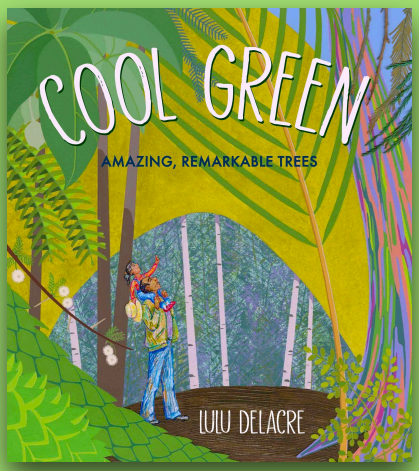
TEACHER'S GUIDE



COOL GREEN

AMAZING, REMARKABLE TREES

by Lulu Delacre

ABOUT THE BOOK

Genre: Non-fiction
Interest Age: 4 - 8 years
Grades: K - 5th & beyond
Guided Reading(s):U
AR Level: 5.0
Lexile™: 800L
AR Level and Guided Reading Level according to the Flesh-Kincaid Grade Level Reading Assessment.

Themes: Plant Life Cycles, Biodiversity, Plant Adaptations, Ecosystems, Tree Species, Environments and Habitats, Planet Earth, Conservation, Species Protection, Gardening and Landscapes, Bilingual Books, Latino/Hispanic Interest, Nonfiction Text, Nonfiction Text Features, Nonfiction Text Structures

SYNOPSIS

A portrait of some of the world's most incredible trees, seen through the eyes of a landscaper who loves them—and his granddaughter who is beginning to understand why.

Why am I in awe of trees?
Trees are astounding!
Let me share with you, mi niña,
some of the reasons why.

As he works with his young granddaughter to nurture a potted sapling, a Latino landscaper shares his love and admiration of trees. From the extraordinary rainbow gum tree to the mighty, towering redwood, each of the thirteen specimens he tells of is a miracle of the natural world—and some are strange beyond the wildest imagining.

Brimming with exuberance and color, this ode to trees of the world—and the vast knowledge of landscapers and gardeners—offers a feast for the eyes, with author-illustrator Lulu Delacre paying touching tribute by imbedding seeds, fronds, and leaves within her art. Complete with an author's note, glossary, and further information on the featured trees, Cool Green will have readers eager to turn the pages to discover each new reminder of what a precious place our earth is.

ABOUT THE AUTHOR

Three-time Pura Belpré Award honoree Lulu Delacre has been writing and illustrating children's books since 1980. The New York Times Bestselling artist was born and raised in Puerto Rico.

Delacre says her Latino heritage and her life experiences inform her work. Her many titles include **¡Olinguito, de la A a la Z! Descubriendo el bosque nublado; Olinguito, from A to Z! Unveiling the Cloud Forest** and her story collection **Us, in Progress: Short Stories About Young Latinos** which have received multiple starred reviews and awards.

Among her latest work is the art of **Turning Pages** by Supreme Court Justice Sonia Sotomayor. Delacre has lectured internationally and served as a juror for the National Book Awards. She has exhibited at The Eric Carle Museum of Picture Book Art and the Zimmerli Art Museum among other venues.
For more visit her at www.luludelacre.com

STORY BACKGROUND

(from the backmatter)

There are many more remarkable trees beyond the ones that appear in this book. I could have included the tallest tropical flowering tree, a yellow meranti named Menara, in Malaysian Borneo, a tree I learned about during my research. However, I came to the conclusion that by limiting the selection, I was opening the door to young readers to ask themselves which trees are most remarkable to them and why.

My favorite tree is Moringa oleifera. It's a visually humble tree with powerful healing and nourishing properties. As part of my research for this book, I grew my own Moringuita from seed. After learning of the symbiotic relationship between trees and fungi, I inoculated oak logs with shiitake spawn and grew my own fresh shiitake mushrooms.

Research also led me to learn about identifying trees by the kinds of leaves they produce. This is why I sought real leaves from the trees mentioned in the book to imbed into the art. It is my way of bringing the specific trees closer to the reader, hoping to prompt them to collect, press, and identify tree leaves, just as I did.

Is your favorite tree in this book? Or is yours one that is not included? If you don't live near the native range of some of the trees mentioned in the book, look for them at your nearest arboretum or botanical garden. You might be surprised by what you find! And I encourage you to plant your own tree seed. Each seed has a potential amazing remarkable tree in it, if you only nurture it.

WHY TREES?

(from the backmatter)

Note: This section of the book is best read and understood with the help of an adult.

More than seventy-three thousand species of trees inhabit the Earth. Of this number, some nine thousand species are believed to be rare, undiscovered, and likely living in remote tropical lowlands and mountains. Trees are the lunge of the planet. They protect the land from erosion. They encourage rainfall. They provide food and shelter. They are witnesses of history. They are beautiful. They make the earth a cool place to live.

Trees purify the air we breathe. Forests (large groups of trees) reduce damaging greenhouse gasses when they turn carbon dioxide into oxygen. Trees harness the energy of the sun and use it to combine carbon and hydrogen into sugars. They take carbon from the carbon dioxide gas in the air. They take hydrogen from the water they drink. In the process of combining both to produce sugars, they release the oxygen they can't use into the air. The oxygen that trees release supports people and other animals. Any extra sugars the trees do not consume right away end up stored in their trunks!

Tree trunks record climate changes. The rings of an ancient tree trunk tell the age of the tree as well as what the climate was like during a specific time. There is a ring for each year and the rings' widths vary according to how warm, wet, cold, or dry it was during that time.

Trees' root systems protect people from river floods. Their thick roots branch out into flexible tendrils that help hold the soil around the trees in place. This system acts as a net that regulates the flow of groundwater. By holding the soil in place, the roots keep the soil from watching into a river, where it would displace the water: this helps reduce the risk of the river bursting its banks.

Trees' leaves catch rain and let it evaporate into clouds. Evaporation cools down the atmosphere. Clouds bring rain to someplace where it is needed. Trees' fallen leaves become a great soil conditioner. When a tree's leaves change color and fall to the ground, the tree is said to be deciduous, while an evergreen tree stays green all the time. Trees provide shade, food, and shelter for wildlife and people. Many mammals, birds, insects, reptiles, and even fish depend on trees for survival.

Trees are enduring, respectful, and beautiful. Long-lived trees are witnesses to historical events worth remembering. Trees are an example of peaceful coexistence in the forest. Scientists have proven that trees communicate with one another, helping one another survive, sometimes even keeping a stump alive! Trees are beautiful living things to look at and are a source of inspiration. Reading under a tree, drawing a tree, or observing a tree brings calm and fosters serenity.

BEFORE READING

Pre-Reading Focus Questions

Standards: Craft & Structure, Strands 4-5 and Integration of Knowledge & Ideas, Strand 7, Speaking & Listening Standards, Comprehension & Collaboration, Strand 1, A-D

Before reading, you may wish to develop background knowledge by posing the following focus questions:

1. What can you tell about the book by looking at the front and back cover?
2. Is this book fiction or nonfiction? How do you know?
3. What do you think the book is about? Why?
4. What do you think you might learn? Why?
5. What do you know about trees and different tree species?
6. What do you know about the parts of a tree?
7. What makes trees useful?
8. Can you name an amazing, remarkable tree?

Exploring the Book

Standards: Reading Standards, Key Ideas & Details, Strand 1, Craft & Structure, Strand 5, and Integration of Knowledge & Ideas, Strand 7, Speaking & Listening Standards, Comprehension & Collaboration, Strand 1, A-D

Use the following ideas to explore the book and build anticipation before reading:

1. Read and discuss the title of the book.
2. Make predictions based on the title, cover, and illustrations shown.
3. Show students the different parts of the book: front and back cover, end papers, title page, backmatter (A Note from the Author-Illustrator, Why Trees?, Cool Facts About the Trees in this Book, For Further Exploration, Bibliography, dedication and, acknowledgements page with tree scale)
4. Show the backmatter section and consider why the author chose to include it.

Academic Vocabulary to Consider

Standards: Reading Standards, Craft & Structure, Strand 4, Speaking & Listening Standards, Comprehension & Collaboration, Strand 1, A-D

Asparagus - a tall plant having edible shoots
Bitter - having a sharp, pungent taste
Drupe - a fleshy fruit with skin containing a seed (i.e., Coconuts)
Filaments - a slender threadlike fiber found in plant structures
Fossil - a prehistoric organism (i.e., The monkey puzzle is a living fossil and cousin to trees)
Foragers - an animal searching for food
Fungi - any of a group of spore-producing organisms feeding on organic matter (i.e., Mushrooms)
Reigns - to rule
Network - a system of interconnected things
Nutrients - a substance that provides nourishment essential for growth
Scent - a distinctive smell
Seedlings - a young plant
Seek - an attempt to find something
Soil - the upper layer of earth in which plants grow
Sponge - a material that absorbs fluids
Symphony - a harmonious arrangement
Thrive - to prosper and flourish
Unique - unlike anything else
Ward - guard or protect

Pre-reading Instructional Activities

Standards: Reading Standards, Key Ideas & Details, Strands 1 - 3, Speaking & Listening Standards, Comprehension & Collaboration, Strand 1, A-D

Use the instructional practices below to better engage students before reading.

K-W-L Chart

Materials: Large chart paper or white-board and markers (dry erase or regular)

Draw a 3 column chart on large chart paper or the whiteboard. Label each column with the following letters in this order K, W, L. In the "K" (KNOW) column record what students already know about trees. In the "W" (WANT TO KNOW) column record what students want to know about trees. After reading, in the "L" (LEARNED) column record what students learned about trees.

Mind Map

Materials: Large chart paper or white-board and markers (dry erase or regular)

Using large chart paper or the white board, draw a circle with the topic TREES written in the middle. Host a class-wide discussion about trees, recording students' background knowledge on the board. Write down student thoughts in outer circles, stemming from the inner circle TREES.

Sticky Note Questions

Materials: Sticky notes and pencils

Show students the book cover and provide sticky notes. On the sticky notes, students will write what they predict the book will be about. Draw emphasis to the title and vibrant illustrations. After reading, revisit the sticky notes and encourage students to reflect on their predictions, indicating whether they were right.

Picture Walk

Materials: Copy of COOL GREEN AMAZING, REMARKABLE TREES

Host a picture walk, by flipping through each page of the story, stopping at different illustrations. This works best if each student has their own copy of the book. Encourage students to establish connections, ask questions, and/or make predictions. See samples below.

- Connections: "This reminds me of another book I read all about trees."
- Ask Questions: "I wonder why the bark on that tree is so colorful?"
- Make Predictions: "I think we'll learn more about coconut trees because I see a coconut on this page."

Spanish Vocabulary to Consider

Abuelo - Grandpa
Mi niña- My girl
El árbol del Tule- The "Tree of Tule"
¿Porqué? - Why?

AFTER READING

Discussion Questions

Embed these questions into your lessons after reading to generate discussion, enhance comprehension, and develop an appreciation for the content. Encourage students to use evidence from the text to support their thinking.

Basic Comprehension Questions

Standards: Reading Standards, Key Ideas & Details, Strands 1 - 3, Craft & Structure, Strand 5-6, Integration of Knowledge & Ideas Strand 7, Range of Reading & Level of Text Complexity Strand 10, Speaking & Listening Standards, Comprehension & Collaboration, Strand 1, A-D

1. Is this book fiction or nonfiction? Why?
2. List the trees pictured in this story.
3. What is your favorite tree discussed in the story? Why?
4. What is your favorite illustration from the story? Why?
5. What do you remember about the remarkable trees discussed in the story?
6. Which tree is most interesting? Why?
7. What point of view is this story told from?
8. What message do you think the author/illustrator is trying to send? Why?
9. Why did the author write the story?
10. If you wanted to learn more facts about the trees highlighted in this book, where could you look?

Higher-Order Questions

Standards: Reading Standards, Key Ideas & Details, Strands 1 - 3, Craft & Structure, Strand 5-6, Integration of Knowledge & Ideas Strand 7, Range of Reading & Level of Text Complexity Strand 10, Speaking & Listening Standards, Comprehension & Collaboration, Strand 1, A-D

1. What's your opinion on the trees in this story? What makes some trees remarkable? What makes some trees amazing? Are they remarkable?
2. Rank how remarkable the trees in the story are and tell why.
3. What makes the trees in this book remarkable compared to other trees?
4. How can you compare/contrast two different trees in this book? What evidence from the story shows that the trees are similar and/or different?
5. How would you differentiate between the trees in this book that grow in cooler climates from warmer climates?
6. At the end of the story, Abuelo tells his granddaughter, "As long as we care for [trees] they'll care for us." What do you think Abuelo means by this? Why do you think that?
7. What's the relationship between these remarkable trees and people?

Higher-Order Questions Cont.

8. The backmatter teaches us that the General Sherman is a survivor of the 2021 wildfires. These fires have continued to this day. Using what you've learned, what do you think is the largest problem facing the remarkable trees in this story today?
9. How can you devise a plan to help conservation efforts?
10. On an organizational chart, try to name and classify all of the trees in the book.
11. How is the information in the book presented? What evidence do you have of the story structure (sequence, compare, description, problem/solution, and cause/effect)?
12. Why do you think the author/illustrator wrote this story for young people?
13. What do you think is the author/illustrator's purpose for using alliterations in this story? How are alliterations significant in this type of text?
14. Why do you think the author/illustrator used plant materials while creating the illustrations in this book?
15. Why do you think the author/illustrator included Spanish words in this book?

The lessons in this guide can be differentiated for students in grades K - 5 and may be taught in any order.

Reading Response Prompts

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 notebooks. It's encouraged that you set aside time for students to share and discuss their written work.

Your Favorite Tree

Standards: Writing Standards, Text Types & Purposes Strand 1, Range of Writing Strand 10

What tree described in the book is most interesting to you? Why do you find it interesting? Write a short passage about what you like about the tree you chose.

3, 2, 1

Standards: Writing Standards, Text Types & Purposes Strand 2, Range of Writing Strand 10

The purpose of nonfiction stories is to teach us something new. Write a short passage including 3 new facts you learned about trees, 2 interesting facts, and 1 question you still have.

Forest Experience

Standards: Writing Standards, Research to Build & Present Knowledge, Strand 8, Range of Writing Strand 10

Write about a time you visited a forest, or habitat with a lot of trees. What trees did you see there? Compare your experience seeing real life trees to reading about the trees in this book. What surprised you? What did you learn?

Reading Response Prompts Cont.

Conservation Letter

Standards: Writing Standards, Text Types & Purposes Strand 1, Range of Writing Strand 10

The trees in this story are worth protecting. Write a conservation letter to government officials, explaining why we should protect trees and what we can do in our local communities to conserve them.

READING & WRITING

Lessons for interdisciplinary, instructional activities after reading.

Asking Questions

Standards: Reading Standards, Key Ideas & Details, Strand 1
Materials: Notebook/lined paper, & pencils

Create a three column chart in your notebook. Label each column with the following headings: Before Reading, During Reading, After Reading. Then, before reading, record any questions you have about the story. While reading, stop to jot down questions that come up in the "During Reading" column. After reading, record any lingering questions you still have. Finally, review the questions in each column you wrote and see if you can answer any of them after having read the story.

Main Idea

Standards: Reading Standards, Key Ideas & Details, Strand 2
Materials: Notebook/lined paper, & pencils

The main idea of a piece of text is what that passage is mostly about. For example, the big idea of COOL GREEN, is all about special and unique trees. That said, each page of a nonfiction text can have a different main idea. Choose a page from the story to explore. Write what you believe the main idea is, and use details from the text to support your thinking.

Text Features

Standards: Reading Standards, Craft & Structure, Strand 4
Materials: Notebook/lined paper, pencils, & preferred art supply (crayons, colored pencils, etc.)

Text features are tools in a nonfiction book that help readers better understand the information in it. COOL GREEN has several different text features that help us learn more about important trees. Go on a scavenger hunt, flipping through the pages and searching for text features. When you find a new text feature, write down the name of the text feature, draw it, and explain how it helps you in your notebook. (Text features include: Spanish words, Picture Glossary, Note from Author, Background section, Fun Facts about Trees, Illustrations, etc).

Research Project

Standards: Writing Standards, Production & Distribution of Writing, Strand 6, Writing Standards, Research to Build & Present Knowledge, Strands 7-9, Range of Writing Strand 10
Materials: Blank paper, pencils, and access to research tools (books, chromebooks, etc.)

Pick your favorite tree from the story to research. Using the back matter section of the book, technology, and/or books, research the tree, writing down new facts. Remember, to write the new facts you learn in your own words. Then, create an informational paragraph using the facts you found and transitional words and phrases. Your teacher can compile your informational paragraphs into a big book of tree research!

Tree Poem

Standards: Writing Standards, Production & Distribution, Strand 4, Range of Writing Strand 10
Standards: Vocabulary & Acquisition, Strand 5
Materials: Lined or blank paper and pencils

Lulu's lyrical, poetic language is evident from start to finish. Challenge yourself to write a poem about a tree that's special to you, or a tree pictured in the story. Like Lulu, use alliteration to make your poem stand out.

GRAMMAR & VOCABULARY

Adjectives

Standards: Language Standards, Conventions of Standard English, Strand 1 & 6
Materials: Notebook paper, pencils, and preferred art supply (crayons, colored pencils, etc.)

Adjectives are words used to describe nouns. Lulu uses adjectives in her title to describe trees (i.e., cool, green, amazing, and remarkable are all adjectives used to describe the trees in this book). Can you use adjectives to describe one of the trees highlighted in the book? Flip through the illustrations and choose your favorite tree. Then, write a list of adjectives you could use to describe the tree. Finally, draw the tree next to your list of adjectives.

Vocabulary Look Up

Standards: Language Standards, Vocabulary & Acquisition, Strand 4
Materials: Paper, pencils, preferred art supply (crayons, colored pencils, etc.), and dictionaries or access to search engine

Find unfamiliar words from the story (see the list of academic vocabulary to consider above). Use the backmatter of COOL GREEN, a dictionary and/or search engine to look up the definition of each word. Then, write the definitions, draw a picture, find a synonym/antonym, and write the word in a meaningful sentence.

Spanish Word Dictionary

Standards: Language Standards, Vocabulary & Acquisition, Strand 4
Materials: Paper, stapler, and pencils

Create a dictionary for the Spanish words in this book. First, stack 3 sheets of paper and staple them into a book. Then, write each Spanish word (see the Spanish Vocabulary to Consider section) on each page. Use a search engine to look up the definition of each word and draw a picture to accompany it.

SCIENCE/STEM

Engineer your own Tree

Standards: Speaking & Listening Standards, Comprehension & Collaboration, Strand 1, A-D
Standards: Next Generation Science Standards, K-2.ETS1.A (3-5-ETS1-1),(3-5-ETS1-2),(3-5-ETS1-3); K-2.ETS1.B (3-5-ETS1-2); K-2.ETS1.C (3-5-ETS1-2),(3-5-ETS1-3); (3-5-ETS1-1); (3-5-ETS1-1),(3-5-ETS1-2),(3-5-ETS1-3); (3-5-ETS1-2),(3-5-ETS1-3)
Materials: Building materials (popsicle sticks, play-dough, pompoms, paper clips, pipe cleaners, paper, scissors, and tape)

Many animal species find shelter in trees. They provide protection from predators, are a good source of food, and allow animals to raise their young. For example, in the story we learn that an ahuehuete tree's thick stature and rugged bark is home to many birds and bees. Using everyday objects, can you engineer your own tree? Build a stable, safe tree that would be a great home to many animals. Use creative supplies like popsicle sticks, paperclips, pipe cleaners, and play-dough, among other materials listed above, to build your design.

Invent a new Tree Species

Standards: Speaking & Listening Standards, Comprehension & Collaboration, Strand 1, A-D
Standards: Next Generation Science Standards, K-2.ETS1.A (3-5-ETS1-1),(3-5-ETS1-2),(3-5-ETS1-3); K-2.ETS1.B (3-5-ETS1-2); K-2.ETS1.C (3-5-ETS1-2),(3-5-ETS1-3); (3-5-ETS1-1); (3-5-ETS1-1),(3-5-ETS1-2),(3-5-ETS1-3); (3-5-ETS1-2),(3-5-ETS1-3)
Materials: Blank paper, pencils, and preferred art supply (crayons or colored pencils, etc.)

Lulu teaches us about 11 remarkable tree species. However, she also says that there are over 70,000 tree species world-wide. That's a TON of trees! Flex your creative muscle, by inventing a brand new tree species. Consider the facts from the story to help with your creation (i.e., where certain trees survive, the temperatures they experience, their uses, etc.)

SCIENCE/STEM CONT.

Create a Class-wide Arboretum

Standards: Speaking & Listening Standards, Comprehension & Collaboration, Strand 1, A-D
Standards: Next Generation Science Standards, K-2.ETS1.A (3-5-ETS1-1),(3-5-ETS1-2),(3-5-ETS1-3); K-2.ETS1.B (3-5-ETS1-2); K-2.ETS1.C (3-5-ETS1-2),(3-5-ETS1-3); (3-5-ETS1-1); (3-5-ETS1-1),(3-5-ETS1-2),(3-5-ETS1-3); (3-5-ETS1-2),(3-5-ETS1-3)
Materials: Blank paper, construction paper, tape, index cards, glue, tree building materials (pom poms, paperclips, popsicle sticks, etc.), pencils, and preferred art supply (crayons or colored pencils, etc.)

Did you know that you can see some of the amazing and remarkable trees highlighted in this story by traveling to an arboretum? An arboretum, also sometimes referred to as a botanical garden, is a place with a documented collection of living plants, specifically trees. With your class, create an arboretum. First, choose a tree from the book or from your surroundings. Then, use paper and materials to build that tree. Write on an index card, the name and important facts about the tree you chose.
Set up your tree sample in an exhibit and enjoy walking around and reading about the trees your classmates created.

Raise your own Moringuita

Standards: Speaking & Listening Standards, Comprehension & Collaboration, Strand 1, A-D
Standards: Next Generation Science Standards, 1.LS1.A (K-LS1-1),(K-ESS3-1); 2.LS2.A (K-LS1-1); 2.ETS1.B (K-ESS3-3); 3.LS2.C (K-LS1-1); 3.LS4.B (K-LS1-1);4.ESS2.E (K-ESS2-2); 4.ESS3.A (K-ESS3-3); 5.LS1.C (K-LS1-1); 5.LS2.A (K-LS1-1),(K-ESS3-1); 5.ESS2.A (K-ESS2-2),(K-ESS3-1); 5.ESS3.C (K-ESS3-3)
Materials: Moringa tree seeds (you may purchase the seeds here.)

In the book, the young girl plants a Moringa oleifera seed, one of the most nutritious trees in the world. Can you do the same? Your class can purchase a seed packet and grow your own Moringuita in the classroom by a sunny warm window. Watch it sprout and grow fast in the spring and summer! If you live in a colder climate keep yours inside in the winter and bring it out during summer. Use the leaves in a salad. They are amazingly nutritious!

SOCIAL STUDIES & GEOGRAPHY

Trees in my Community

Standards: Writing Standards, Text Types & Purposes, Strand 2
Materials: Blank paper, pencils, and access to research tools (books, chromebooks, etc.)

Depending on where you live in the world, the trees in your backyard likely look very different from the trees in someone else's neighborhood across the country. Remarkable trees need different things in order to survive in different places. COOL GREEN teaches us that a coconut tree has different needs than the General Sherman. Showcase the trees in your community by making a brochure. Trifold a blank piece of paper into thirds. Then, create brochure panels by drawing and writing about the different trees that can be found where you live.

Compare/Contrast Trees

Standards: Reading Standards, Integration of Knowledge & Ideas, Strand 9
Materials: Copies of Venn Diagram or blank paper, pencils, and access to research tools (books, chromebooks, etc.)

Lulu teaches readers about trees in different geographical areas. Choose two trees highlighted in the story. Then, use a Venn Diagram to compare and contrast them. Label each Venn Diagram circle with a different tree name. Then, write how the trees are different in the outer circles and how the trees are the same in the inner circle. If you don't have access to a Venn Diagram you can make one by simply drawing two large circles that intersect each other.

Mapping Trees

Standards: Reading Standards, Range of Reading & Level of Text Complexity, Strand 10
Materials: Copies of world map, pencils, and preferred art supply (crayons, colored pencils, etc.)

We learn that different tree species can be found across the globe. Choose at least 3 different tree species discussed from the book to map. First, create a map key using different colors, pictures, and labels. Then, use a world map and the map key created to show where those different tree species can be found across the world.

"Trees are a wonder of Nature, if not THE wonder. I will be reading this book to my grandchildren until they have children of their own."

W. John Kress, PhD
Distinguished Scientist
and Curator Emeritus,
Smithsonian Institution

"Cool Green is a beautiful and informative introduction to some of the world's most fascinating trees."

Margarita Engle,
Newbery Honor winning author of
The Surrender Tree
and Young People's
Poet Laureate Emeritus

ART

Stamped Leaf Project

Standards: Standards: Speaking & Listening Standards, Comprehension & Collaboration, Strand 1, A-D

Materials: Old book, newspaper, leaves, water-based paint, paint brushes, construction paper or cardstock

Lulu used oak tree leaves to create the stamped paper for the endpapers of the book. Take a walk around school grounds, your neighborhood, or park and collect as many different tree leaves as you can find. Create a stamped paper of leaf pattern like the one in COOL GREEN following the list of steps below.

1. Sandwich your fresh leaves between the pages of an old book, or layers of newspaper.
2. Place a heavy book on top of your layers.
3. Wait a few days until the leaves dry completely.
4. Once dry, you can paint one side of the leaf with thick water based paint, and press on a clean paper to create a stamped background. Repeat this many times.
5. You can use your stamped paper as wrapping paper or a background for all the facts you learn about the trees in your school backyard, your neighborhood, or nearby park.
6. Take it a step further by identifying each tree by the shape of the leaves collected.

Tree Ring Art

Standards: Speaking & Listening Standards, Comprehension & Collaboration, Strand 1, A-D

Materials: Black ink pens or fine point sharpie markers and preferred art supply (crayons, colored pencils, etc.)

In the backmatter we learn that "The rings of an ancient tree trunk tell the age of the tree as well as what the climate was like during a specific time. There is a ring for each year and the rings' widths vary according to how warm, wet, cold, or dry it was during that time." Create your own tree rings by using black ink to draw circles on blank white paper, replicating the rings found within the trunks of some trees. Then, color each ring with colored pencils or crayons.

Add an Illustration

Standards: Standards: Speaking & Listening Standards, Comprehension & Collaboration, Strand 1, A-D

Materials: Blank paper, pencils, and preferred art supply (crayons, colored pencils, etc.)

Lulu's illustrations in COOL GREEN, AMAZING REMARKABLE TREES are vibrant and full of color. Each spread pictures a different tree, showing what makes that specific tree unique. Add to Lulu's illustrations, by drawing a book page of your own. Decide what tree you'd want to add to the book, illustrate it with color, and add interesting text to the page to teach the reader something new.

SOCIAL-EMOTIONAL

Conservation Tree

Standards: Speaking & Listening Standards, Comprehension & Collaboration, Strand 1, A-D
Materials: Colored construction paper, scissors, pencils, and tape

Throughout the book and specifically in the backmatter section, we learn the vital role trees play and the importance of conserving them. Using construction paper, draw and cut out a paper leaf. Then, on the leaf write at least one way that YOU can help protect and conserve tree species. Tape the leaves to a large construction paper tree trunk to create an oversized class tree.

My Family Tree

Standards: Speaking & Listening Standards, Comprehension & Collaboration, Strand 1, A-D
Materials: Blank paper, pencils, and preferred art supply (crayons, colored pencils, etc.)

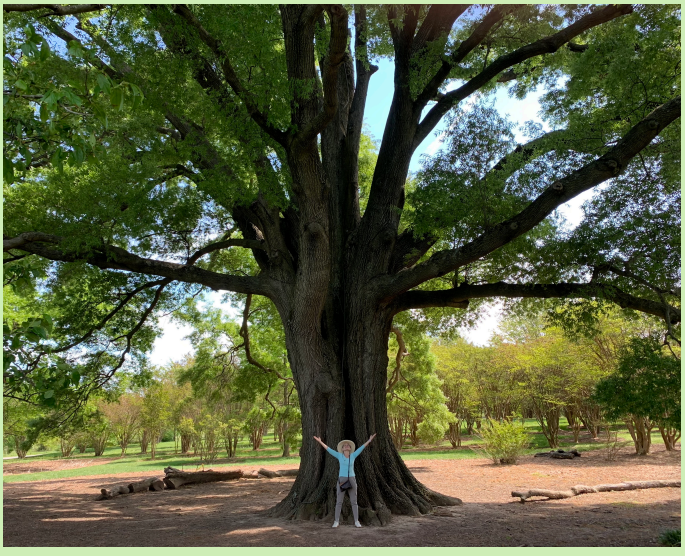
Just like tree species are connected and related, family members share certain traits and genes. Lulu teaches us that the Monkey Puzzle is a distant cousin to the trees we see today. Create a personal "family tree" by drawing the members of your close and extended family. Draw lines between the pictures to show how you relate to those family members and how they relate to each other. Then, share your family tree with a friend, also explaining what makes your family special.

HOMESCHOOL CONNECTIONS

Can you visit a nearby Arboretum and find some of the same specimens in the book? Many arboretums now have Wollemi pine specimens, the tree that dates back to the time of the dinosaurs. You may also find the monkey puzzle. In Puerto Rico Lulu found the rainbow eucalyptus!

Take a walk in the forest and try to find a mother tree. It will probably be the largest tree around. Try to see if there are smaller trees of the same species near it. Are there any mushroom caps nearby? Can you imagine the fungal filaments connecting trees underground?

Adopt a tree and learn what it does for life around it. Select one tree you love in school, a park, or your own backyard. In a notebook record all the animal life you see during one day of the year (birds, insects, mammals, reptiles). Dawn and dusk are the most active times for animal life around trees. You can repeat your observations for each season or several times in a month. Can you make a list of the animal life the tree supports? Do you observe any fungi around the tree, lichens? Mushrooms? Look at the root system and try to guess how far it reaches.



RESOURCES

American Conifer Society: https://conifersociety.org
American Forests: https://www.americanforests.org
Arbor Day Foundation: https://www.arborday.org
Monumental Trees: https://www.monumentaltrees.com
Plant for the Planet: https://www.plant-for-the-planet.org/en/home
Plants for a Future: https://pfaf.org
"The Secret Language of Trees." directed by Avi Ofer, Ted-Ed. July 2019. https://www.ted.com/talks/camille_defrenne_and_suzanne_simard_the_secret_

LULU'S SCHOOL PROGRAMS

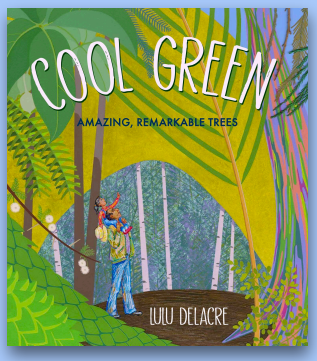
Lulu presents in English or Spanish

TREES ARE COOL GREEN
Lulu shares the process form idea to bound book. Learn fascinating facts about the trees featured in the book, and about mother trees and their invaluable role in the forest. A discussion of what we can do as a society to preserve our trees ensues. The session ends with the planting of a Moringa tree seed in a pot provided by the school.
Perfect for K-2 Arbor Day, National Love a Tree Day, and Earth Day, and Earth Month.
Q&A time included.

FUN & FACTS IN THE FOREST
Join Lulu for a virtual walk through the cloud forest of Ecuador as she reads from **¡Olinguito, de la A a la Z! Olinguito from A to Z!** Find the hidden zoologist and discover extraordinary flora and fauna high up in the Andes Mountains range. Then, learn about some of the amazing specimens featured in **Cool Green: Amazing, Remarkable Trees.** If time allows, Lulu will guide the audience in making leaf-stamped art, just like she did for both picture books.
Q&A time included.

To book Lulu for an author visit go to:
www.luludelacre.com

ORDERING INFORMATION



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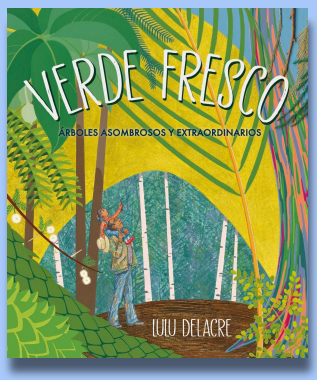

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