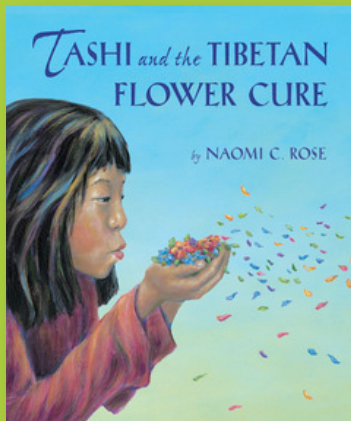


TEACHER'S GUIDE



LEE & LOW BOOKS

Tashi and the Tibetan Flower Cure

written and illustrated by Naomi C. Rose

About the Book

Genre: Realistic Fiction

***Reading Level:** Grades 2–3

Interest Level: Grades 1–4

Guided Reading Level: P

Accelerated Reader® Level/Points: 2.7/0.5

Lexile™ Measure: AD510L

*Reading level based on the Spache Readability Formula

Themes: Sharing and Giving, Overcoming Obstacles, Neighbors, Immigration, Grandparents, Intergenerational Love, Friendship, Illness, Community, Environment and Nature, Cultural Diversity, Art, Empathy and Compassion, Optimism and Enthusiasm, Persistence and Grit, Traditions, Asian/Asian American Interest

SYNOPSIS

Tashi, a Tibetan-American girl, loves listening to Popola, her grandpa, sing Tibetan chants to the click, click of his prayer beads. She also loves hearing Popola's stories about the village in Tibet where he grew up. But recently Popola has been sick, and Tashi is worried.

One of the stories Tashi remembers told how people in Popola's village use flowers to help themselves recover from illnesses. Will this healing tradition work in the United States, so far from Popola's village? Determined to help Popola get better, Tashi recruits family, friends, and neighbors in a grand effort to find out.

Lyrically told and illustrated with impressionistic paintings, *Tashi and the Tibetan Flower Cure* shines a tender light on the universal bond between grandchild and grandparent. Readers of all ages are sure to be inspired by the gentle power of this story and its spirit of compassion and community. It's based on a true story, "Downwind from Flowers," written by Lee Paton.

Awards and honors:

- Bank Street College of Education's List of Best Children's Books of the Year
- InCulture Parent's Selection as one of the 7 Global Favorites
- Nominated for a Children's and Young Adult Bloggers Literary Award, Cybils



BACKGROUND

Tibet (From the Author): Tibet lies in central Asia among the Himalaya, the tallest mountain range in the world. The country's history is rich in mystical teachings, and its people are known for their kind and peaceful ways. Since 1959 the Chinese government has controlled Tibet. In search of spiritual and cultural freedom, hundreds of thousands of Tibetans have left their homeland to begin new lives in other countries, including the United States.

Additional information: This blog post provides more information appropriate for students about Tibet, Buddhist philosophy and the Tibetan tea the characters share in this book: <http://www.mamasmiles.com/exploring-geography-tibet/>. This NPR story includes a sample of traditional Tibetan chant: <http://www.npr.org/2009/03/24/102234687/gyuto-monks-ancient-practice-modern-sound>. This site provides more information about thangkas, paintings prized for their beauty and role in meditation practice, as well as photos of examples and artists at work: <http://www.norbulingka.org/thangka-painting.html>.

Tibetan Americans (From the Author): Tibetans who immigrate to the United States settle in communities all around the country. They may live in areas with many other Tibetans or none at all. Like many immigrants, they face the challenges of preserving their culture, customs, and beliefs while adapting to American life. Tibetan Americans have set up cultural centers to help maintain their traditions. These centers also offer others in the community a chance to enjoy Tibetan culture through musical performances, ceremonies and celebrations.

Additional Information: The website for the Tibet House US gives extensive information about their offerings (<https://tibethouse.us/>). You may be able to find an example of a Tibetan cultural center in your community as well.

Tibetan Medicine (From the Author): Tibetans believe that many things have the power to heal the body, mind and heart. A kind word or gesture, loving friends, cherished animals, nature and music can all contribute to healing. Tibetans also use spiritual practices such as prayer and chanting to overcome illness, as well as other forms of suffering. When medicine is necessary, Tibetans prefer remedies created from substances

found in nature, including herbs, trees, rocks, precious metals, saps, pollens and flowers.

Additional information: This book is based on a true story of a Tibetan American man originally published in *Chicken Soup for the Soul* (<http://www.chickensoup.com/book-story/53047/downwind-from-flowers>). The author provides more information about her inspiration and research process in this interview (<https://www.leeandlow.com/books/tashi-and-the-tibetan-flower-cure/interviews>).



VOCABULARY

(Language Standards, Vocabulary Acquisition & Use, Strands 4–6)

The story contains several content-specific and academic words and phrases that may be unfamiliar to students. Based on students' prior knowledge, review some or all of the vocabulary below. Encourage a variety of strategies to support students' vocabulary acquisition: look up and record word definitions from a dictionary, write the meaning of the word or phrase in their own words, draw a picture of the meaning of the word, create a specific action for each word, list synonyms and antonyms, and write a meaningful sentence that demonstrates the definition of the word.

Content Specific

Tibetan, chants, mala, prayer beads, incense, Thangka, petals, village, pollen, breeze, daisies, flower nursery, buds, black tea, thermos, *solja*, villagers, wind socks, downwind, orange blossoms, roses, sunflowers, lilies, poppies

Academic

flows, arrange, heal, cure, twitches, blurt, lonely, gaze, surround, cuddle, shuffle, whiff, sigh, slumps, wilted, comfortable, greet, velvety, chuckles, glow, fiddle, crinkles, swirls

BEFORE READING

Prereading Focus Questions

(Reading Standards, Craft & Structure, Integration of Knowledge & Ideas, Strand 7)
(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1 and 2)

Before introducing this book to students, you may wish to develop background knowledge and promote anticipation by posing questions such as the following:

1. What is a *cure*? When you get sick, what cures you? Who helps *heal* you? How might family members and friends help when someone is sick?
2. What kinds of flowers do you like? What's pollen? How can flowers help someone feel better?

Exploring the Book

(Reading Standards, Key Ideas & Details, Strand 1, Craft & Structure, Strand 5, and Integration of Knowledge & Ideas, Strand 7)
(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1 and 2)

Talk about the title of the book. Then ask students what they think this book will most likely be about and whom the book might be about. What do they think might happen? What information do they think they might learn? What makes them think that?

Take students on a book walk and draw attention to the following parts of the book: front and back covers, acknowledgements, title page, author's dedication, illustrations, author's note, and Tibetan glossary and pronunciation guide.

Setting a Purpose for Reading

(Reading Standards, Key Ideas & Details, Strands 1–3)

Have students read to find out about:

- what's wrong with Popola and what happens when Tashi tries to help her grandfather
- how Tashi, her family and her community are all changed by the experiences they share

Encourage students to consider why the author, Naomi C. Rose, would want to share this story with young people.



AFTER READING

Discussion Questions

After students have read the book, use these or similar questions to generate discussion, enhance comprehension, and develop appreciation for the content. Encourage students to refer to passages and/or illustrations in the book to support their responses. **To build skills in close reading of a text, students should cite evidence with their answers.**

Literal Comprehension

(Reading Standards, Key Ideas & Details, Strands 1–3)
(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1–3 and Presentation of Knowledge & Ideas, Strand 4)

1. What does Tashi like to do with her Popola?
2. What do Tashi and Popola talk about when she visits him in his room? How does the flower cure work?
3. What do Tashi and Ben try to do? What does Tashi's mother say when Tashi tells her about it?
4. What does Popola say when Tashi tells him about the nursery? Why is he lonely? Why is Tashi lonely?
5. How do Tashi and her mother prepare for their trip to the nursery? What do they do when they arrive?
6. What happens when they go to the nursery for the second time? Who do they see? How does Popola respond?
7. What happens on the third visit to the nursery?
8. What do the visitors to the nursery bring during the summer? What do they say?
9. What happens after Popola gets home from the doctor? Why do the visitors come? What do they bring? What do they do in the backyard?

Extension/Higher Level Thinking

(Reading Standards, Key Ideas & Details, Strands 2 and 3 and Craft & Structure, Strands 4 and 6)
(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1–3 and Presentation of Knowledge & Ideas, Strand 4)

1. How do Tashi and her mother feel about Popola's health? How can you tell, based on their actions?
2. How do Ben and Tashi feel when they spot the flower nursery? Why do they think that's what Popola needs? How do you think Tashi feels as she talks to Mr. Wong? How do she and Amala feel as they leave the nursery?
3. Why do you think Popola agrees to try the flower cure, even though he originally said no?
4. How does Popola feel at the nursery? How is it different than his village? How does Tashi feel?
5. Why do you think Popola asks Mr. Wong to sit down when he asks what he can do to help? How does sitting and sharing tea and cookies help?
6. Why is it significant that Popola laughs? What changes have occurred since their first visit to the nursery?
7. Why do you think "Popola's cheeks begin to glow as pink as the potted poppies?"
8. How do you think Tashi feels as she waits for her mother and grandfather to get home from the doctor?
9. Why does having the visitors at their house feel "sort of like Tibet?"
10. How does Popola change during the story? What causes this change? Does the flower cure work?

Reader's Response

(Writing Standards, Text Types & Purposes, Strands 1–3 and Production & Distribution of Writing, Strands 4–6)

Use the following questions and writing activities to help students practice active reading and personalize their responses to the book. **Suggest that students respond in reader's response journals, essays, or oral**



“An uplifting and informative peek into traditional Tibetan medicine through the lens of a modern Tibetan-American family.”

–*Kirkus Reviews*

“Any second- or third-generation immigrant family will relate to the blending of two cultures, and all readers will relate to Tashi’s concern, fear, and desire to help.”

–*School Library Journal*

“An excellent supplement for multicultural and family studies, this upbeat story provides a rare look at Tibetan American culture.”

–*Booklist*

discussion. You may also want to set aside time for students to share and discuss their written work.

1. Imagine that Popola is writing a letter to someone he knows in Tibet. How would he describe his granddaughter Tashi? Use examples from the story.
2. Make a chart listing the characters in this book (Tashi, Popola, Amala, Mr. Wong, the community members, etc.) and the impact the flower cure has on each one of them.
3. Besides the flower pollen, what other aspects of the flower cure help it to be effective? How is this a story about community? Write about a time when having the support of others helped you or someone you know overcome a challenging situation.
4. Oftentimes it’s older people who care for younger people, such as parents caring for children or teachers caring for students. How does this story show the power of young people to care for others? What’s something you’ve done or want to do to help someone who usually takes care of you?
5. Author and illustrator Naomi C. Rose said she was inspired to write this story after reading a true story about how the Tibetan flower cure helped a man who had cancer. Why do you think she wanted to write a children’s book on this topic?
6. In this interview with LEE & LOW BOOKS, the Naomi Rose talks about the challenges immigrants face in adjusting to the differences between life in America and their own cultures: [https://www.leeandlow.com/books/tashi-and-the-tibetan-](https://www.leeandlow.com/books/tashi-and-the-tibetan-flower-cure/interviews)

[flower-cure/interviews](https://www.leeandlow.com/books/tashi-and-the-tibetan-flower-cure/interviews). What differences between Popola’s village life in Tibet and his life with Tashi are challenging for him? In what ways does Tashi help him overcome these challenges?

ELL/ESL Teaching Activities

(*Speaking & Listening Standards, Comprehension & Collaboration, Strands 1–3 and Presentation of Knowledge & Ideas, Strands 4–6*)
(*Language Standards, Vocabulary Acquisition & Use, Strands 4–6*)

These strategies might be helpful to use with students who are English Language Learners.

1. Assign ELL students to partner-read the story with strong English readers/speakers. Students can alternate reading between pages, repeat passages after one another, or listen to the more fluent reader.
2. Have each student write three questions about the story. Then let students pair up and discuss the answers to the questions.
3. Depending on students’ level of English proficiency, after the first reading:
 - Review the illustrations in order and have students summarize what is happening on each page, first orally, then in writing.
 - Have students work in pairs to retell either the plot of the story or key details. Then ask students to write a short summary, synopsis, or opinion about what they have read.



- Have students give a short talk about a grandparent or a remedy, healing practice tradition from their families or communities.
- The book contains several content-specific and academic words that may be unfamiliar to students. Based on students' prior knowledge, review some or all of the vocabulary. Expose English Language Learners to multiple vocabulary strategies. Have students make predictions about word meanings, look up and record word definitions from a dictionary, write the meaning of the word or phrase in their own words, draw a picture of the meaning of the word, list synonyms and antonyms, create an action for each word, and write a meaningful sentence that demonstrates the definition of the word.
- Set up a chart with picture cues for some of the emotions the characters in the story experience. Act out the related physical actions from the story that convey these emotions, such as "worried"/"worry lines", "homesick"/"eyes look far away," "hopeful"/"swing our arms together," etc.
- Create a list of examples of the author's descriptions of characters' behaviors and how they move. Talk about the information the descriptions give. (e.g., Tashi and Ben "zoom home" when they are hopeful and excited. Popola "slumps in his chair like a wilted leaf" when he's lonely and discouraged.) Encourage students to use similar descriptions in their own writing.
- Share quotes from the man who inspired this book with students (<http://www.chickensoup.com/book-story/53047/downwind-from-flowers>). Ask them to discuss or write about how they could apply his wisdom to their own lives.
- Read other books about children and their grandparents, such as *A Morning With Grandpa* (<https://www.leeandlow.com/books/a-morning-with-grandpa>) and *The Wakame Gatherers* (<https://www.leeandlow.com/books/the-wakame-gatherers>). Discuss what the children and grandparents learn from each other in each book.

INTERDISCIPLINARY ACTIVITIES

(Introduction to the Standards, page 7: Students who are college and career ready must be able to build strong content knowledge, value evidence, and use technology and digital media strategically and capably)

Use some of the following activities to help students integrate their reading experiences with other curriculum areas. These can also be used for extension activities, for advanced readers, and for building a home-school connection.

English Language Arts

(Reading Standards, Key Ideas and Details, Strands 1–3, Craft and Structure, Strand 4, and Integration of Knowledge and Ideas, Strand 9)
(Writing Standards, Production and Distribution of Writing, Strands 4 and 5)

- Create a two-column chart with your class that shows the changes in Tashi's and Popola's emotions based on the events in the story. Use the chart to practice retelling the story.

Science and Social Studies

(Reading Standards, Integration of Knowledge and Ideas, Strand 7)
(Writing Standards, Research to Build and Present Knowledge, Strands 7–9)

- Have students research the various Tibetan traditions described in this book (e.g. hanging thangkas, tea, chant, use of prayer beads) in pairs or small groups and present their findings to the class. Discuss how this additional background knowledge helps readers understand the book.
- Read informational books about Tibet such as *Vanishing Cultures: Himalaya* and make connections between the information presented and the story (<https://www.leeandlow.com/books/vanishing-cultures-himalaya>).
- Learn more about flowers with your students, including plant parts and their functions. These resources may be helpful: <https://ny.pbslearningmedia.org/resource/5dea21b4-6c92-46ff-982c-8650f9429c01/think-garden-plant-structure/#.WP-oV1Pyui4>. Learn about the types of flowers native to your location. Plant flowers with your class in pots, window boxes or a school garden. Discuss the positive outcomes



Art

(Reading Standards, Integration of Knowledge and Ideas, Strand 7)

1. Have your students create flower-related artwork, such as still-life paintings or drawings of real flowers or a garden collage using pictures cut from magazines, seed catalogs or old gardening books. Use the artwork to brighten up a space in your school or community.
2. Point out the prayer flags that decorate Tashi's backyard at the end of the book. Read more about these flags here and have students create their own: <http://www.thepeaceflagproject.org/historyoftibetanflags.htm>.

Home-School Connection

(Reading Standards, Integration of Knowledge and Ideas, Strand 7)
(Speaking and Listening Standards, Comprehension and Collaboration, Strand 1)

1. Invite family or community members with backgrounds in healing (e.g., bodywork, massage, meditation, naturopathic medicine) to share their knowledge with the class.
2. Plan an event in your classroom or school that celebrates the power of family and community. Borrow ideas from this story, such as drinking tea and eating cookies together or decorating with flowers or prayer flags.
3. Invite grandparents of your students who live nearby to visit your class and share information about their backgrounds. You might share the author's thoughts in this LEE & LOW interview about the importance of children asking their family members questions about their cultural backgrounds: <https://www.leeandlow.com/books/tashi-and-the-tibetan-flower-cure/interviews>.

Additional titles to celebrate grandparents:

Sunday Shopping written by Sally Derby, illustrated by Shadra Strickland

<https://www.leeandlow.com/books/sunday-shopping>

Grandfather Counts written by Andrea Cheng, illustrated by Ange Zheng

<https://www.leeandlow.com/books/grandfather-counts>

Goldfish and the Chrysanthemums written by Andrea Cheng, illustrated by Michelle Chang

<https://www.leeandlow.com/books/goldfish-and-chrysanthemums>

Babu's Song written by Stephanie Stuve-Bodeen and illustrated by Aaron Boyd

<https://www.leeandlow.com/books/babu-s-song>

The Have a Good Day Cafe written by Frances Park and Ginger Park, illustrated by Katherine Potter

<https://www.leeandlow.com/books/the-have-a-good-day-cafe>

Grandfather's Story Cloth written by Linda Gerdner and Sarah Langford, illustrated by Stuart Loughridge

<https://www.leeandlow.com/books/grandfather-s-story-cloth>

A Morning with Grandpa written by Sylvia Liu, illustrated by Christina Forshay

<https://www.leeandlow.com/books/a-morning-with-grandpa>

Hot, Hot Roti for Dada-ji written by F. Zia, illustrated by Ken Min

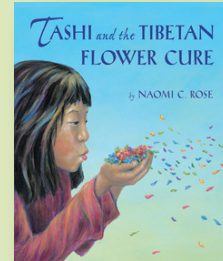
<https://www.leeandlow.com/books/hot-hot-roti-for-dada-ji>



ABOUT THE AUTHOR/ILLUSTRATOR

Naomi Rose is an award-winning author, illustrator, and storyteller. A student of Tibetan wisdom and culture, she has created two children's books—*Tibetan Tales for Little Buddhas* and *Tibetan Tales from the Top of the World*—that have been honored with the Nautilus Awards, which recognizes books that promote positive social change. Rose was inspired to write *Tashi and the Tibetan Flower Cure* by the true story of a Tibetan American refugee and the flower cure that was traditionally used in his village. Rose also gives school and library presentations about Tibet throughout the United States. She lives in Sedona, Arizona. You can find her online at naomicrose.com.

Book Information for *Tashi and the Tibetan Flower Cure*



\$10.95, PAPERBACK

978-1-60060-425-6

40 pages, 9 X 10-3/4

*Reading Level: Grades 2–3

*Reading level based on the Spache Readability Formula

Interest Level: Grades 1–4

Guided Reading Level: P

Accelerated Reader® Level/Points: 2.7/0.5

Lexile™ Measure: AD510L

THEMES: Sharing and Giving, Overcoming Obstacles, Neighbors, Immigration, Grandparents, Intergenerational Love, Friendship, Illness, Community, Environment and Nature, Cultural Diversity, Art, Empathy and Compassion, Optimism and Enthusiasm, Persistence and Grit, Traditions, Asian/Asian American Interest

RESOURCES ON THE WEB:

<https://www.leeandlow.com/books/tashi-and-the-tibetan-flower-cure>

ABOUT LEE & LOW BOOKS

LEE & LOW BOOKS is the largest children's book publisher specializing in diversity and multiculturalism. Our motto, "about everyone, for everyone," is as urgent today as it was when we started in 1991. It is the company's goal to meet the need for stories that children of color can identify with and that all children can enjoy. The right book can foster empathy, dispel stereotypes, prompt discussion about race and ethnicity, and inspire children to imagine not only a world that includes them, but also a world where they are the heroes of their own stories. Discover more at leeandlow.com.

ORDERING INFORMATION

On the Web:

www.leeandlow.com/contact/ordering (general order information)

<https://www.leeandlow.com/books/tashi-and-the-tibetan-flower-cure>

(secure online ordering)

By Phone: 212-779-4400 ext. 25

By Fax: 212-683-1894

By Mail: Lee & Low Books, 95 Madison Avenue, New York, NY 10016

All guided reading level placements may vary and are subject to revision. Teachers may adjust the assigned levels in accordance with their own evaluations.