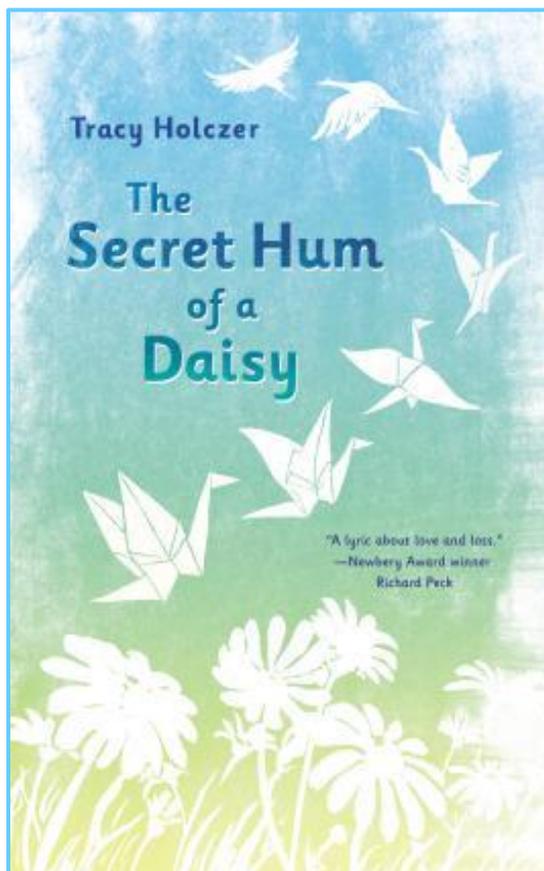


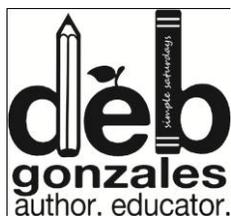
# A Core Curriculum State Standards Aligned Curriculum Guide for



**Written by Tracy Holczer**

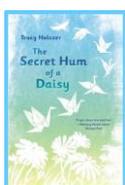
**Published by G. P. Putnam's Sons**

**Guide Created by Debbie Gonzales**



## Table of Contents

The Curriculum Guide Format .....	3
Journaling.....	3
Reading Assignment Bookmarks.....	3
Personal Bookmarks for <i>The Secret Hum of a Daisy</i> .....	4
Journal Response and Comprehension Rubric .....	5
Discussion Questions – Chapters 1 to 8.....	6
The Heart Map – Writing Territories .....	8
The Heart Map Graphic Organizer .....	9
The Defining Moments Graphic Organizer .....	10
Discussion Questions – Chapters 9 to 16.....	11
Sensory Imagery – A Writing Exercise .....	13
Discussion Questions – Chapters 17 to 27.....	15
Poetic Analysis: The Free Verse Poem.....	17
Poetic Analysis: The Free Verse Poem Worksheet .....	18
Discussion Questions – Chapters 28 to 34.....	19
Where Bird and Flower Were One and the Same - Crafting.....	20
Core Curriculum State Standards Alignment:	
English Language Arts Standards » Reading: Literature .....	21
English Language Arts Standards » Writing .....	22
Acknowledgments.....	25



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## The Curriculum Guide Format

The format of this guide follows a 4 week course of study. *The Secret Hum of a Daisy* has been divided into sections. Each section is comprised of discussion questions and follow-up activities for a designated group of sequentially listed poems. The lessons in this guide are suitable for independent readers or group settings.

### Journaling

After engaging in group discussion, students are asked to respond to one of the questions posed in each course section by journaling. A Journal Response and Comprehension Rubric are available on page 5, which is helpful in assessing understanding and personal connection to the discussion questions and the story.

Journals can be purchased or can be personalized by making them out of everyday materials. Instructions for making hand-made journals are presented in the two Ehow.com links below.

[http://www.ehow.com/how\\_5760860\\_make-journal-out-paper.html](http://www.ehow.com/how_5760860_make-journal-out-paper.html)

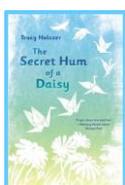
[http://www.ehow.com/video\\_4951964\\_make-paper-journal-school.html](http://www.ehow.com/video_4951964_make-paper-journal-school.html)

### Reading Assignment Bookmarks

Personal bookmarks are printed on the following page. Listed on these bookmarks are the designated chapter groupings and a space allotted for Target Completion Dates. A suggested format for a group or individual novel study is to assign weekly Target Completion Dates for students to finish reading prior to the weekly book discussion session.

#### Procedure:

- Print book marks on cardstock – one per student in novel study group.
- Trim the edges of bookmark.
- Give to student with the directions to:
  - Write their name on it.
  - Copy Target Completion Dates in designated space below assigned chapters to be read.
  - Keep the bookmark in the book for reference through the course of the novel study.

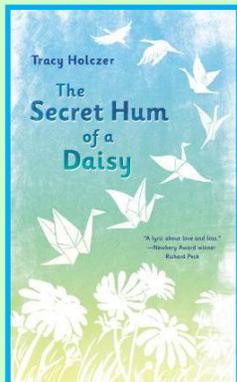


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## Personal Bookmarks for *The Secret Hum of a Daisy*

A Guided Reading  
Bookmark for



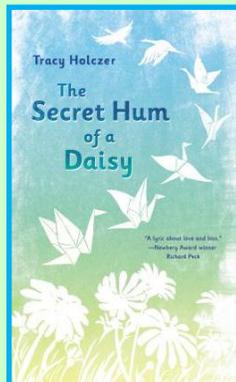
Chapters 1–8

Chapters 9–16

Chapters 17–27

Chapters 28–34

A Guided Reading  
Bookmark for



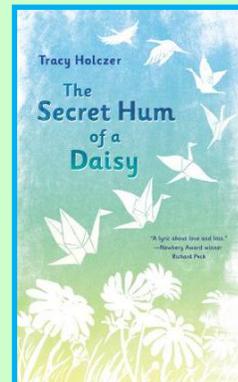
Chapters 1–8

Chapters 9–16

Chapters 17–27

Chapters 28–34

A Guided Reading  
Bookmark for

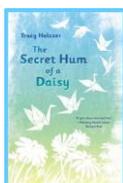


Chapters 1–8

Chapters 9–16

Chapters 17–27

Chapters 28–34



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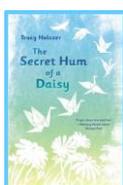
## Journal Response and Comprehension Rubric

Use this rubric to assess the students' abilities to complete journal activities. Share this assessment with students prior to completing the journal-writing lessons to illustrate the assessment process. You can also use the rubric as a basis for discussion and feedback with each student.

Student name \_\_\_\_\_ Date \_\_\_\_\_

1. The student writes journal responses in complete sentences. \_\_\_\_\_
2. The student writes three or more sentences to answer questions. \_\_\_\_\_
3. The student responds to questions by self-questioning, retelling, predicting, or assuming the role of a character. \_\_\_\_\_
4. The student's experiences and opinions are clear. \_\_\_\_\_
5. The student works with a peer to share journal responses and to develop a combined response when requested. \_\_\_\_\_

Excellent 4	Very Good 3	Fair 2	Poor 1
The student completes the task with no major errors.	The student completes the task with only a few major errors and some minor errors.	The student completes the task with some major errors and many minor errors.	The student fails to complete the task.
The student demonstrates a full understanding of the concepts.	The student demonstrates a strong understanding of the concepts.	The student has difficulty understanding the concepts.	The student does not understand the concepts.



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## Discussion Questions – Chapters 1 to 8

*Mama pulled me into her lap and her yellow chair creaked under our weight. “You have to trust me, Grace. We don’t need anyone else. (8)”*

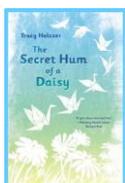
- ✿ Do you agree with Mama, in that she and Grace do not need anyone else in their lives? Explain your answer.
- ✿ Identify some of the aspects of emotional support Grace might be missing by not having the consistency of family and friends around her?
- ✿ Consider the terms ‘independence’ and ‘interdependence.’
  - Compare these terms. Discover ways that the two are similar.
  - Contrast the terms. List ways that the two are different.
  - Apply the terms to the way Grace and Mama lived their lives.

*For Mama, there was always a better job or a better place to live, better schools or less crime. A place with trees or, when she was sick of trees, a place with open fields or water or whatever it was that Mama needed to keep her spirits up. Mama told me that when we finally found home, it would hum. Like the daisies (15).*

- ✿ Imagine what moving about one’s entire life might be like.
  - List some of the benefits of this way of living.
  - Tell of the shortcomings.
- ✿ Examine the reasoning behind Grace’s transient life. Tell why they lived the way that they did.
- ✿ Is the ‘hum’ being referred to an actual sound or an emotional response of some sort? Explain your answer.

*“You worry too much,” she’d always say, putting her finger right between my eyebrows where I had a permanent crease. Mama said I’d been born pensive, which I had to look up (37).*

- ✿ The word ‘pensive’ can be defined as solemn, reflecting, serious, and withdrawn. Explain how Grace’s inconsistent way of living contributed to her being pensive.
- ✿ Discuss how Lacey’s friendship balanced Grace’s pensive ways of living.
- ✿ Justify Grace’s reasoning for being worrisome.



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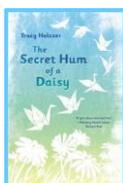
*Grandma took the ballet shoes out of the box. "These are mine."*

*I blinked in surprise, I'd already created a space in my mind for Mama's dancing, I couldn't at all wrap my head around this new information. Grandma, with her gardening knee pads and lumberjack coat, had been a ballerina (45).*

- ✿ A keepsake can be defined as being something precious, a memento, and/or a remembrance. Tell of some of your keepsakes. Why are they dear to you?
- ✿ Consider why Grandma's ballet shoes had been included in Mama's collection of treasured belongings. If Mama thought poorly of Grandma, why would she keep Grandma's ballet slippers as a keepsake?
- ✿ Earlier in this scene, Grace denied having a 'compulsion' for gathering objects that once belonged to Mama. Considering that the ballet shoes once belonged to Grandma, could it be that Mama perhaps shared the same sort of compelling drive to gather objects that once belonged to her mother? How so?
- ✿ Could there be a correlation between Mama's method of artistic expression and the need to gather objects of the heart? Support your opinion.

*But I had to admit there was a certain satisfaction in drawing something true, even if it was the sad eye of a girl I didn't recognize (67).*

- ✿ Discuss aspects of Grace's transient life that were laced with false hopes and/or beliefs.
- ✿ Earlier in this scene, the words of a poem about words building a path came to Grace. Who is she referencing in the poem? Could it be her mother or, perhaps, herself? Explain your answer.
- ✿ Identify reasons why Mama encouraged Grace to believe in things that were not true.
- ✿ The word true can be defined as something being real, valid, honest, and unquestionable. Could it be that, at this point in the story, Grace is beginning to become honest about her feelings and her lifestyle with Mama? How so?



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## The Heart Map – Writing Territories

*It wasn't a compulsion – to gather every bit of Mama that I could. Every broken necklace and pair of stockings (44).*

**Objective:** To generate a list of concrete words and phrases to be used to convey experiences and events precisely.

### Materials:

- ✿ The Heart Map Graphic Organizer (pg. 9)
- ✿ The Defining Moments Graphic Organizer (pg. 10)
- ✿ Pencil or pen

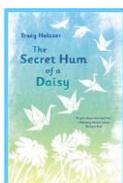
### Procedure 1 – The Heart Map:

- ✿ Discuss Grace's need to gather objects that reminded her of Mama. Talk about how these objects are dear to her, that she could keep them buried in the folds of her heart.
- ✿ Turn discussion toward the students by asking them what sorts of things do they hold dear, buried in the folds of their hearts? Are there things that do not reside in the folds of their hearts? Things that they do not love? List them.
- ✿ Using the Heart Map Graphic Organizer (pg. 9), instruct the students to fill the insides of the heart by listing all of the people, places, and things that they love – including foods, pets, places, ideological ideas...anything goes!
- ✿ Conversely, list people, places, and things that they do not love outside of the heart shaped boundary.
- ✿ Give the students 10 to 15 minutes to complete this aspect of the lesson. Encourage them to keep their pencils moving in a stream-of-consciousness type of flow.

### Procedure 2 – Defining Moments:

- ✿ Review the lists created in the Heart Map by sharing lists with one another.
- ✿ Using the Defining Moments Graphic Organizer (pg. 10), choose 3 of the items listed on the Heart Map that helped to define who the student is – their true self. Be it a person, place, or thing, encourage the students to find 3 topics that, because of the experience they had, strongly effected who they have presently become.
- ✿ Write the topic/listed word and describe the situation behind the word in the spaces provided.
- ✿ Save the completed Defining Moments Graphic Organizer to be used in further writing activities presented in this curriculum guide.

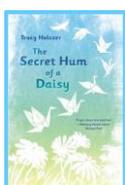
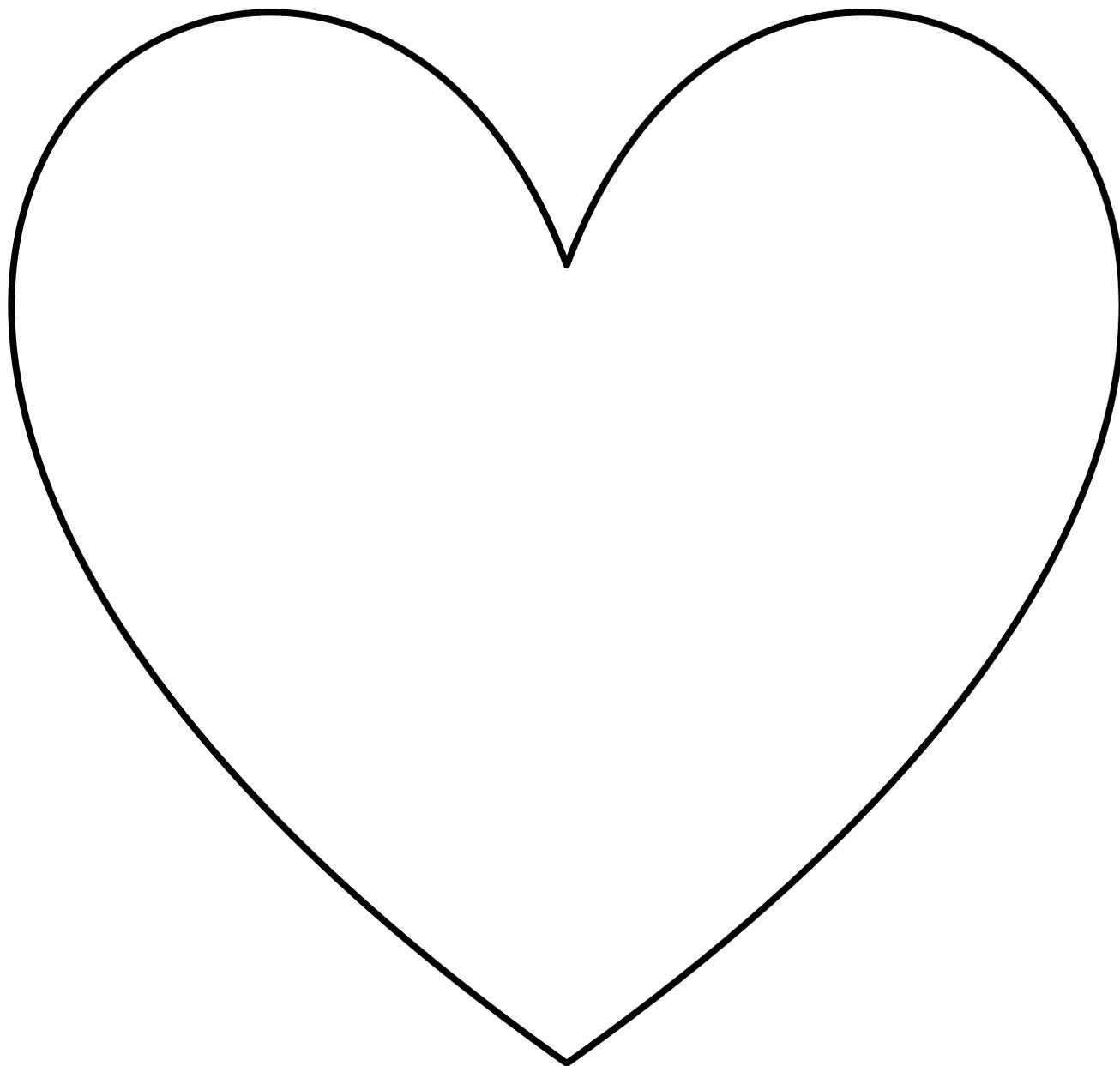
**Reference:** Atwell, Nancie. *Lessons that Change Writers*. Heinemann, NH. 2002. pg. 12-16.



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### The Heart Map Graphic Organizer



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## The Defining Moments Graphic Organizer

Heart Map Topic:

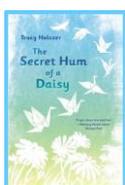
Defining Moment Description:

Heart Map Topic:

Defining Moment Description:

Heart Map Topic:

Defining Moment Description:



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## Discussion Questions – Chapters 9 to 16

*I didn't take off my muddy boots as I went inside and tracked the mud from one light to the next, unscrewing bulbs so she might think they were out, and poured her liquid laundry detergent down the sink, replacing it with dishwashing soap. I'd washed laundry with dishwashing soap once and almost drowned in bubbles (77-8).*

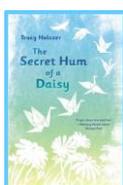
- ✿ Explore Grace's motivation for this action. Tell why she tracked mud, unscrewed light bulbs, and switched dishwashing soap for laundry detergent.
- ✿ Synonyms for the word cruel are cold-blooded, hard-hearted, and mean. Tell how Grace's actions and be considered as cruel?
- ✿ Conversely, tell of ways that Grace's behaviors can be considered to be justifiable, from her point of view.
- ✿ Does Grandma deserve to be treated in this manner? How so?

*Mama had always told me it was a good deed to help when I could, to share my worldly perspective, having met so many people along the way. "Don't let any part of yourself go to waste, Gracie May," she'd say. I supposed it wouldn't hurt (91).*

- ✿ Tell how Grace is sharing her 'worldly perspective' in this scene.
- ✿ Explain how she is doing a good deed.
- ✿ Tell how telling the story about Timmy and Wrinkle is sharing a part of herself.
- ✿ Describe ways that sharing part of oneself can hurt.

*Later I'd told her that was why we made a good team. She believed in magic, and I liked to think, so between the two of us, we had it covered. She'd laugh and told me she'd find a way, someday, to make me see the magic of a thing. Now, I figured she was having her way (98).*

- ✿ Explain why believing in the magic of a moment is beneficial.
- ✿ Tell why believing in magic can be problematic.
- ✿ List ways that being a 'thinker' is beneficial.
- ✿ Are there ways that thinking too much can be troublesome?
- ✿ Mama suggests that the trick is to learn how to balance belief in magic and reality. Do you agree? How so?
- ✿ Tell why Grace is open to believing in magic at this point in the story.



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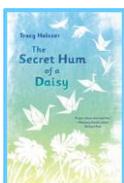
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*I felt the familiar curve of friendship trying to pull me in. It was hard to fight those natural feelings of wanting to settle in, so I let myself rest for a bit (124).*

- ✿ Define the 'curve of friendship.'
- ✿ Grace states that this feeling is familiar to her. If so, where and when has she felt friendship trying to pull her in.
- ✿ Tell why Grace is resistant to the curve of friendship pulling her in.

*"Just tell me how to find it. I don't want you to get in trouble for ditching." I could feel Mama so strong, her hand at my back. Maybe it was that easy. The meadow could be in the park (138).*

- ✿ Grace states that she strongly feels Mama's presence at this point in the story. Do you believe this to be true? Is Mama's spirit nearby? How so?
- ✿ Explain how risking to develop a friendship with Jo contributed to uncovering this clue.
- ✿ Explain what Jo's eagerness to ditch school says about her character.
- ✿ At this point in the story, describe Grace's change in character. What sorts of events have contributed to her change?



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## Sensory Imagery – A Writing Exercise

*Let the pictures come from the words, Grace. It's the seeing that stays with you. You might see something different on a different day (98).*

**Objective:** To develop and use sensory details to convey experiences and events precisely.

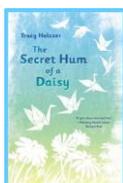
### Materials:

- ✿ The Sensory Imagery Graphic Organizer (pg. 14)
- ✿ The completed Defining Moments Graphic Organizer (pg. 10)
- ✿ Pencil or pen

### Procedure:

- ✿ Discuss the term 'defining moment' in reference to Grace's experience. Her most powerful defining moments would be her mother's death. Another might be Daisy's birth, or when Daisy became ill.
- ✿ Encourage the student to choose their most poignant defining moment described on the Defining Moments Graphic Organizer. Write it in the hexagon at the center of the Sensory Imagery Graphic Organizer.
- ✿ Use the Sensory Imagery Graphic Organizer to explore the chosen defining moment in a sensorial way. Similar to Mama's suggestion for Grace, work to see the topic in different ways. How does that defining moment smell, taste, feel...etc.?
- ✿ Once the sensorial imagery sections of the graphic organizer are complete, weave the created fragments in the surrounding rectangular boxes together using the back of the printed sheet. Write steadily for ten minutes, being certain to include all of the sensory images in your piece.
  - Be creative.
  - Don't overthink.
  - Write! Write! Write!
  - Let the words flow.
  - You just might come up with something surprising!
- ✿ Save the completed Sensory Imagery Graphic Organizer, as the completed content will be useful in the Poetic Analysis: Free Verse Poem exercise (pg. 17 & 18).

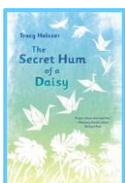
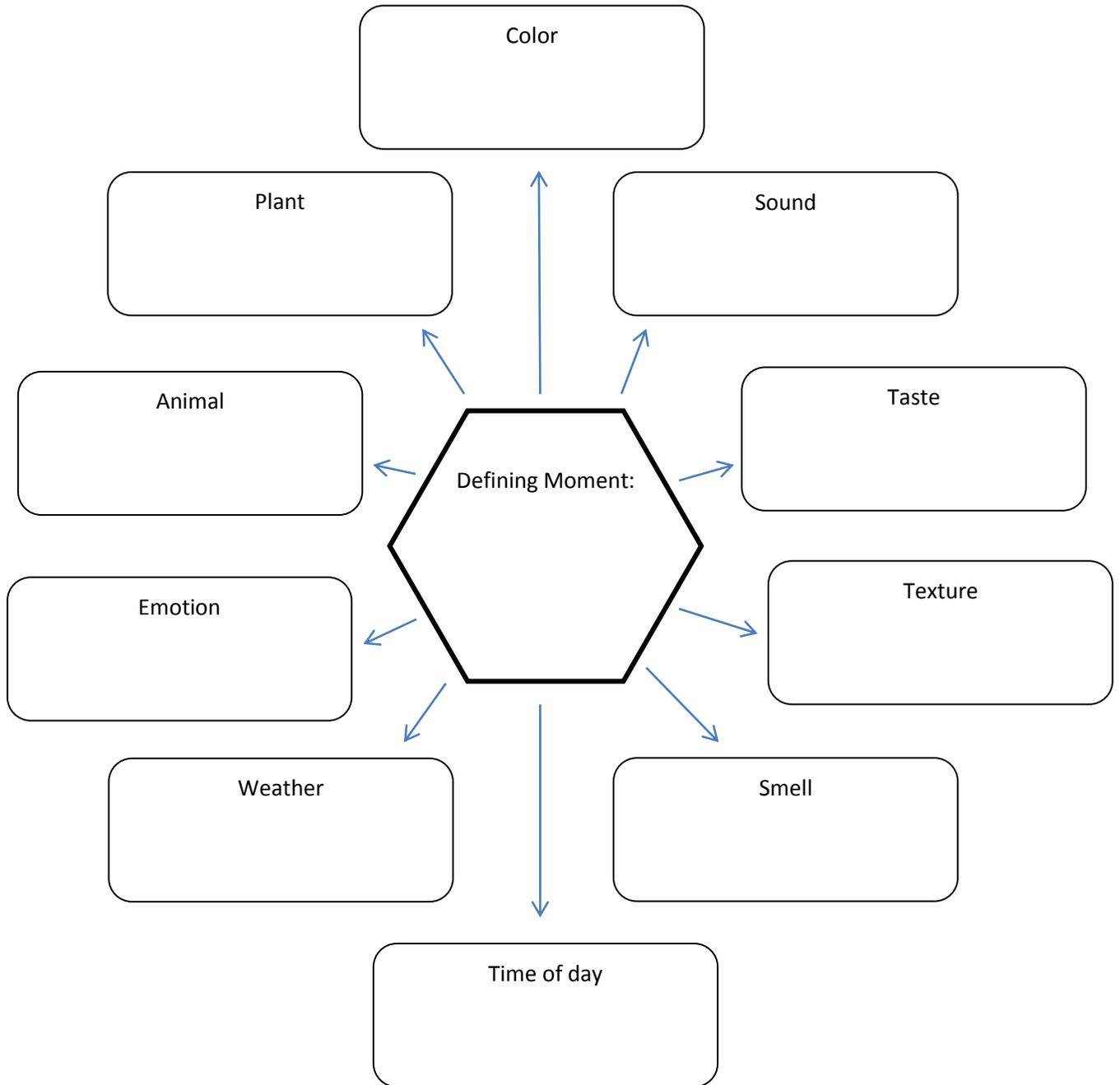
**Reference:** Ayres, Elizabeth. *Writing the Wave: Inspired Rides for Aspiring Writers*. New York: Berkley Pub. Book, 2000.



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### The Sensory Imagery Graphic Organizer



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## Discussion Questions – Chapters 17 to 27

*But I have always felt a sadness for those things that were left, like they had proper feelings or something. Being left behind was like a shadow that never went away (168).*

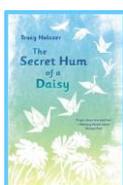
- ✿ Consider Grace’s shadow metaphor for sadness – a hazy, oppressive heaviness that stays with an individual at all times. Tell how the cast away objects personify sadness.
- ✿ Could it be that Grace has experienced grief and loss long before Mama passed away? How so?
- ✿ Following her identification of sadness and of things left behind; examine the interchange between Grace and Grandma. Grace tells Grandma to go away and Grandma refuses to do so. Explore the intent behind the dialogue. Tell how it defies Grace’s notion of a sad shadow.

*“You will go your whole life, Gracie May, and every single person in it will fail you in one way or another. It’s all about the repair. It’s all about letting yourself change those pictures. (188)”*

- ✿ Are Grace’s harsh feelings toward Grandma justified from her point of view? How so?
- ✿ Consider the phrase ‘actions speak louder than words.’ Explain how this phrase applies to Grandma’s behavior.
- ✿ Following Mrs. Greene’s words, Grace states that, perhaps the relationship repair work should be done by Grandma. However, according to Mrs. Green, who needs to change their point of reference? Tell how the repair work would come about.
- ✿ Discuss Mrs. Greene’s philosophy. Do you agree with her? Tell why or why not.

*“I bet this is from Mr. Flinch’s class project. But isn’t it fun to think maybe it’s from a secret admirer? Or that it floated in here, all by itself, to remind me to have a good day? So many possibilities. (211)”*

- ✿ As a part of the Japanese culture, the crane is believed to be a mystical creature. If something is mystical, it is thought to be magical, mysterious, and spiritual. Is it possible that Mrs. Turner’s paper crane has mystical properties? How so?
- ✿ Earlier, Grace mentioned that Mama encouraged magical thinking. Explore the notion that the paper cranes might be an expression of Mama’s spirit visiting Grace.
- ✿ A number of Japanese temples are adorned with long, colorful paper crane chains which represent an eternal flame for world peace. Mrs. Turner mentions world peace later in this scene. Consider the theme of peace, as it is being represented in the story. Tell of ways is Grace in need of peace.



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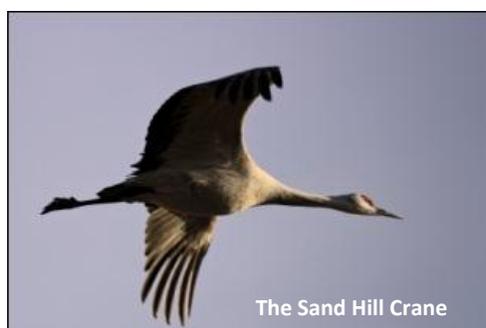
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*Jo, Max, and Mrs. Brannigan continued to bicker. I took a deep breath and let everything wash over me. The way you can ask for help and people actually give it. The surprising feeling of belonging as I sat in the middle of a squabbling family when I just left Mrs. Greene's feeling the opposite. The idea of riding a horse for the first time (224).*

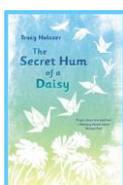
- ✿ Tell of ways that Grace is beginning to let the curve of friendship pull her in.
- ✿ Explain why she finds asking for a receiving help to be surprising.
- ✿ Compare the Brannigans' and Mrs. Greene's homes. How are they the same?
- ✿ Contrast their homes. How are they different?
- ✿ Do the Brannigans need each other? Does Grace need the Brannigans? How so?
- ✿ Grace is beginning risk trying new things. Describe how this willingness is bringing about a change in her.

*I did understand. I felt that way myself at Mama's fountain. But maybe it was more than just the fountain. It was the whole place. This park was almost like a living version of Mama's birds, collecting feelings so people might breathe a little easier. I hoped Mama was in a place where she could breathe easy too (236).*

- ✿ Explore the notion of collecting objects and feelings. Trace this plot thread as it presents itself throughout the story.
- ✿ According to Native American lore, the sand hill crane represents the role of a peacemaker. Discuss how Grace's interpretation of Mama's birds mirrors that role.
- ✿ If Mama and her art were the inspiration for the fountain, whose vision made it a reality? Tell how both inspiration and vision, much like the dreamer and the thinker, are mutually necessary and beneficial.



**Reference:** "Native American Crane Mythology." *Native American Indian Crane Legends, Meaning and Symbolism from the Myths of Many Tribes*. Web. 21 Apr. 2014. <<http://www.native-languages.org/legends-crane.htm>>.



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## Poetic Analysis: The Free Verse Poem

*She's gone for a walk  
because that's what she did when sleep wouldn't come  
and poems didn't work*

Grace's poem featured on pages 305-306 is written in style of poetry called free verse. This is specialized form of poetry. Unlike rhymed or other forms of poetry, the length and content of a line are determined by the poet's intention for the piece. In *Lessons That Change Writers*, educator Nancie Atwell describes the stylized criteria for free verse poetry. In this lesson, we will first consider the Atwell's stylized criteria for free verse poetry as it relates to Grace's piece.

According to Nancie Atwell (132 – 135), free verse poetry...

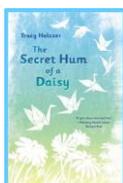
- Has been written to be spoken. Lines breaks signal rests, breaths, or silences.
- Most poets end their lines on strong words: nouns, verbs, adjectives, and adverbs.
- Slicing a line at a weak word – an article, preposition, or conjunction – tells the reader to pause at an insignificant moment in the poem rather than at a point of meaning.
- The most important point in the line is the end of the line.
- Line breaks and stanza breaks are a poem's form. Poets need to be aware of how the poem looks on the page.
- The white space at the end of the line signals the reader to breathe or rest. Commas at the end of the line are unnecessary.
- Most poets capitalize the first words of a sentence and proper nouns.
- The stanza break always represents a pause.

Consider Grace's poem found on pages 305-306. Read it aloud several times, being careful to rest at a line break or punctuation mark and pause between each stanza.

Use the questions on the worksheet found on the following page to analyze Grace's poem.

Afterwards, why not try your hand at writing a free verse poem? Use your Sensory Imagery Graphic Organizer (pg. 14) as inspiration. See what you might come up with!

**Reference:** Atwell, Nancie. *Lessons That Change Writers*. Portsmouth, NH: Firsthand/Heinemann, 2002.



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## Poetic Analysis: The Free Verse Poem Worksheet

Consider the words at the end of the lines. Do they end on strong words? If so, which word or words do you feel are most effective? Why?

---

---

List the nouns:

---

---

List the verbs:

---

---

List the adjectives:

---

---

List the adverbs:

---

---

Evaluate the use of white space. How did white space affect the overall message of the poem?

---

---

Consider the stanza breaks. Explain how they contribute to the emotional tone of the poem.

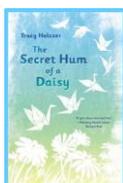
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With regard to your poetic analysis, describe your overall impression of the poem.

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## Discussion Questions – Chapters 28 to 34

*My heart hurt from love and excitement and grief and it all swirled together in a way that wasn't entirely awful (268).*

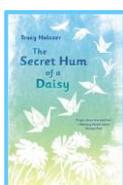
- ✿ At this point of the story five weeks had passed since Grace moved to Grandma's. Tell of the ways that Grace is beginning to become whole.
- ✿ Consider how Grace is risking feeling her emotions rather than avoiding them. Tell of the events that have brought about the change.
- ✿ Explain how Grace is learning to think less and feel more.
- ✿ Explore how Mama's death continually plays a role in Grace's experiences.
- ✿ In what ways does Grace need Daisy?

*"I think folding cranes was a way to hold on to herself, and to life. We all have to find a way to cope. (275-6)"*

- ✿ Discuss Max's method of coping with death and dying.
- ✿ Consider ways that Grace's new classmates and community have joined together to help her cope.
- ✿ Explain how Grandma's caring for Mama's fountain is similar to Saduko's folding of paper cranes. How does this type of constant care help to cope with grief?
- ✿ Relate Mama's artwork and the need to cope with grief. Is there a correlation? How so?
- ✿ Tell how the paper cranes have helped to create peace between Grace and Grandma, and a sense of inner peace, as well.

*Daddy didn't shy away from the sadness in the way Mama did, and that's when I understood there were two kinds of beauty. One you recognized with your eye, like watching a new horse being born, and one you recognized with some deep place inside yourself that was hurting (282).*

- ✿ List personality traits between Grace, her father, and Grandma that are similar.
- ✿ Does the experience of deep sadness help an individual appreciate great joy? How so?
- ✿ Identify the clues that suggest that Mama was returning home.
- ✿ Do you think that Mama yearned for home and a sense of family much like Grace did? How so?

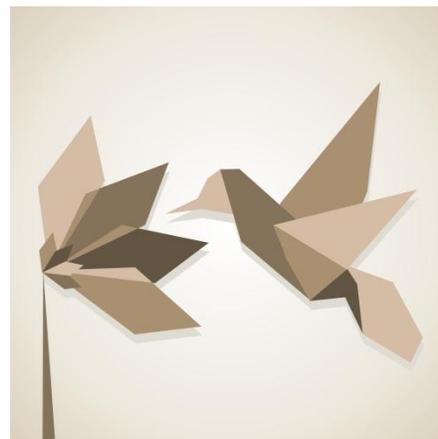


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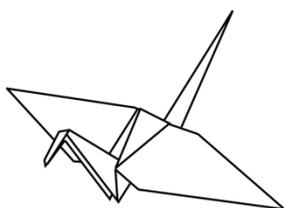
## Where Bird and Flower Were One and the Same - Crafting

*I sat down on the red carpeted steps and made a daisy chain, weaving the stems in and out, in and out, reminding me of the number 8 and how Mama said we were like that, winding around and through each other, not sure where one picked up and the other left off (3).*



Access the following links for step-by-step instructions in creating a **daisy chain**.

- ⚙ [Pictorial instructions](#) by *Be a Fun Mum: Love the Moment*
- ⚙ [Sequenced videos](#) from WikiHow

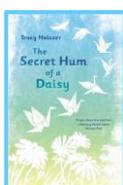


To learn how to make a **paper crane**, access the links below.

- ⚙ [A printout of folding steps](#) by Wikipedia: The Free Encyclopedia
- ⚙ [A YouTube video](#) by Rob's World
- ⚙ [A YouTube video with illustrated folding instructions included](#)

### References:

- "A Simple Daisy Chain Crown." *Be A Fun Mum RSS*. Web. 21 Apr. 2014. <<http://beafunmum.com/2013/03/how-to-make-daisy-chain-crown-fresh-flowers/>>.
- "How to Make a Daisy Chain." *wikiHow*. Web. 21 Apr. 2014. <<http://www.wikihow.com/Make-a-Daisy-Chain>>.
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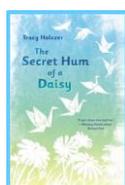


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## Core Curriculum State Standards Alignment

**English  
Language Arts  
Standards »  
Reading:  
Literature**

		Discussion Questions	The Heart Map/Defining Moment	Sensory Imagery	Poetic Analysis
CCSS.ELA-Literacy.RL.5.2	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	✿			
CCSS.ELA-Literacy.RL.5.3	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	✿			
CCSS.ELA-Literacy.RL.5.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.	✿	✿	✿	✿
CCSS.ELA-Literacy.RL.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	✿			
CCSS.ELA-Literacy.RL.6.2	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	✿	✿		
CCSS.ELA-Literacy.RL.6.3	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution	✿			
CCSS.ELA-Literacy.RL.6.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	✿	✿	✿	✿
CCSS.ELA-Literacy.RL.7.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	✿	✿	✿	✿
CCSS.ELA-Literacy.RL.8.3	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.	✿			



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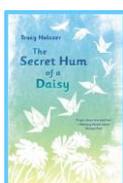


**English  
Language Arts  
Standards »  
Reading:  
Literature  
(cont.)**

		Discussion Questions	The Heart Map/Defining Moment	Sensory Imagery	Poetic Analysis
CCSS.ELA-Literacy.RL.8.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.	✿	✿	✿	✿
CCSS.ELA-Literacy.RL.9-10.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	✿	✿		
CCSS.ELA-Literacy.RL.9-10.3	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	✿			

**English  
Language Arts  
Standards »  
Writing**

CCSS.ELA-Literacy.W.5.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	✿			
CCSS.ELA-Literacy.W.5.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	✿	✿	✿	✿
CCSS.ELA-Literacy.W.5.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	✿	✿	✿	✿
CCSS.ELA-Literacy.W.5.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	✿	✿	✿	✿
CCSS.ELA-Literacy.W.5.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	✿	✿	✿	✿

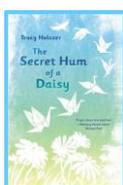


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**English  
Language Arts  
Standards »  
Writing (cont.)**

		Discussion Questions	The Heart Map/Defining Moment	Sensory Imagery	Poetic Analysis
CCSS.ELA-Literacy.W.5.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.	✿			
CCSS.ELA-Literacy.W.6.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	✿	✿	✿	✿
CCSS.ELA-Literacy.W.6.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	✿	✿	✿	✿
CCSS.ELA-Literacy.W.6.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	✿	✿	✿	✿
CCSS.ELA-Literacy.W.6.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	✿	✿	✿	✿
CCSS.ELA-Literacy.W.6.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.	✿			
CCSS.ELA-Literacy.W.7.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	✿	✿	✿	✿
CCSS.ELA-Literacy.W.7.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	✿	✿	✿	✿
CCSS.ELA-Literacy.W.7.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	✿	✿	✿	✿
CCSS.ELA-Literacy.W.7.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.	✿			

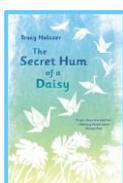


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**English  
Language Arts  
Standards »  
Writing (cont.)**

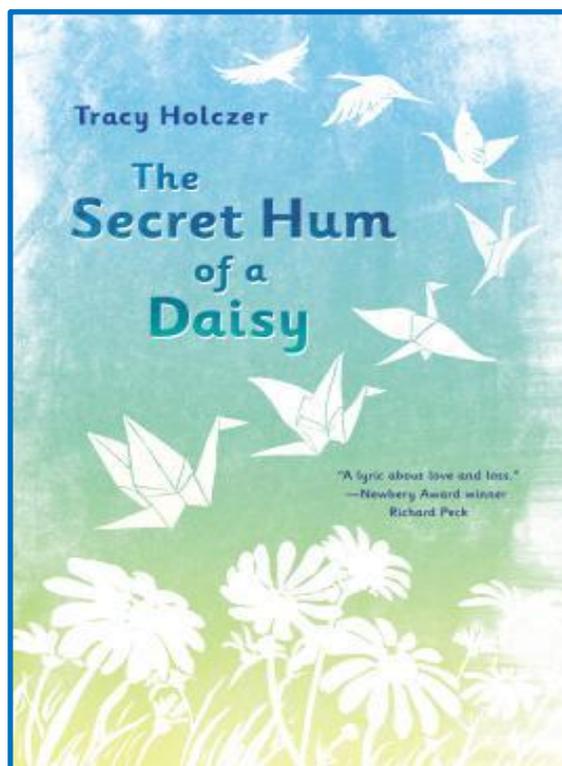
		Discussion Questions	The Heart Map/Defining Moment	Sensory Imagery	Poetic Analysis
CCSS.ELA-Literacy.W.8.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	✿			
CCSS.ELA-Literacy.W.8.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	✿	✿	✿	✿
CCSS.ELA-Literacy.W.8.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	✿	✿	✿	✿
CCSS.ELA-Literacy.W.8.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.	✿	✿	✿	✿



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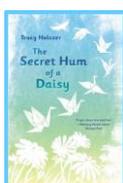
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