

A Standards-Aligned Educator's Guide for Ages 4-8

ANOTHER WAY TO CLIMB A TREE

About the book:

When Lulu's feeling well, she climbs every tree in sight, especially the tallest ones,

*the ones with the widest branches,
the ones with the stickiest sap.*

But when Lulu's sick, she's not allowed outside. She wonders if the trees are lonely without her. Maybe the birds are too.

Without Lulu, nobody climbs the trees but the sun. . . which casts a shadow on Lulu's wall. . . for her to climb.

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Reading Level: Ages 4-8

About the author:

Liz Garton Scanlon (<http://lizgartonscanlon.com/>) is the author of many picture books including *All the World*, illustrated by Marla Frazee, which was a Caldecott Honor book and a New York Times bestseller. When she's not writing, Liz travels, reads and hikes (preferably with her dog). She lives with her family in Austin, Texas.



About the illustrator:

Hadley Hooper (<http://hadleyhooper.com/>) works as an editorial illustrator for numerous magazines and newspapers. She illustrated *The Iridescence of Birds* as well as the *A Small Thing...But Big*. She lives in Denver, Colorado.



Pre-Reading Discussion Questions:

Observe the illustration on the front cover.

- Explain what the girl in the picture is doing. Describe how she is feeling. How do you know?
- Where is the tree located? Identify the clues that suggest where the story will be taking place.
- The title of this picture book is 'ANOTHER WAY TO CLIMB A TREE'. Explain how one would go about climbing a tree. Tell why someone would want to do so.
- Describe what it might feel like to be high on a limb, surrounded by thick leaves and bird nests.
- The word 'another' suggests that there may be more than one way to climb a tree. Explore other ways to climb trees.

Examine and discuss the illustration found on the back cover.

- Compare this illustration with the one found on the front cover. List ways that the two are similar.
- Contrast the front and back covers. Identify how they differ from one another.
- Explain why the tree is colored in darker tones. What do the darker tones suggest about the time of day?
- It seems that the little girl climbs trees at all times of the day and night. What does this action reveal about how the girl feels about trees? Imagine how the trees might feel about the girl.
- Predict what this story is going to be about.



Post-Reading Discussion Questions:

Lulu climbs the tallest trees in the neighborhood, the ones with the widest branches, the biggest knots, and the stickiest sap.

- First study the illustration depicting Lulu seated on branch high in a broad-leafed tree. Identify aspects of the illustration that suggest that Lulu has climbed up into the tree top. What does Lulu's ability and willingness to climb so high reveal about her character. List words to describe the type of girl Lulu might be.
- Next consider the illustration featuring Lulu laying, face-down on a broad tree limb. Would you say that Lulu feels safe supported by the branch she is resting upon? How so?
- Describe the birds' reaction to Lulu being in the tree with them. How do they feel about Lulu?
- The word *content* means to experience pleasure, to feel peaceful, and to be happy. Identify elements in the illustration that suggest that Lulu feels content when she is climbing a tree.

When Lulu sees a climbing tree, she's here and then she's gone, just like that.

- The word *confident* means to be brave, fearless, and courageous. Tell how Lulu demonstrates confidence when climbing trees.
- Discuss reasons why Lulu is so completely attracted to climbing trees.
- The word *unite* means to connect with or to join together. Do you think that Lulu and the trees are united in some way? How so?

Extension Activities:

Identify the two basic types of trees — *Deciduous* and *Coniferous*. Search through the pages of the story to discover examples of each type of tree.

- *Deciduous trees* lose their various shaped leaves in the winter. Their leaves usually change colors in the fall.
- *Coniferous trees* have needles instead of leaves and produce cones instead of seeds. These trees remain green all winter long.

Make a Neighborhood Tree Guide.

- Gather paper, pencil, tape, and crayons, plus a Field Guide describing the trees that grow in your area.
- Choose a tree in your neighborhood to study.
- On one sheet of paper, draw a sketch of the tree. Label the parts of the tree in your illustration — leaves, branches, twigs, trunk, and roots.

When Lulu's sick, she looks out her window at the trees missing her and she misses them right back.

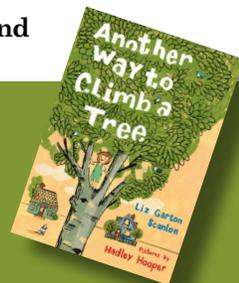
- Describe the feeling of missing someone or something.
- Observe the spread featuring two birds high in the treetops looking down at Lulu and her dog standing on the front steps. Identify the illustrator's artistic techniques used to suggest that the tree longs to be with Lulu.
- Explain why Lulu, who was once brave and fearless, "grows pale and quiet" when separated from the birds and the trees. Explore the change in her character.
- Tell why Lulu and the trees need to be with one another.
- The word *friendship* means fondness, closeness, and love. Are Lulu and the trees friends? If so, how do you know?

And, Lulu, with her fingertips, climbs that tree, bit by bright warm bit.

- Consider the tree's shadow in Lulu's room. Examine how the tree found a way to become reunited with Lulu.
- Discuss how Lulu used her imagination to discover another way to climb a tree. Tell how climbing a tree in this way changed Lulu's character.
- If you were to choose one word to describe the meaning of this story, what would be? Explain your answer.

- On the same sheet of paper, use crayons paper to make a rubbing of the tree's bark. Describe the texture.
- Tape a leaf to the page. Identify whether the tree is *deciduous* or *coniferous*.
- Observe and make note of the types animals who have made a home in the tree.
- Search through the Field Guide to discover the tree's name. Write tree name on the page.
- Repeat process with other neighborhood trees. When complete, compile a booklet titled 'The Trees in My Neighborhood'. Share booklet with class.

Like Lulu, imagine what it would be like to climb the highest tree in the neighborhood. Write a story describing the experience. Illustrate your work. Share your story and illustrations with the class.



Next Generation Science Standards Alignment:

***K*.Interdependent Relationships in Ecosystems: Animals, Plants, and Their Environment: K-LS1-1
K-ESS3 Earth and Human Activity: K-ESS3-1**

Common Core State Anchor Standards Alignment:

Reading: CCSS.ELA-Literacy.R.1, R.2, R.3, R.7, R.10

Writing: CCSS.ELA-Literacy.W.2, W.3, W.4, W.7, W.8, W.10

Speaking & Listening: CCSS.ELA-Literacy.SL.1, SL.2, SL.4, SL.5, SL.6