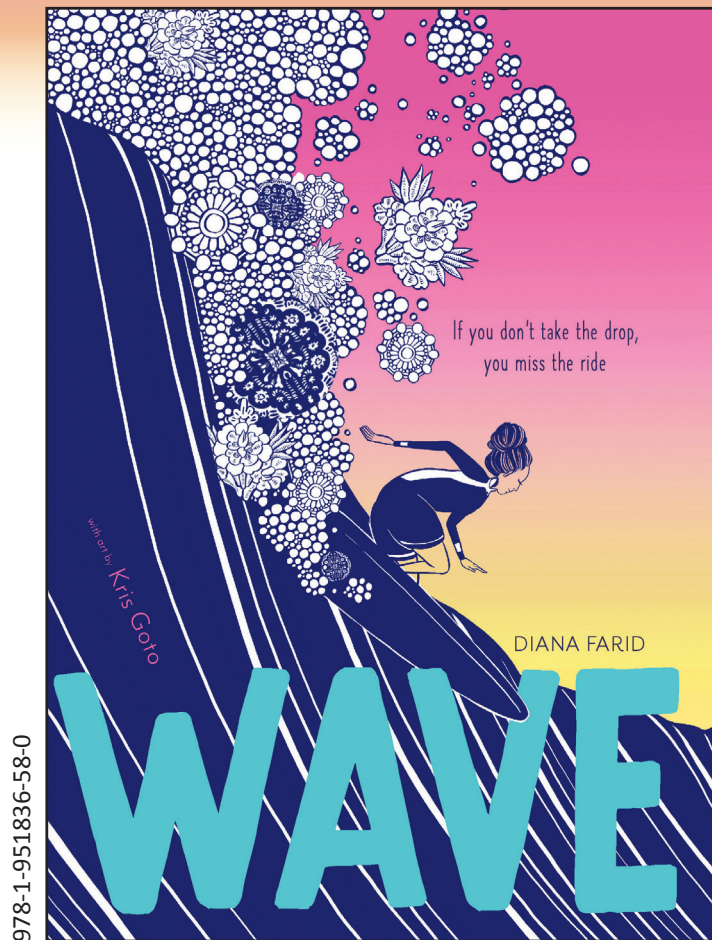


DISCUSSION GUIDE



WAVE

By Diana Farid
Art by Kris Goto

THIRTEEN-YEAR-OLD AVA LOVES to surf and to sing. Singing and reading Rumi poems settle her mild OCD, and catching waves with her best friend, Phoenix, lets her fit in—her olive skin looks tan, not foreign. But then Ava has to spend the summer before ninth grade volunteering at the hospital, to follow in her

single mother's footsteps to become a doctor. And when Phoenix's past lymphoma surges back, not even surfing, singing, or poetry can keep them afloat, threatening Ava's hold on the one place and the one person that make her feel like she belongs.

With ocean-like rhythm and lyricism, this stirring novel in verse is about a girl who rides the waves and tumbles, but finally finds her way back to shore.

"Raw and powerful, this free verse novel honestly explores issues of identity, culture, grief, and hope. . . . Rich, layered, and heart-rending."

—KIRKUS REVIEWS

"A lyrical novel in verse bearing the weight of childhood cancer and loss, but also with the lift of coming into one's own as an early teen and finding the right wave to ride."

—SCHOOL LIBRARY JOURNAL

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The Common Core State Standards addressed by the discussion questions and activities in this guide are noted throughout. For more information on the Common Core, visit corestandards.org.

DISCUSSION QUESTIONS

-  *Wave* takes the reader on an emotional journey through the lives of Ava and her family and friendships. What kind of feelings did the story stir in you? Did your feelings and reactions change from beginning, to middle, to end?
-  Describe Ava and Phoenix. Do they possess qualities you admire? How do Ava and/or Phoenix demonstrate these qualities in the story? [CCSS.ELA-LITERACY.RL.5.3](#); [CCSS.ELA-LITERACY.RL.6.3](#); [CCSS.ELA-LITERACY.RL.7.3](#); [CCSS.ELA-LITERACY.RL.8.3](#); [CCSS.ELA-LITERACY.RL.9-10.3](#)
-  Do any of the incidents, ideas, or actions in the story remind you of your own life or something that has happened to you? Explain in detail.
-  In your opinion, how does the novel-in-verse format enhance or detract from the telling of this story?
-  Describe the themes of the novel expressed through the poems that tell the story. [CCSS.ELA-LITERACY.RL.5.2](#); [CCSS.ELA-LITERACY.RL.6.2](#) [CCSS.ELA-LITERACY.RL.7.2](#); [CCSS.ELA-LITERACY.RL.8.2](#); [CCSS.ELA-LITERACY.RL.9-10.2](#)
-  Why do you think the author chose to title the book *Wave*? How is the title significant given the characters and events in the story?
-  Assess Ava's strengths and weaknesses. How do her strengths and weaknesses affect her friendship with Phoenix and her relationship with her mom? [CCSS.ELA-LITERACY.RL.5.3](#); [CCSS.ELA-LITERACY.RL.6.3](#); [CCSS.ELA-LITERACY.RL.7.3](#); [CCSS.ELA-LITERACY.RL.8.3](#); [CCSS.ELA-LITERACY.RL.9-10.3](#)
-  How does the absence of Ava's father influence the events in the plot? [CCSS.ELA-LITERACY.RL.5.1](#); [CCSS.ELA-LITERACY.RL.6.1](#); [CCSS.ELA-LITERACY.RL.7.1](#); [CCSS.ELA-LITERACY.RL.8.1](#); [CCSS.ELA-LITERACY.RL.9-10.1](#)
-  How does Ava's relationship with her mother shape her personality? What challenges does Ava face in light of her mother's expectations of her only child? [CCSS.ELA-LITERACY.RL.5.3](#); [CCSS.ELA-LITERACY.RL.6.3](#); [CCSS.ELA-LITERACY.RL.7.3](#); [CCSS.ELA-LITERACY.RL.8.3](#); [CCSS.ELA-LITERACY.RL.9-10.3](#)
-  If you could give Ava some advice at different points in the story, what would you tell her?
-  Think about Claire, a supporting character in the story. How would the book be different if that character did not exist?
-  A character's motivations can shape action in a story. What was Ava motivated by as she navigated friendships and family interactions? Was her source of motivation something that you could relate to? [CCSS.ELA-LITERACY.RL.5.3](#); [CCSS.ELA-LITERACY.RL.6.3](#); [CCSS.ELA-LITERACY.RL.7.3](#); [CCSS.ELA-LITERACY.RL.8.3](#); [CCSS.ELA-LITERACY.RL.9-10.3](#)
-  Describe the role prejudice played in Ava's daily life. How did she cope with the negative interactions with kids at the beach who judged her family's Iranian culture?
-  What lessons does *Wave* teach about life? How does it teach them?
-  Describe the novel's ending. Did you find it satisfying? Why or why not?

ACTIVITIES

Friendship Playlists

The author concludes the story with mixtape playlists from Phoenix to Ava and from Ava to Phoenix. The lists of songs capture the connection between the two friends. Imagine that Ava and Phoenix were to make playlists with songs that are popular today. Which songs do you think each would choose for the other? Make lists of at least 13 songs that Phoenix might give to Ava and Ava might give to Phoenix that would symbolize the intense friendship the two share. [CCSS.ELA-LITERACY.RL.5.3](#); [CCSS.ELA-LITERACY.RL.6.3](#); [CCSS.ELA-LITERACY.RL.7.3](#); [CCSS.ELA-LITERACY.RL.8.3](#); [CCSS.ELA-LITERACY.RL.9-10.3](#)

Rumi Poetry

Selections of poetry written by Rumi, a 13th century Persian poet and mystic, are sprinkled throughout *Wave*. Research more examples of Rumi's poetry and meet with a partner to share and discuss your favorites.

Visual Storytelling

Select one of Diana Farid's poems from *Wave* that contains rich imagery. Use the images presented in the words to help you create a drawing, collage, or painting of your selected poem.

I Wonder

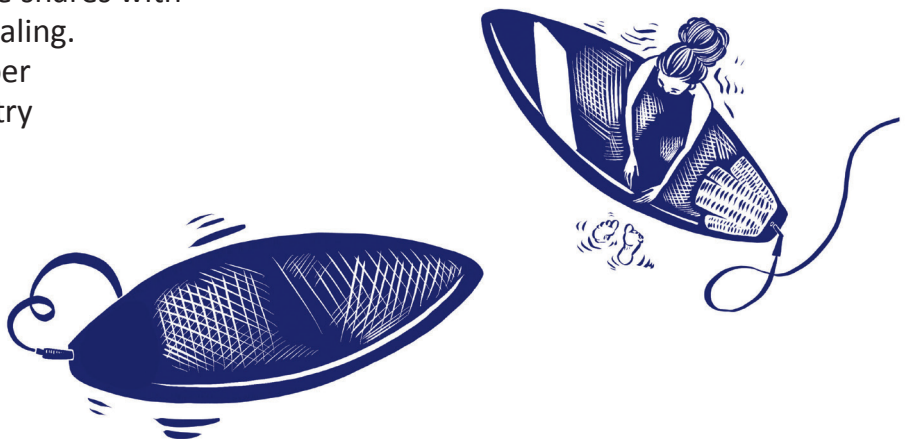
Think about the characters and events in *Wave* and then finish this sentence in three different ways, "I wonder . . ." Jot down your wonderings and then meet with a partner to compare and discuss them.

Poems for You

Though Ava at times resents her obligation to volunteer on Saturdays at the hospital, she makes a unique and meaningful connection with a patient in Room 509.

The patient has Ava read to him and he shares with her a binder of poetry that he finds healing.

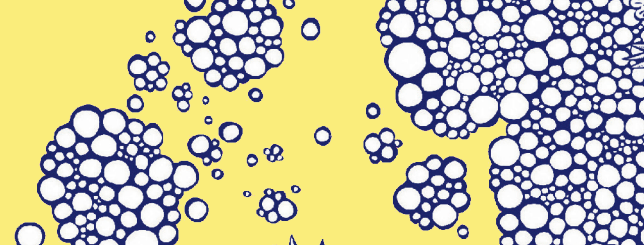
Think of a good friend or family member and create a collection of curated poetry designed to lift their spirits, to delight them, or to make them think. Share your collection with your intended recipient and write about the experience of selecting and sharing poems with an important person in your life.



The discussion questions and activities in this guide were created by Leigh Courtney, Ph.D. She teaches in the Global Education program at a public school in San Diego, California. She holds both masters' and doctoral degrees in education, with an emphasis on curriculum and instruction.

NAME: _____

PICTURE THIS



Visualizing is an important strategy in reading. Creating mental pictures in our minds based on the stories we read helps us to be active readers, to make inferences, and to easily recall and summarize the stories we read. Pick one poem in *Wave* to help you complete the following:

CCSS.ELA-LITERACY.RL.5.1; CCSS.ELA-LITERACY.RL.6.1; CCSS.ELA-LITERACY.RL.7.1;

CCSS.ELA-LITERACY.RL.8.1; CCSS.ELA-LITERACY.RL.9-10.1

POEM TITLE: _____

PAGE NUMBER: _____

THIS POEM DESCRIBES (CIRCLE ONE): **A CHARACTER** **THE SETTING** **AN EVENT**

Draw a picture of what this poem expresses to you:

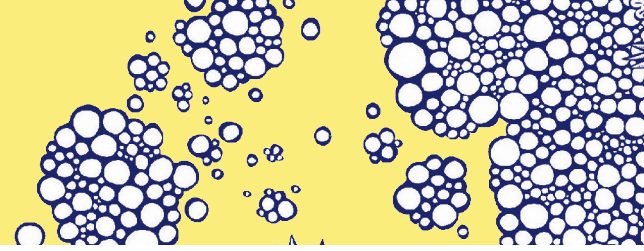
A large, empty rectangular box with a thin pink border, intended for a student to draw a picture of what the poem expresses to them.

What key words and phrases from the poem help you to visualize it?

How does this poem expand your understanding of the story?

NAME: _____

POETIC ELEMENTS



There are many common elements found in poetry, such as the use of similes, metaphors, line breaks, and rhythm. Select one poem in *Wave* and search for examples of the common elements listed in the chart below. Explain how these elements are used within the poem and how they enhance it. If you can't find an element in your selected poem, leave that section blank.

CCSS.ELA-LITERACY.RL.5.4; CCSS.ELA-LITERACY.RL.6.4; CCSS.ELA-LITERACY.RL.7.4;

CCSS.ELA-LITERACY.RL.8.4CCSS.ELA-LITERACY.RL.9-10.4

NAME OF POEM: _____

COMMON ELEMENTS IN POEMS	HOW THIS ELEMENT IS PRESENT AND ADDS TO THE POEM
SIMILE (comparisons using “like” and “as”)	
METAPHOR (comparisons without “like” or “as” such as “She is the sun.”)	
LINE BREAKS	
SHAPE (visual set up of the poem)	
IMAGERY (appeals to the five senses)	
RHYTHM (can include rhyme; repetition of vowel sounds or consonant sounds)	
SOUND (soft and harmonious; harsh and cacophonous; alliteration)	

NAME: _____

WHERE AVA IS FROM

Ava is a collection of music, food, languages, hobbies, friends, family, dreams of the future, and events from the past. In the vein of George Ella Lyon's poem "Where I'm From," write a list poem describing all of the things that make Ava the person she is. Look through the poems in the book to gather details to use in writing your list poem about Ava.

CCSS.ELA-LITERACY.W.5.3.D; CCSS.ELA-LITERACY.W.6.3.D; CCSS.ELA-LITERACY.W.7.3.D;
CCSS.ELA-LITERACY.W.8.3.D; CCSS.ELA-LITERACY.W.9-10.3.D

EXAMPLE:

For a Where I'm From poem focused on Maman, you might include

"Maman is from books and tests
and long hours at the hospital.
She is from expecting
her daughter to follow
in her footsteps."



Brainstorm your key words and phrases about Ava here:

Then write your poem!