

1st Grade - Act. 04: Chrysanthemum and Letter Tiles

Summary

Children will listen as the teacher reads Chrysanthemum. Afterwards have a discussion about the story with a focus on the length of Chrysanthemum's name. Have the children compare the lengths of their own names using letter tiles, grid paper, and a class graph.

Materials

Chrysanthemum
letter tiles
one inch square grid paper
"How Long Is Your Name?" graph

Additional Resources

Andy That's My Name by Tomie DePaola (Scholastic)

Tikki Tikki Tembo by Arlene Mosel (Scholastic)

Intended Learning Outcomes

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5. Understand and use basic concepts and skills.

6. Communicate clearly in oral, artistic, written and nonverbal form.

Process Skills

Symbolization, observation, description, data collection and interpretation, classification, form conclusions

Instructional Procedures

Invitation to Learn

Listen to this story about a mouse that has a long name.

Instructional Procedures

Discuss the following questions with the class: "Was Chrysanthemum's name long? Let's see how many letters are in our own names. Take the letter tiles and spell out your name. How many letters are in your name? Does anyone have one letter? Two letters?"

Allow the children to look at their classmates' names.

Pass out grid paper strips and have the children write their name on the strip - one letter per square.

One at a time, have the students place their name on the graph. Look at the graph and discuss the information that the children observe.

If time permits make a different graph. This one looking at the beginning letter of their name.

Extensions

Possible Extensions/Adaptations

Graph the vowels in the students' names. Graph the names of their favorite characters.

Family Connections

Take home the sheet "My Family." Have students write the names of members of their immediate family on the sheet and compare the length of the names.

Assessment Plan

Did children count the number of letters in their name correctly?

Did children compare their name to others correctly?
Were children able to place their name correctly on the graph?
Were there any problems? Why?
Did the children enjoy the activity?

Authors

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