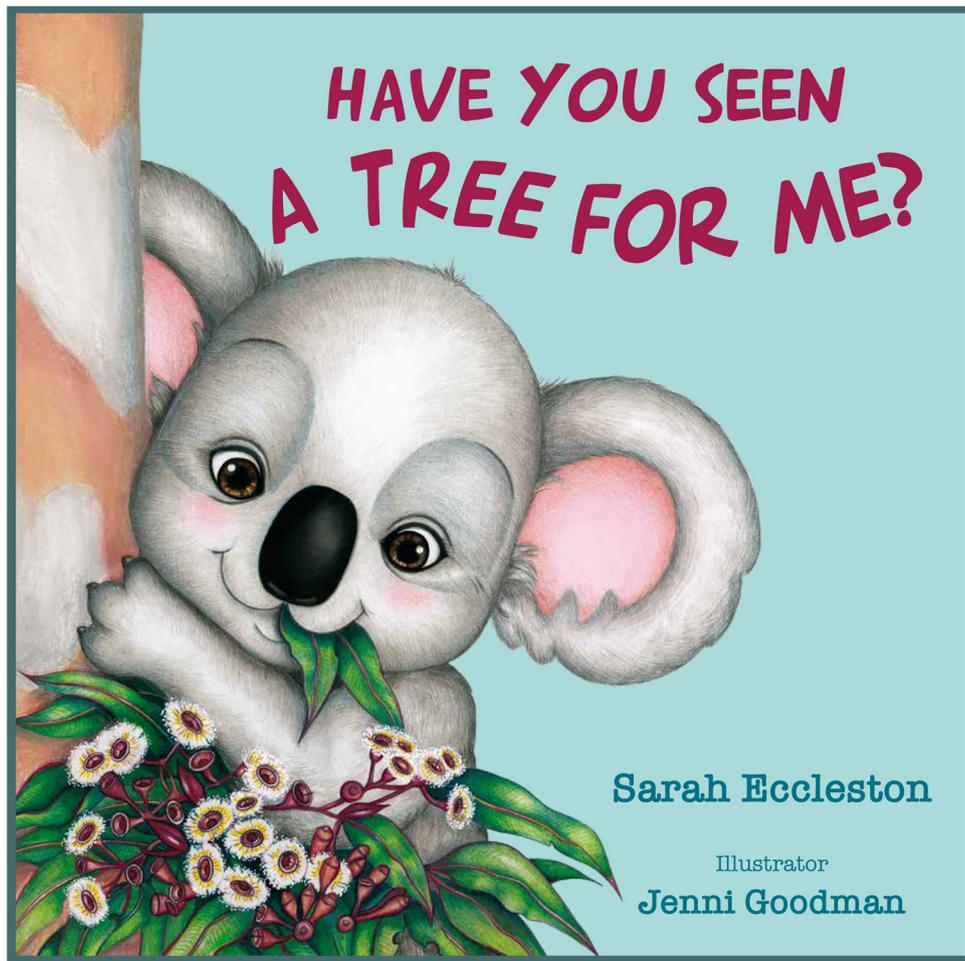


TEACHERS' NOTES

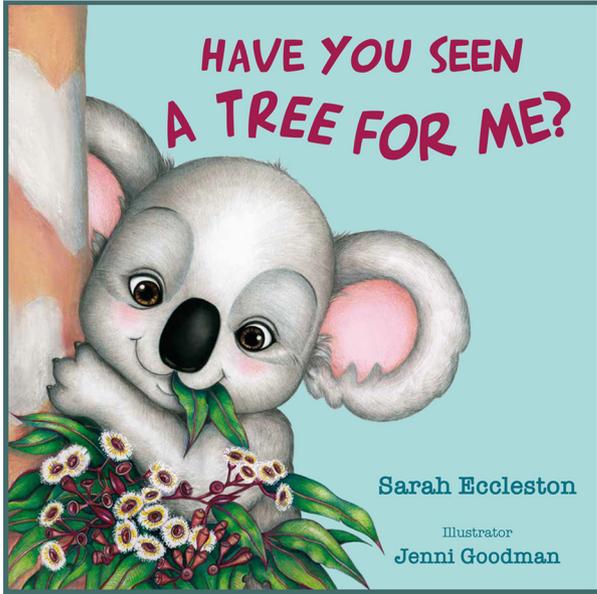


- 1 Book details, Overview, Themes
- 2 About the Author, Illustrator, and Enzo
- 3 Use in the Classroom, Discussion Guide
- 4 Activity Suggestions
- 5 Links to the Australian Curriculum



TEACHERS' NOTES

HAVE YOU SEEN A TREE FOR ME?



HAVE YOU SEEN A TREE FOR ME?

Author: Sarah Eccleston
Illustrator: Jenni Goodman

ISBN: 9781760791247
Publisher: New Holland Publishers
Release Date: September, 2020

Book Size: 240 x 240mm
Reading Age: 3-10 years

These notes were created by Jenni Goodman and Sarah Eccleston.

Notes may be downloaded and printed for regular classroom use only.

OVERVIEW

Enzo the koala had grown into a big strong boy and he thought it was time to find a tree of his own. Like all koalas living in the wild, Enzo has to deal with lots of challenges in his search for a new home. Join the adventurous Enzo as he journeys out on his own.

'Have You Seen A Tree For Me?' is a fantastic resource to encourage classroom conversation about the plight of koalas in Australia, and the importance of conservation. By journeying with Enzo, children will come to discover some of the dangers koalas face in the wild. Whilst Enzo endures many challenges throughout the book, the story ends on a hopeful note for a positive future.

At the back of the book, author and koala specialist Sarah Eccleston has included some fun facts about koalas and tips on how we can help koalas like Enzo.

Featuring beautiful illustrations depicting many different Australian plants, birds and animals, this picture book offers valuable learning experiences in a delightful and entertaining way.

Enzo is based on an actual koala that lives at the Currumbin Wildlife Sanctuary on the Gold Coast of Queensland, Australia.

THEMES

Conservation

The plight of koalas

Australian wildlife

Animal protection



TEACHERS' NOTES

HAVE YOU SEEN A TREE FOR ME?

ABOUT THE AUTHOR

Koala Specialist, Mammal Supervisor and now first time author -Sarah Eccleston has dedicated 22 years of her life to Koala conservation at Currumbin Wildlife Sanctuary, but she never thought she'd publish a kids' book about it! She was inspired to write this book after seeing more and more koalas needing help due to unnecessary and preventable threats in the wild.

Sarah has been involved in lots of research over the years working with koalas. She wants to inspire young people to follow in her footsteps. She really just wants to save koalas, that is her passion. Now it's time to leave a legacy to ensure the younger generations are looking after them into the future. Sarah really hopes to achieve the next generation of Koala conservation Champions.

ABOUT THE ILLUSTRATOR

Jenni Goodman first dove into the wonderful world of children's book illustration in 2018, when she was honoured with the opportunity to illustrate a series of board books based on the Australian classic, Storm Boy. In two short years, she now has seven books to her name. Jenni loves using watercolours and coloured pencils to create soft and sweet artworks.

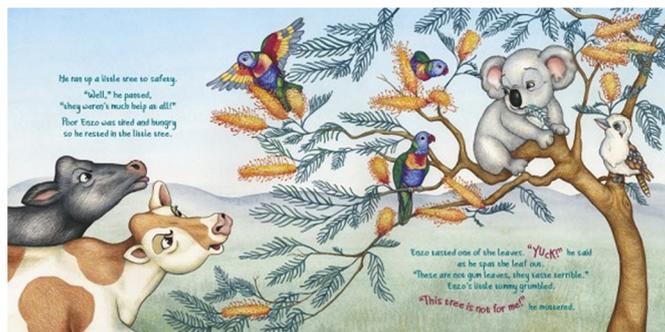
Jenni completed the illustrations for this book whilst the devastating bushfires of 2020 and their aftermath was being felt right across Australia. It is her hope that this book will encourage children and their families to get involved in the important work of koala conservation.

ABOUT ENZO THE KOALA

Enzo lives at the Currumbin Wildlife Sanctuary on the Gold Coast of Queensland, Australia. He is loved by visitors and staff and is featured in the sanctuary's Koala Experience. He is a super cheeky boy who loves to follow his keepers around and keep them on their toes! And then sleep his days away with a full belly of his favourite gum leaves.

Enzo was born at Currumbin Wildlife Sanctuary in 2018 to his mother, Caramello and father Gianni. His brothers and sisters include Eric, Ziggy, Moet and Brut.

Enzo is one of the lucky Koalas that lives in a sanctuary and is safe from all the threats that koalas are faced with in the wild.





TEACHERS' NOTES

HAVE YOU SEEN A TREE FOR ME?

DISCUSSION GUIDE

Before reading the story, look at the front cover.
Can you guess what the book might be about?
What is the animal on the front cover?

Identify the book's title, the author, and the illustrator.
Have a look at the back cover and identify publisher and the blurb.

Who do you think this book is written for?
What makes you think that?

After reading the story, ask the students how the ending of the story makes them feel. Discuss why.

Enzo has a lot of feelings throughout the story. Look at each page and discuss how Enzo might be feeling. How can you tell what he is feeling? Have you ever felt like that?

In this book, the author narrates the story. How do you think the story would change if it were Enzo talking directly to you?

What did you like about the book? Which was your favourite illustration?

How do the illustrations affect the story?

What can you tell about Enzo and his mum's relationship by looking at the pictures of them together?

What do you think Jenni used to make the illustrations? (watercolour paints and coloured pencils)

What is the kookaburra doing throughout the story?

What are some of the basic needs that animals have? Food, water, shelter etc

Why was the tree in the cow paddock not the right tree for Enzo?

Point out the differences and similarities between the various Australian birds pictured in the illustrations throughout the book. Look at the way they are made and how that helps them move and feed. How is this different to the way Enzo moves and feeds?

Discuss what might happen when habitats are changed and living things no longer have their needs met. Can you predict what might happen if there are no trees left for koalas like Enzo?

Have a look at all the struggles Enzo faces in the story. What actions could people have taken to reduce the challenges Enzo faced? (eg, drive slowly in koala zones, keep dogs contained at night etc).

USE IN THE CLASSROOM

'Have You Seen A Tree For Me?' works in the classroom on many levels. The discussion and activity suggestions provided are a general guide only and cover a wide range of ages and abilities. They should therefore be selected according to student's grade level, experience and abilities.

'Have You Seen A Tree For Me?' is best suited for children in Years F-4.

For a detailed look at how this book links to the Australian Curriculum see page 5 of these notes.



TEACHERS' NOTES

HAVE YOU SEEN A TREE FOR ME?

ACTIVITIES

Write a character description of Enzo. What does he look like, and how would you describe his personality?

Write your own version of the story, from another character's perspective. Perhaps you could write it from Enzo's point of view. Or perhaps the kookaburra who journeys with him.

Pick one of the people from the last page and write a journal entry of their day planting koala trees. What might they be thinking or feeling?

'Have You Seen A Tree For Me?' teaches us about some of the dangers that koalas face in the wild. Write down some of the dangers that koalas face, and ways we can help them.

Use persuasive writing to discuss why we should save the koalas. Why is it important that koala habitats are protected?

Act out the story line of 'Have You Seen A Tree For Me?' Perform it in front of the class or at the school assembly.

Make a poster about saving koalas that outlines ways we can help.

Write a letter explaining why protecting koalas is important to you.

Go through the book and point out all the Australian wildlife and plants you can see. See if you can find:

Kookaburra	Emu	Galah	Gang-gang cockatoo
Blue wren	Lyrebird	Magpie	Budgerigar
Rainbow lorikeet	Cockatoo	Zebra finch	Kangaroo
Frilled-neck Lizard	Blue-tongued skink	Banksia	Wattle
Australian fern tree	Kangaroo paw	Flannel flower	Australian grass tree
Grevillea tree	Waratah		

Have a look at some videos of author Sarah and the real Enzo

<https://www.youtube.com/watch?v=gm4Bs2PDbRA>

Have a look at some videos of illustrator Jenni making the artworks for the book

https://www.facebook.com/jennigoodmanbooks/videos/?ref=page_internal

For free downloadable Colouring Pages and Activity Sheets, visit

<https://www.jennigoodman.com.au/activities>



TEACHERS' NOTES

HAVE YOU SEEN A TREE FOR ME?

LINKS TO THE AUSTRALIAN CURRICULUM

Year	Curriculum Area
F	SCIENCE UNDERSTANDING: BIOLOGICAL SCIENCES - ACSSU002 – Living things have basic needs, including food and water ENGLISH: LITERATURE - ACELT1575 – Recognise that texts are created by authors who tell stories and share experiences that may be similar or different to students' own experiences - ACELT1783 – Share feelings and thoughts about the events and characters in texts - ACELT1578 – Identify some features of texts including events and characters and retell events from a text
1	SCIENCE UNDERSTANDING: BIOLOGICAL SCIENCES - ACSSU017 – Living things have a variety of external features - ACSSU211 – Living things live in different places where their needs are met ENGLISH: LITERATURE - ACELT1581 – Discuss how authors create characters using language and images - ACELT1582 – Discuss characters and events in a range of literary texts and share personal responses to these texts, making connections with students' own experiences - ACELT1584 – Discuss features of plot, character and setting in different types of literature and explore some features of characters in different texts
2	SCIENCE UNDERSTANDING: BIOLOGICAL SCIENCES - ACSSU031 – Living things grow, change and have offspring similar to themselves SCIENCE AS A HUMAN ENDEAVOUR: USE AND INFLUENCE OF SCIENCE - ACSHE035 – People use science in their daily lives, including when caring for their environment and living things ENGLISH: LANGUAGE - ACELA1469 – Identify visual representations of characters' actions, reactions, speech and thought processes in narratives, and consider how these images add to or contradict or multiply the meaning of accompanying words
3	SCIENCE UNDERSTANDING: BIOLOGICAL SCIENCES - ACSSU044 – Living things can be grouped on the basis of observable features and can be distinguished from non-living things. Recognise the range of different living things SCIENCE AS A HUMAN ENDEAVOUR: NATURE AND DEVELOPMENT OF SCIENCE - ACSHE0050 – Science involves making predictions and describing patterns and relationships. Consider how posing questions helps us plan for the future ENGLISH: LITERATURE - ACELT1601 – Create imaginative texts based on characters, settings and events from students's own and other cultures using visual features, for example perspective, distance and angle
4	SCIENCE UNDERSTANDING: BIOLOGICAL SCIENCES - ACSSU073 – Living things depend on each other and the environment to survive SCIENCE AS A HUMAN ENDEAVOUR: USE AND INFLUENCE OF SCIENCE - ACSHE062 – Science knowledge helps people to understand the effect of their actions HASS: GEOGRAPHY - ACHASSK088 – The importance of environments, including natural vegetation to animals and people ENGLISH: LITERATURE - ACELT1605 – Discuss how authors and illustrators make stories exciting, moving and absorbing and hold readers' interest by using various techniques, for example character development and plot tension