



Retelling a Story with *Chrysanthemum* by Kevin Henkes

By: Lori McDonald
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Language Arts
Grades K-2



Introduction

This is a first grade lesson focusing on retelling and other comprehension skills. Students will participate in several engaging partner/group activities and a writing activity.

Learning Objectives

- [CCSS.ELA-LITERACY.RL.1.1](#); Ask and answer questions about key details in a text.
- [CCSS.ELA-LITERACY.RL.1.2](#); Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- [CCSS.ELA-LITERACY.RL.1.3](#); Describe characters, settings, and major events in a story, using key details.

Materials Needed

- *Chrysanthemum* by Kevin Henkes

Procedure

Warm-up – Show students the book *Chrysanthemum* by Kevin Henkes. Begin by taking a picture walk through the book. Discuss what students think might be happening in the book. Allow students to make predictions.

1. Read aloud the book *Chrysanthemum*. The first time you read, read straight through the book purely for the students to listen and enjoy.
2. After reading the book, go back through the book to ask students questions about key details. Also, allow students to ask questions about key details in the text. **NOTE: As teachers, it is pretty easy for us to remember to ask questions for our students to answer. However, the standard says that students should also be able to ask a question about key details in the text; so I also take time to allow them to form questions. It also helps them understand the difference between a statement and a question. I allow several, if not all the students, to come up with a question for me about a detail in the book.**
3. Next, divide students into groups of 4 or 5. Assign each group a part of the story. For example, some groups will be assigned the beginning, some the middle, and others the end of the story. Students will then be given time to work with their groups on acting out that part of the book. Give students 5-10 minutes to prepare.
4. After the groups are ready, have students perform their skits for the rest of the class. As the students retell the story by acting out different parts, stop them periodically to ask: **How does the character feel in this part of the story? How do you know? What words did you hear that made you think that?**

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5. Next, put students with a writing partner to complete the [graphic organizer](#).

Evaluation

Students will complete the following writing prompt for a formative assessment.

Using the graphic-organizer you filled out with a friend, retell what happened in *Chrysanthemum*. Include the main events in the beginning, middle, and end of the story. Draw a picture to go with your retelling.

Use the following rubric to score the assessment.

Categories	4	3	2	1
Sentences	6 or more complete sentences included.	4 or 5 complete sentences included.	2 or 3 complete sentences included.	1 complete sentence included.
Punctuation	All sentences end with correct punctuation.	Most sentences end with correct punctuation.	Some sentences end with correct punctuation.	Little or no sentences end with correct punctuation.
Capitalization	All sentences begin with a capital letter.	Most sentences begin with a capital letter.	Some sentences begin with a capital letter.	Little or no sentences begin with a capital letter.
Neatness	All words are neat and clearly written.	Most words are clearly written.	Some words are clearly written.	Illegible
Topic	All sentences are on-topic.	Most sentences are on-topic.	Some sentences are on-topic.	Little or no sentences are on-topic.

Total: 20/20 possible