



Read Aloud
Chrysanthemum
 Read 3 of 3

Big Idea	Individuals, or citizens, come together to work, live, learn, and relate to each other in communities.
Unit Question	What does it mean to be a member of a community?
Guiding Question	How do we develop fairness, inclusivity and friendship in our community?
Content Objectives	<p>I can use key details from the text to answer questions about characters. (R.4.K)</p> <p>I can identify and describe characters in several stories who are caring members of their communities. (R.11.K.b, R.11.K.d, Civics & Government 3)</p>
Language Objective	I can describe characters by describing their actions. (SL.3.K.a)
SEL Objective (Boston)	I can create a new scene for the story that shows how Chrysanthemum’s classmates could have changed their behavior in response to her feelings. (SR. 3.1, SR 4.1)
Vocabulary	<p>perfect: as good as possible</p> <p>dreadful: really bad, terrible</p> <p>wilt: to droop, to be without energy</p> <p>miserable: sad and upset</p>
Materials and Preparation	<ul style="list-style-type: none"> ● <i>Chrysanthemum</i>, Kevin Henkes ● <i>Chrysanthemum</i> slides, for close reading ● projector and screen ● <i>Chrysanthemum</i> vocabulary cards

	<ul style="list-style-type: none"> ● <i>Chrysanthemum</i> Story Elements chart, from previous days ● markers and tape ● large blank paper <p>Trace and cut out 4 large speech bubbles.</p> <ul style="list-style-type: none"> ● Think, Pair, Share chart
<p>Opening 1 minute</p>	<p>Introduce and review the text. <i>Yesterday we acted out the story Chrysanthemum. Many of us felt upset about the way her classmates treated the main character.</i></p> <p>Set a purpose for the read. <i>Today, we'll read one event in the story closely. We'll imagine, through acting, how Victoria, Rita, and Jo might have acted differently based on Chrysanthemum's feelings.</i></p> <p><i>After we act out our new scene for the story, we'll tell it and write it down.</i></p>
<p>Text and Discussion 7 minutes page 15</p>	<p>Gather children in a circle. Reread page 15 and display the image on the slide for close viewing. <i>Look at this illustration of Chrysanthemum. What feelings does she show on her face?</i></p> <p>Harvest a few responses. <i>When Victoria teases her, Rita, and Jo might feel peer pressure to join Victoria—they might feel that Victoria wants them to do the same thing she is doing. What could they do differently when they see Chrysanthemum's face?</i></p> <p>Harvest a few responses. Facilitate imagining a scenario in which Rita and Jo stand up for Chrysanthemum rather than join Victoria in teasing her.</p> <p><i>Let's act out this new scene!</i></p> <p>Invite children to come to the center of the circle to act out the new scene they suggest. Act out more than one scene if children have multiple ideas.</p>
<p>Key Activity 6 minutes</p>	<p><i>Through acting, you just created a new scene for this story! Let's write it down. We can use speech bubbles to show what Rita and Jo say in our new scene.</i></p> <p>Invite children to recreate the dialogue from their new scene(s) on the speech bubbles, using a shared writing approach.</p> <p><i>How do you think these kind words would have made Chrysanthemum feel?</i> <i>How do you think it would have made Rita and Jo feel to treat Chrysanthemum with kindness?</i></p>

	Harvest several responses and facilitate a brief discussion about empathy and the positive reward of treating others with kindness. This discussion can be extended during a community meeting at another time.
Closing 3 minutes	<p><i>Before we add to our Unit Question Chart today, let's remember some characters in the stories we've been reading who have been caring members of their communities.</i></p> <p>Invite children to Think, Pair, Share.</p> <p><i>Which characters from our stories acted as caring community members of their communities? What did they do to be caring?</i></p>
Unit Question Chart 3 minutes	<p>Refer to the Unit Question Chart.</p> <p><i>We have been thinking about this question: What does it mean to be a member of a community?</i></p> <p>Invite children to share any new thinking in response to the question and add it to the chart. Some emerging ideas might include: members of a community treat each other with respect and care; members of a community support each other and stand up for each other; a community can be family, school, neighborhood, or other group.</p>
Standards	<p>R.4.K Ask and answer questions with prompting and support about who, what, when, where and how.</p> <p>R.11.K.b With prompting and support, compare and contrast the experiences of characters in two or more familiar texts.</p> <p>R.11.K.d With prompting and support, compare and contrast two texts on the same topic.</p> <p>Civics and Government 3 Students understand the concepts of rights, duties, responsibilities, and participation by explaining the purpose of school/classroom rules and local laws encountered in daily experiences to promote the common good and the peaceful resolution of conflict.</p> <p>SL.3.K.a Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>SR 3.1. (Boston) Recognize positive indicators of healthy relationships and problem-solving strategies when faced with peer pressure and conflict. Develop voice and advocate for one's beliefs.</p> <p>SR 4.1. (Boston) Demonstrate consideration of others. Contribute to the well-being of the school and community with voice and active participation.</p>
Ongoing assessment	<p>Listen to children's responses during whole group conversation and Think, Pair, Share.</p> <p>Do children demonstrate understanding of story elements?</p> <p>How do children demonstrate understanding of nuances in word meaning?</p> <p>How does acting out the story support children's comprehension?</p> <p>Do children retell the most important events in the story?</p>

Read Aloud U1 W4 Day 5