



**Read Aloud**  
***Chrysanthemum***  
 Read 1 of 3

<b>Big Idea</b>	Individuals, or citizens, come together to work, live, learn, and relate to each other in communities.
<b>Unit Question</b>	What does it mean to be a member of a community?
<b>Guiding Question</b>	How do we develop fairness, inclusivity, and friendship in our community?
<b>Content Objective</b>	I can use details from the text to identify and describe the characters, settings, and major events in <i>Chrysanthemum</i> . (R.6.K.a, R.6.K.b, R.8.K.a, R.8.K.b)
<b>Language Objective</b>	I can confirm understanding of a text read aloud by answering questions during a class discussion. (SL.2.K.a)
<b>Vocabulary</b>	<p><b>perfect:</b> as good as possible</p> <p><b>dreadful:</b> really bad, terrible</p> <p><b>wilt:</b> to droop, to be without energy</p> <p><b>miserable:</b> sad and upset</p>
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>● <i>Chrysanthemum</i>, Kevin Henkes Pre-mark page numbers in the book to correspond with the lesson. Page 1 is the page that begins, “The day she was born...”</li> <li>● <i>Chrysanthemum</i> vocabulary cards</li> <li>● Chart paper and markers Prepare the following Story Elements chart.</li> </ul>

	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <th colspan="2" style="text-align: center;">Story Elements</th> </tr> <tr> <td colspan="2" style="text-align: center;"><i>Chrysanthemum</i> by Kevin Henkes</td> </tr> <tr> <td colspan="2"><b>Orientation:</b></td> </tr> <tr> <td style="width: 50%;">Characters</td> <td style="width: 50%;">Setting</td> </tr> <tr> <td colspan="2"><b>Sequence of Events:</b></td> </tr> <tr> <td>Problem</td> <td>Resolution</td> </tr> <tr> <td colspan="2"><b>Message:</b></td> </tr> </table> <ul style="list-style-type: none"> <li>● Think, Pair, Share chart</li> </ul>	Story Elements		<i>Chrysanthemum</i> by Kevin Henkes		<b>Orientation:</b>		Characters	Setting	<b>Sequence of Events:</b>		Problem	Resolution	<b>Message:</b>	
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<p><b>Opening</b> 1 minute</p>	<p>Introduce the text.</p> <p><i>Today we are reading a story called Chrysanthemum, written and illustrated by Kevin Henkes. The child in the story is named after a kind of flower, a chrysanthemum. We see an illustration of a chrysanthemum flower here, on the front cover.</i></p> <p>Refer to the Story Elements chart.</p> <p><i>We've been learning that stories have an author, title, characters, setting, sequence of events, and a message.</i></p> <p>Set a purpose for the read.</p> <p><i>Today, we are going to use illustrations and text to learn about this new character, Chrysanthemum. We'll use details to describe how Chrysanthemum feels at different points in the story. Then, we'll complete part of our Story Elements chart and identify the problem in the story.</i></p>														
<p><b>Text and Discussion</b> 10 minutes</p> <p>page 1</p>	<p><b>Perfect</b> means really, really great—as good as possible. Both the mother and father say, “she’s <b>perfect</b>.” They love her just exactly the way she is.</p>														

pages 6	<p><i>How does Chrysanthemum feel about her name? What makes you think that?</i></p> <p>Harvest several responses.</p>
page 8	<p><i>When she heard the other children’s comments, Chrysanthemum <b>wilted</b>. I’m going to show you “wilt” with my body [show a drooping gesture]. How do you think I’m feeling if I do that with my body?</i></p> <p><i>Chrysanthemum felt sad, so sad that she drooped or wilted, like a flower that isn’t fresh anymore. How can you show what you would look like if you wilted?</i></p>
Page 17	<p><i>How does Chrysanthemum feel about her name now?</i></p> <p>Harvest a few responses.</p> <p><i>What has made her feelings change?</i></p> <p>Harvest a few responses and facilitate a brief conversation to identify that her classmates are teasing Chrysanthemum.</p> <p>Read to the end of the text.</p>
<b>Key Discussion and Activity</b> 8 minutes	<p>Refer to the Story Elements chart and invite children to identify the characters [Chrysanthemum, her parents, classmates, and Ms. Twinkle] and settings [home and school]. Record these on the chart.</p> <p><i>Remember that stories often have a sequence of events that includes a problem and a resolution.</i></p> <p><i>Let’s Think, Pair, Share: What is the problem in the story?</i></p> <p>Support children’s conversation by turning to key pages of text. During the share, record the story’s problem on the chart. [Chrysanthemum’s classmates tease her about her name; this makes her feel sad and dislike her name.]</p> <p>The Resolution and Message will be completed in subsequent lessons.</p>
<b>Closing</b> 1 minute	<p><i>Tomorrow we will read the story again, and we’ll act it out to help us understand it a bit more.</i></p>
<b>Standards</b>	<p><b>R.6.K.a</b> With prompting and support, identify characters settings and major events in a story.</p> <p><b>R.6.K.b</b> With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p><b>R.8.K.a</b> Identify texts that tell stories.</p> <p><b>R.8.K.b</b> Identify texts that provide information.</p> <p><b>SL.2.K.a</b> Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering</p>

	questions about key details and requesting clarification if something is not understood.
<b>Ongoing assessment</b>	Listen to children’s responses during whole group conversation and Think, Pair, Share. Do children reference specific details in illustrations and words to explain their thinking? Do children demonstrate understanding of story elements? Do children confirm understanding through engagement in discussion routines? Do they seek clarity if the text is not understood?

**Notes**