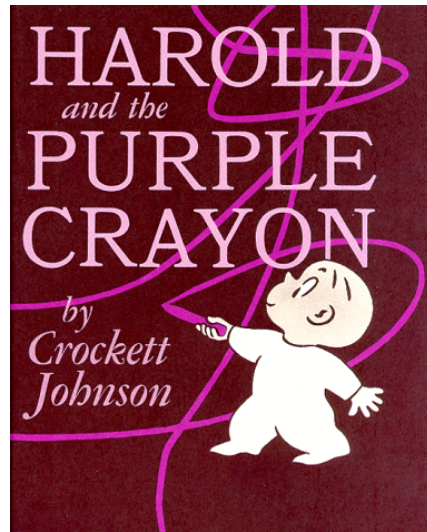


# #1870 HAROLD AND THE PURPLE CRAYON

DISTRIBUTOR: WESTON WOODS STUDIOS  
YEAR OF PRODUCTION: 1969, COLOR  
GRADE LEVELS: PS-3  
TIME: 8 MINUTES  
INSTRUCTIONAL GRAPHICS: 3



## DESCRIPTION

Through animation, Harold creates his own little world with the help of a magical purple crayon. Harold takes a midnight walk and draws himself into and out of a variety of situations.

## GOALS

1. To promote the use of imaginative thinking.
2. To encourage children to predict what will happen next.
3. To help children be aware of feelings.
4. To stimulate an interest in drawing.

## INSTRUCTIONAL OBJECTIVES

1. Students will identify what Harold uses to create his adventures.
2. Given a description of a scene from the media, the children will describe what Harold will draw next.
3. Students will explain how Harold finds his room.
4. Students will describe how Harold feels in three given situations.
5. Students will state reasons for Harold's actions in four given situations.
6. Students will draw a picture using their own "magic crayon".

## BEFORE SHOWING

1. Discuss the color purple.
  - a. Ask the students how the color purple makes them feel.
  - b. Ask the students to name things that are purple.
2. Ask the children if they like to go for walks.
  - a. Where do they go on their walks?
  - b. What do they see on their walks?
3. Introduce the book *Harold and the Purple Crayon* by showing the cover to the students.

## C a p t i o n e d M e d i a P r o g r a m

- a. Ask students what they think Harold will do with the purple crayon.
- b. Ask the students where they think Harold will go on his walk.
4. Present these phrases and discuss their meanings:
  - a. Get lost.
  - b. Made land.
  - c. Fell over the side.

### Discussion Items and Questions

1. Discuss the reality of a magical purple crayon.
  - a. Can a drawing become real?
  - b. Can people draw themselves into and out of situations?
2. Discuss some of the whys in this media. Present a crayon ditto to each student who answers a question correctly. The dittoes can be colored purple. (See INSTRUCTIONAL GRAPHICS.)
  - a. Why did Harold take his big purple crayon?
  - b. Why did Harold make just one tree?
  - c. Why did Harold make a dragon?
  - d. Why did Harold's hand shake?
  - e. Why did Harold draw a boat?
  - f. Why did Harold make nine pies?
  - g. Why did Harold draw a moose and a porcupine?
  - h. Why did Harold draw a hill?
  - i. Why did Harold draw a balloon?
3. Why did Harold make many windows? Why did Harold draw a window around the moon?
4. Ask the students how Harold felt when he was in the following situations:
  - a. He saw the dragon.
  - b. He sailed.
  - c. He thought about picnics.
  - d. He wanted to see his bedroom window.
  - e. He fell over the side of the hill.
  - f. He couldn't find his window.
  - g. He drew the window around the moon.
5. Discuss the sentence, "The moon went with Harold."
  - a. Do the sun and moon really follow people?
  - b. Why does it seem as if they do?



### Applications and Activities

1. Show the students the book *Harold and the Purple Crayon*.

## C a p t i o n e d M e d i a P r o g r a m

- a. Using just the pictures, have each student retell part of the story.
- b. Encourage students to include Harold's feelings and the reasons for his actions.
2. Ask the students what they think Harold will do with his magic crayon when he wakes up.
3. Distribute a cutout of a crayon to each child (See INSTRUCTIONAL GRAPHICS.)
  - a. Ask the children to choose the color they would like each of their magical crayons to be.
  - b. Have the children color their magical crayons.
  - c. Give each child some paper.
    - (1) Younger children can use a single sheet of paper.
    - (2) Older children can use several sheets of paper folded into a book form.
  - d. Have the children create a picture or story using their magical crayons.
4. Describe a scene from the media or show a page from the book. Have the students describe what Harold will draw next.
5. Have the students make a color collage.
  - a. Ask the children to choose either the color purple or their own magical colors to use for the collage.
  - b. Provide magazines, scraps of material, tissue paper, thread, yarn, or any other available material for the students to use in their collages.
6. Draw a shape, symbol, or form on the board.
  - a. Have each child take a turn and add something to the drawing.
  - b. When the drawing is completed, ask the students to tell about this drawing.
7. Give the students worksheets which provide them the opportunity to draw a missing item (See INSTRUCTIONAL GRAPHICS.)
8. Have the children complete the drawing of Harold's window (See INSTRUCTIONAL GRAPHICS.)



### COMMUNICATION SKILLS

1. Discuss some of Harold's character traits with the students. Ask the students to invent a name sign for Harold.
2. Encourage students to use because answers to the why questions.
3. Motivate students to listen during auditory training activities by letting them respond to tasks. Have them use a purple crayon.
  - a. Detection: Have students draw a purple line on their papers, letting the lines travel anywhere on the page. Students begin

## C a p t i o n e d M e d i a P r o g r a m

drawing when a musical recording begins, and stop when the music stops. Isolated vowels or continuant consonants (m, s), a repeated series of nonsense syllables, or connected language could also be used as auditory stimuli.

- b. Recognition: Using the "What's missing?" handouts accompanying this guide, ask students to put their purple crayons on the words named by the teacher. The words could be presented in isolation or within sentences.

### RELATED RESOURCES

#### Captioned Media Program

- [\*Beginning ASL Videocourse #6: Read Any Good Fingers Lately? #3166\*](#)
- [\*Colors and Shapes #2459\*](#)
- [\*Crayons and Markers #3596\*](#)
- [\*The Dot #10482\*](#)
- [\*What is Art? #9474\*](#)

#### Books

- Allen, Janet. *Exciting Things to do With Color*. New York: J.B. Lippencott Company, 1977.
- Ames, Lee J. *Draw Draw Draw*. Garden City, New York: Doubleday & Company, Inc.1962.
- Asch, Frank. *Bread and Honey*. New York: Parents Magazine Press, 1981.
- Davidow, Ann H. *Let's Draw Animals*. New York: Grosset & Dunlap, Publishers, 1979.
- Davidow, Ann H. *Let's Draw Shapes*. New York: Grosset C Dunlap, Publishers, 1976.
- Johnson, Crockett. *Harold and the Purple Crayon*. New York Harper & Row, Publishers, 1955.
- Kessler, Leonard. *I Made a Line*. New York: Gosset & Dunlap Publishers, 1962.

### INSTRUCTIONAL GRAPHICS

The following instructional graphics are included with this lesson guide. They may be used to create thermal overhead transparencies, thermal spirit masters, or copy machine copies.

- CRAYON
- WHAT'S MISSING?
- HAROLD'S WINDOW

**LESSON GUIDE WRITTEN BY SUSAN BROSMITH**

**SCRIPT**

Harold thought. He would go for a walk tonight. No moon was out.

He needed a path. Harold did not want to get lost. Harold took his big purple crayon. Harold walked on the long path. Harold walked across a field. The moon went with Harold.

Harold thought. He would make a forest. Harold did not want to get lost. Harold made only one tree. It was an apple tree. The apples would become red. They would taste good. Harold made a dragon. It would guard the apples.

Harold's hand shook. Harold sank. The ocean was over his head. Harold came up. Harold sailed. The moon sailed with him. Harold sailed and sailed. Then he made land.

Harold stepped out on the beach. Harold thought about picnics. He became hungry. Harold made pies. He made nine pies. Harold liked all of the pies. Harold finished his picnic. Much pie was left. Harold made a hungry moose. He made a porcupine.

Harold looked for a hill. He would climb it. Harold wanted to see far. Harold wanted to see his bedroom window. Harold was tired. He wanted to go to bed. Harold fell over the side. Harold had his purple crayon. Harold looked far. He could not see his window. He could not see a house.

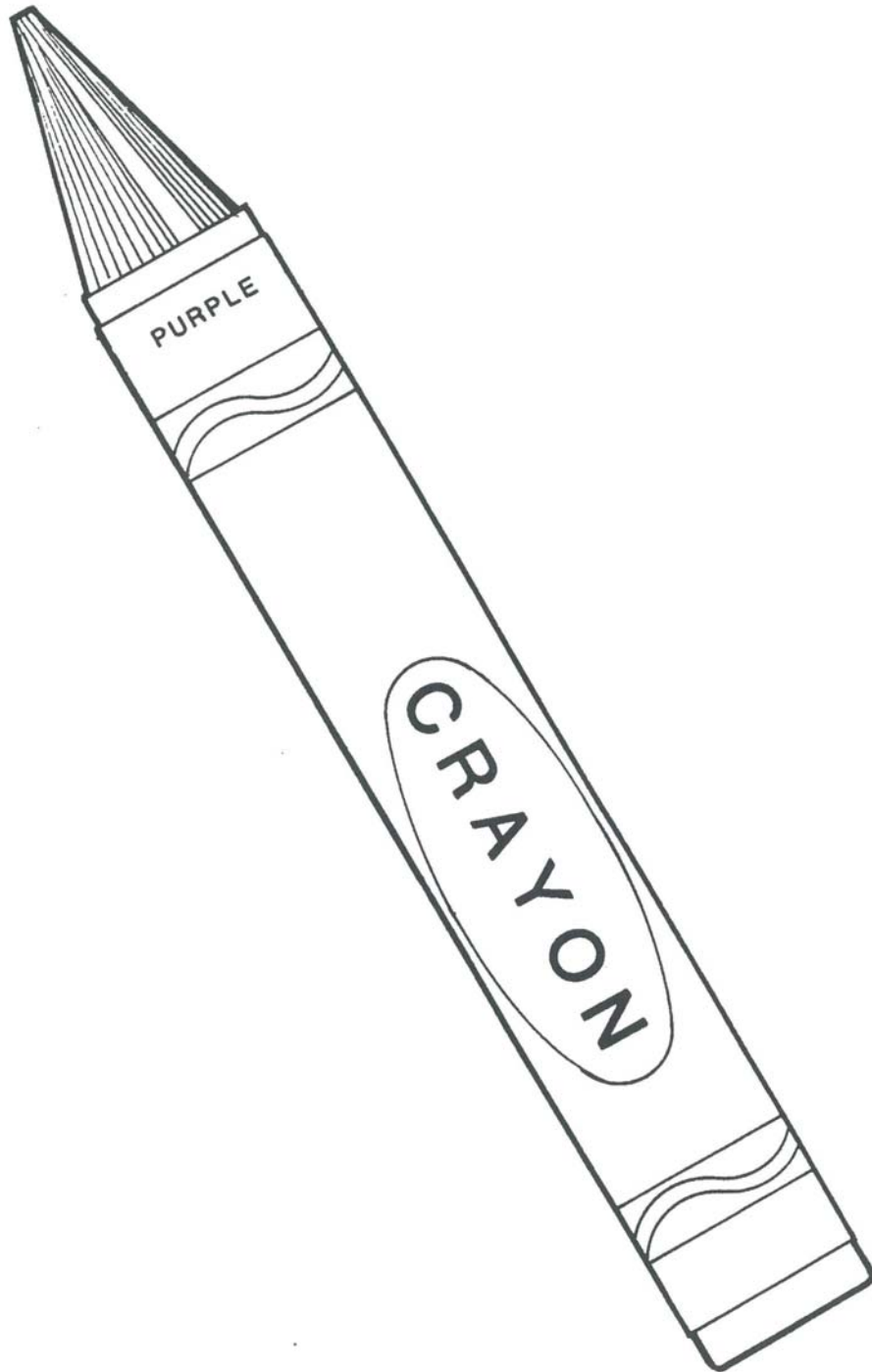
Harold made a house. No window was his window. He made more windows. Harold made many buildings. He made many windows. He made a city of windows. No window was his window.

Harold thought. He would ask a policeman. The policeman pointed the way.

Harold walked with the moon. He wished for home. Harold remembered! He remembered his window and the moon. The window was around the moon. Harold made his bed. He made the covers. Harold went to sleep.

**#1870 HAROLD AND THE PURPLE CRAYON**

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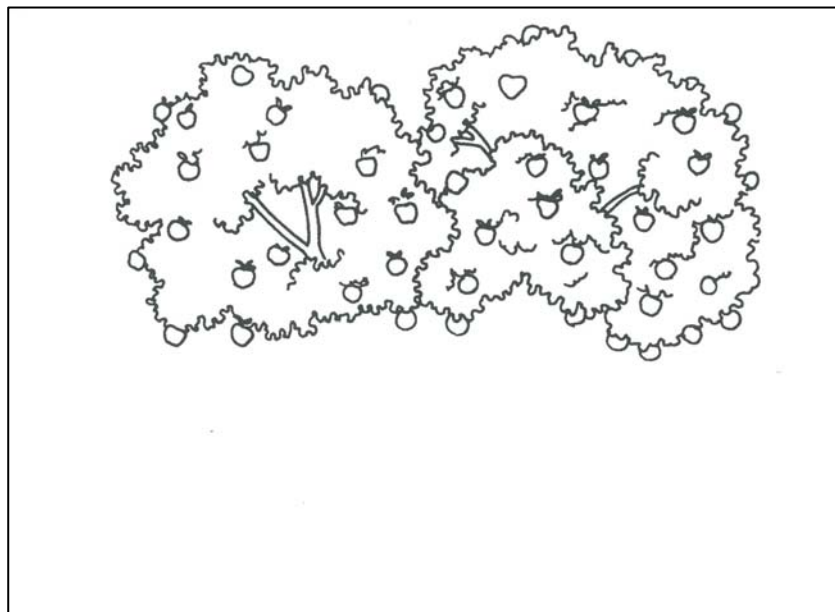
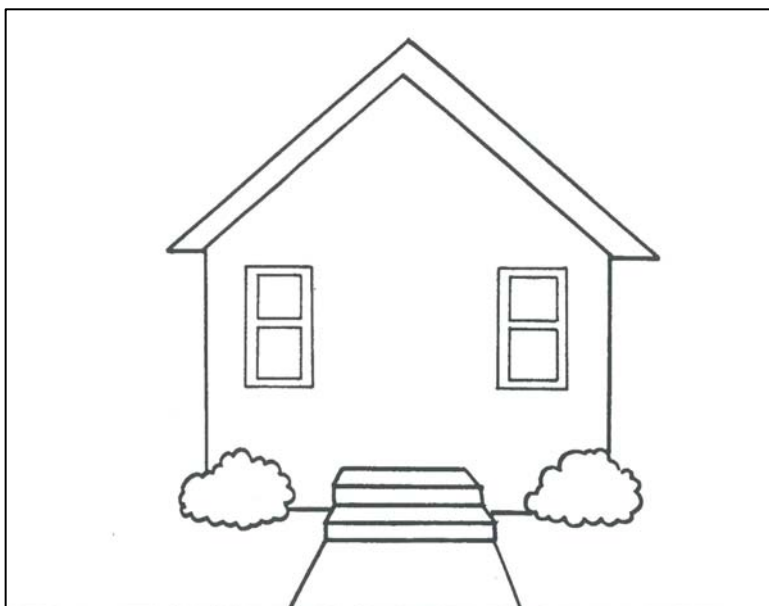


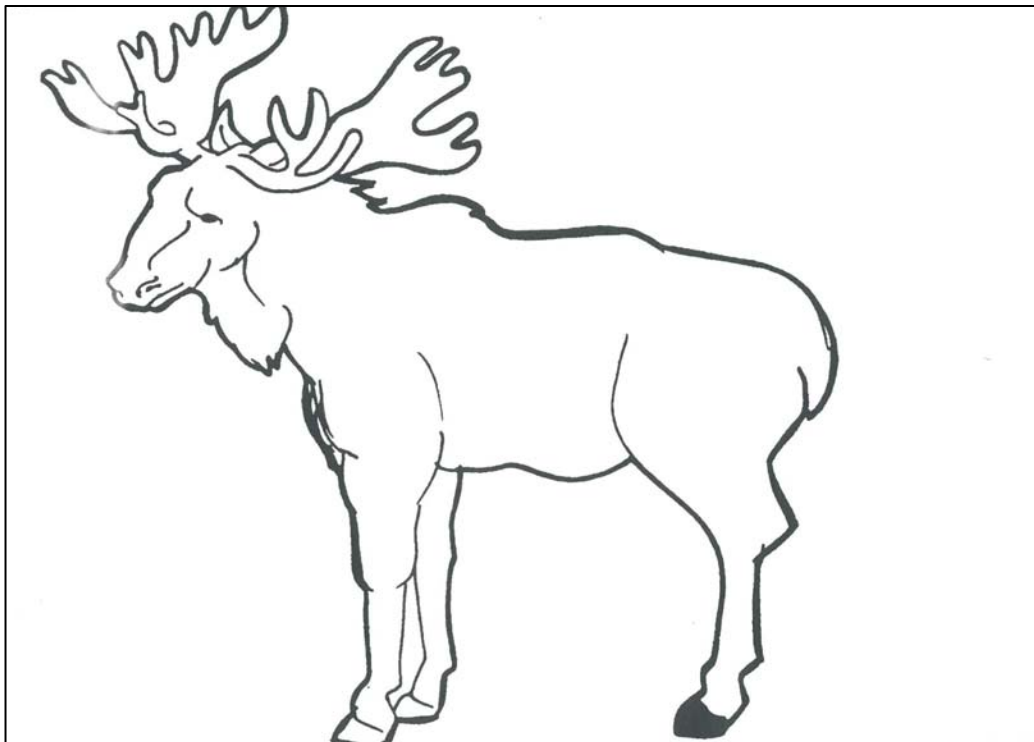
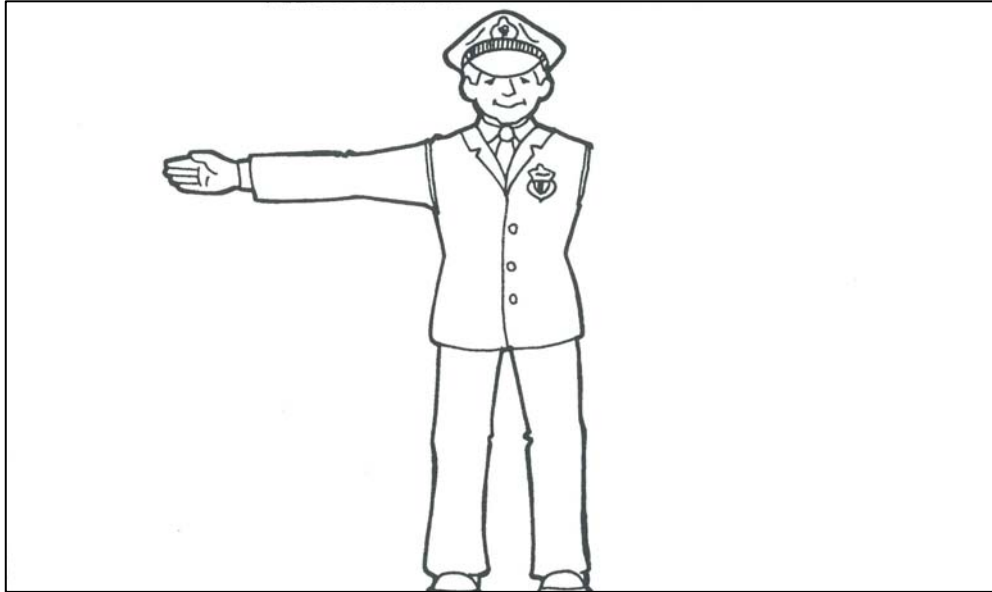
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Funding for the Captioned Media Program is provided by the U.S. Department of Education

# WHAT'S MISSING?

Directions: Please complete these drawings.







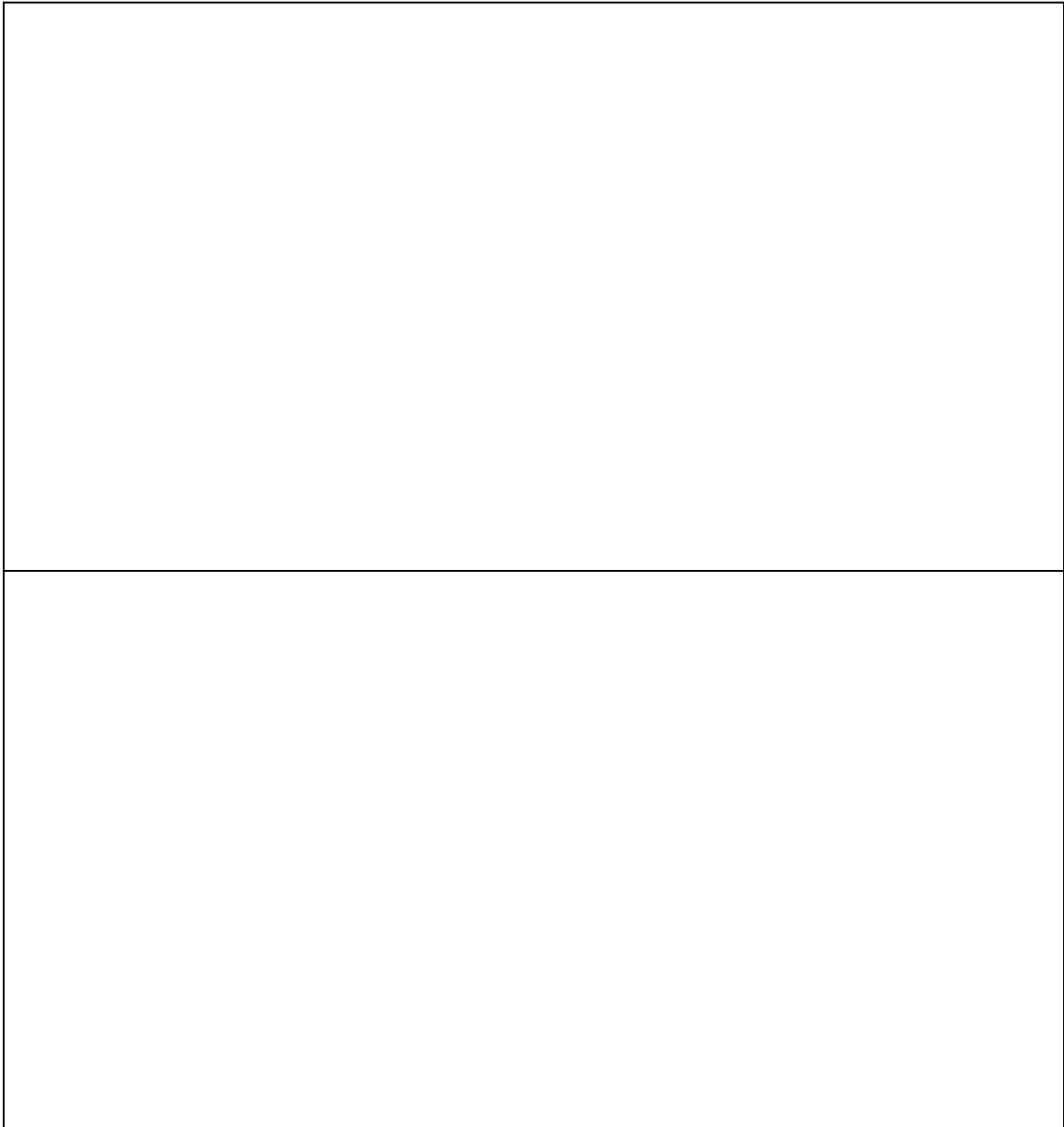
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# **HAROLD'S WINDOW**

**This whole paper is Harold's window.  
Do you remember what was in the window?**

**Directions: Finish the picture with your purple crayon.**



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