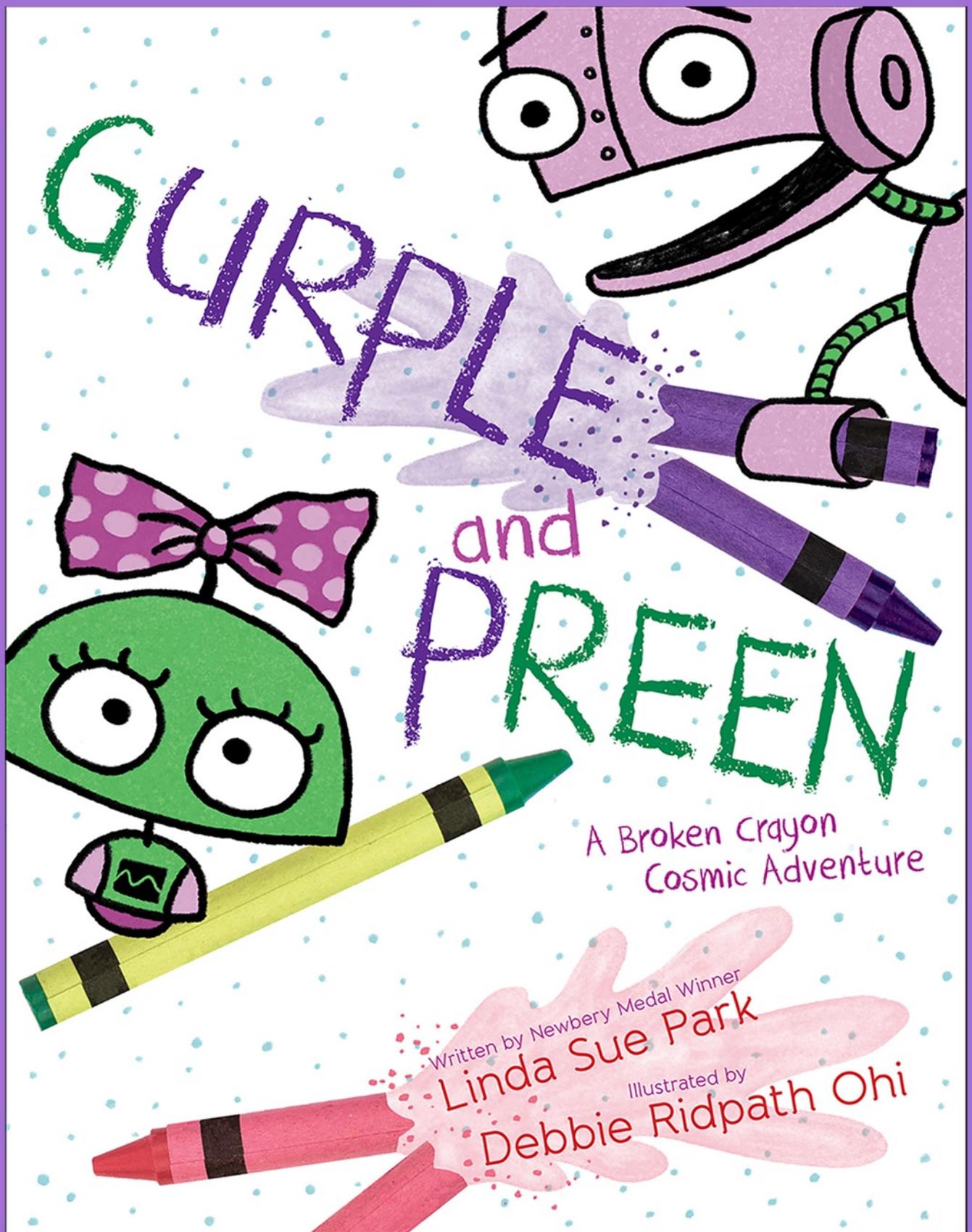


CLASSROOM GUIDE for



A Broken Crayon
Cosmic Adventure

Written by Newbery Medal Winner
Linda Sue Park

Illustrated by
Debbie Ridpath Ohi

A Teacher's Guide written by Marcie Colleen,
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Author, *Gurple and Preen: A Broken Crayon Cosmic Adventure*

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Marcie Colleen, Curriculum Writer

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How to Use This Guide

This classroom guide for *Gurple and Preen: A Broken Crayon Cosmic Adventure* is designed for students in preschool through third grade. It is assumed that teachers will adapt each activity to fit the needs and abilities of their own students.

It offers activities to help teachers integrate *Gurple and Preen* into English language arts (ELA), mathematics, science, and social studies curricula. Art and drama are used as a teaching tool throughout the guide.

All activities were created in conjunction with relevant content standards in ELA, math, science, social studies, art, and drama.

Extra activity sheets and other bonus material can be found at DebbieOhi.com/GurplePreen, plus Broken Crayon activities at DebbieOhi.com/Broken-Crayon.

Title: Gurple and Preen: A Broken Crayon Cosmic Adventure

Author: Linda Sue Park

Illustrator: Debbie Ridpath Ohi

Ages: 4–8/Grades: P–3

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Brief synopsis:

This wildly imaginative, crayon-inspired picture book shows that with a bit of teamwork and a universe of creativity, anything is possible!

Buzz!

Zap!

CRASH!

Gurple and Preen are in a big mess! When they crash-land onto an unfamiliar planet with nothing but boxes of crayons, they must work together to get the mission back on course.

From Newbery Award–winning author Linda Sue Park and illustrator Debbie Ridpath Ohi comes a story about all the best things that can come out of a box of crayons.

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English Language Arts

Reading Comprehension



Before reading *Gurgle and Preen: A Broken Crayon Cosmic Adventure*, help students identify the basic parts of a picture book: front cover, back cover, title page, spine, end papers, and jacket flap.

The Front Cover ~

- Describe everything you see on the front cover.
- Who do you think the robots are?
 - What are they doing?
 - How do you think they feel?
- With a partner, try to mimic what they are doing.
 - How does it make you feel?
- Can you guess what the story might be about?
 - What are some clues you can find in the cover illustration?

The Back Cover ~

- Describe everything you see on the back cover.
- What are the robots doing now?
 - How do you think they feel?
 - What do you think the crayons have to do with the story?

Now read or listen to the book.

Help students summarize in their own words what the book was about and define the events in terms of a plot arc by using the following chart.

- Create a thought bubble over Preen’s head. What is she thinking?

“Preen kept working, putting things together” spread and the following wordless spread

- How would you describe what is happening in these two spreads?
- List three words that describe what Preen is doing.
- Create thought bubbles over Preen in each illustration to show her thought process.

“Wow, I can’t believe it” spread

- How would you describe what is happening in these two pages?
- How many items from broken crayons can you spot?
- Why do you think Gurple is shocked?

The final bedroom spread

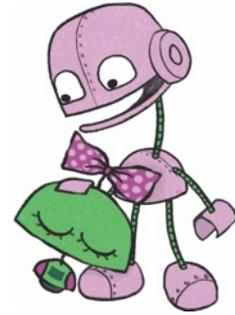
- How would you describe what is happening in these two pages?
- Who do you think this girl is?
- Look closely for some fun details. Do you see:
 - Rocket ship
 - Goldfish
 - Panda bear
 - Crayons
 - Gurple and Preen
 - Quail
 - Wrench
 - Guitar
 - Puzzles
 - String of lights
 - Lampshade
 - Hockey stick



Who is Gurple? Who is Preen? ~ Character Study

How a character acts says can tell readers a lot about who the character is.

Read *Gurple and Preen*. Scene by scene, record your thoughts regarding each character, in a chart like the one below.



Text	What Gurple does. What Preen does.	How would you describe Gurple? How would you describe Preen?
Example: <i>"How are we ever going to repair the ship? It's impossible!"</i>	Gurple is overwhelmed and complains at how much work there is to get done. Preen gathers crayons, starting to clean up.	Gurple: Upset, overwhelmed, negative. Preen: Hardworking, unassuming.

After gathering information regarding Gurple and Preen's characters, use the scenarios below to write a new scene for *Gurple and Preen*. What would Gurple and Preen do in one of the following situations?

- Lunch time on the rocket and they forgot to pack lunches.
- It's Gurple's birthday and everyone forgot.
- The rocket ship lands on the wrong planet.

Critical Thinking

In fiction stories, a character usually changes in some way. Do you think Gurple changed in the story? How? (*analyzing, inferring, giving support to an idea*)

How would the story be different if Preen had not sprung to resourceful action? (*predicting, cause and effect*)

What do you think is the message of this story? (*teamwork, creativity, resourcefulness*)

Preen Beeped ~ Point of View

Either as a class or individually, explore each scene in *Gurple and Preen* from the point of view of Preen. What is she thinking and doing in each illustration? How does she feel? What would she say to Gurple?

Advanced classes will be able to write *Gurple and Preen* from the robot's point of view. However, classes can also create captions and thought-bubbles.

Bit by Bit by Bit: Writing Technical Instructions

Teaching someone to do something new can be challenging, particularly in writing.

As a class, create a list of instructions on how to make a peanut butter and jelly sandwich.

- 1) Gather the ingredients: a jar of peanut butter, a jar of jelly, and two slices of bread.
- 2) Get your tools: spoon, knife, plate, etc.
- 3) Lay the pieces of bread side by side on the table.
- 4) Open the jar of peanut butter.
- 5) Place the knife in the jar and scoop out some peanut butter.
- 6) Spread the peanut butter on one of the slices of bread.
- 7) Open the jar of jelly.
- 8) Using the spoon, scoop out some jelly and spread the jelly on the other piece of bread.
- 9) Place the pieces of bread together, joining the jelly and the peanut butter sides.
- 10) Using the knife, cut the bread in half.
- 11) Place on plate.
- 12) Eat.
- 13) Clean up and put the jars of peanut butter and jelly away.

Students can create their own recipe cards for their favorite treats, complete with illustrations.

Examples:

- Hot fudge sundae
- Grilled cheese sandwich
- Veggies and hummus
- Ham and cheese sandwich
- Fruit salad
- Scrambled eggs and toast

Create a class cookbook to include all the recipes.

For some extra fun, bring in all the tools necessary to complete a recipe and have the students walk you through step by step. If they miss a step, hilarity might ensue!



Gurple picked up a blue crayon and broke it. "Bits and bytes—a *tablecloth*? What are we supposed to do with that? We need stuff we can *USE*."

Sample illustration from GURPLE AND PREEN: A Broken Crayon Cosmic Adventure, written by Linda Sue Park and illustrated by Debbie Ridpath Ohi. Launches from Simon & Schuster Books For Young Readers Aug.25, 2020. More: DebbieOhi.com/GurplePreen

The Best Things Can Come From a Box of Broken Crayons

Gurple and Preen discover some pretty imaginative things inside their broken crayons.

Let's take a trip into the world of YOUR own imagination and write your own broken crayon story.

Write a creative story about one of the following:

- Being stuck at home with nothing to do, but draw with your crayons.
- Going on a car trip with nothing but your box of crayons.
- Coming home to find that your dog has broken all of your crayons.

Optional: Create the story together as a class.

Speaking and Listening Activities

Picture books are written to be read aloud. Here are some other ways to bring *Gurple and Preen* to life in your classroom and have fun with speaking and listening skills!

Mime

- Ask students to silently act out a page from the book, exaggerating body motions and facial expressions. See if others can identify the page that goes along with the mimed action.

Drama

- Create a TV commercial to encourage people to read *Gurple and Preen*.
- In small groups, act out *Gurple and Preen* as an opera, a western, a “breaking news” story, a thriller, etc. The rest of the class should guess what the “style” is.

Math

Word Problems

For younger students, the use of pictures or props can be helpful in figuring out word problems. Note to teachers: Use the word problems below as inspiration to write your own, based on the illustrations in Gurple and Preen or any other book of study.

The “Gurple broke a brown crayon” illustration:

- 1) How many quails come out of the broken crayon?

On a piece of paper, draw 5 quails.

Draw 2 more quails.

How many quails are there now?

Write the equation: $\underline{\quad} + \underline{\quad} = \underline{\quad}$

What if three quails flew away? How many quails would be left?

Write the equation: $\underline{\quad} - \underline{\quad} = \underline{\quad}$

The "Gurple kept fuming" illustration:

2) How many green crayons do you see?

On a piece of paper, draw 4 orange crayons.

Draw 3 more orange crayons.

How many orange crayons do you have?

Write the equation: $\underline{\quad} + \underline{\quad} = \underline{\quad}$

What if 5 orange crayons disappeared? How many orange crayons would be left?

Write the equation: $\underline{\quad} - \underline{\quad} = \underline{\quad}$

A Crayon Scavenger Hunt

This scavenger hunt will help students sharpen observational and counting skills.

- Create several copies of the paper cut-outs of different shapes that represent different color crayons.
 - Yellow
 - Green
 - Blue
 - Red
- Number each different color set from 1–5.
- Hide these cut-outs around the room.
- Assign students a certain color crayon.
- Ask students to find their set of crayons numbered 1–5. If a student sees a color crayon they are NOT collecting, he/she must leave it for another student to find.
- The first student to find a crayon 1–5 sequence, wins.
- Additional activity: This same game can be played with a set pattern of shapes or pictures to teach sequencing.

Counting and Comparison

Debbie Ohi's illustrations are a combination of photos and art and lend themselves nicely to practicing counting and comparison throughout *Gurple and Preen*. Use the following questions to guide students through a mathematical exploration of the book.

"Gurple picked a blue crayon and broke it" spread:

- How many crayons do you see?
- How many robots do you see?

"Gurple broke a brown crayon" spread:

- How many pieces of blue tablecloth do you see?
- How many quails?
- How many crayons?

"Preen rounded up the quails" spread:

- How many quails do you see?
- How many crayons?
- How many robots?
- How many pieces of blue tablecloth?

"Meanwhile Gurple was still breaking crayons" spread:

- How many crayons do you see?
- How many robots?
- How many strings of lights?

"Good work" spread:

- How many robots do you see?
- How many kids?
- How many rocket ships?
- How many pandas?
- How many quails?

Additional Challenge: Now compare the numbers of different items on each spread, using these symbols:

> (is greater than)

= (is equal to)

< (is less than)

Example: In "Gurple picked a blue crayon," the number of crayons is > robots.

Science

New Vocabulary: Brainstorming

Preen is super resourceful and does some brainstorming on how to use random items from broken crayons to fix the rocket ship.

What is brainstorming?

- To demonstrate, show the class a paper plate.
 - Then, give the class two minutes (use a timer) to list as many things as possible that the paper plate can be used for.
 - Record their ideas on the board.
 - Once the two minutes is up, review the list on the board.
 - Explain that what they were just engaged in was brainstorming.

Look up "brainstorming" in the dictionary. (Depending on the level of your students, a student volunteer can do this or the teacher can.)

- Read the definition.
- Explain that a brainstorm is when you take all of the ideas in your head and let them out, kind of like how a cloud lets out all of the rain during a storm.

Explain the "rules of brainstorming."

- Nothing is a bad idea. Do not criticize any ideas while brainstorming.
- Hitching is welcome. Listen to others' ideas and let their ideas spark new ideas in you. This way, in group brainstorming, often ideas build upon each other.
- Be off-the-wall. Outrageous and humorous ideas are welcomed.

Now knowing what we know about brainstorming, let's try some brainstorming activities.

- Categories Game. Have students sit in a circle and take turns brainstorming items in the announced category. For example, "animals." Go around the circle and have each child name an animal. They cannot repeat a response that another child gave. Go around the circle more than once if kids seem to have more ideas in that category. Other potential categories include fruits, vegetables, colors, items of a specific color, creatures that swim, musical instruments, and things with wheels.

- Hypotheticals. Move brainstorming into the abstract by having students brainstorm answers to hypothetical questions. For example, ask them what a dog might be thinking while he sits at home or what might happen if people could fly. Record all of the answers so they can be read back to the kids when the brainstorming is finished. Rather than going around a circle and putting pressure on kids to think of something new, have students raise their hands to share answers. If a child is quiet, call on him/her early in a round before too many obvious answers have been said.
- Silly Answers. Teach students that they should share anything they can think of in a brainstorm, even if it does not seem like the best answer, by having them share the silliest answers they can think of to some questions. For example, brainstorm the silliest way to get from one end of the room to another. Turn it into a physical activity by having them demonstrate their silly methods, too. When students start running out of ideas, ask: "Who can think of something even sillier?" to prompt more responses.

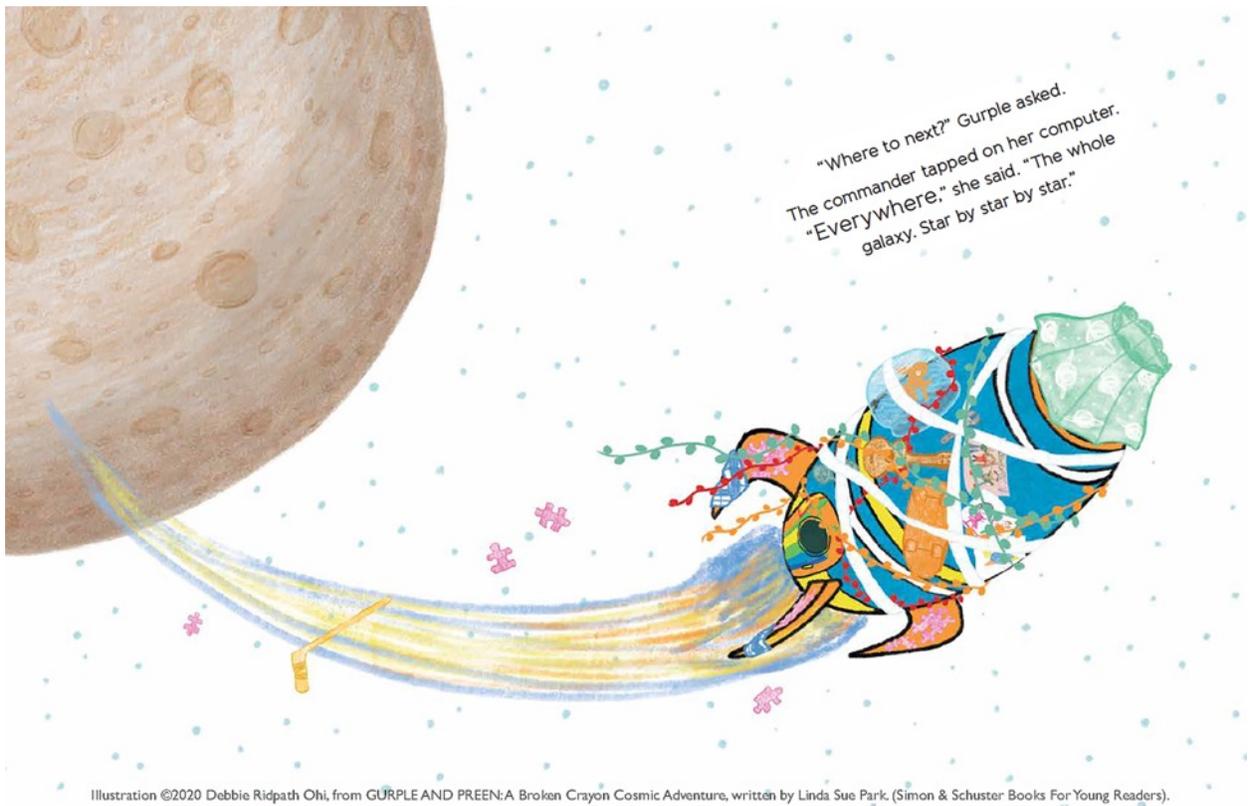
After better understanding brainstorming, discuss:

- The value of brainstorming.
- Why brainstorming is so important to inventors and creators.
- How students could use brainstorming in their everyday life.

Preen's Recycle-Lab

Each student should bring from home one item found in the recycling bin (plastic bottles, tin cans, milk cartons, newspaper, etc).

Using all the items and some additional art supplies, create a stellar rocket ship, which can be displayed in the classroom.



Design a Rocket Ship

This challenge allows students to test out the Scientific Method for themselves as they problem-solve a way to create a rocket ship! Of course, a little imagination is going to go a long way here, too!

The Scientific Method is an eight step series that engineers, scientists, and inventors use to problem solve.

Step 1: Ask a Question

Step 2: Do Research

Step 3: Guess an Answer (also called a Hypothesis)

Step 4: Test Your Guess/Hypothesis

Step 5: Did it Work? Could it Be Better? Try Again

Step 6: Draw a Conclusion

Step 7: Write a Written Report of Your Results

Step 8: Retest

After introducing the eight steps to the class,

- Provide the students with several craft items (rulers, paper, cardboard tubing, empty boxes, tape, glue, etc.). Check the recycling for other ideas of materials.
- Provide each group with an egg. Hardboiled eggs can be used for testing so that they will show cracks but won't make a mess.
- Each group must create a rocket ship for an egg that can protect it from a 5-foot fall. Of course, most groups will want to create something that the whole egg will actually fit inside for ultimate protection.
- The groups must create an eight-page Scientific Notebook for their rocket ship and carefully document their use of the Scientific Method throughout the process of creating their rocket ship.

Once all rocket ships have been prototyped, test them out one by one as a class. Did they work? Retest? If they didn't work, head back to the drawing board like a real inventor.

Often up awards to increase the competition.

- Strongest Rocket ship
- Most Attractive Rocket ship
- Most Materials Rocket ship
- Least Materials Rocket ship

Social Studies

Dealing with Disappointment and Change

Just like Gurple, students sometimes have difficulty dealing when things don't turn out the way that they hoped. It may seem like the end of the world.

Here is an activity to help students deal with disappointment.

- Fill a glass halfway with a colored liquid.
- Ask the students to say whether the glass is half-empty or half-full. Quickly they will conclude that it could be either.
- Explain that how you see things, your point of view, is called your "perspective" or "attitude." The glass can be either half-empty (negative attitude) or half-full (positive attitude).
- Ask for examples of how perspectives and attitudes can influence the way someone sees everything.
- What was Gurple's attitude like when she didn't get the items she wanted from the broken crayons?

- What was Preen's attitude like?
- How could Gurple change her perspective on the broken crayons?

Write a letter to someone who is feeling disappointed. Explain how it can help to look at things from a more positive perspective. Use *Gurple and Preen* as evidence where applicable.

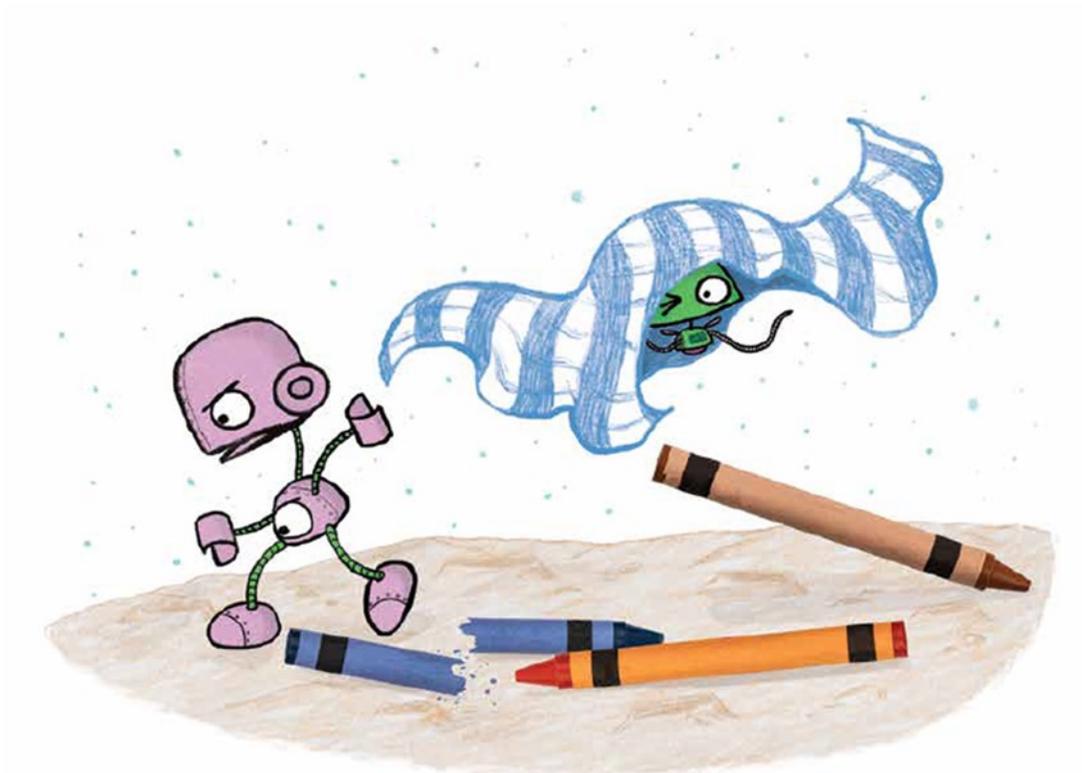


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