

## TEACHER'S GUIDE



LEE & LOW BOOKS



# ¡Olinguito, de la A a la Z! / Olinguito, from A to Z!

by Lulu Delacre

## About the Book

**Genre:** Nonfiction

**\*Reading Level:** Grade 6

**Interest Level:** Grades K–6

**Guided Reading:** Q

**Accelerated Reader® Level/**

**Points:** 3.0/0.5

**Lexile™:** AD730L

\* Reading level based on the Spache Readability Formula

**Themes:** Biodiversity, Animal and Plant Adaptations, Ecosystems, Interdependence, New Animal Species (Olinguito), Environments and Habitats (Cloud Forests and Mountains), Spanish and English Alphabets, Bilingual Books, Conservation and Species Protection, Ecuador, Latino/Hispanic Interest

## SYNOPSIS

*Alto, allá arriba en los Andes brilla un bosque bordado de bromelias... High, high up in the Andes blooms a brilliant forest embroidered with bromeliads . . .*

Come, explore the unique world of the cloud forest. Follow the alphabet to discover the amazing plants and animals that live there. Help a zoologist look for the furry olinguito, an animal discovered not long ago in South America. And more. . . .

With lyrical text in both Spanish and English, we travel to the magical world of a cloud forest in the Andes of Ecuador. We discover the bounty of plants, animals, and other organisms that live there as we help a zoologist look for the elusive olinguito, the first new mammal species identified in the Americas since 1978. Not your usual ABC book, the alphabet is an organizing feature to introduce children to rich vocabulary as they learn about a unique environment.

Filled with luminous illustrations and a lyrical text, *¡Olinguito, de la A a la Z! / Olinguito, from A to Z!* is a fascinating reading adventure for all ages. Thoroughly researched and exquisitely illustrated with colorful, realistic images, the book is a visual delight while it provides a wealth of information. Backmatter includes articles about cloud forests and the discovery of the olinguito in 2013, and an extensive glossary with the scientific names of the species pictured. This is a unique book to treasure on many levels.



## BACKGROUND

**Discovery of the Olinguito** (from the backmatter): In 2003, Dr. Kristofer Helgen, a zoologist at the Smithsonian National Museum of Natural History in Washington, DC, set out to count and classify the raccoon-like carnivores known as olingos. When he started the project, he had no idea that it would result in the identification of a new species: the olinguito.

The discovery of a new species often begins when a scientist takes a closer look at specimens that have been stowed away in jars and drawers in natural-history museums. Dr. Helgen spent ten years examining and comparing one hundred fifteen museum specimens identified as olingos. During his research he stumbled upon skins with fur that was too long and dense to belong to olingos. The teeth and skulls associated with the skins were also smaller than those of olingos. Dr. Helgen began to suspect that some of the museum specimens had been mislabeled. DNA testing confirmed his suspicions. These specimens were not olingos.

Biologist C. Miguel Pinto was one of the scientists who had teamed up with Dr. Helgen during his research. Pinto knew the area in Ecuador from which some of the specimens that differed from olingos had come. Therefore, in 2006 he set out to scout the cloud forest on the western slopes of the Andes to help Dr. Helgen find a living animal. In the lush cloud forest of Otonga, Dr. Helgen and his team confirmed the occurrence of this new species of carnivore that they later named olinguito (little olingo). In August 2013, Dr. Helgen and his seven research colleagues announced the discovery to the world.

**The Cloud Forest** (from the backmatter): A cloud forest is a moist, cool, lush ecosystem found on mountains in tropical areas throughout the world. Sometimes also called tropical montane forests or montane rain forests, they grow in Central America, South America, Africa, Southeast Asia, and the Caribbean.

Clouds almost always cover the forest. Trees in the forest capture the wind-driven moisture, which drips down the tree leaves and limbs, providing a continuous source of water to the forest.

Cloud forests are unique because they provide a home to hundreds of plants and animals that are endemic. A species is called endemic if it is found only in a certain place or region. The olinguito is an example of an endemic animal. The plants and animals depicted in this book thrive in the olinguito's Ecuadorian habitat.

### Additional titles to teach about animals and their habitats:

**Parrots Over Puerto Rico** written by Susan L. Roth and Cindy Trumbore, illustrated by Susan L. Roth  
<https://www.leeandlow.com/books/2835>

**Prairie Dog Song: The Key to Saving North America's Grasslands** written by Susan L. Roth and Cindy Trumbore, illustrated by Susan L. Roth  
<https://www.leeandlow.com/books/2925>

**Animal Poems of the Iguazú / Animalario del Iguazú** written by Francisco Alarcón, illustrated by Maya Christina Gonzalez  
<https://www.leeandlow.com/books/2844>

**Buffalo Song** written by Joseph Bruchac, illustrated by Bill Farnsworth  
<https://www.leeandlow.com/books/2511>

**Gorilla Walk** by Ted Lewin and Betsy Lewin  
<https://www.leeandlow.com/books/2869>

**Everglades Forever: Restoring America's Great Wetland** written by Trish Marx, photographed by Cindy Karp  
<https://www.leeandlow.com/books/2390>

**Elephant Quest** by Ted Lewin and Betsy Lewin  
<https://www.leeandlow.com/books/2870>

**Puffling Patrol** by Ted Lewin and Betsy Lewin  
<https://www.leeandlow.com/books/2766>



## VOCABULARY

(Language Standards, Vocabulary Acquisition & Use, Strands 4–6)

The story contains several content-specific and academic words and phrases that may be unfamiliar to students. Based on students' prior knowledge, review some or all of the vocabulary below.

Encourage a variety of strategies to support students' vocabulary acquisition: look up and record word definitions from a dictionary, write the meaning of the word or phrase in their own words, draw a picture of the meaning of the word, create a specific action for each word, list synonyms and antonyms, and write a meaningful sentence that demonstrates the definition of the word.

### Content Specific

See the extensive glossary on the last several pages of the book.

### Academic

elusive, embroidered, dozing, enchanted, huddle, sprout, nestle, nibble, noble, emit, spectacled, gleaming, alights, hisses, shimmer, prowl, startled, paradise, kermes-colored

**Note:** If your class has Spanish-speaking students, encourage them to volunteer to read the Spanish text for the class. In doing so, these students will feel proud of sharing the role of teacher to their peers. The book also provides a Spanish and English pictorial glossary and vocabulary bank at the back of the book.

## BEFORE READING

### Prereading Focus Questions

(Reading Standards, Craft & Structure, Strands 4–5 and Integration of Knowledge & Ideas, Strand 7)

Before introducing this book to students, you may wish to develop background and promote anticipation by posing questions such as the following:

1. Take a look at the front cover. Take a picture walk and determine if the text is fiction or nonfiction. What evidence do they see in the pictures and text features that supports their claim?
2. Locate Ecuador on a map. Based on their picture walk and prior knowledge, have students describe the environment of this area and its suitability for the olinguito, the smallest member of the raccoon family.
3. Have you ever read an alphabet book? In which language was it? Describe what the book was about.
4. What is a scientist? Who can be a scientist? What kinds of things do scientists study? Why are scientists valuable?
5. What do you know about endangered species? Can you name an endangered species?
6. Tell me what you know about forests. What is a cloud forest? Why is it called a cloud forest? How is it different from a rainforest? Where are cloud forests found? How are they unique?

### Exploring the Book

(Reading Standards, Key Ideas & Details, Strand 1, Craft & Structure, Strand 5, and Integration of Knowledge & Ideas, Strand 7)

Read and talk about the title of the book. Ask students what they think the title, *Olinguito, de la A a la Z!* / *Olinguito, from A to Z!*, means. Then ask them what and who they think this book will most likely be about. What situations might be talked about in the text? What do you think might happen? What information do you think you might learn? What makes you think that?

Take students on a book walk and draw attention to the following parts of the book: front and back covers, including blurb on the back cover; title page; dedication; acknowledgements; introductory page/text; illustrations; alphabet letters and alphabet text structure; English and Spanish text; backmatter (“Discovery of the Olinguito,” “The Cloud Forest,” “The Illustrations,” “Be an Explorer!”) with photographs and map; glossary with pronunciations and scientific names; vocabulary bank; author’s sources; and author/illustrator’s bio.



Read the illustration note and point out the plant prints used throughout the artwork, such as the leaf prints on the letters C and D pages. Have students discuss why the creator, Lulu Delacre, uses plant materials in the book.

Spend time on the text structure of the book whereby the creator, Lulu Delacre, uses the alphabet to present the story and information.

### Setting a Purpose for Reading

(Reading Standards, Key Ideas & Details, Strands 1–3)

Have students read to find out about:

- the Spanish and English alphabets and how the text structure helps present the information
- beginning letter sounds and alliterations
- the unique qualities of cloud forest habitats
- the animal and plant species of a cloud forest
- what the book title, *¡Olinguito, de la A a la Z!* / *Olinguito, from A to Z!*, refers

Encourage students to consider why the author/illustrator, Lulu Delacre, would want to share this story with young people, why she wrote the text in both Spanish and English, and why she formatted it as an alphabet book.

## AFTER READING

### Discussion Questions

After students have read the book, use these or similar questions to generate discussion, enhance comprehension, and develop appreciation for the content. Encourage students to refer to passages and/or illustrations in the book to support their responses. **To build skills in close reading of a text, students should cite evidence with their answers.**

### Literal Comprehension

(Reading Standards, Key Ideas & Details, Strands 1–3 and Craft & Structure, Strand 4)

(Language Standards, Vocabulary Acquisition & Use, Strand 4)

1. From what or whose point of view or perspective is the story told?
2. Is this book fiction or nonfiction? Why?

3. What are at least three things pictured in spread Aa/Bb that start with these letters in Spanish or English? (*repeat for each pair of featured letters*).
4. What is the zoologist seeking? Where is the zoologist searching for it?
5. What is a cloud forest? Based on the information in the text, describe some characteristics of a cloud forest. Where do cloud forests occur? What is the climate and environment like? What is unique about cloud forests?
6. Try to identify in the illustrations all the plant and animal species mentioned in the text.
7. What is an olinguito? Based on the illustrations and description of the olinguito in the text, what do you know or what can you infer about it?
8. What is an *endemic* species?
9. In the book, where (on which letter pages) does the reader first see the olinguito? What is the olinguito doing?
10. Find and list three different examples of figurative language used in the text.
11. If you do not know a word in the text, where in the book could you look to find out what it means?
12. What descriptive words or phrases describe the cloud forest and the plants and animals that live there?
13. What does the author/illustrator, Lulu Delacre, mean when she describes the cloud forest as being “embroidered with bromeliads” and the enchanted forest as “a festival of flowers and freshwater springs”? What kind of imagery does this create for the reader?
14. What does the author/illustrator mean when she describes the ginger as “kermes-colored”?
15. What does the sentence, “Asters paint a path gold,” mean? This is an example of what type of figurative language?
16. Describe the cloud forest habitat. What makes cloud forests unique from other habitats? In which type of biome does a cloud forest belong?



★ “The beautifully detailed mixed-media artwork urges readers to look closely. . . . Poetic and informative, a breath of fresh air in the too-often-contrived world of bilingual books.”  
 –*Kirkus Reviews*, starred review

★ “Delacre’s fluid mixed-media collages capture the jungle environment in eye-catching splashes of patterns and color. . . . A rich and layered trip to the Andean cloud forest that revels in the miracles of biodiversity.”–*Publishers Weekly*, starred review

★ “The text is lyrical, and the mixed-media illustrations are vibrant and striking. This book would make a wonderful resource for students. . . . VERDICT A great addition to school and public libraries.”  
 –*School Library Journal*, starred review

17. What does the author/illustrator mean when she says “a tarantula tiptoes”? What assumption can you make about a tarantula’s movement based on this description? How is this phrase an example of alliteration?
18. The author/illustrator says that “a barbet and yarumo leaves shimmer in the woods.” What is causing the barbet and the yarumo leaves to shimmer?
19. List all the descriptive words the author/illustrator uses to describe the cloud forest and the wildlife that inhabit it.
20. Select one of the alliterations in the text and focus on the descriptive words. What images do they bring to mind?

### Extension/Higher Level Thinking

(Reading Standards, Key Ideas & Details, Strands 1 and 3, Craft & Structure, Strands 4–6, & Integration of Knowledge & Ideas, Strand 7)

1. Compare and contrast the Spanish and English alphabets. How are they similar? How are they different?
2. On an organizational chart, try to name and classify all the wildlife in the text as mammal, bird, reptile, amphibian, fish, or insect.
3. Study the animals that are illustrated in the book. Describe several physical and behavioral adaptations of the animals that help them live in the cloud forest. What do they need to be able to do to survive in a cloud forest’s environment?

4. How is the information in the book arranged? What evidence do you have that the book is organized by chronology, comparison, description, problem/solution, and/or cause and effect?
5. What do you think is the author/illustrator’s purpose for using alliterations in this text? How are alliterations significant in this type of text?
6. What makes the olinguito unique compared to other animals in the cloud forest?
7. The cloud forest is home to thousands of plant and animal species. Do you think this is important to the health of an ecosystem? Why or why not?
8. Several of the plant and animal species shown in the book are *endemic*, or native only, to the cloud forest. What are some environmental or ecological factors that would enable a species to live only in a cloud forest?
9. What is the relationship between the carpenter bee, passion flower, and barbet pictured in the story? Use the glossary in the back of the book for help.
10. How do you think the cloud forest got its name? What environmental conditions are suitable to the formation of a cloud forest?
11. Why do you think scientists search for new species? What are the benefits of identifying/discovering new plant and animal species?
12. Why does the zoologist have a hard time finding the olinguito? What information about the olinguito’s and habitat’s characteristics would you give someone who wants to see an olinguito in the wild?



13. Why do you think the author/illustrator, Lulu Delacre, chose to draw the zoologist observing the olinguito and the cloud forest wildlife from a distance? How do the zoologist and cloud forest animals interact? What does this say about human interference in natural habitats in the wild?
14. The zoologist in this story does not have any characteristics or defining features. Why might the author/illustrator do this? What does this choice say about who a scientist is or who can be a scientist?
15. How are the olinguito and the other cloud forest species significant to an alphabet book with Spanish text?
16. What do you think the author/illustrator wants you to learn from this book about the olinguito and the cloud forest? What is the main idea?
17. What does the discovery of the olinguito imply about the exploration of the world's species? How does the olinguito serve as a symbol of discovery and exploration for the scientific community?
18. How do you think the olinguito serves as an ambassador species to advocate for the cloud forest habitats of Ecuador and Colombia?
19. Compare the Spanish and English text. What do you notice is different between the Spanish and English words? What letter do many of the Spanish words begin with on each letter page? Do the English words always begin with the same letter? Why do you think this is?
20. Compare the narrative nonfiction of the book to the informational text of the backmatter. How are these both examples of nonfiction? What makes them different from each other? Why would the author/illustrator include additional information at the end of the book?
21. Re-read the additional information at the end of the book. What can future scientists learn from this experience of discovering a new species? What character trait(s) does a scientist who hopes to discover a previously unknown species need? Why?

### Reader's Response

*(Writing Standards, Text Types & Purposes, Strands 1 and 2 and Production & Distribution of Writing, Strands 4–6)  
(Speaking & Listening Standards, Comprehension & Collaboration, Strand 1 and Presentation of Knowledge & Ideas, Strand 4)*

Use the following questions and writing activities to help students practice active reading and personalize their responses to the book. Suggest that students respond in reader's response journals, essays, or oral discussion. You may also want to set aside time for students to share and discuss their written work.

1. What plant or animal species described in the book is most interesting to you? Why do you find it interesting? Write a short passage about what you like about the plant or animal you chose.
2. The zoologist is not described or identified in the text. If you were a zoologist looking for the olinguito, what would you think about your journey and the animals and plants you see? Write a letter to another scientist describing what you have seen on your quest and what you hope to get out of the experience.
3. Cloud forests occur at high altitudes and are characterized by the cloud layer that covers the trees. Have you ever been high up in the clouds? What was it like, or what do you think it would be like to be in an area covered by clouds?
4. The olinguito discovery in 2013 is exciting because it was the first carnivore discovery in the Western Hemisphere since 1978. Describe a time you saw something that was new to you for the first time. How did you feel?
5. The Andes cloud forests occur in the tropical zone. Have you ever visited someplace where the climate is very different from the one where we live? Describe the climate there based on your experience. If you have not visited a different climate, use your imagination to describe a different climate.



6. Write about a time you visited a park, a zoo, or an animal habitat. What animals did you see there? Compare your experience seeing live animals to reading about animals in a book or online. What surprised you? What did you learn?

### ELL/ESL Teaching Strategies

(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1–3 and Presentation of Knowledge & Ideas, Strands 4–6)  
(Language Standards, Vocabulary Acquisition & Use, Strands 4–6)

These strategies might be helpful to use with students who are English Language Learners.

1. Assign ELL students to partner-read the book with strong English readers/speakers. Students can alternate reading between pages, repeat passages after one another, or listen to the more fluent reader.
2. Have each student write three questions about the text. Then let students pair up and discuss the answers to the questions.
3. Depending on students' level of English proficiency, after the first reading:
  - Review the illustrations in order and have student summarize what is happening on each page, first orally, then in writing.
  - Have students work in pairs to retell either the plot of the book or key details. Then ask students to write a short summary, synopsis, or opinion about what they have read.
4. Have students give a short talk about what they admire about the scientist, cloud forest, or the olinguito.
5. The story contains some content-specific words that may be unfamiliar to students. Based on students' prior knowledge, review some or all of the vocabulary. Expose English Language Learners to multiple vocabulary strategies. Have students make predictions about word meanings, look up and record word definitions from a dictionary, write the meaning of the word or phrase in their own words, draw a picture of the meaning of the word, list synonyms and antonyms, create an action for each word, and write a meaningful sentence that demonstrates the definition of the word.

## INTERDISCIPLINARY ACTIVITIES

(Introduction to the Standards, page 7: Students who are college and career ready must be able to build strong content knowledge, value evidence, and use technology and digital media strategically and capably)

Use some of the following activities to help students integrate their reading experiences with other curriculum areas. These may also be used for extension activities, for advanced readers, and/or for building a home-school connection.

### Science/STEM

(Reading Standards, Integration of Knowledge & Ideas, Strands 7–9 and Range & Level of Text Complexity, Strand 10)  
(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1–3 and Presentation of Knowledge & Ideas, Strands 4–5)

1. Using information in the backmatter of the book and additional print and online resources, encourage students to research the olinguito or another endemic animal in the glossary. Students may create an informational poster about the species and present it to the class. Describe the species' behavioral and physical adaptations. What does this species eat? What are its predators? How does the species care for its young? What impact have humans had on the species? What is being done to ensure its conservation?
2. Ask students to create a food web for the olinguito or another animal found in the glossary of the book. The diagram should include the species' competitors, predators, and food.
3. Have students explore and learn about the cloud forest with the Canopy in the Clouds lesson plan and activities from The National Geographic Society: <http://www.canopyintheclouds.com/>.
4. Have students write a persuasive essay in response to the question: Can an olinguito survive and thrive in your area of the country? Have students list the conditions necessary for olinguitos to survive and thrive. Students should also examine the species' behavioral and physical adaptations. Then encourage students to investigate whether or not those conditions exist



in your area. If not, have students find out where in the United States olinguitos could live if there is another suitable place. Additionally, ask students to take opposing sides in a class debate presenting their opinions with evidence.

5. Using a Venn diagram, have students compare and contrast the environment and geography of cloud forests and rainforests. Where is each typically found? What are a few animal species endemic to each?
6. Have students explore and learn how clouds are formed with the Cloud in a Bottle experiment from Bill Nye (<https://www.sophia.org/tutorials/bill-nye-demonstration-cloud-in-a-bottle>) and the role of clouds in the water cycle from NASA (<https://pmm.pps.eosdis.nasa.gov/education/water-cycle>). In a paragraph, describe what clouds are. How are they formed?
7. Have students research the Andes Mountains and create an informative and persuasive travel brochure. Where are the cloud forests located? What plants and animals live there? Why are cloud forests valuable or important? What is the climate like? What will visitors see there? Why should someone make a cloud forest her or his next vacation destination?
8. In a web diagram or other graphic organizer, ask students to define and explain what *biodiversity* is and its benefits to an ecosystem. How do humans benefit from biodiversity? How is biodiversity one marker of an ecosystem's health?
9. In a web diagram, have students define and identify threats to cloud forests. What threats affect cloud forest habitat loss? What conservation efforts are being made to preserve the cloud forests?
10. Individually or in pairs, have students complete a concept sort based on the plants and animals in the book. Provide students with picture cards of different animals from the book by

photocopying the glossary pages and cutting them into squares. Then ask students to sort each animal into the correct classification heading: mammal, reptile, amphibian, bird, or fish.

### Social Studies/Geography

*(Reading Standards, Integration of Knowledge & Ideas, Strands 7 and 9)*

*(Writing Standards, Text Types & Purposes, Strands 1 and 2, Production & Distribution of Writing, Strand 4, and Research to Build & Present Knowledge, Strands 7–9)*

*(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1 and 3 and Presentation of Knowledge & Ideas, Strand 4)*

1. Display a map of North and South America. Locate the Andes Mountains and Ecuador. Then find the part of the United States where your students live. (You may also wish to use the map scale to estimate the distance between the two places.) What is the capital of Ecuador? What countries border it? The Andes Mountains extend over which countries? The Andes is the source to which river (considered the second longest river in the world)? What ocean is near the Andes and Ecuador?
2. Using a graphic organizer, have students research Ecuador and Colombia and compare and contrast the geography, climate, language, and population size of the countries.
3. Using the information in the backmatter of the book and additional online resources, have students create a timeline depicting the known history of the olinguito from when its remains were first collected in a museum until it was identified as a new species in 2013.
4. Encourage students to watch and explore the video “Shelf Life: Skull of the Olinguito, Episode 4” (<http://www.amnh.org/shelf-life/episode-04-skull-of-the-olinguito>).





## English Language Arts/Writing

(Writing Standards, Text Types & Purposes, Strands 1–3, Production & Distribution of Writing, Strand 4, and Research to Build & Present Knowledge, Strands 7–9)  
(Reading Standards, Integration of Knowledge & Ideas, Strands 7–9)

1. Have students choose one plant or animal from each letter page and write a descriptive sentence about it incorporating alliteration.
2. Ask students to imagine that they have just discovered a new animal and need to describe it to someone who has never seen it before. Ask students to be sure to use descriptive and figurative language, such as similes, metaphors, and alliterations.
3. Have students write a journal entry from the point of view of zoologist Dr. Helgen after he saw the olinguito for the first time in the cloud forest. How does he feel? What is his motivation to search for the olinguito? What was challenging about the experience? Where and when does he predict to find the olinguito?
4. Have students write a persuasive essay about why we need to protect and conserve cloud forests of the Andes. What environmental or human factors are threatening the cloud forests? Why is this a concern? What can be done to prevent further damage and loss?
5. Let students write a story from an olinguito's perspective. What does the olinguito think when it sees the scientists? How does it spend its day and night?
6. Ask students to make a chart with a column for the following literary devices: metaphor, personification, alliteration, and repetition. Review or teach what each of these devices is and its purpose. In the chart, have students find and record an example of each that they find in the book and then create an example of their own. For definitions of the literary devices, check out Literary Devices (<http://literarydevices.net/>).

7. Have students read *Parrots Over Puerto Rico* (<https://www.leeandlow.com/books/2835>) or the *Adventures Around the World* series (<https://www.leeandlow.com/collections/184>), which are narrative nonfiction books about ecosystems and animal habitats. As students reflect on each story, ask them to compare and contrast what each book teaches about scientific research, observation, ecosystems and habitats, and conservation.
8. Ask students to imagine that they are going to interview author/illustrator Lulu Delacre. Encourage them to brainstorm a list of questions they would like to ask her. What do they want to know about the story, themes, research, writing process, illustration process, or inspiration for writing *Olinguito, from A to Z*?
9. Point out to students that the main text and the backmatter both give facts about the cloud forest and olinguito. In a T-chart, have students note the features, including text structure, and author's purpose of each text. In an essay, encourage students to compare the main text and backmatter. How are both examples of nonfiction? What subgenre of nonfiction is each?
10. Write a persuasive letter to Dr. Helgen who discovered the olinguito on where he should consider looking next for other unknown species. Which region or habitat may be the best opportunity for discovering a new species? Why?

## Alphabet, Phonological, and Phonemic Awareness Activities for Early Emergent and Emergent Readers

(Reading Foundational Skills, Print Concepts, Strands B and D, Phonological Awareness, Strand D, Phonics & Word Recognition, Strand A)

(Writing Standards, Text Types & Purposes, Strand 2 and Production & Distribution of Writing, Strand 4)

1. As you read the story, say each letter name and point to and trace the letter. As students follow along, ask them to trace the uppercase and lowercase letters with their fingers using a separate alphabet-tracing pad or additional tracing materials.



2. For each featured letter, have students list all the plants and animals with names that begin with that letter. Ask students to brainstorm other words they know that begin with that featured letter and add them to the list.
3. Using the pictures in the glossary or additional images of the plants and animals in this book, hold up each picture and say the name of the plant or animal. Then ask students to isolate and say the beginning sound of the word or identify the first letter of the plant or animal name.
4. For each letter page, choose two to three animals or plants that begin with the same letter, such as *cangrejo*, *caracol*, and *conejo*, and one word that does not begin with the same letter, such as *olinguito*. Say the words slowly and ask students to identify which word has a different sound at the beginning. Challenge: ask students to point to or identify the letter that represents the beginning sound in each word.
5. Print pictures of various animals and plants found in the glossary to use in an initial-sound picture sort. Use at least two letter headings and say the letter names to students. Ask students to say or tell students the name of each picture and then place the picture under the letter that matches the beginning letter/sound of the animal or plant name.
6. Have students create their own alphabet picture book or cloud forest animal word book using the glossary in the book. Teach students to use their alphabet books independently by saying, “Here is capital letter C and lowercase (small letter) c. *Cangrejo* and *caracol* begin with the letter C” while tracing the letters with their fingers.

### Art/Media

(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1–3)

1. Based on students’ descriptions from English Language Arts/Writing activity 2, ask them to draw their new animal discoveries. Challenge: Working in pairs, have one student provide the other student with her or his description from English Language Arts/Writing activity 2 and challenge her or his partner to draw the animal based on the description.
2. Have students create their own olinguito masks by decorating paper plates, paper bags, or cardboard from empty cereal boxes. Encourage students to use paints, markers, construction paper, or felt to match the colors of the olinguito. Make sure to cut out spaces for the eyes. Complete the masks with either string, so they can be tied around students’ heads, or with a popsicle stick glued to the bottom, so students can hold up their masks in front of their faces.
3. Have students illustrate and decorate the alphabet book from Alphabet, Phonological, and Phonemic Awareness Activities for Early Emergent and Emergent Readers activity 6. Encourage students to draw their own pictures or use images they find online of the plants and animals in their alphabet books.

### Home-School Connection

(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1–3)

(Writing Standards, Text Types & Purposes, Strand 2, Production & Distribution of Writing, Strand 4, and Research to Build & Present Knowledge, Strand 7)

1. Encourage students and their families to visit and explore a nearby park, forest, or nature preserve and record what they observe. In a notebook, ask students to describe this environment and identify the types of plants and animals they see using illustrations and other descriptions.
2. If possible, have students visit a nearby animal or zoological park and find all the endangered animals there. Encourage students to take pictures and record notes about the animals, and then choose one to research further.



## ABOUT THE AUTHOR/ILLUSTRATOR

**Lulu Delacre** is the creator of more than thirty-five award-winning children's books ranging from picture books to books for young adults. Other titles from LEE & LOW BOOKS include Delacre's *How Far Do You Love Me?*, *Jay and Ben*, *The Storyteller's Candle*, and Rafi and Rosi chapter book series. The bilingual Delacre is a three-time Pura Belpré Award honoree. Delacre has been named a Maryland Woman in the Arts and served as a juror for the 2003 National Book Awards. She is also an avid gardener and a nature lover who conducted extensive research for this book. A native of Puerto Rico, Delacre lives with her husband in Silver Spring, Maryland. For more information about Lulu Delacre, visit [luludelacre.com](http://luludelacre.com).

Awards and honors for *¡Olinguito, de la A a la Z! / Olinguito, from A to Z!* has received include:

- Junior Library Guild Selection
- Starred Review, *Publishers Weekly*
- Starred Review, *Booklist*
- Starred Review, *School Library Journal*
- Starred Review, *Kirkus Reviews*

## ABOUT LEE & LOW BOOKS

**LEE & LOW BOOKS** is the largest children's book publisher specializing in diversity and multiculturalism. Our motto, "about everyone, for everyone," is as urgent today as it was when we started in 1991. It is the company's goal to meet the need for stories that children of color can identify with and that all children can enjoy. The right book can foster empathy, dispel stereotypes, prompt discussion about race and ethnicity, and inspire children to imagine not only a world that includes them, but also a world where they are the heroes of their own stories. Discover more at [leeandlow.com](http://leeandlow.com).

## ORDERING INFORMATION

### On the Web:

[www.leeandlow.com/contact/ordering](http://www.leeandlow.com/contact/ordering) (general order information)  
<https://www.leeandlow.com/books/2916> (secure online ordering)

**By Phone:** 212-779-4400 ext. 25

**By Fax:** 212-683-1894

**By Mail:** Lee & Low Books, 95 Madison Avenue, New York, NY 10016

## Book Information for *¡Olinguito, de la A a la Z! / Olinguito, from A to Z!*



\$18.95, HARDCOVER

978-0-89239-327-5

40 pages, 9-3/4 X 9-3/4

\*Reading Level: Grade 6

\*Reading level based on the Spache Readability Formula

Interest Level: Grades K–6

Guided Reading Level: Q

Accelerated Reader® Level/Points:

3.0/0.5

Lexile™ Measure: AD730L

**THEMES:** Biodiversity, Animal Adaptations, Interdependence, New Animal Species (Olinguito), Environments and Habitats (Cloud Forests and Mountains), Spanish and English Alphabets, Conservation, Ecuador, Latino/Hispanic Interest

## RESOURCES ON THE WEB:

Learn more about *¡Olinguito, de la A a la Z! / Olinguito, from A to Z!* at: <https://www.leeandlow.com/books/2916>

All guided reading level placements may vary and are subject to revision. Teachers may adjust the assigned levels in accordance with their own evaluations.