

Chrysanthemum

CSO's

Standard 1: Reading (RLA.S.1)

Students will use skills to read for literacy experiences, read to inform and read to perform a task by:

- identifying and using the dimensions of reading (phonemic awareness, phonics, background knowledge/vocabulary, high frequency words/fluency, comprehension, writing and motivation to read); and
- employ a wide variety of literature in developing independent readers.

Standard 3: Listening, Speaking and Viewing (RLS.S.3)

Students will apply their use of spoken, written and/or visual language to communicate

- with a variety of audiences and
- for different purposes.

Day 1

Materials:

Chrysanthemum book

Name cards of each student placed in a pocket chart

Vocabulary words written on index cards

1. Assemble the students in the circle area and show the book, "Chrysanthemum" to them. Conduct a picture walk, allowing the students to guess what might happen in the story.
2. Read the book, "Chrysanthemum".
3. Talk to the students about their names. If this is a first day activity, allow the students to introduce themselves to the class. Ask each student to go to the pocket chart and pick out their name card and bring it back to the circle. When each student has returned, have them form a large circle, then place their name card on the floor inside the circle. Give instructions for the song, "Marching Around Our Names". As the song is sung, the students march around the name cards. When the song is finished, everyone stops and picks up the name card that is nearest. The leader for the day reads the name on the card he/she has

and replaces it on the floor. Continue around the circle to the right of the leader allowing everyone a chance to read their name card. Allow students to assist others as needed. When everyone has had a turn, sing the song again.

Marching Around Our Names

(to the tune of “If You’re Happy and You Know It”, words by Angie Whitley)

We’re marching around our names

We’re marching around our names

When the song ends

Stop marching and then

Choose a name of a friend

4. Gather back in the circle area and introduce the vocabulary words from the story to the students. Hold up the word cards as you give the definition to each one, and talk about how the word was used in the story. The words are:

wilted

pleasant

dreadful

fascinating

jealous

Display the words on a chart or bulletin board, and tell the students that a construction paper star or a sticker will be placed by the word when someone uses them during the week. Make a word web for the word pleasant.

Work Stations for Day 1

Station 1: Texture Name Cards (with paraprofessional or parent volunteer)

Materials-

1 piece of construction paper for each student

liquid glue

beans

Write the name of each student on their piece of construction paper using glue. The students will use the beans to cover their name. Be sure to encourage left to right progression.

Station 2: Name Puzzles (Independent station)

Materials-

For each student, write their name on card stock paper, cut it into “puzzle” pieces and place it in an envelope. Write the student’s name on the outside of the envelope.

Each student chooses the envelope with their name on it and works the puzzle inside. If they have time, they may exchange envelopes with a friend and work together to complete the puzzles.

Station 3: Small Flexible Reading Group (with the teacher)

Materials-

A copy of the book, “Many Friends” for each student - This is a student made booklet, fold a piece of paper to make a four page booklet and write the words at the bottom, allowing the students to illustrate. This should be completed prior to implementing this lesson.

Words to the song, “We are Blessed With Many Friends”

This station is for the teacher to work with a small guided reading group. Start out by singing the song.

We Are Blessed With Many Friends
(to the tune of “Mary Had a Little Lamb”, words by Angie Whitley)
We are blessed with many friends
Many friends, many friends
We are blessed with many friend
(*Kindergarten) friends
*Use your grade level here

Sing the song several times with the students, then show the book to them. Read the book aloud to the students, very slowly while pointing to the words. Pass out student copies and read through the book with them as they point to the words. This is the first day with this book, so they will not read it independently until the next session.

Day 2

Materials:

Reuse the same materials from day one, plus
a number graph for graphing names
guided reading ball

1. Reread “Chrysanthemum”.
2. Check story comprehension by using a guided reading ball. If you do not have one, you can make one very easily. Purchase an inflatable beach ball and program a question on each color. Questions may be– What is the title of the book? Who are the main characters? How does the story end? What is your favorite part? Who is your favorite character?

Ask the student to hold up their pointer finger on their right hand, and be prepared to answer the question their pointer finger lands on. Toss the ball to each student, read the question and allow them to answer.

3. Have each student go to the pocket chart and get their name card. Assist as needed as they count the number of letters in their name and write the number on the back of the card. Graph their names according to the number of letters.

Work Stations for Day 2

Station 1: Vocabulary Review (with paraprofessional or parent volunteer)

Materials-

vocabulary word cards

art paper

crayons

Review the vocabulary words from the story. Talk about how the words were used in the story. Focus on the word - wilted. Talk about the word and give examples of things that can be wilted. Have the students stand up and act out the word. Pass out the art paper and instruct the students to draw a picture of a wilted flower.

Station 2: Write Around the Room (Independent Station)

Materials-

individual white boards or individual chalk boards

white board markers or chalk

Each student gets a board and is instructed to walk around the room and write the names of their friends. They may use name cards at their seats or at the pocket chart, or on their cubbies, etc.

Station 3: Small Flexible Reading Group (with the teacher)

Materials-

A copy of the book, "Many Friends" for each student

Words to the song, "We are Blessed With Many Friends"

Review the song with the students. Pass out their copies of the book and read through a time or two as a group. Have the students "whisper read" the story to themselves as you

listen to each one read independently. The students reread the story over and over, thus giving the teacher the opportunity to listen to each one read.

Day 3

Materials:

“Owen” book (by Kevin Henkes)
shower curtain for Name-Twister game

1. Read the story “Owen” to the students.
2. Talk about the similarities and differences between Owen and Chrysanthemum. Make a Venn Diagram comparing the two stories.
3. Play Name Twister. Draw rows of circles (approx. 8" in diameter) on the shower curtain. Write the name of a student in each circle. You may need to cut the curtain into two smaller pieces and divide the group so the students can reach the circles easier. Create a spinner with four sections – right leg, right arm, left leg, left arm. Then create a spinner with all the students names (or draw a name from a hat). Play the game as you would play the game “Twister”. Spin for a name, then spin for a body part for each student to get “twisted”.

Work Stations for Day 3

Station 1: Flower Names (with paraprofessional or parent volunteer)

Materials-

flower books or magazines

paper

crayons

blank name tags

Allow each student to look up a new flower name to adopt for a day. Write the name on a piece of paper and let the students illustrate it. Give each student a name tag with their new name and have fun calling them by their new name for a day.

Station 2: Play Dough Names (Independent Station)

Materials-

play dough

The students take the play dough and form the letters to write their name. They may use their name cards if needed.

Station 3: Small Flexible Reading Group (with the teacher)

Materials-

A copy of the book, "Many Friends" for each student

Words to the song, "We are Blessed With Many Friends"

By the third day the students should be very familiar with the song and book. Sing the song again, then allow the students to read their story to a buddy in the group. After they have all had a turn to read to a friend, talk about syllabication. Demonstrate how words can be broken into syllables. After a few examples have the students clap the syllables in their name with you. Sing the Name Game Song for each student in the group.

Name Game Song

(to the tune of "B-I-N-G-O", words by Angie Whitley)

Let's clap the sounds that's in our name

Let's clap the name of Michael

(sing and clap the name)

Michael is the name

Michael is the name

Michael is the name

I hear (2) syllables

Slow down on the last line and allow the students time to count the syllables.