

the CRAYON MAN

Ideas for teachers, librarians and parents



Have you ever wondered how Crayola crayons were invented? Find out in this TRUE story! Discover the inspiring tale of Edwin Binney, whose love of nature and knack for listening and making what people needed led to the invention one of the world's most beloved toys.

A perfect fit among favorites like *The Day the Crayons Quit* and the *Little People: BIG DREAMS* series.

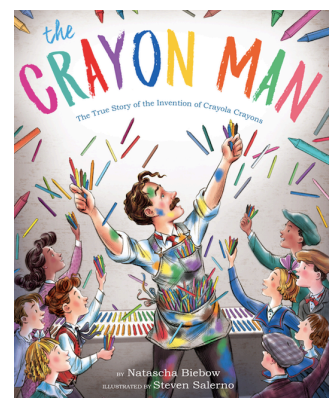
ISBN 978-1328866844

Ages 6–9

- A Junior Library Guild Selection
- “A colorful addition to the shelves of picture books about inventors and inventions and all things STEAM” - SLJ
- “Readers are likely to be fascinated . . . Back matter is attention-grabbing . . . with photographs of crayon production today” — *Publishers Weekly*

About This Guide

The Crayon Man: The True Story of the Invention of Crayola Crayons is a dual-layered text to appeal to readers of a wide range in age and grade level. Throughout this guide you'll find activities to use with children of different ages and abilities.



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HISTORY/SOCIAL STUDIES - CLASSROOMS THEN vs. NOW

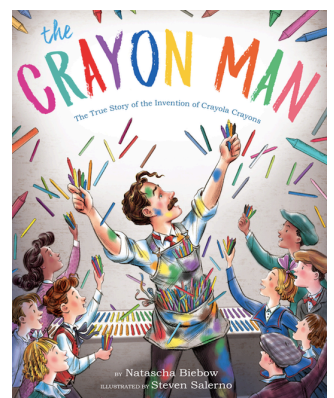


Credit: Library of Congress, Prints & Photographs Division, [reproduction number, e.g., LC-J7-1234]

Read **THE CRAYON MAN** together and **discuss what the children observed about drawing and going to school in the early 1900s, at the time of Edwin Binney's invention.**

Together or in small groups, **describe your classroom:**

- What materials do you have? How many children study here and what age are they?
- Do you have different teachers for different subjects? What subjects do you learn?
- What are your favorite and least favorite subjects?
- How do you get to school?
- What toys do you have and what games do you play at recess?
- What is your favorite part of school?



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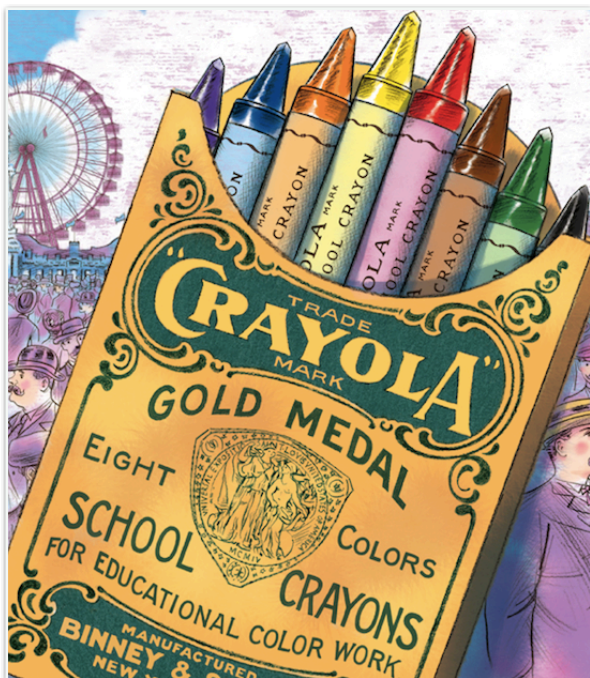
HISTORY/SOCIAL STUDIES - CLASSROOMS THEN vs. NOW

Now, go back in time! Ask the children what they think a 1900s classroom was like.

You can share the photo on the previous page and the description below:

If you went to school in the 1900s, you would most probably study in a one-room schoolhouse where all the grades were mixed together. School typically started at 8am and, if they didn't own a pony, children first had to walk there, maybe as much as 2-3 miles. Before classes started, the students had to fetch firewood for heating, and water for drinking and washing. Then they lined up neatly and greeted the teacher, girls first, then boys, before taking their seats at shared desks. Everyone brought their own lunch in a tin pail. Classes included reading, arithmetic, spelling, geography and penmanship.

In 1900s, instead of colorful crayons, markers, paper, a whiteboard and computers, children had slate, clay and chalk. At home, they played with simple or homemade toys. There was no plastic!



NOW ask the children to imagine what it would be like if their 1900s teacher gave them a box of the first Crayola crayons in EIGHT bright colors:

red, yellow, orange, blue, violet, green, brown, black.

What do they think it felt like?

End with a drawing activity. What can the children draw with their newly-discovered colors?

Extension: dress up as 1900s children and have an old-fashioned school day. You can only draw and write with chalk and slate. Research what games you might have played and what lessons were like.



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ART - OBSERVE AND DRAW NATURE

The Crayola crayons inventor Edwin Binney loved nature.

He had a beautiful garden by the sea in Greenwich, Connecticut. He often brought flowers into the office.

If possible, go on a nature walk with the children. Encourage them to use all five senses! Look at the colors all around you. What can the children see? What can they hear and smell? How do they feel?

Alternatively, either **bring some nature into the classroom** (a vase of flowers, some Fall leaves, feathers, shells or whatever is available) or look at picture of a garden.

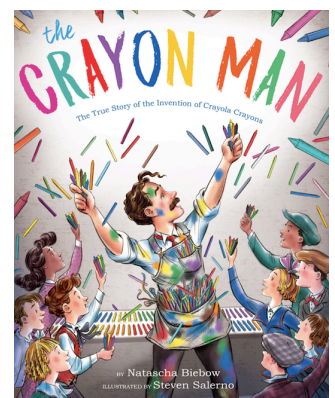


Draw in black and white:

On a plain white piece of paper, ask the children to draw some nature/ flowers in pencil.

Draw in color! Now repeat the exercise, but this time, give the children some colored crayons.

Discuss how the drawings are different in black and white and in color, and what feelings they evoke.



Extension: this activity can also be done using different mediums such as slate and slate boards or chalk and chalkboards. Discuss how having paper has changed the way children can draw.

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ART - COLOR MIXING AND EXPLORATION

Read THE CRAYON MAN together.

Look at the descriptions of how Edwin Binney made the first eight colors: **red**, **yellow**, **orange**, **blue**, **violet**, **green**, **brown**, **black**.

To make some of these colors, he had to do some experimenting and mixing.

Start with paints in three primary colors - **red**, **blue** and **yellow**.

Ask the children to **EXPERIMENT** to discover how to make each (secondary) color:

Red + yellow = orange

Red + blue = purple

Blue + yellow = green

These are called secondary colors. Now **EXPERIMENT** to see what happens when you add:

Red + orange + blue + green = brown

All the colors together = black

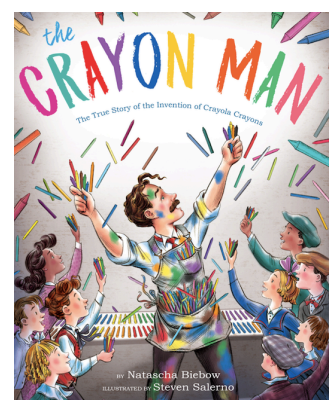
Extension: mix a primary and a secondary color, or add white or black. See what happens to the tone. Can you make:

- a blue-green
- yellow-green
- blue-violet
- red-violet
- red-orange
- yellow-orange
- pink
- gray

<https://www.wikihow.com/Make-Paint-Colors>

Now, ask the children to make up their own names for the colors that they have mixed.

Extension: What other colors are there? Examine a **color wheel** or a box of Crayola crayons. Look at some Crayola crayons and notice what they are named. Can the children **order them from lightest to darkest** tone?



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LANGUAGE ARTS - COLOR VOCABULARY

Edwin Binney, the inventor of the Crayola crayons, loved color. He was inspired by his garden. Have the children observe their school environment or a photograph of a garden or landscape and use color descriptors to talk and write about what they see. Ask the children:

- Can you identify different shades of the same color?
- What different names can you give for the same color in different tones - e.g. *violet, purple, lilac or blue, periwinkle, indigo.*
- How do different colors make you feel?

Since Binney's invention of the first eight colors, Crayola has created many different shades of these. Some were even named by children! Note some of these on the final pages of the book.



To celebrate their ninetieth anniversary, Crayola held a color-naming competition. The six-year-old winner coined "tropical rain forest." Other color names created by children included "robin's egg blue," "tickle me pink," and "macaroni and cheese."

If possible, share a large box of Crayola crayons with the class. Look at what the colors are named. Discuss how the names might have come about - are they based on everyday objects, experiences or feelings?

What color names can the children invent for different shades, based on their experiences?

Extension: Have the children write a few descriptive sentences or even a short story using their color vocabulary.



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LANGUAGE ARTS & DESIGN AND TECHNOLOGY - THE PROCESS

Read THE CRAYON MAN. Together, study the 'HOW CRAYOLA CRAYONS ARE MADE TODAY' pages at the back of the book.



You can also watch and share this video: "How People Make Crayons." *Mister Rogers' Neighborhood*, episode 1481, "Competition," directed by Hugh Martin, written by Fred Rogers, aired June 1, 1981, on PBS. (pbskids.org/rogers/video/crayons.html)

Discuss how the process of making crayons has stayed the same

compared to when Edwin Binney invented the Crayola crayons in 1903:

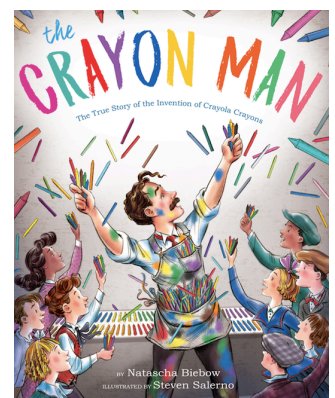
- The crayons are still made using the same process - melted wax, pigment added, poured into molds, cooled, labeled and boxed.
- The crayons are still made in Easton, PA.
- The original box of eight colors is still manufactured today.

What is different today?

- Wax is brought in bulk to the factory by train car, and stored in tall silos.
- Crayons were made by hand. Today they are made by machine so many more crayons can be made in one day!
- Crayons are manufactured in many more colors and available in over 80 countries around the world.
- The crayons are shipped by rail and truck and now can even be bought online.

Extension: photocopy the 'HOW CRAYOLA CRAYONS ARE MADE TODAY' spread in the book and cut out the photo of each step. Next, ask the children to order the steps, paste them onto some blank paper and write their own captions describing the manufacturing process.

Discuss how technology has changed the world we live in. Has it improved our lives?



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LANGUAGE ARTS - USE ADJECTIVES AND WRITE AN AD

Read THE CRAYON MAN together.

Make a list of what kinds of materials were available for drawing before the invention of the Crayola crayons. Read carefully the descriptions in the story of what was available before Binney invented the Crayola crayons and how the new crayons were different.

Now, ask the children to describe the innovative new Crayola crayons invented by Edwin Binney. **What adjectives can they use?**

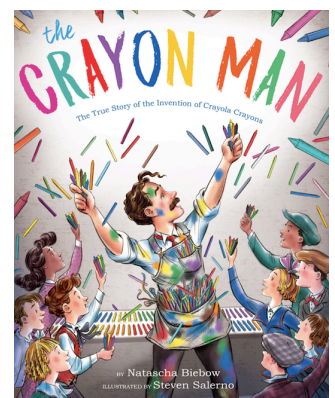
Ask the children to imagine they wanted to tell everyone about the new Crayola crayons. **Make up an advertisement poster** for the new crayons.

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Credit: image of the original box of 8 from www.crayoncollecting.com: Welter, Ed. "The Definitive History of the Colors of Crayola"

Alternatively, create a short video or design some packaging.



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MATH: COLOR SORTING AND COUNTING

1. Ask the children to **nominate their favorite Crayola crayon colors**. They can also poll fellow classmates, teachers or family members.

Next, ask the children to **create a graph based on their findings**.

2. Place a large box of Crayola crayons (a 64 or 96 box for instance) - with the label covered up - on a table.

How many shades of each color do the children **estimate** are in the box? How have they calculated this?

3. **Sort and order** the crayons by shade. Have the children **count** the crayons to **check their estimates**.

4. Ask the children **create a graph** to show the crayon distribution in each box by color.



Extension: Encourage the children to **ask questions regarding the data**. What is the most popular Crayola crayon color? What is the least popular color? They can also 'report' their findings and share these with the rest of the class.



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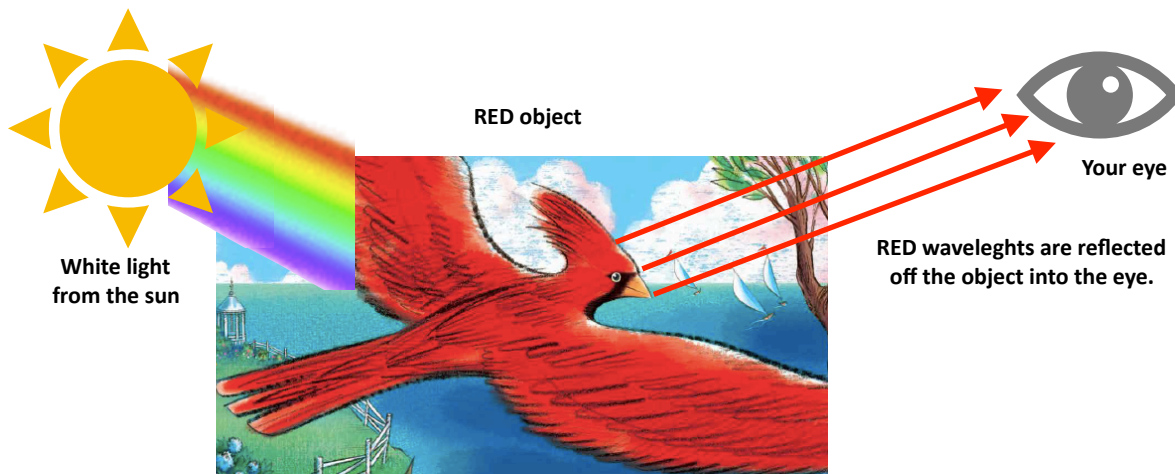
Ideas for teachers, librarians and parents

SCIENCE: HOW WE SEE COLOR

THE CRAYON MAN is a book all about color! Use the book as a springboard for learning more about how we see color.

When we look at an object, for instance the cardinal in the first spread of THE CRAYON MAN, this is how our brain knows it is 'red':

We perceive **white light** as colorless, but it is made up of a spectrum of colors in different wavelengths. We can see these, for instance, when we see a rainbow (see extension activity below).



Here's how it works:

1. White light from a source (the sun or a lightbulb) shines on the object. The surface of the cardinal absorbs all the colored light rays, except for the red ones. It reflects this color to your eye.
2. Your eyes work a bit like a camera: the LENS of your eye focuses light onto the RETINA at the back of your eye. Special CONE and ROD receptor cells send a message to your brain about what you are seeing.
3. The red, green and blue CONE receptor cells are responsible for determining the color of the object.

Extension: Make a rainbow! Use a prism to refract white light so that children can observe the rainbow of differently colored wavelengths. Or you can shine sunlight or a torch on a CD (in a darkened room). See also the 'How We See Color' experiment on the next page.



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SCIENCE: EXPERIMENT - HOW WE SEE COLOR

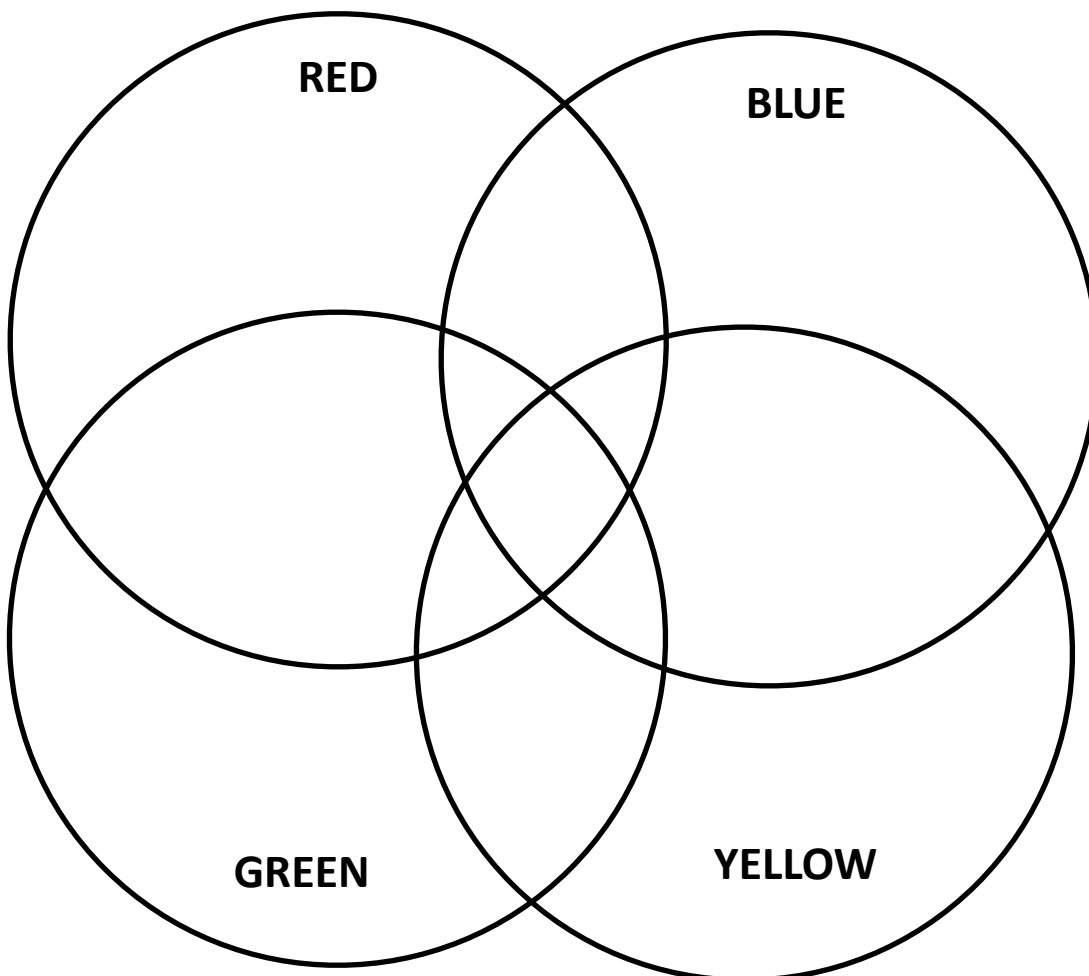
NOW try color mixing with light:

You will need:

A set of small torches, red, yellow, green and blue colored cellophane paper, elastic bands or tape, a white wall

1. Cover each torch with a piece of differently colored cellophane paper and secure with an elastic band or some tape.
2. In a darkened room, ask the children to shine each torch on the wall. Experiment with mixing two or more colors together. Ask them to record their findings.

The children can use the digram below to color in and record their findings as they do the experiment.



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SCIENCE: ROCKS AND MINERALS

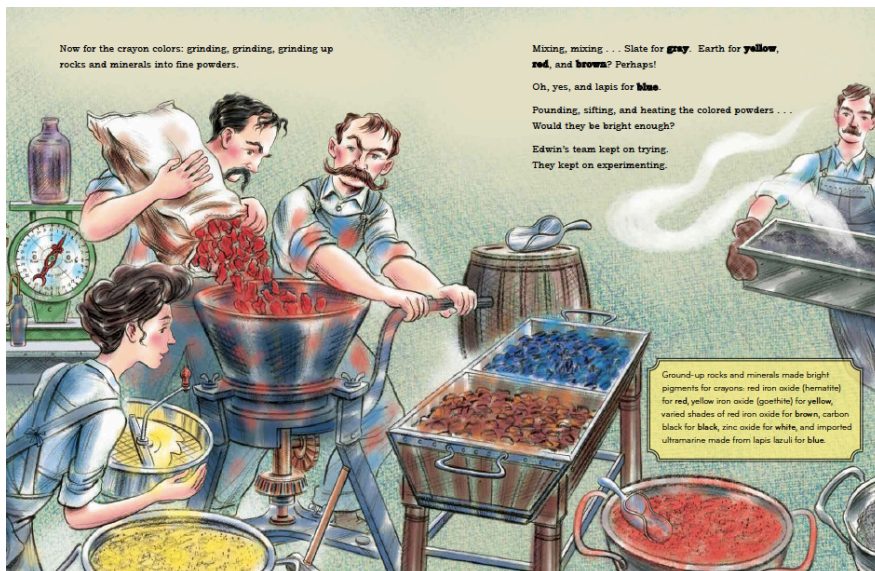
Read THE CRAYON MAN and look at the fact boxes to help you **make a list of all the materials, rocks and minerals** that Edwin Binney used to make up the dustless chalk, slate and the first eight Crayola crayon colors:

- slate
- chalk
- paraffin wax
- color pigments made from rocks and minerals

In the early 1900s, **Edwin Binney used natural materials to create safe, non-toxic Crayola crayons.** Here are some rocks and minerals that he used to create bright colors:

- red iron oxide (hematite) for **red**
- yellow iron oxide (goethite) for **yellow**
- varied shades of red iron oxide for **brown**
- carbon black for **black**
- zinc oxide for **white**
- and imported ultramarine made from lapis lazuli for **blue.**

To make **orange, green, and violet,** chemists blended various pigments and clays. Some minerals changed color when heated. Plus the length of time the mixtures were left to cool created different colors too. Today, new discoveries and technologies mean that different minerals and raw materials can be used to create some of these colors.



Use reference materials to **research and find photographs of these raw materials.** If possible, share with the class the actual rocks and minerals. **What are their properties? Where do they come from? Record your observations!**

Extension: Look at the objects in the classroom around you. Ask the children: **what other earthly treasures went into making the world around them? Is their use sustainable?**



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HISTORY: EDWIN BINNEY'S LIFE - TIMELINE

- 1866** Edwin Binney is born in Shrub Oak, NY, on November 24
- 1883** Edwin leaves school at 17 to become a travelling salesman for a paint company
- 1885** Edwin takes over his father's business with his cousin, C. Harold Smith, and founds the Binney & Smith Co. They specialize in selling red oxide pigments for painting red barns and carbon black made from natural gas.
- 1886** Edwin marries Alice Stead on October 26
- 1888** Edwin and Alice's first daughter, Dorothy, is born. They build a home in Sound Beach, CT, and name it *Rocklyn*
- 1890** Edwin and Alice's second daughter, Helen, is born
- 1892** A third daughter, Mary, is born
- 1899** The fourth child, Edwin Binney Jr "June", is born
- 1900** Edwin buys a mill in Bushkill Creek, near Easton, PA, and opens a factory. They grind scrap slate to make superior slate pencils
- 1902** Binney & Smith invent *Staonal* and *An-Du-Septic* dustless blackboard chalk
- 1903** Binney invents the Crayola crayon. Eight crayons are sold in green boxes for a nickel
- 1904** *An-Du-Septic* Dustless Chalk wins a gold medal at the St Louis World's Fair. Crayola re-brands its crayon boxes to include the medal
- 1911** Binney & Smith invent a new kind of black automobile tire
- 1913** Edwin builds a winter home in the countryside in Fort Pierce, F,L and starts an orange farm
- 1921** Edwin builds a port on the Indian River, FL
- 1927** Edwin goes on a trip around the world
- 1934** Edwin dies of heart attack on December 17, whilst visiting his grandson in Florida
- 1949** Crayola launches a 48-stick box, featuring new colors, such as *burnt sienna*, *periwinkle*, *prussian blue* and *bittersweet*
- 1958** Crayola launches the 64-stick box, complete with sharpener

You can download the Crayola timeline from www.crayola.com/about-us/company/history/

THE CRAYON MAN Published by Houghton Mifflin Harcourt ISBN:978-1328866844



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HISTORY & LANGUAGE ARTS: St Louis World's Fair 1904

On 30 April 1904, St Louis World's Fair opened in a woodland park in St Louis, Missouri. It had 1,500 buildings and was huge! Locals and people from across the globe could view the latest achievements in technology, fine arts, manufacturing, science, and ideas in politics and education from more than 60 countries and 43 of the 45 American states. An estimated 20 million people visited the fair until it closed in December 1904.



Binney & Smith exhibited their dustless chalk, innovative slate pencil and the newly-invented Crayola crayons at the Fair. **They won a gold medal for their dustless chalk.**



Excitement over the new, colorful invention spread like wildfire. Admirers from far and wide flocked to marvel at Binney & Smith's inventions at the St. Louis World's Fair. The company's dustless chalk even won a gold medal! Proudly, Edwin and Harold showed it off, especially on their new Crayola crayon boxes.

Many other inventors and innovations were exhibited at the Fair, including the wireless telephone, early fax machine, x-ray machine, electric streetcar and the motor car.

There were also many interesting and innovative buildings, furniture, work by artists, and even people on exhibit. Some new foods, including the hamburger, the hotdog, peanut butter, iced tea, the club sandwich, cotton candy, and the ice cream cone, to name just a few, were available for the first time. The 1904 Olympic games were also held as part of the fair.

Ask the children to choose one of these innovations to research. Then have them present their findings in the form of a poster, presentation, video or newspaper article.



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SOCIAL-EMOTIONAL + LANGUAGE ARTS + DESIGN & TECHNOLOGY: INVENT A SOLUTION!

Imagine you are good listeners like Edwin Binney.

In pairs, ask the children to **interview** a friend, family member or fellow student and **ask them about what they think the world really, really needs to make it a better place.**

- What do they wish for in the future?
- What problems do they see? Is there something annoying in their day-to-day lives that could be solved with a new invention?

Brainstorm how you might solve this problem and invent a solution.

Use your imagination!

NOW INVENT!

Ask the children to **write about or draw their invention ideas.**

Be sure to remind them to give themselves credit for their idea!



Extension: Research examples of inventions made by kids. Maybe even participate in a competition!

FURTHER RESOURCES:

<https://www.littleinventors.org/>

The National Inventors Hall of Fame: www.invent.org

Casey, Susan. *Kids Inventing! A Handbook for Young Inventors*. Hoboken, NJ: Wiley/Jossey-Bass, Chicago Review Press, 2005.

Erlbach, Arlene. *The Kids' Invention Book*. New York, NY: Scholastic, Inc., 2001.

Dryden, Emma D. and DiOrio, Rana. *What Does It Mean to Be an Entrepreneur?* San Francisco, CA: Little Pickle Press, 2016.



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SOCIAL STUDIES & SOCIAL-EMOTIONAL: GIVING BACK TO THE COMMUNITY/CARING FOR THE ENVIRONMENT

Photograph Courtesy of Sally Putnam Chapman



Edwin Binney **cared deeply about his workers and his local community.** Binney & Smith's successful business meant that **they could give back to the community.** Here are some of the ways in which they did:

- During the tough times of the Great Depression, Crayola factory workers kept their jobs and local farmers got work labeling and packing crayons. Binney also lent money to a bank in Florida to help keep it open.
- In 1927, Binney created a big park with flowers, trees, a pond, and three baseball fields in Old Greenwich, Connecticut.
- Binney built a shipping port and planted an orange grove in Fort Pierce, Florida—all around him were colorful citrus trees!

Today, Crayola continues Binney & Smith's mission:

- They engage with the local community where the crayons are manufactured and sold, and support organizations in need.
- Their employees volunteer in the local community.
- At their world headquarters in Easton, PA, a 20-acre solar farm helps to create Crayola crayons with the power of the sun (a clean, renewable energy source!). These solar panels provide enough power to make 1 billion Crayola crayons and 500 million markers a year!

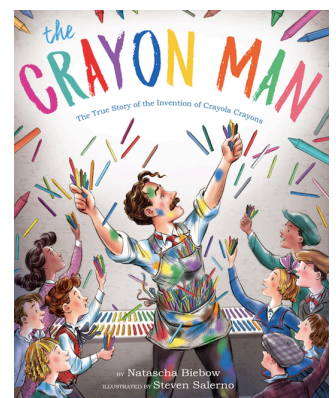
Discuss with the class:

Why is it important for businesses to take care of the environment and give back to the local community?

Now brainstorm with the class or the whole school:

- How could you help make your school environment better?
- How could you give back to your local community?
- How can you help save the environment?

You CAN make a difference!



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LANGUAGE ARTS & STORYTELLING: BOOK-MAKING ACTIVITY: PART 1 CREATE YOUR OWN STORIES

After reading THE CRAYON MAN, share the *Author/Illustrator Creator Information* with the class. **Discuss the author and illustrator roles and talk about the steps involved in creating a book.**

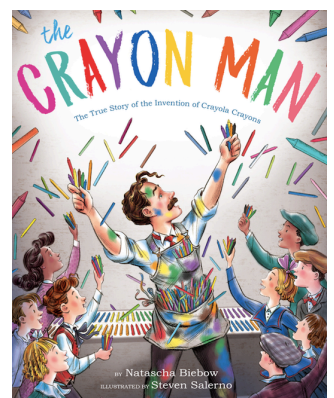
Discuss what makes this book **non-fiction**. Look at the selected bibliography and back matter at the back of the book and consider the **difference between primary and secondary sources**.

Next, ask the children to **create their own creative non-fiction story books**.

TIP: To find a topic, use the newspaper or magazines to find an interesting fact that can be your a starting point. Alternatively, choose a person to research for a biography, or the teacher can assign the class a topic.

Here is a handy list of steps to use as your guide to the process:

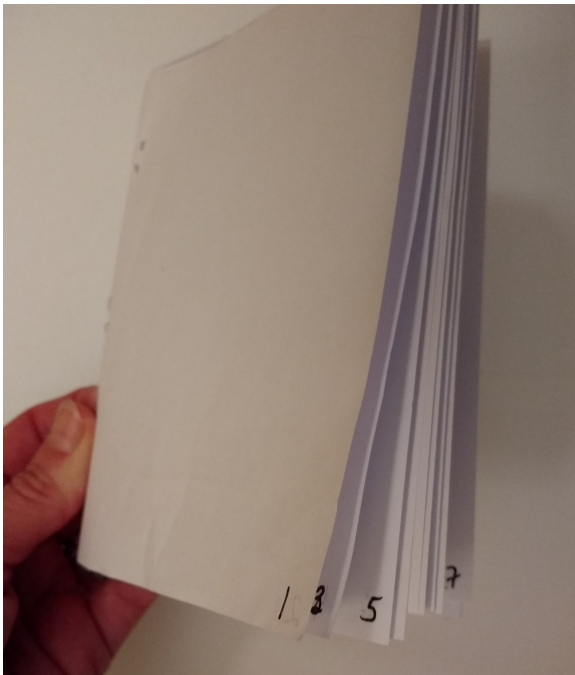
1. Do some research and **gather more information about your topic**. Encourage the children to find at least one primary source and several secondary sources. Ask them to keep a record of where they found their information.
2. As a class, **write a list of ten facts** you know about your topic.
3. Next, discuss what makes this an exciting story - what will make readers want to read this book? This is your **story nugget**.
4. Discuss the challenges that your main protagonists have to face - for example, your main characters (inventors, animals, Mars rovers etc.), often face adversity before succeeding. **What is the main problem** in your story? What do the characters need and want?
5. Together with the class **brainstorm the story plot**, making sure it has a problem that is resolved and that the story has a clear beginning, middle and end.
6. In small groups, the children can now **write a rough draft** of the story.
7. Each group **edits the story**.
8. Next, each group can **illustrate the main events** in the story.
9. Design a rough cover with a title and eye-catching main image.
10. Illustrate the cover. **Make it into a book and share it!**



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LANGUAGE ARTS & STORYTELLING: BOOK-MAKING ACTIVITY: PART 2 WRITE AUTHOR/ILLUSTRATOR BIOGRAPHIES



TIP: Create a simple paper book!

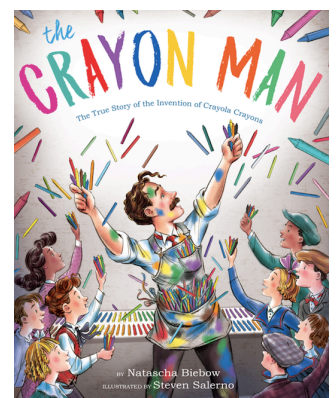
Most basic picture books have 32 pages. Here's how you can make one. Take 8 sheets of blank paper. Cut them in half, either vertically or horizontally, depending on whether you want to make a landscape or portrait book. Staple the pieces along one edge. To make a shorter book, simply halve the number of sheets you start with. **You can add a cardboard cover to make it more durable!**

Read the biographies of the author and illustrator of the THE CRAYON MAN, featured in the *Author/Illustrator Creator Information*.

Ask the children to write their own biographies, based on ten cool facts about themselves. Use the 'Biography' worksheet to help the children get started.

Take photos of the children to include in their biographies (or have them draw each others' portraits!).

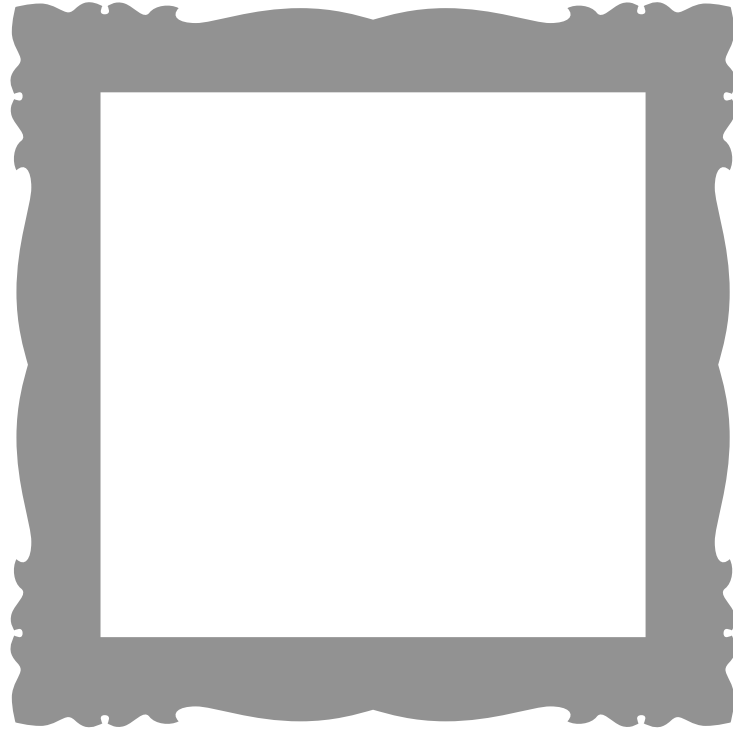
Create a display of your class authors and illustrators to go with your story books!



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MY BIOGRAPHY



My name is

In my family, I have

My favorite story is

If I had a pet it would be

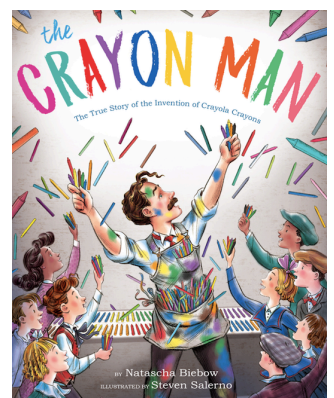
On the weekends, I enjoy

My favourite crayon color is

The coolest kind of rock is

If I could be an inventor, I would invent

.....



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LANGUAGE ARTS & ENGLISH - CREATOR INFORMATION: NATASCHA BIEBOW (Author)



About Natascha Biebow: Natascha's favorite crayon color is periwinkle blue because it makes her heart sing. She loves to draw and make stuff, just like the inventor of the Crayola crayons, Edwin Binney. She lives in London, England, where writes, edits, coaches and mentors children's book authors and illustrators at Blue Elephant Storyshaping. She is the long-time Regional Advisor of the Society of Children's Book Writers and Illustrators in the British Isles. She has a BA in Developmental Psychology from Smith College and an International Diploma in Montessori Early Childhood Education. She was awarded a national award called an MBE for her services to children's writers and illustrators in the UK. THE CRAYON MAN is her first non-fiction picture book.

What does Natascha do? Natascha is the *author* of THE CRAYON MAN. This means that she came up with the idea and wrote the words to the story.

Find her at www.nataschabiebow.com

Natascha got the idea for writing the book from watching a *Sesame Street* show with her son. Multi-colored crayons spun out of a huge sorting machine into the stadium-style yellow and green Crayola boxes. She was fascinated. Today, children are given crayons almost as soon as they are born. But in 1900s, instead of colorful crayons, markers, paper and computers, children had a slate, clay and chalk. At home, they played with simple or homemade toys. She imagined that, if you were a child in 1903 when the first box of Crayola crayons was made, suddenly your world would have been transformed. You could draw in bright colors that wouldn't smudge and your drawing would last a long time. WOW!

She began researching about the story of the invention of Crayola crayons in books, and magazine and newspaper articles in print and online. To gather and check her facts, she:

- Contacted librarians
- Tracked down Edwin Binney's great-granddaughter and interviewed her.
- Talked to Crayola and visited the factory
- Went to the archives at the Smithsonian Museum of American History in Washington, DC, where the Binney & Smith company records are stored
- Looked at lots of historical photographs
- Watched some videos about how Crayola crayons are made:

Check out this cool video: "How People Make Crayons."
Mister Rogers' Neighborhood, episode 1481, "Competition," directed by Hugh Martin, written by Fred Rogers, aired June 1, 1981, on PBS. (pbskids.org/rogers/video_crayons.html)

THE CRAYON MAN Published by Houghton Mifflin Harcourt ISBN:978-1328866844



the CRAYON MAN

Ideas for teachers, librarians and parents

LANGUAGE ARTS & ENGLISH - CREATOR INFORMATION:
NATASCHA BIEBOW (Author)



Natascha visited the Crayola Experience Museum and later the Crayola factory, both in Easton, PA, where crayons are still made today.

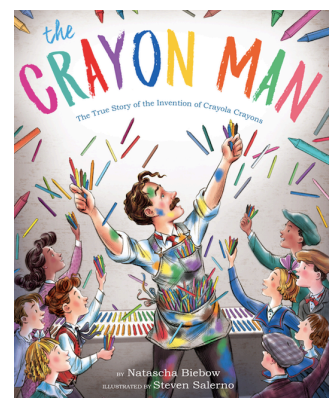


Edwin Binney's house 'Rocklyn' in Old Greenwich, Connecticut. He had a beautiful garden by the sea. Photo courtesy of Sally Putnam Chapman

Natascha made a list of ten key facts about the story and began writing it. Once the storyline was in place, she contacted more experts and did some additional detailed research to double-check all the facts. She collected picture reference for the illustrator and compiled a bibliography. **Natascha made lots of notes on paper. Then she typed up the story straight onto a computer.**

She wrote many new drafts of the story until it was right. This took about a year. She always reads her texts out loud (to the walls and even to the dog!), to make sure the story is right before sending it to her editor.

Once the story was sold to the publisher, the editor suggested some changes to the text. Together, they also searched for the right illustrator and chose Steven Salerno. The illustrator then started work (see *Illustrator Creator Information: Steven Salerno*). First, he sent in some initial roughs and ideas. These were revised along with the text to create the best book possible. Once everything was approved, Steven began to create the final illustrations. **It took over two years to write, illustrate and produce the book!**



the CRAYON MAN

Ideas for teachers, librarians and parents

10 Cool Facts About Natascha:

1. When Natascha was little, she wanted to become a famous ballet dancer. (But she wasn't good enough so she became an editor and writer.)
2. She grew up in Rio de Janeiro, Brazil, and went to the American school.
3. Natascha had a sausage dog called Moritz. (Now she has a Jack Russell terrier called Luna.)
4. The first time she went trick-or-treating (at college) she dressed up as a Crayola crayon.
5. She loves dark chocolate and elephants.
6. As a child she once flew over Africa to see the elephants, but was so scared of heights she closed her eyes tight and didn't see anything!
7. Natascha lives in London, England.
8. She is excited to get to visit Buckingham Palace in 2019 and maybe even meet the Queen! (She has won a special award for her work volunteering to help other writers and illustrators).
9. She is terrible at playing ball games.
10. She loves drawing with crayons and oil pastels. As a child, she had her own easel and oil paints, and enjoyed painting outside. She also liked working with clay in art class at school.



the CRAYON MAN

Ideas for teachers, librarians and parents

LANGUAGE ARTS & ART - CREATOR INFORMATION: STEVEN SALERNO (Illustrator)



About Steven Salerno: Steven's favorite crayon color is ALL OF THEM, because sometimes each one is the perfect choice. He lives in New York City and is an *illustrator*, which simply means that his job is drawing and painting pictures all day long, and many times late into the night, too! He creates illustrations for: magazines, newspapers, advertising, posters, and product packaging . . . but Steven enjoys creating illustrations for *children's picture books* the most! And so far he's illustrated 30 picture books, with five of the titles as both the author and the illustrator.

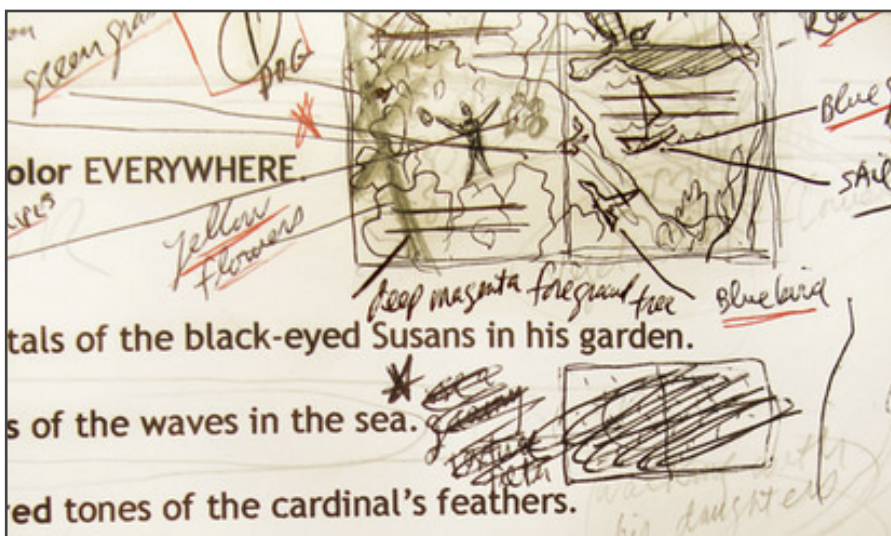
What does Steven do? Draw, draw, draw! Steven has been drawing every day since he was 4 years old. He is 60 years old, so that means he's

Find him at www.stevensalerno.com

been creating drawings every day for 56 years! Creating the illustrations for the picture book THE CRAYON MAN was his most recent picture book project. Visit Steven's website, where you can see samples from many of his other popular picture books.

How does Steven create illustrations for a picture book?:

Of course, the very first thing he does is **read the story!** Over and over again . . . and, as he reads the story, **Steven starts making tiny little rough sketches** to envision what the illustrations will look like.



Steven makes **notes and sketches of his ideas** for the pictures next to the author's story text.



the CRAYON MAN

Ideas for teachers, librarians and parents

LANGUAGE ARTS & ART - CREATOR INFORMATION: STEVEN SALERNO (Illustrator)



From these first tiny rough sketches, Steven then creates several stages of more and **more refined larger sketches**, which decide how the illustrations will look.



Steven makes more polished sketches of the drawings with a **pencil**.



the CRAYON MAN

Ideas for teachers, librarians and parents

LANGUAGE ARTS & ART - CREATOR INFORMATION:
STEVEN SALERNO (Illustrator)



Steven makes final drawings of the characters with a charcoal pencil.

The last step is to then **create the final illustrations** (using the refined sketches as a guide). Steven makes the final illustrations by **creating the drawings of the characters with charcoal pencil**. He also **paints background textures using gouache paint**. These drawings and textures are then **scanned into the computer**, using a program called Photoshop, where Steven composes these elements into the look of the illustration and **adds digital color**.



the CRAYON MAN

Ideas for teachers, librarians and parents

LANGUAGE ARTS & ART - CREATOR INFORMATION: STEVEN SALERNO (Illustrator)

Because **THE CRAYON MAN is a true story**, Steven did a lot of research to create the illustrations. He used hundreds of **reference photographs** of people, places, Crayola crayons and period gadgets to make sure that his illustrations were historically accurate.



Steven was inspired by this **photograph of two workers** and created a similar pose for the illustration of Edwin Binney and his cousin C. Harold Smith.



Steven used this **photo of an old hand-cranked grinding machine**, dated from around 1890, as reference for the illustrations of Binney grinding pigments.



the CRAYON MAN

Ideas for teachers, librarians and parents

10 Cool Facts About Steven:

1. Steven grew up in a little town in Vermont near the Canadian border.
2. Now he lives in New York City, which has millions and millions of people.
3. Steven loves dogs, and the game of golf! He doesn't like the flavor of licorice. Sometimes riding in a boat makes him seasick!
4. He always knew he was an artist, even at a very young age. When he was in high school he had a job creating illustrations for a local newspaper. After high school he attended Parsons School of Design in New York City, specializing in illustration, animation, and printmaking (etching).
5. Steven has driven a car across the United States, three times! (And has visited 16 countries.)
6. His favorite children's book illustrator is Ludwig Bemelmans, who is the author & illustrator of the famous picture book, *Madeline*.
7. When he was a kid he visited his grandparents on their little farm, and helped to groom and feed the horses.
8. Creating all the sketches for a picture book is difficult. Creating the final illustrations is not difficult, but takes much longer!
9. Steven likes to cook! Both his grandmothers were terrific cooks, and his brother is a professional chef.
10. His favorite museum is the Metropolitan Museum of Art in New York City.

