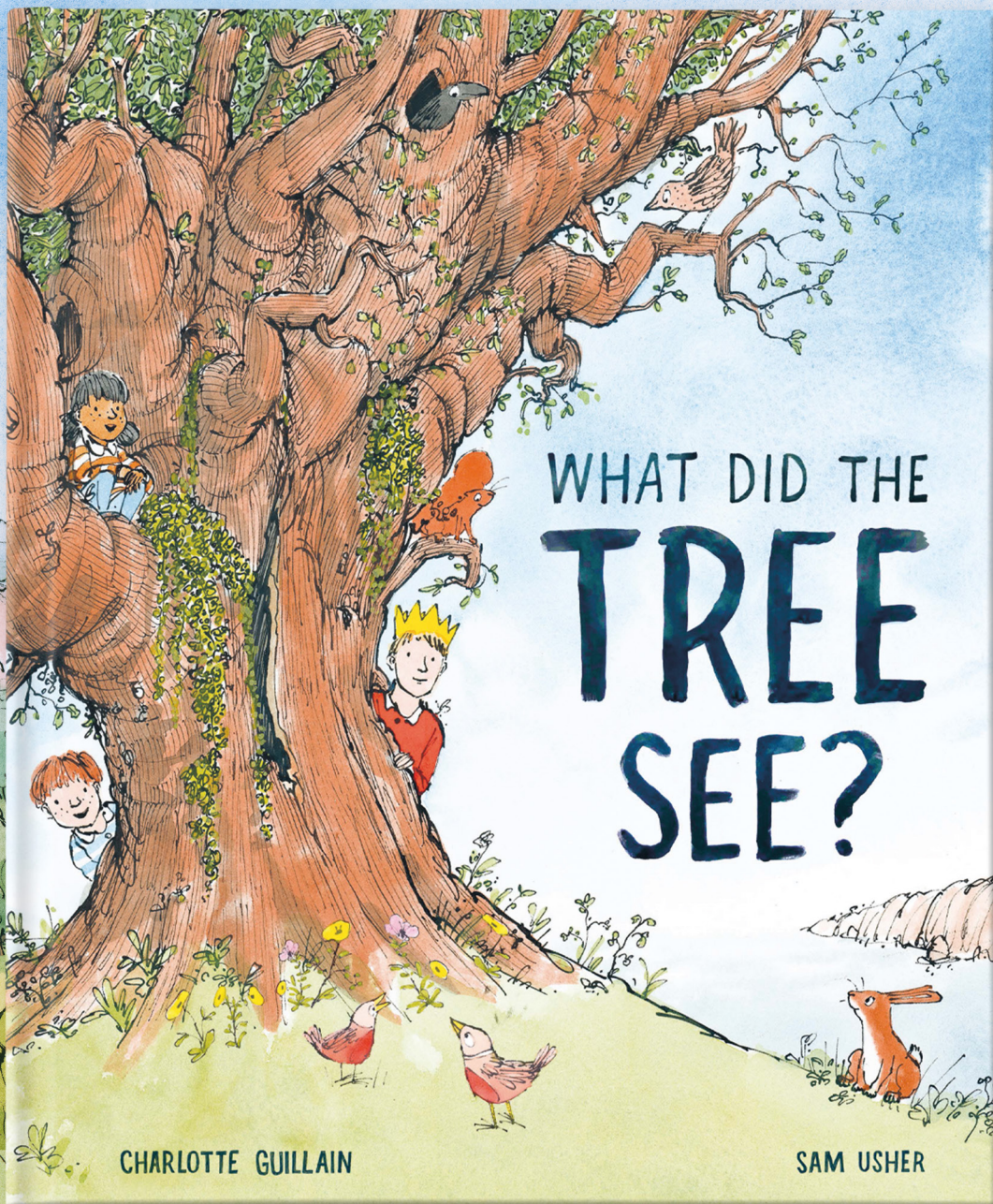


WHAT DID THE TREE SEE?

CHARLOTTE GUILLAIN
SAM USHER



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TEACHER RESOURCE PACK FOR KS1/2





ABOUT THE BOOK

Told in gentle rhyming verse, this beautiful non-fiction picture book follows the story of an oak tree on a hilltop as it witnesses life changing around it over the course of hundreds of years. From the time when hunters chased deer through the woodland, to when trees were cleared for farmland, to the smog and factories emerging during the industrial revolution. One majestic oak has seen it all, and now we can too.

Accompanying pages at the end of the book include a timeline of events in world history across the periods featured in the poem, the life cycle of an oak tree, and prompts to help parents and children explore their own local history.

Simple rhyming text matched by beautiful and carefully detailed illustrations offer a delightful history lesson – Julia Eccleshare, LoveReading4Kids

ABOUT THE AUTHOR

Charlotte Guillain writes fiction and non-fiction for children, including the *George's Amazing Adventures* series, as featured on CBeebies Bedtime Stories. Her non-fiction picture book *The Street Beneath My Feet* was shortlisted for the UKLA Book Awards and selected by the *Guardian* as one of fifteen 'modern classics'. Follow Charlotte on Twitter @cguillain or via her website: www.adamandcharlotteguillain.co.uk

ABOUT THE ILLUSTRATOR

Sam Usher has been shortlisted for the Waterstones Prize and the Red House Children's Book Award and longlisted for the Kate Greenaway medal. He is particularly admired for his technical drawing skill and prowess with watercolour.

Follow Sam on Instagram @samuel_usher or via his website: www.samusher.com

Suitable for: Ages 5+

Based on: *What Did the Tree See?* by Charlotte Guillain, illustrated by Sam Usher

Includes: Beautiful extracts from the book and activities!

Subject Checklist: Geography, Biology, Literacy, Citizenship, PSHE

Themes: The Life Cycle of a Tree; The Seasons; Local History; Looking after the Natural World



OBJECTIVES AND OUTCOMES

Visual 1: The Life Cycle of an Oak Tree

Page 4

Objective: To label an oak tree and understand its life cycle.

Outcomes: A labelled diagram of an oak tree; a completed five stage life cycle of an oak tree.

Visual 2: The Effects of the Seasons

Page 7

Objective: To identify how the natural world changes throughout the seasons.

Outcomes: A drawing of a natural space in season; a list of how this space will change in the next season.

Visual 3: My Local History

Page 11

Objective: To understand how your local area has transformed over time.

Outcomes: An annotated timeline; a diary entry from a tree's perspective.

Visual 4: Looking after the Natural World

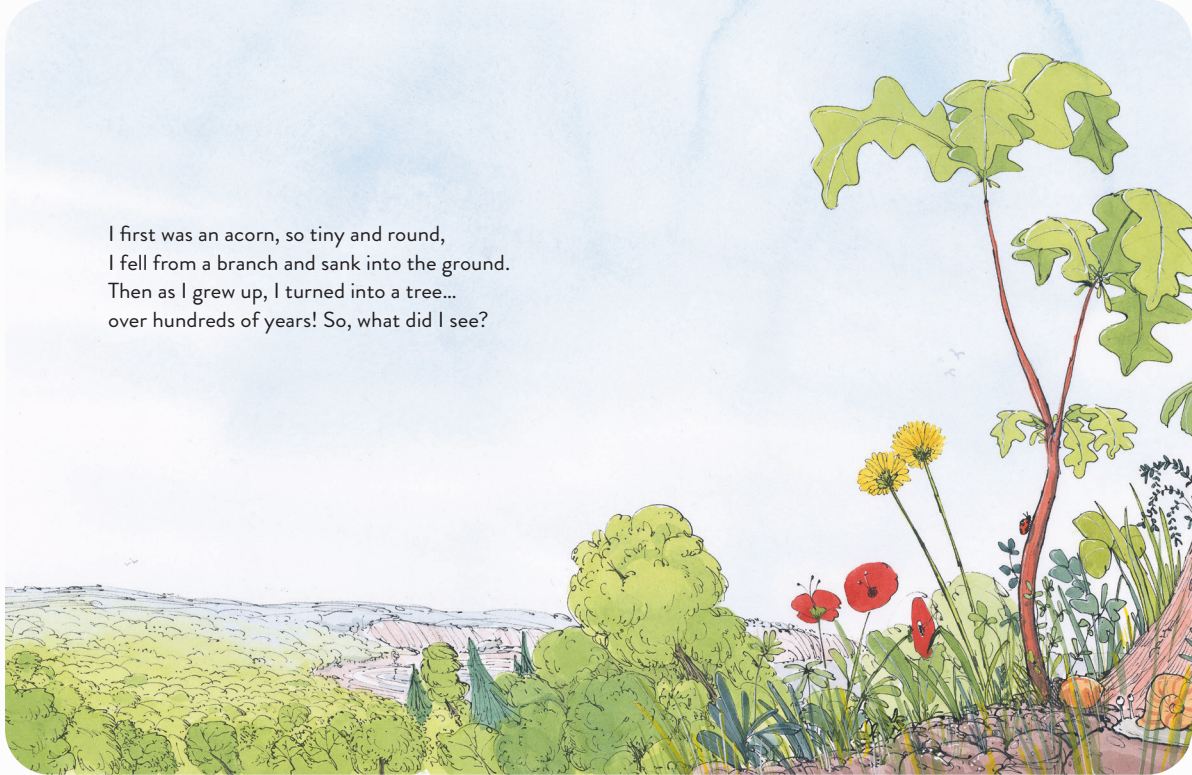
Page 16

Objective: To think about how you can help protect the environment.

Outcomes: A completed set of tree templates; a poem about trees and nature.

1: THE LIFE CYCLE OF AN OAK TREE

I first was an acorn, so tiny and round,
I fell from a branch and sank into the ground.
Then as I grew up, I turned into a tree...
over hundreds of years! So, what did I see?



- How many different types of tree can you name? Which type(s) do you see most often?
- Which type of tree is this book about? Which is your favourite type of tree and why?
- Why are trees important? Why should we look after our trees?

Activity 1: Let's see what you already know about trees! Label different parts of the tree on the diagram below using the key words:

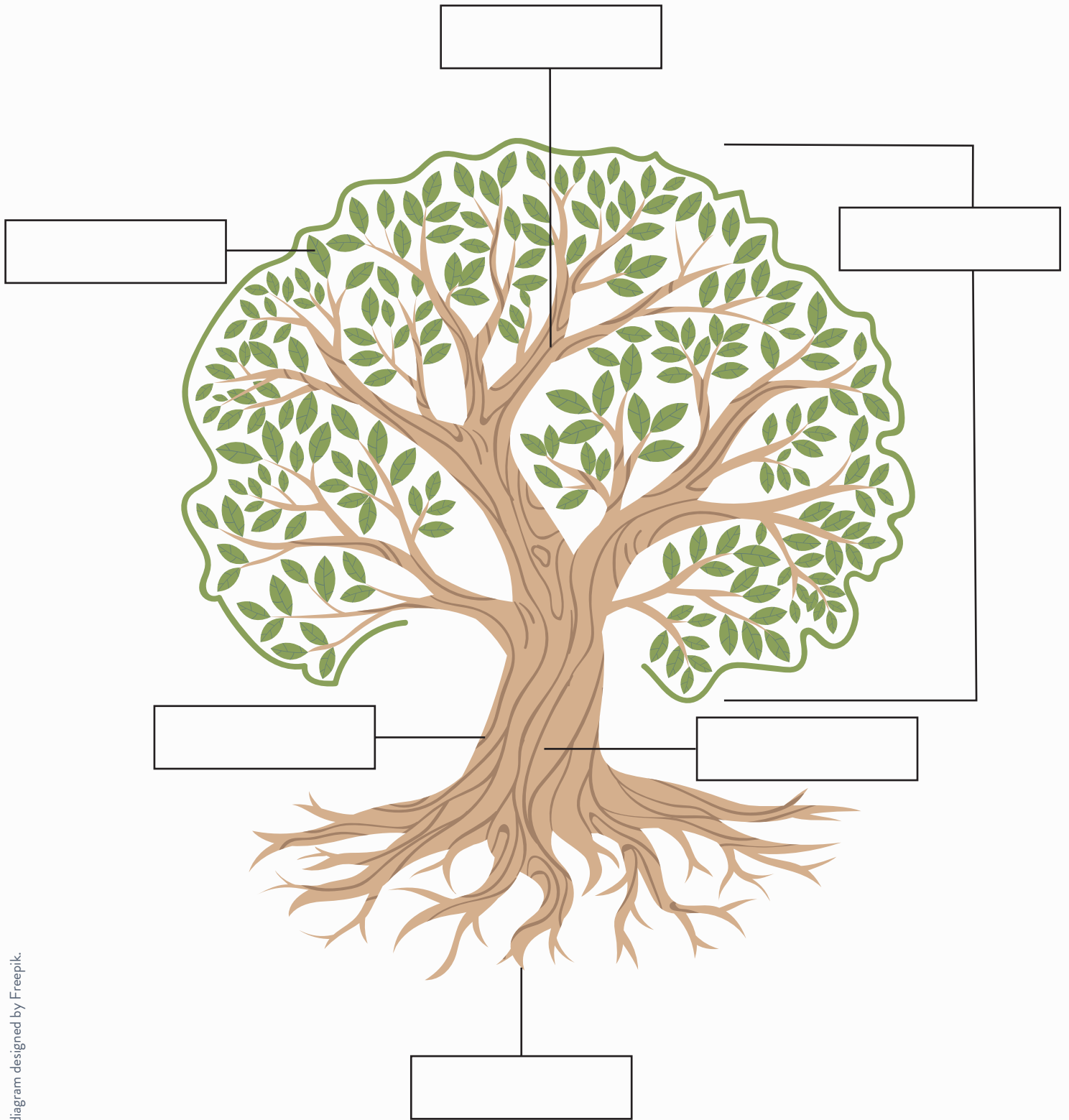
BARK
ROOTS

TRUNK
LEAVES

BRANCHES
CROWN

When you have finished, colour it in. Talk together about how the tree and its colours might change through the different seasons.

1: THE LIFE CYCLE OF AN OAK TREE



Tree diagram designed by Freepik.



1: THE LIFE CYCLE OF AN OAK TREE

Activity 2: See if you can work out the life cycle of an oak tree! First of all, cut out the boxes below. Then, match up the correct stages of the life cycle. Make sure you check over them together before sticking them down!

Now the tree is dying.
It might be 1000 years after the first acorn began to grow!

**STAGE 3
THE MATURE STAGE**

The oak's roots and crown begin to grow. This stage lasts about 100 years!

**STAGE 5
THE SENESCENT STAGE**

**STAGE 1
THE SEEDLING STAGE**

The tree stops growing and starts to decay.

The tree keeps growing making new wood. This stage lasts hundreds of years!

An oak tree starts as an acorn in the ground

**STAGE 2
FORMATIVE STAGE**

**STAGE 4
THE VETERAN STAGE**

Have a chat together about how the life cycle of a tree compares to human beings. Next time you see a tree, have a guess at what stage it is in.

I watched as the seasons passed by every year.
I felt old leaves fall and new acorns appear.
I heard axes strike as men chopped down more trees,
to build into ships that would sail on the seas.





2: THE EFFECTS OF THE SEASONS

Take a look at the image on the previous page and discuss the following:

- Which season do you think is being shown in the picture? What clues are you given?
- How might the picture change through the other 3 seasons? Can you give examples?
- Which season are you in now? How does the natural world around you look, sound, and smell?

Activity 1: Close your eyes and picture a natural space near you. It could be a garden, park, or a wood perhaps. How does it look, sound, and smell at this time of year? What colours can you see? Which animals, birds, and insects might you see or hear? What can you smell? All of these things are effects of the season.

Draw a picture of your natural space on the next page. For a challenge, can you label it with what you can see, hear, and smell during this season?

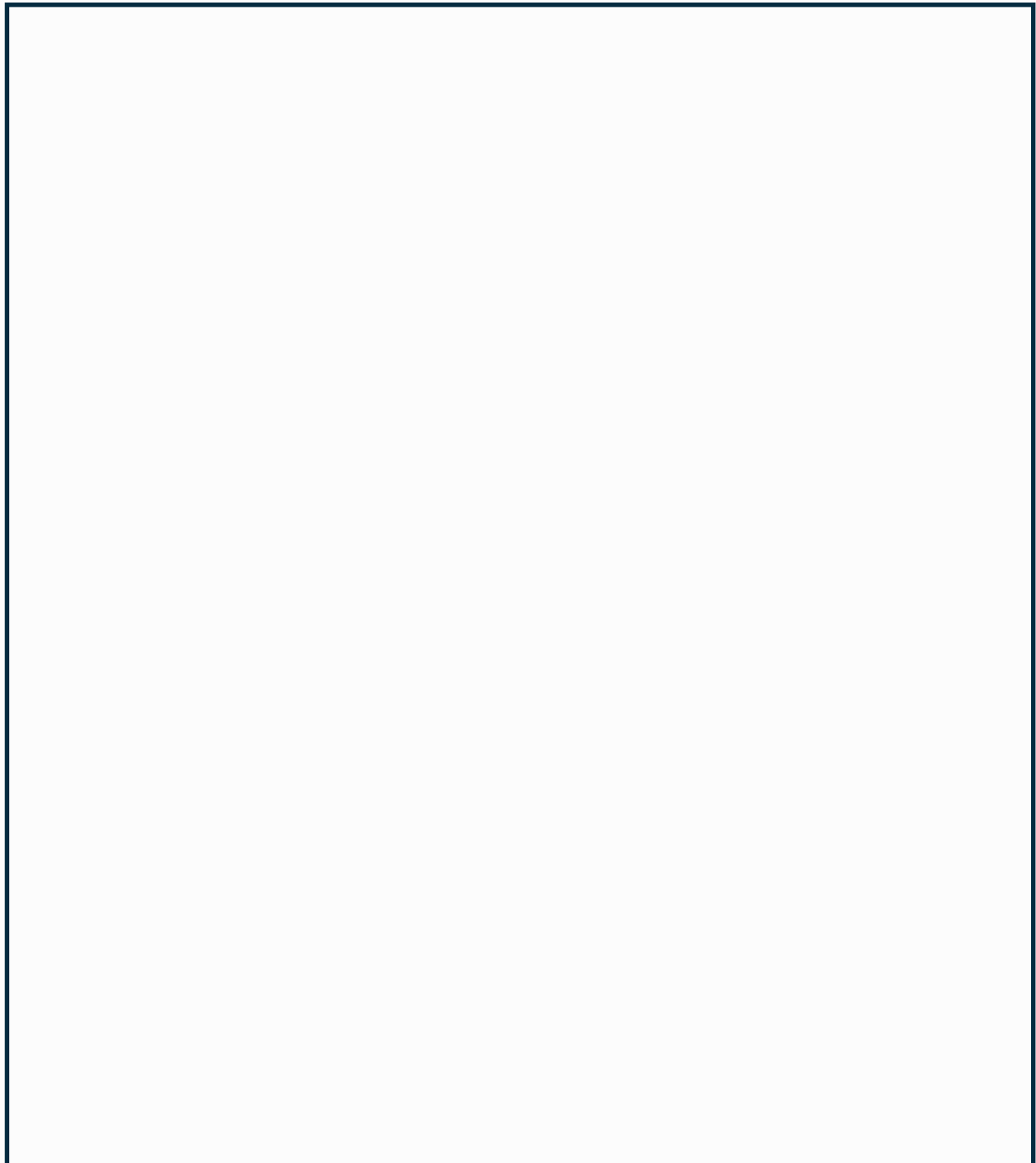


2: THE EFFECTS OF THE SEASONS

NAME:.....

MY NATURAL SPACE IS.....

THE SEASON IS.....



2: THE EFFECTS OF THE SEASONS

Activity 2: You are now going to track how your natural place changes over time. Together, have a chat about; what is the next season? When will you start to see nature changing around you? See if you can predict at least 3 ways your natural place will change in the next season.

Ideas for your changes could be; the weather; trees and plants; animals; birds; insects.

CHANGE 1:

I THINK THIS CHANGE WILL HAPPEN BECAUSE

.....

.....

CHANGE 2:

I THINK THIS CHANGE WILL HAPPEN BECAUSE

.....

.....

CHANGE 3:

I THINK THIS CHANGE WILL HAPPEN BECAUSE

.....

.....

Over the coming weeks and months, keep track of the changes happening outside. Remember to check and see if your predictions were right. You could even draw a new picture of your natural place in its new season. Compare it to the one you drew in Activity 1. Think about what you have learned about the effects of the seasons.

The next thing I knew, there were tracks on the ground, strange clouds in the air and a whistling sound! I shook as a steam train came thundering past. Of all of the oak trees, now I was the last.





3: MY LOCAL HISTORY

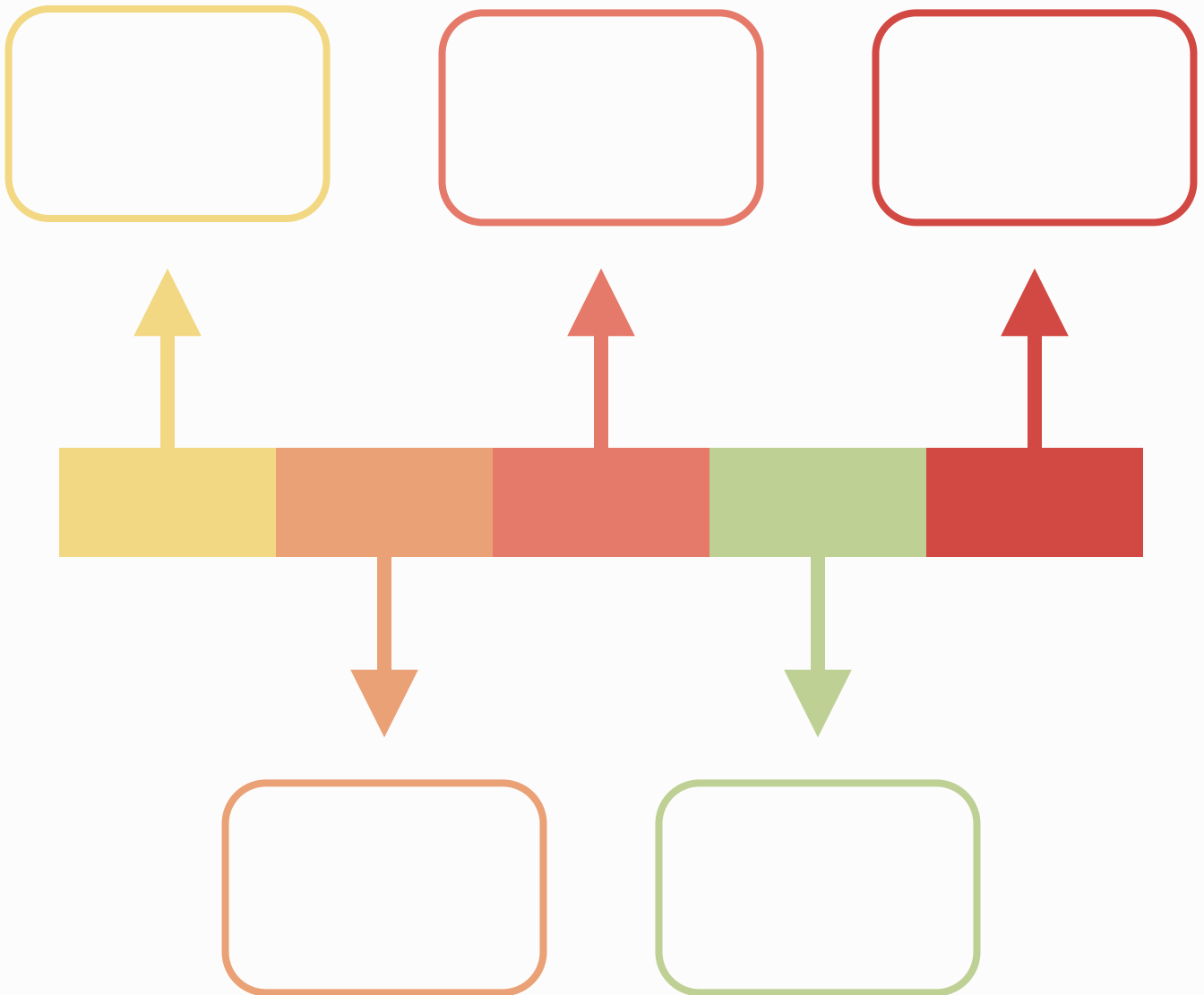
Take a look at the image on the previous page and discuss the following:

- What season is shown in this picture? How can you tell?
- What has changed about the oak tree's surroundings? Can you pick out some examples?
- How might some of these changes put the natural world in danger?

Activity 1: Together, talk about the important events that oak trees have lived through around the world. Imagine what it would be like to see all of those changes happening around you. Then, on the next page, put the events on your timeline in the right order.






















3: MY LOCAL HISTORY

- 1903 – The Wright brothers fly in the first aeroplane
- 2007 – The Tesla electric car goes into production
- 1814 – George Stephenson invents the steam locomotive
- 1908 – Henry Ford starts to mass-produce cars
- 1000CE – Vikings set sail from Europe to America





3: MY LOCAL HISTORY



Activity 2: How has your town or city changed over hundreds of years? Can you think of any examples using your timeline to help you? Try to list at least 5 changes together.

- 1.
- 2.
- 3.
- 4.
- 5.

On the next page, use your list to write a diary entry from a tree's perspective. Include how your local area has been transformed and how the tree feels about this. You might like to write about; technology; houses; transport; schools; shops; who lives there.

I looked at the sky as planes roared overhead,
the hedgerows were gone and the meadows were dead.
But still children came and they sat in my shade,
they climbed on my branches and happily played.





4: LOOKING AFTER OUR NATURAL WORLD

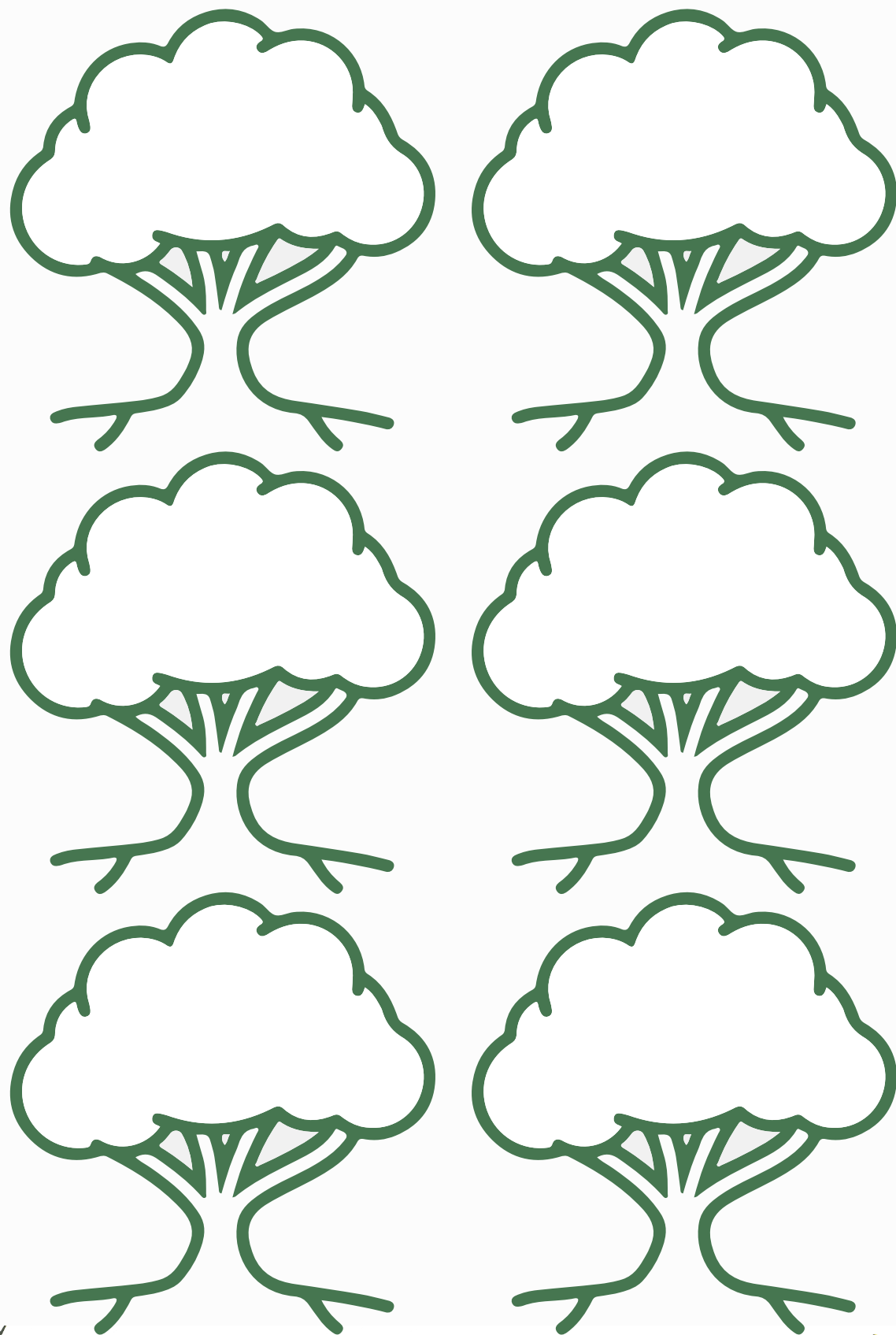
Take a look at the image on the previous page and discuss the following:

- What examples of new buildings and technology can you see?
- What threats are there to the natural world? Can you give examples?
- Why is it important to look after the environment?

Activity 1: Unfortunately, the natural world is in danger and needs your help! Talk about small things that you can do to help protect the environment. Write down **1 action** you can take on each tree on the next page.

For a challenge, can you also note down how and why this action will help protect the environment.

4: LOOKING AFTER OUR NATURAL WORLD





4: LOOKING AFTER OUR NATURAL WORLD

Activity 2: It's time to write your own short poem about trees and nature! Your poem doesn't have to rhyme but needs to be at least 4 lines long.

Your poem might include:

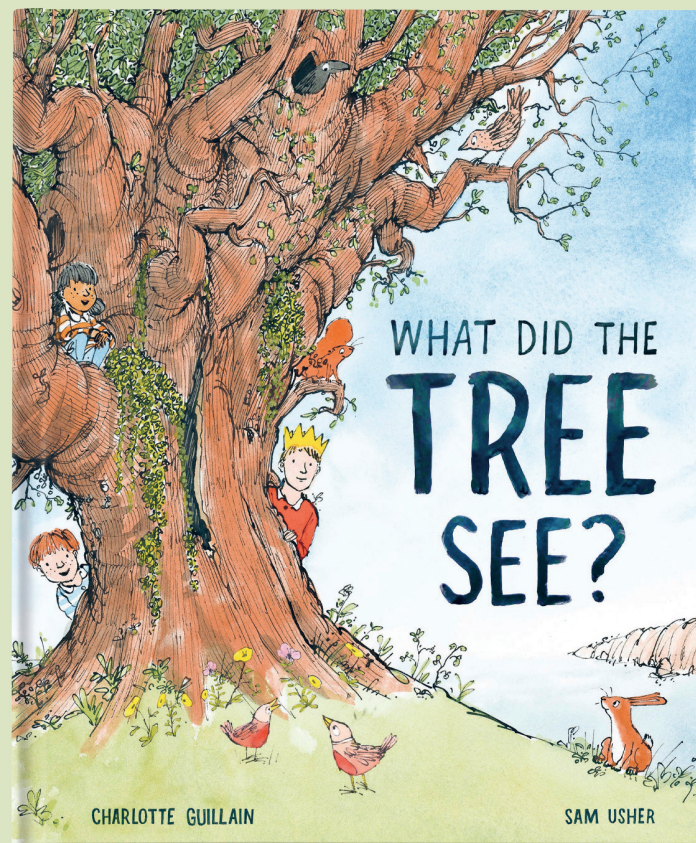
- why trees are special
- why we should look after nature
- changes of the seasons
- your favourite natural space

Share your poems together. If you enjoyed these activities, you could create a scrapbook about trees and nature at home!

THANK YOU FOR USING THIS RESOURCE PACK!

Please share your poems and classroom activities

[@KidsWelbeck](#) [#WhatDidtheTreeSee?](#)



Suitable for 4+ readers / Hardback / £12.99 / 9781913519018

Credits:

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