



## Miosotis Flores Never Forgets written by Hilda Eunice Burgos

### About the Book

**Genre:** Fiction

**Format:** Hardcover, 304 pages

**ISBN:** 9781643790657

**Reading Level:** Grade 4–5

**Interest Level:** Grades 4–7

**Guided Reading Level:** X

**Accelerated Reader® Level/Points:**  
4.1/10.0

**Lexile™ Measure:** N/A

\*Reading level based on the ATOS Readability Formula

**Themes:** Animals, Childhood Experiences and Memories, Courage, Empathy/Compassion, Families, Friendship, Identity/Self Esteem/Confidence, Latino/Hispanic/Mexican Interest, LGBTQ, Middle Grade, Overcoming Obstacles, Siblings

**Resources on the web:**

[leeandlow.com/books/miosotis-flores-never-forgets](http://leeandlow.com/books/miosotis-flores-never-forgets)

### SYNOPSIS

Miosotis Flores is excited about three things: fostering rescue dogs, goofy horror movies, and her sister Amarilis's upcoming wedding. School? Not on that list. But her papi cares about school more than anything else, so they strike a deal: If Miosotis improves her grades in two classes, she can adopt a dog of her own in the summer.

Miosotis dives into her schoolwork, and into nurturing a fearful little pup called Freckles. Could he become her forever dog? At the same time, she notices Amarilis behaving strangely--wearing thick clothes in springtime, dropping her friends in favor of her fiancé, even avoiding Miosotis and the rest of their family.

When she finally discovers her sister's secret, Miosotis faces some difficult choices. What do you do if someone is in danger, but doesn't want your help? When should you ask for support, and when should you try to handle things on your own? And what ultimately matters most--what Miosotis wants, or what's right for the ones she loves?

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

## BACKGROUND

### Author's Note from Hilda Eunice Burgos

The day I became a licensed attorney, I went to the hospital to meet my first client: a woman with several fractured ribs and a punctured lung. She had suffered these injuries at the hand of her husband, who was arrested after this incident. Wincing in pain and struggling to breathe, she gave me the information I needed to prepare her request for a Protection From Abuse order. Once granted by the judge, that order would require her husband to stay away from her. A few days later, she called to tell me she no longer wanted the order. She was gathering up her savings to bail her husband out of jail, and everything would be fine because they were in love. I was shocked. What was she thinking? Didn't she know she wasn't safe with him? I tried to talk her out of this decision, but she would not listen. When I hung up the phone, I felt like I had failed at my job because I could not convince her to do the "right" thing.

I never saw that client again, but I subsequently represented more victims of relationship violence, including a few teenagers.

Some were ready to leave their abusers forever and some were not. I was often frustrated, confused, and even angered by my clients' choices, just as Miosotis was when she found out about her sister.

Then I volunteered with an organization that helps victims of domestic violence, and I learned to listen to my clients and let them know about the resources available to them when they were ready to break free from their abusers. I didn't push them because I knew they had to make their own choices. I have to admit, though, that I was able to accept my clients' decisions because I knew that, as their lawyer, my role in their lives was limited. It would not be appropriate for me to meddle in their personal lives. But I wondered, what if a victim was a close friend or relative? What if this happened to one of my sisters? It was from these thoughts that this book was born.

While Miosotis and Amarilis are fictional characters, their story is not uncommon. According to the National Domestic Violence Hotline, one in three adolescents in the United States is a victim of physical, sexual, emotional, or verbal abuse from a dating partner. That is a lot of young people in unhealthy relationships. How does it happen? Usually, it's very gradual. Many times, college students find themselves away from home for the first time ever, making decisions and figuring out new relationships on their own. These relationships can be confusing. The abuse could start with social media stalking, asking for passwords, and demanding immediate responses to messages. If the victim says they feel uncomfortable with some of the abuser's demands, the abuser will make the victim feel like they're "crazy" or unreasonable. Little by little, an abuser will exercise control over their victim until the victim feels powerless and trapped.

But there are ways to end these feelings, regain control, and have safe and healthy relationships. The National Domestic Violence Hotline at 1-800-799-7233 or [thehotline.org](https://thehotline.org) provides free and confidential help for domestic abuse victims and their loved ones. Through the hotline, you can speak with a counselor by phone or live chat, get information about legal help, and find a domestic violence advocate in your area.

If you're a witness to domestic abuse, it can be difficult to know what to do. You may stumble and not always make the right choices, as Miosotis did at first when she lashed out at her sister in anger. But Miosotis definitely did some things right: she trusted the instincts that told her Amarilis and Rich were not in a healthy relationship, she did research to understand how best to assist Amarilis, and she did not give up on her sister. Helping a loved one—or yourself—get out of an abusive relationship is not a quick and easy task, but it can be done with steady patience, love, and the support of trained professionals. As Miosotis and Amarilis learned, abuse is never the victim's fault, and everyone deserves to feel safe in their relationships. So, whether you are a victim or a witness, be kind and patient with yourself and your loved one, and don't give up. You and your loved ones are worth it.

### Animal Cruelty

Miosotis Flores volunteers her free time to help her neighbor Gina who fosters dogs; here Miosotis meets a dog named Freckles who was abused, and Miosotis learns to gain his trust. If you witness or suspect cruelty to animals, it is important to alert the appropriate authorities. For additional resources on how to recognize animal abuse and additional organizations that support animals in your community, consult the Humane Society (<https://www.humanesociety.org/resources/report-animal-cruelty>)

### Colorism

Miosotis's Abuela makes negative comments about Miosotis's hair and skin color along with other comments about Jacinto's crush, Miranda. It is important for students to be aware that these comments can be harmful. Learning for Justice has created a toolkit for "What's 'Colorism'?" with resources and tips on how to teach about Colorism in the classroom (<https://www.learningforjustice.org/magazine/fall-2015/toolkit-for-whats-colorism>)

### Racism and Police Violence

There are moments of police violence in *Miosotis Flores Never Forgets*. Certain scenes may be triggering for students and serves as an opportunity to discuss policing and racial injustice. Facing History & Ourselves has educator resources on how to prepare to have these conversations with students (<https://www.facinghistory.org/resource-library/preparing-conversation-about-policing-and-racial-injustice>)

## BEFORE READING

### Prereading Focus Questions

(Reading Standards, Craft & Structure, Strand 5 and 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:

- Have you ever lost someone? Was it temporary or permanent? How did that loss make you feel?
- Have you ever stood up for something or someone? Was there ever a time when you stood up for something that you believed in, even if others disagreed with you? How did it feel? What

did you do?

- Have you ever been in a difficult situation where you didn't know what to do? Who did you go to for help? What plan did you come up with to tackle the situation? How did this situation make you feel?
- What does it mean to be a friend? What are the qualities of friendship? How do you support your friends? Why is it important to be loyal to your friends and defend them?
- Ask students to think about their family and what family means to them. How is family important to you? How do you interact with your family members? How do you help them?
- What do you know about racial profiling?
- What do you know about police violence? What is the role of the police?
- Why is bilingualism important? If you are bilingual (or speak more than two languages), what does it mean to you? If you are not bilingual, why do you think those languages are significant to that person?

### 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)

**Book Title Exploration:** Talk about the title of the book, *Miosotis Flores Never Forgets*. 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

**Book Walk:** Take students on a book walk and draw attention to the following parts of the book: front and back covers, title page, table of contents, author's dedication, and Author's Note at the end. Display the book and analyze the cover. What do students notice in the illustration

**Read Author's Biography:** Read about Hilda Eunice Burgos (<https://hildauniceburgos.com/>). What do you think the process is like to write a book for young readers? Why do you think she wrote this book for young readers?

Encourage students to stop and jot in their reading notebooks during the read-aloud when they: learn new information, have an emotional reaction or an idea, have a question, or see new words.

Have students write feeling(s) in their notebook during reading. After reading, ask students why they wrote that feeling down and have them write a journal entry about it. Have students complete one journal entry per each reading session.

## Setting a Purpose for Reading

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

Have students read to find out:

- how hard work and dedication are crucial to achieving a goal
- why it is important to be honest and truthful in difficult situations
- how to confront harmful representations and colorism
- the difficulties and pressures of being a younger sibling
- how Miosotis, her family, and friends change over the course of the book, and what events cause those changes
- how young people show resilience through difficult times
- how Miosotis's family supports and looks after one another throughout the book
- why it's important to advocate for yourself and stand up for your beliefs, identity, culture, and traditions.

Encourage students to consider why the author, Hilda Eunice Burgos would want to share this story with young people.

## VOCABULARY

(Reading Standards, Craft & Structure, Strand 4)

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

(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1 and 2)

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

hypoallergenic, plantains, hediondito, maid of honor, bridesmaid, daffodils, gaggle of geese, amaryllises, ven, siéntate, hyacinths, groomsman, squirt, spreadsheet, corazoncito, tombstones, nuzzles, Syfy, mañanitas, biochemistry, pellet, kibble, psychology, batons, mamita, cálmese, colander, promposal, concoction, habichuelas, mija, humerus, vertebrae, femur, colonialism, abuela, sancocho, hoagie, domestic violence, corazón, abuser, bacalao, codfish, dry run, hemorrhage, maternal mortality, internship, therapy, morados, terca, counseling, bonkers

### Academic

lurking, complimenting, sympathetically, embroidered, knitted, vicious, scampers, whirring, trembling, venues, mediocre, melodrama, coo, clutching, mellow, pupil, shoo, inherited, humiliation, abused, impressed, pressing, consumers, absentmindedly, crooked, unfortunate, engrossed, nonchalant, sophisticated, dictates, shivers, bulgy, abusive, insecure, craned, genuinely, cringe, heaves, cramming, conceited

## 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 textual 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)

#### Chapters 1 - 10

1. What does Papi negotiate with Miosotis? How does she feel about this?
2. What did Papi say about Miosotis's potential in school?
3. When did Miosotis's mother pass away?
4. How does Miosotis describe her siblings Amarilis and Jacinto?
5. What university does Amarilis attend? What is special about that university?
6. What event occurs at dinner between Amarilis and her boyfriend, Rich?
7. What does Amarilis ask Miosotis to be for her wedding?
8. What does Miosotis's neighbor do? Why does Miosotis go over to her house?
9. What happens when Miosotis lets go of Rory?
10. What lie does Miosotis tell Gina when she explains what happened with Rory? Why does Miosotis lie?
11. How do Miosotis's friends support her in school and as friends?
12. Why do Miosotis's teachers expect her to be brilliant? How does Miosotis feel about this?
13. What present does Amarilis get for Abuela? What is so special about this gift?
14. What do Jacinto and Amarilis suggest to Miosotis about her Geography project? What ends up happening with the project? Is Miosotis proud of the outcome?
15. How does Miosotis feel about adopting a dog? What does Gina tell Miosotis to do?
16. How does Rich feel about the wedding date being moved?
17. What does Miosotis notice about how Callie interacts with Rich?

#### Chapters 11-20

18. What does Miosotis notice about how Amarilis is feeling going back to school?
19. What does Gina say about Freckles?
20. How does Zoe encourage Miosotis to study and have confidence for her science test?

21. What does Miosotis look up on the computer after she keeps thinking about what Gina said about Freckles?
22. Why does Miosotis feel sad on her birthday?
23. How does Miosotis start to feel about her sister getting married?
24. What excuse does Amarilis give to Miosotis about not being able to go to her birthday party? What does Amarilis suggest to Miosotis about making it up to her?
25. How does Miosotis feel about Freckles still fearing her? What progress has Miosotis made with Freckles?
26. How does Miosotis describe how her brother drives?
27. What idea does Miosotis give to Jacinto for his promposal?
28. What happens when Miosotis arrives at Amarilis's dorm?
29. What occurs when Miosotis and Jacinto are on their way back home?
30. What story does Jacinto tell Miosotis about how Papi got the scar on his face?
31. What does Amarilis tell Miosotis about who she saw in her dorm? What does she say about Rich? How does Miosotis feel?
32. What piece of paper does Miosotis give Papi? What is her reason for giving him the paper?
33. What type of progress is Miosotis making with Freckles?
34. What does Jacinto tell Miosotis about the incident he had at a track meet?
35. What does Callie drop off at the house for Amarilis? Why does she do this?
36. What does Miosotis watch to make her feel better after reading stories of abused dogs? Was the video a good idea?
37. How does Amarilis show up at the house Easter day? What does Miosotis notice about the way she is acting?
38. What story do Rich's parents tell Miosotis and her family about when he was stopped by the police? What comparison does Miosotis make in her head about Rich and Ernesto?
39. What article does Zoe find for Miosotis's project? What are her friends planning for her project?
40. What does Abuela say about Miranda and her appearance? What does Miosotis say?
41. What does Miosotis say about Abuela to Papi? What does Papi respond?

**Chapters 21-30**

42. How does Amarilis respond when Miosotis asks her about Callie?
43. What does Miss Mabel tell Miosotis about? What does Papi say?
44. How did Take Your Children to Work Day go for Miosotis?

45. Who does Miosotis see in the E.R.? What do they make her promise? What does Miosotis overhear the woman tell her?
46. What does Miosotis tell Miss Mabel she saw in the hospital? What does Miss Mabel say about abusive relationships?
47. How does Miosotis feel when she goes home after a day at the hospital? What is she worried about?
48. What does Amarilis respond in Callie's letter to her? What is Miosotis planning after having read the letter?
49. Why does Miosotis go to Callie's house? Where are the girls planning to go?
50. Does Amarilis let Miosotis and Callie up to her dorm room when they get there? What do the girls have to do to get to her room?
51. What thoughts are running through Miosotis's mind as she listens to Callie talk to Amarilis? How is Miosotis feeling? What does Miosotis say to Amarilis?
52. How are Zoe and Olivia continuing to support Miosotis?
53. What progress has Miosotis made with Freckles? What does Miosotis come clean to Gina about?
54. What is Gina's relationship with her family? What does Gina say about her relationship to a man?
55. How did Gina and Miss Mabel meet? What does Gina say about Miss Mabel?
56. Why does Miosotis feel jealousy towards Amarilis and Jacinto?
57. What does Miosotis talk to Amarilis about on their walk? What does Amarilis say when she sees Rich?

**Chapters 31-40**

58. What does Gina tell Miosotis about her dog application for Freckles?
59. What type of pictures does Miosotis's family take out every year? What suggestion does Miosotis make regarding the scrapbooks?
60. What does Miosotis talk to Miss Mabel about? What does Miss Mabel tell Miosotis? How does this make Miosotis feel?
61. How is Miosotis's studying coming along? How do Zoe and Olivia continue to support her?
62. What does Amarilis say about the band-aid that is on her face still? What does Papi say? What is Abuela's response?
63. Why does Miosotis feel like she has her sister back?
64. How does Miosotis treat Rich when he is at the house? What does Amarilis say about this?
65. What kind of grades does Amarilis earn at the end of the semester? What does Rich say?



66. What does Miosotis notice when Amarilis gets home from her celebration dinner? What does Miosotis say to her?
67. Why does Miosotis wake up in the middle of the night? What reasoning does Amarilis give? What is Miosotis's response?
68. What gift does Rich give Amarilis? How does Amarilis respond to the gift? What does Miosotis say to her sister?
69. What does Rich say about his grades? What does this mean for him and Amarilis? What excuses does Rich give?
70. What does Miosotis ask Mr. Nesbitt? Why does she decide to do this? What topic does Miosotis decide to do her project on instead?
71. What does Amarilis explain to Miosotis about their mother's death?
72. What different information and facts do you learn from Miosotis's presentation on Maternal Mortality in the United States? How does Miosotis do on the presentation?
73. Who does Miosotis meet at Gina's? What do they say to her about her application?
74. Why does Miosotis decide to tell her family about the abusive relationship Amarilis is in? What does Amarilis say? How does she react? What is her family's response?
75. How is Amarilis treating Miosotis? What are Amarilis's behaviors like at home towards her family?
76. What does Papi say to Miosotis about the dog adoption? How does Miosotis feel when Papi says that?
77. What plan do Miosotis and her friends come up with to help her get Freckles cleared to live with them?

**Chapters 41-50**

78. Why is Miosotis nervous when she goes over to Gina's? What does she end up telling Gina? What does Gina say to Miosotis?
79. What does Miosotis overhear in Callie and Amarilis's conversation? What does Callie say about Miosotis?
80. What does Amarilis say about going to therapy? What does she continue to say about her and Rich? What does her family say?
81. What does Amarilis say to Miosotis about her making her keep things a secret? How does Miosotis feel?
82. How does the conversation with Happy Puppy Rescue go? Who helps Miosotis with the call?
83. What does Amarilis say when Miosotis asks her if she still wants to marry Rich? How does her response make Miosotis feel?
84. Why does Gina say congratulations to Miosotis? What does Miosotis have to figure out now?

85. Miosotis gets to bring Freckles home for the weekend. What does Jacinto try and help Miosotis with? How does Abuela respond to having Freckles in the house?
86. What does Freckles eat? Where does Miosotis go? What do they give Freckles?
87. What does Miosotis tell Gina about the call with Happy Puppy Rescue? How does Gina respond?
88. Who ends up being allergic to dogs? What do Zoe and Olivia say about this?
89. What does Gina say to Miosotis the next day after she told her the truth? What does Gina say about making mistakes? What does Gina say to Miosotis that makes her think about her mom?
90. Why are Callie and Emily upset with Amarilis?
91. What ends up happening with Freckles? How does Miosotis feel about this?
92. What grade does Miosotis get on her science test? What does this mean for her?
93. What conversation does Miosotis have with Papi when she gets home from school? How does the conversation go? What does Miosotis tell Papi about how she feels? What does Papi want for Miosotis? What is the outcome of this conversation?
94. What update does Amarilis give her friends and Miosotis about how she and Rich are doing? What do her friends and Miosotis keep reminding her about?
95. Where did Amarilis leave to? What plan do Jacinto and Miosotis decide on after reading the letter Amarilis wrote to them?
96. What happens when Jacinto, Callie and Miosotis show up to city hall? How does Rich respond? How does Amarilis respond?
97. What happens when Miosotis and her siblings go home after city hall? What does Amarilis decide to do?
98. What dog does Miosotis get? What does she name the dog? How does her family feel about the dog? What are Miosotis's thoughts on her family's involvement in taking care of the dog?
99. What saying does Miosotis remember when she glances at Amarilis?

### 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. What does the title *Miosotis Flores Never Forgets* mean to you after reading? Why do you think the author chose this particular title?
2. How do Miosotis's relationships change with her family throughout the story? How does Miosotis act toward her dad, her friends, Gina, and other family members in the beginning of the book versus the end of the book?
3. How does Miosotis's character change and evolve from the beginning of the book versus the end of the book?

4. Why does Papi want Miosotis to work hard in school? What does he see in Miosotis that she does not understand or see?
5. How does the comparison to her older siblings make Miosotis feel? If you have siblings: can you relate to her situation of always being compared to your siblings, both at home and at school? How does this make you feel?
6. How does Abuela's language and her comments about Miranda and Miosotis affect Miosotis during the story? What explanation does Papi provide Miosotis about why Abuela makes those comments?
7. How does Abuela's perspective change from the beginning of the story to the end? Provide examples from the text.
8. What lessons does Miosotis learn about hard work and honesty? What mistakes help her learn about what is important in life? Who helps her with those lessons?
9. How does Miosotis use her passions (for example, her passion for dogs) to work towards a goal? Who keeps her accountable? Why do you think she is able to stay on track to reach her goals?
10. How does Miosotis change her thinking on how to help Amarilis? How does she first approach the situation? What does she do to learn more about how to help Amarilis?
11. How does *Miosotis Flores Never Forgets* make you think differently about forgiveness? When is it important to forgive? When is it important to forget? Why do you think that?
12. Why does Abuela say "Mejor sola que mal acompañada (better alone, than in bad company)"? What lesson is she trying to teach her family?
13. What does Miosotis reflect on at the end of the book? What do you think she realizes?
14. What does family mean to you after reading this story? Have any of your perceptions or feelings toward family members changed after reading this book? How do Miosotis's relationships with her family members inspire you to act toward your own family and friends?
15. Read about author Hilda Eunice Burgos's life (<https://hildauniceburgos.com/about/>). What inspired her to write this story? How can our own lives and experiences be mined for inspiration? How can real life be used in fiction writing?

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

1. What do you think the author's message to the reader is? Think about Hilda Eunice Burgos's Author's Note. What do you think she wanted to tell young readers?
2. Have students make a text-to-self connection. What kind of connections did you make from this book to your own life? Have you taken on more responsibility than you were ready for?

What is your role in your own family? What are ways you express yourself after an emotional event?

3. Have students make a text-to-text connection. Did you think of any other books while you read *Miosotis Flores Never Forgets*? Why did you make those connections?
4. Have students make a text-to-world connection. What kind of connections did you make from this book to what you have seen in the world or on the news? Why did *Miosotis Flores Never Forgets* make you think of that?
5. What is one big thought that you have after reading this book? Think about different character changes, the setting, and the relationships. What did you learn from reading *Miosotis Flores Never Forgets*?
6. What different types of conflicts are presented in *Miosotis Flores Never Forgets*? Discuss Miosotis's conflicts within herself, with her family, with her friends, and conflicts in the world. Compare and contrast the different conflicts within the text.

### ELL 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. Review each chapter. Have students summarize what is happening in the chapter, 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.
4. Have students give a short talk about one of the characters in the book. Have them discuss what characteristics they admire about the person they chose.
5. 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.
6. The book contains many different Spanish words. Have students highlight them in the text, and then record them separately. Have students look up their definitions and share their knowledge about these words, if applicable.

## Social and Emotional Learning

(Reading Standards, Key Ideas & Details, Strands 1-3 and Craft & Structure, Strands 4-6)

(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1-3 and Presentation of Knowledge & Ideas, Strand 4)

(Writing Standards, Text Types & Purposes, Strands 1-2 and Production & Distribution of Writing, Strands 4-6)

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

Social and emotional learning involves being aware of and regulating emotions for healthy development. In addition to understanding one's own feelings, strong socio-emotional development allows individuals to develop empathy for others and to establish and maintain relationships.

Use the following prompts to help students study the socio-emotional aspects of this book.

1. Throughout the story, Miosotis feels the pressure to be like her older siblings, Amarilis and Jacinto. Have you ever felt pressure to be like someone or forced to be someone you are not? What does this pressure feel like and what strategies do you use to overcome those feelings?
2. Miosotis learns what it means to be honest to reach her goals, but it was a lesson she had to learn the hard way. Why is it important to tell the truth? Why is it important to communicate in an honest way? Provide some examples of when you've had to honestly communicate in your life.
3. Miosotis's sister, Amarilis, is in an abusive relationship in which her partner's anger manifests physically. What are some healthy and unhealthy ways of dealing with anger? In times of anger what are different ways you can express yourself without resorting to physical violence?
4. Have students go on a Social and Emotional Learning scavenger hunt in the text, looking for evidence in the details from the book. Assign students to relevant Social and Emotional Learning themes, such as: empathy, problem-solving, perspective taking, perseverance, and recognizing and managing emotions.
5. Encourage students to identify passages where characters manage and resolve interpersonal conflicts in constructive ways. In a chart with four columns, write: What was the cause of the conflict? What was the consequence of the conflict? How does the character(s) resolve the problem? What are additional ways the character(s) could have solved the problem? What advice would you give?
6. Jacinto, Miosotis's brother, is very aware of the prejudices that exist towards people of color. How do you respond to prejudice or discrimination? When you experience it yourself and/or when you see it happening to others?
7. Miosotis lost her mother at birth and never had the chance to meet her. At times, she feels jealous that her siblings had the chance to be with her. Have you ever dealt with a loss of someone you love? Why do some people become angry during times of sadness or trauma? What causes their anger? What are some other grieving processes people usually go through when dealing with the loss of someone they love?

## 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, Strands 4–6, Integration of Knowledge & Ideas, Strands 7–9, Range of Reading of Text Complexity, Strand 10)

(Writing Standards, Text Types & Purposes, Strands 1–3, Production & Distribution of Writing, Strands 4 and 6, Research to Build & Present Knowledge, Strands 7–9, Range of Writing, Strand 10)

(Speaking and Listening Standards, Comprehension and Collaboration, Strands 1–3, Presentation of Knowledge and Ideas, Strands 4–6)

- **Prepare a persuasive essay that explains your views on which character changed the most throughout the course of the novel.** Defend your views by citing specific examples. Track their change through evidence from the book over the course of the story. What did you notice about how they changed? Readwritethink.org "*Inferring How and Why Characters Change*" lesson plan provides additional details and ideas on how to teach about character change (<https://www.readwritethink.org/classroom-resources/lesson-plans/inferring-characters-change>).
- **Have students identify a place where Miosotis's character changes in the book.** Why do students think that was a point where Miosotis's character changed? How does Miosotis feel before the change, what causes the change, and then how does she feel after? Create a graphic organizer with a column on the left that says "Before," a column in the middle that says "Event—what happened that caused the change," and then a column that says "After." Afterwards, students can write an essay detailing their findings from the graphic organizer, and what they learned from analyzing Miosotis's character change.
- **Have students examine the character of Miosotis and write several journal entries from the perspective of Miosotis.** Have students select a section of the story that features interactions with different characters (Papi, Abuela, Jacinto, Amarilis, Gina/Miss Mabel and Zoe/Olivia). Have students write journal entries from the point of view of Miosotis and have them examine these questions: How is Miosotis feeling during this interaction? How does she respond to each interaction? Does she change during this interaction?
- **Analyze Miosotis's relationships with other characters in the book and divide students into their respective groups:** Miosotis and Papi; Miosotis and Amarilis; Miosotis and Jacinto; Miosotis and Gina/Miss Mabel; Miosotis and Zoe/Olivia; Miosotis and Abuela. Have students examine these relationships closely and think about how they help Miosotis develop as a character throughout the story. Then, have students share out their findings and write an essay comparing and contrasting their character's relationship with Miosotis and another group's character.

- **Select a scene in which you disagreed with how a character handled a situation, person, or event.** In the voice of that character, rewrite the scene as you think it should have happened. Here are a few resources on how to teach voice in writing (<https://www.teachwriting.org/612th/2020/1/29/teaching-voice-in-writing-a-guide-for-creative-teachers>) and (<https://www.readwritethink.org/classroom-resources/lesson-plans/teaching-voice-anthony>)
- **Assign students different characters from the book and have them brainstorm about a guiding question:** what and how can this character teach us? Students can think about different characters to examine as a whole class and then break into smaller, specific character groups. Encourage students to think about how characters have made mistakes and also have done good things in the book, and ultimately what they learned from that character. Have students share out their findings: How is this character important to the book, and what lessons did they teach us over the course of the story? How did their actions develop the narrative, and why are they crucial to understanding the meaning of the book?
- **Envision a sequel to *Miosotis Flores Never Forgets* and have students title the second book.** What do they think it would be called? Then, students can write the first chapter to the second book. What do they imagine is happening with Miosotis? Is she keeping her promise to Papi and getting good grades? What is going on with the rest of the family? Have students write creatively in the first (or more) chapters in their self-titled accompaniment. Students can also create a cover for the book: for more details on the question about creating a cover see the Art/Media section of this guide.
- **Encourage students to imagine they can interview the author.** Students should design interview questions they would ask the author, Hilda Eunice Burgos, of *Miosotis Flores Never Forgets* if they were on a talk show, news show, or radio show. What do students want to learn more about in terms of the writing process? Consider reaching out to Hilda Eunice Burgos for a virtual author visit ([hildaeuniceburgos.com](http://hildaeuniceburgos.com))
- **Have students read *Ana María Reyes Does Not Live in a Castle* (<https://www.leeandlow.com/books/ana-maria-reyes-does-not-live-in-a-castle>) which is another title by author Hilda Eunice Burgos.** Ask students to compare and contrast each book with the following guiding questions: what is the central idea of each title? How are the titles connected? What themes or ideas do they share? How are the main characters, Miosotis and Ana María, similar? How are they different? What kinds of problems do they experience in the books? How are their families important in their lives? What are the ways that they solve critical problems and think about their actions? Have students plan their thoughts in a graphic organizer and write an essay afterwards.
- **Have students read the Author's Note from Hilda Eunice Burgos.** What did they learn from the Author's Note after reading the story? How did it make them think differently about *Miosotis Flores Never Forgets*? What is Hilda's perspective and why did she decide to write this story? Have students write a reaction essay to the Author's Note, and present 3 follow up questions for Hilda Eunice Burgos.

## Social Studies/Geography

(Reading Standards, Key Ideas and Details, Strands 1–3, Craft and Structure, Strands 4–6, Integration of Knowledge & Ideas, Strands 7–9, Range of Reading of Text Complexity, Strand 10)

(Writing Standards, Text Types & Purposes, Strands 1–3, Production & Distribution of Writing, Strands 4 and 6, and Research to Build & Present Knowledge, Strands 7–9, Range of Writing, Strand 10)

(Speaking and Listening Standards, Comprehension and Collaboration, Strands 1–3, Presentation of Knowledge and Ideas, Strands 4–6)

- **Have students look up the different foods mentioned in *Miosotis Flores Never Forgets*.** Students can make a list of the foods and then write descriptions and provide images of them. What foods are typically consumed in Dominican cuisine? Students can look up recipes online and if possible, make some of them in class or at home.
- **Have students research police brutality and racial profiling.** Develop a research focus and related inquiries with your students. Consider having different students and groups focus on different aspects of the larger topics. As a class, engage in a research project that includes diverse outcomes, such as: local, state, and national data related to the topic; analyses of the intersections of gender, race, and class with the topic; current policy debates on the topic; personal narratives about the topic. For additional resources and lesson plans on how to teach about police brutality in the classroom, consult Learning for Justice's "Teaching About Race, Racism and Police Violence" (<https://www.learningforjustice.org/moment/racism-and-police-violence>), Facing History & Ourselves' "Preparing for a Conversation about Policing and Racial Injustice" (<https://www.facinghistory.org/resource-library/preparing-conversation-about-policing-and-racial-injustice>) and EdWeek's "16 Resources on Talking to Students about Police Killings and Racism" (<https://www.edweek.org/leadership/16-resources-on-talking-to-students-about-police-killings-and-racism/2021/04>).
- **Have students research the history of the Dominican Republic and the effects colonialism and slavery had on the country.** Have students write about their findings. What is the history of the Dominican Republic? How does colorism play a role in communities today? How has this affected the community and how people view themselves and others? Consider providing students with different resources to narrow down their findings. See the following articles to get students started on their research about the Dominican Republic (<https://www.bbc.com/travel/article/20201117-santo-domingo-the-city-that-kept-slavery-silent>), (<https://www.jstor.org/stable/3299726>), (<https://www.britannica.com/place/Dominican-Republic/Settlement-patterns>)
- **Research the maternal mortality rate in the United States and the disparities between white women and women of color.** Have students collect their findings and discuss in groups. How does the United States compare to other countries? What could the United States do differently? Consider providing different resources for students to get started on their research, and have them prepare a fact sheet to share with their small groups to discuss about how the maternal mortality rate disproportionately impacts women of color in the United States (<https://www.nih.gov/news-events/news-releases/nih-funded-study-highlights-stark-racial-disparities-maternal-deaths#:~:text=Late%20maternal%20deaths%20%E2%80%94%20those%20occurring,higher%20risk%20than%20white%20women.>), (<https://www.cdc.gov/healthequity/features/maternal-mortality/index.html>), (<https://www.bcbs.com/the-health-of-america/reports/racial-disparities-in-maternal-health>)



### Art/Media

(Reading Standards, Integration of Knowledge and Ideas, Strands 7 and 9)

(Writing Standards, Text Types & Purposes, Strands 1-3, Production & Distribution of Writing, Strand 4, and Research to Build & Present Knowledge, Strands 7-9, Range of Writing, Strand 10)

(Speaking and Listening Standards, Comprehension and Collaboration, Strands 1-3, Presentation of Knowledge and Ideas, Strands 4-6)

- **For the question featuring the sequel activity in the English/Language Arts section, have students draw a cover image for their follow-up to *Miosotis Flores Never Forgets*.** What kind of materials do they want to use for the cover? Encourage students to think about what they think will happen in the second book, and how that reflects the artwork for the cover. How can they use the current cover to inspire their work?
- **Citing textual evidence, select a theme portrayed in the novel, *Miosotis Flores Never Forgets*.** Create a visual presentation with illustrations, drawings, and any other creative materials to reflect how this theme is developed over the course of the text.
- **Have students illustrate a feeling one of the characters experienced in the story. What do they want to convey?** What kinds of materials do they want to use? Have students share their pieces with a partner, small group, or whole class.
- **Have students reimagine the cover to *Miosotis Flores Never Forgets*.** What would they change? What would they keep? If time allows, have students illustrate the new book cover. Have students create a sculpture using materials in the classroom or art space.

### School-Home Connection

(Reading Standards, Integration of Knowledge and Ideas, Strands 7 and 9)

(Writing Standards, Text Types & Purposes, Strands 1-3, Production & Distribution of Writing, Strand 4, and Research to Build & Present Knowledge, Strands 7-9, Range of Writing, Strand 10)

(Speaking and Listening Standards, Comprehension and Collaboration, Strands 1-3, Presentation of Knowledge and Ideas, Strands 4-6)

- **Interview a family member about the history of their family. Have students talk about their country of origin.** Why is it important to understand your family history? Why is it important to know the different parts of the world where your family is from? If students do not know their family history, have them interview someone about the history of your town or city.
- **Encourage students to think about recipes that they like making at home with their families.** Miosotis and her family often help Abuela with cooking, and they are often involved in many of the different processes of making a meal. Bring in a recipe from home or consider making it at home and having the class enjoy it during the school day.
- **Have students interview a parent, guardian, or adult mentor about their experiences with fighting for something they believe in or going through a hardship.** How did this person react to and handle the situation when they were faced with obstacles? What advice do they have for someone trying to take up a cause and stand up for justice? What advice do they have for someone who has been abused or silenced?



## Ordering Information

**General Order Information:**

[leeandlow.com/contact/ordering](https://leeandlow.com/contact/ordering)

**Secure Online Ordering:**

[leeandlow.com/books/miosotis-flores-never-forgets](https://leeandlow.com/books/miosotis-flores-never-forgets)

**By Phone:** 212-779-4400 ext. 25

**By Fax:** 212-683-1894

**By Mail:**

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

## ABOUT THE AUTHOR

**Hilda Eunice Burgos** is the author of the middle-grade novels *Ana María Reyes Does Not Live in a Castle* and *Miosotis Flores Never Forgets* and the picture book *The Cot in the Living Room*. The daughter of Dominican immigrants, she lives with her family near Philadelphia, where she works as an environmental lawyer. Please visit her website at [hildaeeuniceburgos.com](https://hildaeeuniceburgos.com).

## REVIEWS

"The story admirably handles themes of recognizing abuse of humans and dogs in an accessible, thoughtful way. A poignant tale of learning how to help those you love." – *Kirkus*

"Burgos builds a believable world in which strength of character is complex and contextual, deftly interweaving realities of racism and misogyny." – *Publishers Weekly*

"This title provides a tremendous exploration of complex topics which allows readers to see the effects of abuse and the dangers of keeping silent firsthand. Students will enjoy reading about the family and how these complicated situations are addressed." – *School Library Journal*

## 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](https://leeandlow.com).