

The Mangrove Tree

A RIF GUIDE FOR EDUCATORS

Themes: African Culture, Agriculture, Community, Habitats, Nutrition, Plants

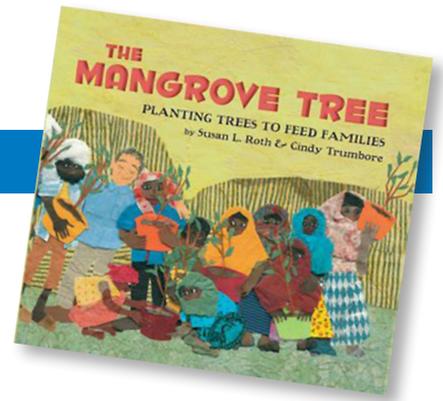
Grade Level: 2nd to 3rd grade

Book Brief: Scientist Dr. Sato helps the villagers of Hargigo find a way to plant mangrove trees to feed themselves and their animals.

Author:
Susan L. Roth and
Cindy Trumbore

Illustrator:
Susan L. Roth

Content Connections:
Science, Social Studies



TIME TO READ!

BEFORE WE READ, LET'S LOOK AT...

The Cover: Ask students what they can tell about the story based solely on

the title and the front cover illustration. What are the people in the picture wearing? Where do students think the story is set?

The Pictures: Take a brief picture walk so students can see the illustrator's collage technique. Ask students what materials they think the illustrator used to make her pictures.

Prior Knowledge: The mangrove tree is not like trees students are used to seeing. Build background knowledge by visiting www.themanzanarproject.com to see pictures of Hargigo and mangrove trees. Ask students what they know about salt water. Where do you find it? Can you drink it? Why not? What does it do to your body?

Vocabulary: fertilizer, nutrients, seedling, protein, highlands

Purpose for Reading: "As we read, think about whether or not one person can make a difference in a community."

WHILE WE READ

MONITORING COMPREHENSION

- ◆ How are the lives of the villagers of Hargigo different than ours? Similar?
- ◆ Why do you think Dr. Sato goes to that particular village?

- ◆ Why do mostly women help with this project?
- ◆ How do the mangrove trees help the community?



LET'S THINK ABOUT

Our Purpose: Revisit the question: "Can one person make a difference?" Let students share their thoughts. Ask them to give evidence from the book to support their answers. As a class, brainstorm other individuals who have made positive changes in our world.

Extending Our Thinking: The original mangrove forest in Eritrea was destroyed by people cutting it down for wood and/or to clear land. How did that affect the climate of Eritrea? How do our actions today hurt us later on? Can you think of any other examples? Talk about the importance of protecting our natural resources for future generations.

NOTE TO EDUCATORS

- ◆ Extension Activities for Educators also available.
- ◆ Vocabulary Scaffolding Sheet also available.