colors, So Many Shapes | Diversity Song | The Singing Walrus - YouTube](https://youtu.be/ZiOSzuXjDD0?t=4) <https://youtu.be/ZiOSzuXjDD0?t=4> Or
- **Poem :** "Crayon Poem – "Wouldn't It Be Terrible?"
- ***Laminated Poster 1:** Include title, authors, & illustrator of books and vocabulary words

Vocabulary words:

unique - Used to say that something or someone is unlike anything or anyone else very special or unusual

simile - a phrase that uses the words like or as to describe someone or something by comparing it with someone or something else that is similar

diversity- the differences that make us unique and includes our backgrounds, personality, life experiences, and beliefs--all of the things that make us who we are.

appreciate –to understand the worth or importance of (something or someone): to admire and value

- ***Laminated Poster 2:** Lyrics of the song – "So many Colors, So Many Shapes" or Poem: "Wouldn't It Be Terrible?"
- **Pointer**
- **Vis-a-vis for laminated poster**
- **Highlighter Tape** (optional)

POSSIBLE LITERACY FOCUS: In Song - Preschoolers – K: Letter "b"
Letter "w"

"sh" sound

Sight words: "in", "you", "we", "like"

SUPPLIES FOR ART ACTIVITY:

- **Activity sheet for each child:**
- **Crayons:**

Option to Activity Sheets: This book has been around for a long time. Several teachers have made bulletin boards creating a big crayon box with the quote from the book on the box: *We are like a box of crayons,*

Each one of us unique,

But when we get together...

The picture (or classroom) is complete.

Some teachers have each of their students draw their face on the top of a big image of a crayon and color in the body of the crayon in a favorite color, or the teacher may take a photo of the child and glue it on the crayon image.

BEFORE READING OF BOOK/DISCUSSION: *Before I start reading our book, I want to go over these words. Do any of you know what the word, “unique” means? Go over the vocabulary words before reading the story so you can refer back to them after book is read. Show book cover to children. What do you think this book is about? Yes, it is a book about Crayons and the title of the book is:*

Read: Title, author’s, name & illustrator’s name.

Ask: “What does the author do?” “What does the illustrator do?” Does it look like it is going to be a fun book? Why? You know, that the people who write books have a purpose in writing a book. Sometimes it is to give us information about something—like in this book, the author might be telling us how crayons are made. The author’s purpose would be to give us information. Sometimes the author wants to entertain us – to make us laugh or give us some enjoyment. Other times the author wants to give us a message about something that may be important to the author. Let’s think about that as I am reading the story. I also would like you to listen for rhyming words. Give the children some examples of rhyming words. This story is a big poem. Let’s read the first few pages to listen to some of the rhyming words. Today and Say...they both end with the same sound...

READ BOOK

AFTER READING OF BOOK/DISCUSSION: *Was this a fun story? Yes! Whoever heard of crayons talking, or having faces? I think the book was entertaining, but I believe the author did not just want to entertain us, but more importantly, the author had a message. What do you think the author might have wanted us to learn from this story? At the beginning of the poem, we hear that the crayons don’t like each other, and they don’t know why. Is it just because of their color that they do not like each other? Because each one of them is different? Blue says there is something wrong because they “are a box of crayons that don’t get along.” Why did the young girl take the box of crayons home? Maybe she thought she could help them get along. What did she do when she got home? She laid out all the crayons and used them to color a picture while all the crayons could see her. What did the crayons decide after they saw what happened? They decided that they liked each other, that “each of them is unique, but when they get together the picture becomes complete”. Without each other the picture would not be as beautiful. We also can see that the young girl needed all the crayons to create her picture. Remember we discussed the word simile. So, if I use the word “like” and say our class is like a box of crayons, that is a simile. How can our class be like a box of crayons? How can our world be like a box of crayons? Well, we are all different. None of us is exactly alike. We have different colors of skin, hair, and eyes. Some of us speak different languages. Each of us*

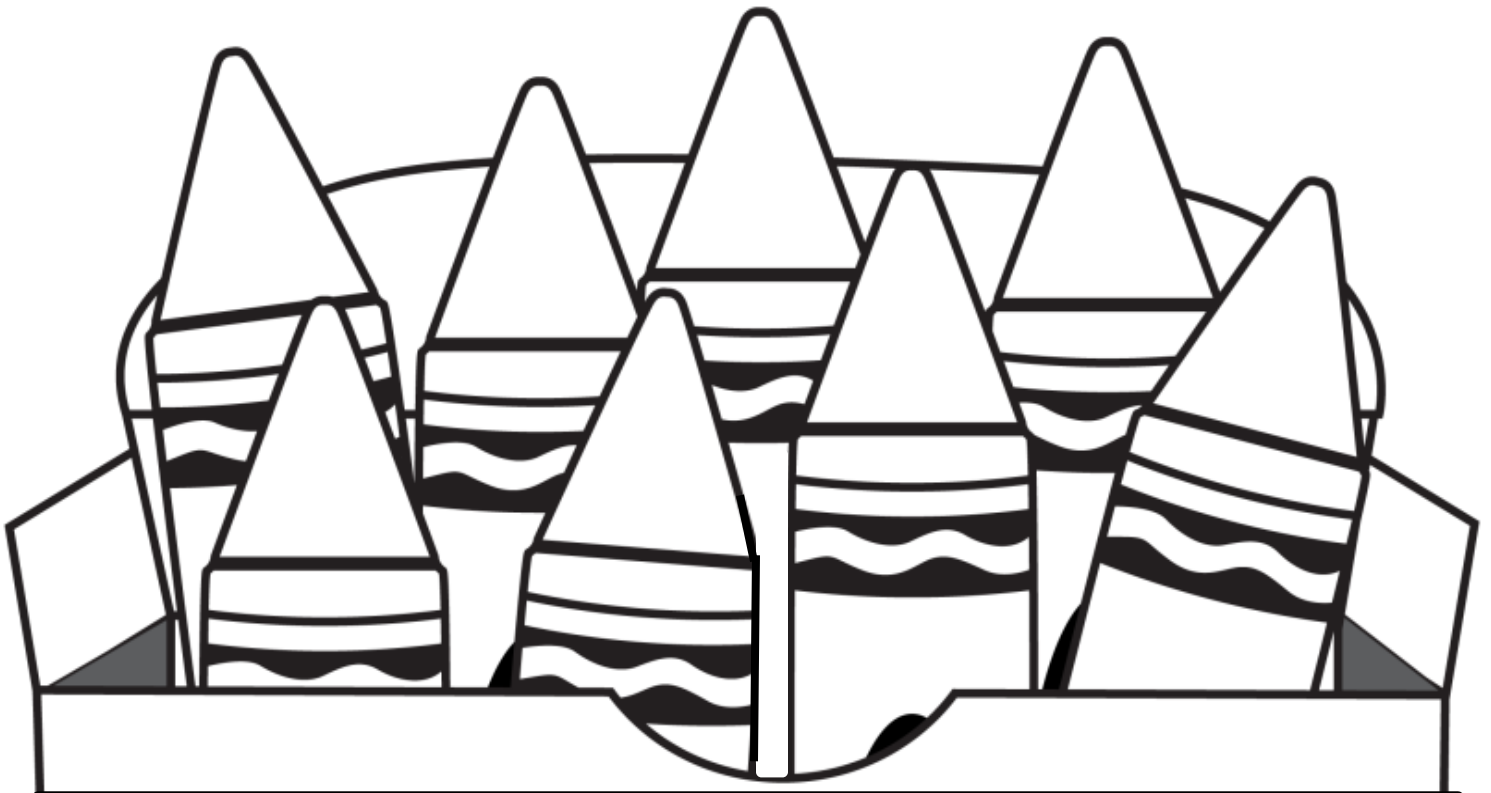
is unique. If we get along, we create something that is beautiful. A classroom in which the children don't get along, or a world in which people do not get along is not a nice place to be. We can create a better classroom and a better world when we work together and appreciate each other..

SONG OR POEM DISCUSSION: Project song lyrics or poem on the board, or have them written on chart paper or a poster that can be laminated for later use. Point to the words and read them with the class. Discuss meaning as you read it the first time. Point to the words and read aloud at least 2 times. You may have a volunteer come and point to the words (With help). If you choose to do the song, play the music or music video and try to sing the song together. The video has the lyrics written. A song cannot be learned in one sitting, but the children can listen and understand the words that repeat the theme.

Art Activity: After story and singing of song, or reading of poem, show children the art activity you have chosen for them to do. There are two blackline crayon boxes. One has the quote from the book and the other has a blank box and more crayons. The blank box has more room for children to make a picture with the crayons. There are also more crayons in box, and the children may want to put faces on them as seen in the book.

There is a page of three single crayons that can be printed on stock paper to make bookmarks. The children can draw on an individual crayon. Or you can use them any way you wish.



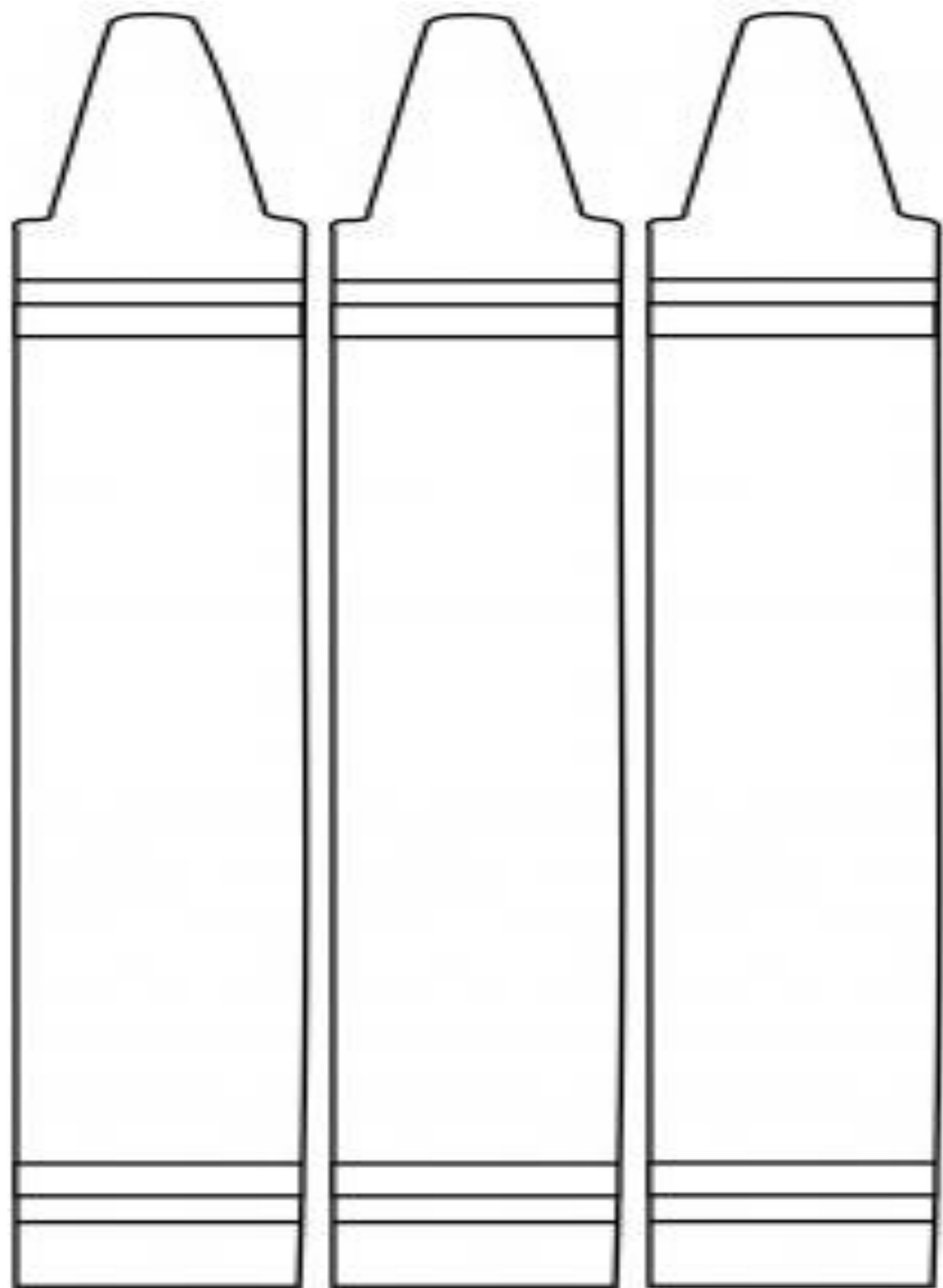


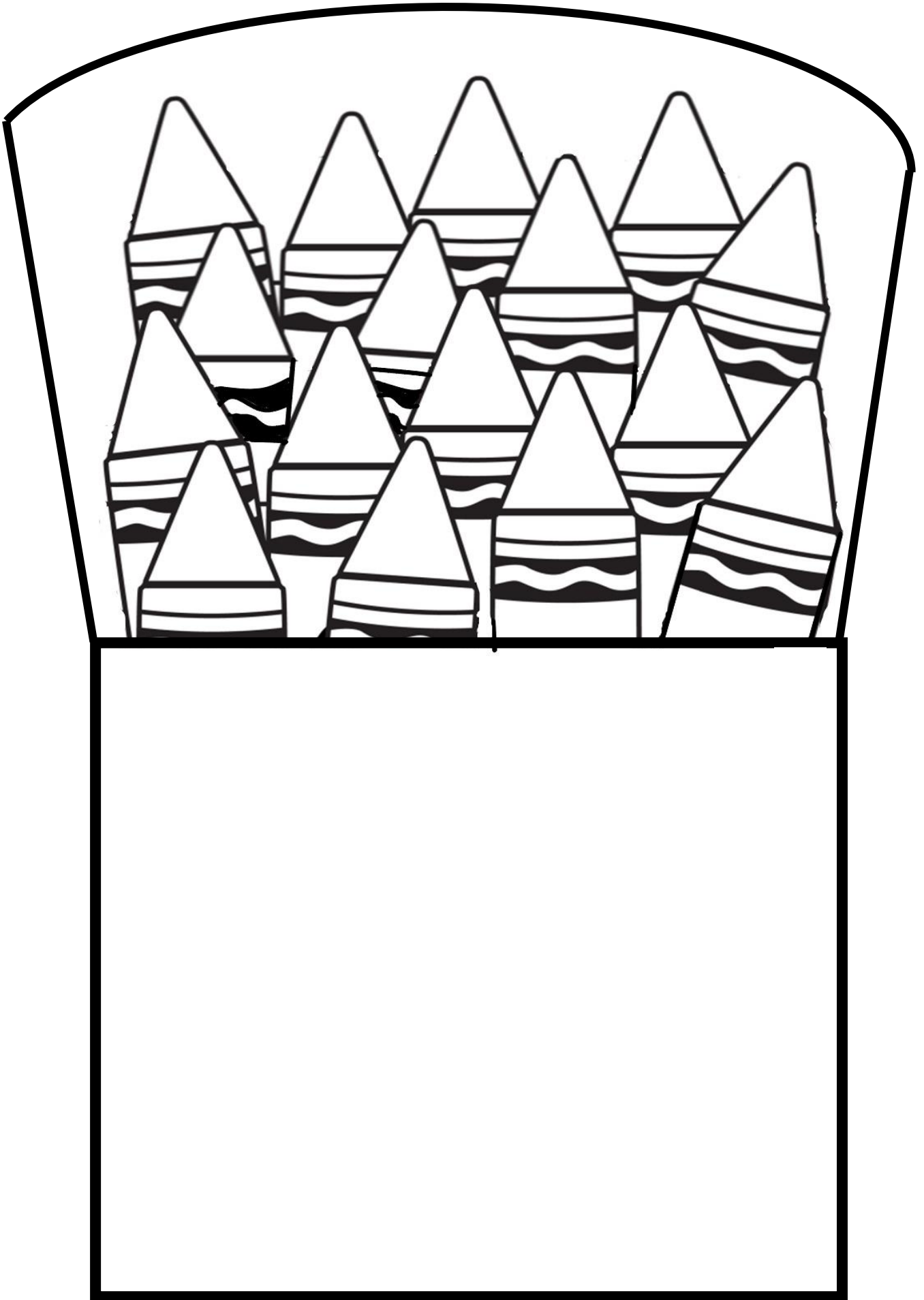
Our class is like a box of crayons.

Each one of us is unique!

But when we get together,

Our classroom is complete!





Wouldn't it be terrible?
Wouldn't it be sad,
If just one single color
Was the color that we had?
If everything was purple?
Or red?
Or blue?
Or green?
If yellow, pink, or orange
Was all that could be seen?
Can you just imagine
How dull the world would be,
If just one single color
was all we got to see?

"So Many Colors, So Many Shapes"

Verse 1

In this big, big world
There is only one me
I like all my colors
Of my eyes, of my hair, of my skin

In this big, big world
There is only one you
I like all your colors
Of your eyes, of your hair, of your skin

Chorus

So many colors (kids repeat)
So many shapes (kids repeat)
We all look different (kids repeat)
But our hearts are all the same

So many colors (kids repeat)
So many shapes (kids repeat)
We all look different (kids repeat)
So come on everybody, let's celebrate

Verse 2

In this big, big world
There is only one me
I like all my shapes
Everything from my head to my feet

In this big, big world
There is only one you
I like all your shapes
Everything from your head to your feet

Verse 3

In this big, big world
We are one family
Everywhere I go
People sing, people dance, just like me!

In this big, big world
We are one family
Everywhere we go
We can share, we can play, we can sing

The Singing Walrus creates fun teaching materials, such as kids songs, educational games, nursery rhymes, and kindergarten worksheets (e.g. handwriting worksheets) for parents and teachers. Come and join our community on Facebook, or subscribe to our Youtube Channel!

Facebook: <http://www.facebook.com/TheSingingWalrus>

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“The Crayon Box that Talked”

While walking in a toy store the day before today...

I overheard a crayon box, with many things to say.

“I don’t like Red!” said Yellow,

And Green said, “Nor do I!

And no one here likes Orange,

But no one knows just why.”

“We are a box of crayons

That doesn’t get along.”

Said Blue to all the others,

“Something here is wrong!”

Well, I bought that box of crayons,

And took it home with me,

And laid out all the colors

So the crayons could all see...

They watched me as I colored,

With Red and Blue and Green,

And Black and White and Orange,

And every color in between.

They watched as Green became the grass

And Blue became the sky.

The Yellow sun was shining bright

On White clouds drifting by.

Colors changing as they touched,

Becoming something new.

They watched me as I colored,

They watched me as I colored.

They watched till I was through.

And when I’d finally finished,

I began to walk away.

And as I did, the crayon box

Had something more to say...

“I do like Red” said Yellow.

And Green said, “So do I!

And , Blue, you were terrific,

So high up in the sky!”

“We are a box of crayons,

Each one of us unique.

But when we get together... The picture is complete.”