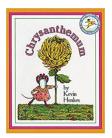
WEEK 4 Day 3



Read Aloud Chrysanthemum

Read 1 of 3

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Big Idea	Individuals, or citizens, come together to work, live, learn, and relate to each other in communities.		
Unit Question	What does it mean to be a member of a community?		
Guiding Question	How do we develop fairness, inclusivity, and friendship in our community?		
Content Objective	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)		
Language Objective	I can confirm understanding of a text read aloud by answering questions during a class discussion. (SL.2.K.a)		
Vocabulary	perfect: as good as possible dreadful: really bad, terrible wilt: to droop, to be without energy miserable: sad and upset		
Materials and Preparation	 Chrysanthemum, 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" Chrysanthemum vocabulary cards Chart paper and markers Prepare the following Story Elements chart. 		

	Story Elements				
	Chrysanthemum	by Kevin Henkes			
	Orientation:				
	Characters	Setting			
	Sequence of Events:				
	Problem	Resolution			
	Message:				
	Think, Pair, Share chart				
Opening 1 minute	ntroduce the text. 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.				
	Refer to the Story Elements chart. We've been learning that stories have an author, title, characters, setting, sequence of events, and a message.				
	Set a purpose for the read. Today, we are going to use illustrations and text to learn about the 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 proble in the story.				
Text and Discussion 10 minutes	, , , ,	Perfect means really, really great—as good as possible. Both the mother and father say, "she's perfect ." They love her just exactly the way she is.			
page 1					

pages 6	How does Chrysanthemum feel about her name? What makes you think that? Harvest several responses.			
page 8	When she heard the other children's comments, Chrysanthemum wilted. 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?			
	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?			
Page 17	How does Chrysanthemum feel about her name now? Harvest a few responses.			
	What has made her feelings change? Harvest a few responses and facilitate a brief conversation to identify that her classmates are teasing Chrysanthemum.			
	Read to the end of the text.			
Key Discussion and Activity 8 minutes	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.			
	Remember that stories often have a sequence of events that includes a problem and a resolution. Let's Think, Pair, Share: What is the problem in the story? 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.]			
	The Resolution and Message will be completed in subsequent lessons.			
Closing 1 minute	Tomorrow we will read the story again, and we'll act it out to help us understand it a bit more.			
Standards	R.6.K.a With prompting and support, identify characters settings and major events in a story. R.6.K.b With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. R.8.K.a Identify texts that tell stories. R.8.K.b Identify texts that provide information. SL.2.K.a Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering			

	questions about key details and requesting clarification if something is not understood.
Ongoing assessment	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	