PEACHTREE PUBLISHERS

TEACHERS GUIDE

SUGGESTIONS FOR TEACHERS AND LIBRARIANS

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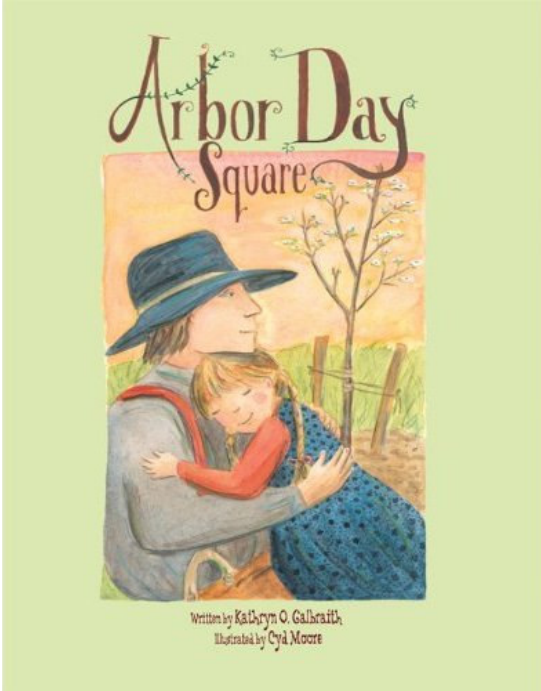
Arbor Day Square

Written by Kathryn O. Galbraith and illustrated by Cyd Moore

ISBN: 978-156-145-5171 | HC | $16.95
Ages 4 -8 | Nature

Accelerated Reader | Level 3.2 | Quiz #: 136580
Reading Counts | Reading Level: 1.5
Fountas & Pinnell | Level: M | Grade Level: 2-3



ABOUT THE BOOK

ARBOR DAY SQUARE is a story told through the eyes of a young girl as she works with her prairie community to bring trees to their town square. Amid new stores, churches, and a school in the growing town, the settlers take up a collection of coins to add to the square what they miss most—trees. Working together, the families plant the newly arrived trees until the square is filled. Year by year, the neighbors come together to celebrate and plant more trees until the sense of community and love spreads deep roots among the families. The story comes full circle for a grown-up Katie, and the annual tree planting is now celebrated as Arbor Day in every state.

THEMES

- Arbor Day
- Prairie Life
- Tree Species
- Community

BEFORE YOU READ

- Discuss what the students already know about trees. List on a chart several activities that can be done with trees, in trees, or about growing trees.
- Talk about what trees provide for people and ask why they are important.
- Ask if trees are living organisms and discuss why or why not. Identify the places where trees grow.
- Introduce the word prairie and discuss the characteristics of a prairie.

AS YOU READ

Ask the students to look for the prairie in the art and to watch for the changes that take place in the town and throughout the story as you read the book.

AFTER YOU READ

Discuss the changes the students noticed as you read. Reread the story and on each page, discuss what the prairie looks like and the changes that took place over time. Talk about the differences that the trees made in the town and ask if any of the activities they listed before hearing the book were included in the story.

NATIONAL EDUCATION STANDARDS

LANGUAGE ARTS (K – 12)
[English Language Arts Standards provided by the NCTE.]
NL-ENG.K-12.1 READING FOR PERSPECTIVE
Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.

MATH (K - 12)
[National Mathematics Standards provided by the NCTM.]
NM-PROB.PK-12.3 Apply and adapt a variety of appropriate strategies to solve problems.

SCIENCE (K - 4)
[National Science Education Standards provided by the National Academies of Science.]
NS.K-4.3 LIFE SCIENCE
As a result of activities in grades K-4, all students should develop an understanding of the characteristics and life cycles of organisms and organisms [in relation to] their environments.

TECHNOLOGY (K - 12)
[National Technology Standards provided by the International Society for Technology in Education.]
NT.K-12.5 TECHNOLOGY RESEARCH TOOLS
Use technology to locate, evaluate and collect information from a variety of sources.
Use technology tools to process data and report results.
Evaluate and select new information resources and technological innovations based on the appropriateness for specific tasks.

BACKGROUND FOR THE TEACHER

Trees – Parts of a tree include trunk, roots, branches, leaves, bark, and twigs. For older students, you may want to include heartwood, the dead inner layer in the center of the trunk that provides support for the tree, and sapwood, which is the living tissue under the bark that brings water and nutrients up the trunk to the branches. The canopy is the upper part of the tree and includes the branches and leaves. There are two main kinds of trees—deciduous or broadleaf (trees that lose their leaves in winter) and coniferous or evergreen (trees with needles and cones). Oaks, maples, and fruit trees are examples of deciduous trees. Pines, spruce, and junipers are conifers.

Prairies – A prairie is a region of flat or rolling, hilly land where tall grass is the dominant vegetation and where there are few or no trees. In the United States, prairies are located primarily in the central part of the country. The soil type and the low or varying rainfall totals create conditions that favor grass growth over other vegetation. The Center for Great Plains Studies at the University of Nebraska-Lincoln defines prairie as a region with highly variable weather set against grassy, rolling land, where the Great Plains stretches westward from the Missouri River at Omaha and Kansas City to the Rocky Mountains, and northward from the Texas Panhandle into the Canadian Prairie Provinces. It includes most of Oklahoma, Kansas, Nebraska, Iowa, Illinois, South Dakota, and North Dakota, and parts of bordering states and provinces. East to west, the Great Plains area, holding the prairies, extends from the Missouri River to the Rocky Mountains.

Arbor Day – J. Sterling Morton, a journalist who moved to the plains of Nebraska Territory, proposed that a day be set aside to plant trees. This successful effort led to the eventual establishment of Arbor Day in Nebraska in 1885. Arbor Day is celebrated today in all states and has spread around the world to many other countries. The author's note in **ARBOR DAY SQUARE** gives further information about the origins of Arbor Day.

Interdisciplinary Connections
(CLASSROOM ACTIVITIES)

LANGUAGE ARTS

Vocabulary – Write the sentences from the book that contain the following words, underline them, and post them for the students to copy. Using a thesaurus, have the students find a synonym for each of the underlined vocabulary words. Then write the sentence with the new word under the original sentence and compare the two.
Vocabulary words: prairie, eager, telegraph, dust devils, fiddles (verb), saplings, spindly

Writing about trees – Choose one of the trees from the book. Look up information about that tree and write down those facts. Write a descriptive paragraph of the tree and its characteristics.
Some types of trees: maples, oaks, elm, apple, chestnut, flowering dogwood, willow, cedar

Creating poems about trees – Review the art from the book. Then have the students write a cinquain or diamante poem inspired by a specific tree, the prairie, or an illustrated spread from the book.

Diamante Poems – To write a diamante poem, choose a subject and then its opposite.

First line: one word—the subject
Second line: two adjectives describing the subject
Third line: three words ending with –ing telling about the subject, separated by commas
Fourth line: four words, where the first two words describe the subject and the last two describe its opposite
Fifth line: three words ending in "-ing" telling about the opposite
Sixth line: two adjectives describing the opposite
Seventh line: one word –the opposite of the first word in the poem.

Cinquain Poems – A cinquain poem has five lines and a specific structure

Line		# of Syllables
1	1 word title (noun)	2
2	2 descriptive words (adjectives)	4
3	3 words that express action	6
4	4 words that express feeling	8
5	1 word (synonyms or reference to title in line 1)	2

***Source: Readinga-z.com**

SOCIAL STUDIES

Geography – Use a map of United States to locate the states in which the prairies exist. On individual student maps, color in the area to show the prairie location. Label the states containing prairies. Last, identify Nebraska and outline it. Label it as the first state to hold Arbor Day. A map of North America may be used to include the prairie provinces of Canada—Alberta, Saskatchewan, and Manitoba.

Arbor Day Timeline – Look up information about the first Arbor Day. Make a timeline about the important dates. Include the date for your state's addition of Arbor Day to the timeline.

International Arbor Day Celebrations – Research information about Arbor Day in other countries. Use the list from the Author's Note at the back of the book. Learn how other countries celebrate Arbor Day.

Prairie Town – Create your own prairie town. In groups, have the students assemble their buildings. Find the components on the Herbert Hoover Presidential Library and Museum website.
http://hoover.archives.gov/LIW/pioneertown/activities_pioneertown.html
Set up the town and have each group explain the importance of their buildings to the class in an oral presentation.

MATH

Bar Graphs – Measure the diameter of local trees on your school grounds in standard and metric measurements. Create a double bar graph to compare the different diameters of the various trees in metric and standard measures.

Word Problems – Using Math Handout 1, post this information from the national registry of big trees for the class. Use the information to create a set of math word problems.

SCIENCE

Learning the parts of a tree – Ask students to name the parts of a tree and make a list of them. Then review the science vocabulary provided here and add in any missing words.
Science vocabulary: *trunk, roots, branches, leaves, bark, twigs, canopy, heartwood, sapwood*
Next, have the students draw their own tree and label the parts using the science vocabulary words. Ask them to indicate if their tree is broadleaf or evergreen.

Arbor Day project – Plan a class celebration for Arbor Day. Find poems about trees, research information about the first Arbor

Day, look up how to plant trees in your climate zone, and take up a class collection to buy a tree to plant at the school. Present the information in a program or on a PowerPoint presentation and plant the tree. Be sure to write a class letter to the principal to make sure it's okay to plant a new tree on the school grounds.

RELATED READING

My Mother Talks to Trees by Doris Gove

Hiking Trails of the Joyce Kilmer-Slickrock and *Citico Creek Wildernesses* by Tim Homan

Pioneer Girl: The Story of Laura Ingalls Wilder by William Anderson

Champion of Arbor Day by Sandy Beaty

Arbor Day by Kelly Bennett

What Good is a Tree? by Larry Dane Brimner

The Tree by Dana Lyons

Sarah, Plain and Tall by Patricia MacLachlan

The Giving Tree by Shel Silverstein

HELPFUL WEBSITES

American Forests has documented the biggest trees for the past fifty years:
http://www.americanforests.org/

Arbor Day site:
http://www.arborday.org/index.cfm

Herbert Hoover Presidential Library:
http://hoover.archives.gov/education/

The Laura Ingalls Wilder tab has additional prairie related activities:
http://hoover.archives.gov/LIW/

Prairie Life:
http://www.re.msd.k12.de.us/pioneerlife.htm

Registry of Big Trees:
http://www.americanforests.org/resources/bigtrees/register.php

Peachtree Teachers Guide for ARBOR DAY SQUARE was prepared by Shirley Duke.

ABOUT THE AUTHOR

KATHRYN O. GALBRAITH is an award-winning children's book author with more than a dozen picture books to her credit, including **BOO, BUNNY!**; **ARBOR DAY SQUARE**; **TRAVELING BABIES**; and **LAURA CHARLOTTE**. She teaches writing for children at the University of Washington. Visit her website at www.kathrynogalbraith.com.

ABOUT THE ILLUSTRATOR

CYD MOORE has illustrated over 40 children's books, including **WHAT DO PARENTS DO? (WHEN YOU'RE NOT HOME)** and best selling **I LOVE YOU STINKY FACE** series. Her newest books are **ARBOR DAY SQUARE** and **WILLOW**. You might also see her work on McDonald's Happy Meals® boxes, games, and magazines. She is a dynamic speaker and always a favorite at conferences, libraries and schools. Her presentations inspire gasps and giggles, and creative thinking; instilling a love of story and art; and includes storytelling and sketches. She has the ability to handle a large crowd and engages all ages—high school art students to even the most wiggly 'worms' in kindergarten. "My everyday job is drawing picture books. But, I'm passionate about encouraging kids to love reading & learning, to be playful hard workers, and to believe big things can happen." You can visit her website at www.cydmoore.com. (Intended audience: Grades K-5) E

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Math Handout 1

Note: This information can also be written on a chart or copied and displayed on a LED overhead projector.

Post this information from the national registry of big trees for the class. Use the information to create several math word problems.

Common name	Scientific name	Height	Circumference
Sweet Crab Apple	*Malus coronaria*	39 feet	98 inches
Quaking Aspen	*Populus tremuloides*	130 feet	152 inches
Ohio Buckeye	*Aesculus glabra*	73 feet	176 inches
Sweet Cherry	*Prunus avium*	96 feet	290 inches
American Elm	*Ulmus americana*	118 feet	273 inches
Giant Sequoia	*Sequoiadendron giganteum*	274 feet	1,020 inches
Atlantic White Cedar	*Chamaecyparis thyoides*	57 feet	194 inches
Mojave Yucca	*Yucca schidigera*	31 feet	58 inches

1.

2.

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