



**Classroom Guide for**  
**¡OLINGUITO, de la A a la Z! /**  
**OLINGUITO, FROM A TO Z!**  
 Written and Illustrated by **Lulu Delacre**

### Reading Level

\*Reading Level: Grade 6  
 Interest Level: Grades K–6  
 Guided Reading Level: Q  
 Spanish Guided Reading Level: Q

\*Reading level based on the Spache Readability Formula

### Themes

Biodiversity, Animal and Plant Adaptations, Interdependence, Cloud Forests, Plants and Animals of Cloud Forests, New Animal Species (Olinguito), Environments and Habitats, Spanish and English Alphabets, Bilingual Books, Conservation, 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 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

*From the Backmatter:*

*Discovery of the Olinguito:* 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:* 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. Scientists believe it lives only on the eastern and western slopes of the western Andes of Ecuador and Colombia at altitudes of 4,921 to 9,022 feet (1,500 to 2,750 meters) above sea level.

## **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 knowledge and promote anticipation by posing questions such as the following:

1. Take a look at the front and back covers. Take a picture walk. Ask students to make a prediction. Do you think this book will be fiction or nonfiction? What makes you think so? What clues does the author/illustrator give to help you know whether this book will be fiction or nonfiction?
2. What is a scientist? Who can be a scientist? What kinds of things do scientists study?
3. What do you know about endangered species? Can you name an endangered species?
4. 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?
5. Why do you think I chose this book for us to read today?

### 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 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; 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; and author’s sources.

### 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
- beginning letter sounds and alliterations
- the cloud forest and its biodiversity
- the animal and plant species that live in a cloud forest
- to 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.

### VOCABULARY

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

The story contains several content-specific and academic words 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 translate the words for the class. In doing so, these students will feel proud of sharing the role of teacher to their peers.

**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 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? How do you know?
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. For what is the zoologist searching? 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. What descriptive words or phrases describe the cloud forest and the plants and animals that live there?
12. 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?
13. What does the author/illustrator mean when she describes the ginger as “kermes-colored”?
14. What does the sentence, “Asters paint a path gold,” mean? This is an example of what type of figurative language?
15. 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?
16. 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?
17. List all the descriptive words the author/illustrator uses to describe the cloud forest and the wildlife that inhabit it.
18. 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, and 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 unique, 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 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?
13. 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?
14. How is the olinguito and the other cloud forest species significant to an alphabet book with Spanish text?
15. 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?
16. 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?
17. How do you think the olinguito serves as an ambassador species to advocate for the cloud forest habitats of Ecuador and Colombia?
18. 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?
19. 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?

### 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. Students who speak Spanish can help with the pronunciations of the Spanish words and terms in the book.
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 students 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 cloud forest, the olinguito, or another cloud forest species found in the book.
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 can also be used for extension activities, for advanced readers, and for building a home-school connection.

**Science/STEM**

(Reading Standards, Integration of Knowledge & Ideas, Strands 7–9 and Range of Reading & 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 or online resources, encourage students to further 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, if anything?
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 plans and activities from The National Geographic Society.<sup>1</sup>
4. Using a Venn Diagram, have students compare and contrast the environment and geography of cloud forests and rainforests. How are they similar? How are they different? Where is each typically found? List a few animal species unique to each.
5. Have students explore and learn how clouds are formed with the [Cloud in a Bottle](#)<sup>2</sup> experiment and the role of clouds in the [water cycle](#).<sup>3</sup> In a paragraph, describe what clouds are. How are they formed? How do clouds form in a cloud forest?
6. Have students research cloud forests of the Andes and create an informative and persuasive travel brochure. Where are the cloud forests located? What plants and animals live there? Why are cloud forests valued or important? What is the climate like? What will people see there? What environmental and human threats do they face? Why should someone make a cloud forest her or his next vacation destination?
7. In a web diagram or other graphic organizer, ask students to define and explain what *biodiversity* is and identify its benefits. How does biodiversity benefit an ecosystem? How do humans benefit from biodiversity?
8. In a web diagram, have students define and identify examples of threats that cloud forests face. How do the threats affect cloud forest habitat loss? What conservation efforts are being made to preserve the cloud forests?
9. Individually or in pairs, have students complete a concept sort based on the plants and animals in the book. For example, provide students with picture cards of different animals from the book and ask them 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. Provide students with a world map or globe and ask them to identify and mark the location of the cloud forests where the olinguito lives. On which continent are these cloud forests found? In which countries are they located? What mountain range runs through here? In what climate zone are the cloud forests found?
2. Using a graphic organizer, have students research Ecuador and Colombia and compare and contrast the geography, climate, government, language, and culture of

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<sup>1</sup> <http://www.canopyinthecLOUDS.com/>

<sup>2</sup> <https://www.sophia.org/tutorials/bill-nye-demonstration-cloud-in-a-bottle>

<sup>3</sup> <http://pmm.nasa.gov/education/water-cycle>

the countries.

- 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.
- Encourage students to watch and explore [Shelf Life: Skull of the Olinguito](#) from the American Museum of Natural History to learn about the discovery of the olinguito.<sup>4</sup>

### 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)

- Have students choose one plant or animal from each letter page and write a descriptive sentence about it incorporating alliteration.
- 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. What is the animal called? What does it look like? Where does it live? What are some of its physical and behavioral characteristics or adaptations?
- 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 did he feel? What was his motivation to search for the olinguito? What was challenging about the experience?
- 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 threats?
- Have students write the story from an olinguito's perspective. What did the olinguito think when it saw the scientists?
- Ask students to make a chart with a column for the following literary devices: metaphor, personification, repetition. Review or teach what each of these literary devices is and its purpose. In the chart, have students find and record an example of each that they find in the book. For definitions of the literary devices, check out [Literarydevices.net](#).<sup>5</sup>
- Have students read [Parrots Over Puerto Rico](#)<sup>6</sup> and the [Adventures Around the World](#)<sup>7</sup> series, 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, ecosystems, and habitats. What is the central idea of each book? How do these books compare to *¡Olinguito, de la A a la Z! / Olinguito, from A to Z!*?
- Ask students to imagine that they are going to interview author/illustrator Lulu Delacre. Have them write a list of interview questions that they would like to ask her. What thoughts and questions about the story, themes, research, or inspiration for writing *¡Olinguito, de la A a la Z! / Olinguito, from A to Z!* do you have? What do you want to know about the author/illustrator's writing process? About the illustrating process?

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<sup>4</sup> <http://www.amnh.org/shelf-life/episode-04-skull-of-the-olinguito>

<sup>5</sup> <http://literarydevices.net/>

<sup>6</sup> <https://www.leeandlow.com/books/2835>

<sup>7</sup> <https://www.leeandlow.com/educators/cinderella-around-the-world-series/adventures-around-the-world-series>



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

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

(Writing Standards, Text Types & Purposes, Strand 2, 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

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

(Writing Standards, Text Types & Purposes, Strand 2, Production & Distribution of Writing, Strands 4–6, and Research to Build & Present Knowledge, Strands 7–9)

(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 participate in [Wildlife Watch](#), the National Wildlife Federation's national nature-watching program created for people of all ages. Students and families share the details of the wildlife they see in their communities to help National Wildlife Federation track the health and behavior of species worldwide.
2. Encourage students to visit and explore a nearby park, forest, or nature preserve and record what they see and 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.
3. If possible, have students visit a nearby animal or zoological park and find all the endangered animals there. Ask students to take pictures and record notes about the endangered animals, and then choose one endangered animal to research further and present their findings to the class.

**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. 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).

**Book Information**

\$18.95, HARDCOVER

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\*Reading level based on the Spache Readability Formula

Interest Level: Grades K–6

Guided Reading Level: Q

Spanish Guided Reading Level: Q

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**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>

**ORDER INFORMATION:**

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<https://www.leeandlow.com/contact/ordering>

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