

The Lonely Tree

NICHOLAS HALLIDAY



HALLIDAYBOOKS



WELCOME TO THE LONELY TREE LIFE CYCLE ACTIVITY PACK

This pack is designed for schools, libraries, charities and other learning environments and can be used alongside the children's book *The Lonely Tree* and *The Lonely Tree Colouring Book* by Nicholas Halliday. It can also be used as a standalone activity pack.

THE LONELY TREE SYNOPSIS

The Lonely Tree was created as a way to introduced children to the natural cycle of life through the seasons.

This beautiful and moving story follows the first year in the life of a lone evergreen tree growing in the heart of the ancient oak woodland of the New Forest. The evergreen is befriended by the oldest oak who has lived for hundreds of years. When winter arrives all the oak trees must go to sleep, but of course evergreens never sleep. Finally, after a long, cold and lonely winter, spring brings both sadness and joy to the little tree.

FORMATS & AVAILABILITY

Copies of this life affirming story book are available in both hardback and paperback and the activity book titled *The Lonely Tree Colouring Book*. All are available from good bookshops, on-line stores and the HallidayBooks shop at:

hallidaybooks.com/shop.htm

You will find a discount voucher in this pack which entitles your schools, libraries or charity to 50% off a hardback copy of *The Lonely Tree**. For more information please see the 'CURRENT EDITIONS & PRODUCTS' information sheet included with this pack.

THE MAIN THEMES TO EXPLORE WITHIN THE LONELY TREE ARE

- The Cycle of Life
- Nature
- The Seasons
- Difference
- Trees
- Wildlife
- Friendship
- Loss and renewal

THE LONELY TREE WEBSITE

The Lonely Tree has its own dedicated website where you will find print and colour line drawings of the characters, games and clues to animals hiding in the pages of the book:
www.thelonelytree.co.uk

FEEDBACK

As a matter of course we update this pack to include additional activities and resources. We are always working to improve what we do and would be delighted to hear any suggestions and feedback from you (also any errors you might spot). If you would like to see a particular activity or lesson plan included in this pack, please let us know at **info@hallidaybooks.com**. We hope you and your children find working with *The Lonely Tree Life Cycle Activity Pack* a rewarding experience.

ACTIVITIES INCLUDED IN THIS PACK

1 • Reading *The Lonely Tree* and exploring the seasons and the cycle of life

Read *The Lonely Tree* then explore and compare the seasons using the events and characters in the story.

2 • Reading *The Lonely Tree* and exploring feelings and emotions

Read *The Lonely Tree* then explore the feelings and emotions of the characters in the story and those of your children.

3 • Creative writing exercise

Create a story based around two characters in *The Lonely Tree*.

4 • Field trip

Study trees and their life cycle in a woodland, forest or natural surrounding.

5 • Alive, dead or never living?

Explore and compare things that are living, dead and things that have never been alive.

6 • Parts of a tree

Explore and compare the various parts of a tree and why each is important.

7 • Life Cycles

This activity is designed to encourage children to think about the life cycles of different plants and animals and how long they live.

8 • Memory Tree

Create a Memory Tree for your classroom.

COPY & COLOUR

Line drawings of characters from *The Lonely Tree* and sample pages from *The Lonely Tree* Colouring Book for you to photocopy and hand out for children to colour in.

USING THE LONELY TREE WITH A BEREAVED CHILD

These guidance notes are designed to help you prepare and read to a bereaved child.

CURRENT EDITIONS & PRODUCTS

A list of the current editions of *The Lonely Tree* plus additional branded material.

DISCOUNT VOUCHER

50% discount voucher for purchasing *The Lonely Tree* hardback book*.

PRAISE FOR THE LONELY TREE

A selection of quotes about *The Lonely Tree* children's book.

INTRODUCTION

Introduce your children to *The Lonely Tree* and explain you are going to read a story about the cycle of life and the seasons. The story is told around two trees – an old oak and an evergreen in the first year of his life. Then read *The Lonely Tree*. After you have read the story, begin again and explore the seasons and the cycle of life using the following guidance notes. To encourage discussion ask the children the bullet point questions.

SPRING

The story starts with spring. The birds are returning, there is new growth in the forest and the days are getting warmer.

A new tree is starting to grow. Explain to the class that this is part of the beginning of the life cycle for an evergreen tree.

- **How do we know when it is spring?**
- **What happens to plants and animals in the spring?**

SUMMER

The young evergreen tree is starting to grow taller and stronger everyday. The old oak begins to tell stories of life in the forest and the two trees become the best of friends.

- **What happens to trees during the summer?**
- **The birds went to Africa for their summer holidays – Ask your children where they go on their holidays.**

AUTUMN

In the autumn the leaves on the oak trees turn brown but the evergreen stays green. The oak trees are preparing to go to sleep and they drop their acorns. Explain to the class that an acorn is the beginning of the life cycle for an oak tree.

- **What are the signs described in the book that Autumn is approaching?**
- **What is happening to the oak trees?**
- **What is happening to the oak tree's leaves?**
- **What does the old oak leave on the last damp evening of autumn?**
- **What is an acorn?**

WINTER

It is very cold and the little tree is feeling very alone. Ask your children if they can see the fawn in this picture.

- **How do we know it is winter in the book?**
- **What has happened to the oak trees?**
- **What has happened to the evergreen?**
- **Oak trees are not evergreen, what is the difference?**

SPRING

All the trees are covered with new green leaves except for the old oak who has died during the winter. Explain to the class that this describes the end of the life cycle for the old oak. Pine cones can be seen growing around the head of the Lonely Tree. Explain to the class that a pine cone carries the seed which is the beginning of the life cycle for an evergreen tree.

One late spring day, in the very place where the last acorn had fallen a new oak tree begins to grow. The Lonely Tree greets the new tree and they become the best of friends.

- **What are the signs that spring has arrived?**
- **What are growing around the head of the Lonely Tree?**
- **What is a pine cone?**
- **Why is the Lonely Tree so sad?**
- **What has happened to the old oak tree?**
- **Why has he died? (In this case he has died of old age. In the author's mind the oak tree was nearly 1000 years old.)**
- **How do the other trees explain what has happened to the old oak?**

[The line "He has died ..." in *The Lonely Tree* is very important. While it may feel kinder to use words such as 'lost' or 'gone away' instead of 'dead', their use will only cause confusion in young children who tend to think very literally. In their world, people who go away return and lost things get found. Allow the children you are with to set the pace and the focus.]

- **What miraculous thing happens later in the spring?**
- **What does the new oak tree grown from?**

SUMMER

The Lonely Tree greets the new oak tree. He retells the stories of life in the forest and they become the best of friends.

- **What has happened to the pine cones which were around the Lonely Tree's head?**
- **What has happened to the old oak tree?**

NOTE

When you reach the part of the story which corresponds to the season you are currently in ask your class to look out of the window.

- **Can they see the same signs as we see in the book?**
- **What other signs are there to tell us what season we are in?**

INTRODUCTION

Introduce your children to *The Lonely Tree* and explain you are going to read them a story about the cycle of life which explores emotions and feelings. The story is told around two trees – an very old oak and an evergreen in the first year of his life. Then read *The Lonely Tree*. After you have read the story explore the cycle of life and the relationships of the characters and their emotions and feelings using these guidance notes. To encourage discussion you can ask the children the bullet point questions.

SPRING

In the spring a new tree begins to grow. *"It certainly isn't like any of us."* said the others.

- **How is the new tree different in appearance from the oak trees?**
- **What does 'different' really mean? Ask each child to look around at their classmates. There might be boys and girls, different skin colours, clothes, nationalities, religions and accents.**
- **How many different faces are there? (There will be as many as there are children ... plus the teachers and classroom assistants)**
- **Are any of the faces the same?**

Explain that like the new evergreen tree, we are all very different from each other, but we can live together and be friendly and happy.

SUMMER

"Welcome to the New Forest," he said. *"This is your home and we are your friends."* Even though the little tree was different from the oak trees, he was welcomed as a friend. This is important because the trees need to live together in harmony.

- **How did the old oak greet the little tree?**
- **Why is it important that the trees live happily together?**

The old oak began telling stories of life in the forest and became best friends with the little evergreen. Ask your children:

- **What is your favorite thing about your best friend?**

AUTUMN

The little evergreen notices that some of the old oak leaves have turned brown. The oak explains that he is preparing to go to sleep for the winter. *"Will I sleep too?"* asks the little tree. *"No,"* the old oak answered. *"You are evergreen, and evergreens never sleep."*

- **Why are the leaves on the old oak turning brown?**
- **How do you think the little tree felt when his friend told him he was going to sleep?"**

On the last damp evening of autumn the old oak dropped his last acorn. *"I am very tired,"* he said to his little friend, *"I have to sleep now. Always remember that I love you."* The scene is set on the last damp evening of autumn to increase the feeling of sadness and to begin building on the important central section of the story.

- **What did the old oak drop before he went to sleep?**
- **What are the last words the old oak says to the little tree before he goes to sleep?**
- **How will the little tree feel when the oak trees have gone to sleep?**
- **Why do you think the author has set this scene on the *"last damp evening of autumn."*?**

WINTER

"The little tree became very cold ... and very lonely." Up to this point we refer to the evergreen as the 'little tree' and beyond this point as the 'lonely tree'. The author has made this scene look very cold and the lonely tree very sad. Remind the children that he is missing the old oak, he is very cold and he is alone.

- **How does the little tree feel?**
- **How many things can you think of which will be making the lonely tree feel lonely and sad?**
- **What makes you sad?**

A graceful barn owl perches on top of the old oak on Christmas morning. *"There are bright coloured lights in the town,"* he called, *"and children are singing carols in the churchyard."*

The author has decided to have an owl visit the lonely tree and tell him about something warm and festive which is happening somewhere else. This is designed to build on the feelings of loneliness.

To explore this, ask each child to imagine that they are alone – they might be wishing they were with friends or family. Then ask them to imagine that someone comes to tell them that there is a party in the next house. However, they aren't invited or cannot go. Ask your children how they would feel?

In the story, the owl perches on top of the Old Oak, reminding us that the tree is still there, sleeping beside the lonely tree. *"When the owl flew away the lonely tree felt lonelier than ever."*

- **How did the lonely tree feel when the owl paid a visit?**
- **Why did the author have the owl say that there are children singing carols in the churchyard?**
- **Why did the author have the owl land on the old oak tree?**

A shooting star races overhead and illuminates the forest. The lonely tree sees new leaves on the oaks but the star hurries by so quickly he thinks he must be dreaming.

- **What would the lonely tree have felt when he saw the new leaves on the oak trees?**

SPRING

In the spring all the trees wake up except the old oak. The lonely tree asks why his friend is still asleep. The oak trees say *"He has died."* ... *"Death is a part of life,"* they told him.

• Why is the lonely tree crying?

If it feels appropriate, use this as a lead-in to talking to your children about how when someone dies, we might feel sad or we might not, but both are okay. If it was someone that we knew well, or loved a lot, we will probably feel sad and may cry. But if it was a person we had never met, we might not.

Offer reassurance by explaining that as it says in the book *"Death is a part of life."* It is normal and natural. Usually people die when they get very old, as the oak tree did.

"He will never wake up, but his love will be with us forever." Use these words to talk about how sometimes adults can use confusing words.

• Is being asleep the same as being dead?

Explain that being asleep is not the same as being dead. Help the class to put together a list of things that describe someone who is asleep. eg, they breathe and they can dream. Someone who is dead has no life because their heart has stopped working, they have stopped breathing and they can feel nothing.

• Do you think that someone who is dead can do the things on the list?

Bring in some leaves, a mixture of old, dead leaves and new leaves if possible. Get the children to pick them up and feel them. How do they know which is which. Make a list of the characteristics of leaves which are dead and those that are alive.

The lonely tree was sad when his old friend died and he missed him but he had the memories of his stories, his strength, and most of all, his love. Try to use these words as a way to reassure your class that love does not end with death. The lonely tree was very sad but felt the old oak tree's love would be with him for ever.

SUMMER

In the place where the last acorn had fallen a new oak tree begins to grow. New life has started and the two trees become the best of friends.

• What is it that makes someone a 'best friend'?

• How would the lonely tree feel with his new friend?

"Summer brings warmth and a time to grow. Autumn provides us with seeds for the future. Without a friend. Winter can be cold and lonely, but spring always brings new life." These words bring a sense of hope for the future.

• What helped the lonely tree to feel less alone?

CYCLES

The Lonely Tree shows that everything has a cycle and nothing last for ever. Remind your children that even happiness and sadness have their own cycles. No one is happy or sad for ever because, like nature, feelings change all the time.

EXPLORING RELATIONSHIPS AND LIFETIMES

This activity is designed to encourage children to think about relationships. It is also designed to make them rethink the idea of what makes a story book 'character'. They are very used to hearing people and animals talking in books and they can overlook the 'personalities' of objects.

PRINT, CUTOUT AND DISTRIBUTE THE TICKETS

Print out the activity sheet enough times so every child can receive two 'character tickets' and one 'emotions and feeling ticket'. Then cut out the tickets and place the characters and emotion tickets in separate boxes or envelopes so the children can't see what they are choosing.

Then ask each child to choose two characters and one emotion. These will be the basis for their story. If any child chooses the same character twice they should choose again.

CREATIVE WRITING

Ask your children to look at their tickets. They will have two 'characters' and an 'emotion or feeling'. Ask them to write a short piece about how their two characters could experience this feeling or emotion. This could be based on their differences, similarities or length of lifetime.

EXAMPLE

A child's chooses The Old Oak and The Snow Flake and Sadness as the feeling. The oak can live for many hundreds of years but the snowflake sometimes has only a few moments to live. Can they be friends? Can one feel sadness for the other? Encourage your children to think about the 'personality' of their characters. What would the snowflake feel as he fell? How many snowflakes has the oak seen in his lifetime and why would he pick out just one to feel sad about?

ILLUSTRATION

Your children may also like to illustrate their stories and make notes and speech bubbles to have their characters talk and interact.

PRINT AND CUT OUT THESE TICKETS

CHARACTER TICKETS • EACH CHILD SHOULD RECEIVE TWO OF THESE



The Old Oak	New Evergreen Tree	The Last Acorn
The Barn Owl	A Bird	The Bluebells
The Badger	An Ant	The Ladybird
The Dragon	The Butterfly	A Mushroom
The Squirell	A New Forest Pony	The Moon
The Shooting Star	A Pine Cone	The New Oak Tree
A Snow Flake	A Drop of Rain	The Fawn

EMOTIONS AND FEELINGS TICKETS • EACH CHILD SHOULD RECEIVE ONE OF THESE



Happiness	Sadness	Love
Anger	Jealous	Thankful
Excited	Friendly	Upset
Lonely	Cold	Lost
Tired	Unhappy	Alone
Frightened	Shy	Kindness

A visit to a woodland or forest will enable children to relate the themes of *The Lonely Tree* and their associated work to the classroom. If you are only able to use a nearby field or trees, your children will still be able to enjoy this activity.

A 'FIELD TRIP ACTIVITY SHEET' is provided in this pack and you can print or photocopy this as required. There are no right or wrong answers to the questions, rather this is an opportunity for children to explore the natural world and bring their ideas back to the classroom for further discussion and activities.

OBJECTIVES

Investigate the life cycle of trees, plants, animals, birds and insects and where possible to gather examples of the different stages to take back to the classroom.

- **Collecting leaves for the 'MEMORY TREE' activity.**
- **Gathering material for the 'ALIVE, DEAD OR NEVER LIVING' activity.**

CYCLE OF LIFE

Ask your children to spot as much evidence for the cycle of life as they can. These should be specific and represent one of the three stages of birth, life and death.

For example:

- **Birth: Acorn, leaf bud, cocoon, frog spawn or a birds egg.**
- **Life: A ladybird, woodlouse or a leaf.**
- **Death: Dead leaf, fallen branch or dead fly.**

WHAT LIVES ON A TREE?

Try to find a large tree which has a variety of habitats for other wildlife. Encourage your children to examine the tree closely. They are sure to find many inhabitants. They should then identify the following:

- **What is it? eg, Bird, insect or plant**
- **Where does it live? eg, In the canopy, on the branches, under the leaves**
- **Does it harm the tree? Birds nest in trees but do no harm, parasites live off trees but don't necessarily do them harm, disease lives off the tree and does harm it.**

NOTE

Whenever possible please encourage your children to only take leaves from the ground or dead leaves from branches. Remind them that green leaves attached to the trees and plants are part of a living organism and they have not yet finished their cycle of life.

GATHERING MATERIAL

While you are out try to gather a selection of objects you find along the way. These will be used when you are back in the classroom. These can include:

- **Leaves of all sizes, twigs, rocks and stones, feathers, plastic, paper and any other small object.**

CYCLE OF LIFE

Find as many signs of the cycle of life as you can.

	Birth	Life	Death
1			
2			
3			
4			
5			

WHAT LIVES ON A TREE?

Find five animals, insects or other plants which live on a tree.

	What is it?	Where does it live?	Does it harm the tree?
1			
2			
3			
4			
5			

WHAT YOU WILL NEED?

You will need a variety of natural and man-made objects. This activity works best with as wide a variety of objects as possible.

ALIVE, DEAD OR NEVER LIVING?

In this activity children will look at objects which are alive, dead or have never been living. However, this activity is also designed to look at the cycle of life in a slightly different way. Where man-made and recycled products are included, we can see that there is a birth, life, death plus the additional 'rebirth' of an object. This works very well with the themes of *The Lonely Tree* – life, loss and very importantly 'renewal'.

BIRTH, LIFE, DEATH AND REBIRTH

Take advantage of your field trip to collect objects which fit neatly into one of the three categories of being alive, dead or never living, but also include some less obvious ones. For example, paper is a good material to discuss as this can be made from wood. Therefore, it was once living but is now dead, but paper can also be recycled and so can have many births, many lives, many deaths and many rebirths.

Encourage your children to develop this discussion around things they use every day. eg, we have reusable shopping bags which get filled and emptied regularly – these live there lives in short bursts. Most of us have green recycling bins and children can see directly how much of our waste and packaging now goes into these. Paper, metal, plastic and card are all recycled and all have a birth, life and death plus a rebirth.

GATHERING MATERIAL

While you are out try to gather a selection of objects you find along the way. These will be used when you are back in the classroom. Try to include:

- **Leaves of all sizes, twigs, rocks and stones, feathers, plastic, paper and any other small object.**

ALIVE, DEAD OR NEVER LIVING?

Can you find five objects for each of these three headings?

	Alive	Dead	Never living
1			
2			
3			
4			
5			

BIRTH, LIFE, DEATH AND REBIRTH

Can you find two objects which have a birth, life, death and rebirth?

	Object	Birth	Life	Death	Rebirth
1					
2					

This activity is designed to be used as a stand alone classroom activity or in connection with a field trip.

DRAWING AND LABELING A TREE

The following sheet can be printed or photocopied and handed out to children.

They should then draw a complete picture of a tree with the following parts clearly visible:

- Roots
- Trunk
- Bark
- Branches
- Leaves

They should then label each part and write a short description of why each is important to the tree.

ENCOURAGE YOUR CHILDREN TO THINK ABOUT THE FOLLOWING

- The roots anchor the tree firmly in the soil and deliver water and nutrients to the trunk.
- The trunk acts as a solid support. It creates height allowing the leaves to reach a woodland or forest canopy and delivers water and nutrients to the branches.
- The bark protects the tree from losing moisture and being attacked by wildlife and disease.
- The branches spread the leaves out to a wide area creating a canopy. This helps the leaves gather sunlight and also creates shade beneath preventing other plants from growing and competing with the tree for nutrients. The branches also deliver water and nutrients to the leaves.
- The main job of a leaf is to make food for the tree. Leaves do this by using sunlight, water and carbon dioxide to make food in the form of sugar. This food making is called photosynthesis.

ADDITIONAL ACTIVITY

Your children can use this as an extension of the 'WHAT LIVES ON A TREE' activity by adding drawings of the animals, insects and plants they identified in that module.

Draw a tree. Make sure you draw these parts:

• **Roots** • **Trunk** • **Bark** • **Branches** • **Leaves**

Then label each part and write why they are important to the tree.

INTRODUCTION

This activity is designed to show that all living things have their own special life cycles.

Working your way through *The Lonely Tree*, find as many plants, animals and insects as you can. Bring in examples to show the class, eg, acorns, leaves, birds eggs, feathers.

QUESTIONS

- **Where does it come from? An egg, a seed, a cocoon or live young?**
- **How long does each life form live?**
- **How does each life form survive? What does it feed on?**
- **What are the ways each life form can die?**

Remind the class that throughout *The Lonely Tree* there are beginnings and endings going on all the time. Give some other examples eg, the school day, a television program etc. Ask for other ideas.

Suggest objects like the chair or carpet they are sitting on and the pencils, pens and rulers they use everyday. All of those have beginnings or 'births' in a factory, they are used and when they wear out they are thrown away.

You can encourage the children to think more abstractly about this idea eg, the words they are hearing from you and the thoughts that are going through their mind. These too have a beginning, middle and an end.

Say: Nothing lives forever. Just as everybody and everything is born, so everybody and everything will die or wear out. The length of lifetimes vary depending on what it is and where it is and what happens to it.

QUESTIONS

- **Does everything have a life cycle?**
- **What other things can you think of that have a beginning, middle and end – a birth, life and death.**
- **Can you draw other life cycles for things which are not alive? Eg: Paper, clothes, clouds, planets and stars (like our own sun).**

ADDITIONAL READING

Lifetimes by Bryan Mellonie and Robert Ingpen

ISBN: 978-0553344028

All living things have their own special life cycles.

Draw the different stages of the life cycle for each of these:

- **Bird**

- **Oak Tree**

- **Butterfly**

This activity is designed to be used as a stand alone classroom activity or in connection with a field trip.

Talk about how sounds, tastes and smells can remind us of a person, object or time which bring up special memories. Encourage the children to remember special times, people or pets in their lives. Remind the children that when someone dies or something is lost, it is good to remember things about them. Their cycle of life is complete and they have made it possible for other cycles to begin.

Bring the leaves in from your field trip or ask children to collect leaves to bring into the classroom. Ask them to draw around the leaves and cut them out, alternatively you can print or photocopy the oak leaf template provided on the next page of this pack. Write on one side the name of the people, pets, toys or times they want to remember and on the other side, ask them to write or draw the memory.

ENCOURAGE A DISCUSSION BY ASKING THE FOLLOWING QUESTIONS

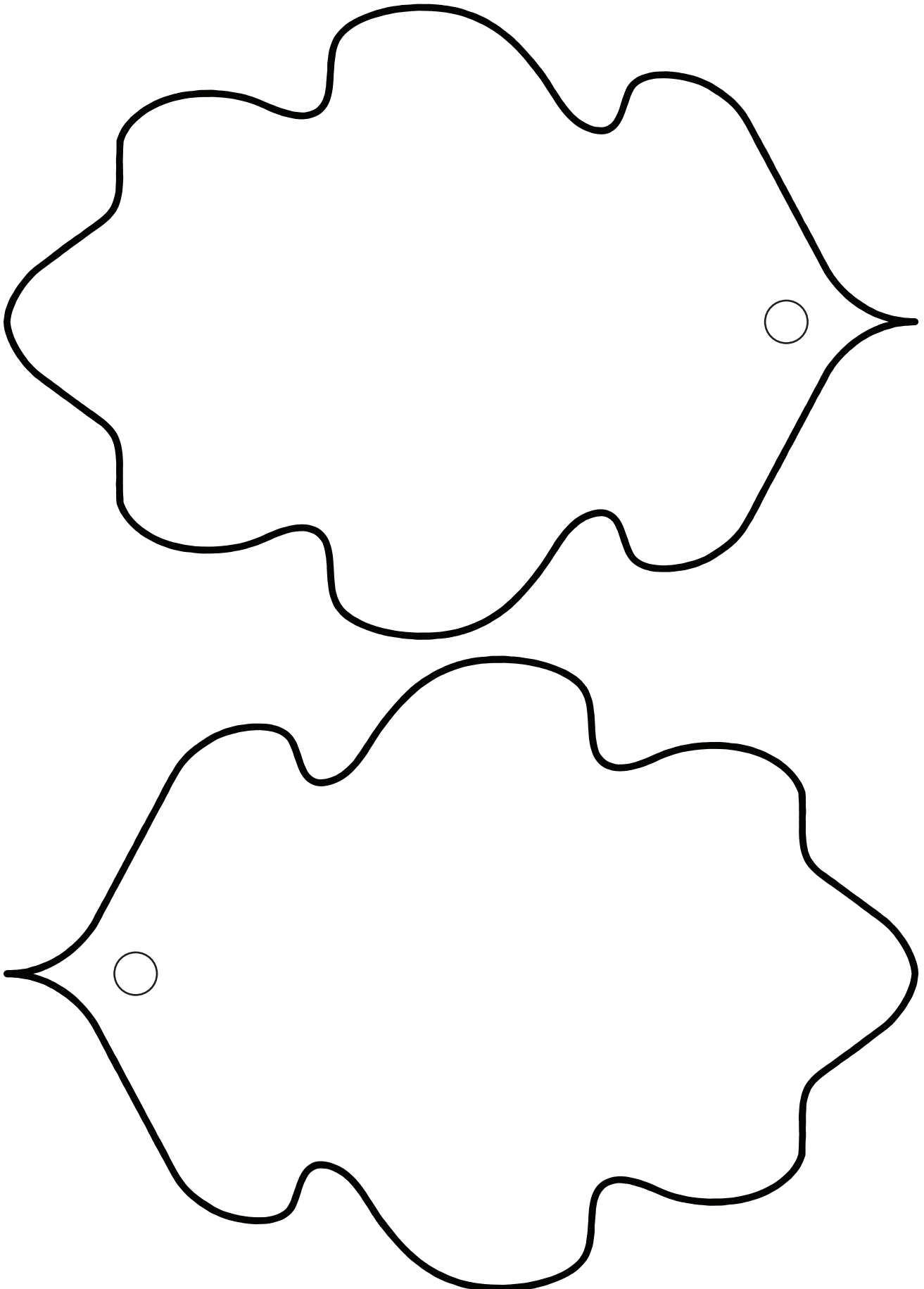
- **Ask the class what memories The Lonely Tree had of his old friend after he died?**
- **Discuss what memories are and how they can make us feel.**
- **What creates a memory?**
- **What makes us remember?**
- **What is your strongest and/or most important memory?**

CREATING A MEMORY TREE

From a large roll or joined sheets of paper create a tree trunk with a few branches – big enough for children to put their leaves on. The children can paint or colour the trunk themselves. Then thread a string through each leaf and attach them to the trunk to create your Memory Tree. Mount this on the wall and encourage your children to read and discuss the memories, adding more as the term progresses.

NOTE

Whenever possible please encourage your children to only take leaves from the ground or dead leaves from branches. Remind them that green leaves attached to the trees and plants are part of a living organism and they have not yet finished their cycle of life.



The Lonely Tree offers a gentle introduction to the cycle of life and the concept that not only is there a start to life but also an end. If you are using *The Lonely Tree* because someone important to a young child has died, the story will help to open up conversations and answer some of the questions a grieving child is likely to have. Share the book in any way that feels right for you and the child that you are with. Children are very used to books and view being read to as something normal and familiar.

First read *The Lonely Tree* on your own to familiarize yourself with the content and to experience your own reactions. *The Lonely Tree* touches the hearts of young and old and you may find yourself expressing your own feelings whilst sharing the story. Shedding a few tears is okay if that is what you feel like doing. Children learn how to grieve by taking cues from the adults around them.

The line 'He has died ...' in *The Lonely Tree* is very important. While it may feel kinder to use words such as 'lost' or 'gone away' instead of 'dead', their use will only cause confusion in young children who tend to think very literally. In their world, people who go away return and lost things get found. Allow the child you are with to set the pace and the focus. If they ask a question, they are probably ready to hear the answer.

To soften the edges around talking to a child, the illustrator has hidden animals and insects in the pictures. Clues to finding these, along with other activities, can be found using the website link: www.thelonelytree.co.uk, also shown at the very front of the book. You may wish to initiate this hunt while reading the book or wait until you have finished and use it to help with further discussion.

Use the book to find time and space to share feelings and to create an opportunity for any child, bereaved or not, to talk about the cycle of life and what it means. *The Lonely Tree Colouring Book* can encourage a child to feel more connected to the story, explore their feelings and make *The Lonely Tree* their own.

ADDITIONAL RESOURCES

The Lonely Tree is used regularly by the charity *Child Bereavement UK*. If you need further guidance or support, either for yourself or the child or children with whom you are sharing the book, please do not hesitate to contact the Child Bereavement UK Support and Information Line or visit their website www.childbereavementuk.org. Also, from www.childbereavementuk.org/Publications/Information sheets you can download the following material:

- Explaining To Young Children That Someone Has Died
- What Helps Grieving Children and Young People
- Supporting Bereaved Children Under Five years of Age
- Children's Understanding of Death
- How Children and Young People Grieve

CHILD BEREAVEMENT UK

Clare Charity Centre, Wycombe Road, Saunderton,
Buckinghamshire HP14 4BF.

Support and information: 0800 02 888 40

support@childbereavementuk.org



Following are a series of sheets which you may print or photocopy. These drawings can be used as a stand alone colouring exercise or in connection with any other activity within this pack.

LINE DRAWINGS OF THE CHARACTERS

The first set of five drawings are isolated images of some of the characters.

THE LONELY TREE COLOURING BOOK

The second set of eight drawings are taken from *The Lonely Tree Colouring Book*.

Further information about *The Lonely Tree Colouring Book* can be found on the 'CURRENT EDITIONS & PRODUCTS' sheet at the end of this pack.

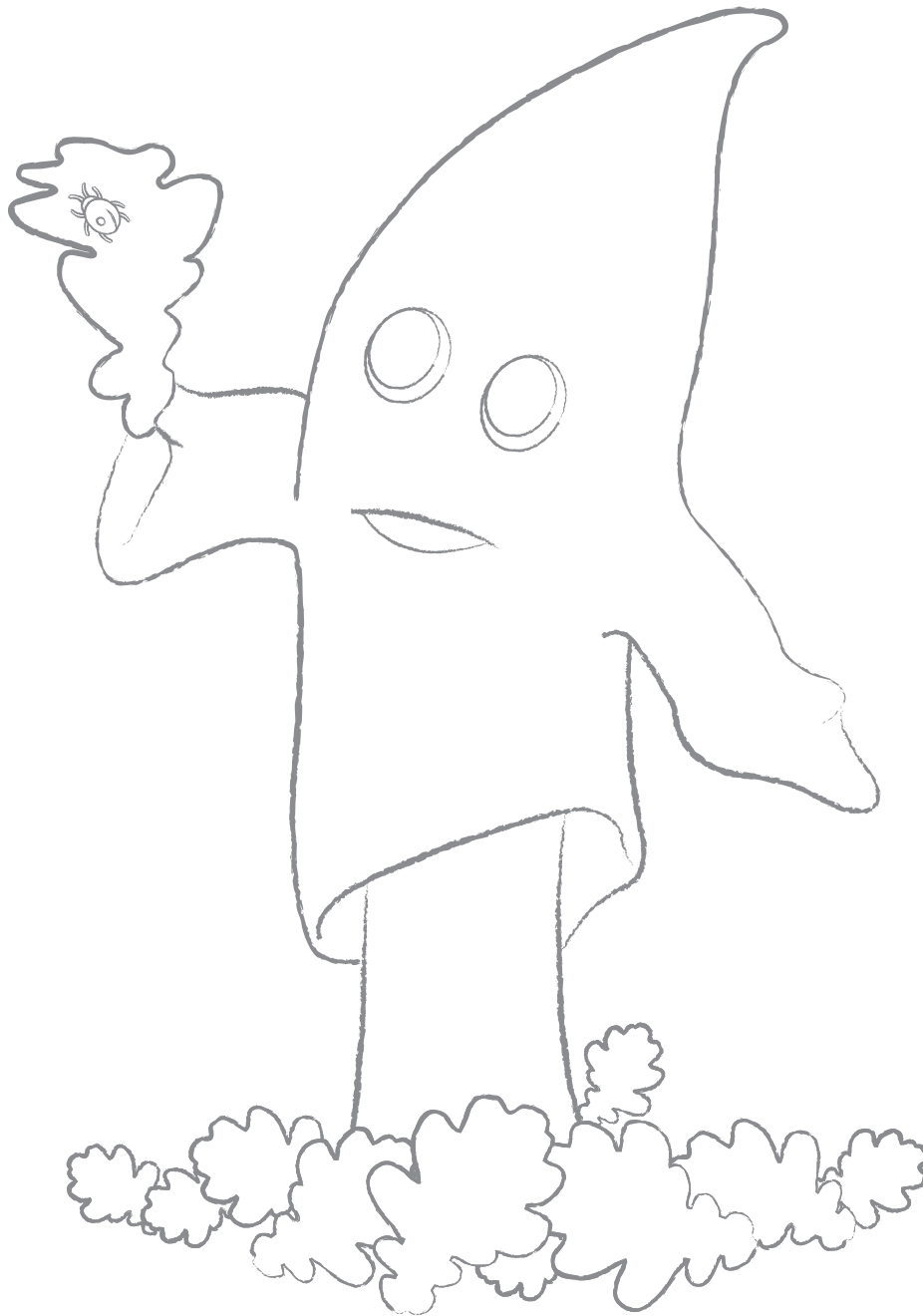


The Lonely Tree

NICHOLAS HALLIDAY

The Lonely Tree

CYCLE OF LIFE ACTIVITY PACK



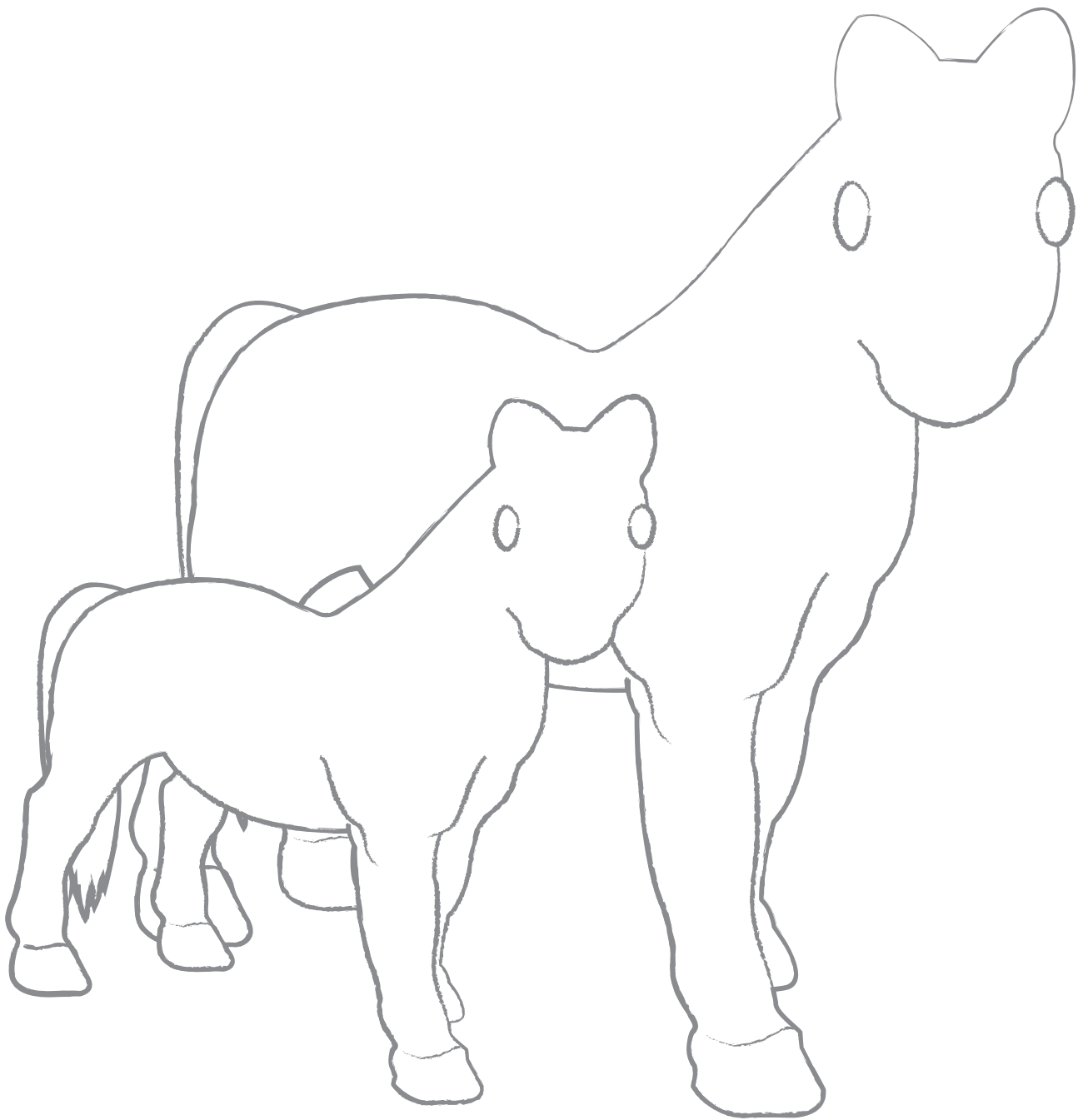
The Lonely Tree

CYCLE OF LIFE ACTIVITY PACK



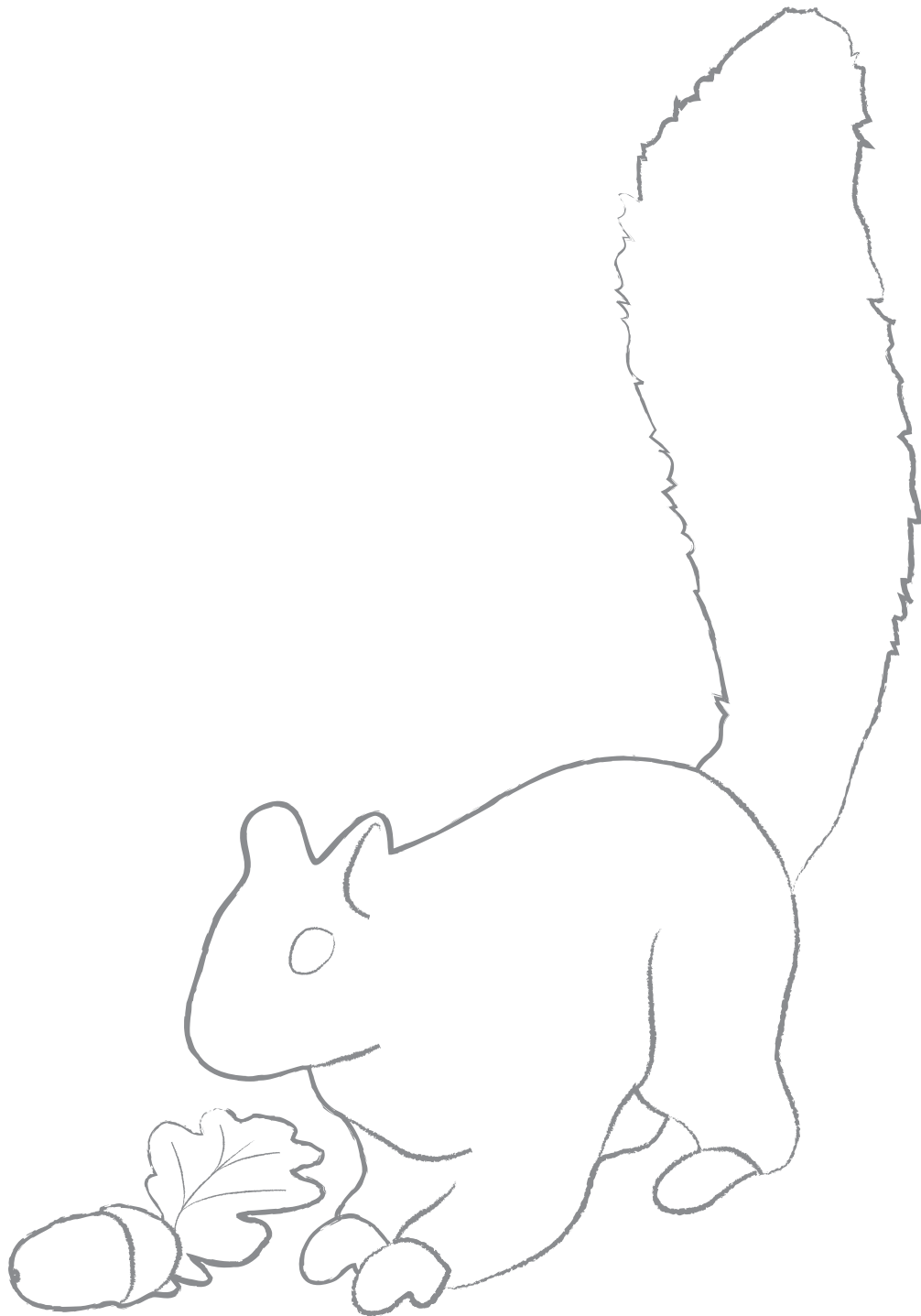
The Lonely Tree

CYCLE OF LIFE ACTIVITY PACK



The Lonely Tree

CYCLE OF LIFE ACTIVITY PACK



The Lonely Tree Colouring Book

NICHOLAS HALLIDAY



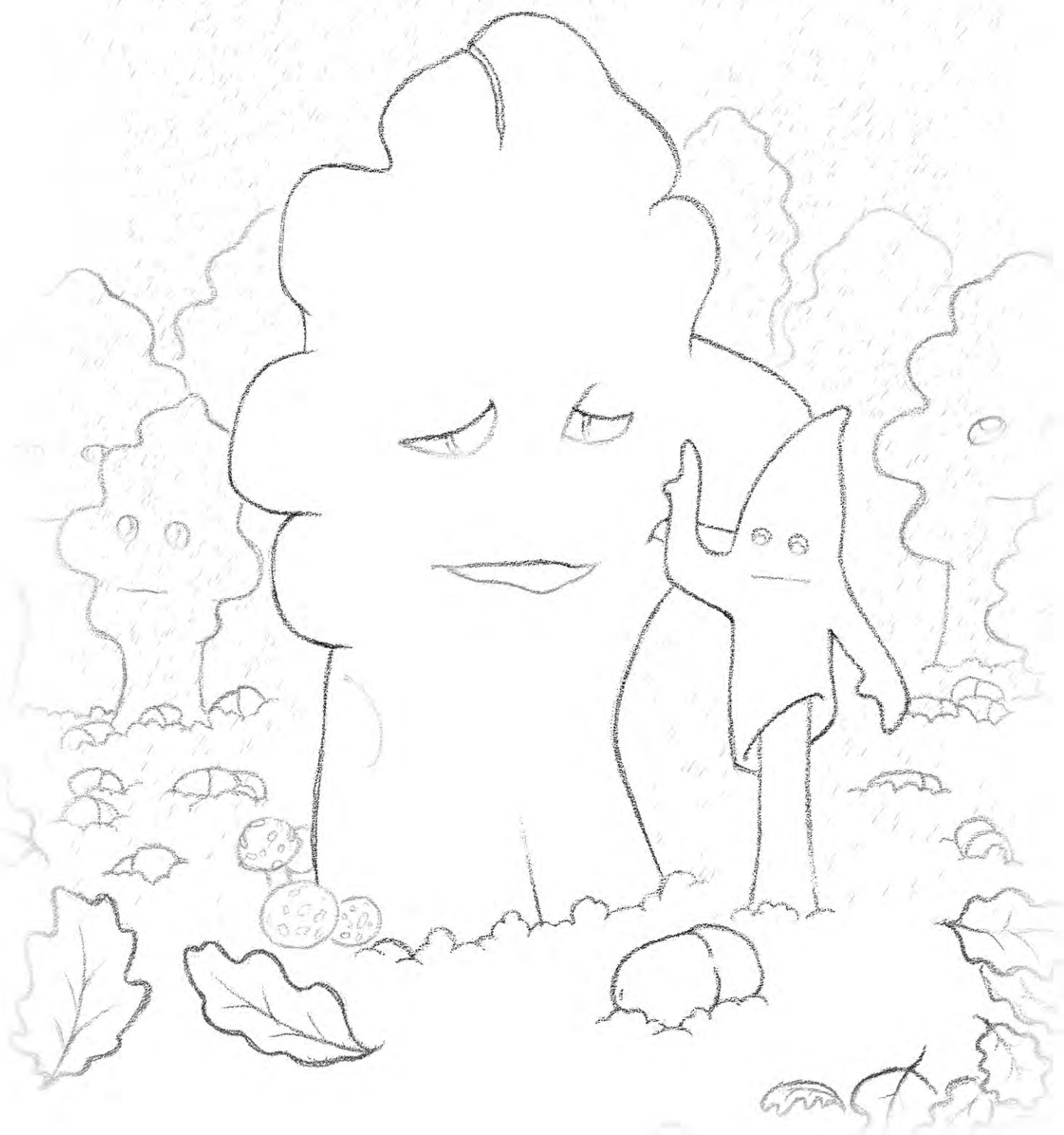
The Lonely Tree Colouring Book

NICHOLAS HALLIDAY



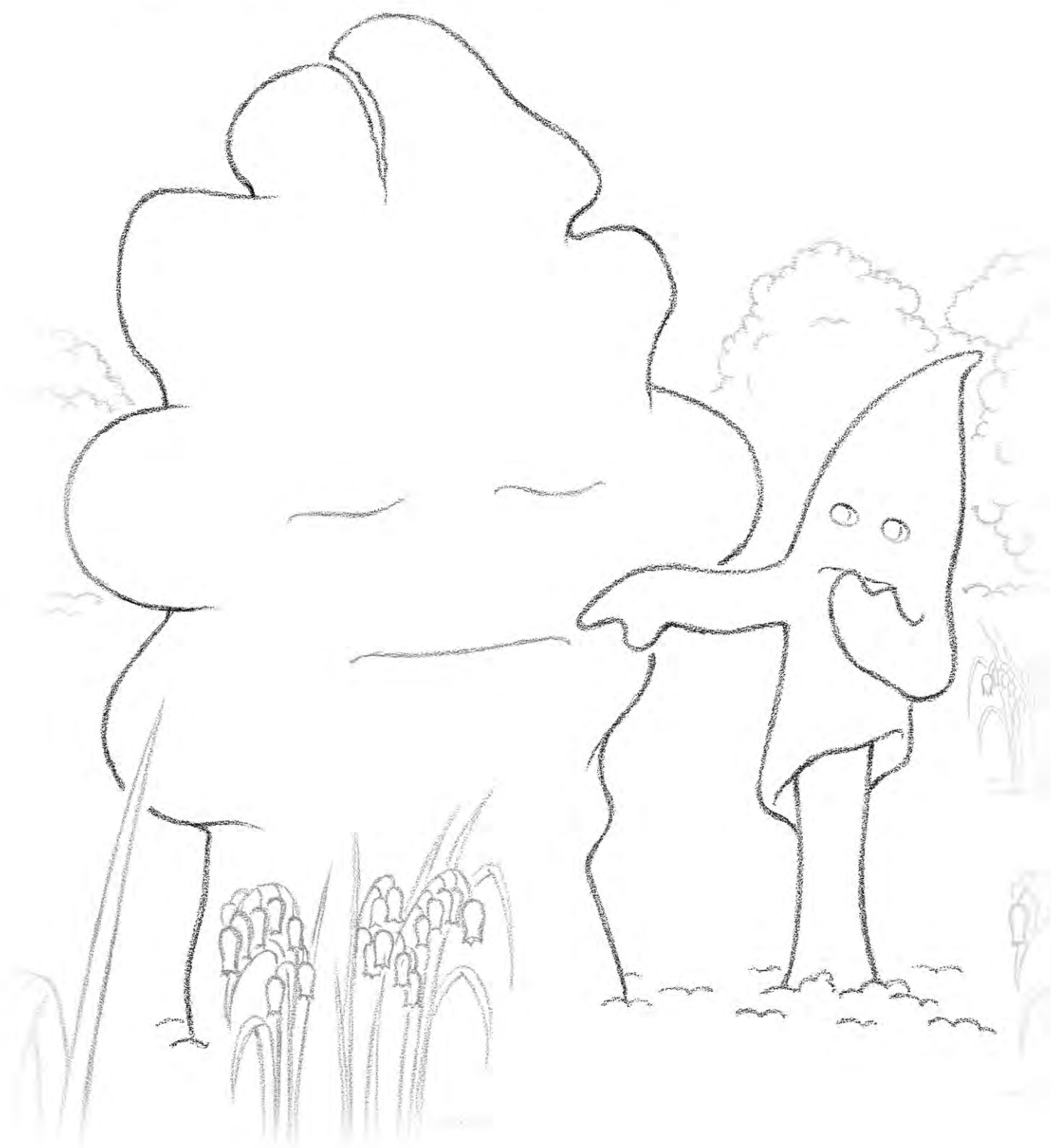
The Lonely Tree Colouring Book

NICHOLAS HALLIDAY



The Lonely Tree Colouring Book

NICHOLAS HALLIDAY



The Lonely Tree Colouring Book

NICHOLAS HALLIDAY



The Lonely Tree Colouring Book

NICHOLAS HALLIDAY



The Lonely Tree Colouring Book

NICHOLAS HALLIDAY



The Lonely Tree Colouring Book

NICHOLAS HALLIDAY



CURRENT EDITIONS & PRODUCTS

The Lonely Tree

LIFE CYCLE ACTIVITY PACK

Books

The Lonely Tree comes in several formats and all are available from good bookshops, online and from the HallidayBooks shop at hallidaybooks.com

The Lonely Tree

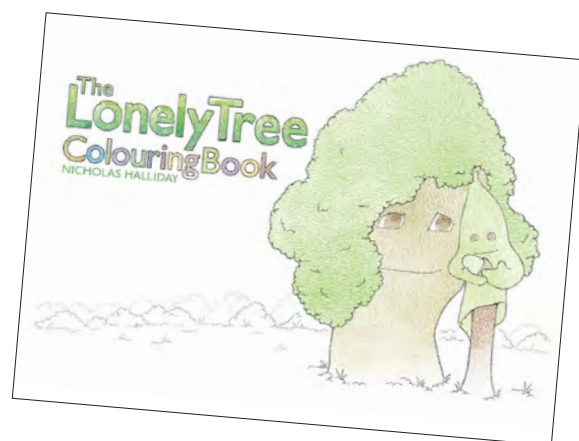
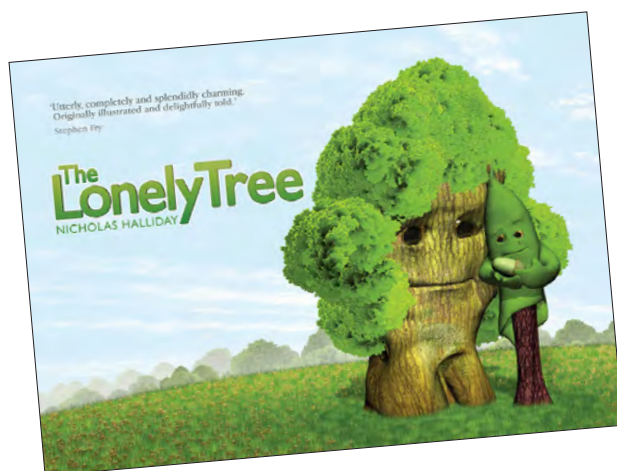
This is the full colour storybook. To best appreciate this teachers pack we suggest you purchase either the hardback or paperback editions:

***The Lonely Tree* Hardback (See discount Voucher)**
ISBN: 9780953945962 • Price: £11.99

***The Lonely Tree* Paperback**
ISBN: 9780953945986 • Price: £7.99

***The Lonely Tree* eBook edition**
Price: £4.99 Exclusively from HallidayBooks.com

***The Lonely Tree* Kindle edition**
ASIN: B017C7X01Y • Price: £5.99
Exclusively from Amazon UK



The Lonely Tree Colouring Book

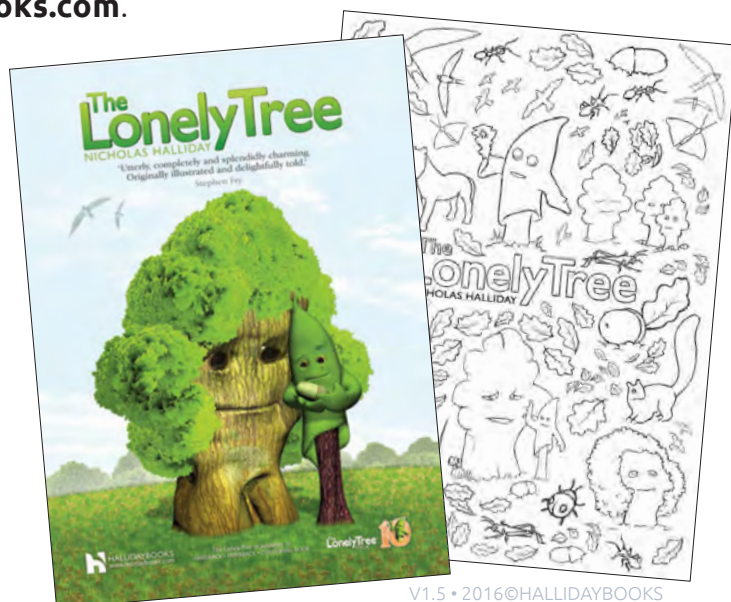
This colouring book contains hand drawn pencil sketches of the original full colour illustrations and is a perfect accompaniment to the storybook:

• ***The Lonely Tree* Colouring Book**
ISBN: 9780956095350 • Price: £5.99

The Lonely Tree Posters, Postcards and Bookmarks

The Lonely Tree high-quality full colour and Colour-Me-In posters are FREE for schools, libraries and charities and can be ordered by emailing your name and the name and address of your establishment to info@hallidaybooks.com.

Bookmarks and postcards are also available from info@hallidaybooks.com.



50% DISCOUNT VOUCHER

The Lonely Tree
LIFE CYCLE ACTIVITY PACK

50% OFF

The Lonely Tree
hardback



To claim your 50% off *The Lonely Tree* hardback purchase your book through the hallidaybooks.com website shop.

Use the following voucher code when prompted at the checkout.

TLTree50

TERMS AND CONDITIONS

- ONLY ONE VOUCHER MAY BE USED BY ANY ONE SCHOOL, LIBRARY OR CHARITY
- ADDITIONAL COPIES PURCHASED FROM HALLIDAYBOOKS WILL BE SIGNED BY THE AUTHOR AND CHARGED AT FULL RRP
- POSTAGE AND PACKING ARE FREE ON ALL COPIES ORDERED FROM HALLIDAYBOOKS
- YOUR DETAILS WILL BE USED ONLY IN CONNECTION WITH THIS OFFER AND NOT BE PASSED TO ANY OTHER COMPANY OR INDIVIDUAL

A SELECTION OF QUOTES ABOUT THE LONELY TREE CHILDREN'S BOOK:

‘Utterly completely and splendidly charming. Originally illustrated and delightfully told.’
Stephen Fry

‘A delightful story and so relevant.’
Virginia McKenna, OBE
FOUNDER OF THE BORN FREE FOUNDATION

‘Compelling ... It has something very special about it.’
The Observer

‘Lovely gift.’
BBC Springwatch

‘Enchanting! The trees are the heroes, the illustrations are full of secrets:
the message is love.’
Joanna Lumley

‘Really lovely, really beautiful, really wonderful.’
ITV News

‘Richly illustrated and sympathetically explored for younger readers and, of course,
that last acorn is the seed for a happy ending.’
Times Education Supplement

‘It is a gem! It’s going to be around for a long long time.’
Johnny Ball

‘A picture book that will appeal to the whole family’.
Children’s Books UK

‘A must-have!’
Families Online

‘Stunning illustrations and characters.’
Practical Preschool Magazine

‘A powerful children story.’
The Buckinghamshire Herald

‘A difficult subject is handled sensitively.’
Books for Keeps





HALLIDAYBOOKS

INFO@HALLIDAYBOOKS.COM

HALLIDAYBOOKS.COM

  HALLIDAYBOOKS