

TEACHER RESOURCES & STUDENT ACTIVITIES

HUSSEIN CHEBLI



**A
CAMELLIA
FOR LESLIE**



How to Use Storyshares Teacher Resources & Student Activities

Pre-Reading

Share **background information**.

Introduce the **vocabulary** to the students. Discuss meanings. Click here for an **instructional routine** for vocabulary.

Reading

Share the written response to reading prompt ahead of time as the **focus for reading**.

Encourage students to **read a chapter** of the text independently or in pairs.

After Reading

Students can complete the **trivia worksheet** or make it into a game! Either way, make time to review answers.

Students complete the **written response to reading** prompt.

Background Information

What do you do when you find out your best friend is sick? A flower from a dare holds much more meaning to a best friend in despair.

Visual Vocabulary

This vocabulary guide was created with English language learners in mind. This table flags Tier 2 vocabulary words in every chapter. This guide includes the definitions in context, as well as images and examples from the text.

Trivia Questions

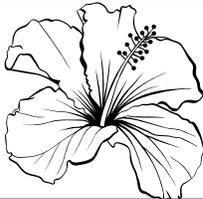
This is a ready-made student worksheet that can be given as a check for understanding after students have finished the book. You can also gamify the trivia questions, making this a small group activity. **Answers: 1. D; 2. B; 3. C; 4. C**



Click [here](#) for reading comprehension worksheets and graphic organizers.



A Camellia for Leslie by Hussein Chebli

Word	Definition	Image	Example
exotic (adjective)	very unusual and interesting		"I dare you to steal one of those exotic flowers from Old Mary's shop." (ch 1)
expression (noun)	a way to make one's feelings known		"Fine," she eventually replied with a serious expression . (ch 1)
trigger (verb)	to cause, begin, or set off		I think about how stealing those flowers might have triggered the bad things that happened. (ch 2)
deserve (verb)	to be worthy of or have a right to		I think I deserved those bad things since I had always known stealing was wrong. (ch 2)
diagnose (verb)	to determine the identity of (a disease) by examining it		Leslie was diagnosed with cancer the year we started tenth grade. (ch 3)
convince (verb)	to cause to believe or accept (often followed by "of")		My nausea and vomiting convinced them to do some blood work. (ch 3)
consider (verb)	to think carefully about		"My god, you should never consider becoming a hairstylist!" (ch 4)
avoid (verb)	to keep away from		A lot of them seemed to avoid me...like I had some disease that they were afraid of catching. (ch 5)

Name: _____ Date: _____

Multiple Choice

Read the questions carefully. Choose the answer that fits the question best.

1. What action did the narrator take after discovering Leslie's diagnosis?

- A. The narrator told Leslie about their own struggles.
- B. The narrator brought a camellia to Leslie's hospital room.
- C. The narrator called Leslie's family.
- D. The narrator agreed to stay overnight with Leslie.

2. Why did the narrator and Leslie cut each other's hair?

- A. Leslie thought it might bring good luck.
- B. It was a spontaneous decision to support each other.
- C. The narrator wanted to change their look.
- D. Leslie wanted a new hairstyle before chemotherapy.

3. What was the significance of the camellia for the narrator?

- A. It was a gift from the hospital to all patients.
- B. It was Leslie's favorite flower since childhood.
- C. It symbolized the memory and spirit of Leslie.
- D. The narrator got it after Leslie's funeral.

4. How did the narrator make a life-changing decision?

- A. By reading a psychology book.
- B. A conversation with a friend.
- C. By witnessing the camellia bloom.
- D. A vision of Leslie in a dream.

Written Response to Reading

How did Leslie react after getting her cancer diagnosis? (*After getting her cancer diagnosis, Leslie...*)
