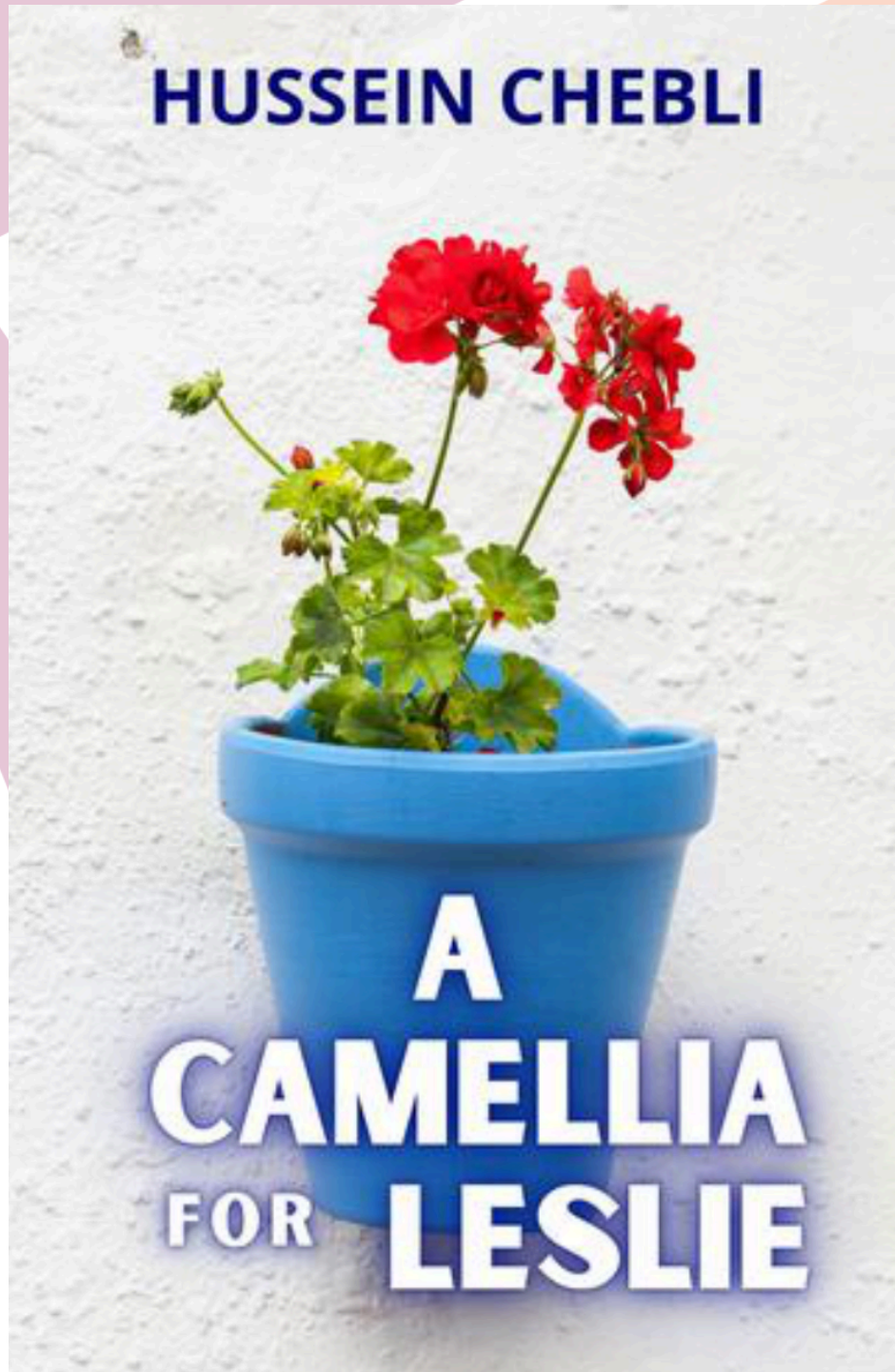


# TEACHER RESOURCES & STUDENT ACTIVITIES



# 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

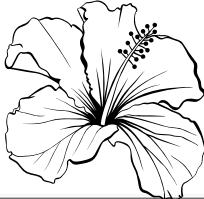
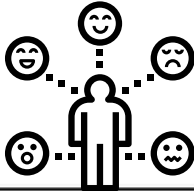






This is a ready-made student worksheet that can be given as a check for understanding after students have finished the book. You can also gamify the trivia questions, making this a small group activity. **Answers: 1. D; 2. B; 3. C; 4. C**



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



## *A Camellia for Leslie* by Hussein Chebli

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

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