

General Information

Lesson Parts & Duration

Total Duration: 2 to 2 ½ hours

- Segment 1: Key Vocabulary & Phonemic Awareness: Word Families (45-60 Minutes)
- Segment 2: Character Study: Chrysanthemum (30-45 Minutes)
- Segment 3: Guided Art Lesson: Drawing Chrysanthemum (30 Minutes)

Subject(s)

- Literature: Word Families (-at & -it); Character Study; Personal Connections (RF.1.2, RL.1.2, RL.1.3, RL.1.7)

Objective

- Students will develop an understanding of key vocabulary words in the story of Chrysanthemum: bloom & wilted
- Students will distinguish between the -at and -it word family.
- Students will sort the words on a t-chart.
- Students will discuss how the character of Chrysanthemum changes throughout the story and create a connection chart to show about a time when they have felt like the character.
- Students will follow teacher directions and use geometric shapes to create a drawing of the main character Chrysanthemum.
- Students will illustrate their personal connection with Chrysanthemum through a drawing.

Materials

- **Required:** copy of Chrysanthemum by Kevin Henkes for teacher
- blank paper (2 pieces per student) **Prep:** if time, teacher can pre-fold one set of papers for students (1 piece for each student), fold paper in half horizontally to help students with an activity for this part of the lesson. (Segment 1 & 3)
- pencil & crayons
- document camera or whiteboard
- **Optional:** printable “Break Up Your Day” brain/movement break ideas (page 12)

Instructional Setting

- Students should be seated in a way they can enjoy pictures in the story & seated at their desks/tables for independent work.

Throughout these lessons, you will find:

- ☀ **Scripted Text** indicates things that need to be said directly. Bullets starting with a “T” followed by *italicized type* indicate scripted text
- ☀ **Clarifiers** within scripted text are in orange
- ☀ **Teacher Directions** indicate things you should be doing
- ☀ **Side notes** provide helpful hints, ELL strategies, differentiation and information
- ☀ **Break Up Your Day** (Brain/Movement Breaks) are in green boxes (at the end)

Remember!

Quality over quantity. All components do not have to be accomplished; lessons may be ended at any time and resumed later.

Instructional Plan: Segment 1: 45-60 minutes

Subject

- Key Vocabulary & Phonemic Awareness: Word Families

Objective

- Students will develop an understanding of key vocabulary words in the story of Chrysanthemum: bloom & wilted
- Students will distinguish between the -at and -it word family.
- Students will sort the words on a t-chart.

Materials

- **Required:** copy of Chrysanthemum by Kevin Henkes for teacher
- blank paper **Prep:** if time, teacher can pre-fold one set of papers for students (1 piece for each student), fold paper in half horizontally to help students with an activity for this part of the lesson.
- pencil & crayons
- document camera or whiteboard

Make sure that students are seated in a way that they can enjoy the story and see the pictures.

Introduction

T We are going to read the story Chrysanthemum, by Kevin Henkes.

Read Aloud

Read story aloud for students. See notes for read aloud tips!

T After listening to Chrysanthemum, I want you to think about what part of the story was your favorite.

T You are going to share your favorite part with a partner.

T Turn and tell someone sitting near you now.

T Let's see what it means to bloom like a flower! **Teacher crouches down and slowly stands up stretching his/her arms to the ceiling and says "Bloom!"**

T Now let's all try to do this together, we are all going to crouch down and slowly stand up and as we stand up we are going to say "Bloom".

T Let's try this a couple of times. **Do this 3-4 times until student seem to get the hang of it.**

T Did Chrysanthemum "bloom" in the story?

T When?" **Use some of the pictures in the book to help students understand when she felt like she was "blooming".**

T Another important word in the book is "wilted".

T Let's look at a picture of Chrysanthemum feeling wilted. **There are several pictures in the book.**

T Let's see what it looks like to feel "wilted".

T Bloom with me! **Teacher and students "bloom" together.**

T Now let's see what it looks like when we feel "wilted" or "sad." **Teacher slouches over and looks dejected.**

T Try wilting with me. **Model this again so students can imitate you.**

T Let's bloom and wilt together! **Practice several times with the students saying the words that go with each gesture.**

Note:

When reading a picture book, the pictures are an integral part of the understanding. Show the students each page while reading. Let them take time to enjoy the pictures and synthesize the information.

Note:

Be sure to read with expression and "voices" for each character to make the book come alive for the students!

Throughout the day, use the “bloom” and “wilt” words as a way to get the students moving and having fun!

Phonemic Awareness

- T* Boys and girls, I want you to read the title of this book again with me. **Point to words as you read the title.**
- T* This title is the name of the main character, Chrysanthemum, and she has a lot of letters in her name!
- T* Changing even just one letter can change the whole meaning of a word!
- T* When words have the same ending we can call them rhyming words, or we can say they are part of the same word family.
- T* Today we are going to look at two word families: the -at family and the -it family.
- T* Let me show you what I mean.

Use the whiteboard, document camera, or chart paper to write the word “pat.”

- T* The word pat is part of the -at word family.
- T* Can anyone find the -at sound in this word?” **Call on a student to underline that part of the word.**
- T* Great! Thank you!
- T* See how the -at sound is at the end of the word?
- T* If we change just the first letter we can make a whole new word.
- T* I will keep the -at sound at the end. **Below where you wrote pat, start by writing just the -at sound.**
- T* Watch what happens when I change the /p/ to a /s/. **Add an s to the -at below pat.**
- T* Can anyone tell me what word I have now?” **Call on a student to share the word. Have them underline the -at in the word sat just like you did for pat.**

Repeat this process, making one or two new words the same way. **Be sure to underline the -at part of the word to show the word family.**

Draw a line down the middle, creating another section next to the all the -at words you created.

- T* There are many, many word families. I can make a new word family by changing just one letter from our -at word family words.
- T* Watch what happens if I change the /a/ to an /i/. **Using the words you created with the -at word family, change the a to an i to make a new word: pat to pit.**
- T* Can anyone tell me what my new word is? **Call on a student to share.**
- T* What is my new word family now? **This might be trickier for them to identify, remind them that the word family sound is always at the end of the word, see if they can underline it for you.**

Repeat the same process from the -at word family creating new words for the -it word family as well.

- T* When I say go, I want you to turn to someone sitting close to you and tell them two more words that could belong in our word families.
- T* Ok, GO! **Allow about 30 seconds for students to share.**
- T* Eyes on me in 5...4...3...2...1...0.
- T* Thank you!



Make sure to “Break Up Your Day!”



Now is a great time to take a break and get students re-energized.
See our list of engaging movement and brain break ideas to get your students moving and ready to refocus! (see page 12)

- T* Boys and girls now we are going to see if we can sort words by their word family.
- T* We will need to record our words so we will make a t-chart.

Pass out one piece of blank paper to each student and send students back to their seat/desk.

- T* When you get back to your seat/desk, please write your name on the back of your paper, flip your paper over and then hold your pencil up in their air to show me you are ready to listen for directions!

Once most students are holding up their pencil begin a directed draw to make the t-chart on the paper.

- T* When I say the magic word, which is DRAW, then you can begin, but please do not start until you hear the magic word!

Step #1:

- T* Turn your paper VERTICALLY (show students what this means) and put a line down the middle of the paper. **Demonstrate**
- T* ...DRAW!
- T* Hold your pencil back up when you have finished this step.

Step #1

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Step #2:

- T* Remember to wait for the magic word “Draw” before you start.
- T* Put another line across the paper a few inches from the top. **Demonstrate**
- T* ...DRAW!
- T* Hold your pencil back up when you have finished this step.

Step #2

Step #3:

- T* Put the -at word family in the box on the left side of the chart, this is where we will put words that are part of this word family. **Demonstrate**
- T* ...DRAW!
- T* Hold your pencil back up when you have finished this step.

Step #3

-at	

Step #4:

- T* Put the -it word family in the box on the right side of the chart, this is where we will put words that are part of this word family. **Demonstrate**
- T* ...DRAW!
- T* Hold your pencil back up when you have finished this step.

Step #4

-at	-it

As students are creating their chart, be sure to walk around and monitor student progress and help where necessary.

- T* Put your pencils down and put both hands on your head and your eyes on me when you have finished your t-chart.
- T* Now we are going sort words on our t-chart based on their word family.
- T* I will say a word and you will listen for the word family that it belongs to.
- T* When you figure out which word family it belongs in, write it under the correct column on your t-chart.

- T* Let's do one together.
- T* Listen to this word: kit, kit.
- T* Raise your hand if you can tell me which word family that belongs in? **Call on a student to share. Have the class write it on their t-chart, be sure to underline the word family part of the word, just like the above activity.**
- T* Listen to these words and decide which word family they belong in.
- T* Write them down as you decide which word family they belong in.
- T* If you're not sure how to spell a word, just try your best!
- T* Remember to underline the word family in each word, just like we have been practicing.

Use the following words to have students record on their t-chart: mat, cat, mit, hit, hat, bit, sat, fit, kit, pat

- T* Let's read through each of our word families together.
- T* Point to each word on your list as we read them together.
- T* Now we are going to turn our papers over and write a sentence using one or more of the words from our list.
- T* After you write your sentence you will draw a picture to go with it.
- T* See if you can write a sentence about Chrysanthemum!

Give students 15-20 minutes to work on their sentences and pictures, or however much time the day allows for.

Collect student work and place in appropriate spot.

 **Make sure to “Break Up Your Day!”** 

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Instructional Plan: Segment 2: 30- 45 minutes

Subject

- Character Study: Chrysanthemum

Objective

- Students will identify the characters in the story of Chrysanthemum.
- Students will discuss how the character of Chrysanthemum changes throughout the story and create a connection chart to show about a time when they have felt like the character.

Materials

- **Required:** copy of Chrysanthemum by Kevin Henkes for teacher
- document camera or whiteboard

If starting with this lesson, be sure to read the story Chrysanthemum first.

Introduction

- T* Raise your hand if you remember this story about Chrysanthemum that we read earlier today.
- T* Who can tell me something that happened at the beginning of the story?
- T* What about in the middle?
- T* And what happened at the end of the story?
- T* Knowing the characters, or who the story is about, can really help the reader understand more about the story they are reading.
- T* I can get to know the characters in the stories I read by looking closely at how they look and thinking about how they act and what they say...
- T* We are going to listen to this story again, but this time I want you to pay special attention to the character of Chrysanthemum.
- T* She is the main character, which means the book is mainly about her.
- T* When I read this book again, I want you to listen for the way that Chrysanthemum acts and feels at the beginning of the story.
- T* I want you to see if Chrysanthemum changes at all throughout this story...
- T* Does she act and feel the same way at the end as she does in the beginning?
- T* Be sure to put on your listening ears (show them how to cup their hands around their ears) to make sure you don't miss important information about the character of Chrysanthemum!

Read Aloud

Read story aloud for students. See notes for read aloud tips!

- T* Boys and girls, show me a thumbs up if you learned anything about the character of Chrysanthemum? Look around to check for understanding.
- T* Great!
- T* Put your finger on your nose if you can tell me something about the way Chrysanthemum was acting or feeling at the beginning of the story? Call on a few students to share out their findings. Try to find that page in the book and show it to the students.
- T* Wonderful!
- T* Show me 2 fingers if you can share with us how Chrysanthemum was feeling or acting in the middle of the story? Call on a few students to share out their findings. Try to find that page in the book and show it to the students.

Note:

When reading a picture book, the pictures are an integral part of the understanding. Show the students each page while reading. Let them take time to enjoy the pictures and synthesize the information.

Note:

Be sure to read with expression and "voices" for each character to make the book come alive for the students!

- T* Nice job!
- T* Put your hand on your head if you can tell me how Chrysanthemum was feeling and acting at the end of the story? **Call on a few students to share out their findings. Try to find that page in the book and show it to the students.**
- T* When I say the magic word, which is Chrysanthemum, I want you to turn to a neighbor and tell them how you think Chrysanthemum changed from the beginning of the story to the end of the story.
- T* Before we discuss, let's close our eyes and think about Chrysanthemum and how she changed. **Give students 1-2 minutes of quiet time to think about what they might discuss with their partner.**
- T* Alright, open your eyes.
- T* Remember to take turns with your partner when you're sharing so you can hear what they have to say too!
- T* Chrysanthemum! You may discuss!

Give students 2-3 minutes to discuss with their partners. While students are discussing, be sure to circulate around the room, helping students find partners and engaging them in the discussion topic.

- T* Eyes on me in 5...4...3...2...1...0.
- T* Thank you!
- T* Great discussion boys and girls!
- T* I heard many of you talking about how Chrysanthemum loved her name in the beginning but then she changed her mind about her name in the middle of the book and felt "wilted".
- T* At the end of the story she was proud of her name, and felt like she was "blooming".



Now is a great time to take a break and get students re-energized.
See our list of engaging movement and brain break ideas to get your students moving and ready to refocus! (see page 12)

Connections

- T* Another thing that readers do to help them understand more about the characters in stories, is to think about a time when they have felt or done something that is the same as what the characters did in the story.
- T* We call that a connection.
- T* Say that word with me...connection.
- T* Can you think about a time when you have felt like Chrysanthemum?
- T* Have you ever gotten angry like her?
- T* Have you ever had to say sorry like her?
- T* Have you ever wanted to share something like her?
- T* I want you to think about one time when you have done or felt the same as Chrysanthemum.
- T* Close your eyes and think hard!
- T* Show me a thumbs up when you have your moment. **Give students 1-2 minutes to think about their moment. Call on a few students to share about their connection.**
- T* Grab your connection and stick it in your pocket for later.
- T* We will need them in just a little bit!
- T* But first we need to learn how to draw our new friend Chrysanthemum!
- T* We are going to use shapes to learn about how to draw her for our next activity.
- T* Before we do that, let's take a brain break!



Make sure to “Break Up Your Day!”



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Instructional Plan: Segment 3: 30 minutes

Subject

- Guided Art Lesson: Drawing Chrysanthemum

Objective

- Students will follow teacher directions and use geometric shapes to create a drawing of the main character Chrysanthemum.
- Students will illustrate their personal connection with Chrysanthemum through a drawing.

Materials

- blank paper
- pencil & crayons
- document camera or whiteboard

Guided Art

T Today we are going to learn how to draw Chrysanthemum so we can show our connection of when we have felt like her.

T I am going to give you a piece of paper.

T When you go back to your desk I want you to write your name on the back, then flip it over and hold your pencil up in the air so I know you are ready to listen for directions.

Pass out papers and send students back to their desk/seat.

T Please watch as I complete each direction first.

T You may start when I say the magic word, which is DRAW, but please do not start before the magic word!

Step #1:

T First, we will fold our papers in half horizontally, crease & open it back up. **Demonstrate**

T ...DRAW!

T Hold your pencil back up in their air when you have finished that step.

Step #2:

T Trace the crease that was made with the fold to make a line down the middle of the paper, vertically. **Demonstrate**

T ...DRAW!

T Hold your pencil back up in their air when you have finished that step.

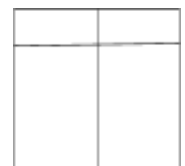


Step #3

T Add another line near the top of the paper, horizontally. **Demonstrate**

T ...DRAW!

T Hold your pencil back up in their air when you have finished that step.



Step #4

- T* Write the letter C (Chrysanthemum is too long!) in the little box on the left. **Demonstrate**
- T* ...DRAW!
- T* Hold your pencil back up in their air when you have finished that step.

C	

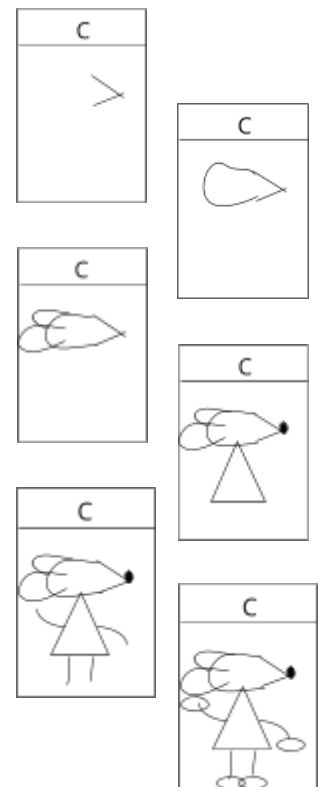
Step #5

- T* Write your name in the little box on the right. **Demonstrate**
- T* ...DRAW!
- T* Hold your pencil back up in their air when you have finished that step.

C	Name

For the guided art portion, you won't want to use the "magic word" every time. Just go step by step and have students follow along with you. Remind them periodically that they need to watch you first, but the steps will go much faster.

- T* We are going to learn how to draw Chrysanthemum in the box under her name.
- T* This time I will not say draw after each step, but you still need to listen to each direction.
- T* Let's start near the top of our box with an angled line for her nose
- T* We will finish her head with a curved line
- T* We will use two curved lines to create her ears, one smaller and one bigger
- T* Next, we will use a big dot for her nose. You will finish the rest of her face in a little bit.
- T* Make a triangle for her dress
- T* Use curved lines to make her arms and straight lines for her legs.
- T* Next make ovals for her hands and feet.



Connection drawing

- T* Let's draw a pocket on her dress! **Draw a pocket.**
- T* We are now going to pull out our connections from earlier.
- T* Reach in your pocket and pull it out!
- T* Do you remember the time you felt like Chrysanthemum?
- T* Were you feeling mad, angry or frustrated like her?
- T* Have you had to say sorry like her?
- T* Have you felt excited to share something like her?
- T* Think about your connection and how you and Chrysanthemum were feeling.
- T* Draw the rest of Chrysanthemum's face to match how you and Chrysanthemum were feeling the same. How would you make her look mad, angry, sorry or excited?

T As soon as you are done, put your hands on your head so that I know.

Circulate and help students think about how to finish Chrysanthemum's face.

Student drawing of self

T Now you are going to draw what you look like next to Chrysanthemum!

T Think about your connection and the time you felt the same as Chrysanthemum.

T Draw a picture to show about this time in your life.

T You will draw your picture underneath where you wrote your name.

T Remember to add lots of details to your drawing.

T Think about your clothes and your face, the background and where you were.

T What colors can you use?

T The more details you can add, the more your reader will understand your work!

T If you get finished, you can put your paper (designate a place in the classroom, maybe a table or chair) and come get a new piece of paper from (designate a place in the room).

T You can work on drawing any of the other characters from the book: Mr. Slinger, Chrysanthemum's friends, her mom and dad or you can draw another connection you made to the story.

Differentiation:

Students label their picture, writing the words for the feelings represented in the drawing.

Gather the students' work and leave it on the desk for the classroom teacher.

Make sure to "Break Up Your Day!"

Now is a great time to take a break and get students re-energized.

See our list of engaging movement and brain break ideas to get your students moving and ready to refocus! (see page 12)

Make sure to “Break Up Your Day!”

These can be used in the middle of a lesson or at the end of your lesson.

Here are a few engaging movement and brain break ideas to get your students moving and ready to refocus!

Break Up Your Day: The Wiggles!

- Let’s get our wiggles out before we continue!
- Stand up and shake out your arms (4-5 seconds to shake)
Remember! No one should get hurt! ...now FREEZE!
- Now shake the wiggles out of your right leg...FREEZE!
- Now shake the wiggles out of your left leg...FREEZE!
- Now shake all the wiggles out of your whole body...FREEZE!

Break Up Your Day: Body Spell!

- We are going to use our bodies to practice making some letters of the alphabet. Please stand up quietly.
- When I say a letter, you use your arms, legs, head, and body to see if you can make that letter!”
- Choose 5-6 letters to have students make with their body. You could even try some simple words or letters that their names start with to change it up! Have them sit down quietly when they are finished.

Break Up Your Day: Pattern Buddy

- Show students letter A in sign (fist with thumb to the side - not in front of knuckles) and the letter B (hand upright and flat, thumb across palm).
- Students repeat letters with teacher until mastered. Students then line up or sit in rows.
- “To remember which letter you are, keep your hand in the sign language letter!”
- Point to first student and say, “A”. Students says letter and shows them the letter in sign.
- Point to next student and say, “B”. Students says letter and shows them the letter in sign.
- Points to next student and say, “A”. (Repeat ABAB pattern until all students have been assigned a letter. If there is an “A” students without a partner you can buddy with them!)