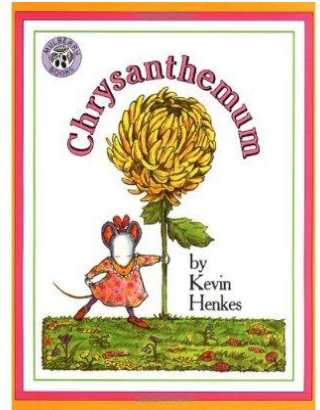


Chrysanthemum

Written and illustrated by: Kevin Henkes

Chrysanthemum has always loved her name. She has loved the way it looks and the way it sounds. But what happens when she starts school? Will she still love her name?



Possible strategies for instruction:

Comprehension:

- **Make a picture or mental image:**
 - Throughout the story, the text says "Chrysanthemum wilted. She did not think her name was absolutely perfect. She thought it was absolutely dreadful." Have students make a picture in their minds of Chrysanthemum sinking her head and shoulders down and feeling sad to help them understand what it means when she "wilts."
- **Make and adjust predictions; use text to confirm:**
 - Read the first six pages (up to the part where Chrysanthemum is going to school for the first time), then stop and predict: what will happen when Chrysanthemum gets to school? Why do you think this will happen? Then read the next few pages, stop, and discuss whether the predictions happened in the story or not.
 - Predict whether Mrs. Twinkle will have a boy or girl. Do you think she will really name a girl Chrysanthemum? Then read the Epilogue to find out what happened.
 - Predict how Victoria, Jo, Rita, and Chrysanthemum will perform in their Class Musicale. Read the Epilogue; were you right?

Accuracy:

- **Use the pictures... Do the words and pictures match?**
 - There are often multiple pictures on a page in the story. Give the students additional time to study the pictures and check if the words and pictures match. (This is a great book to use for reading the pictures.)

Fluency:

- **Use punctuation to enhance phrasing and prosody (end marks, commas, etc):**
 - You can use this text to model the difference between reading a sentence that ends with a period versus a sentence that ends with an exclamation point. Model both ways of reading an exclamatory sentence to students and discuss how you can change your intonation to make it sound appropriate.
 - p. 6—"Hooray!" said Chrysanthemum. "School!"
 - p. 8—"I'm named after my grandmother. *You're* named after a *flower!*"
 - p. 24—"Chrysanthemum's a daisy! Chrysanthemum's a daisy!"

- **Read text as the author would say it, conveying the meaning or feeling:**
 - Use this strategy to convey the difference in Chrysanthemum's voice and Victoria's voice. Contrast the way Chrysanthemum exclaims "School!" (p. 6) with the way Victoria says "I'm named after my grandmother. You're named after a flower!" (p. 8).
 - You can also contrast the voices of the adults (Chrysanthemum's parents, Mrs. Chud, Mrs. Twinkle) with the voices of the children (Chrysanthemum, Victoria, Jo, and Rita).

Expand Vocabulary:

- **Tune in to interesting words and use new vocabulary in speaking and writing:**
 - There are so many new and interesting words to choose from. One area you can focus on is the dad's language when both parents are talking to Chrysanthemum throughout the story.
 - p. 11—"And precious and priceless and fascinating and winsome."
 - You could also focus on the word "wilt" which is used throughout the story and how Chrysanthemum always wilts when she feels upset about her name.
 - "Chrysanthemum wilted. She did not think her name was absolutely perfect. She thought it was absolutely dreadful."

This text can be used with nearly any strategy on the CAFE menu. The above strategies are a highlighted collection to use as a springboard for further instruction.