



WEEK 4 Day 4

**Read Aloud**  
*Chrysanthemum* Read 2 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 Objectives</b>	<p>I can use details from the text to describe the problem and resolution in the story. (R.8.K.a, R.8.K.b)</p> <p>I can act out the characters and major events before retelling the story of <i>Chrysanthemum</i>. (R.5.K.a, R.5.K.b)</p>
<b>Language Objective</b>	I can explore nuances in word meaning by acting out character actions and feelings from the story. (L.5.K)
<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</li> <li>● <i>Chrysanthemum</i> vocabulary cards</li> <li>● <i>Chrysanthemum</i> Story Elements chart, from Day 3</li> </ul> <p>Plan for partners who will be able to support each other in retelling the story.</p>
<b>Opening</b> 1 minute	<p>Introduce and review the text.</p> <p><i>Today we'll read Chrysanthemum again. Let's look at our chart to remind ourselves of some of its story elements.</i></p>

	<p>Read over the elements completed in the previous lesson.</p> <p>Set a purpose for the read.  <i>Remember when we read Abiyoyo and acted it out? And you've been acting out some of our stories during Centers? Today we'll act out Chrysanthemum. We'll use important details in the story to show how Chrysanthemum was feeling with our bodies and words.</i></p> <p><i>Acting out the story will prepare us to retell the story with a partner at the end of our Read Aloud lesson.</i></p>
<p><b>Text and Discussion</b> 12 minutes</p> <p>Pages 1-6</p>	<p>Gather children in a circle to act out the story as it is being read aloud. Go around the circle to invite children to act out various characters as they appear and exit the narrative.</p> <p>Note: as in Story Acting, children may pass if they would like to, but allowing them to choose specific roles is not recommended, as it takes significantly more time and undermines the message that in acting, actors can play any part.</p>
<p>pages 7-13</p>	<p>Pause to allow new children to act the parts of Chrysanthemum, mother, father, Rita, Jo, and Victoria.  <i>It's important in our class community to take turns.</i>  <i>Thank you ___ and ___ for helping us act out the beginning of the story!</i></p> <p>Invite the child acting out to Chrysanthemum to demonstrate the meanings of the following words: wilted, dreadful, miserable (miserably). Prompt all children to use details from the text to determine the meaning of these words. Encourage children around the circle to suggest gestures and provide feedback to demonstrate nuances in word meaning.</p> <p>At the end of this section, have actors return to the group.</p>
<p>page 9</p>	<p>Turn back to page 9.  <i>Ms. Chud asks Victoria to put her head down. Does that help solve the problem of Victoria treating Chrysanthemum with disrespect?</i>  Harvest a few responses and facilitate a brief discussion.  <i>As we keep reading let's see how other adults help solve the problem differently.</i></p>
<p>page 14-24</p>	<p>Invite new actors into the center of the circle to continue acting out the story.</p>

<p>page 18</p>	<p><i>What does Chrysanthemum’s mother mean when she says the other children are “just jealous” when Chrysanthemum explains how she is being treated at school?</i></p> <p>Harvest a few responses and provide clarity as needed.</p>
<p>pages 25 to the end</p>	<p>Invite new actors into the center of the circle to continue acting out the story. Focus attention on the character Ms. Twinkle.</p>
<p><b>Key Discussion</b> 6 minutes</p>	<p><i>How was the problem in the story resolved?</i> [Ms. Twinkle showed Chrysanthemum’s classmates how to be caring and shared her name—also a flower, and very long.]</p> <p><i>What was different about how Ms. Twinkle responded than the other members of the school community?</i> [She stood up for Chrysanthemum and showed others how to be caring.]</p> <p>Refer to the Story Elements chart.</p> <p><i>A story’s message teaches the reader something. Based on how Ms. Twinkle acted, what is the story’s message?</i> [Stand up for someone when they are being mistreated, don’t tease just because others are.]</p> <p>Record the Resolution and the Message on the chart.</p> <p><i>Now that you’ve heard this story twice, you’ll have a chance to retell it. With your partner, take turns telling the important events from the story in order.</i></p>
<p><b>Closing</b> 1 minute</p>	<p><i>Many of us were upset by how Chrysanthemum’s school community treated her. Tomorrow we will have a chance to think, talk, and write about how her classmates could have acted differently.</i></p>
<p><b>Standards</b></p>	<p><b>R.8.K.a</b> Identify texts that tell stories.  <b>R.8.K.b</b> Identify texts that provide information.  <b>R.5.K.a</b> Retell familiar texts with prompting and support, including details about who, what, when , where and how.  <b>R.5.K.b</b> Retell key details of text with prompting and support, including the main topic.  <b>L.5.K</b> With guidance and support from adults, explore word relationships and nuances in word meanings.</p>
<p><b>Ongoing assessment</b></p>	<p>Listen to children’s responses during whole group conversation and Think, Pair, Share.</p> <p>Do children demonstrate understanding of story elements?  How do children demonstrate understanding of nuances in word meaning?  How does acting out the story support children’s comprehension?</p>

	Do children retell the most important events in the story?
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**Notes**