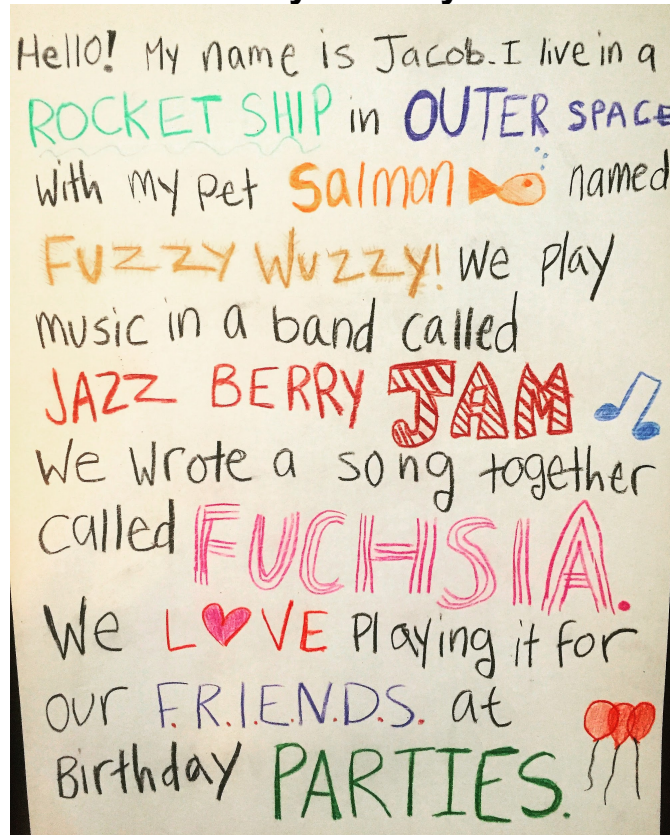


### Crayon Story



Lesson developed by artist, Sharon Lockhart

**Objective**

Students will use their imagination to tell a fictional story with a twist. They will need to incorporate the names of crayon colors to enhance their stories and make them engaging and whimsical. They will also draw a picture of their story.

**Age** Kindergarten and up

**Time** 45 mins

**Focus** Literacy, Social Emotional Learning (SEL), Visual Arts (Line, Color, Shape)

**Material**

- Crayons
- White paper
- White board or easel paper
- Marker

**Core Standards**

- Common Core Standards: Speaking and Listening – Speak audibly and express thoughts, feelings, and ideas clearly
- Visual Arts Standards: Connecting - Create art that tells a story about a life experience

(See below for a full list of standards.)

**Opening (5 mins)**

Gather the class together in front of a white board or easel paper so that everyone can see. Select 5 crayons and write the names of the crayons on the board. The crayons should have a name written on the label like “Ruby Red”.

Next, give an overview of the project.

- *Using these funny crayon names like, “Dreamy Creamy Orange” and “Sour Apple” we will write a story together as a group. The story can be inspired by events in your lives or it can be totally made up. Afterwards, once our story is complete, each of you will draw a picture of the story.*

### **Instruction and Guided Practice (15 mins)**

Using the different color names that are written on the board, ask students to create a line-by-line short story by incorporating the crayon names in the story. This will be spoken aloud within the group. One by one, go around the room and call on students to make up a line in the story by incorporating a crayon color name. Each student will build on the story by adding the next sentence and incorporating a new crayon color.

*I.e. “Hi my name is Joe and I have a dog named **Sour Apple**. My dog, **Sour Apple**, loves **Creamy Dreamy Orange** popsicles on hot summer days.” (See full story examples in the resource page below.)*

**Step 1:** Call on one student to go first. *Please start our story. Make up the beginning of a story using one of the crayon names in your sentence. **Students speak the story aloud. The teacher should write down the story onto the white board as it is being told. Please keep in mind that kindergartners may need the instructor to read aloud the colors multiple times.***

**Step 2:** Call on the next student. *Please tell us what happens next, incorporating one of the crayon names and building on the story.*

**Step 3.** Continue following this format, calling on more students to participate until each crayon color name is used at least once to tell the story. The crayon names can be used more than once if needed, or feel free to add more crayon names into the mix. Encourage students to be creative, goofy, and make-up or embellish the story however they wish.

**Step 4.** Once the 5-6 sentence story is written on the white board, read the story out loud to the students.

**Step 5.** Distribute paper and crayons to each student. *Now that we have written a story as a group, each of you will draw a picture that illustrates the story we wrote together. You may use as many crayons for your drawings as you need!*

### **Work Time (20 mins)**

Circulate the room to help students as needed.

### **Closing (5 mins)**

In pairs, ask students to share their drawings with a partner.

### **Extension**

2nd-5th Grade: Following the same instructions as above, instruct students to write their own stories to help develop their writing skills. You can ask students specific questions about their lives to help them get ideas for their stories.

- *What are your favorite things to do? Where do you live? Do you have siblings? What's your favorite food? Do you have pets? If so, what are their names?*

Once the story is written, students should also complete an illustration.

## **Philosophy**

Art is an essential tool for early childhood development. Studies have shown that art education helps to increase comprehension of STEM and literacy concepts as well as offering students an outlet to process trauma, develop self-discipline and self-management, and interpersonal relationship skills. Active engagement in the arts can yield positive benefits in social and emotional growth. The art lessons developed by Crayon Collection are meant to support this growth.

## **Standards**

### **Common Core Standards**

#### **Writing**

Text Types and Purpose

2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

#### **Speaking and Listening**

Presentation of Knowledge and Ideas

5. Add drawings or other visual displays to descriptions as desired to provide additional detail.

6. Speak audibly and express thoughts, feelings, and ideas clearly

#### **Language**

Conventions of Standard Language

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Print many upper- and lowercase letters. b. Use frequently occurring nouns and verbs.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize the first word in a sentence and the pronoun I. b. Recognize and name end punctuation. c. Write a letter or letters for most consonant and short-vowel sounds (phonemes). d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

### **Social Emotional Competency**

#### **Self Awareness**

- Accurately recognize own strengths and limitations

### **Visual Arts Standards**

#### **Creating**

2. Organize and develop artistic ideas and work.
  - Create art that represents natural and constructed environments.

#### **Connecting**

10. Synthesize and relate knowledge and personal experiences to make art.
  - Create **art** that tells a story about a life experience.

### **About the Artist**

Sharon Lockhart was born in Norwood, Massachusetts, in 1964. She received a BFA from the San Francisco Art Institute in 1991 and holds an MFA from the Art Center College of Design, Pasadena (1993). Lockhart is an associate professor at the Roski School of Art and Design, University of Southern California, Los Angeles. Solo exhibitions of Lockhart's work have been organized by the Museum of Contemporary Art, Chicago (2001, traveled to Museum of Contemporary Art, San Diego, La Jolla [2001]); Fabric Workshop and Museum, Philadelphia (2004); Kunstverein in Hamburg, Germany (2008); Espai d'art contemporani de Castelló, Castellón, Spain (2012); and Bonniers Konsthall, Stockholm (2014). Her work has been featured in the Whitney Biennial (1997, 2000, 2004), Shanghai Biennial (2014), and Liverpool Biennial (2014).

# CRAYON COLLECTION

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## Additional Resources

Crayon color name example



Story Examples:

- (Color names are in bold): "Hello! My name is Jacob. I live in a rocket ship in **outer space** with my pet **salmon** named **Fuzzy Wuzzy!** We play music in a band called **Jazz Berry Jam**. We wrote a song together called **Fuchsia**. We love playing it for our friends at their birthday parties."

Or,

- "Hi! My name is Jacob. I live on a farm in the **Wild Blue Yonder** with my mom and my dad. On our farm, we grow corn, potatoes, **eggplants**, and **tumbleweeds**. When I finish all of my work, I play tennis with my pet **beaver** named **Blue Bell**. Blue Bell is a very good tennis player and teaches me how to play better!"