



Activity 1: Read the grey, purple and beige letters that the crayons wrote to Duncan.

Dear Year 2,

GREY CRAYON here. You're KILLING ME!

I know you love Elephants. And I know that elephants are grey... but that's A LOT of space to colour in all by myself.

And don't even get me started on your rhinos, hippos and HUMPBACK WHALES... you know how tired I am after handling one of those things? Such BIG animals... Baby penguins are grey, you know. so are very tiny rocks. Pebbles. How able one of those once in a while to give me a break?

**Your very tired friend,
Grey Crayon**



Dear Year 2,

All right, LISTEN.

I love that I'm your favourite crayon for grapes, dragons and wizard's hats, but it makes me crazy that so much of my gorgeous colour goes outside of the lines. If you DON'T START COLOURING INSIDE the lines soon... I'm going to COMPLETELY LOSE IT.

Your very neat friend,

Purple Crayon



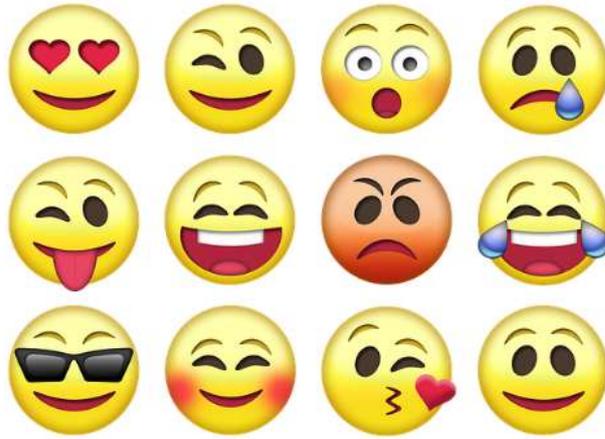
Hey Year 2,

I'm tired of being called "light brown" or "Dark tan" because I am neither. I am BEIGE and I am proud. I'm also tired of being second place to Mr Brown Crayon. It's not fair that brown gets all the bears, ponies and puppies while the only thing I get are turkey dinners (if I'm lucky) and wheat, and lets me honest when was the last time you were excited about colouring in wheat?!

Your BEIGE friend,
Beige Crayon



Activity 2: With your family, practise acting out how the crayons were feeling when they decided to quit. Relate back to the letters read. As a _____ crayon I felt _____ because _____



Be Creative: If you can take a photograph and stick in your writing book.



Activity 3: Write down in your book a paragraph to explain how you think the crayons were feeling and why they might have been feeling like this. Use a dictionary to help you with your spellings and thesaurus looking at synonyms related to feelings.

