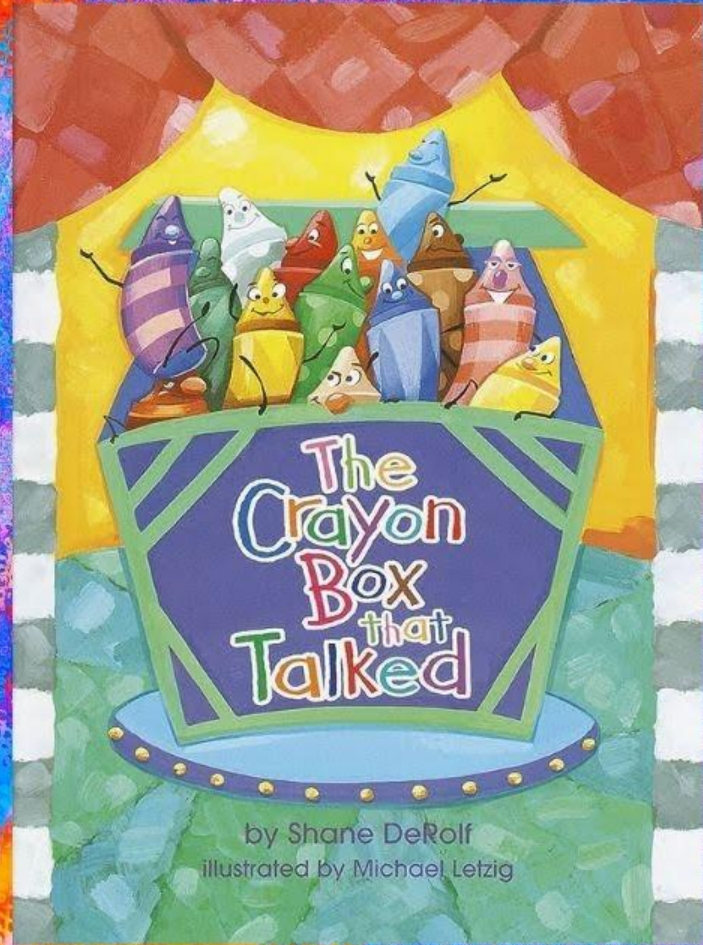


STORYTIME

The Crayon Box that Talked

A Lesson in Colorful
Consequences

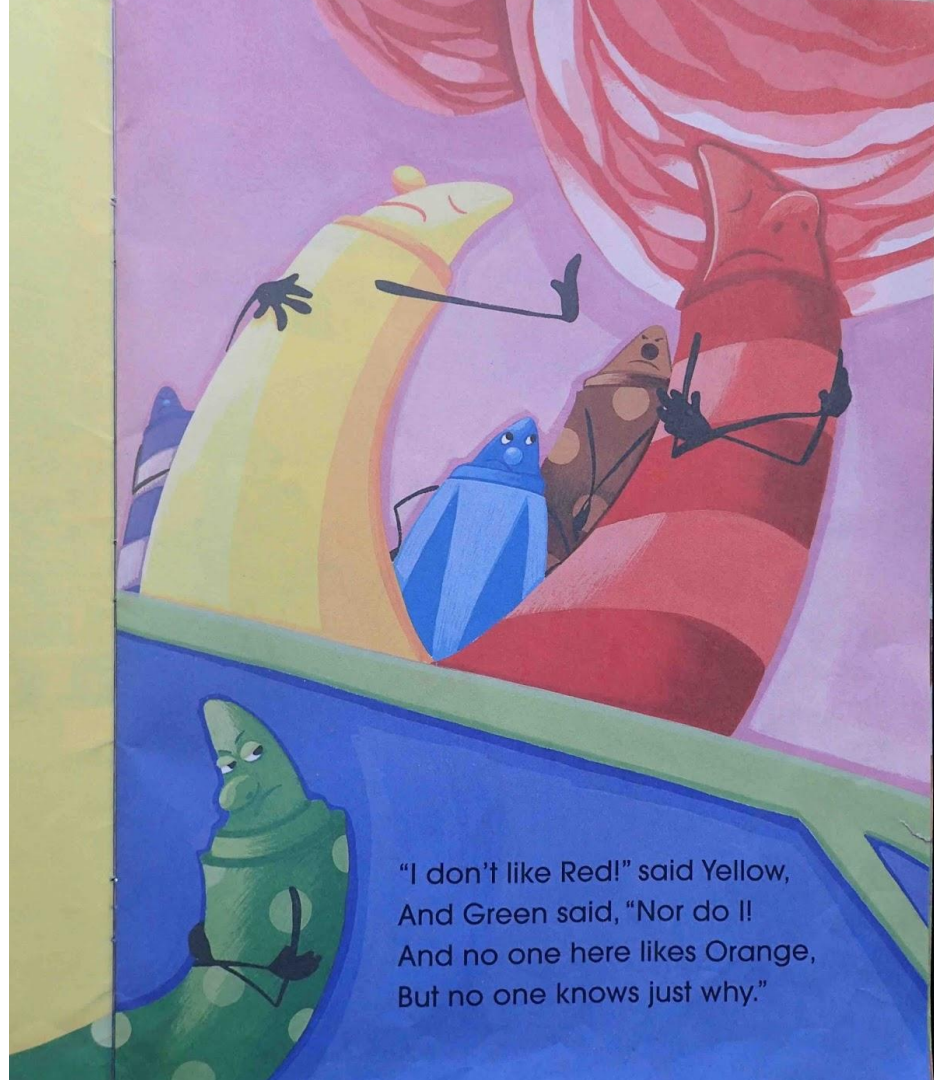
By: Karla Rima



Who knows what Cause and Effect is?

Cause is why something happens and
Effect is what happens as a result of
our actions.

For example and effect is also a
consequence.



"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."

Cause:

Do you remember a time when you forgot to do something?

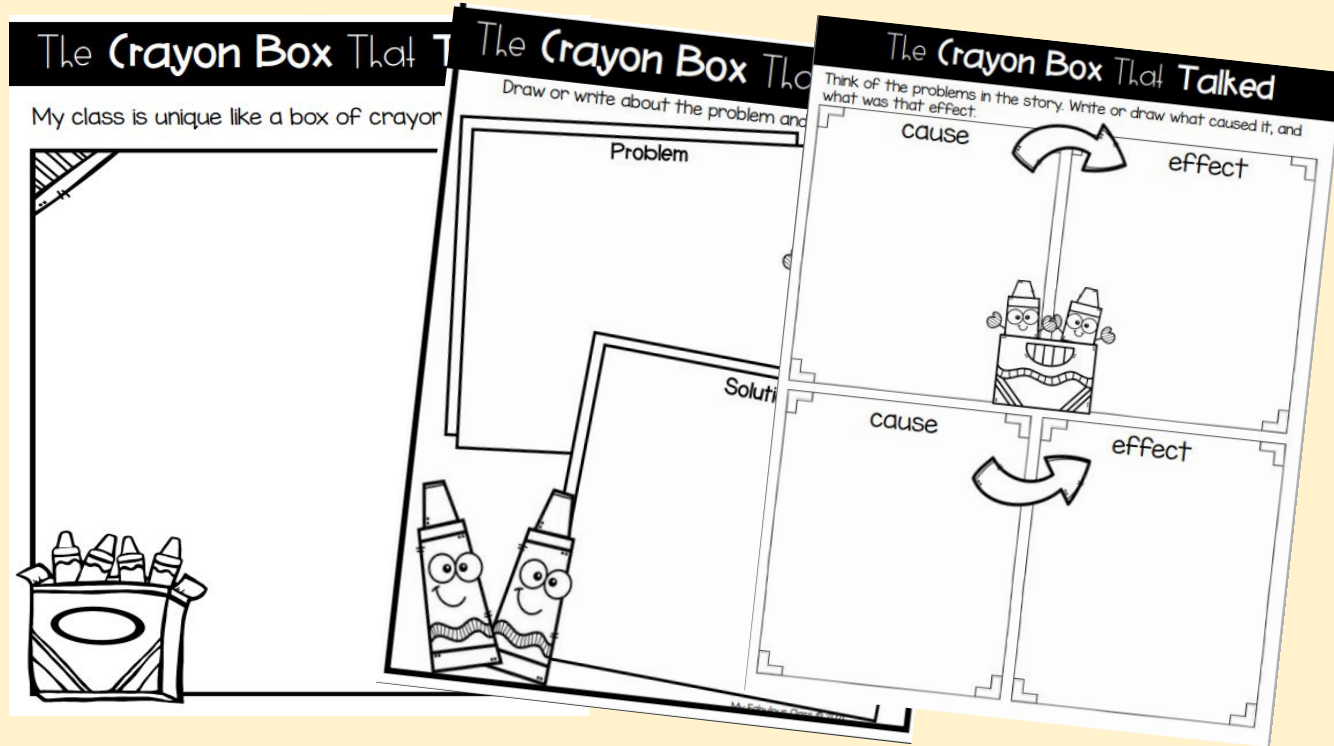
Effect:

What were the results of your actions?
Was it good or not-so-good?



Before we begin...

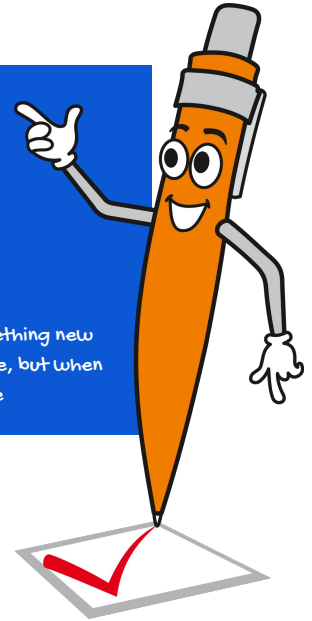
What materials will we need today?



- You'll have to listen to read aloud again, using link: <https://www.youtube.com/watch?v=r1lNeuCMZO>
- Have access to the digital worksheets, or print as needed. If printing you'll need crayons and pencil.

Identifying Key Points

		Cause	Effect	Examples to support the reasons
1	A girl bought the box of arguing crayons and used them all to color.	✓		<ul style="list-style-type: none">• The way they look at each other• Their body language• They say they don't like some
2	The crayons color together & accept their differences in the end.		✓	<ul style="list-style-type: none">• The crayons are smiling• Colors as they touched, became something new• The colors admit they are each unique, but when they get together they are complete



Now, let's do this together!

Can we identify more cause and effect relationships in the story?

No one likes orange, but no one knows why.

Something is wrong according to blue.

The crayons all watch as the girl uses green for grass and blue for sky.



When one color doesn't like the other, then others start to follow.

The crayons are not getting along.

The crayons are surprised how well they all look together!



Answer the following in your breakout groups

(And share your results!)

How do the
crayons feel at
the beginning of
the story?

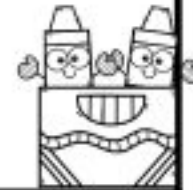


Beginning

How do the
illustrations help
you understand
how the crayons
are feeling?

Middle


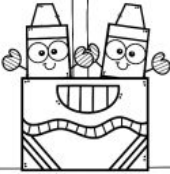

How do the
crayons change
once the girl
starts to color?



End

Time to share what YOU know!

Think of the problems in the story. Write or draw what caused it, and what was that effect.

cause		effect
		
cause		effect

Student will work independently.

Think of the problems in the story.
Write or draw what caused it, and
what was the effect.

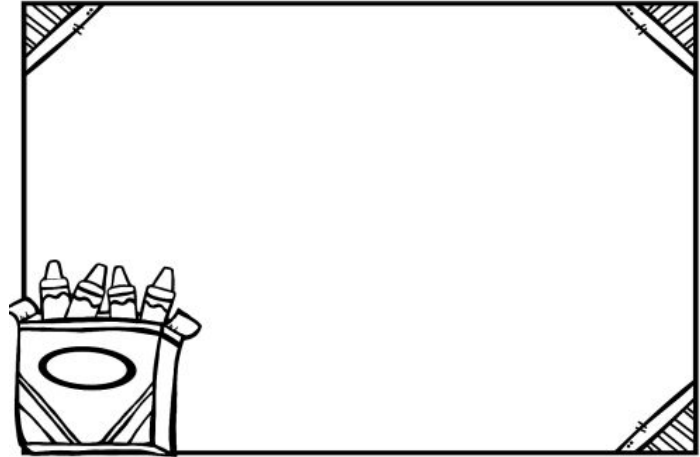
Finished early? See early finishers
folder for more!

Time to share what you know!

Early finishers:

Think about a different story or personal experience and identify at least three cause and effect relationships.

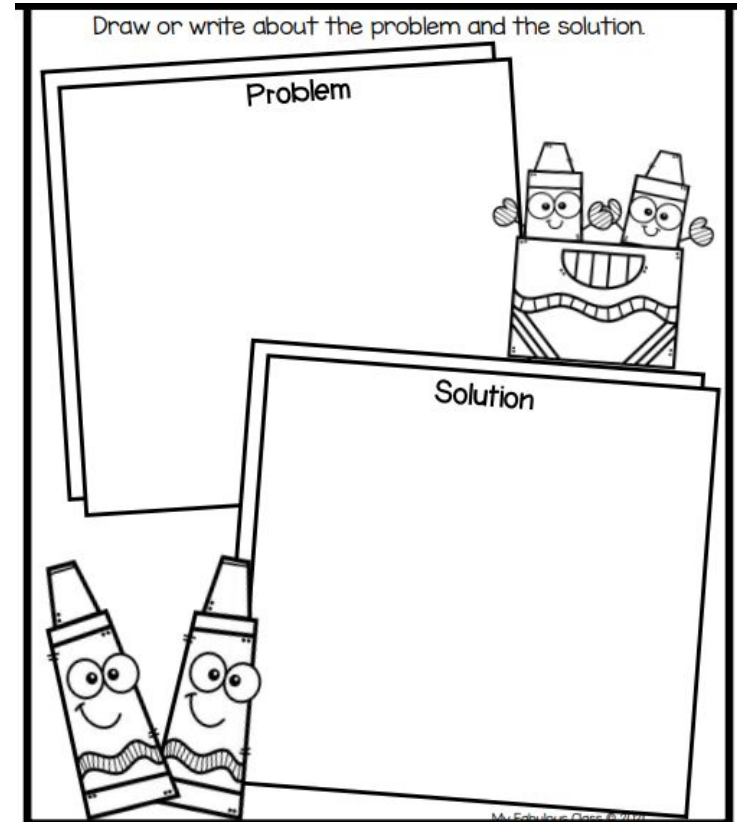
Be sure to include an illustration with your writing.



Time to share what you know!

Students will draw or write about the problem and the solution.

Be sure to provide a complete vision of your relationship in each group.

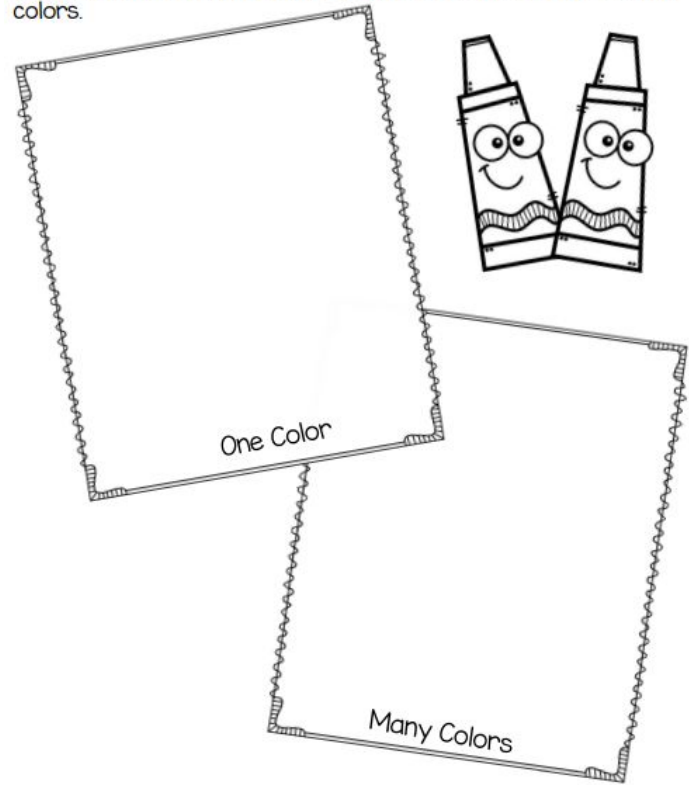


Time to share what you know!

Use the worksheet to demonstrate one cause and effect relationship by illustrating the scene.

1. Students will draw a picture with **ONE** color, any color to show the cause from the beginning, middle or end of the story.
2. Then, draw a picture with **MANY** colors to show the effect.

Draw a picture with one color. Then, draw a picture with many colors.



Time to share what YOU know!

Students will identify and underline
key vocabulary words:

- Complete
- Drift
- Laid
- Overheard
- unique

The puzzle is
complete. Nothing
is missing.

Look at the kite
drift through the
sky.

The girl laid the
cookies on the
table.

I overheard the
teacher talking
about a field trip.

The crayon box is
full of unique
colors.

Time to share what YOU know!

Students will read aloud this week's vocabulary words. Then match the word to the image.

complete
drift
laid
overheard
unique



Home Learning

(for extra credit)

Read a story at home and identify at least two cause and effect relationships.

Write these down and be prepared to share them in the next class.

Always remember to choose kindness



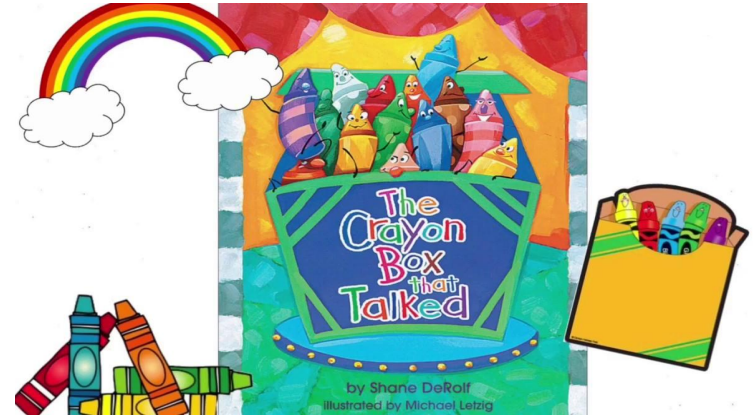
(see you tomorrow!)

Aha!

My Reflections

1. Why did you make the choices you did for this lesson?

I selected this lesson plan based on a suggestion found in CPALMS for 3rd grade ELA with the book *The Crayon Box That Talked*. Once I better understood the assignment I pivoted away from that lesson creating one based on cause and effect.



My Reflections

2. What was the most difficult part of planning this lesson.

The most difficult part of planning was really understanding what exactly I needed to convey to my learners and how I would deliver the material and explanation. It was a challenge at first, with lots of mental roadblocks. Then I spoke with our professor and she simplified the thought process for me, comparing it to an in person lesson vs over thinking how to convey on a digital platform.

My Reflections

3. What are your plans for Micro Teach #2? What will you do again? What will you change (in your planning)?

For Micro teach #2, I plan to teach using art. The lesson will reflect how the individual pieces in a puzzle connect to make one cohesive picture. In this case, the crayons that in the beginning of the story did not get along, find they have more in common together to "paint" a beautiful picture in the park. The lesson will also touch on kindness and attitudes towards one another.