



Chrysanthemum: Intro to Vocabulary Lesson Plan

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Language Arts
Grades K-2



Introduction

This is an intro ELA lesson centered around a read-aloud of *Chrysanthemum* by Kevin Henkes. In this lesson, students will be introduced to challenging vocabulary words and will participate in engaging partner activities.

Learning Objectives

- [CCSS.ELA-LITERACY.RF.1.4](#); Read with sufficient accuracy and fluency to support comprehension.
- [CCSS.ELA-LITERACY.RF.1.4.A](#); Read grade-level text with purpose and understanding.

Materials Needed

- *Chrysanthemum* by Kevin Henkes

Procedure

Warm-up – Introduce students to the new vocabulary words they will hear in the book by displaying them, with a visual, in front of the class. Ideally, use a presentation tool to introduce these words.

Tip – I do not tell the students that these words will be in the book we are about to read. This way they are amazed and excited to hear the words in the story. What a coincidence!!!

Words - begrudging, dreadful, envious, wilt, discontented, appreciate

1. After introducing the words and discussing the meanings and the visuals, gather the students to listen to the story *Chrysanthemum* by Kevin Henkes. As you read through the first time, have students just listen for enjoyment.
2. After the reading, ask the students what they noticed in the reading. At least one student will notice that he/she heard one of the new vocabulary words in the story.
3. Then, go for a picture walk through the book to find the pages with the new vocabulary words. Reread the sentences with the vocabulary words to the students.
4. Prompt students to have a discussion centered around the vocabulary words. For example, ask questions like:
 - “Have you ever had to do anything you thought was **dreadful** like *Chrysanthemum*?”
 - “Have you ever been **envious** of someone like *Chrysanthemum* was?”
 - “Have you ever felt like *Chrysanthemum* felt when the author said she **wilted**?”

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Note: The students will not have a strong understanding of these words as they have just been introduced. Therefore, when asking these questions, use the new vocabulary word and then rephrase it. For example, “Have you ever felt like **wilting**? Have you ever had your feelings hurt by someone and it made you very sad?”

5. Have students turn to a neighbor and tell them one of the vocabulary words they heard today and what it means. Then, they have to tell their neighbor a different vocab word than what has already been shared. Have them turn to one more neighbor and do the same thing.

Evaluation

For a quick formative assessment, have students complete the following exit ticket.

Choose two of the new vocabulary words for today. Write the word and draw a picture showing what the word means.