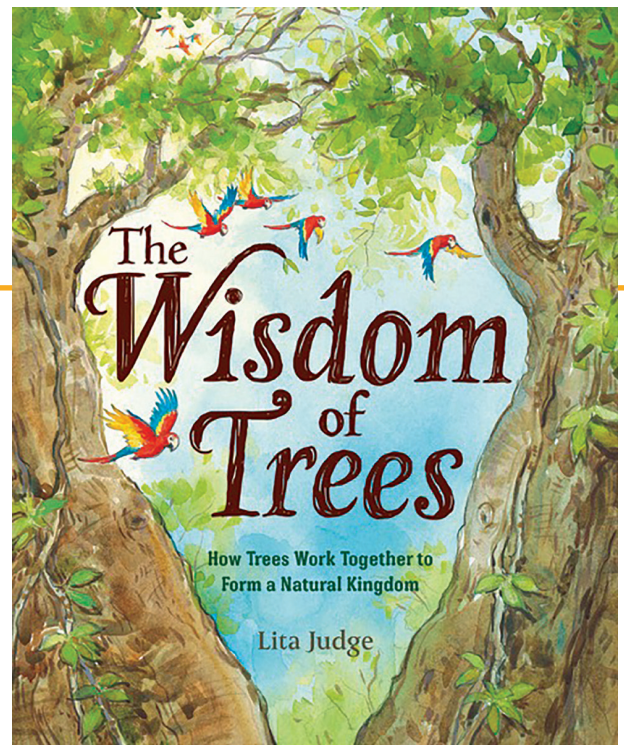


EXPLORE MORE BOOK GUIDE

Activities, tools & resources for learning with this book!



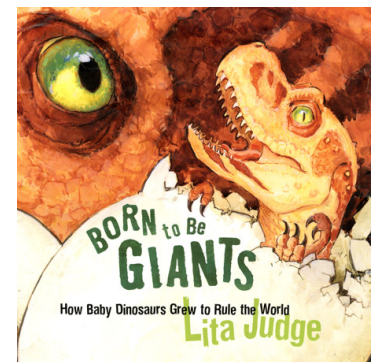
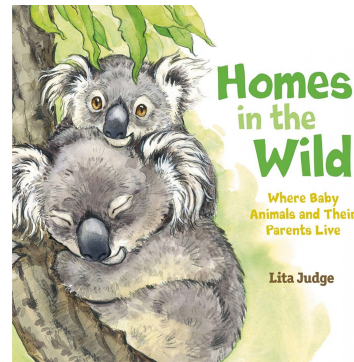
Meet the author



Lita Judge is the award-winning author and illustrator of many children's books, including *Red Sled*, *When You Need Wings*, and *Flight School*. She lives with her husband, three cats, and a little green parrot in the middle of a New Hampshire wood. Before she was an author and illustrator, Lita was a geologist and worked on dinosaur digs. A trip to Venice, Italy inspired her to quit her job and pursue a lifelong passion for creating art. Now, she's when not in her studio, she can be found backpacking through Europe with her sketchbook and painting in the streets of Italy, France, Sweden, Russia and many other places that have inspired her books. You can visit her online at LITAJUDGE.ME.

[Watch Lita's video on the making of *The Wisdom of Trees*.](#)

Just a few from Lita:



EXPLORE MORE BOOK GUIDE

LET'S BEGIN! BEFORE READING THE BOOK

Use the Visual Thinking Strategy (VTS) questions below to orient readers, and to help guide a group discussion. Begin by taking a quiet moment to look closely at the book jacket, allowing time for observation and contemplation of the images.

- *What is going on in this picture?*
- *What do you see that makes you say that? (provide evidence)*
- *What more can we find?*

Watch this [VIDEO](#) for a quick VTS demo

HAVE QUESTIONS?

Please contact Alison Johnson
at Island Readers & Writers,
207-460-6828 or
ajohnson@islandreadersandwriters.org.

LET'S TALK! Discussion Questions

TAKING A CLOSER LOOK AT THE BOOK

We learn from reading this book that trees communicate with each other. Is this something you have ever thought of before? Does it change the way you think of trees?

Scientists call the symbiotic relationship between trees and fungi the Wood Wide Web. This is humorous and explains what is happening in an easy-to-understand

way. Can you come up with another name, comparison, or description for it?

Think about how trees act to lessen the effects of global warming. Can you name three ways?

Think about a tree near your home or school. What do you think lives in your tree? Do you see any homes or signs of critters?

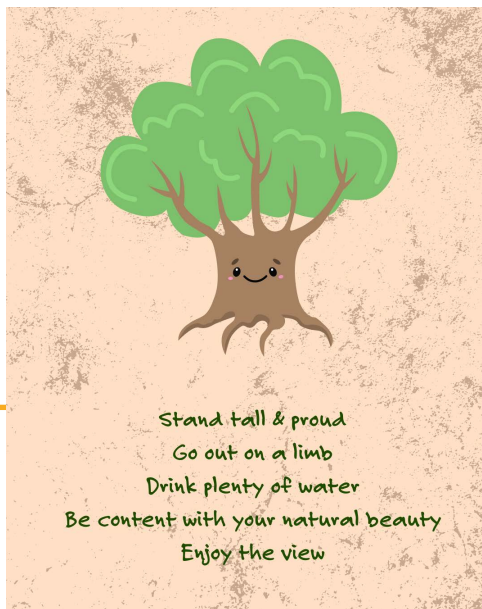
Think of all the things a tree needs to survive. Can you name them? How do these things compare to what you need for survival?

What does a forest ecologist do? Are there any in Maine that you could interview? Think of questions you could ask and find out ways you can help save the trees.

ASSESSMENT OPPORTUNITY:

- What do we **K**now (about trees and the Wood Wide Web)?
- What do we **W**ant to know?
- What have we **L**earned?
- Why should we **C**are

*Take note: You'll be using this KWLC chart in the *Let's Take Action* section.



STANDARDS Covered throughout this Explore More Book Guide:

SL.1. Prepare for and participate in conversations across a range of topics, types, and forums, building on others' ideas and expressing their own.

SL.2. Integrate and evaluate information presented in diverse media and formats, including point of view, reasoning, and use of evidence and rhetoric.

SL.3. Present information and supporting evidence appropriate to task, purpose, and audience so listeners can follow the line of reasoning and incorporate

L.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style in writing and speaking, and to comprehend more fully when reading or listening.

R.4. Read various texts closely to determine what each text explicitly says and to make logical inferences; cite specific textual evidence to support conclusions drawn from the texts.

R.5 Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyze its development throughout each text.

R.9. Assess how perspective or purpose shapes the content and style of various texts

R.10. Evaluate the argument and specific claims in various texts. texts.

TEACHERS TAKE NOTE:

This book has great back matter.

EXPLORE MORE BOOK GUIDE

Let's Create!

STANDARDS:

Creation, Performance, and Expression - Visual Arts:

Students create, express, and communicate through the art discipline. (B1, B2, B3, B4)

4-LS1 From Molecules to Organisms: Structures and Processes

TREE MURAL:

Invite your students to adopt a tree (or multiple trees) near the school building. Provide students time to observe the tree, sketch the tree, and write about the tree in each season. Use a variety of art materials to create a large mural of the trees, depicting their characteristics, and ways they communicate. Caption written responses (poems, word collections, descriptions) around the tree images.

MAKE A THUMBPRINT TREE:

Dip your thumb in green ink and press on paper with room to draw a trunk, roots and branches.

GROW A TREE FROM A PINE CONE:

Find a young, unopened cone. Place it upside down in a jar of water and see if the seeds start sprouting.

START A TREE JOURNAL:

- Look for a tree that is special to you in your yard or neighborhood. Why do you think it is special? Does it have a large trunk? Gnarly limbs? Textured bark? Maybe a hole?
- Write a poem or a story from the trees perspective.
- Make a list of all the products we get from trees. How many can you think of?
- Trees change throughout the year. What is one thing that changes or happens in each season?

Let's Take Action! Be a Super Cooperator just like the trees in the Wood Wide Web!

We have the knowledge. We have the skills. We just need the will.

1. ***Use your KWLC chart and create a class brochure** to share your knowledge and passion with your community.

What I know • What I want to know • What I learned • Why we should care • What I want you to know

2. **Organize your school for a day of LIGHTS OUT!** Earth Hour takes place in March but you can organize any day of the year!

Started in 2017 by World Wildlife Fund and partners as a symbolic lights-out event in Sydney to raise awareness of climate change, Earth Hour is now one of the world's largest grassroots movements for the environment. Held every year on the last Saturday in March, Earth Hour engages supporters in more than 190 countries and territories, all taking action to ensure a brighter future for the people of the planet. EARTHHOUR.ORG

3. **Coordinate your school to schedule Meatless Mondays!** Get them involved in helping you calculate how much this is reducing your carbon footprint.

#1

**WHAT DO YOU
CALL A FUNGI
THAT MAKES
MUSIC?**

EXPLORE MORE BOOK GUIDE

Let's Take Action! (continued)

4. Organize a tree planting party!

How to Plant your Seedling Tree

- 1) Dig a round hole at least one foot in diameter. Make a small mound of soil in the bottom of hole.
- 2) Take the seedling from bag and spread the roots out in all directions, using the mound as a root support. Pull loose soil back over roots, filling the hole halfway.
- 3) Lightly tamp soil down or fill with water. Backfill the rest of the hole and tamp soil again or re-water.
- 4) Do not compact the soil by tamping wet soil. Soil compaction eliminates oxygen, which roots need to survive!
- 5) Be sure the seedling root collar (where it was planted in the nursery) is at the finished soil level. Watering is the best method to settle the soil, eliminate air pockets and provide moisture to the root system.

Care for your new trees

- 1) Water daily for first two months and then weekly for next 6 months
- 2) Add a tree protector (can be made from recycled soda bottle—2 liters) by cutting off the top and taping bottles (4 together) and placing over tree. Protect from deer or other animals for eating tree. Keep on tree for at least 2 years.
- 3) Mulch around tree to help keep soil wet. Do not mound soil as it can kill the tree roots.
- 4) Weed around tree or remove grass frequently.

National Wildlife Federation - Trees for Wildlife—www.nwf.org/trees



Good trees to plant in Maine: WILDSEEDPROJECT.NET

Let's Dive Deeper!

Maine Forest Service:

[THE MAINE FOREST TREE FACTS LIST \(PDF\)](#)

Two short videos that describe the Wood Wide Web simply:

[TREES THAT TALK](#)

[HOW TREES SECRETLY TALK TO EACH OTHER](#)

#2

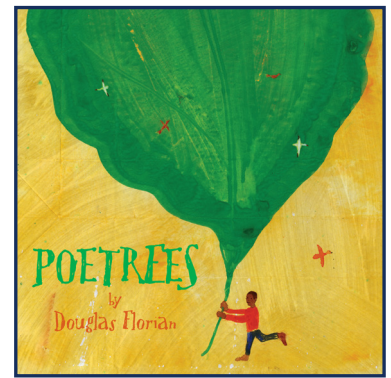
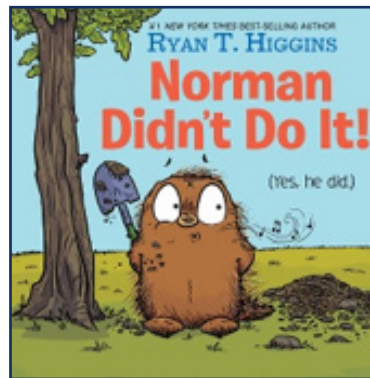
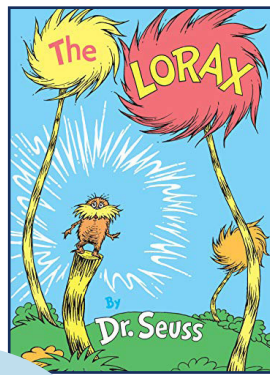
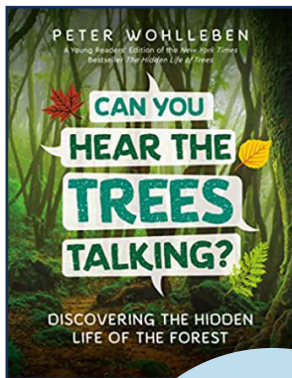
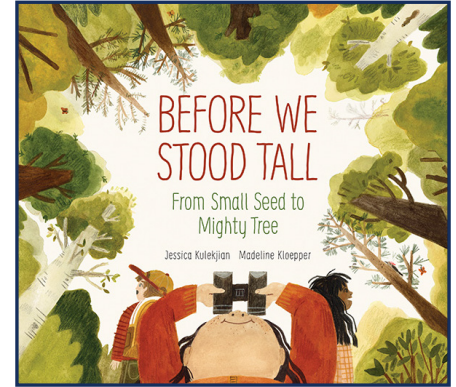
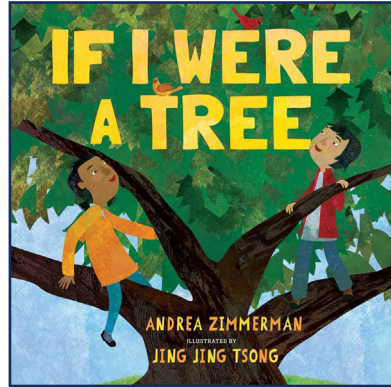
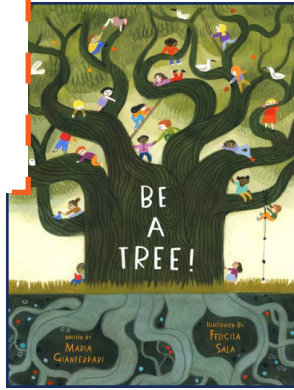
**DID YOU
HEAR THE JOKE
ABOUT
FUNGUS?**

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Let's Read More!

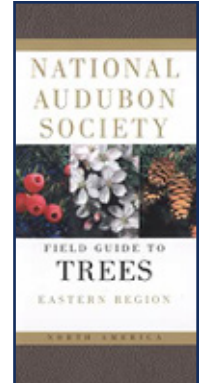
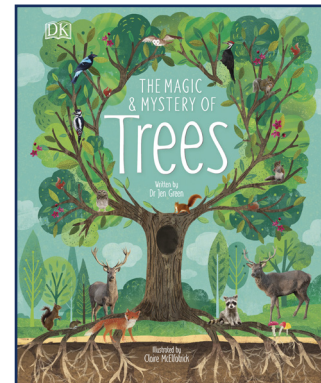
EXCELLENT EXTENSION ACTIVITIES

[Be A Tree](#)



#3

WHY DID
THE TREE GET
STUMPED?



#1: A decomposer, #2: You won't like it but it will grow on you!, #3: It couldn't get to the root of the problem.

Answers