Book Title: Chrysanthemum	Author: Kevin Henkes	Grade: 1st

Objective: Students will participate in an interactive read aloud, answer questions, share with a partner, and reconstruct the story in a third read.

Problem Statement: This story is about a little mouse who learns how special her name is.

Robust Tier II Words – Academic Vocabulary (to highlight during all three reads)

WORD	p.	Student Friendly Explanation/Explanation	COG	PIC	SHOW & SAY
*appreciate	5	When you appreciate something, you understand how good it is. You value it or are thankful for it.			x
wilted	10	When you wilt, you look down because feel weak, tired, or sad.		x	x
dreadful	10	When something is dreadful, it is terrible.			x
*miserably	12	When you feel miserably about something you are very sad or disappointed.		x	x
fascinating	13	Something that is fascinating is very interesting.	x		x
pleasant	15	When something is pleasant it is nice or enjoyable.		x	x
comfortable	16	Clothes that are comfortable fit great and make you feel relaxed.		x	
envious	20	When you are envious, you want something that someone else has.			x
possessions	23	The things that you own or have are your possessions.			
*humorous	27	Something that is humorous is something that is funny.		x	x

ELD Standard: CA ELD P1.1.12 – Use a growing number of academic and domain specific words

First Read: Teacher models inferences that move story along
Second Read: Students answer inference questions

DAY 1 INFERENCE (p. 12): I'm thinking everyone giggled when they heard Chrysanthemum's name because they thought her name was funny and strange. Her classmates thought it was a long name and made fun of her because she was named after a flower. One of her classmates even said she would change her name if she had a name like Chrysanthemum.
DAY 2 QUESTION: Why do you think everyone giggled when they heard Chrysanthemum's name?

DAY 1 INFERENCE (p. 20): I'm thinking Chrysanthemum's parents try to make her feel better because they want her to know how special she is and how absolutely perfect her name is. They tell her that her classmates are just jealous of her name. They also tell her that her name is beautiful, precious, priceless, fascinating, and winsome (p. 13). Her mom tells her that the name Chrysanthemum is everything she is (p. 13).
DAY 2 QUESTION: Why do Chrysanthemum's parents try to make her feel better?

DAY 1 INFERENCE (p. 29): I'm thinking Chrysanthemum felt good when Mrs. Twinkle told the class that Chrysanthemum was a perfect name. Mrs. Twinkle told the class that she was thinking of naming her baby girl Chrysanthemum. Chrysanthemum blushed, beamed, and bloomed when she heard this. She did not wilt or feel sad anymore.
DAY 2 QUESTION: How does Chrysanthemum feel when Mrs. Twinkle tells the class that she believes the name Chrysanthemum is perfect?

Opportunities for Predicting (DAY 1)

p. 8: What do you predict will happen next? *I predict* _____.

p. 17: What do you predict will happen next? *I predict* _____.

END OF THE DAY READING QUESTIONS
-Day 1 Question: At the end of the story, why do Chrysanthemum's classmates want to be named after a flower?
-Sentence Frame for Academic Think Pair Share: At the end of the story, Chrysanthemum's classmates want to be named after a flower because _____.

-Day 2 Question: When Chrysanthemum started school, why did her feelings about her name change?
-Sentence Frame for Academic Think Pair Share: When Chrysanthemum started school, her feelings about her name changed because _____.

ELD Standard: CA ELD _P1.1.5 listening actively/P1.1.6 reading/viewing closely/ P1.1.1 understanding text structure

Second Read: Students answers inference questions that move story along

1. **Re-read the entire book.**
2. **Highlight the vocabulary.**
3. **When you come to points where inferences were made on Day 1 – ask the Day 2 questions above (T-P-S and whole group.)**

CA ELD Standard: P1.1.1 Exchanging information and ideas/P1.1.3 Offering opinions

Third Read: Guided Reconstruction of Text

RIRA lessons are written at the BRIDGING level.

The reconstruction is an oral and interactive process where multiple engagement strategies are used (i.e. choral response, whisper to your partners, TPS, etc.).

Purpose
SAY: Today we are reconstructing *Chrysanthemum*. *Chrysanthemum* is a narrative text. Narrative texts are stories that entertain us or teach us something. All narratives are organized the same way. They all have the same text structure. When you understand the text structure, you understand the story better. It helps you write stronger narratives. Narratives begin with an <u>orientation</u>, where characters are introduced. Next, we find out about <u>complications</u>, problems characters are facing. Finally, there is a <u>resolution</u> that tells us how the problem is solved.

*Sample prompts when applicable.

<u>Revisit the problem statement</u>

ORIENTATION
SAY: *Let's start with the orientation of this story.*
*Use the book and illustrations to highlight previously taught <u>academic vocabulary</u> and <u>inferences</u>.
- *What characters does the author introduce?*
- *Where does the story take place?*
- *What is happening here?*
- *How does the author present a complication?*

COMPLICATION
SAY: *Now we are moving into the complication(s) section of this story. Remember, the complication is often a series of events.*
*Use the book and illustrations to highlight previously taught <u>academic vocabulary</u> and <u>inferences</u>.
- *What is going on during this part of the story?*
- *What is happening here?*
- *What is the character struggling with? / What is/are the problem(s)?*
- *How does the character(s) feel? How do you know?*
- *What is the character thinking?*

RESOLUTION
SAY: *Now we are moving into the resolution, where the complication is resolved.*
*Use the book and illustrations to highlight previously taught <u>academic vocabulary</u> and <u>inferences</u>.
- *What is going on during this part of the story?*
- *What is happening here?*
- *How was the problem resolved?*
- *How do(es) the character(s) feel? How do you know?*
- *What is the character thinking?*
- *Is there a message in the story?*

CA ELD Standard: P2.1 Understanding text structure/ P1.1.12 Selecting language resources

BRIDGE TO WRITING
-Prompt: What would you say to Chrysanthemum to make her feel better?

CA ELD Standard: P1.12.1 Interacting via written English/P1.1.10 Writing

RIRA lessons are written at the BRIDGING level.