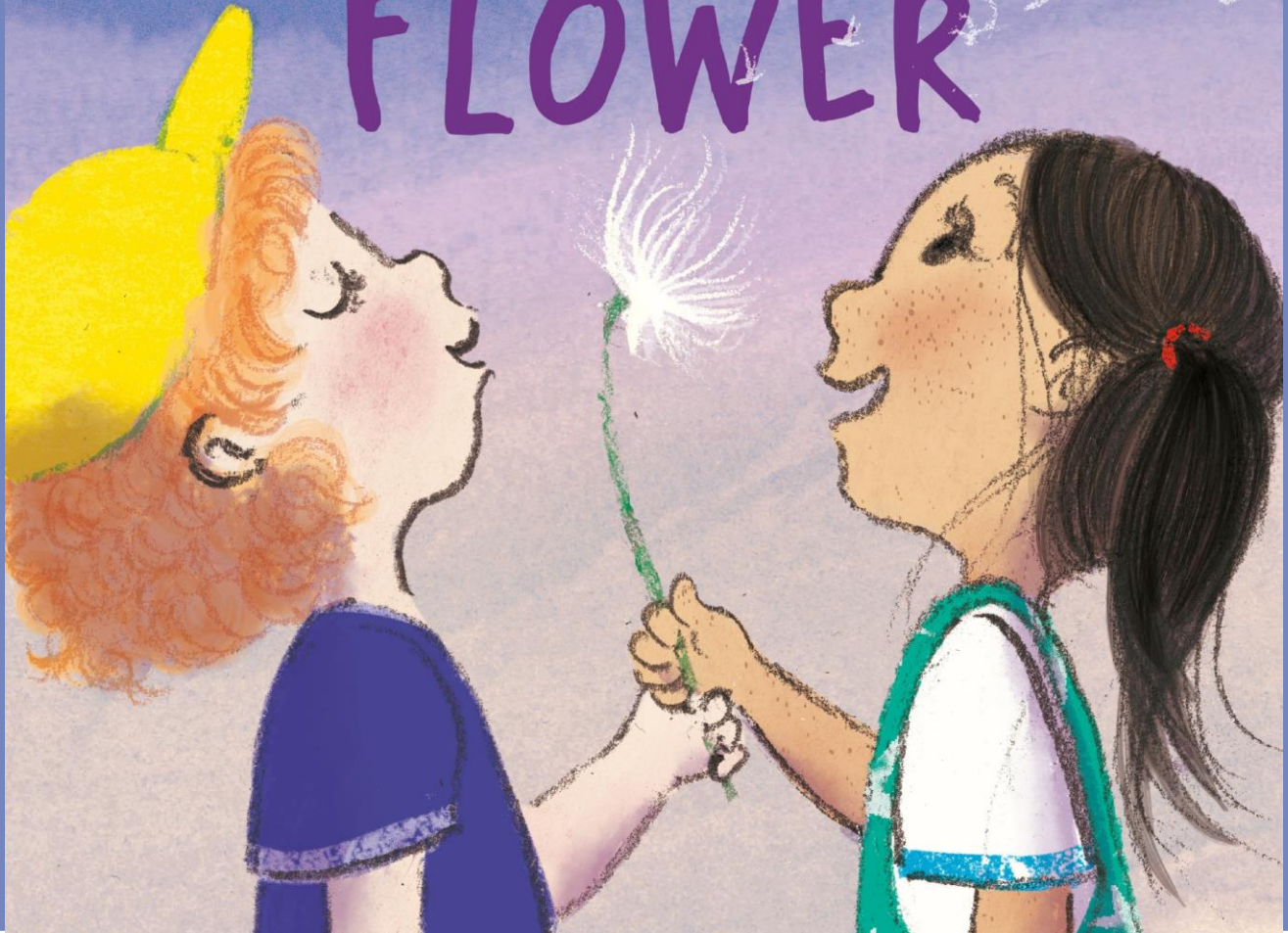


A.J. Irving & Kip Alizadeh

THE WISHING FLOWER



educational TEACHING GUIDE

RESOURCES DESIGNED BY: the subway side

AUTHOR- A.J. IRVING

ILLUSTRATOR- KIP ALIZADEH

PUBLISHER – RANDOM HOUSE

THE WISHING FLOWER

teaching guide

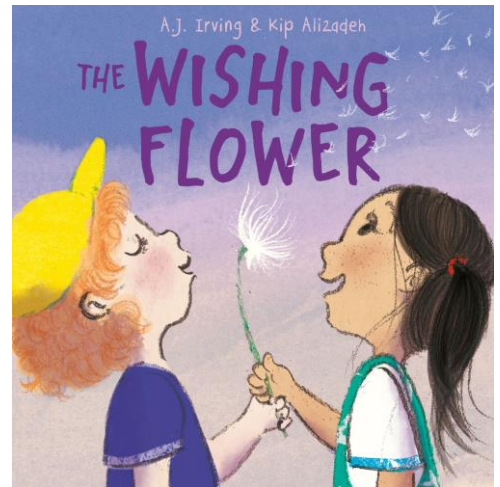
ABOUT THE BOOK

Birdie finds comfort in nature and books, but more than anything she longs for connection, to be understood. At school, Birdie feels like an outsider. Quiet and shy, she prefers to read by herself, rather than jump rope or swing with the other kids. That all changes when Sunny, the new girl, comes along. Like Birdie, Sunny has a nature name. She also likes to read and loves to rescue bugs. And when Sunny smiles at her, Birdie's heart balloons like a parachute.

ABOUT THE AUTHOR

A.J. IRVING

A.J. Irving grew up in Boise, Idaho, writing stories and daydreaming about becoming an author. Now, she writes picture books and poetry beneath an old elm tree in Salt Lake City. A.J. reads kidlit every day and dances every chance she gets. She is the author of *Dance Like a Leaf* (Barefoot Books, 2020) and *The Wishing Flower* (Knopf BFYR, May 30, 2023). As a children's author and former bookmobile librarian, A.J. is passionate about inspiring kids to love books. When she's not reading, writing, or dancing, she enjoys exploring Utah with her husband, two children, and their English bulldog. A.J. received a B.A. in journalism and women's and gender studies from the University of Oregon. She is represented by Jordan Hamesley of New Leaf Literary. Learn more at www.ajirving.com



PRE-READING ACTIVITIES

Before reading *The Wishing Flower* consider the following activities to engage your readers.

1. Take a picture walk of the story, flipping each page and pointing out the illustrations. Encourage students to predict what will happen in the story.
2. Host a class-wide discussion about the title. Why did the author choose that title? What might we be reading about?
3. Create K-W-L (Know, Want to Know, Learned) chart to record what students already **know** about inclusion and/or pride and **want** to know about inclusion and/or pride. After reading, record what students **learned**.

K	W	L

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TABLE OF CONTENTS

printing reference guide

EDUCATIONAL ACTIVITIES GUIDE.....	P. 4-6
SOCIAL / EMOTIONAL ACTIVITY	P. 7-8
SOCIAL / EMOTIONAL ACTIVITY	P. 9-18
WRITING ACTIVITY.....	P. 19-21
WRITING ACTIVITY.....	P. 22-24
ENGLISH / LANGUAGE ARTS ACTIVITY.....	P. 25-28
ENGLISH / LANGUAGE ARTS ACTIVITY.....	P. 29-31
ENGLISH / LANGUAGE ARTS ACTIVITY.....	P. 32-35
ART ACTIVITY.....	P. 36-42
CREDITS.....	P. 43-44



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EDUCATIONAL ACTIVITIES

The Wishing Flower explores themes of acceptance, belonging, & LGBTQ inclusivity. The inquiry-driven activities in this guide apply to a variety of content areas and educational standards. They may be used for a range of learners and are aligned to the CCSS and NGSS.

SOCIAL / EMOTIONAL *differences puzzles*

Target Grade Range: K – 5th Grade
Show how special our differences can be with this social-emotional activity. Students will use the puzzle pieces to draw and/or write about the things that make them different. After cutting their pieces apart, they'll have a partner put their puzzle together and discuss the pieces. Cover a range of speaking and listening standards while driving home the story's overall theme with this fun project!



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PUBLISHER – RANDOM HOUSE

SOCIAL / EMOTIONAL *celebrating pride flipbook*

Target Grade Range: 1st – 5th Grade
Introduce the meaning of PRIDE with this interactive social-emotional activity. Discuss the flipbook topics before students answer the comprehension questions on each flipbook template. A hands-on way to teach about PRIDE month and the LGBTQ+ community.

WRITING

letter writing

Target Grade Range: 1st – 5th Grade
We learn the importance of a loving friendship in THE WISHING FLOWER. First, encourage students on a friend or loved one that's important to them. Then, have students practice writing a letter to that person, thanking them for their loving friendship. This activity includes differentiated writing paper for a range of students and learners.

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EDUCATIONAL ACTIVITIES

The Wishing Flower explores themes of acceptance, belonging, & LGBTQ inclusivity. The inquiry-driven activities in this guide apply to a variety of content areas and educational standards. They may be used for a range of learners and are aligned to the CCSS and NGSS.

WRITING

acrostic poem

Target Grade Range: 1st – 5th Grade

In the story, we learn the importance of inclusion and acceptance. In this writing activity, students will write about what inclusion means to them, using each letter from the word INCLUSION. Students will enjoy this creative writing activity that allows them to think about a central concept from the story. Younger students may complete the acrostic poem with their teacher as a whole group.

ENGLISH / LANGUAGE ARTS

problem + solution

Target Grade Range: K – 5th Grade

Explore the main character's problem and how she works to solve it. Students can draw a creative picture to go along with their thoughts, using their favorite art supply. The graphic organizers have differentiated lined paper, appropriate for students in a range of grade levels.

ENGLISH / LANGUAGE ARTS

heart of the story

Target Grade Range: 2nd – 5th Grade

Students will explore the important message of the story with this activity. They'll use evidence from the text to support their thinking about what they believe the message is. The differentiated lines are appropriate for students in a range of grade levels.



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EDUCATIONAL ACTIVITIES

The Wishing Flower explores themes of acceptance, belonging, & LGBTQ inclusivity. The inquiry-driven activities in this guide apply to a variety of content areas and educational standards. They may be used for a range of learners and are aligned to the CCSS and NGSS.



ENGLISH LANGUAGE ARTS

character feelings

Target Grade Range: 2nd – 5th Grade

In *THE WISHING FLOWER*, the main character faces different obstacles.

Explore the main character's FEELINGS in the beginning, middle, and end as she tackles these challenges.

Take things a step further by inviting students to think about how those feelings CHANGED from start to end.

The graphic organizers have differentiated lined paper, appropriate for students in a range of grade levels.

ART

dandelion art project

Target Grade Range: K – 5th Grade

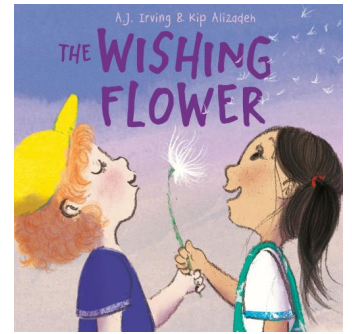
What better way to celebrate this fun new story than with an art project?

Have students show what they learned with this dandelion project!

The differentiated writing paper allows a range of learners to reflect on and write about their learning.

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SOCIAL / EMOTIONAL ACTIVITY



DIFFERENCES PUZZLE

Standards:

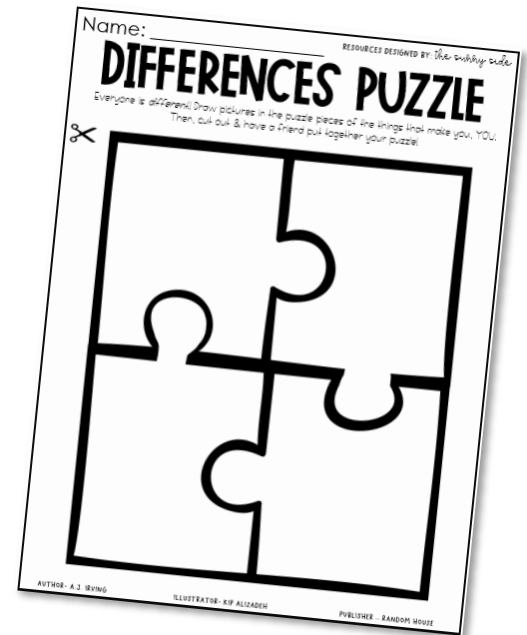
- CCSS.ELA-LITERACY.SL.K.1
- CCSS.ELA-LITERACY.SL.1.1
- CCSS.ELA-LITERACY.SL.2.1
- CCSS.ELA-LITERACY.SL.3.1
- CCSS.ELA-LITERACY.SL.4.1
- CCSS.ELA-LITERACY.SL.5.1

You will need:

- White or colored copy paper
- Pencils
- Art Supplies (crayons or colored pencils)
- Scissors

Step by step to do list:

1. Copy the DIFFERENCES PUZZLE on white copy paper..
2. As a class, discuss differences (our differences are what makes us special and unique).
3. Explain that what one person likes or enjoys might be different from another persons – and that's OKAY!
4. Distribute the DIFFERENCES PUZZLES and ask students to write and/or draw examples of what makes them different and special.
5. When the puzzle is complete, they will cut the puzzle pieces out.
6. Then, allow students an opportunity to trade their puzzle with a friend and share about what makes them brave.
7. For younger students (1st grade and younger) you may want to complete this activity by having students draw pictures rather than write.



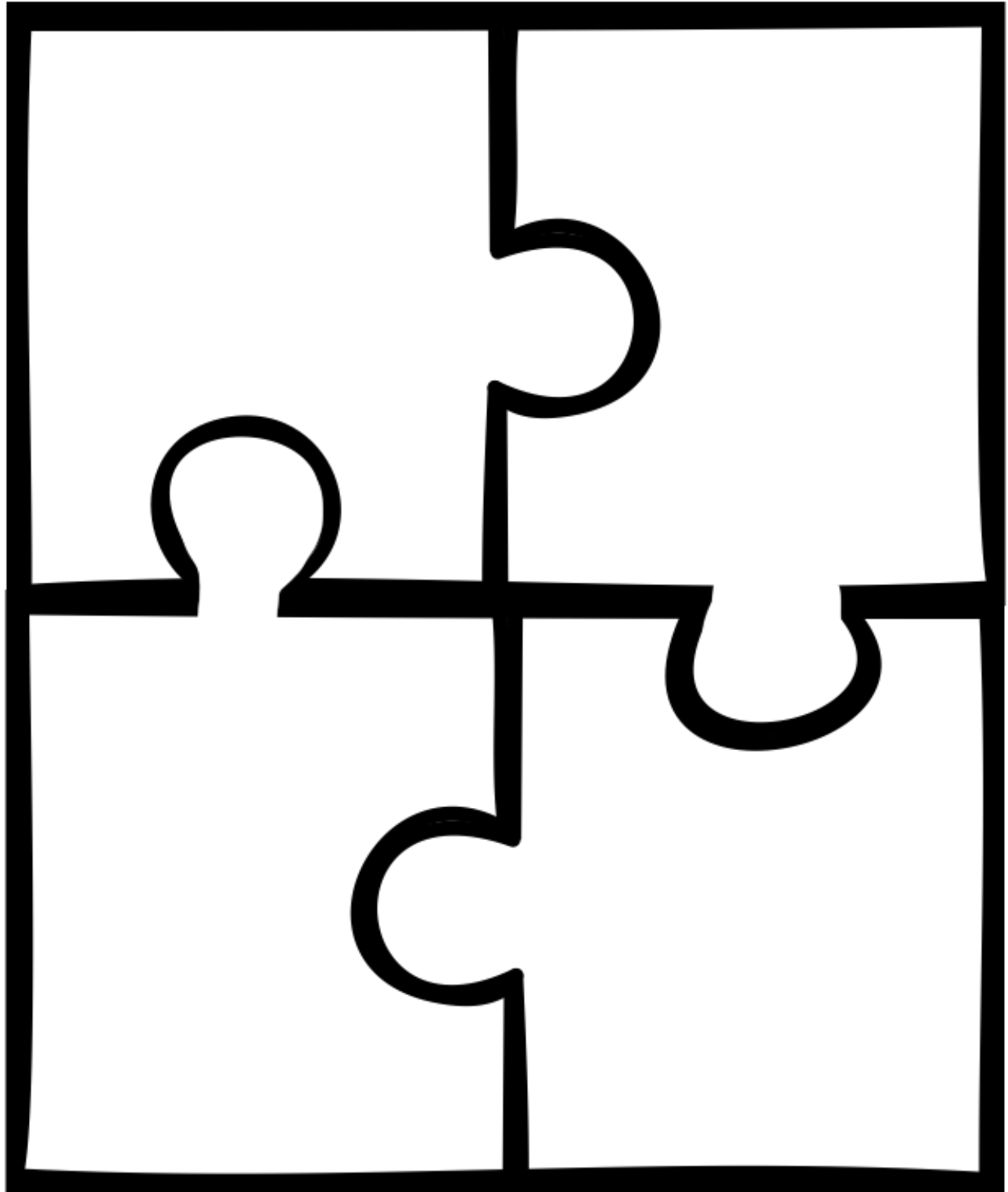
RESOURCES DESIGNED BY: the subway side

Name: _____

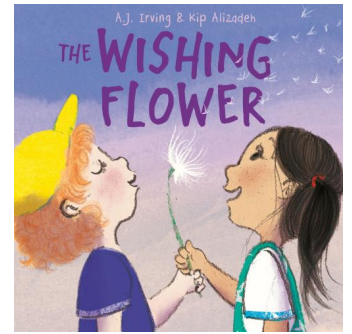
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DIFFERENCES PUZZLE

Everyone is *different!* Draw pictures in the puzzle pieces of the things that make you, YOU.
Then, cut out & have a friend put together your puzzle!



SOCIAL / EMOTIONAL ACTIVITY



CELEBRATING PRIDE

Standards:

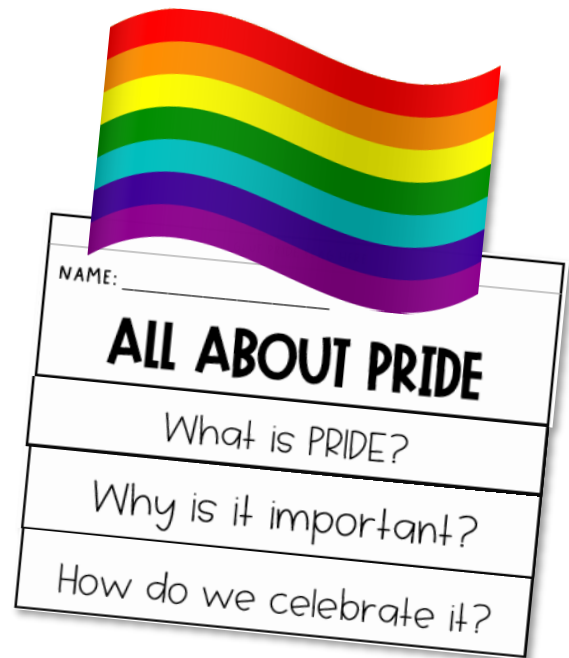
- CCSS.ELA-LITERACY.RL.1.1
- CCSS.ELA-LITERACY.RL.2.1
- CCSS.ELA-LITERACY.RL.3.1
- CCSS.ELA-LITERACY.RL.4.1
- CCSS.ELA-LITERACY.RL.5.1

You will need:

- White or colored copy paper
- Pencils
- Scissors
- Stapler
- Art Supplies (crayons or colored pencils)

Step by step to do list:

1. Decide which differentiated flipbook pages work best for your students.
2. Copy the flipbook pieces on white or colored copy paper (copying the pages as a stapled packet works best).
3. Have students cut around the solid black lines of each flipbook page.
4. Discuss the different aspects of PRIDE with students— what it is, why it's important, and how we celebrate it (see the answer key for specifics).
5. Students will write and respond to the above prompts on each flipbook page.
6. Have students stack the flipbook pages in order with the All About Pride title page on top.
7. Staple (or if your students are old enough have them staple) the pages together at the top.
8. Students should cut apart and decorate the plant header.
9. Then, glue the plant template to the top of the flipbook.
10. After flipping through each step, you will read about what namaste means, when you should offer it, and other ways to say it.
11. For younger students (1st grade and younger) you may want to complete this activity as a whole group.



Name: _____

PRIDE FLIPBOOK

Directions:

1. Gather the flipbook pieces.
2. Cut around the solid, black line.
3. Write about Pride— what it is, why it's important, and how we celebrate it.
4. Stack the flipbook pages in order with the All About Pride title page on top.
5. Have your teacher staple the pages together at the top.
6. Cut apart and decorate the pride flag image header.
7. Then, glue the flag to the top of your flipbook.

GLUE PRIDE FLAG HERE

NAME: _____

ALL ABOUT PRIDE

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PRIDE FLIPBOOK

Blank writing area with a dashed midline for handwriting practice.

What is PRIDE?

Blank writing area with a dashed midline for handwriting practice.

What is PRIDE?

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PRIDE FLIPBOOK

What is PRIDE?

What is PRIDE?

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PRIDE FLIPBOOK

Blank writing area with four sets of primary lines (top solid, middle dashed, bottom solid) for writing.

Why is it important?

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PRIDE FLIPBOOK

Why is it important?

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PRIDE FLIPBOOK

Blank writing area with four sets of primary handwriting lines (top solid, middle dashed, bottom solid).

How do we celebrate it?

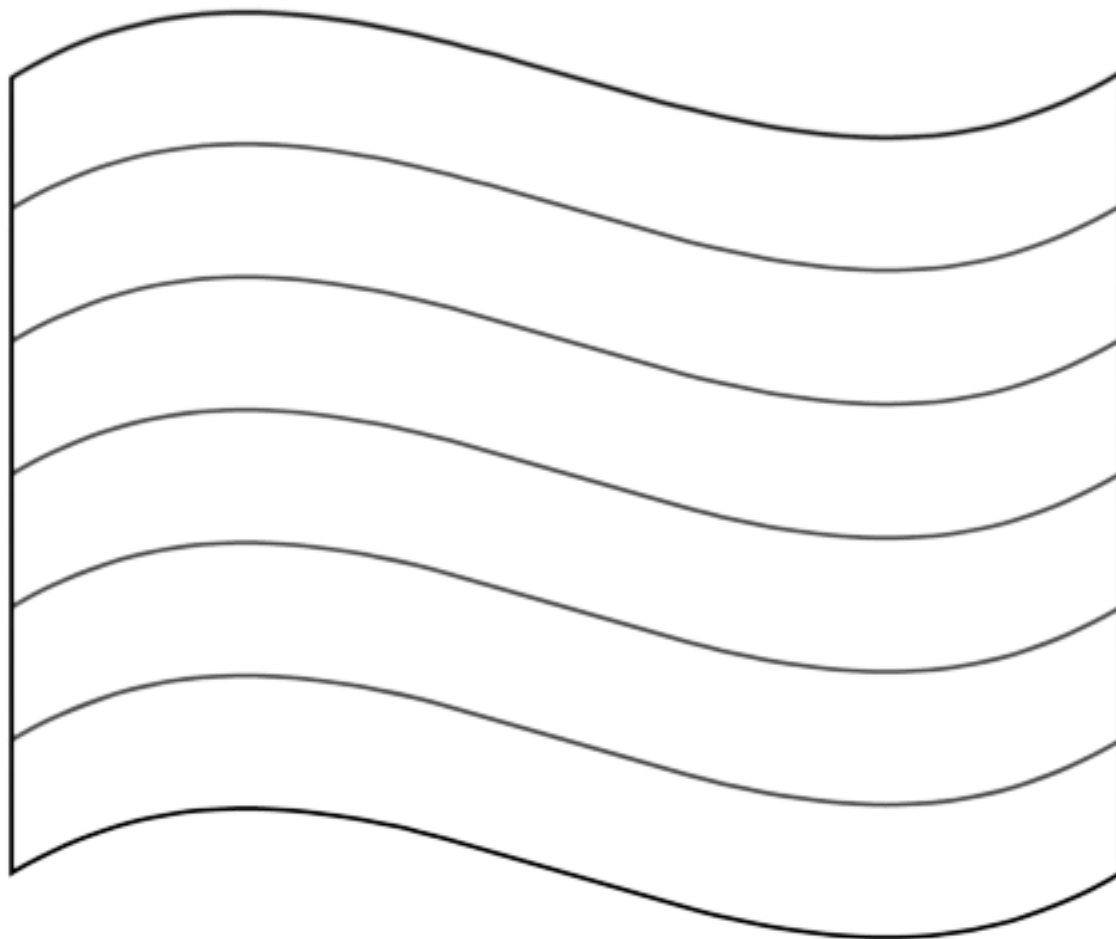
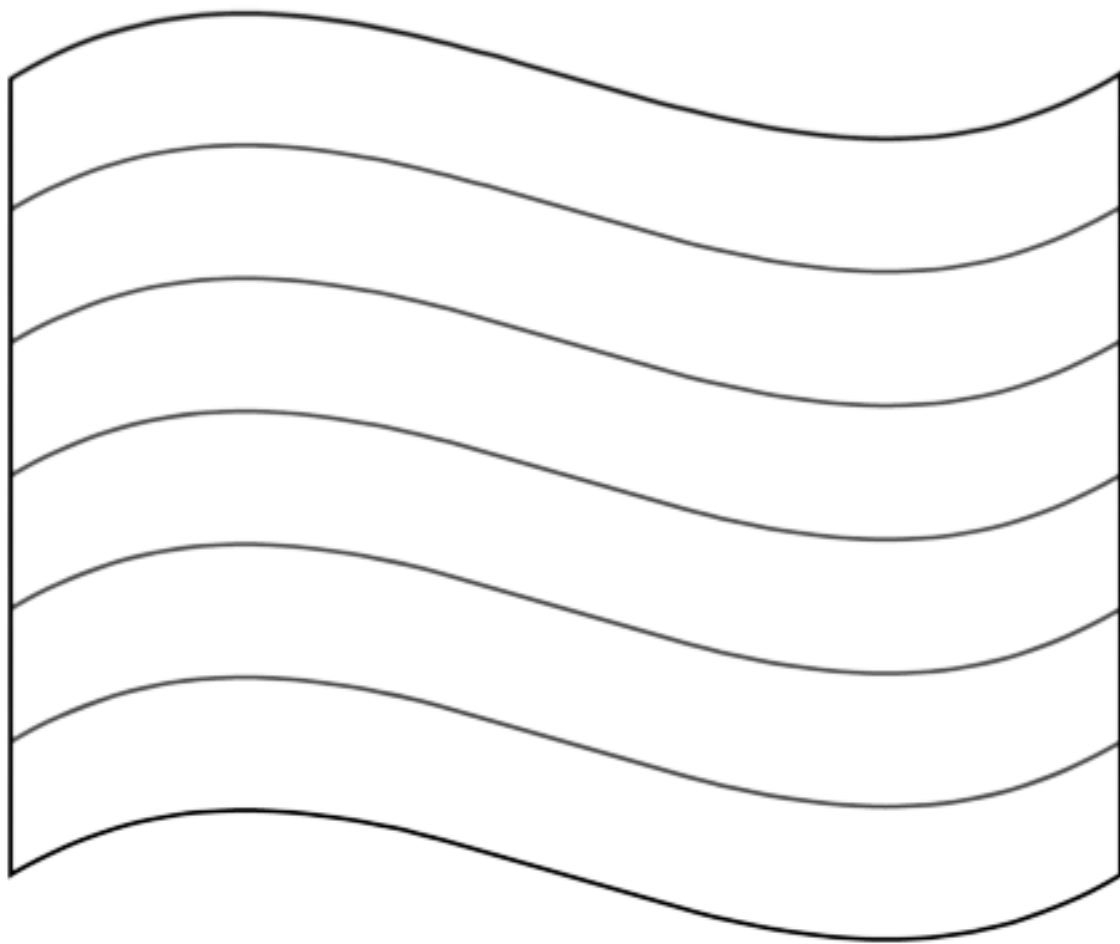
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PRIDE FLIPBOOK

How do we celebrate it?

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Copy pride flag headers on white construction paper or copy paper. Students will cut apart and decorate. Then, glue it to the top of their flipbook.



ANSWER KEY

PRIDE FLIPBOOK

Pride recognizes that all people, specifically the LGBTQ+ community, should have the same rights, despite their differences.

What is PRIDE?

Pride creates a safe space for people who don't always feels safe. Its' a way to recognize and accept our differences.

Why is it important?

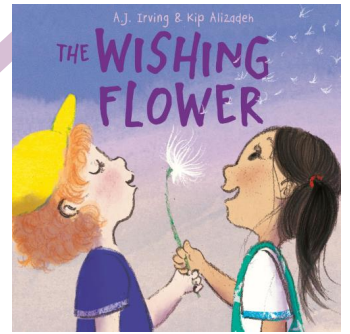
There's a month-long celebration called PRIDE Month, where people dress up, wave the PRIDE flag proudly, and have parades.

How do we celebrate it?

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WRITING ACTIVITY

LETTER WRITING



Standards:

CCSS.ELA-LITERACY.W.1.4
CCSS.ELA-LITERACY.W.2.4
CCSS.ELA-LITERACY.W.3.4
CCSS.ELA-LITERACY.W.4.4
CCSS.ELA-LITERACY.W.5.4

You will need:

- White copy paper
- Pencils



Step by step to do list:

1. Decide which differentiated writing paper works best for your students and copy DEAR FRIEND letters on white paper.
2. Discuss with students how the main character in THE WISHING FLOWER found a loving friend and why having friends in your life like that are important.
3. Distribute the writing paper to students.
4. Encourage students to write a letter to a dear friend (or family member), thanking them for their love and/or friendship.
5. For younger students (1st grade and younger) you may want to complete this activity as a whole group or by having students draw pictures rather than write.

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Name: _____

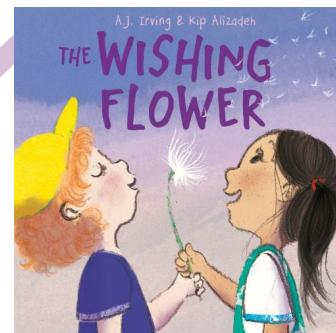


DEAR FRIEND!

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WRITING ACTIVITY

ACROSTIC POEM



Standards:

- CCSS.ELA-LITERACY.W.1.4
- CCSS.ELA-LITERACY.W.2.4
- CCSS.ELA-LITERACY.W.3.4
- CCSS.ELA-LITERACY.W.4.4
- CCSS.ELA-LITERACY.W.5.4

You will need:

- White copy paper
- Pencils
- Art Supplies (crayons or colored pencils)
- Glue sticks
- Large colored construction paper

Step by step to do list:

1. Copy the ACROSTIC poem template on white copy paper.
2. Discuss with students the meaning of INCLUSION and relate it to how the main character felt at the start of the story.
3. Brainstorm a list of potential words/phrases that students could use in their ACROSTIC poems and record them on the white-board.
4. Encourage students to capture how they can show INCLUSION by writing an ACROSTIC poem and drawing a picture to go along with the poem.
5. Remind students that an acrostic poem must use each letter in the word that's written vertically. The sentence or phrase should begin with each letter listed and should also relate to the topic.
6. After writing their acrostic poem and illustrating, they should glue both pages to a larger piece of construction paper (12x18).
7. Finally, have students share their poems with their classmates.
8. For younger students (1st grade and younger) you may want to complete this activity by having students draw pictures rather than write.



Name: _____

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ACROSTIC POEM

Inclusion means including EVERYONE, despite their differences. Use the first letter of each line to write a word or phrase that embraces INCLUSION. For example, I – Invite others to join!

I _____

N _____

C _____

L _____

U _____

S _____

I _____

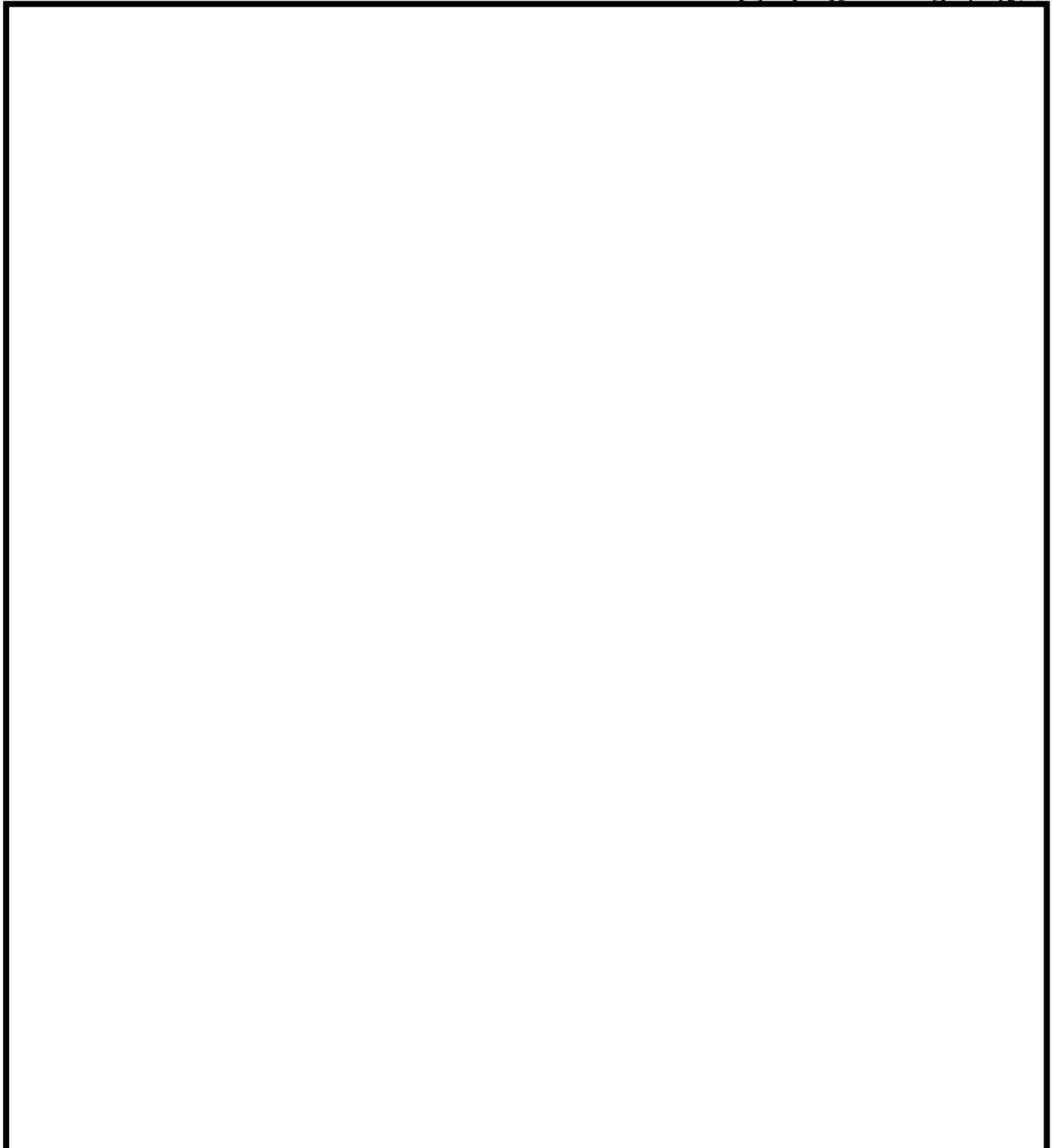
O _____

N _____

Name: _____

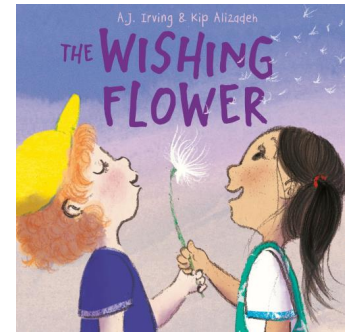
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A PICTURE OF INCLUSION!



ENGLISH / LANGUAGE ARTS ACTIVITY

PROBLEM & SOLUTION



Standards:

CCSS.ELA-LITERACY.RL.K.1
CCSS.ELA-LITERACY.RL.1.1
CCSS.ELA-LITERACY.RL.2.1
CCSS.ELA-LITERACY.RL.3.1
CCSS.ELA-LITERACY.RL.4.1
CCSS.ELA-LITERACY.RL.5.1

You will need:

- White copy paper
- Pencils
- Art Supplies (crayons or colored pencils)

Step by step to do list:

1. Decide which differentiated worksheets work best for your students.
2. Copy the PROBLEM AND SOLUTION graphic organizers on white copy paper.
3. Brainstorm with students a problem that was encountered by the main character and how that problem was solved.
4. Students should write about a problem, a solution to the problem, and then draw a picture to go along with their thoughts.
5. Allow students an opportunity to share with other students in class.
6. For younger students (1st grade and younger) you may want to complete this activity as a whole group or use the graphic organizer with blank boxes for students to draw rather than write.

Name: _____

PROBLEM & SOLUTION

Write about a problem and solution in the story. Then, draw a picture to go along with your sentences.

PROBLEM

SOLUTION

DRAW A PICTURE!

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Name: _____

PROBLEM & SOLUTION

Write about a problem and solution in the story. Then, draw a picture to go along with your sentences.

PROBLEM

SOLUTION

DRAW A PICTURE!



Name: _____

PROBLEM & SOLUTION

Write about a problem and solution in the story. Then, draw a picture to go along with your sentences.

PROBLEM

Handwriting lines for the problem section, consisting of a solid top line, a dashed middle line, and a solid bottom line.

SOLUTION

Handwriting lines for the solution section, consisting of a solid top line, a dashed middle line, and a solid bottom line.

DRAW A PICTURE!

A large empty rounded rectangular box for drawing a picture.



Name: _____

PROBLEM & SOLUTION

Write about a problem and solution in the story. Then, draw a picture to go along with your sentences.

PROBLEM

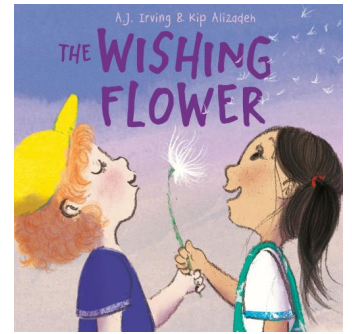
SOLUTION

DRAW A PICTURE!



ENGLISH / LANGUAGE ARTS ACTIVITY

HEART OF THE STORY

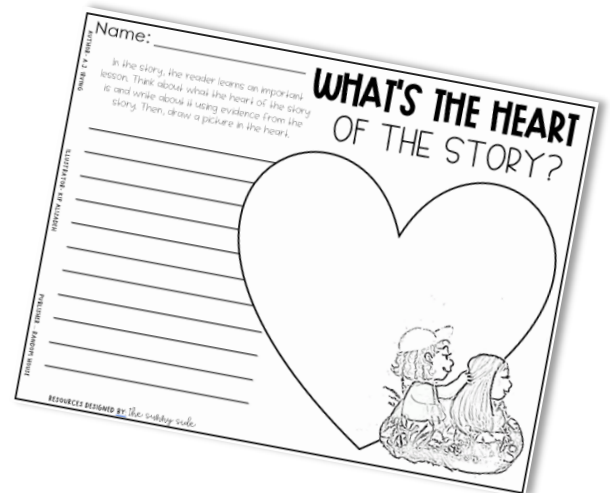


Standards:

CCSS.ELA-LITERACY.RL.2.2
CCSS.ELA-LITERACY.RL.3.2
CCSS.ELA-LITERACY.RL.4.2
CCSS.ELA-LITERACY.RL.5.2

You will need:

- White copy paper
- Pencils
- Art Supplies (crayons or colored pencils)



Step by step to do list:

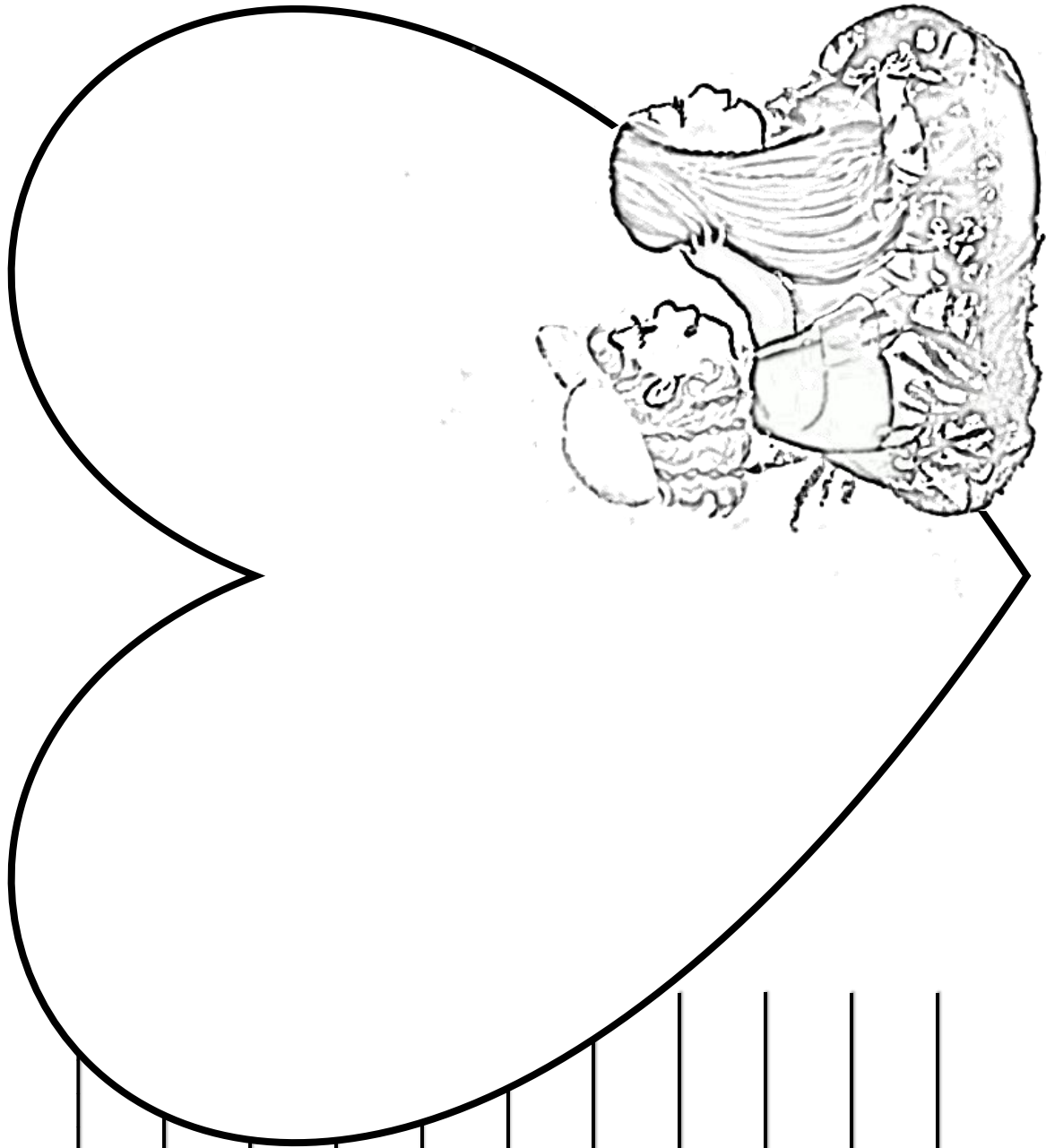
1. Decide which differentiated lined paper works best for your students.
2. Copy the HEART OF THE STORY graphic organizers on white copy paper.
3. As a class discuss how finding the heart of a story is determining what the author hopes to teach you after having read. We can also think of the lesson.
4. Brainstorm the heart of the story using evidence from the text to support their thinking (e.g., if the heart of the story is all about being courageous, then the evidence from the story should show how the author hopes to teach you a lesson in being brave).
5. Write the author's lesson on the lines and draw a picture to show the lesson in the heart.
6. Allow students an opportunity to share with other students in class.
7. For younger students (1st grade and younger) you may want to complete this activity as a whole group or encourage students to draw rather than write.

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Name: _____

WHAT'S THE HEART OF THE STORY?

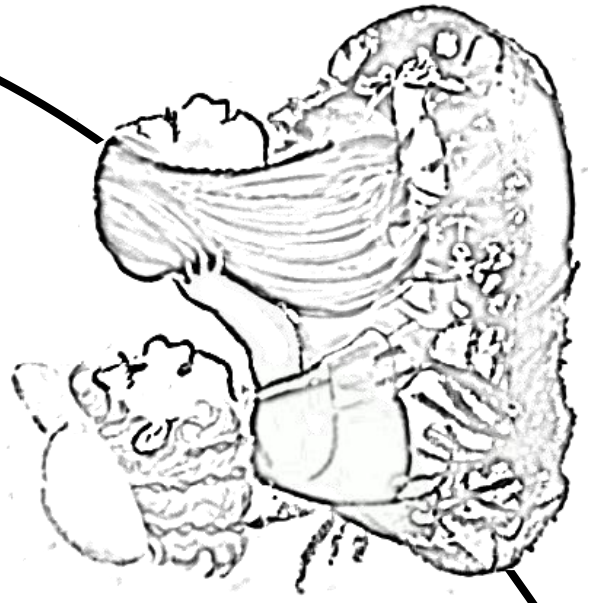
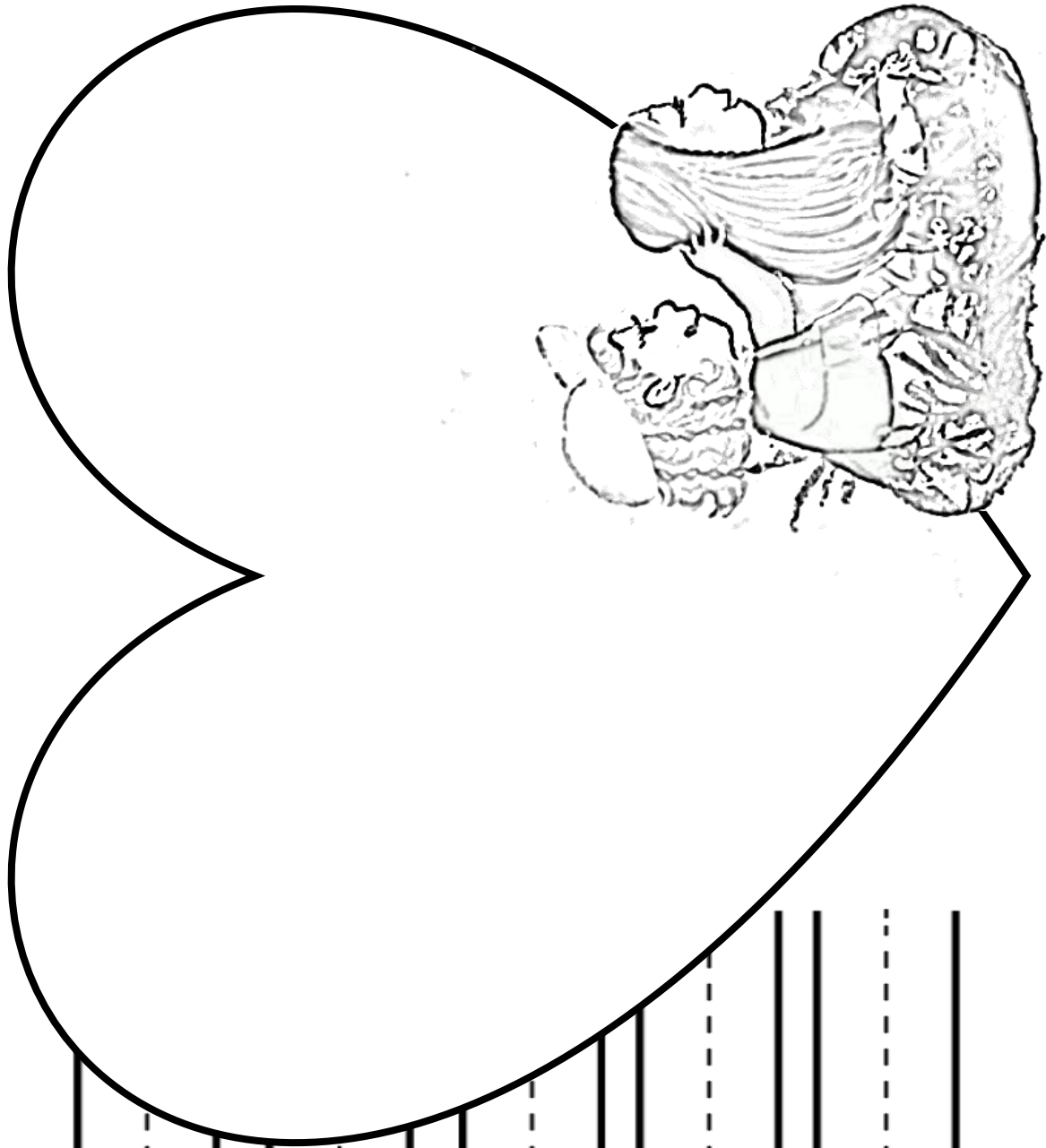
In the story, the reader learns an important lesson. Think about what the heart of the story is and write about it using evidence from the story. Then, draw a picture in the heart.



Name: _____

WHAT'S THE HEART OF THE STORY?

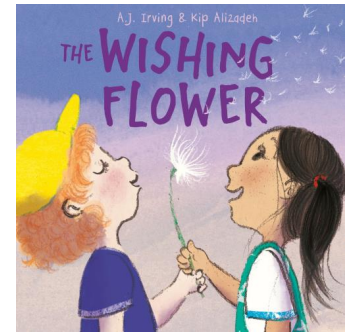
In the story, the reader learns an important lesson. Think about what the heart of the story is and write about it using evidence from the story. Then, draw a picture in the heart.



Handwriting practice lines consisting of four sets of three horizontal lines (top solid, middle dashed, bottom solid).

ENGLISH / LANGUAGE ARTS ACTIVITY

CHARACTER FEELINGS



Standards:

- CCSS.ELA-LITERACY.RL.2.1
- CCSS.ELA-LITERACY.RL.3.1
- CCSS.ELA-LITERACY.RL.4.1
- CCSS.ELA-LITERACY.RL.5.1

You will need:

- White copy paper
- Pencils
- Art Supplies (crayons or colored pencils)

Name: _____

CHARACTER FEELINGS

Reflect on how the main character is feeling in the beginning, middle, and end of the story. Write your thoughts on the lines below.

How was the character feeling in the BEGINNING?	How was the character feeling in the MIDDLE?	How was the character feeling in the END?

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Step by step to do list:

1. Decide which CHARACTER FEELINGS graphic organizers work best for your students and copy on white paper.
2. Brainstorm with students how the main character FELT in the beginning, middle, and end of the story.
3. Students should write how the main character was feeling at the beginning, middle, and end in the boxes.
4. Encourage students to consider how those feelings changed from start to finish.
5. Allow students an opportunity to share with other students in class.
6. For younger students (1st grade and younger) you may want to complete this activity as a whole group or use the graphic organizer with blank boxes for students to draw rather than write.

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Name: _____

CHARACTER

FEELINGS



Reflect on how the main character is feeling in the beginning, middle, and end of the story. Write your thoughts on the lines below.

How was the character feeling in the BEGINNING ?	How was the character feeling in the MIDDLE ?	How was the character feeling in the END ?
_____ _____ _____ _____ _____ _____ _____	_____ _____ _____ _____ _____ _____ _____	_____ _____ _____ _____ _____ _____ _____

Name: _____

CHARACTER

FEELINGS



Reflect on how the main character is feeling in the beginning, middle, and end of the story. Write your thoughts on the lines below.

How was the character feeling in the BEGINNING?	How was the character feeling in the MIDDLE?	How was the character feeling in the END?
_____ _____	_____ _____	_____ _____

Name: _____

CHARACTER

FEELINGS

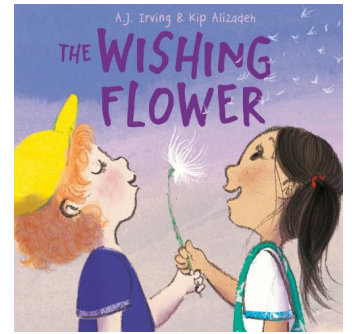


Reflect on how the main character is feeling in the beginning, middle, and end of the story. Write your thoughts on the lines below.

How was the character feeling in the BEGINNING ?	How was the character feeling in the MIDDLE ?	How was the character feeling in the END ?

ART ACTIVITY

DANDELION PROJECT



Standards:

CCSS.ELA-LITERACY.SL.K.5
CCSS.ELA-LITERACY.SL.1.5
CCSS.ELA-LITERACY.SL.2.5
CCSS.ELA-LITERACY.SL.3.5
CCSS.ELA-LITERACY.SL.4.5
CCSS.ELA-LITERACY.SL.5.5

You will need:

- White copy paper
- Pencils
- Crayons / colored pencils / markers
- Scissors
- Glue sticks
- Colored construction paper (assorted colors)

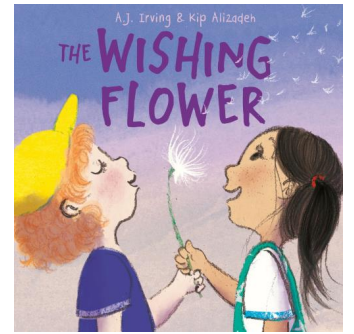


Step by step to do list:

1. Copy the DANDELION templates on white cardstock.
2. Show students the picture samples.
3. Have students use colored paint, dip their fingers, and create fingerprints around the outside of the flower to create a colorful dandelion.
4. When the paint dries, cut out the templates and assemble according to the pictures.
5. Then, have students reflect on what they'd wish for on their wishing flower by writing their thoughts on the lined paper.
6. Students should glue their dandelion at the top of a colored piece of cardstock or scrapbook paper and glue the written prompt to the bottom.

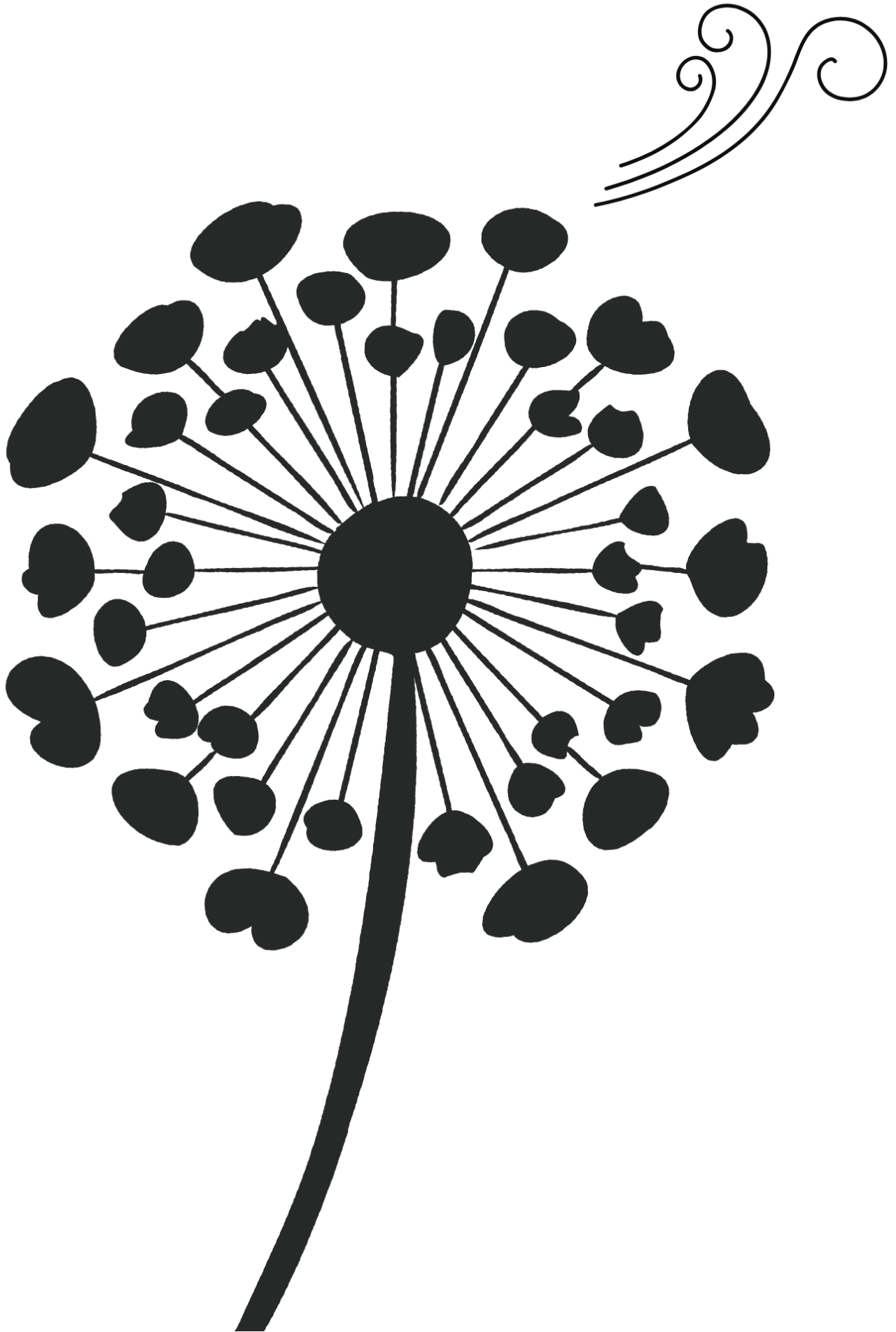
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DANDELION ART



Copy dandelion template on white copy paper or cardstock. Use fingers or thumbs and paint to create a colorful dandelion flower.

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Name: _____

WHAT I'D WISH FOR ON MY FLOWER...



Name: _____

WHAT I'D WISH FOR ON MY FLOWER...



Name: _____

WHAT I'D WISH FOR ON MY FLOWER...

Name: _____

WHAT IT MEANS TO BE BRAVE...

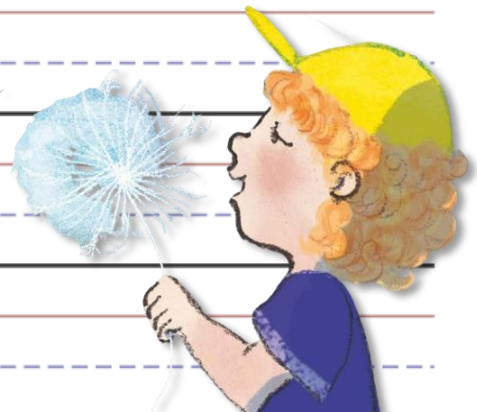
Name: _____

WHAT I'D WISH
FOR ON MY FLOWER...



Name: _____

WHAT I'D WISH
FOR ON MY FLOWER...



Name: _____

WHAT I'D WISH FOR ON MY FLOWER...

Handwriting practice lines consisting of four sets of three horizontal lines (top solid, middle dashed, bottom solid).

Name: _____

WHAT' I'D WISH FOR ON MY FLOWER...

Handwriting practice lines consisting of four sets of three horizontal lines (top solid, middle dashed, bottom solid).

CREDITS PAGE

The author – A.J. Irving

A.J. Irving grew up in Boise, Idaho, writing stories and daydreaming about becoming an author.

Now, she writes picture books and poetry beneath an old elm tree in Salt Lake City. A.J. reads kidlit every day and dances every chance she gets. She is the author of *Dance Like a Leaf* (Barefoot Books, 2020) and *The Wishing Flower* (Knopf BFYR, May 30, 2023). As a children's author and former bookmobile librarian, A.J. is passionate about inspiring kids to love books. When she's not reading, writing, or dancing, she enjoys exploring Utah with her husband, two children, and their English bulldog. A.J. received a B.A. in journalism and women's and gender studies from the University of Oregon. She is represented by Jordan Hamessley of New Leaf Literary. Learn more at <https://ajirving.com/>



CONNECT WITH A.J.



The illustrator – Kip Alizadeh

Kip Alizadeh is an Iranian-British visual artist, illustrator, and hand-letterer. Kip like cats and going running. They don't like having wet socks. Kip lives in Belfast.

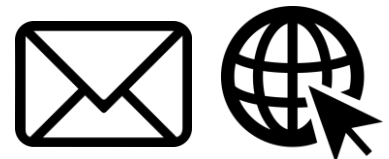
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