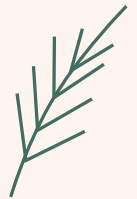
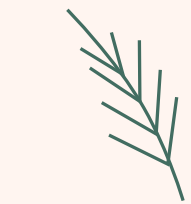


# WILDFLOWER

A Companion Guide  
for Teachers and Parents



**Title:** Wildflower

**Author:** Melanie Brown

**Illustrator:** Sara Gillingham

**Genre:** Picture Book

**Themes:** Identity, self-expression, self-compassion, compassion for others, confidence, community, common plant uses, environmental awareness

**Suitable for:** Ages 3–8, Grades K–3

**Guided Reading Level:** N

**Lexile Level:** 540

**Common Core Standards**

RL.3.1.2.3.4.5.6.7.9

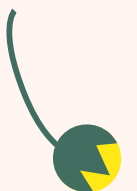
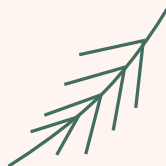
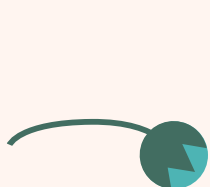
W.3.1,1a,1b,1c,1d,2,3,3a,3b,3c,3d,4,5,6

SL.3.1,1c,1d,1e,1f,1i,2,2a,2b,2c,2d,2e,2f,2g

L.3.3a,3b,4,4a,4b,4c,4d,5,5a,5b,5c,6

**Skills**

making connections; finding rhyming words; predicting; observing; identifying feelings; drawing





## BOOK SUMMARY

*Wildflower* is a book about finding your identity and embracing it. Through a sweet story about a daisy that learns she is not a weed but a wildflower, readers will discover the importance of being kind and valuing difference. Along the way, readers will learn the names and uses of some common flowers.

Readers will discover that everyone has something special about them and that supporting one another can help us grow.





## ABOUT THE AUTHOR

Melanie Brown has worked as both an elementary school teacher and an interior designer. She lives in Vancouver with her family and Labrador retriever named Rosie. *Wildflower* is her first book.

## ABOUT THE ILLUSTRATOR

Sara Gillingham is an award-winning children's book author and illustrator, art director, and designer who has helped publish many best-selling books. Sara has written and illustrated more than 25 titles for children, including *How to Grow a Friend*, *Snuggle the Baby*, the Empowerment series, and the best-selling In My series. She lives in Vancouver with her family.






## ABOUT THIS GUIDE

This teacher guide was created by Becky Noelle, an experienced teacher and wildflower enthusiast. Use this guide to help students fully engage with the book and find out what makes them special!

## BEFORE READING



Look at the cover of the book together.  
Ask the following questions to prompt discussion:

-  What do you think this book might be about?
-  How can I find out who the author of this book is?  
What does the author do in a book?
-  How can I find out who the illustrator of this book is?  
What does the illustrator do in a book?
-  Do you think this book is fiction or nonfiction?  
How do you know? (If your students aren't familiar with these terms, explain that nonfiction books share real facts and fiction books are made up.)
-  What do you already know about flowers?

### Find the Rhyming Words

Choose a “secret signal” as a class for students to show when they hear rhyming words while the book is being read. For example, students could put their index finger on their nose or tug on their ear lobe when they hear rhyming words. When students do the signal, pause and ask one of them what rhyming words they heard.



## DURING READING

### Name that Flower!

Before reading each page, have students look at the illustrations.



Have you seen a flower like this before?



What kind of flower is it?



What is this flower used for?



How do you think the flower is feeling? How do you know?

### What's Daisy Feeling?

After reading each page, ask students how Daisy is feeling. Prompt them to use the illustrations and descriptions in the text to infer. Use the following questions to get started.



Look at the picture.  
How do you think Daisy is feeling?  
How do you know?



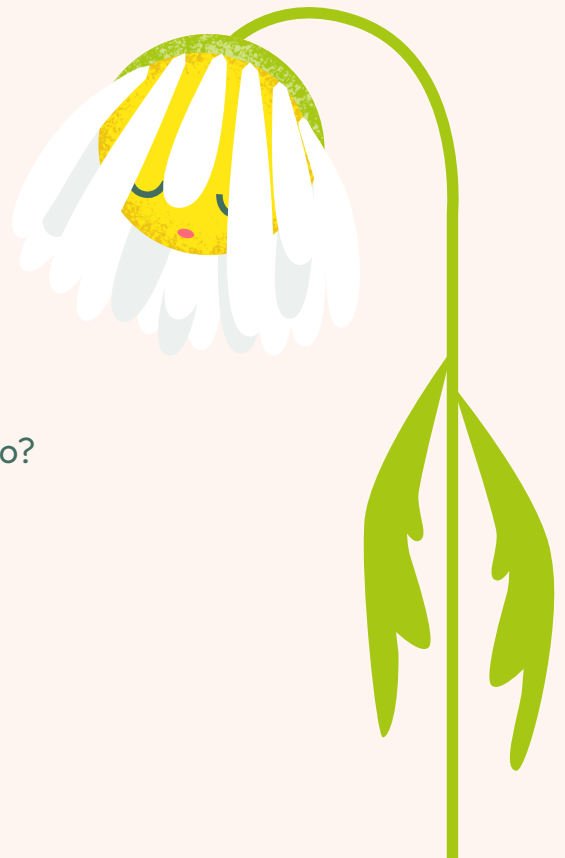
Why is Daisy drooping?  
Why is Daisy stretching up tall?



Have you ever felt that way before?



Can you think of a character in another book or in a movie that felt that way too?





## Have You Ever?

As you read, ask students questions to help them connect with the story. Some sample questions are listed below. Remind students that they should only eat plants from nature with parental supervision and when they know it is safe to eat.



Have you ever seen flowers like this before?  
(Prompt students to think about their yard at home, gardens in their community, and their school field.)



Have you ever smelled a rose or sweet pea?



Have you ever eaten sunflower seeds, strawberries, or blackberries? What did they taste like?



Have you ever smelled another kind of flower?  
What was it? How did it smell?



Have you ever eaten another plant from a garden? What was it?  
How did it taste?



## Move Your Body

In the book, Daisy's feelings are represented by how her body moves. First she droops, then she stretches up tall. Have students start by drooping their bodies. Demonstrate if needed. Then have them try standing up tall. Ask students the following questions to help them reflect:



How does it make you feel when you droop your body?



Can you think of a time when you were so sad that your body drooped?



How does it make you feel when you stretch your body up tall?



Can you think of a time when you stood up nice and tall? What made you stand that way? (Prompt students to consider times when they were feeling happy, excited, or proud.)



What could you do if you noticed someone is drooping? (Prompt students to think of ways they might help someone who is feeling sad. For example, by listening to the person describe what's making them sad or by being kind.)



What could you do if you noticed someone standing up tall? (Prompt students to think of ways they might congratulate or celebrate with someone who is feeling proud. For example, by giving the person a high five or by listening to them describe what's making them proud.)

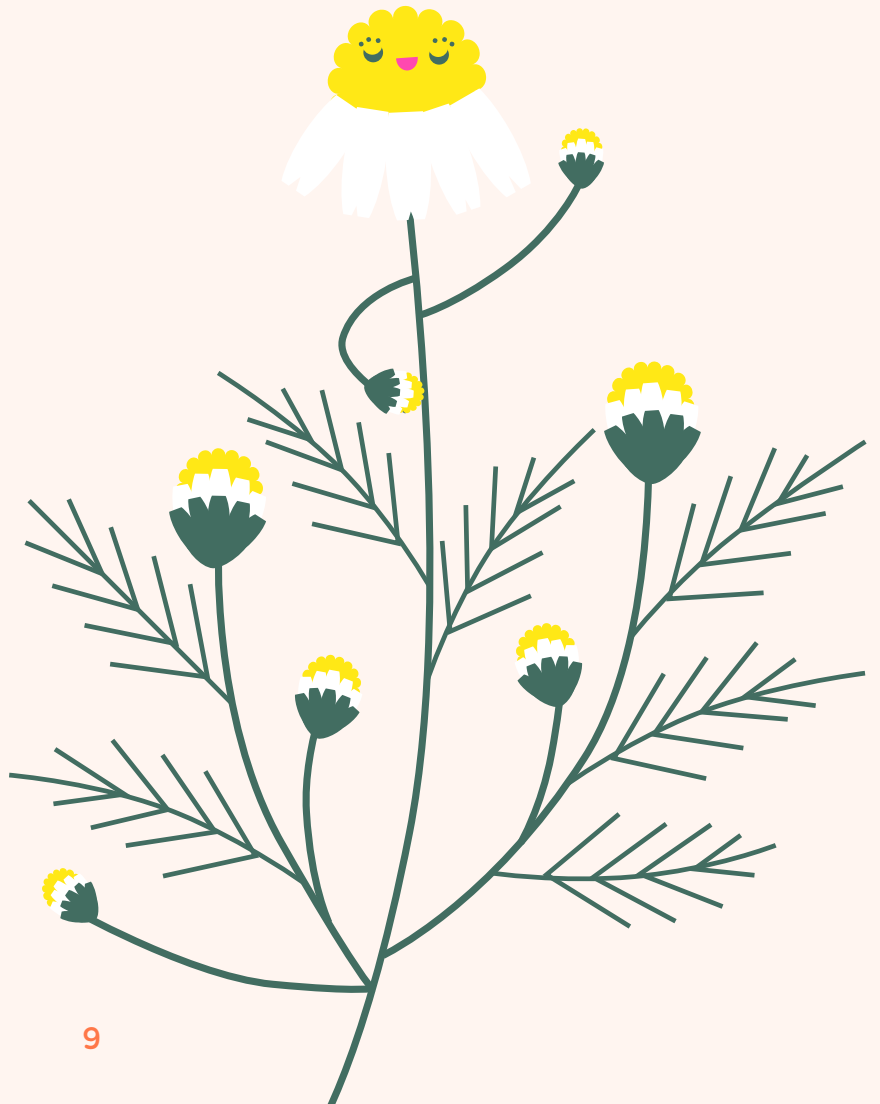




## AFTER READING

### Find a Flower (or Four!)

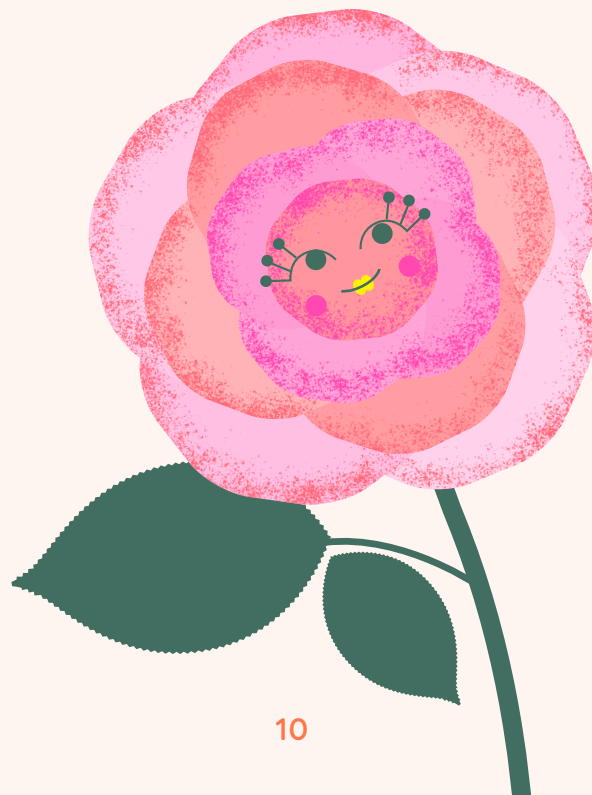
Go for a walk outside together and see what flowers you can find. Remind students to only look with their eyes so other people can enjoy finding the flowers too. Students can use the template on page 13 to draw one flower that they find or the template on page 14 to draw four flowers that they find. If students know what the flower is called or what it is used for, they can add that to their drawings on the lines provided. If not, as a class, use books from the library or websites to see if you can find out what the flowers listed are used for and what they're called.



## If I Were a Flower, What Would I Be?




In this book, Daisy discovers that everyone has something special about them to be proud of. Use the instructions below to guide students through creating pictures of themselves as flowers.

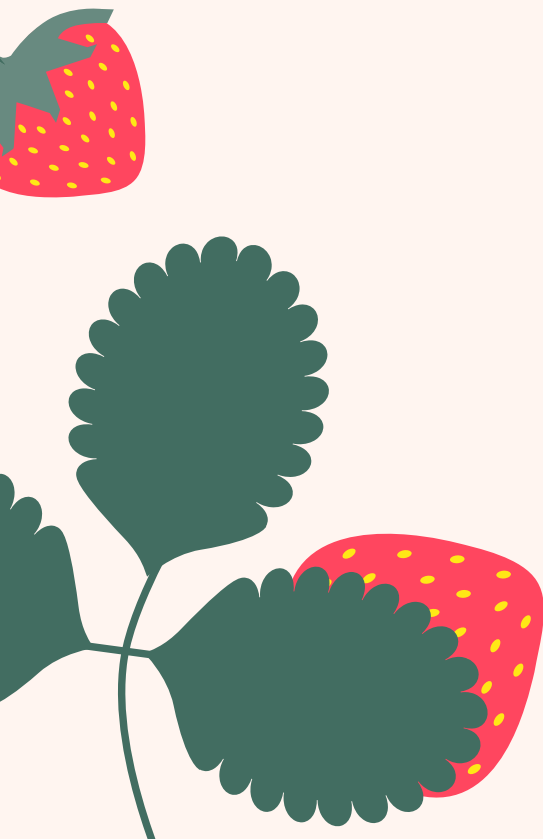
1. Think about what makes you special.
2. If you were a flower, what kind would you be?
3. Choose the parts of a flower you would like to have.  
(Give students a copy of page 15 to cut out and trace different parts.)
4. Mix and match leaves, petals, stems, and fruits to make your own unique flower.
5. Draw yourself as a flower.  
(Have students use the template on page 16.)
6. Add details to your picture to show what makes you special.
7. Write what makes you special on the line above your picture.



## Love Yourself

In the book, Daisy feels sad because she's not like the other flowers. By the end, she learns to love herself. When we love ourselves, we are able to love others too.

-  What gave Daisy the courage to stand up to Rose? Describe a time you were brave like Daisy.
-  How were the other flowers hurtful toward Daisy? Describe a time when you made a mistake and you were hurtful.
-  How were the other flowers helpful to Daisy? Describe a time when you were helpful.





## Learn More

Use the ideas listed below to learn more about flowers and the other themes in the book.



Read the Gardener's Glossary and Author's Note together.



Go to the library and find more books about flowers. See if you can find other books that describe the types of flowers in *Wildflower*.



Visit the My Wildflowers website (<http://mywildflowers.com/identify.asp>) and learn more about the flowers you found on your walk.

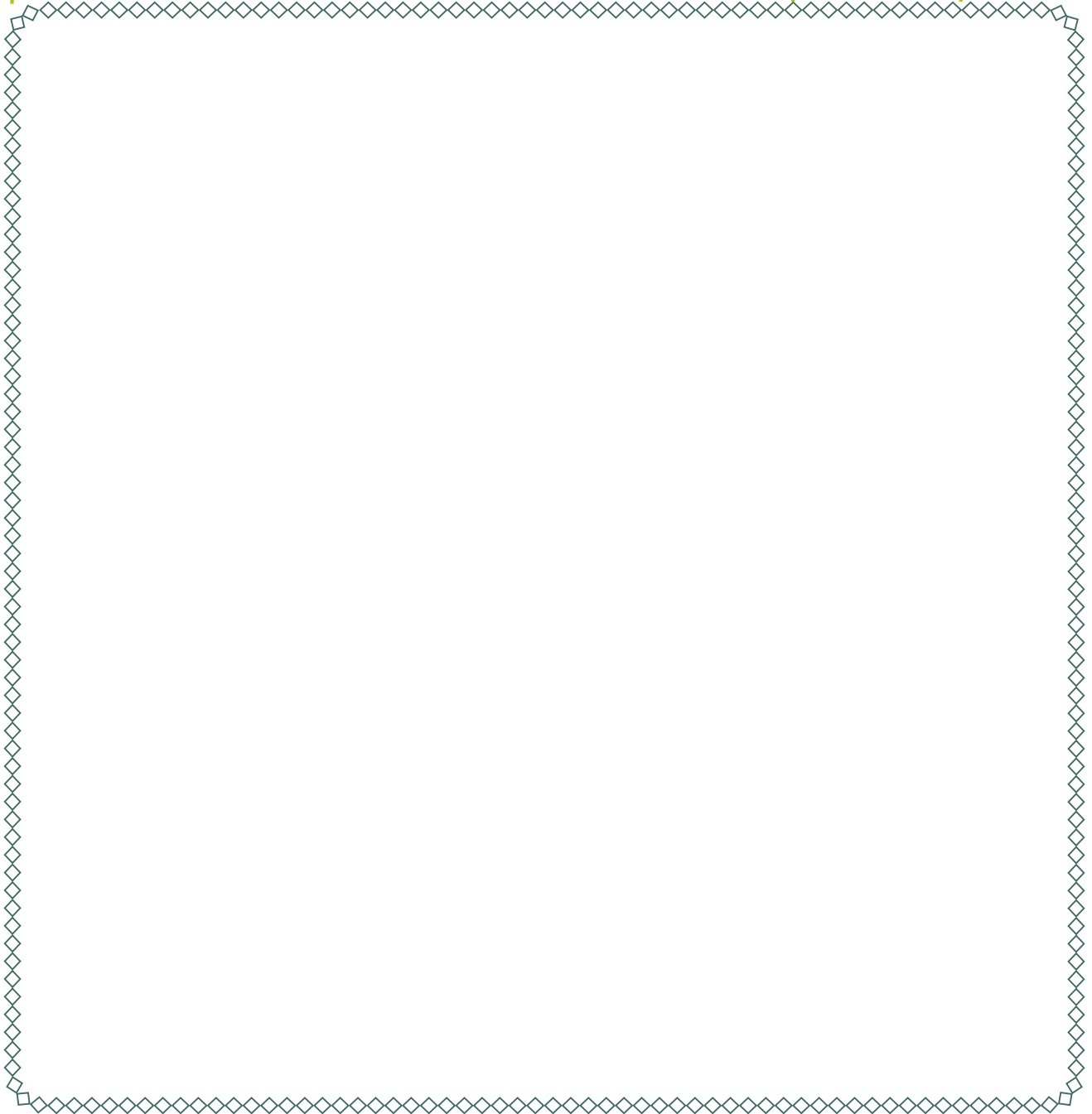
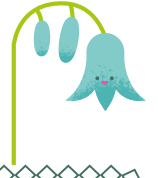


Find other websites online to learn more about plants and their uses.

My name: \_\_\_\_\_



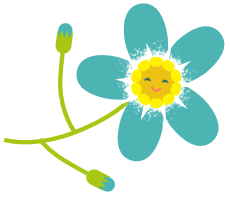
# FIND A FLOWER



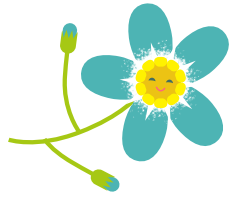
Flower name: \_\_\_\_\_

Flower Use: \_\_\_\_\_

My name: \_\_\_\_\_



# FIND FOUR FLOWERS



Flower: \_\_\_\_\_

Use: \_\_\_\_\_

Flower: \_\_\_\_\_

Use: \_\_\_\_\_

Flower: \_\_\_\_\_

Use: \_\_\_\_\_

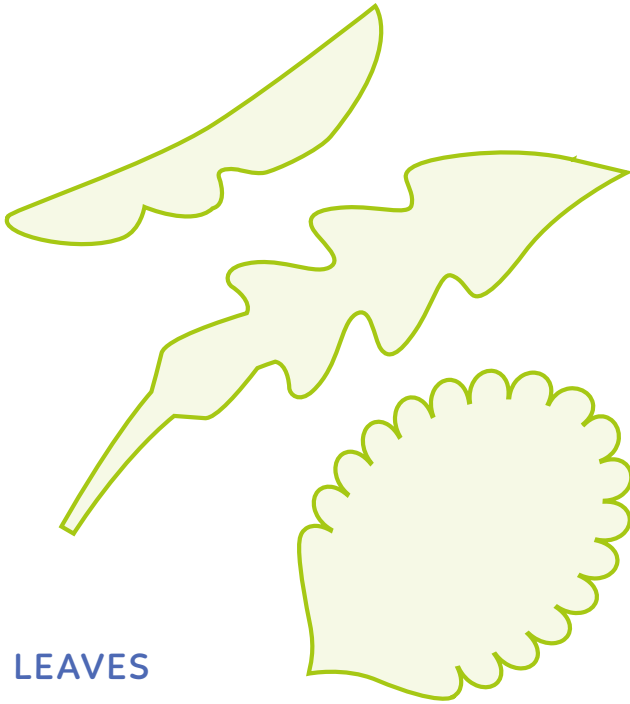
Flower: \_\_\_\_\_

Use: \_\_\_\_\_

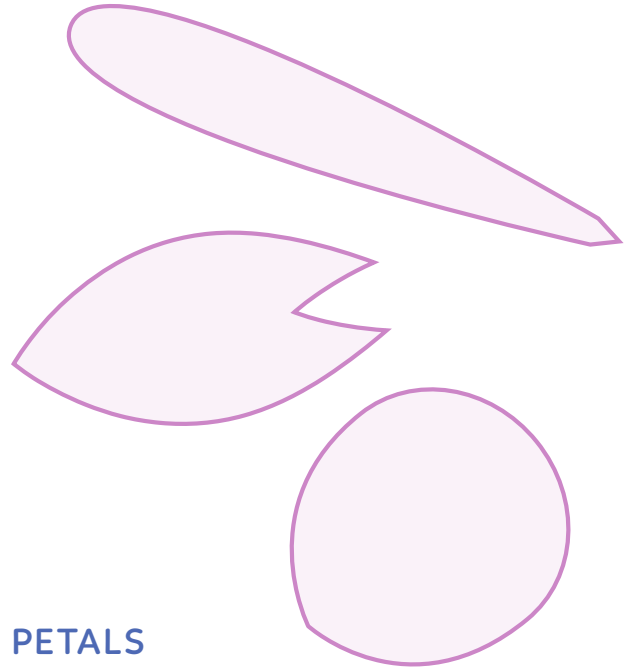
My name: \_\_\_\_\_



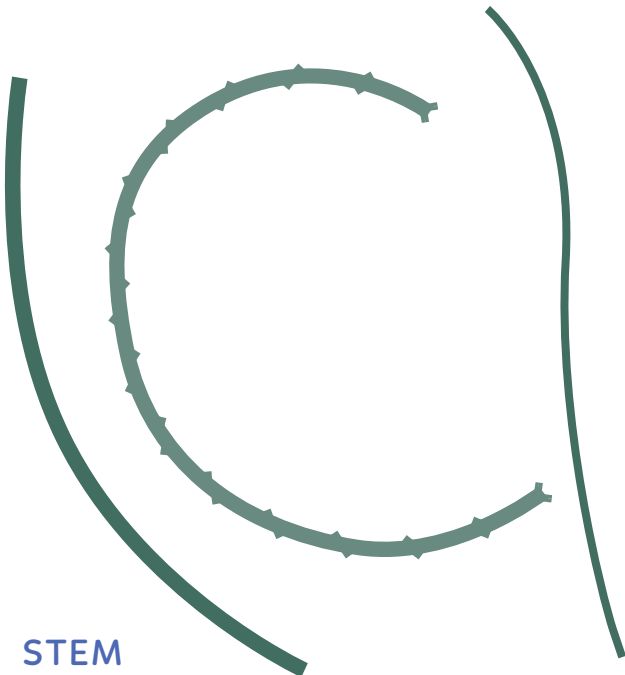
# PARTS OF A FLOWER



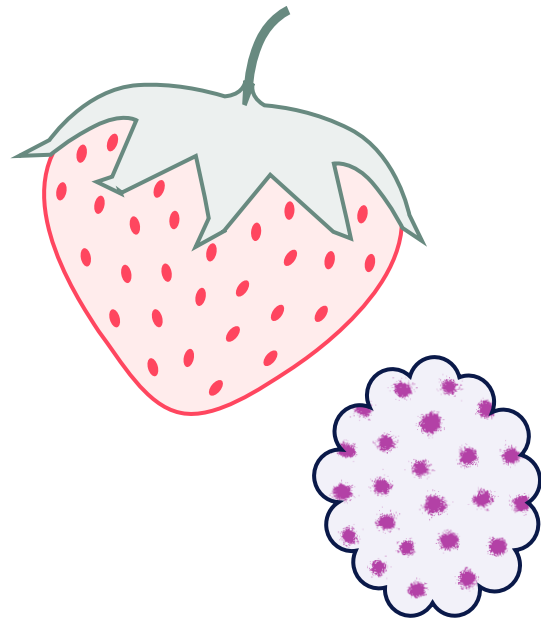
LEAVES



PETALS



STEM



FRUIT

My name: \_\_\_\_\_



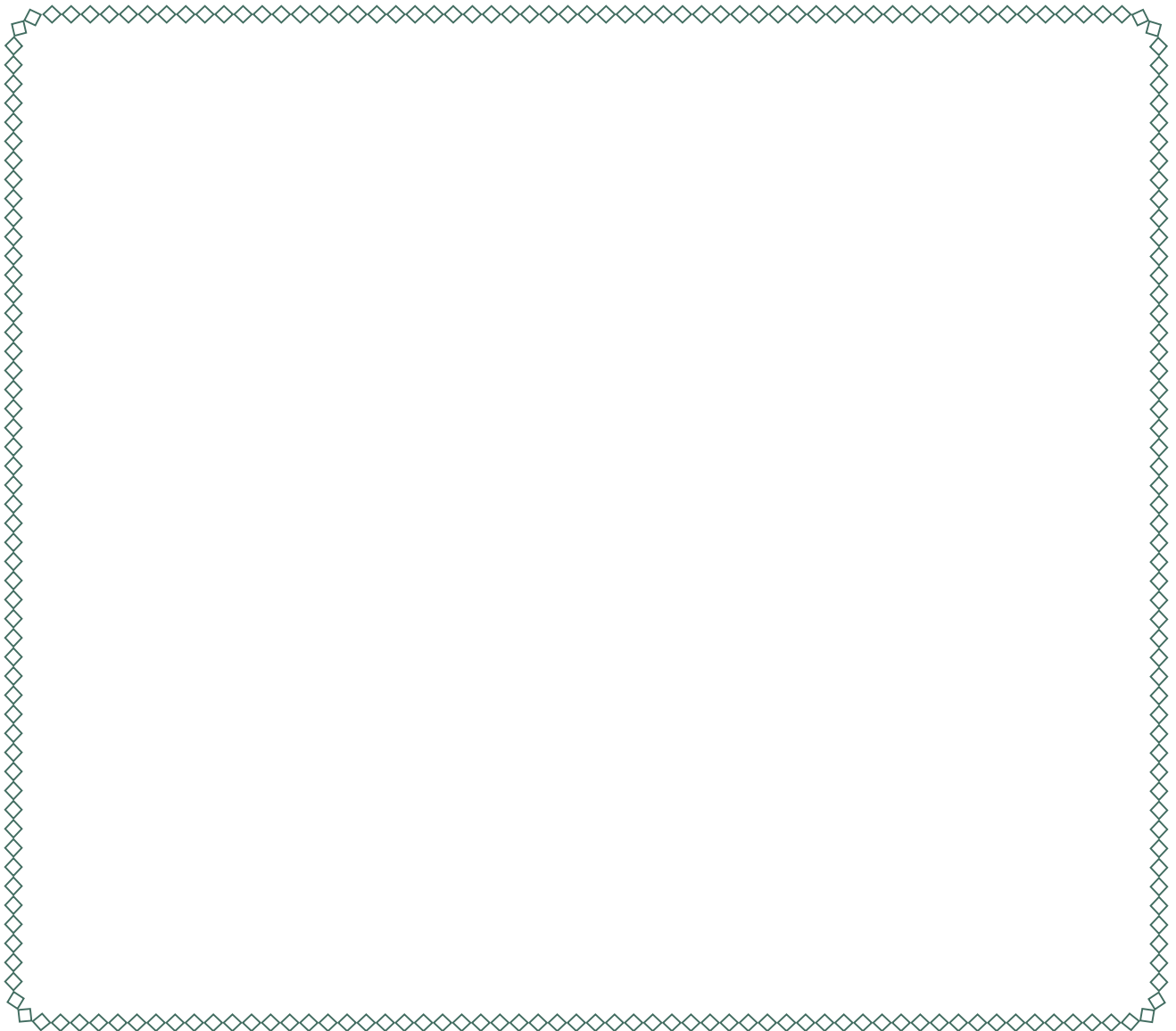
# IF I WERE A FLOWER WHAT WOULD I BE?



My name: \_\_\_\_\_

My flower name: \_\_\_\_\_

What makes me special: \_\_\_\_\_



Draw yourself as a flower.