

Rosie & Crayon

by Deborah Marcero



Common Core Teaching Guide

ABOUT THE BOOK

Rosie and her pup, Crayon, are best friends. Throughout the colorful seasons, they share in the joys of love, laughter, and friendship. Until one day, when Crayon dies, and all of the color and joy is stripped from Rosie's world. Everything turns black and white, and Rosie's heart zips itself up. But as she moves through her grief, she finds herself on a journey—one that will teach her how to open her heart to love once again.

No matter what challenges a child may face—whether it's grief from loss, or grief from any experience—all children can benefit from seeing Rosie's resilience and renewed sense of hope. Stories are an extremely powerful tool in today's world. They can help children cope with their feelings and perhaps even more importantly, can prepare them for challenges ahead—creating a safe context in which to grow and flourish.

INTRODUCTION

Dear Teacher,

So many children have lost a pet—or a close family member or friend—and need an opportunity to process that experience, whether in the moment or long afterward. Yet it is sometimes difficult to find a springboard for those conversations in the classroom. *Rosie & Crayon* provides opportunities for deep, heartfelt discussions of love, loss, and renewed hope through friendship and giving.

Your students will tap into their own emotional experiences while writing, sharing, and discussing, meeting many Common Core Reading Literature, Speaking and Listening, and Writing standards.

And if you and your students have time to spare for some creative art, you can use the book as a springboard for two imaginative art activities as well.



This guide was prepared by Toni Buzzeo, M.A., M.L.I.S., author, educational consultant, and school librarian. www.tonibuzzeo.com

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READING LITERATURE AND SPEAKING AND LISTENING STANDARDS

Reading Literature Standard 3

RL K.3 With prompting and support, identify characters, settings, and major events in a story.

RL 1.3 Describe characters, settings, and major events in a story, using key details.

RL 2.3 Describe how characters in a story respond to major events and challenges.

Speaking and Listening Standard 2

SL K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

SL 1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

SL 2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

THE SADDEST THING

Kindergarten and Grade One: After Reading *Rosie & Crayon* aloud, open a discussion of the characters, settings, and major events of the story.

Begin by asking students to identify all of the characters in the story. Remind them to include the new friend Rosie makes in the second half, even though we do not know his name, as well as listing both pets by name. Once you have established a list of characters, ask students to rely on both text and illustrations in order to describe each of the five characters fully.

Next ask students to identify the various settings in the story. Remind them that settings are most often introduced through illustrations. Ask whether the settings in the story change over time and what causes the changes in the settings.

Finally, ask students to name the major events in the story. Ask:

- *What happens as the story begins? Describe the experiences and events that Rosie and Crayon share.*
- *What happens in the middle of the book? How do you know?*
- *What happens to Rosie after Crayon dies?*
- *What happens near to the end of the story that changes Rosie's feelings? Be sure to describe each specific event that leads to the end of the story.*

WHEN ROSIE'S HEART HURT

Grade Two: Ask students to discuss Rosie's response to Crayon's death. Ask:

- *How does Rosie feel?*
- *What does Rosie do?*
- *How does author/illustrator Deborah Marcero capture Rosie's feelings in her illustrations?*



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Reading Literature Standard 7

RL K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

RL 1.7 Use illustrations and details in a story to describe its characters, setting, or events.

RL 2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

Speaking and Listening Standard 4

SL K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

SL 1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

SL 2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

THE WORLD IN COLOR

Kindergarten, Grade One, Grade Two: Read *Rosie & Crayon* aloud to students asking them to simply enjoy the text and illustrations. Next, read the story a second time, asking students to pay especially close attention to the illustrations on each page. Then launch a discussion of the role of the illustrations in their understanding of the story. Ask:

- How much of the story do the words/text tell?
- How much of the story do the illustrations tell?
- How does Deborah Marcero use color in her illustrations to express feelings? Give specific examples.

- What do you know about the characters from the text alone?
- What do you know about the characters from the illustrations alone? Does the color in the illustrations help you to understand the characters better?
- What do you know about the setting from the text alone?
- What do you know about the setting from the illustrations alone?
- Can you understand the events of the story (the plot) with only text or only illustrations? Why or why not?

READING LITERATURE STANDARDS

Reading Literature Standard 9

RL K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

RL 1.9 Compare and contrast the adventures and experiences of characters in stories.

Kindergarten, Grade One: After reading and discussing *Rosie & Crayon*, share Deborah Marcero's other picture book, *Ursa's Light*. Ask students to think about whether the stories are similar in setting, plot (events), or character. Once students have determined that it is the emotional journey each character takes that is similar—traveling from joy to loss (failure or discouragement on Ursa's part) and back to joy once again—discuss the role of a secondary character in each of the stories in bringing about the positive resolution at the end of each book.

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WRITING STANDARDS

Writing Standard 8

W K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

W 1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

W 2.8 Recall information from experiences or gather information from provided sources to answer a question.

THE COLORS OF THE SEASONS

Kindergarten, Grade One, Grade Two: As the second double-page spread opens, we learn that “Crayon colored Rosie’s world.” Author/illustrator Deborah Marcero takes a seasonal approach to the colors that Rosie experiences, beginning with spring and ending with winter. Revisit these four spreads and invite students to carefully study both text and illustrations. Invite them to fill out **The Color of the Seasons** graphic organizer with the information they find in each spread, beginning by recording the text and the pictures that illustrate it. Then, invite them to continue, individually or as a group, to add further phrases and illustration suggestions for each season.



The Colors of the Seasons

SPRING ILLUSTRATIONS	SPRING TEXT	SUMMER ILLUSTRATIONS	AUTUMN TEXT	AUTUMN ILLUSTRATIONS	WINTER TEXT	WINTER ILLUSTRATIONS
green trees green grass	tickled greens					
yellow butterflies	fluttering yellows					

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WRITING, SPEAKING AND LISTENING, AND READING LITERATURE STANDARDS

Writing Standard 3

W K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

W 1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

W 2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

Speaking and Listening Standard 5

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

SL 1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

SL 2.5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

Reading Literature Standard 7

RL K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

RL 1.7 Use illustrations and details in a story to describe its characters, setting, or events.

RL 2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

THE WORLD IN COLOR

Kindergarten, Grade One, Grade Two: Ask students to recall a very sad time in their lives. If students have lost a pet or a person in their lives, they may want to consider that experience. However, each child should choose his or her own sad experience to recall. Encourage students to share specific details of their experiences including the setting, who else was there for the experience, and how they felt.

Then, ask children, individually, to write or dictate narratives in which they describe their experiences. Instruct them to narrate the key events in their stories in the order in which they occurred and to use language that communicates their emotional reactions to what happened.

Finally, after completing the exercise above, continue the discussion of the role of color in Deborah Marcero's illustrations. Ask how the story might have been different if it were all illustrated in full color instead of the black and white and gray illustrations that follow Crayon's death. Then invite students to create an illustration on **The Color of Sadness** hand-out of the experience they have chosen to write about, choosing to use either color or black, white, and gray to illustrate it.

The Color of Sadness



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ART EXTENSION ACTIVITIES

PET PLAY

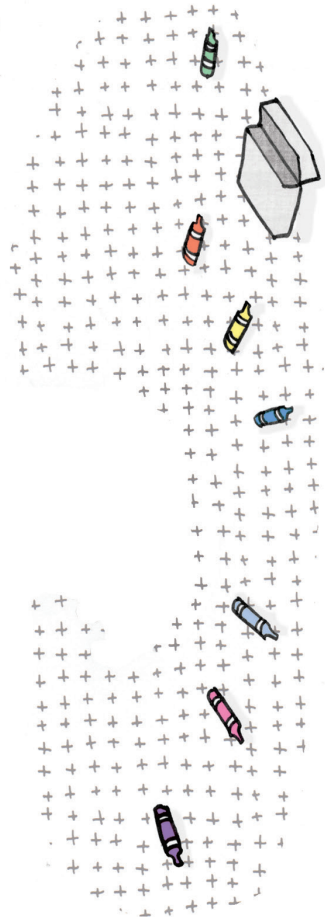
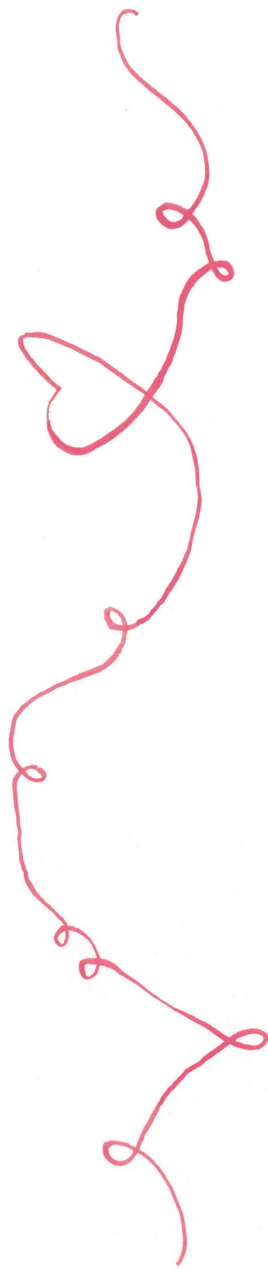
Deborah Marcero introduces us to Crayon on the opening end papers of *Rosie & Crayon* and continues a similar introduction of Inky on the final end papers. Invite students to choose a pet of their own or one belonging to the classroom or to a friend or relative to similarly capture in motion. If the pet is an animal who would have a special ball or toy or climbing apparatus, ask them to capture the pet's many moods and activities as he or she interacts with that object, just as Marcero captures both Crayon and Inky in motion with their balls. Direct them to place themselves on the rug with illustrations of the animal romping around them.

WHAT COLOR ARE YOUR FEELINGS?

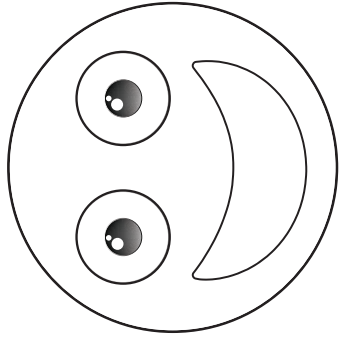


Invite students to think further about the ways in which color can reflect our emotions. Supply each child with a box of eight markers or crayons including the classic colors: Red, Yellow, Blue, Brown, Orange, Green, Purple, and Black. Discuss the following list of emotions to be sure that they understand each: Happy, Sad, Afraid, Mad, Excited, Embarrassed, Shy, and Jealous. Ask them to use the **What Color Are Your Feelings?** graphic to color the faces with the color that they feel best matches each emotion. When the graphics are complete, lead a discussion of individual color choices.

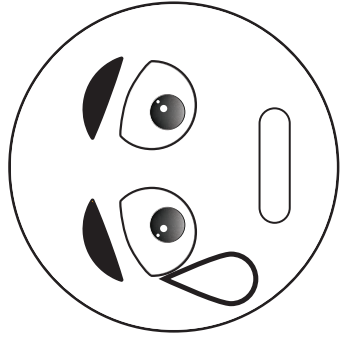
Pet Play



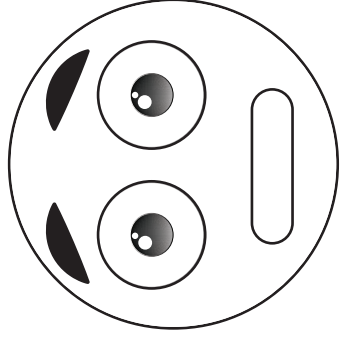
What Color Are Your Feelings?



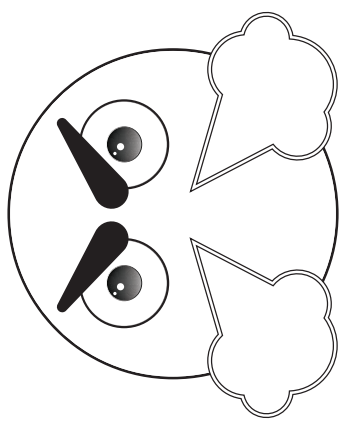
Happy



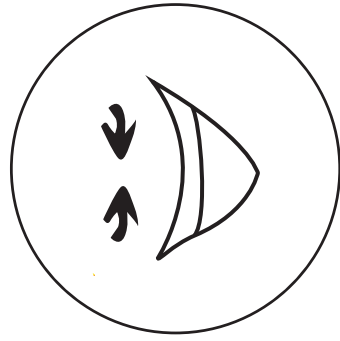
Sad



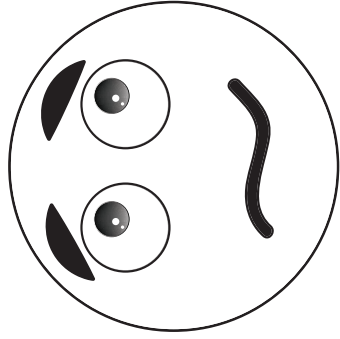
Afraid



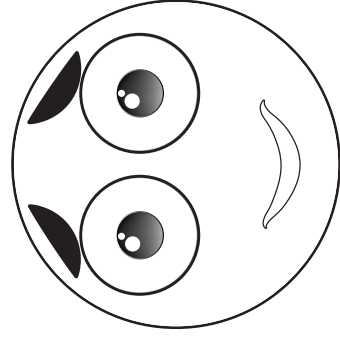
Mad



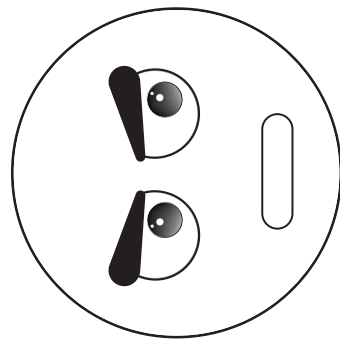
Excited



Embarrassed



Shy



Jealous

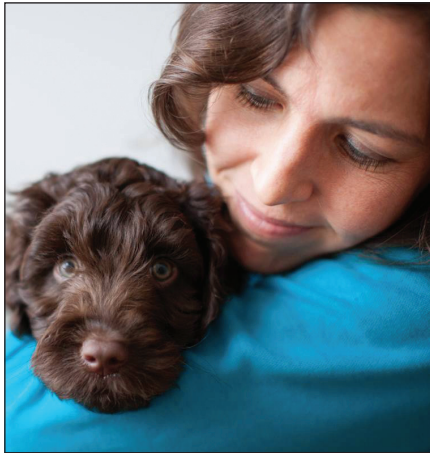
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About the Author / Illustrator



Deborah Marcero received her BFA in drawing and photography from the University of Michigan, and her MFA in poetry from the School of the Art Institute of Chicago. Deborah lives in Michigan with her pup, Bear. *Rosie & Crayon* is Deborah's second Peter Pauper Press picture book. Her debut picture book, *Ursa's Light*, garnered a starred review from *Booklist* calling it "a visual standout."

