

2-Day Interactive Read Aloud Lesson Plan:

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READ 500
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Chrysanthemum by Kevin Henkes

Rationale and overview:

Chrysanthemum is an award-winning children's picture book written in 1991 by author and illustrator Kevin Henkes. It is a fictional story about a happy mouse that is starting the first day of kindergarten. She absolutely loves her name Chrysanthemum, so much that she sings to a melody of her name, but when her classmates think differently and tease her unique name she becomes distressed and embarrassed. Her parents reassure her that she is liked and her name is perfect, but this is not enough for Chrysanthemum. When Chrysanthemum's cheerful music teacher introduces her own long floral name, Chrysanthemum's confidence is restored. The other mouse girls then finally accept Chrysanthemum.

This picture book was chosen because by what was outlined as being placed into the category of a "sophisticated picture book," according to McGee and Schickedanz (2007). The characters in Henkes stories are only fictional mice, however they have experiences that most school-aged children will be able to relate to. The story's theme shows a realistic understanding and compassion for a child who is being teased or bullied. The story has extraordinarily sophisticated language (giggled, whispered, dreadful, miserably, fascinating, wilted, speechless, and humorous). The unique aspect of this story it's an excellent one to share with an elementary school classroom because its humor and tone are cheerful, and the ending is not only happy, it is successful, unlike other stories that address the topic in a more direct way.

Some teaching strategies that will be used in this lesson according to McGee and Schickedanz (2007), are to use an interactive read aloud book *Chrysanyhemum*. To have the teacher point to details in illustrations and ask questions about vocabulary words as they read. The utilization of challenging vocabulary contributes to its literary effectiveness. Also to extend the student's responses ask them to clarify and explain. Finally, to have children retell a scene of the story to help students expand vocabulary.

Context:

Kindergarten class of 10 children, 2 of which have a disability of ADHD.

Kindergarten Standards:

1. CCSS.ELA-Literacy.RF.K.1a Follow words from left to right, top to bottom, and page by page.
2. CCSS.ELA-Literacy.W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
3. CCSS.ELA-Literacy.RL.K.2 With prompting and support, retell familiar stories, including key details.
4. CCSS.ELA-Literacy.RL.K.3 With prompting and support, identify characters, settings, and major events in a story.

Learning Objectives:

1. Students will be able to understand and learn new vocabulary from the story.
2. Students will be able to understand the main problem of the story and how it gets solved.
3. Students will be able to make a connection to the story by writing and drawing telling about why their name is special to them.
4. Students will be able to retell some events from the story by dressing up and acting out a scene from the story.

Materials:

Book- *Chrysanthemum*, wilted flower, dress up clothes, picture cards from scenes of the book *Chrysanthemum*, chart paper

Day 1

A. Before Reading:

1. Anticipatory Activity:

During a large group setting the teacher will share why her name was chosen for her and why it is so unique. She will then ask students what they like about their first name. She will give the students an opportunity to share what they like about their classmates first name and do they think it is unique.

2. Book Introduction

Say to the students: This is a story about a young girl mouse who has a unique name after a flower and loves it dearly. She starts school and learns that not all her classmates feel the same way about her name. Lets read and find out what happens at the end of the story.

B. During Reading: Read the story with a great deal of enthusiasm and show compassion through facial expression for what Chrysanyhemum feelings are from being teased.

3. Vocabulary support techniques: To be used during reading.

1. *Giggled-* Demonstrate a “giggle” using your voice
2. *Whispered-* Demonstrate a “whisper” with lowering the volume of your voice.
3. *Dreadful-* Define/Explain, Dreadful is when you think something is awful and very bad.
4. *Envelope:* Point to illustration and explain: “An envelope is used to put letters inside so it can be mailed.”
5. *Fascinating-* Define/Explain, “Fascinating is when you think something is very interesting and you like very much.”
6. *Wilted-* Point to illustration; explain, “Wilted is when Chrysanyhemum is feeling sad and puts her head down like a flower that has not been watered.
7. *Humorous-* Explain, “Humorous is when you think something that someone does or says is funny and makes you laugh.”

4. Think-aloud analytic comments and predicting questions:

1. *Responding with feelings on p.7;* “I feel bad for Chrysanthemum when Mrs. Chud took attendance everyone giggled hearing Chrysanthemum name.”
2. *Responding with connections on p. 8;* “I can remember my first day of school when the teacher called my name” “is Rose here?” “and everyone said your name is a flower!”
3. *Responding with prediction on p.26;* “I bet when Chrysanyhemum heard Mrs. Twinkles first name was a name of a flower she was happy.”
4. *Responding with an inference on p.26* “I bet Chrysanthemum was excited to hear her name was absolutely perfect from Mrs. Twinkle.”
5. *Asking children to predict p.11;* “When Chrysanthemum went home after school from being teased what do you think her parents will do to make her feel better?”

5. Open ended questions: To be discussed after reading.

1. How do you think Chrysanthemum felt when Mrs. Chud called her name and her classmates giggled?
2. Why do you think Chrysanthemum's classmates make fun of her name?
3. Why did Chrysanthemum think that her name is dreadful? How do we know? What do you think will happen next?
4. Why do you think Chrysanthemum's parents say that she is perfect?
5. Why do you think Mrs. Chud would say to Victoria "thanks for sharing now put your head down when she would say something bad about Chrysanthemum name?"

Day 2 Repeated Reading

Before Reading:

1. Remind children about the book they read yesterday:

Say, Class, we read this story yesterday, Do you remember the main character in the story? What was her name? You might remember that Chrysanthemum a girl with a long flower name. Who can remember why Chrysanthemum was so sad? Who made Chrysanthemum feel better?

During Reading:

2. Revisit vocabulary:

1. *Giggled*- Explain; "everyone giggled" by putting hand over their mouth and made a funny noise.
2. *Whispered*- Explain and Demonstrate a "whisper" talking very quietly.
3. *Dreadful*-Define/Explain, Dreadful is when you think something is awful and very bad.
4. *Envelope*: Point to illustration and ask briefly; who can tell me what an envelope is?
5. *Fascinating*- Define/Explain, "Fascinating is when you think something is very exciting and different."
6. *Wilted*- Point to illustration; explain, "Wilted is when Chrysanthemum is feeling sad and puts her head down like a flower that has not been watered. (Show a flower that is wilted)

7. *Humorous*- Explain, “Humorous is when someone tells a joke that you think is funny and laugh.

Reread the story to children, revisiting the same vocabulary, but adding more explicit definitions of words.

3. Make additional analytic/think aloud comments to probe details that weren’t explored on Day 1: (with a focus on secondary characters)

1. Responding with an inference and a question on p.11 “It sounds Chrysanyhemum’s parents said all those nice things about her name to make her feel better.” “I wonder if it made her feel better.”

2. Responding with an inference on p. 7 “I bet Mrs. Chud wasn’t happy that the student giggled when she called Chrysanyhemum’s name.”

3. Responding with feelings on p. 16 “That wasn’t nice what Victoria said about Chrysanyhemum’s name.”

4. Responding with an inference and a on p. 26 “ I bet Chrysanyhemum was happy to know that Mrs. Twinkle had a first name Delphinium like a flower to.”

5. Responding with an inference and a question on p. 28 “That was so nice of the girl mouse to pretend they had flower names to.”

After Reading

4. After Reading “Explanation” Questions:

1. Why do you think Chrysanyhemum’s parents made her favorite dessert when she came home from school saying, “School is no place for me?”

2. Why do you think Rita and Victoria tease Chrysanyhemum about her name? Is teasing a nice thing to do?

3. Why do you think at the end of the story Jo, Rita, and Victoria pretended their names were flowers?

4. What’s your favorite part of the story?

5. Extension activities:

a. Story retell opportunity:

During small group creative time, students will be assigned to two other students and look through and choose from different dress up clothing from boxes. To assist with retelling the story the teacher will provide small picture cards of the events from the story. Using a poster board that is labeled from 1-5 with students in the small group will have to discuss and put together a scene from the story to act out. The students will also be provided with the book to use as a reference to guide them. Each small group will have the opportunity to share and act out their scene of the picture cards as I walk around to each small group.

b. Shared writing/Print Referencing

Using chart paper, the teacher will create a “shared writing” activity using the questions “What do you like best about your name?” “If your name is special to you why is it?” The teacher will read aloud the questions, pointing to each word. The students will be invited to share and write their answers to the questions during large group time. I will talk about my name and why it’s special to me. I will then demonstrate on the chart paper on one side my name and why I like it, “Rose, it’s the name of a flower.” Then in the other column write why it’s special to me, “it’s also my mothers name.” Then as a visual cue draw a picture of a “rose flower” and one of “my mother”

6. Assessment:

The teacher will observe the students in before, during, and after reading questions to see if they comprehended the story. As the students are working in their small groups to put the picture cards in sequence order the teacher will be able to take notes, observe, and listen to the each of the student’s response and participation.

7. Adaptations for students with disability:

ADHD- The teacher will provide regular and frequent breaks between the activities. The small group assignment will be beneficial to the student because children with ADHD can become easily distracted in large groups. I will help the child with transitions between different activities by providing clear directions and cues, such as a five-minute warning before the transition.

8. Additional related books:

My Name is Yoon by Helen Recorvits

Owen by Kevin Henkes (a story about another mouse character)

I like Myself by Karen Beaumont

Hooway for Wodney Wat (a story about another mouse character and being different)

References

Mcgee, L., & Schickedanz J. (2007). Repeated interactive read-alouds in preschool and kindergarten, 742-751