HAROLD AND THE PURPLE CRAYON

Harold and the Purple Crayon is one of my favorite classic children’s books. Using this literature-based lesson, we will be inspired by the story to create these purple yarn art sculptures! Teachers will be asked to provide purple yarn and waxed paper.

Kansas College and Career Ready Standards for Visual Arts

VA:CR2.1.K Through experimentation, build skills in various media and approaches to art making.

Materials needed:

- Purple yarn (approximately 2 feet per student)
- School glue
- Paper bowls or plates (one per student, pair, or small group of students depending on district rules on sharing supplies)
- Waxed paper (approximately 1-2 feet per student)
- Printable purple crayons on white card stock (one per student)
- Purple crayon (one per student)
- Wet paper towels for clean up of students’ hands or sink access

Advanced preparation:

Cut yarn and waxed paper to appropriate length
Pour glue into bowls or plates
Program Connection Information

Please use an external microphone (conference style) rather than the integrated one in the computer for the audio for your class and locate it centrally in the room. It can be difficult for the Greenbush teacher to hear the students using the computer microphone and therefore it reduces the interactive nature of the lesson. It is fine to use the computer webcam for your video source.

All classes will take place using Zoom desktop video. If your building is already set up to use a desktop video application with a computer, simply open a browser and enter https://zoom.us/j/3662120241 in the URL space. You may need to download Zoom launcher software (free download) if you don't already have it. This needs to be done in advance of the lesson.

If using a Polycom video conferencing unit (or any legacy type video conferencing unit) to connect to a ZOOM conference, make sure the unit is in "encrypted mode" then dial the following IP on the internet: 162.255.37.11 or 162.255.36.11 and once connected, they will ask for a MEETING ID: enter 3662120241 (for Sharon at Science Center).

It's always a good idea to touch base with your district technology facilitator prior to your program to make sure all systems/equipment are in place and operational and that there aren't any firewalls in place that might prevent you from connecting to Zoom.

Once you connect, you will enter a Zoom waiting room. Your Greenbush teacher will admit you into the final meeting room.

If you have questions, please call Sharon Bertolio at Greenbush, 620-724-6281, or email at sharon.bertolio@greenbush.org (best method of contact).
Additional Lesson Ideas
Advantages to using a wordless picture book include

- Leveling the playing field for all readers. Wordless books have no language barrier and can be used in grades K–12.
- Allowing for meaningful conversations about various interpretations.
- Developing comprehension skills, encouraging rich vocabulary usage, and enhancing storytelling talents.

Wordless Picture Book Activities

Cause and Effect
In storytelling, actions create consequences. Explain cause and effect to students with simple examples, such as “Cause: I did not eat any lunch. Effect: I am hungry.” As you go through a wordless picture book, identify some of the characters’ actions and the effects of their actions. In Journey, the adventurous girl came to the aid of the captured bird. Ask students: What was the effect of the brave girl’s actions?

Narrative Writing
Instruct students to write their own stories based on the illustrations. This may be done on chart paper as a teacher-directed class activity. Students may also write their narratives in small groups or independently. Note: Even though they are using the same visual images, students may develop very different interpretations. Encourage students to share their unique work with the class.

Sequencing
After the students have studied the illustrations in a wordless book and discussed its content, ask them to summarize the story. Explain that all stories have a beginning, middle, and end. Ask the students to sequence the story in three sentences. The first sentence should open with, “At the beginning of the story...” The second sentence should begin with, “In the middle of the story...” The third sentence should start with, “At the end of the story...”

Story Chart
After reading a wordless picture book with students, review the content by completing a story chart. Who are the characters? What is the setting? What is the main problem of the story? What events occur because of this problem? What is the solution to the problem?
A WORDLESS BOOK
STORY CHART

BEGINNING (Story problem)

EVENT #1

EVENT #2

EVENT #3

END (Story solution)

Title: __________________________

Author/Illustrator: ____________

Setting:

Where: _______________________

When: ________________________

Characters (with short description):

_________________________________

_________________________________

_________________________________

Web Resource · Library Lessons · January 2015 · LIBRARYSPARKS
HAROLD AND THE PURPLE CRAYON

by Crockett Johnson
Themes: Creative Thinking/Problem-Solving
Grade Level: PreK – 1
Running time: 8 minutes

SUMMARY
HAROLD AND THE PURPLE CRAYON concerns a little boy who literally "colors his world" by using a crayon to draw whatever he happens to need. The story begins with the little boy, Harold, wanting to take a walk in the moonlight. Because there isn’t a moon, Harold decides to draw one, as well as a path to follow on his walk. When Harold realizes that the straight path is getting him nowhere, he decides to draw a short cut. As the story moves along, Harold and his crayon move along too. Harold draws what he desires, finds himself in difficulty, and draws his way out of his dilemmas.

This is a wonderful exploration of the powers of the imagination. It also serves as an example for children about how problems can be solved through perseverance and creative thinking.

OBJECTIVES
• Children will explore the world of imagination
• Children will investigate problem-solving techniques
• Children will appreciate the importance of patience and perseverance

BEFORE VIEWING ACTIVITIES
Share the book HAROLD AND THE PURPLE CRAYON with children. Then ask:
• If you had a magic purple crayon, what would you draw?
• What could you draw to make your neighborhood a better place? Your city? Your state? The world?

CALL 1-800-243-5020 TO ORDER THESE AND OTHER WESTON WOODS VIDEOS!
This guide may be photocopied for free distribution without restriction

After each activity, share the book. When the children discuss the situations, try drawing a picture with them. As you draw, ask questions such as:
• What would you have drawn in this situation?
• What could you have done?

Draw a simple shape on individual pieces of construction paper and distribute them to children. Have children draw a picture on their paper, somehow incorporating the shape you have already drawn.

Take a walk outdoors with children. Encourage them to look carefully at the trees, plants, rocks, and other objects you come across as you enjoy the outdoors. Help children to notice the different shapes of these objects. For example, point out the straight lines that form the trunk of a tree, the circular shape of rocks, the triangular and zig-zag shapes of flower blossoms.

AFTER VIEWING ACTIVITIES
Encourage children to think about the different things Harold drew to get himself out of each dilemma he encountered. Then offer some situations to the class:
• Harold is flying a kite. The kite gets stuck in a tree. What can Harold draw?
• Harold is sitting in the rain. Harold is getting soaked. What can Harold draw?
• Harold finds a cat on his lawn. He doesn’t know whom the cat belongs to. What can Harold draw?

As children discuss these different situations, help them recognize that there are many different ways people can solve problems.

Attach a long sheet of kraft paper from one end of a classroom wall to the opposite end. Be sure to hang the paper at children’s eye level. Give a child a crayon and have the child press the point of the crayon against one end of the paper. As the child moves along, have him/her move the crayon along the paper in any fashion he/she pleases. Talk with children about what this crayon marking looks like (mountain range, river, highway, etc.) Give the next child a crayon, asking him/her to add appropriate details to the drawing. Continue by giving each child in the group an opportunity to add something to the drawing. Later, have children dictate a story based on the drawing. Print children’s stories exactly as dictated. Display the story, along with the drawing, on a classroom wall.

Other videos and films about imagination available from Weston Woods include:
THE AMAZING BONE by William Steig
GRANPA by John Birmingham
HAROLD’S FAIRY TALE by Crockett Johnson
MORRIS’S DISAPPEARING BAG by Rosemary Wells
A PICTURE FOR HAROLD’S ROOM by Crockett Johnson
THE TRIP by Ezra Jack Keats
WHAT’S UNDER MY BED? by James Stevenson
WHERE THE WILD THINGS ARE by Maurice Sendak