

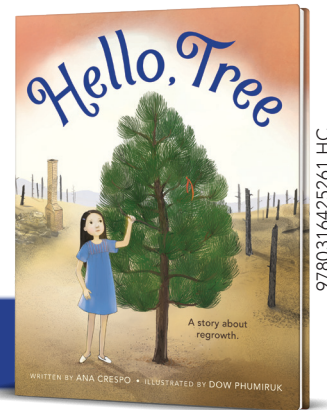


Hello, Tree

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TEACHING TIPS



Visual Timeline

The tree and the girl grow up together. Look through the pictures and show how the tree and the girl change over time. Then, invite students to create their own visual timeline by bringing in pictures of themselves that show them growing from baby to toddler to student. What important things happened in their lives during that time? What important things happened to the girl in the story? What about the tree?

Fire Safety

Forest fires are often started by human activity, but not always. Invite a guest speaker to teach students about fire safety or do other research. As a class, discuss ways to prevent fires. They may want to make posters or design a social media post to share what they learned.

Pictures Tell a Story

The tree tells the story of what happened, but the pictures also show how humans responded to the fire. Ask the students to find examples of how different people reacted throughout the story. While the tree was experiencing one thing, the girl and her family had their own experiences. Create a story map that shows all the ways humans were impacted and responded to the fire.



Informational Text

Discuss the difference between the narrative style of the book that tells the story from the tree's point of view and the text in the back that is informational. Read the narrative first and then read the informational text in the back. Compare and contrast the two styles of writing. You can create a Venn Diagram.

Answering Why

The informational text in the back of the book states facts about many different topics. Turn each heading of the informational text section into a question and write it on chart paper or the board:



How do fires begin?



What are the benefits of fire?



What happens when firefighters come to the rescue?



What happens some springs later?



What happens shortly after a fire?



What happens many springs later?



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Use these questions as a listening or reading guide. If students are listening to the story, then work as a class to answer each question after reading after reading the corresponding section. If students are reading the text on their own, consider pairing students and assigning each set of partners one of the questions to answer.

Learning Carousel

Reading this book will help students understand about forest fires and how the forest and families rebuild. It may also generate some questions and other feelings. To help them process their learning and feelings, you can use a learning carousel. Place chart paper in three different areas of the room and divide the class into groups. Label the three charts (one on each chart) and put the words:



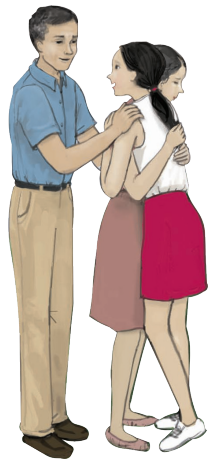
What we learned



What we are still thinking about



What we want to know more about



Then, have groups rotate among the posters, discuss each question as a group, and write down their answers. Use a timer and have students rotate from poster to poster. Lastly, have students walk around the room to read what everyone wrote. If students are younger, then this activity could be completed with an older “buddy classroom.”

Point of View

Even young children can see how the story is told from the point of view of the tree. Talk about how the point of view of the person (or thing) telling the story can change the story. Look for examples of other books told from different perspectives.

Helping Out

After a fire or natural disaster, sometimes people need help. Learn about local organizations that help people facing difficulties and discuss as a class how you might help. Sometimes even collecting toiletries can be very helpful for people who may be staying in a shelter or in need of help after an emergency.

Plant a Tree

Students might want to consider planting a tree as a way to help the earth. They don't have to wait for the forest to rebuild itself. Arbor Day, celebrated in April, is a time when people make it a point to plant trees together. There are often local events scheduled for this purpose. Students might consider participating or the class might want to plant trees as a project.



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Friends

Talk about what makes someone a good friend. In what ways were the girl and the tree friends? Ask students to talk with someone about the ways the tree and the girl were friends. Then, have them think about their partner and share one appreciation or thing they like about them.

Layers of a Forest

Talk about the different layers of a forest and what lives there. Students might want to research the different layers of the forest and draw a picture. Connect back to the book by discussing how the different layers of the forest returned over time in *Hello, Tree*.

What Lives in This Forest?

Learn about the living things found in the forest and mentioned in the book. Talk about how the living things protect themselves from the fire and how they help the forest rebuild after the fire. Learn about: ponderosa pine trees, hairy woodpeckers, beetles, lodgepole pine cones and seeds, bluebirds, and aspen trees. Talk about the role they each play in rebuilding the forest.



Interview a Firefighter, Pilot, or Dispatcher

Firefighters are sometimes volunteers or in bigger cities it is a career. Work together as a class to create a list of questions about the job of a firefighter, rescue pilot, or emergency dispatcher. Consider connecting with a fire company in a bigger city in order to have access to the emergency response workers who do this work each day. Students can ask questions about these careers and learn about them. If students live in a smaller town, interviewing a volunteer firefighter and comparing and contrasting with the job of a full-time firefighter may also help them understand more about the different roles.

Vocabulary Corner

Talk about the meaning of each word. Use it in a sentence. Have students use the words in their conversations about the book. Look for opportunities to use the words in other ways too. Once students learn the word meanings, they may want to sort them in different ways, such as words related to trees or plants, words related to fire, and so on.

From the Narrative: Sapling, flee, roaring, seedlings

From the Informational Section: Volunteers, ember, undergrowth, extinguish, thrive, erosion, debris, germinate, dormant, nectar, understory

These Teaching Tips were created by Dr. Jennifer McMahon, Education Consultant.



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