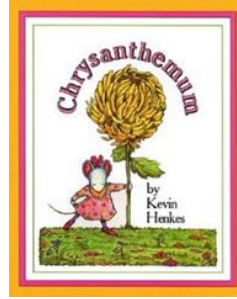


Project-Based Learning with FDLRS, WFSU & POPIN

Daniel Tiger and Chrysanthemum



Curriculum Links:

- ✓ Science- Mathematics: Analyzing and Interpreting Data
- ✓ Literacy- Letter and sound knowledge
- ✓ Pro-Social- Help children appreciate their uniqueness and the uniqueness of others

Learning Goals- Children will:

- ✓ Practice writing letters in their name
- ✓ Count letters in their name
- ✓ Participate in constructing and analyzing a bar graph
- ✓ Give a compliment to another person
- ✓ Hear and use the word *unique*

Vocabulary: *unique*

Episode: Daniel Tiger's Neighborhood #121 *You are Special* ([Available](#) on You Tube for \$1.99)

Book: *Chrysanthemum* (by Kevin Hinks)

Materials:

- Two puppets, one with unruly hair (or another a-typical feature)
- Glue sticks
- Post-it Notes
- Chart Paper
- Markers/Crayons
- Unifix cubes (or similar building blocks)
- Elkonin strips for each child's name (optional)
- One small chrysanthemum or other flower for each child and adult to share

Activating Learning: Using the puppets, feature two very brief mini skits:

- Scene One: First puppet says something unkind to the second because of her hair.
- Scene Two: First puppet compliments the second puppet about her hair and says it makes her unique and special.

Let the children identify which scene shows how to be kind.

Book:

- **Read** *Chrysanthemum* interactively, using [Dialogic Reading](#) techniques. After reading, recap the characters' word and behavior choices. Compare them to the puppet scenes.

Screening:

- **Introduce the video:** Daniel and his friends are putting on a show at school today! Each character is performing something that shows how they are special, or *unique*. But, O the Owl can't figure out what makes him unique. Let's watch to see what O the Owl learns!
- **Screen:** Daniel Tiger episode
- **Stop the Video:** in 1-2 appropriate places to contrast Daniel and friends' language/behavior to that of Chrysanthemum's classmates.
- **Talk:** together about what O the Owl learned. Use the word *unique* in your discussion and encourage the children to do the same. If time permits, have children share with a partner or the whole group something that is unique about themselves.

Activities: We found each of these ideas [here](#) on the **PBS Kids Lab**. View the video to see these activities in action!



Name Bar Graph: Have children (and adults!) write the letters of their names again on sticky notes. Make letters for Chrysanthemum's name as well. Add the letter-notes to the chart and talk about what they notice!

Guide them to analyze the data, such as "how many children have five letters in their names?" "Does your name have fewer, the same or more letters than Chrysanthemum's?" Emphasize that the number of letters in a person's name is part of what makes them unique. Count together!

To reinforce letter and sound connections, be sure to talk about the sounds made by selected letters. *How many children have a /b/ sound in their name? Who is the only person with a /z/ sound in their name? Let's make all the sounds in Shantell's name!*



Name Towers: To reinforce counting and data analysis, use Unifix cubes or similar objects to represent the letters of each child's name. As shown in the PBS Kids lab [video](#), children can build their towers using [Elkonin boxes](#) (or Sound Boxes) as a support for how many blocks to select. Talk about and compare the towers. *Is yours equal to, shorter or taller than Chrysanthemum's? Whose tower is equal to yours?*

Closing (Wrap up/challenge for future inquiry):

- Let children demonstrate how to give a compliment using one of the puppets
- Have children practice giving a complement to a partner
- Have children (or parents/teacher) share a complement they gave or received
- Give each child a chrysanthemum (or another flower) to give away as a way to celebrate kind words and deeds

Extension activity for the teacher:

- Have children put on a pretend show like Daniel and his friends to feature their uniqueness!
- Make a Name Flower- Provide a sample at each table or display one nearby for their reference. Guide children to assemble their own unique flower pot with the letters in their name. First, *write each child's name on their flower pot*. Have children select petals of their choice and write the letters of their names on separate petals. Children glue the parts as shown. To save time, the pot and stem can be glued in advance or they can simply be photocopied as a template. Count the petals together. Hold the flowers up or display them and comment on how unique each one is.

