

**Book Discussion Guide for Pre-K/Early Childhood:
A Repeated, Interactive Read Aloud Plan**

Click [here](#) for more details about how to use this book discussion guide.

Text: *Chrysanthemum* by Kevin Henkes

Overarching Purpose: Over the 3 read aloud span, students will gain understanding about the text through teacher modeling, questioning, and discussion. This understanding of the text will allow students to orally reconstruct the story with prompting and support in the third read aloud. Reconstructing the story allows students to not only retell the story, but also talk about character emotions and use specifically taught vocabulary to demonstrate understanding.

1st Read Objective: With modeling, prompting, and support, TSW ask and answer questions about the story.

2nd Read Objective: With modeling, prompting, and support, TSW ask and answer questions about the story to further their understanding.

3rd Read Objective: With prompting and support, TSW orally reconstruct the story.

Standards Alignment

TN-ELDS (Tennessee Early Learning Developmental Standards)	PK.RL.KID.1 With modeling, prompting, and support, ask, and answer questions about a story read aloud. PK.RL.KID.2 With prompting and support, orally retell familiar stories including details.
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Social Emotional Learning Themes

Chrysanthemum and her family think her name is absolutely perfect. She is excited and proud to share her name with new friends as she starts school for the very first time. However, her new classmates do not think her name is absolutely perfect. Instead, they begin to tease Chrysanthemum about her very long flower name. Chrysanthemum begins to feel embarrassed and dreams of a new name. She begins to dread school until she meets a very special teacher who helps her learn how to accept herself and her special name. Chrysanthemum finally learns how to bloom.

The story of *Chrysanthemum* will help students learn how to deal with teasing. Students may identify with Chrysanthemum when friends point out the length of her name and her individual differences. Students may relate to the character of Chrysanthemum as she learns to love herself despite what others may think. In addition, students will learn how to calmly recognize and vocalize their emotions such as sadness and jealousy and how to seek help when strong emotions occur. This may lead to an important class discussion of recognizing hurt feelings in others and demonstrating empathy. It may also help students to learn to love themselves despite our differences. It is a celebration of how we are all absolutely perfect in our own way.

TN ELDS Social- Emotional Standard(s):	PK.SPC.SA.2 Appropriately name types of emotions (e.g. happy, sad, frustrated) and associate them with different facial expressions, words, and behaviors. PK.SPC.SA.4 Develop a basic awareness of self as an individual, self within the context of family, and self within the context of community.
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<p>PK.SPC.SA.6 Seek and accept guidance from primary caregivers, teachers, and other familiar adults.</p> <p>PK.SPC.SM.1 Express feelings, needs, opinions, and desires and begin to identify causal relationships.</p> <p>PK.SPC.1 Show empathy and caring for others.</p> <p>PK.SPC.RS.2 Interact and develop positive relationships with significant adults (e.g., primary caregivers, teachers, and other familiar adults).</p>

Vocabulary Instruction

Word <i>In order of appearance</i>	Child-Friendly Definition	Instructional Strategy
Chrysanthemum	A type of flower	The teacher will show students a real chrysanthemum flower or a picture of a chrysanthemum for understanding.
Scarcely	Not a lot or barely	The teacher will say “Chrysanthemum’s name scarcely fits on a name tag.” The teacher will demonstrate writing her own name on a name tag of the appropriate size demonstrating how it will not fit. The teacher can also write the 13-letter name on the board to demonstrate its length.
Wilted	Drooping or falling	The teacher will say “Chrysanthemum wilted when her friends teased her.” The teacher will ask the students to stand up and practice wilting by bending over at the waist or dropping to their knees. The teacher may also use a wilted flower to demonstrate the word meaning.
Dreadful	Awful or terrible	The teacher will say “Chrysanthemum thought her name was dreadful when friends teased her.” The teacher will point to Chrysanthemum’s expression in the story and have students demonstrate that expression to empathize with the character. The teacher may provide a mirror for students to practice character expressions.
Jealous	Wanting something someone else has	The teacher will say, “Chrysanthemum’s mom said friends were jealous of Chrysanthemum. Jealous means you might want something that someone else has. The teacher will use the word throughout the day when wanting a toy that a student may have.

First Read Aloud <i>Italicized words are a sample teacher script.</i>		
Book Introduction	Book Reading	After Reading - Discussion
<p>Share the purpose of your read aloud. Introduce Title. Introduce the Character and the problem using illustrations on the front and back cover. Let's read to find out _____.</p> <p><i>"Today we are going to read Chrysanthemum by Kevin Henkes. Chrysanthemum really loves her name but her friends do not. I wonder what will happen when she goes to school and her friends make fun of her name.</i></p> <p><i>"What do you think Chrysanthemum will do?"</i></p>	<p>Model your thinking as a reader, including the students in discussion. Ask and answer questions to prompt and support student comprehension. Follow your vocabulary instruction plan, making sure to explain specific planned vocabulary.</p> <p><i>Chrysanthemum really thinks her name is perfect.</i> <i>What do you think she really likes about her name?</i> <i>When she gets to school, she finds out her name scarcely fits on a name tag. How does she feel about that?</i></p> <p style="text-align: center;"><i>Supportive Questioning</i> <i>"Why do you think Chrysanthemum wilted after her friends teased her?"</i></p> <p><i>"Chrysanthemum began to feel her name was dreadful, but she did not say anything to her friends about how she felt. Why do you think she kept her feelings to herself?"</i></p> <p><i>"Chrysanthemum is walking so slowly and dragging her feet on her way to school. I wonder why she is doing that. What do you think she is feeling?"</i></p>	<p>Return to the purpose statement shared in the intro. Today we read to find out ____.</p> <p>Ask the students your overarching question.</p> <p>Prompt and support students in their thinking by including scaffolded, supportive questions to guide them to meet objectives.</p> <p>Expand on student answers when responding and model correct syntax. Encourage students to answer in a complete sentence, modeling sentence starters if needed.</p> <p><i>"Today we read a story about Chrysanthemum who really loved her special flower name, but changed her feelings when her friends teased her about her name. Why did Chrysanthemum's feelings about her name change?"</i></p> <p><i>"Let's go back and look at Chrysanthemum's face and expressions in the story. How do you know from her face that she is feeling proud, excited, dreadful, wilted, embarrassed, etc.?"</i></p>

Second Read Aloud <i>Italicized words are a sample teacher script.</i>		
Book Introduction	Book Reading	After Reading - Discussion
<p>Show students the book, reminding them that they have previously read this. Ask some questions about the character and the problem.</p> <p>State your purpose: Today we are going to read to _____</p> <p style="text-align: center;"><i>“We read the story of Chrysanthemum. Chrysanthemum thought her name was absolutely perfect until she started school. What happened at school to change her feelings? What did Chrysanthemum’s friends do? What did Chrysanthemum do? Today we are going to reread the story to find out how Chrysanthemum’s friends might be feeling and how Chrysanthemum’s family and teachers can help her solve her problems.”</i></p>	<p>While reading, remember to explicitly teach vocabulary.</p> <p>Model your thinking as a reader, including the students in discussion. Ask and answer questions to prompt and support student comprehension.</p> <p style="text-align: center;"><i>“Chrysanthemum’s friends thought her name scarcely fit on a nametag and started to tease her. Why do you think they were teasing her? I wonder what they were feeling.”</i></p> <p style="text-align: center;"><i>“Chrysanthemum’s mom suggested her friends were jealous. Why do you think they might be jealous of Chrysanthemum’s name?”</i></p> <p style="text-align: center;"><i>“After Mrs. Twinkle told students her flower name, why do you think Chrysanthemum’s friends wanted to be named after flowers too?”</i></p>	<p>Return to the purpose statement shared in the intro. Today we read to find out _____. Ask the students your overarching question.</p> <p>Prompt and support students in their thinking by including scaffolded, supportive questions to guide them to meet objectives. If able, you can ask students questions that go beyond the text.</p> <p>Expand on student answers when responding and model correct syntax. Encourage students to answer in a complete sentence, modeling sentence starters if needed.</p> <p style="text-align: center;"><i>“Adults can help solve problems. What was Chrysanthemum’s problem? Chrysanthemum told her family about what happened. How did her family and the music teacher help her?”</i></p> <p style="text-align: center;"><i>“Today we read to find out more about how Chrysanthemum’s friends might be feeling jealous. We also learned how adults can help you when you are feeling sad. Why is it important to tell others how you are feeling?”</i></p>

Third Read Aloud

Italicized words are a sample teacher script.

Book Introduction	Book Reading	After Reading - Discussion
<p>Show students the book, reminding them that they have previously read this. Ask some questions about the character and the problem. State the purpose for reading.</p> <p><i>“What do you remember about this story?”</i></p> <p><i>“Today you are going to read the story with me. When I show you the pictures, you will help me retell the story through the pictures and the words. This will help us retell the story to someone who may not have read it before.</i></p> <p><i>“It is important to tell others what we are feeling. We can learn more about how to help a friend who may be feeling wilted, dreadful, or jealous.”</i></p>	<p>Show illustrations and ask students what is happening on that page. Allow students to reconstruct the story. Ask students to predict what will happen on the next page. Emphasize vocabulary using instructional strategies. For some words, extend the meaning into a familiar situation not in the story. Read the entire story or just parts of it based on student ability to retell the text.</p> <p>Point to a page showing Chrysanthemum excited about school. <i>“Why is she so excited about school? How can you tell?”</i></p> <p>Point to a page where Chrysanthemum has wilted like a thirsty flower. <i>“I can see her dragging her feet and walking very slowly. Why has she wilted? What happened to make her feel that way? What will happen next?”</i></p> <p><i>“I wonder what kind of prized possessions she is putting in her pockets to make her feel better. What kinds of things do you think she has in her pockets? Why does she need these things? What else does Chrysanthemum and her family do in the story to make herself feel better?”</i></p> <p><i>“What happens next?”</i></p>	<p>Reinforce the purpose to students. <i>“Today you were able to reconstruct this story using key details. You told me _____.”</i></p> <p>Have students evaluate the book. Ask them what parts they like or do not like and why.</p> <p><i>“Today you were able to retell the story of Chrysanthemum using the pictures and words in the story. What do you think were the most important parts of the story? What would you tell a friend about this story?”</i></p> <p><u>Supportive Questioning:</u> <i>“What could Chrysanthemum say to the adults to ask for help?”</i></p> <p><i>“How would you help Chrysanthemum? Turn and talk to a friend about how you could help Chrysanthemum when she is feeling dreadful.”</i></p> <p><i>“Do you think Chrysanthemum will dread school anymore? Why or why not?”</i></p> <p><u>Extension Question*:</u> When students have mastered the retelling objective, ask students to apply this story to their own life. <i>“Think of a time that a friend made you feel dreadful. What did you do? How did an adult or a friend help you? What will you do next time?”</i></p> <p>*This question can be posed as a turn and talk or writing/drawing activity if your students are ready.</p>

<u>Integrating this book in other centers:</u>	
Library	Place this book in the library center including other stories by Kevin Henkes such as <i>Wemberly Worried</i> , <i>Julius</i> , or <i>Owen</i> . Use Kevin Henkes stories for an author study.
Art/STEM/Maker's Space	Provide students with collage materials including tissue paper, egg cartons, yarn, pom poms, etc. and allow students to create chrysanthemums with materials. Provide real chrysanthemums as an example.
Writing	Create name cards and student pictures to add to the writing center. Students may use magnetic letters, sandpaper letters, and ABC manipulatives to create student names. Create vocabulary picture cards to accompany the new vocabulary in the story and add to the writing center
Toys and Games	In the story, Chrysanthemum stuffs her pockets with her favorite possessions. Provide students with "pencil pouches/pockets" in the toys and games center. Each pocket may contain buttons or other manipulatives for sorting and counting. Place number cards in each pocket for counting and quantifying.
Discovery	Add real chrysanthemums, clipboards and pencils to the discovery center for observation. Students may record what they observe as the flowers begin to wilt. Place white chrysanthemums in water colored with food coloring. Students observe how flowers drink through roots and stems as the white flower begins to change color.
Sensory	In the story, Chrysanthemum drags sticks in the dirt. Place sand in the sensory table with sticks of varying lengths and widths. Add word cards from the story and student name cards, so students may use the sticks to write words and names in the sand.
Puppets	Make copies of important characters from the story, laminate, and add popsicle sticks to the bottom of each character for story retelling and reconstruction. Provide several copies of the book for students to share.

Evaluation Alignment	
ECERS-3 (Early Childhood Environmental Rating Scale, 3rd Edition) Alignment	<ul style="list-style-type: none"> - Language and Literacy: 12. Helping children expand vocabulary - Language and Literacy: 13 Encouraging children to use language - Language and Literacy: 14. Staff use of books with children
TEAM (Tennessee Educator Acceleration Model) Alignment:	<i>This guide can be used to provide evidence for indicators in activities and materials, instructional plans, student work, standards and objectives, presenting instructional content, questioning, thinking, and problem solving.</i>
CLASS (Classroom Assessment Scoring System) Alignment:	<i>This guide can be used to help boost performance on CLASS within the Concept Development dimension (analysis and reasoning, creating, integration, connections to the real world), Quality of Feedback (scaffolding, feedback loops, prompting thought processes, providing information), and language modeling (open-ended questions, repetition and extension, advanced language).</i>

References:

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- McGee, Lea M., & Schickedanz, Judith A. (2007). Repeated interactive read-alouds in preschool and kindergarten. *The Reading Teacher*. 60(8), 742-751. Retrieved from <https://www.readingrockets.org/article/repeated-interactive-read-alouds-preschool-and-kindergarten>