



by KATE MESSNER

illustrated by SIMONA MULAZZANI

978-1-4521-1248-0 • \$16.99 HC

978-1-4521-3023-1 • \$10.99 EB

Ages 6-9 • F&P Text Level Gradient: R • Lexile® Measure: NC 1060L

ABOUT THE BOOK

Deep in the forest, in the warm-wet green, 1 almendro tree grows, stretching its branches toward the sun. Who makes their homes here?

2 great green macaws,
4 keel-billed toucans,
8 howler monkeys,
16 fruit bats,
32 fer de lance vipers,
64 agoutis,
128 blue morpho butterflies,
256 poison dart frogs,
512 rusty wandering spiders,
1,024 leaf-cutter ants.



Count each one as life multiplies again and again in this lush and fascinating book about the rainforest's abundant beauty and the wonderful multiplicity of life sustained by just one almendro tree.

ABOUT THIS GUIDE

This teacher guide contains discussion questions and activities aligned with the Common Core State Standards. See inside for reference to the Reading and Writing strands and grade-specific standards.

PRE-READING ACTIVITIES

1. Discuss the meaning of the word “wonder” and instruct students to use it in a sentence describing a person or a thing.
Correlates with CCSS RI. 1-3.4.
2. Ask students to talk about the cover of the book with a classmate and consider why the book is called *Tree of Wonder*.
Correlates with CCSS RI. 1-3.7.
3. Lead the class in a quick game of I Spy. Direct students to flip the book open to the endpapers and identify all the animals they can spy in 10 seconds. Ask them to close the book and pool their responses with classmates.
Correlates with CCSS SL. 1-3.1.

WHILE READING: QUESTIONS RELATED TO TEXT & ILLUSTRATIONS

- Tell the class to study the pictures of the blue morpho butterflies. Discuss why the butterfly’s wings are blue on one side and brown on the other. How does this coloring enable them to survive? Read the author’s narrative about the butterflies aloud to confirm responses. Then, analyze the pictures of other animals and discuss how their coloring may protect them.
Correlates with CCSS RI. 1-3.1, 1-3.7.
- Have students study the image of the poison dart frogs. The author says they have “sticky toes.” Why is this characteristic important for the poison dart frogs? Comb through the other illustrations and discuss the other unique physical characteristics that allow this animal to survive.
Correlates with CCSS RI. 1-3.1, 1-3.7.
- Using both the illustrations and the text provided by the author, ask students to compare and contrast the keel-billed toucan and the great green macaw.
Correlates with CCSS RI. 1-3.5, 1-3.9.
- Ask the class to consider why leafcutter ants remove leaves from almendro trees and carry them to their nests. Does removing the leaves damage the trees? Why or why not?
Correlates with CCSS RI. 1-3.1.
- Explain to students that nocturnal creatures are animals that are mostly active at night. Instruct the class to study the illustrations. Which animal (or animals) appear to be nocturnal? What clues from both the text and illustrations suggest they are night creatures?
Correlates with CCSS RI. 1-3.7.
- This is a story about relationships. Direct students to review the animals that live in the almendro tree. In what ways do the animals depend on the tree, and in what way does the tree depend on the animals that make their home there?
Correlates with CCSS RI. 1-3.6.
- Ask the class to complete the math problems at the end of the book. Then, have students write a series of multiplication word problems for their classmates to solve—at each difficulty level—featuring the organisms from *Tree of Wonder*.

AFTER READING

1. Invite students to identify the organism they found most intriguing in the book and research the animal online. Instruct students to prepare a short presentation in which they share several interesting illustrations or pictures they have found of the organism. In their presentations, students should explain why they chose the images to share, and list three interesting facts they learned when researching the animal online.

Correlates with CCSS W. 1-3.6, 1-3.7.

2. Have the class research the almendro tree online and identify three to five additional facts about the tree to share with the class. Students should plan a brief presentation, accompanied by two or three photos of almendro trees, in which they share this additional information about the tree with classmates. For variety, encourage some students to research other rainforest trees.

Correlates with CCSS W. 1-3.6, 1-3.7.

EXTENSION STRATEGY

After reading *Tree of Wonder*, discuss the definition of “ecosystem.” Ask students to identify the ecosystem that surrounds them every day. Then, take students on a short exploratory walk around the school or neighborhood. Ask each student to identify and draw an element of the ecosystem, whether it is flora or fauna. Give them ample time to draw their organism.

On returning to the classroom, ask students who focused on the same organism to work together. If necessary, have them research their organism to find out more. Ask them to write a paragraph about their organism and the role it plays in its environment. Collect the students’ drawings and writing and assemble everything together in a class book.

Correlates with CCSS W. 2-3.2, 1-3.5, 1-3.6, 1-3.7.

FURTHER READING

- *The Frog with the Big Mouth* by Teresa Bateman. Illus. Will Terry. Albert Whitman & Co., 2008.
- *In the Jungle* by J.C. Greenburg. Illus. Jan Gerardi. A Stepping Stone Book, 2007.
- *Jazz Fly 2* by Matthew Gollub. Illus. Karen Hanke. Tortuga, 2010.
- *Judy Moody Saves the World* by Megan McDonald. Illus. Peter Reynolds. Candlewick, 2002.
- *Jungle Drum* by Deanna Wundrow. Millbrook, 1999.
- *Little Siby: An Orangutan Tale* by Sally Grindley. Illus. John Butler. Peachtree, 1999.
- *Only Tadpoles Have Tails* by Janne Clarke. Illus. Jane Gray. Crabtree, 2002.
- *Orangutanka* by Margarita Engle. Illus. Renee Kurilla. Henry Holt, 2005.
- *The Parrot Tico Tango* by Anna Witte. Barefoot, 2004.
- *Rumble in the Jungle* by Giles Andreae & David Wojtowycz. Tiger Tales, 2002.
- *The Umbrella* by Jan Brett. G.P. Putnam, 2004.
- *There Was a Tree* by Rachel Isadora. Nancy Paulsen Books, 2012.
- *Tree-man* by Carmen Agra Deedy. Illus. Douglas J. Ponte. Peachtree, 1993.
- *Tuki and Moka: A Tale of Two Tamarins* by Judy Young. Illus. Jim Madsen. Sleeping Bear, 2013.
- *Way Up High in a Tall Green Tree* by Jan Peck. Illus. Valeria Petrone. Simon & Schuster, 2005.
- *Welcome to the Green House* by Jane Jolen. Puffin, 1993.
- *Weslandia* by Paul Fleischman. Illus. Kevin Hawkes. Candlewick, 1999.
- *Where the Forest Meets the Sea* by Jeannie Baker. Greenwillow, 1987.





ABOUT THE AUTHOR

Kate Messner is a middle school teacher and the author of several books for young readers including *Over and Under the Snow*, *Up in the Garden and Down in the Dirt*, and the Sea Monster series. She lives in Plattsburgh, New York.

ABOUT THE ILLUSTRATOR

Simona Mulazzani was born in Milan. The illustrator of more than 60 books for publishers around the world, she received a Silver Medal from the Society of Illustrators. She lives in Pesaro, Italy.



GUIDE PREPARED BY PAM B. COLE, PH.D., ASSOCIATE DEAN AND PROFESSOR OF ENGLISH EDUCATION AND LITERACY, KENNESAW STATE UNIVERSITY, KENNESAW, GA.

FOR MORE INFORMATION OR QUESTIONS ABOUT THIS TEACHER GUIDE, CONTACT JAIME WONG AT JAIME_WONG@CHRONICLEBOOKS.COM