

# THE TREE OF HOPE

The Miraculous  
Rescue of  
Puerto Rico's  
Beloved Banyan

by Anna Orenstein-Cardona illustrated by Juan Manuel Moreno



## educational TEACHING GUIDE

# THE TREE OF HOPE

## teaching guide

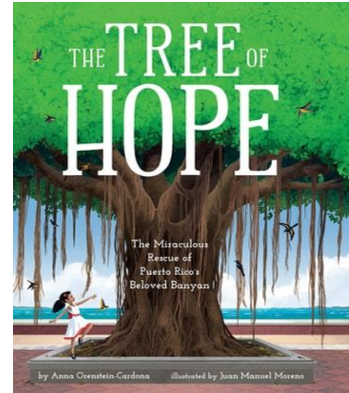
### ABOUT THE BOOK

The Tree Of Hope is inspired by the true story of the beloved banyan at the San Juan Gate, the community that fought to save it after Hurricane Maria, and the strength of the people of Puerto Rico, who continue to rebuild to this day.

### ABOUT THE AUTHOR

#### ANNA ORENSTEIN-CARDONA

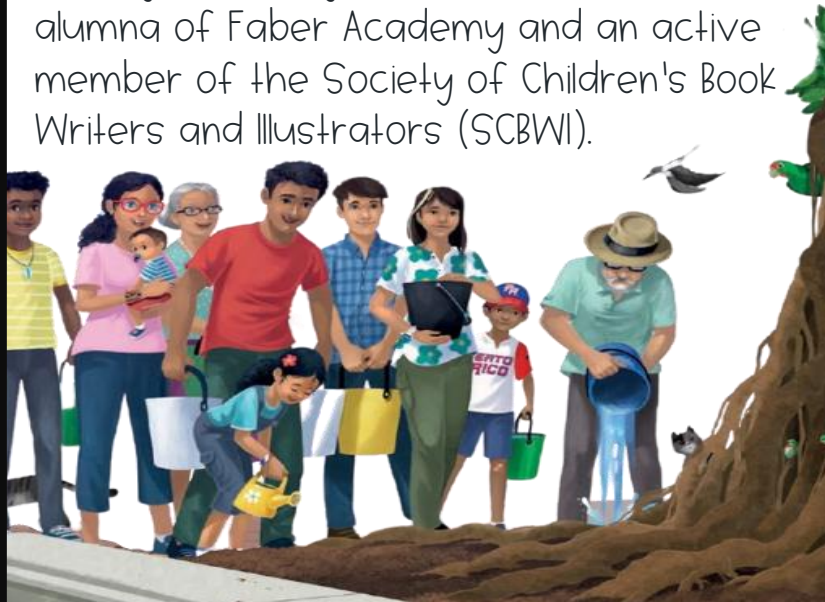
Anna Orenstein-Cardona was born and raised in Puerto Rico. After attending the Massachusetts Institute of Technology (MIT), she worked for over two decades in finance in the U.S.A. and Europe, before turning to writing for children. Anna is an alumna of Faber Academy and an active member of the Society of Children's Book Writers and Illustrators (SCBWI).



### PRE-READING ACTIVITIES

Before reading *The Tree of Hope* consider the following activities to engage your readers.

1. Take a picture walk of the story, flipping each page and pointing out the illustrations. Encourage students to predict what will happen in the story.
2. Host a class-wide discussion about the title. Why did the author choose that title? What might we be reading about?
3. Create K-W-L (Know, Want to Know, Learned) chart to record what students already **know** about banyan trees and **want** to know about banyan trees. After reading, record what students learned.





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# EDUCATIONAL ACTIVITIES

*The Tree of Hope* highlights the true story of the beloved banyan tree at the San Juan Gate. The inquiry-driven activities in this guide apply to a variety of content areas and educational standards. They may be used for a range of learners and are aligned to the CCSS and NGSS.

## SOCIAL / EMOTIONAL

### *what's a community?*

Target Grade Range: K – 5<sup>th</sup> Grade

Belonging to a community or multiple communities is something all people do. In this social-emotional activity, students explore what a community is, the communities they belong to, and why having a sense of community is important. This reflective exercise allows students the chance to use both speaking and listening skills to share with their classmates and friends.

## SCIENCE

### *all about banyan trees*

Target Grade Range: 1<sup>st</sup> – 5<sup>th</sup> Grade

In this cross-curricular writing activity, students will assemble an interactive flipbook that lists facts banyan trees. The differentiated flipbook pages allow this activity to be completed by a range of learners. Younger students may benefit by completing this in partnerships or with the direct help of an adult.

## WRITING

### *hurricane research*

Target Grade Range: 1<sup>st</sup> – 5<sup>th</sup> Grade

The destruction from the hurricane is a key part of THE TREE OF HOPE. Take this a step further by inviting students to research and learn more about hurricanes. This activity includes differentiated graphic organizers and writing paper for a range of students. Younger students may complete this project as a shared research project or in partnerships.



# EDUCATIONAL ACTIVITIES

*The Tree of Hope* highlights the true story of the beloved banyan tree at the San Juan Gate. The inquiry-driven activities in this guide apply to a variety of content areas and educational standards. They may be used for a range of learners and are aligned to the CCSS and NGSS.

## WRITING

### hope acrostic poem

Target Grade Range: K – 5<sup>th</sup> Grade

In the story, we learn the importance of sparking a wave of hope. In this writing activity, students will write about what having hope means to them, using each letter from the word HOPE. Students will enjoy this writing activity that allows them to think about a central concept from the story. Younger students may complete the acrostic poem with their teacher as a whole group.

## SOCIAL STUDIES

### hurricane map

Target Grade Range: 3<sup>rd</sup> – 5<sup>th</sup> Grade

In THE TREE OF HOPE, we learn a hurricane is the natural disaster that destroys the banyan tree. Hurricanes, cyclones and typhoons are storms that effect various parts of our world. The opportunity to study where these tropical storms occur allows students to work on important mapping skills. This social studies activity encourages students to put their skills to

the test,

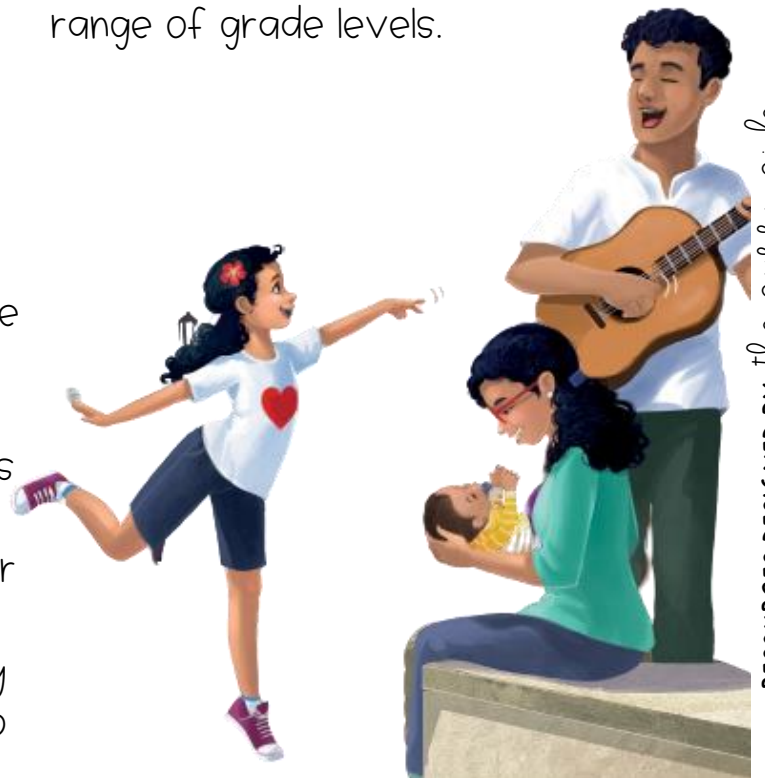
AUTHOR - ANNA ORENSTEIN-CARDONA

## ENGLISH / LANGUAGE ARTS

### heart of the story

Target Grade Range: 2<sup>nd</sup> – 5<sup>th</sup> Grade

Students will explore the important message of the story with this activity. They'll use evidence from the text to support their thinking about what they believe the message or lesson is – the heart of the story. Then, they can add a picture inside the heart. The graphic organizers have differentiated lined paper, appropriate for students in a range of grade levels.



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ILLUSTRATOR - JUAN MANUEL MORENO

PUBLISHER - BEAMING BOOKS

# EDUCATIONAL ACTIVITIES

*The Tree of Hope* highlights the true story of the beloved banyan tree at the San Juan Gate. The inquiry-driven activities in this guide apply to a variety of content areas and educational standards. They may be used for a range of learners and are aligned to the CCSS and NGSS.



## ENGLISH / LANGUAGE ARTS

### *problem + solution*

Target Grade Range: K – 5<sup>th</sup> Grade

In *THE TREE OF HOPE*, there's a clear problem in the story. As with any story, every problem has a solution. Explore the tree OR the community's problem and how it's solved. Students can draw a creative picture to go along with their thoughts, using their favorite art supply. The graphic organizers have differentiated lined paper, appropriate for students in a range of grade levels.

## ART

### *tree art*

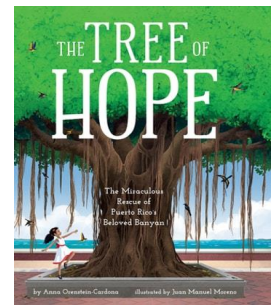
Target Grade Range: K – 5<sup>th</sup> Grade

What better way to celebrate this fun new story than with an art project? Have students show what they learned with this banyan tree art project! A range of art templates makes this activity customizable. The differentiated writing paper allows a range of learners to reflect on and write about their learning.

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# SOCIAL / EMOTIONAL ACTIVITY

## MY COMMUNITIES



### Standards:

CCSS.ELA-LITERACY.SL.K.1  
CCSS.ELA-LITERACY.SL.1.1  
CCSS.ELA-LITERACY.SL.2.1  
CCSS.ELA-LITERACY.SL.3.1  
CCSS.ELA-LITERACY.SL.4.1  
CCSS.ELA-LITERACY.SL.5.1

### You will need:

- White or colored copy paper
- Pencils
- Crayons / colored pencils / markers



### Step by step to do list:

1. Copy the MY COMMUNITIES pages on white copy paper.
2. Discuss what a community is (a community is any place where a group of people gather or have a common goal)
3. Reflect on the community we see in the story THE TREE OF HOPE.
4. Distribute the worksheet and have students draw and label 3 different communities they belong to in the picture templates.
5. Then, they should write about why communities are important on the lines below.
6. If time allows, encourage students to decorate and color their drawings.
7. Students will then share what they wrote with a partner, small group, or the entire class.
8. For younger students (1st grade and younger) you may want to complete this activity as a whole group together..

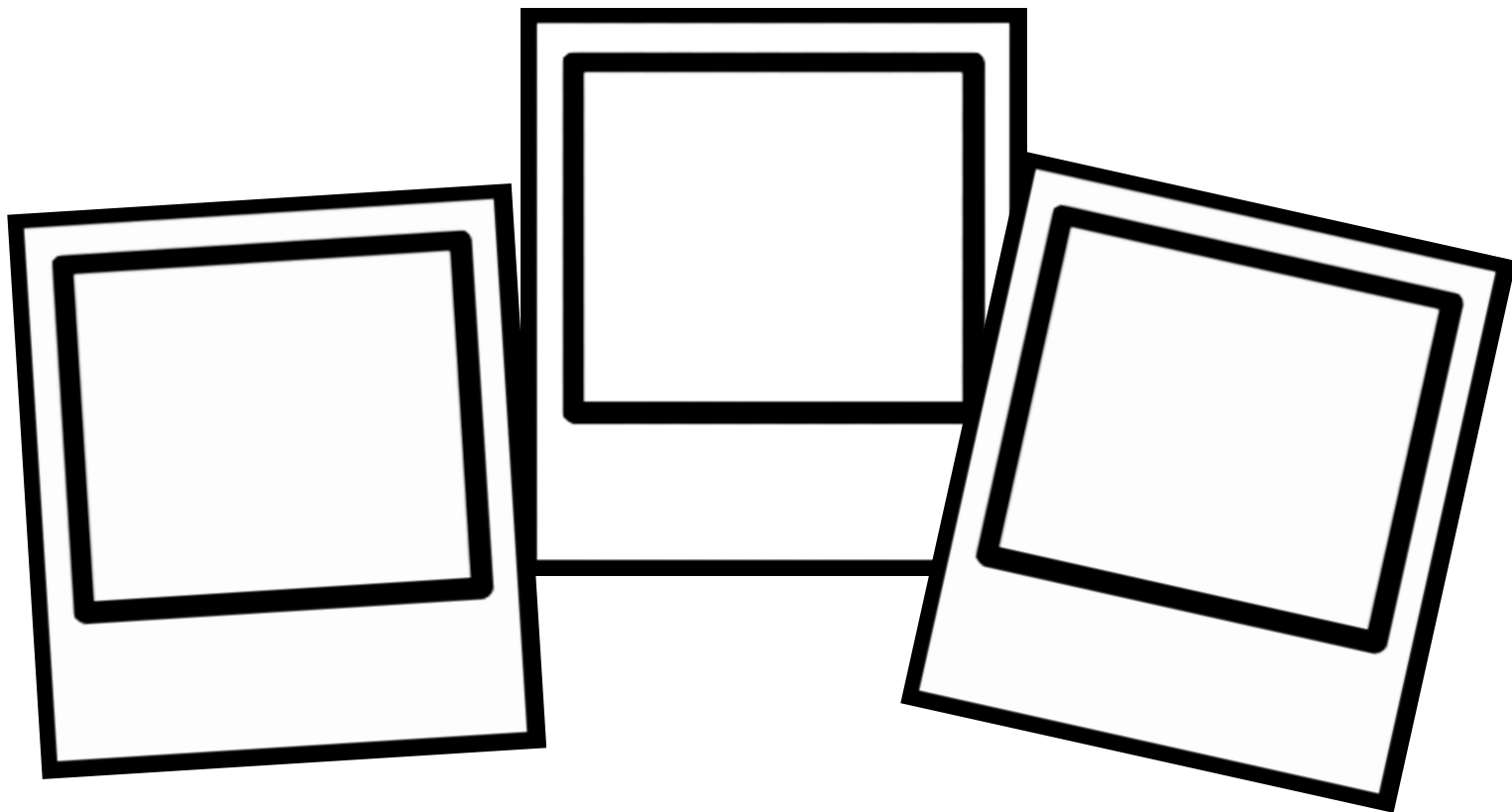
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Name: \_\_\_\_\_

RESOURCES DESIGNED BY: *the sunny side*

# MY COMMUNITIES

In THE TREE OF HOPE, we learn that a community is a group of people living in the same place or having a common goal. Think about the communities you belong to and label and draw them in the photos. Then, write about why communities are important on the lines below.



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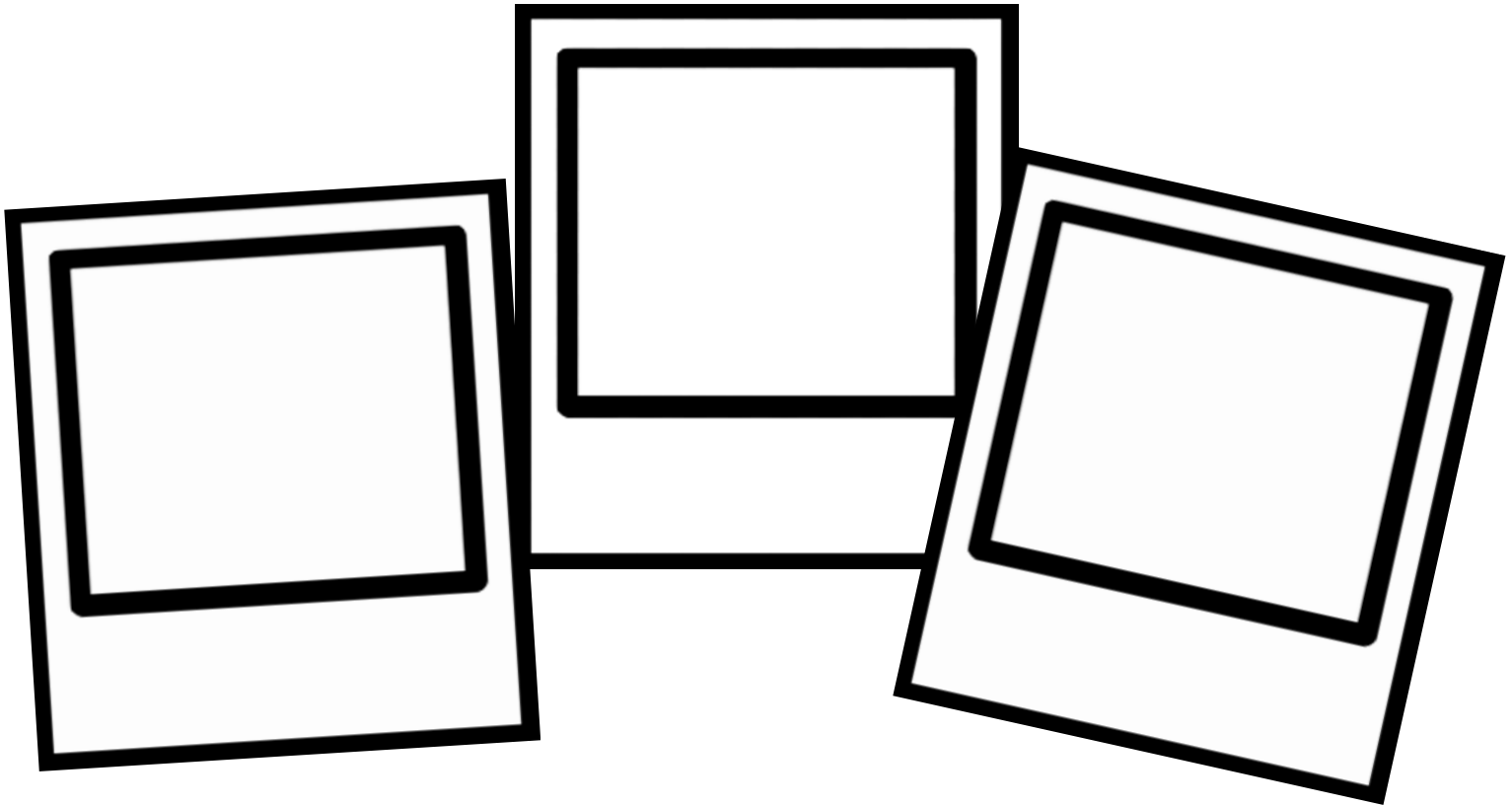


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# MY COMMUNITIES

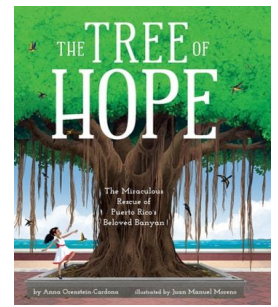
In THE TREE OF HOPE, we learn that a community is a group of people living in the same place or having a common goal. Think about the communities you belong to and label and draw them in the photos. Then, write about why communities are important on the lines below.



Four sets of horizontal writing lines. Each set consists of a solid top line, a dashed middle line, and a solid bottom line, providing a guide for handwriting practice.

# SCIENCE ACTIVITY

## BANYAN TREES FLIPBOOK



### Standards:

- CCSS.ELA-LITERACY.W.1.7
- CCSS.ELA-LITERACY.W.2.7
- CCSS.ELA-LITERACY.W.3.7
- CCSS.ELA-LITERACY.W.4.7
- CCSS.ELA-LITERACY.W.5.7

### You will need:

- White copy paper
- Pencils
- Art Supplies (crayons or colored pencils)
- Stapler
- Glue stick



### Step by step to do list:

1. Decide which differentiated flipbook pages work best for your students.
2. Copy the ALL ABOUT BANYAN TREES FLIPBOOK pieces on white or colored copy paper (copying the pages as a stapled packet works best).
3. Have students cut around the solid black lines of each flipbook page.
4. Discuss the location, appearance, and uses of Banyan trees with students using the answer key (You may take this a step further by hosting an online search).
5. Students will write and respond to the above prompts on each flipbook page.
6. Have students stack the flipbook pages in order with the All About Banyan Trees title page on top.
7. Staple (or if your students are old enough have them staple) the pages together at the top.
8. Students should decorate and cut apart the banyan tree template.
9. Then, glue the tree to the top of the flipbook (see above).
10. After flipping through each step, you will read the location, appearance, and uses of banyan trees.
11. For younger students (1st grade and younger) you may want to complete this activity as a whole group together.

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# ANSWER KEY

# BANYAN TREE FLIPBOOK

Banyan trees are best grown in warmer climates. They are native to the Caribbean islands, Central America, South America, and South Florida.

## Location

Banyan trees can grow to be miles long. The leaves are also large and glossy green. Aerial roots hang from the Banyan tree's branches, and they seek to take root in the soil to become part of the trunk. The Banyan tree in the book is a *Ficus Citrifolia*.

## Appearance

Many cultures use banyan trees for medicinal purposes. The sap can treat inflammation and bruising, while the bark and seeds can help treat people with diabetes.

## Uses of Banyan Trees

Name: \_\_\_\_\_

# BANYAN TREE FLIPBOOK

## Directions:

1. Gather the flipbook pieces.
2. Cut around the solid black line.
3. Research and write about a banyan trees – location, appearance, and uses.
4. Stack the flipbook pages in order with the All About Banyan Trees title page on top.
5. Have your teacher staple the pages together at the top.
6. Decorate a banyan tree and cut it out.
7. Then, glue the tree to the top of your flipbook.

GLUE TREE HERE

NAME: \_\_\_\_\_

## ALL ABOUT BANYAN TREES

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# BANYAN TREE FLIPBOOK

Blank writing area with a dashed midline and the word "Location" centered below it.

Location

Blank writing area with a dashed midline and the word "Location" centered below it.

Location

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# BANYAN TREE FLIPBOOK

Location

Location

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# BANYAN TREE FLIPBOOK

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Appearance

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# BANYAN TREE FLIPBOOK

Appearance

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# BANYAN TREE FLIPBOOK

Blank writing area with five sets of primary-ruled lines (solid top and bottom lines with a dashed midline) for writing.

Uses of Banyan Trees

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# BANYAN TREE FLIPBOOK

Uses of Banyan Trees

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# BANYAN TREE FLIPBOOK

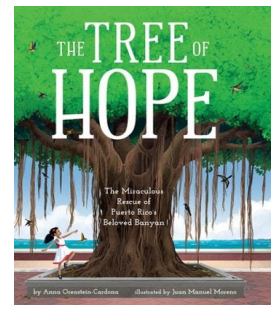
Copy tree templates on white construction paper or copy paper. Students will decorate the tree and glue it to the top of their flipbook.



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# WRITING ACTIVITY

## HURRICANE RESEARCH



### Standards:

- CCSS.ELA-LITERACY.W.1.2
- CCSS.ELA-LITERACY.W.2.2
- CCSS.ELA-LITERACY.W.3.2
- CCSS.ELA-LITERACY.W.4.2
- CCSS.ELA-LITERACY.W.5.2

### You will need:

- White copy paper
- Pencils
- Research tools (like Chromebooks, I-pads, or non-fiction books about primates)

### Step by step to do list:

1. Decide which HURRICANE RESEARCH graphic organizers and writing paper works best for your students and copy on white paper.
2. Remind students that a hurricane was the natural disaster that destroyed the banyan tree in THE TREE OF HOPE.
3. Create a mind map on the board showcasing facts that students ALREADY know about hurricanes.
4. Distribute the fact graphic organizers and writing paper to students.
5. Encourage students to research hurricanes (having access to technology like Chromebooks or I-pads works best).
6. Students should record the facts they learn.
7. Finally, have students write an informational paragraph on the writing paper by copying the facts and adding an introduction and conclusion sentence.
8. For younger students (1st grade and younger) you may want to complete this as a shared research project, where students copy your research.

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# HURRICANE RESEARCH

**TOPIC:**

**FACT 1**

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**FACT 2**

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**FACT 3**

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**FACT 4**

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**SOURCE :**

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Name: \_\_\_\_\_

# HURRICANE RESEARCH

**TOPIC:** \_\_\_\_\_  
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\_\_\_\_\_

**FACT 1**

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**FACT 2**

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**FACT 3**

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**FACT 4**

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\_\_\_\_\_

**SOURCE :** \_\_\_\_\_

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Name: \_\_\_\_\_

# HURRICANE RESEARCH

**TOPIC:**

**FACT 1**

**FACT 2**

**FACT 3**

**FACT 4**

**SOURCE :** \_\_\_\_\_

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Name: \_\_\_\_\_

# MY HURRICANE RESEARCH



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Name: \_\_\_\_\_

# MY HURRICANE RESEARCH

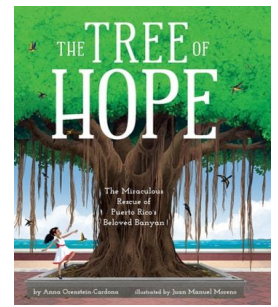


Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line. There are five sets of these lines.

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# WRITING ACTIVITY

## ACROSTIC POEM



### Standards:

CCSS.ELA-LITERACY.W.K.4  
CCSS.ELA-LITERACY.W.1.4  
CCSS.ELA-LITERACY.W.2.4  
CCSS.ELA-LITERACY.W.3.4  
CCSS.ELA-LITERACY.W.4.4  
CCSS.ELA-LITERACY.W.5.4

### You will need:

- White copy paper
- Pencils
- Art Supplies (crayons or colored pencils)
- Glue sticks
- Large colored construction paper (12 x 18)



### Step by step to do list:

1. Copy the HOPE ACROSTIC poem template on white copy paper.
2. Discuss with students what it means to have hope.
3. Brainstorm a list of potential words/phrases that students could use in their ACROSTIC poems and record them on the white-board.
4. Remind students that an acrostic poem must use each letter in the word that's written vertically. The sentence or phrase should begin with each letter listed and should also relate to the topic (i.e., H – Hold your thoughts and beliefs close to your heart).
5. After writing their acrostic poem and illustrating, they should glue both pages to a larger piece of construction paper (12x18).
6. Finally, have students share their poems with their classmates.
7. For younger students (1st grade and younger) you may want to complete this activity as a whole group together.

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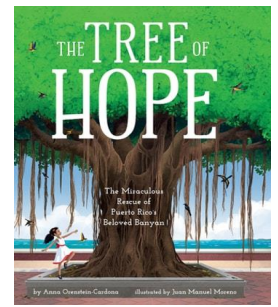
# SPARK A WAVE OF HOPE...

Think about how you can spark a wave of hope within your community. Then, using each letter in the word HOPE, write an acrostic poem about what hope means to you!

H	_____
O	_____
P	_____
E	_____

# SOCIAL STUDIES ACTIVITY

## MAPPING HURRICANES

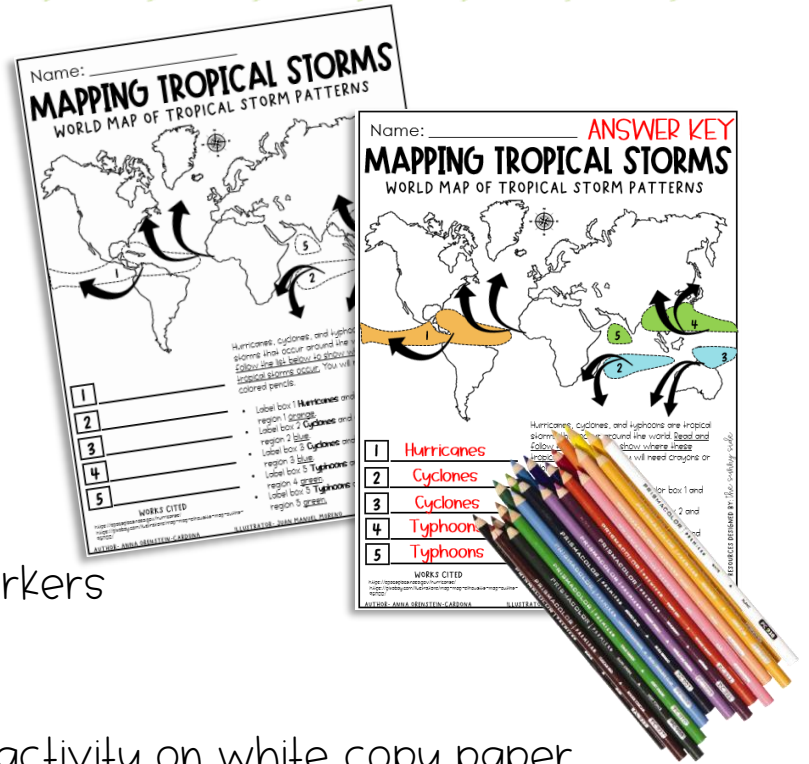


### Standards:

- CCSS.ELA-LITERACY.RI.3.7
- CCSS.ELA-LITERACY.RI.4.7
- CCSS.ELA-LITERACY.RI.5.7

### You will need:

- White copy paper
- Pencils
- Crayons / colored pencils / markers



### Step by step to do list:

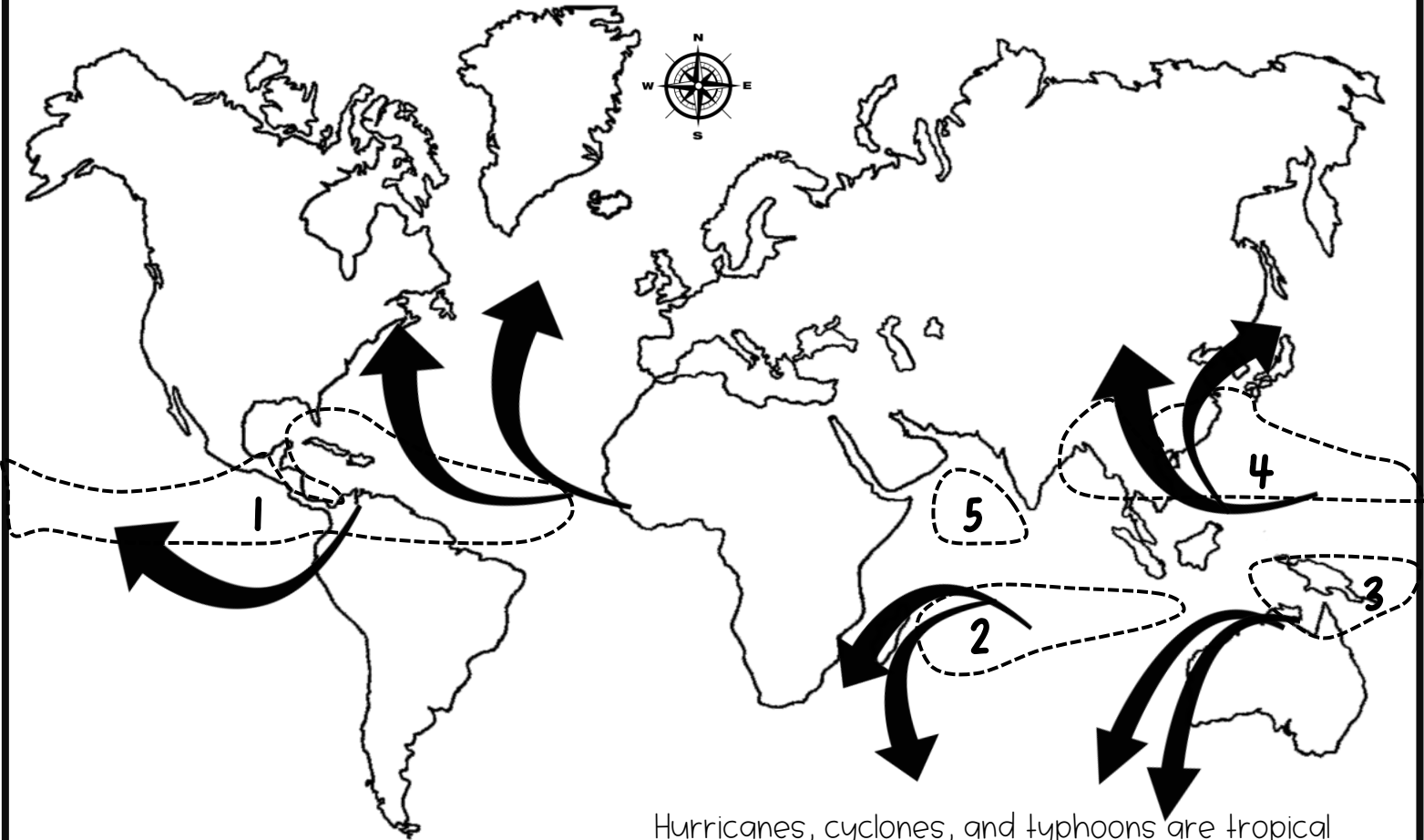
1. Copy the MAPPING HURRICANES activity on white copy paper.
2. Distribute maps to students.
3. Students will label the map key as stated and color each region of the map a specific color to show the different areas where hurricanes occur world-wide.
4. Students can share and compare their thinking in partnerships or in small groups.
5. For younger students (1st grade and younger) you may want to complete this activity as a whole group together.

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# MAPPING TROPICAL STORMS

## WORLD MAP OF TROPICAL STORM PATTERNS



1	_____
2	_____
3	_____
4	_____
5	_____

Hurricanes, cyclones, and typhoons are tropical storms that occur around the world. The arrows show the direction that the storm travels. Read and follow the list below to show where these tropical storms occur. You will need crayons or colored pencils.

- Label box 1 **Hurricanes** and color box 1 and region 1 orange.
- Label box 2 **Cyclones** and color box 2 and region 2 blue.
- Label box 3 **Cyclones** and color box 3 and region 3 blue.
- Label box 5 **Typhoons** and color box 4 and region 4 green.
- Label box 5 **Typhoons** and color box 5 and region 5 green.

### WORKS CITED

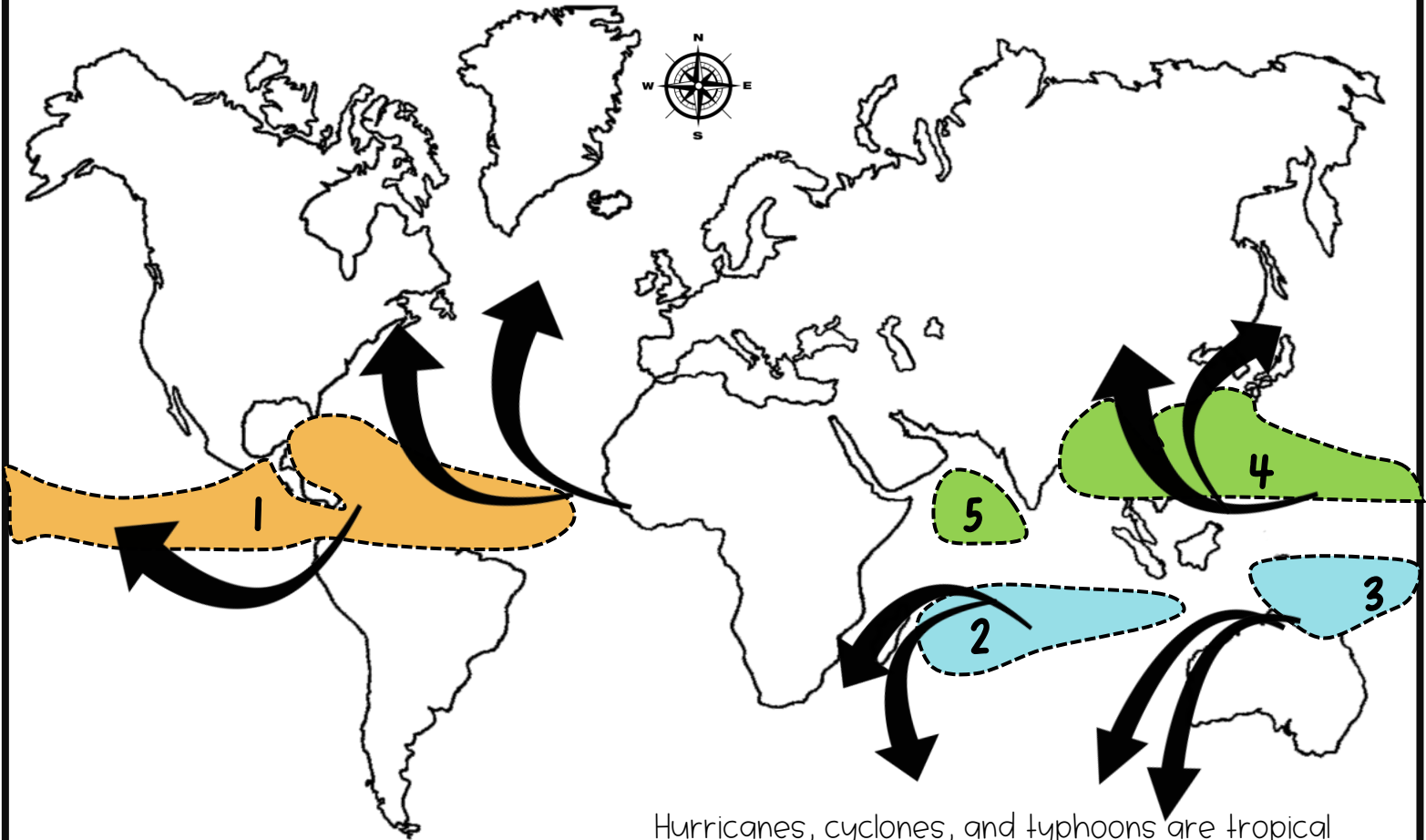
<https://spaceplace.nasa.gov/hurricanes/>  
<https://pixabay.com/illustrations/map-map-silhouette-map-outline-961700/>

Name: \_\_\_\_\_

# ANSWER KEY

# MAPPING TROPICAL STORMS

## WORLD MAP OF TROPICAL STORM PATTERNS



- |   |            |
|---|------------|
| 1 | Hurricanes |
| 2 | Cyclones   |
| 3 | Cyclones   |
| 4 | Typhoons   |
| 5 | Typhoons   |

Hurricanes, cyclones, and typhoons are tropical storms that occur around the world. The arrows show the direction that the storm travels. Read and follow the list below to show where these tropical storms occur. You will need crayons or colored pencils.

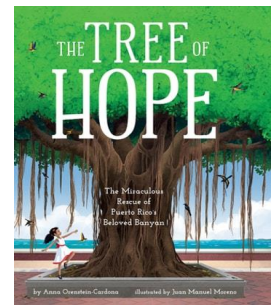
- Label box 1 **Hurricanes** and color box 1 and region 1 orange.
- Label box 2 **Cyclones** and color box 2 and region 2 blue.
- Label box 3 **Cyclones** and color box 3 and region 3 blue.
- Label box 5 **Typhoons** and color box 4 and region 4 green.
- Label box 5 **Typhoons** and color box 5 and region 5 green.

### WORKS CITED

<https://spaceplace.nasa.gov/hurricanes/>  
<https://pixabay.com/illustrations/map-map-silhouette-map-outline-961700/>

# ENGLISH / LANGUAGE ARTS ACTIVITY

## HEART OF THE STORY



### Standards:

- CCSS.ELA-LITERACY.RL.2.2
- CCSS.ELA-LITERACY.RL.3.2
- CCSS.ELA-LITERACY.RL.4.2
- CCSS.ELA-LITERACY.RL.5.2

### You will need:

- White copy paper
- Pencils
- Art Supplies (crayons or colored pencils)



### Step by step to do list:

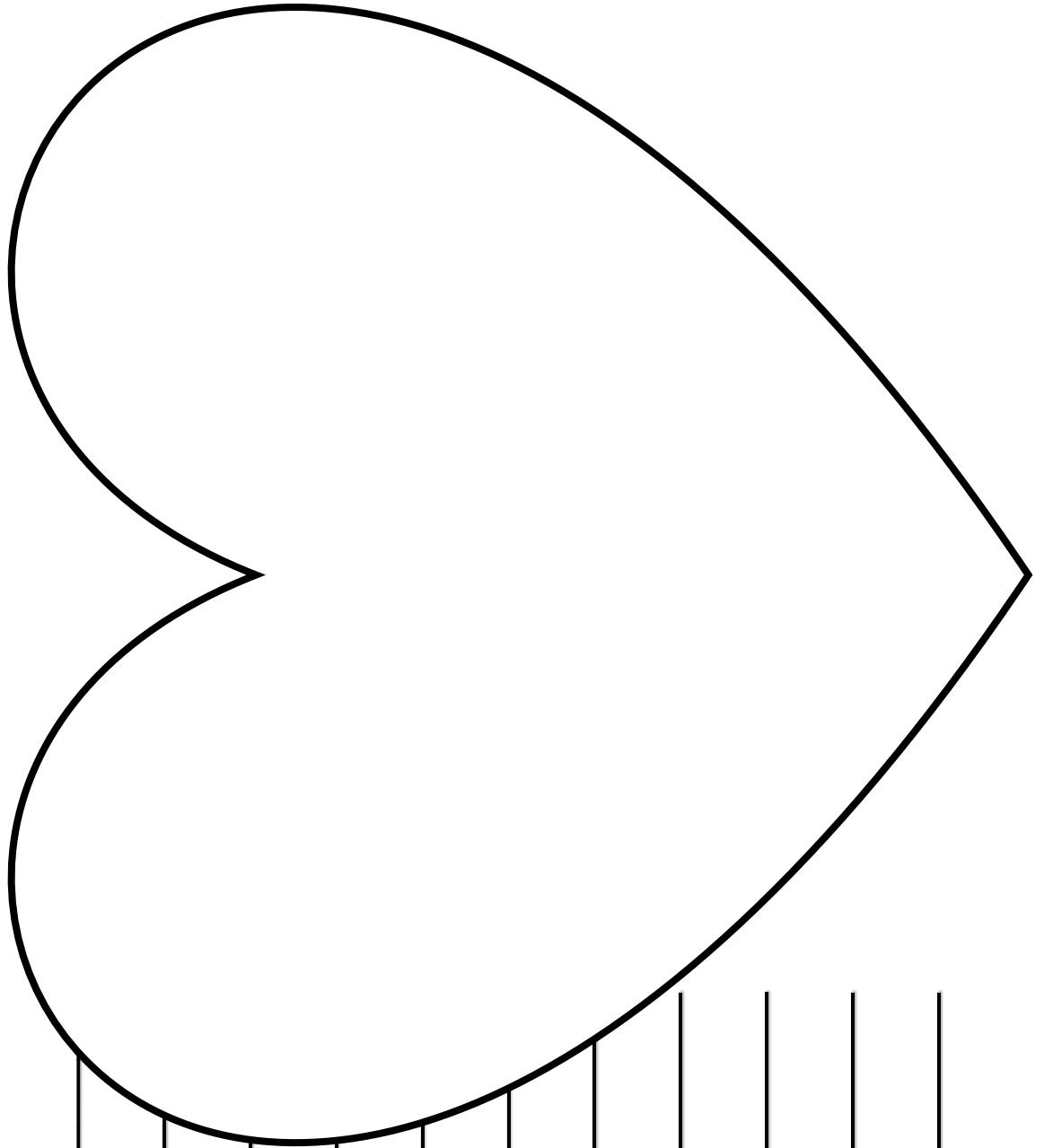
1. Decide which HEART OF THE STORY graphic organizers work best for your students and copy on white paper.
2. As a class discuss how finding the heart of a story is determining what the author hopes to teach you after having read. We can also think of the lesson.
3. Brainstorm the heart of the story using evidence from the text to support their thinking (e.g., if the heart of the story is all about friendship, then the evidence from the story should show how the author hopes to teach you a lesson in the importance of friendship).
4. Write the author's lesson on the lines and draw a picture to show the lesson in the heart.
5. Allow students an opportunity to share with other students in class.
6. For younger students (1st grade and younger) you may want to complete this activity as a whole group together.

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# WHAT'S THE HEART OF THE STORY?

In the story, the reader learns an important lesson. Think about what the heart of the story is and write about it using evidence from the story. Then, draw a picture in the heart.



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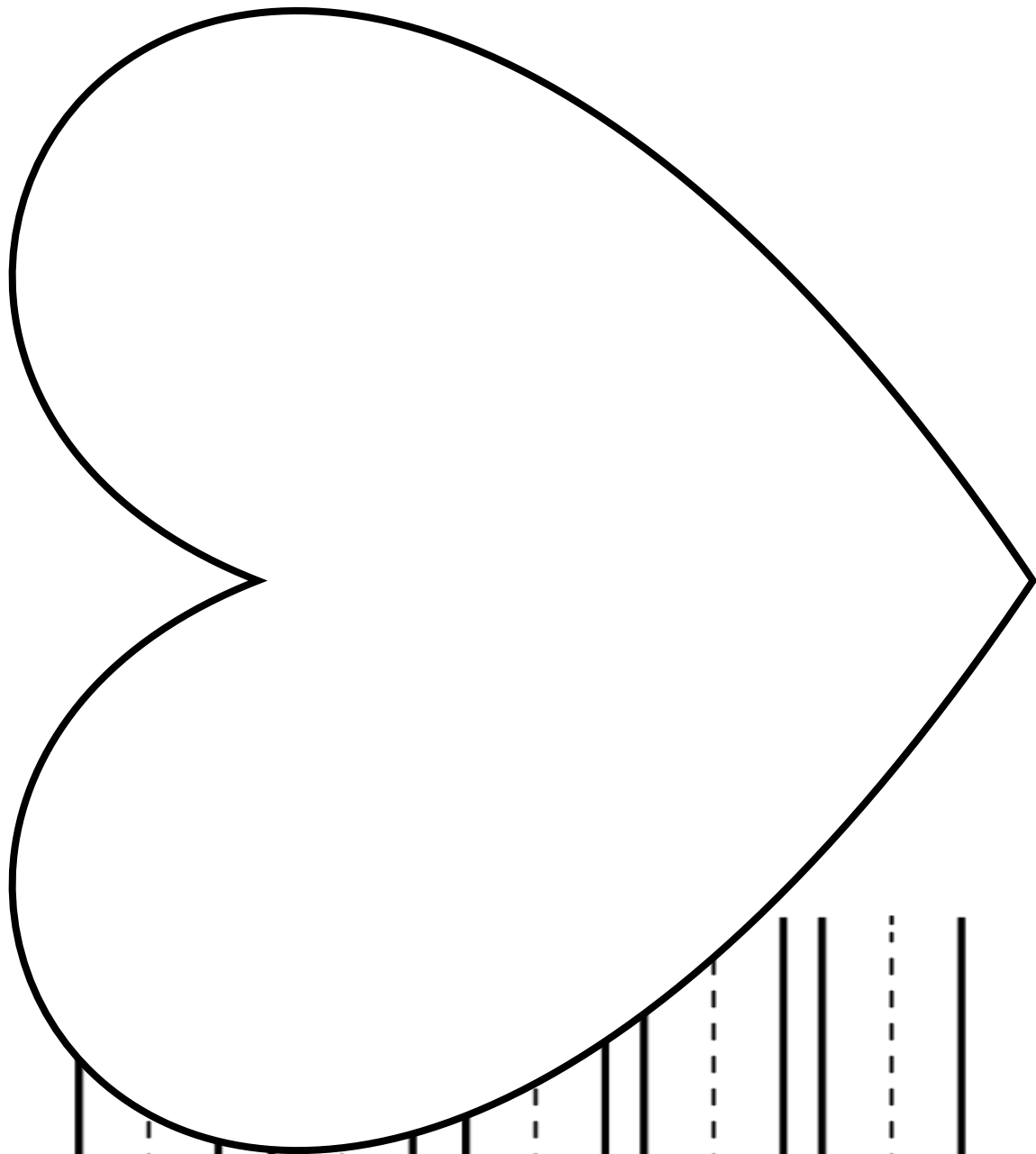
\_\_\_\_\_



Name: \_\_\_\_\_

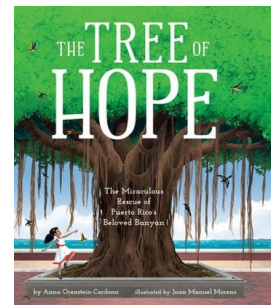
# WHAT'S THE HEART OF THE STORY?

In the story, the reader learns an important lesson. Think about what the heart of the story is and write about it using evidence from the story. Then, draw a picture in the heart.



Handwriting practice lines consisting of four sets of three horizontal lines each. Each set includes a solid top line, a dashed middle line, and a solid bottom line.

# ENGLISH / LANGUAGE ARTS ACTIVITY



## PROBLEM & SOLUTION



### Standards:

- CCSS.ELA-LITERACY.RL.K.1
- CCSS.ELA-LITERACY.RL.1.1
- CCSS.ELA-LITERACY.RL.2.1
- CCSS.ELA-LITERACY.RL.3.1
- CCSS.ELA-LITERACY.RL.4.1
- CCSS.ELA-LITERACY.RL.5.1

### You will need:

- White copy paper
- Pencils
- Art Supplies (crayons or colored pencils)



### Step by step to do list:

1. Decide which PROBLEM AND SOLUTION graphic organizers work best for your students and copy on white paper.
2. Brainstorm with students a problem that was encountered (by the tree OR the community) and how that problem was solved.
3. Students should write about a problem, a solution to the problem, and then draw a picture to go along with their thoughts.
4. Allow students an opportunity to share with other students in class.
5. For younger students (1<sup>st</sup> grade and younger) you may want to complete this activity as a whole group or use the graphic organizer with blank boxes for students to draw rather than write.

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Name: \_\_\_\_\_

# PROBLEM & SOLUTION

Write about a problem and solution in the story. Then, draw a picture to go along with your sentences.

**PROBLEM**

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**SOLUTION**

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**DRAW A PICTURE!**



Name: \_\_\_\_\_

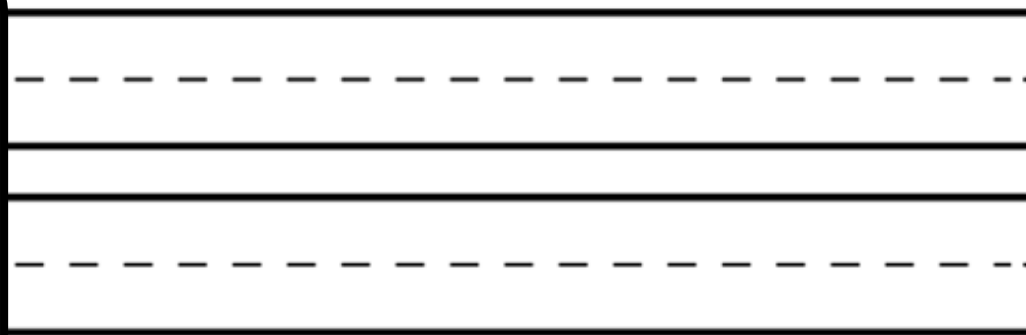
# PROBLEM & SOLUTION

Write about a problem and solution in the story. Then, draw a picture to go along with your sentences.

**PROBLEM**



**SOLUTION**



**DRAW A PICTURE!**



Name: \_\_\_\_\_

# PROBLEM & SOLUTION

Write about a problem and solution in the story. Then, draw a picture to go along with your sentences.

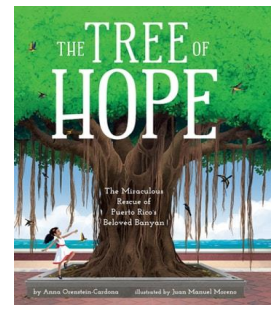
**PROBLEM**

**SOLUTION**

**DRAW A PICTURE!**

# ART ACTIVITY

## BANYAN TREE PROJECT



### Standards:

CCSS.ELA-LITERACY.SL.K.5  
CCSS.ELA-LITERACY.SL.1.5  
CCSS.ELA-LITERACY.SL.2.5  
CCSS.ELA-LITERACY.SL.3.5  
CCSS.ELA-LITERACY.SL.4.5  
CCSS.ELA-LITERACY.SL.5.5

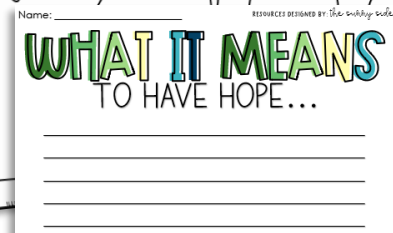
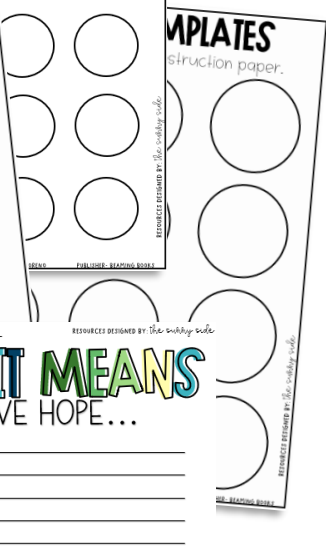
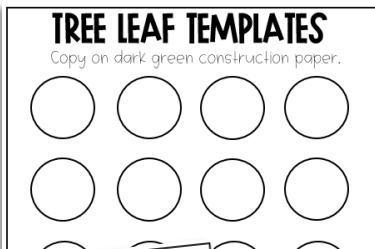
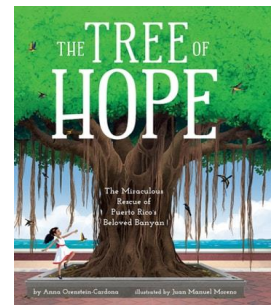
### You will need:

- White copy paper
- Pencils
- Crayons / colored pencils / markers
- Scissors
- Glue sticks
- Green paint (light and dark color options)
- Colored construction paper (assorted colors)

### Step by step to do list:

1. Copy the BANYAN TREE PROJECT templates on coordinating construction paper or on white copy paper for students to color.
2. Show students the picture samples.
3. Have students cut out the templates and glue the pieces together to create a primate of their choice.
4. Assemble and glue the templates according to the pictures.
5. Using a paint brush and colored green paint, have students add circular dabs of paint to the tree branches to fill out the tree.
6. Then, have students reflect and write about what it means to have hope.
7. Students should glue the tree at the top of a piece of cardstock or scrapbook paper and glue the written prompt to the bottom.

# BANYAN TREE ART

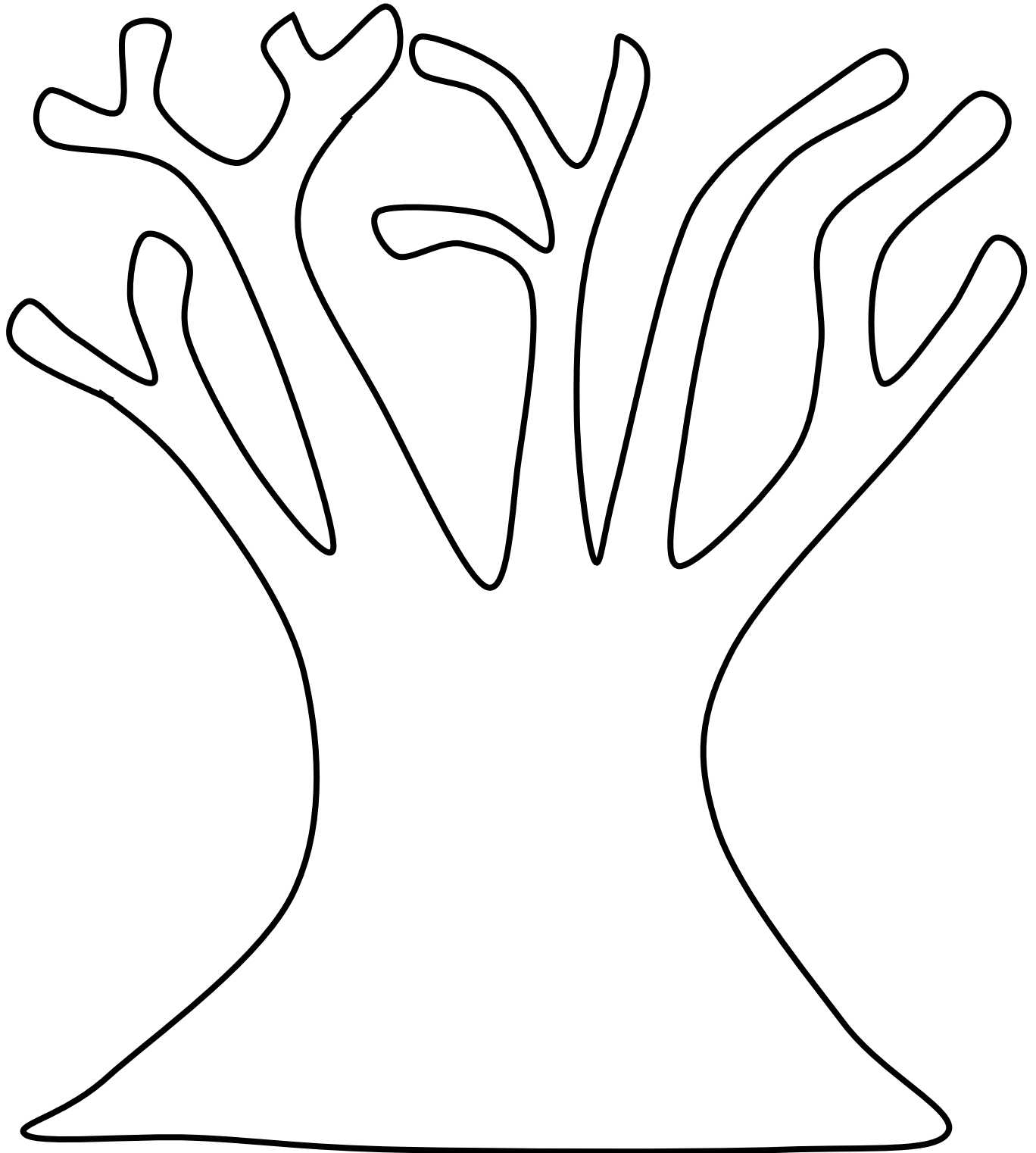


Copy tree templates on colored construction paper or white paper for students to color.

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# TREE TEMPLATES

Copy on brown construction paper.

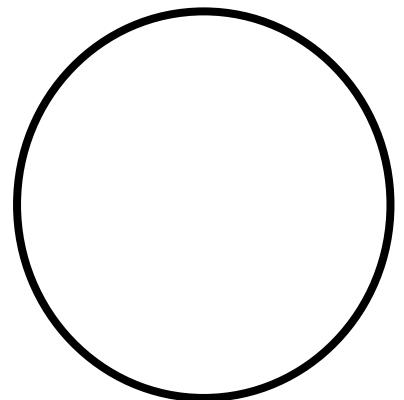
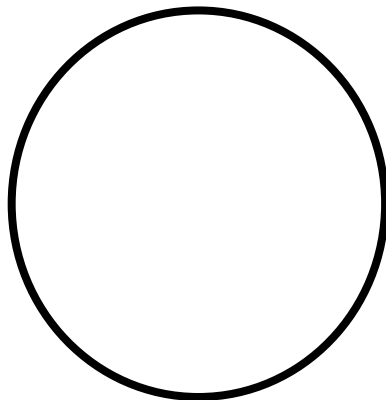
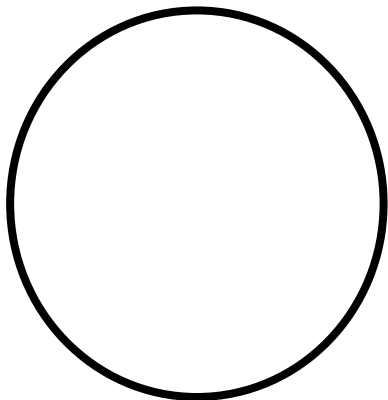
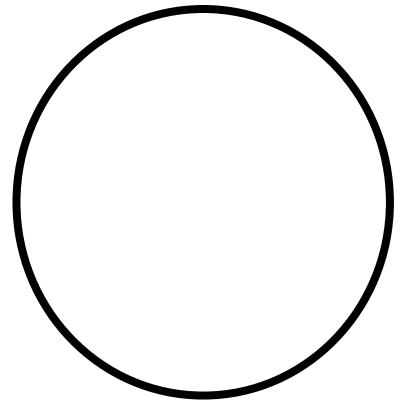
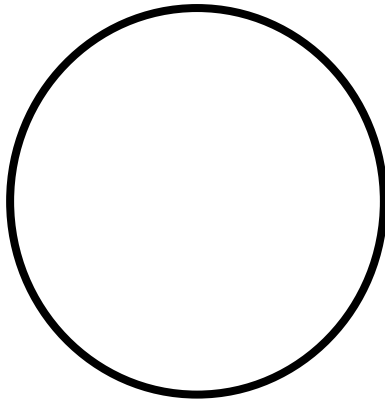
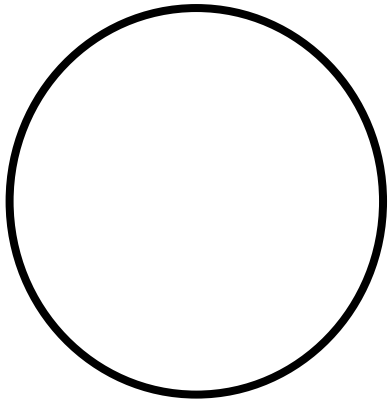
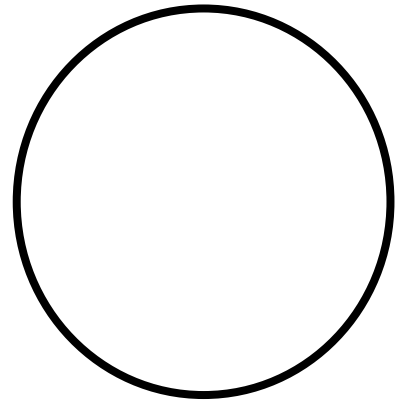
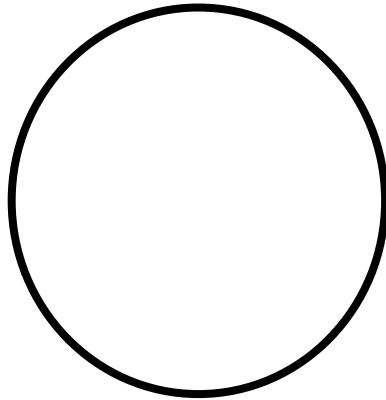
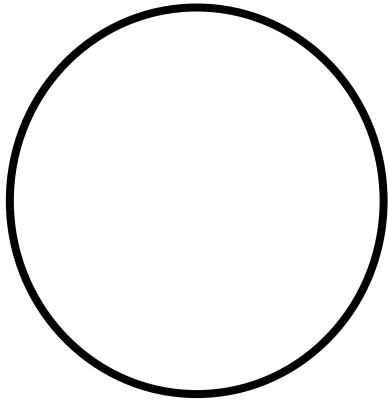
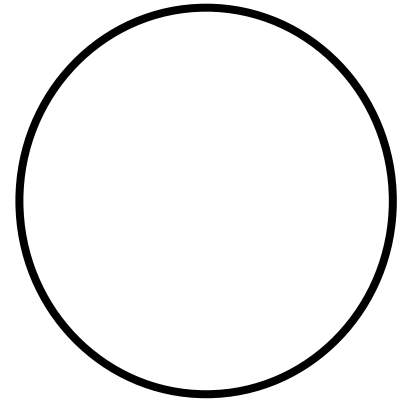
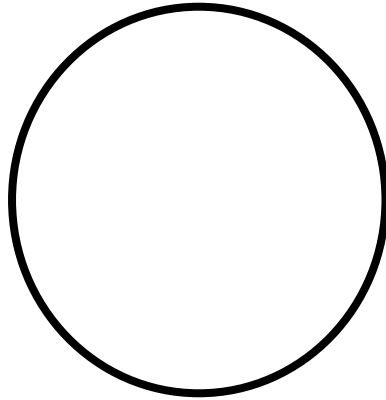
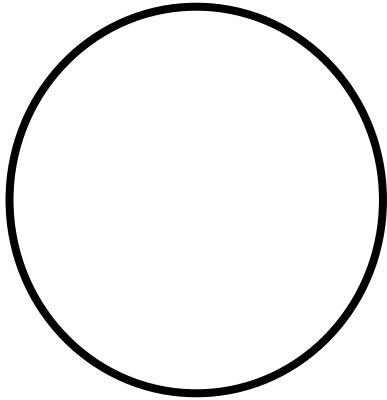


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# TREE LEAF TEMPLATES

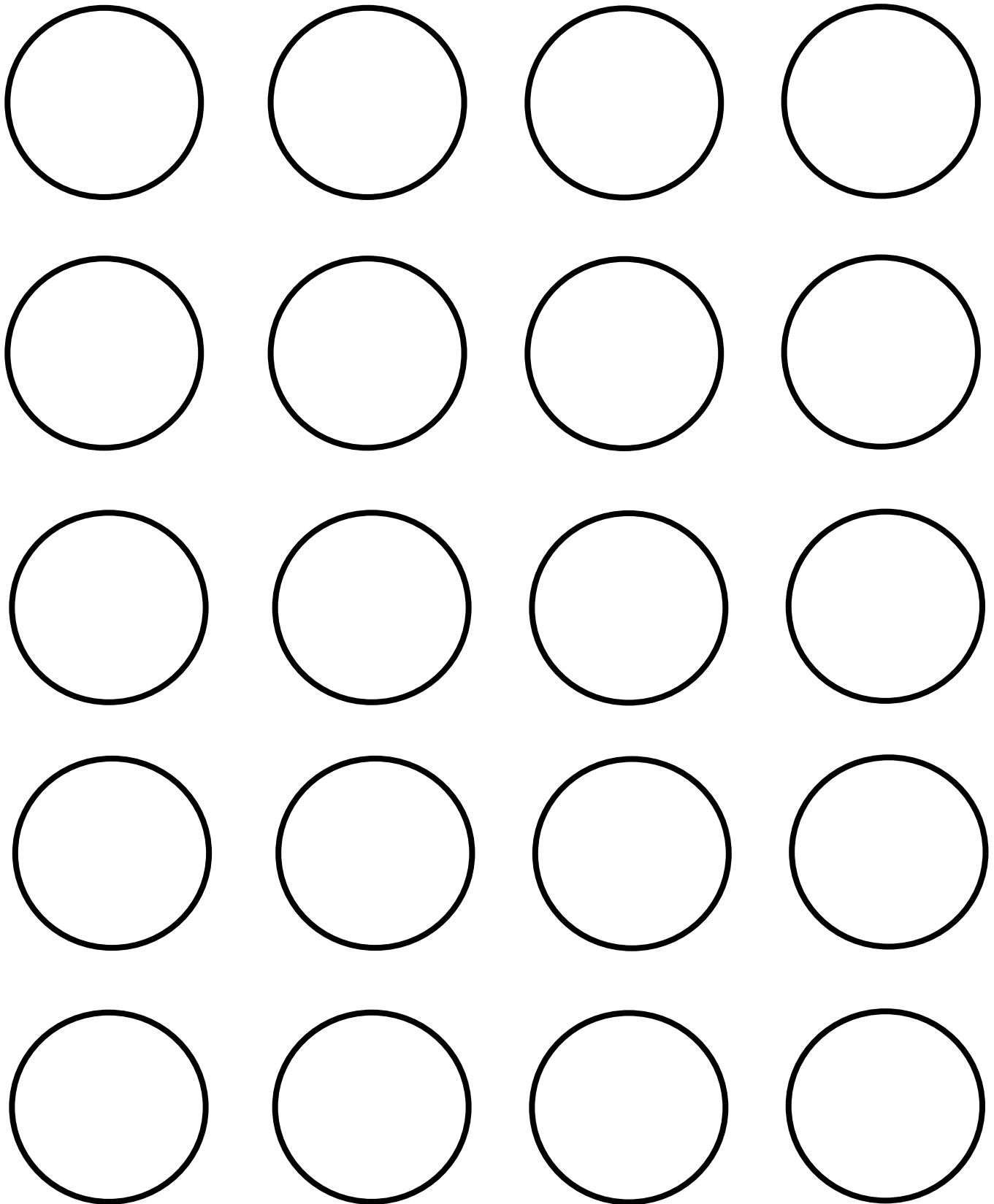
Copy on light green construction paper.



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# TREE LEAF TEMPLATES

Copy on dark green construction paper.



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Name: \_\_\_\_\_

# WHAT IT MEANS TO HAVE HOPE...

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Name: \_\_\_\_\_

# WHAT IT MEANS TO HAVE HOPE...

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Name: \_\_\_\_\_

# WHAT IT MEANS

## TO HAVE HOPE...

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Name: \_\_\_\_\_

# WHAT IT MEANS

## TO HAVE HOPE...

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Name: \_\_\_\_\_

WHAT IT MEANS  
TO HAVE HOPE...

Name: \_\_\_\_\_

WHAT IT MEANS  
TO HAVE HOPE...

Name: \_\_\_\_\_

# WHAT IT MEANS

## TO HAVE HOPE...

Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line. There are four sets of these lines available for writing.

Name: \_\_\_\_\_

# WHAT IT MEANS

## TO HAVE HOPE...

Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line. There are four sets of these lines available for writing.

# CREDITS PAGE

The author – Anna Orenstein-Cardona

Anna Orenstein-Cardona was born and raised in Puerto Rico. After attending the Massachusetts Institute of Technology (MIT), she worked for over two decades in finance in the U.S.A. and Europe, before turning to writing for children. Anna is an alumna of Faber Academy and an active member of the Society of Children's Book Writers and Illustrators (SCBWI).



## CONNECT WITH ANNA



The illustrator – Juan Manuel Moreno

Juan Manuel Moreno is an illustrator based in Buenos Aires, Argentina. He spent most of his childhood living in the countryside and cultivating his passion for painting. After studying graphic design, he lectured at the university and worked as an in-house illustrator for different studios. He has illustrated several picture books for international publishers.







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