

The Crayon Box That Talked

Timing of Presentation: Day 3, Tolerance

Purpose:

- Students will explore the concept of tolerance. After reading the book The Crayon Box That Talked, students will discuss how everyone is different and that they each contribute something special to their class.

Materials:

- The Crayon Box That Talked by Shane Derolf
- Paper/pencils
- Chart paper for Big Book

Instruction:

1. Ask students if they've ever had a time that they didn't get along with someone. Have them give examples.
2. Ask students how they resolved their problems with the people they didn't get along with.
3. Tell the students that sometimes when we don't get along with someone it's because they are different than us.
4. Introduce the book The Crayon Box That Talked. Tell them that this story is about a box of crayons who don't get along. Tell them to listen to find out how the crayons solved their problem of not getting along.
5. Read the story.
6. At the end of the story begin a critical discussion:
 - a. How did the crayons solve their problem?
 - b. What happened when they realized that they all had special talents to share?
 - c. Think about a time when you didn't get along with someone. What could you have done differently to solve your problem?
 - d. What was the author's message? Do you agree with it?
 - e. How was the girl's perspective different from the crayon's perspective? (The girl believed they could get along and the crayons didn't think they could).
 - f. Introduce students to the word "tolerance." Tolerance means that we don't always have to agree with each other, but we respect each other's differences and celebrate what is the same.
 - i. Ask students for examples of tolerance in the book.
 - g. Remind students that each crayon had something unique to give to the picture. Ask students to think about what they give to their class. Tell them that they are superheroes when they use their superpowers to get along with others in their class. Their superpowers make them special and make their class complete!
 - i. Ask the students to write what superpower they have that makes them special and makes their class special. They can write and draw a picture.
 - ii. Allow students to share their writing/drawing aloud to the class. Encourage students to comment on other students work.

- iii. Work together as a class to put all their pages together to make one big picture. Hang it up in the classroom to encourage community.
7. For today's page in the We Are Superheroes big book, ask students to think about what they are going to do to take action to make their class better. What will I do to use my special superpower to make my class picture complete?
 - a. Title today's page, My superpowers make my class complete!"
 - b. Allow each child to say, "I will use my superpower to _____ to make my class complete." Write each statement on a line on today's book page. Give an example to help guide the students.
 8. Ask students what tolerance has to do with the Oklahoma City Bombing?
 - a. Tell them that people from all over the United States, even people who didn't agree on things or didn't get along, came together to help our state heal.
 - b. Tell students that tolerance is important because it is better to disagree, yet be respectful than to disagree and then be violent in your actions.
 - c. Tolerance helps us get along and if we get along, good things will happen in our world.

Assessment:

- To assess the students, ask them what it means to be tolerant (in their own words). Have them give examples of times when they have been or can be tolerant.

Extensions and Alternatives:

- Have each student create individually written pages on today's topic to contribute to the class book. Allow them to write freely about the topic. They do not have to follow the form. This is for younger children and struggling writers.
- Have students write and then act out situations in which tolerance is needed. They can even relate tolerance to historical events.

