

# Chrysanthemum

## Purpose

Students will use names to learn the differences between large and small numbers.

## Materials

*For the teacher:* *Chrysanthemum* by Kevin Henkes

*For the students:* markers, name cards, unifix or snap-together cubes

## Activity

### A. Pre-Activity Preparation

Make name cards with each of the students' names printed neatly on them.

### B. Group Activity

1. Gather the class together and read *Chrysanthemum*. Before starting, tell the class that you are going to read a story about a girl with a very long name. Ask them if anyone in the class has a very long name.
2. After reading the story, have the class count the number of letters in Chrysanthemum's name. Ask them if they know how many letters are in their names.
3. Show the class a name card with Chrysanthemum's name written on it and the unifix cubes.
4. Ask them how they might use those materials to show how many letters are in "Chrysanthemum."
5. Show the class how they can put one cube on each letter to find out how many letters are in her name.

### C. Student Activity

1. Distribute the bags or trays of cubes and the name cards to the class.
2. Have them use the cubes to practice one-to-one matching with each of the letters in their names.
3. Ask each student to snap his/her cubes together to form a tower and compare it to the towers of others around them. Ask students to determine if one set of cubes is equal to, more, or less than the other.

(continued)



**connecting  
across the  
curriculum**

### Science

Bring in a chrysanthemum and other plants, and ask students to describe the plants' similarities and differences.



**INCORPORATING  
TECHNOLOGY**

Ask students to match the letters in their names with the keys on the computer keyboard. Have students type their names and count and record the number of letters.

**Standards Links**  
**K.1.1, K.6.1, K.6.2, K.6.3**

**Activity (continued)** 

---

4. Gather the class together and ask them what they noticed about their towers. Listen for students to use words such as “more,” “less,” and “the same.”
5. Ask students if they think the longest name in the class has more or fewer letters than “Chrysanthemum.” Show them the tower you made for her name and compare. Again, listen for terms like “more,” “less,” “longer,” and “shorter.”
6. Conclude by dismissing students with two letters, three letters, four letters, etc. to put away their cubes and name cards.

**Questions for Review** 

---

**Basic Concepts and Processes**

During the activity, discuss the following questions with your students to gauge their understanding of the Standard Indicator:



How did you find how many letters are in your name?



Do you have more or fewer letters in your name than Chrysanthemum?



How do you know?

---