

# The Crayon Man: The True Story of the Invention of Crayola Crayons

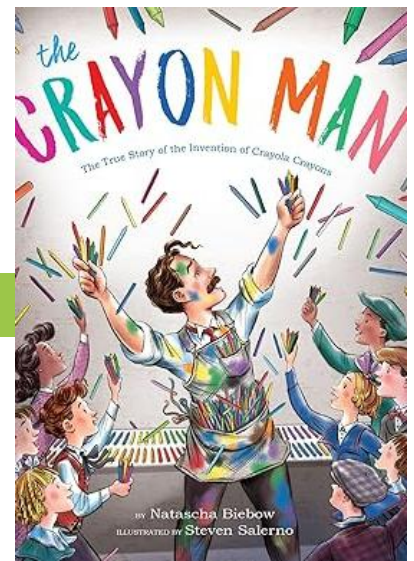
## READ ALOUD GUIDE

**Themes:** Creativity, Inventions

**Book Brief:** Imagine a time when there weren't good tools for creating art with color! This is the true story of the invention of Crayola crayons. Through experimentation and a special knack for listening, Edwin Binney and his cousin, C. Harold Smith, and their team created one of the world's most enduring, best-loved childhood toys – Crayola crayons, empowering children around the world to imagine, create, and draw ANYTHING!

**Author:**  
Natascha Biebow

**Illustrator:**  
Steven Salerno



## BEFORE READING

**The Cover:** Ask students to make a prediction about the story based on the cover.

**The Pictures:** Take a brief picture walk and ask students what they notice.

**Prior Knowledge:** Ask, “What types of pictures do you like to draw with crayons?”

**Vocabulary:** Frontload Tier 2 words using the accompanying [Vocabulary Guide](#).

**Purpose for Reading:** “As we read, think about how much time and work it took to imagine and experiment with materials to create safe and colorful crayons.”

## DURING READING

Check for understanding & make connections:

- What made Edwin Binney so interested in making the world of drawing more colorful?
- What are some of the natural materials in the world that led to the creation of the first eight colors of crayons?
- Why do you think there was the need for experimenting with different substances & pigments to create the first crayons?

## AFTER READING

**Our Purpose:** What does the creation of crayons have in common with the creation of other inventions, especially for children?

**Extending Our Thinking:** Create a large chart of possible new crayon names and their accompanying color.

If your students enjoyed this book...

- Encourage them to continue to discuss it and refer to it in other lessons and conversations.
- Let them explore more about the topic by reading other books with similar themes, structure, characters, or content.