



## 3–5 YEARS

## Large Group



## Skill and Goal

## Oral language

Children will understand basic information, including the meaning of several novel words, presented in a book read aloud.



## Key Concepts

**New:** Perfect  
Scarcely



## Materials Needed

*Chrysanthemum* by Kevin Henkes  
Chart paper  
Marker



## Also Promotes

Social-Emotional

# Chrysanthemum

by Kevin Henkes

**Be Prepared:** This is the first of three repeated readings of a book with children. Today's reading focuses on children's understanding of basic information presented in *Chrysanthemum*. Two novel words will be introduced today: perfect (page 3), and scarcely (page 10). Write the following at the top of the chart paper: Words We Understand.

**BEGIN:** Let's all get ready to listen to a book.

[Display cover of book.]

This is the cover of our book. What do we think our book might be about?

[Follow-up prompt, if needed: "What do we see on the cover of the book?"]

**EXPLAIN:** We know that reading a book is a good way to learn new words. Books use some words we may not know. We will talk about some words each time we read our book this week.

**ACT:** Let's look at a chart that will help us as we learn new words.

[Display chart.]

The title of our chart is: Words We Understand. I will write the words we learn on our chart.

[Point to each word as you say it.]

The title of our book is *Chrysanthemum*.

[Point to and say the name of the author, who is also the illustrator.]

**EXPLAIN:** Today let's talk about two words that are in our book. One word is perfect. The word **perfect** means having no mistakes or flaws. Another word in our book is scarcely. **Scarcely** means almost not at all.

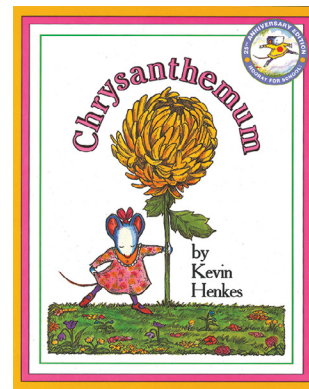
I will write these two words on our chart.

[Point to and say each word as you write it.]

Now we will read our book. We will begin reading right here.

[Point to first text word.]

*Read the book without inviting talk until you have finished reading. Elaborate on words, events, or characters that seem confusing to children. Point to and describe illustrations directly related to the text.*



**ASK:** *[Focus discussion of the book on recall and words introduced earlier in the session.]*

- What is our book about? (A girl named Chrysanthemum and her first days at school, when she was teased about her name)
- Who was the main character? (Chrysanthemum)
- What happened first? (Chrysanthemum grew up loving her name)
- What happened next? (Chrysanthemum went to school for the first time and was teased about her name)

*[Point to and read each word on your chart.]*

- What does the word “perfect” mean? (not having any mistakes or flaws)
- What does “scarcely” mean? (almost not at all)

*[Promote children’s understanding of novel words introduced today by elaborating on children’s comments about a word’s meaning or again defining the word. Reread the book’s sentence with the novel word. Example: “We learned about the word ‘scarcely.’ Remember, scarcely means almost not at all. ‘It scarcely fits on your name tag,’ said Rita, pointing. Her name was so long that there was almost not enough room to write her name.” Point to and describe pictures on pages 5, 7, and 9 that are directly related to the novel words.]*

**RECAP:** Today we read a book about Chrysanthemum and her unusual name. We talked about the words “perfect” and “scarcely.”



### Scaffolding Tips

**Extra support** ■ Demonstrate something that is perfect. Example: Find two objects in the room that are circles with one of them being a perfect circle and one that is “flawed” Invite children to point to the perfect circle. Encourage them to explain why they think the other circle is not perfect.

**Enrichment** ■ Invite children to think of someone they know, or someone in their family, who might have an unusual name. The person might be a friend, cousin, or grandparent. Encourage children to share these unique names.



### Center Activity

Provide the book used in today’s reading, along with writing tools and paper that can be used to make name cards. Invite children to write their own names on a name card, write their friends names, or even the name Chrysanthemum. Encourage children to compare the length of each name on the name cards and to count the number of letters in the name they have written.

FIRST  
READING

# Understanding Words *continued*



DAY  
1

## Family Child Care

Provide the book from today's reading, along with a book of your choice about flowers, or internet links to flowers. Encourage older children to find the flowers mentioned at the end of today's book in the book about flowers, such as a marigold, carnation, lily of the valley, chrysanthemum, and delphinium. Invite children to describe what they see.



3–5 YEARS

Large Group



## Skill and Goal

## Oral language

Children will strengthen their comprehension of information presented in a book read aloud and increase the number of novel words they understand.



## Key Concepts

**New:** Absolutely  
Dreadful  
Fascinating  
Miserably  
Wilted  
Jealous

**Review:** Perfect  
Scarcely



## Materials Needed

*Chrysanthemum* by Kevin Henkes

Words We Understand chart from Day 1

Marker

\*Our Feelings poster



## Also Promotes

Social-Emotional

\*Printables provided

# Chrysanthemum

by Kevin Henkes

**Be Prepared:** This is the second of three repeated readings of *Chrysanthemum*. Today's session focuses on children's comprehension of information presented in the book. The session also helps children understand more novel words.

**BEGIN:** [*Display book cover.*]

This is the book we read on Day 1. The title of our book is *Chrysanthemum*. Let's talk about what we remember about the book.

- ASK:**
- What is our book about? (A girl named Chrysanthemum and her first days at school, when she was teased about her name)
  - Who was the main character? (Chrysanthemum)
  - What happened first? (Chrysanthemum grew up loving her name)
  - What happened next? (Chrysanthemum went to school for the first time and was teased about her name)

**EXPLAIN:** We are going to read our book again. We will stop to talk about what some of the words mean. We know that reading a book is a good way to learn new words. On Day 1 we talked about some words in our book. The words are written on our chart. Remember, the title of our chart is Words We Understand.

[*Point to chart and to each of the novel words defined on Day 1.*]

**ASK:** What do we remember about the words we talked about on Day 1?

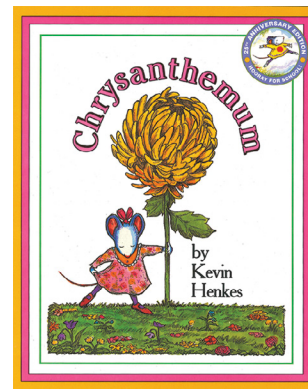
[*Help children recall the meaning of each novel word defined on Day 1.*]

**ACT:** [*Point to where to begin to read on the first text page of the book.*]

We are going to begin reading here. This is the first word inside our book.

[*Pause during reading to briefly define words identified for today's session using the following approach:*

- *Read the sentence with the novel word. Identify the novel word.*
- *Repeat the sentence in which the word is used.*
- *Then define the novel word and connect the definition to the book.*



Examples: “We just heard the word ‘dreadful.’ Did everyone hear it? She thought it was absolutely dreadful.”

Below are the novel words and their definitions for this session:

- **Absolutely** (page 3): Completely or totally
- **Dreadful** (page 10): Very bad or unpleasant
- **Fascinating** (page 13): Very interesting or appealing
- **Miserably** (page 12): Being very unhappy
- **Wilted** (page 10): To look or feel tired
- **Jealous** (page 20): Wanting what someone else has.]

**EXPLAIN:** We learned six new words while reading our book today. I am going to write each word on our chart. Let’s talk about what we understand, or know, about each word. When we understand something, we know what it means or how it works.

[Promote understanding of each word by engaging children in one or more of the following ways as you write novel words on the chart:

- Ask children to describe a picture related to the word. Example: “We are learning what wilted is. After Chrysanthemum was teased about her name, she wilted, or lost her confidence. What do we see in this picture (page 10) that tells us Chrysanthemum wilted?” (she looks sad, her head is looking down)
- Define a word without naming it and ask children to identify the word. Example: “What word do we use when something is very interesting or appealing?” (we say that it is fascinating)
- Encourage children to think about a novel word in another context. Example: “In our book, Chrysanthemum thinks her name is dreadful after the other children tease her. Chrysanthemum thinks her name is very bad and unpleasant. What are some things you think are dreadful?”]

**ASK:** Our book was about Chrysanthemum and her unusual name. In the book, the other children tease her about her name until a teacher shares her unusual name, and it makes Chrysanthemum feel that her name is absolutely perfect. Are there times when you like something very much but other people do not?

[Facilitate a discussion of book connections to children’s experiences. Examples:

- “Our book today was about Chrysanthemum and what she thinks of her name. When she arrives home after school, upset that the other children teased her about her name, her parents tried to cheer her up. Have you ever had a tough time at school and your parent(s) have tried to cheer you up? What did they do to make you feel better?”
- “At the end of our book today, we read about the teacher, who also had a very different name. The teacher helps Chrysanthemum know that being different is

*okay. In what ways are we different than the person next to us? In what ways are we the same?"*

- *"Today we learned that being jealous is wanting what someone else has. Have you ever felt jealous?"*]

**RECAP:** We learned more words today when we read *Chrysanthemum*. Let's look at our chart to remember the words we are learning to understand.

*[Say and point to each word on the chart. Invite children to say one thing they know about the word.]*



### Scaffolding Tips

**Extra support** ■ Help children understand the word "wilted" and "miserably" by demonstrating the facial expressions of what a wilted and/or miserable person looks like. Invite children to copy your actions.

**Enrichment** ■ Promote children's comprehension of the story by inviting them to describe one or more of the following pictures: pages 12 and 19, Chrysanthemum looks very sad and miserable after the children have teased her about her name; page 17, Chrysanthemum looks like she is going to cry after the children tell her she looks like a flower. She has lost her confidence. Ask children, "What part of our story about Chrysanthemum and being teased about her name is shown in this picture?"



### Center Activity

Provide the \*Our Feelings poster. Also provide paper and writing tools for children to draw pictures of how a person might feel about being teased. Help children use one of the novel words you review on the Words We Understand chart. Example: children can draw someone who feels miserable or wilted.

\*Printables provided



### Family Child Care

Invite older children to look at page 16 in the book and what body part Chrysanthemum is using to write her name. Provide an area outside where children might be able to use different body parts to write their names. Example: the sandbox or a patch of soft dirt for using their feet to write their name.



3-5 YEARS

Large Group



Skill and Goal

Oral language

Children will interpret information presented in a book read aloud and will increase the number of novel words they understand.



**New:** Appreciate  
Giggle  
Pleasant  
Humorous

**Review:** Absolutely  
Dreadful  
Fascinating  
Miserably  
Wilted  
Jealous  
Perfect  
Scarcely



Materials Needed

*Chrysanthemum* by Kevin Henkes  
Words We Understand chart from Days 1 and 3  
Marker



Also Promotes

Social-Emotional

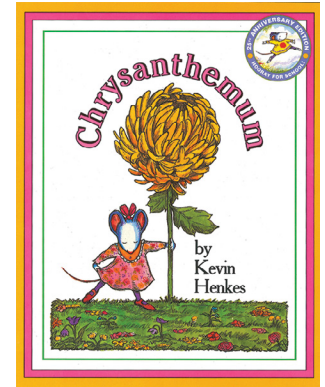
# Chrysanthemum

by Kevin Henkes

**Be Prepared:** This is the third of three repeated readings of *Chrysanthemum*. Today's session focuses on children's interpretation (explanations, reasoning) of information presented in the book. The session also will help children understand more novel words.

**BEGIN:** [*Display book cover.*]

We have read our book two times this week. Each time we read the book, we learn something new. The title of our book is *Chrysanthemum*. Let's talk about what we remember about the book.



- ASK:**
- What is our book about? (a girl named Chrysanthemum and her first days at school, when she was teased about her name)
  - Who was the main character? (Chrysanthemum)
  - What happened first? (Chrysanthemum grew up loving her name)
  - What happened next? (Chrysanthemum went to school for the first time and was teased about her name)

**EXPLAIN:** We are going to read our book again. We will stop during our reading to talk about what some of the words mean. Our chart reminds us of the words we are learning to understand.

[*Point to chart.*]

**ACT:** The author and illustrator of our book is Kevin Henkes.

[*Point to the name as you identify the author and illustrator.*

*Point to where to begin to read on the first text page of the book.*]

We are going to begin reading here. This is the first word inside our book.

[*Read the book from the beginning. Pause on pages that include a word defined in the prior two readings of the book. Ask or remind children what the word means.*

*Pause to briefly define the four words identified for today's session using the following approach:*

- *Read the sentence with the novel word. Identify the novel word.*
- *Repeat the sentence in which the word is used.*

- Then define the novel word and connect the definition to the book.

*Example: "I just read the word 'humorous.' Did everyone hear it? "What's so humorous?" asked Mrs. Twinkle.' The word 'humorous' means something that is very funny that causes laughter. The girls were laughing at Chrysanthemum's name."*

*Below are the novel words and their definitions for this session:*

- **Appreciate** (page 5): To understand the value of something
- **Giggle** (page 9): To laugh quietly
- **Pleasant** (page 15): A happy or nice feeling or place
- **Humorous** (page 27): Something very funny]

**EXPLAIN:** We learned four new words while reading our book today. I am going to write each word on our chart. Let's talk about what we understand, or know ,about each word.

*[Promote understanding of each word by engaging children in one or more of the following ways as you write novel words on the chart*

- *Ask children to describe a picture related to the word. Example: "We are learning what the word 'humorous' means. Mrs. Twinkle asked the children what was so humorous. What do we see in this picture (page 26) that tells us something was humorous?" (three girls laughing)*
- *Define a word without naming it and ask children to identify the word. Example: "When the teacher called out Chrysanthemum's name, the children in the class laughed quietly. What's another word for laughing quietly?" (giggle)*
- *Encourage children to think about a novel word in another context. Example: "In our book, Chrysanthemum had a pleasant dream that her name was Jane. The dream made Chrysanthemum happy. What is something that you think is pleasant?"]*

**ASK:** Different types of things happened in our book. Let's talk about why some things may have happened.

*[Facilitate a discussion of children's interpretations of events and/or characters in the book, especially events or characters related to one or more words defined this week. Display pertinent pictures in the book to help children focus on questions you ask. Sometimes it is helpful to introduce topics by first describing (or asking) what happened and then asking "why" questions about what happened. Examples:*

- *"Some children at school made fun of Chrysanthemum's name. They said she looks like a flower and they want to pick her? Why do you think some children made fun of Chrysanthemum's name?"*
- *"Why do you think Chrysanthemum walked to school as slowly as she could?"*



- “At the end of our book children at school stopped teasing Chrysanthemum about her name. What did Mrs. Twinkle do that stopped the teasing? Why do you think children who had said mean things about Chrysanthemum’s name now wanted their own name to be the name of a flower?”]

**RECAP:** We learned more about our book today by talking about why some things happened in our book. We also learned more words today when we read *Chrysanthemum*. Let’s look at our chart to remember all of the words we are learning to understand. Each of these words helps us understand the information in our book.

[Say and point to each word on the chart. Invite children to recall how the word was used in the book. Provide a brief description of the word’s use in the book if children cannot recall.]



### Scaffolding Tips

**Extra support** ■ If children find it difficult to respond to an interpretation question, reread or describe the situation directly related to your question. Example: Reread or tell about how Chrysanthemum loves her name. Point out to children how Chrysanthemum loves the way her name sounds (page 6) and how she loves the way it looks (page 7). Encourage children to think about why Chrysanthemum thinks her name is absolutely perfect.

**Enrichment** ■ Ask children how they might feel if they were teased about something. What could they do about the situation? What could they do if they heard their friend being teased? (If the book is being read after Week 6, you may wish to incorporate the Social-Emotional Week 6, Day 2 solution cards 1–3 into the discussion.)



### Center Activity

Provide paper and writing tools for children to draw something that happened in the book (or a character in the book) that they especially liked. Or provide an illustrated book of flowers so children can draw flowers mentioned in the book (carnation, lily of the valley, daisy, marigold).



### Family Child Care

Encourage preschooler(s) to “read” *Chrysanthemum* to younger children in your setting by retelling the story, using the book’s pictures as a guide.