

Chrysanthemum

By Kevin Henkes



Before Reading: Get Ready

Review the book synopsis with the student to confirm interest in reading the book. Share the title, author, and illustrator. Talk about the cover.

Activate comprehension and set a purpose for reading. In today's book, a little mouse begins to dislike her name when she goes to school until something happens to change her mind! When we are reading today, we are going to focus on what we are thinking and what we wonder about as we are reading to find out what happens to the mouse named Chrysanthemum.

Introduce important vocabulary and ask your student to listen for these words during reading:

- **scarcely:** When Chrysanthemum goes to school, her name almost does not fit on her nametag. It barely fits. When something scarcely fits, it barely fits or almost does not fit.
- **dreadful:** When something is dreadful, it is very bad or sad. What do you think could be dreadful in our book today?
- **humorous:** When something is humorous, it is very funny. What is something that happened to you today that was humorous?

NOTE: There are a number of other rich vocabulary words in today's book that were not included above. Should your student ask what they are or if your student seems confused by these words, feel free to pause and explain them.

During Reading: Read Together

Sit side-by-side to share the book. Follow the conversation prompts and invite your student to ask questions or comments connected to the text to ensure their comprehension.

On a piece of paper, write "I Think" at the top of one column and "I Wonder" at the top of another column. Throughout the reading today, you will pause to write down what your student is thinking and wondering.

- **After reading p. 5:** Let's talk about what you are thinking and wondering now. I will write down what you say...
 - A possible "thinking" response is that having the name Chrysanthemum makes Chrysanthemum feel special and important. A possible "wondering" response is wondering why her parents gave her that name.
- **After reading p. 10:** Let's talk about what you are thinking and wondering now. I will write down what you say...
 - A possible "thinking" response is that Chrysanthemum is feeling really sad and may want to have her teachers or the other students call her something else. A possible "wondering" response is why the children at school made fun of Chrysanthemum's name.
- **After reading p. 21:** Let's talk about what you are thinking and wondering now. I will write down what you say...
 - A possible "thinking" response is that Chrysanthemum is trying to prepare herself to face the other students at school and to feel better about her name. A possible "wondering" response is whether things will be better for her now at school.
- **After finishing the book:** Let's talk about what you are thinking and wondering now. I will write down what you say...
 - A possible "thinking" response is that Mrs. Twinkle helped Chrysanthemum love her name again! A possible "wondering" response is how the students at school may treat Chrysanthemum differently now.

NOTE: This book does not have page numbers. These conversation prompts will be marked in the book for your use.

After Reading: Discuss and Extend

After reading, briefly discuss the text and revisit vocabulary words to ensure your student understands the text.

- **Let's write to respond to this story.** (Choose a prompt for student response and copy the selected frame into your student's notebook.)
 - My name is important because _____.
 - If I were a student in Chrysanthemum's class, I would have _____.
 - A name I love is _____ because _____.