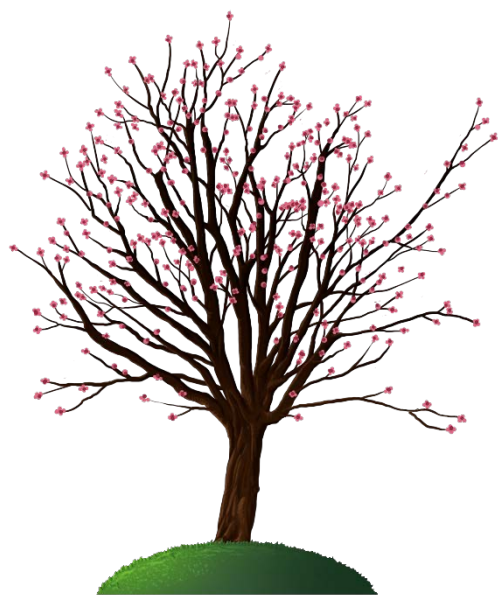


Tree of Life

Enchanting ice queen.
Frozen fingers cast magic.
Coat of silent white.



A new brilliance!
Bursts of hues bring faith and hope.
My promise of life.



Summer kindness: my
sombrero greeting those who
seek shade and relief.



Autumn, feel my grief.
My leaves, no longer green, fall.
Softly kissing earth.



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Tree of Life – Y2m/Y3d/Y4e (White/Silver) – Text

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How is the winter tree like an ice queen? (C6)

What is the winter tree's 'coat of silent white'? (P5)

On the winter tree, what are the 'frozen fingers'? (P5)

Which words tell you the second haiku is about a spring tree? (P5)

Why is the spring tree brilliant? (P5)

What does the phrase 'my promise of life' mean? (C1)

Who is speaking in each haiku and how do you know? (P5)

What is the summer tree's sombrero? (P5)

What are the people seeking relief from in the summer haiku? (C6)

Why is the summer tree kind? (P5)

Why is the autumn tree grieving? (P5)

Which words and phrases give the autumn poem a feeling a sadness? (C1)

Why is the title called 'Tree of Life'? (S1)

How is the tree like a human? (P5)

Which is your favourite haiku and why? (R3)

What two questions would you ask the tree? (P4)

Tree of Life – Vocab 1

Write the meaning of each of these words.

enchancing _____

cast _____

brilliance _____

bursts _____

hues _____

faith _____

sombrero _____

greeting _____

seek _____

relief _____

grief _____

Tree of Life – Vocab 2

Words have syllables. You can use a clap for each syllable in a word. Try clapping these words.

winter win – ter 2 claps = 2 syllables

enchanting en – chan – ting 3 claps = 3 syllables

How many claps/syllables do these summer words have? Shade the correct number.

summer

1	2	3	4
---	---	---	---

kindness

1	2	3	4
---	---	---	---

seek

1	2	3	4
---	---	---	---

sombrero

1	2	3	4
---	---	---	---

shade

1	2	3	4
---	---	---	---

relief

1	2	3	4
---	---	---	---

Choose a season. Make a word bank of some of the words you might choose for your seasonal haiku. Write them in the correct column.

1 syllable	2 syllables	3 syllables

Have a go at writing a haiku below. A haiku follows the syllable pattern shown.

(5 syllables) _____

(7 syllables) _____

(5 syllables) _____

Suffixes

Suffixes are letters put at the end of a root word to make a new word.

Add the suffixes to these words from the haikus. Look back at the poems.

enchant + _____ = _____

kind + _____ = _____

greet + _____ = _____

long + _____ = _____

soft + _____ = _____

kiss + _____ = _____

Now choose another suffix to complete each word. Make sure it's different to the one above.

ing	ed	ness	ly	er	est
-----	----	------	----	----	-----

enchant _____

long _____

kind _____

soft _____

greet _____

kiss _____

Think of other root words which could have these suffixes.

ing	ed	ness	ly

Tree of Life – Oral Teacher Questions

- How is the winter tree like an ice queen? (C6) **It casts magic, has frozen fingers and has a coat of white. Any abstract answers: 'the tree is magical like an ice queen from a fairy tale.'**
- What is the winter tree's 'coat of silent white'? (P5) **The snow and ice.**
- On the winter tree, what are the 'frozen fingers'? (P5) **The icy branches.**
- Which words tell you the second haiku is about a spring tree? (P5) **New, bursts, hues. The phrase 'Promise of life' as Spring is the season of new life.**
- Why is the spring tree brilliant? (P5) **The tree comes to life again every year, growing new leaves and displaying brilliant colours.**
- What does the phrase 'my promise of life' mean? (C1) **Every year the tree comes to life again; growing new buds, leaves and flowers. It is guaranteed to happen.**
- Who is speaking in each haiku and how do you know? (P5) **The tree. It uses the personal pronoun 'my'.**
- What is the summer tree's sombrero? (P5) **The canopy of branches and leaves which overhang during the summer months providing shade from the sun.**
- What are the people seeking relief from in the summer haiku? (C6) **The sun and/or heat**
- Why is the summer tree kind? (P5) **It provides the relief from the summer heat.**
- Why is the autumn tree grieving? (P5) **It is losing its leaves.**
- Which words and phrases give the autumn poem a feeling a sadness? (C1) **Grief, no longer, fall**
- Why is the title called 'Tree of Life'? (S1) **The tree is alive and has a life of its own which changes throughout the year.**
- How is the tree like a human? (P5) **Feelings such as grief, kindness, faith and hope; human body parts such as fingers; human actions such as kissing and welcoming; human clothes such as a coat and sombrero is inferred in the poem. The tree is talking.**
- Which is your favourite haiku and why? (R3) **Personal response**
- What two questions would you ask the tree? (P4) **Personal response**

Write the meaning of each of these words.

enchancing – to have a magical effect

cast – to throw

brilliance – great brightness, splendour or elegance

bursts – to appear suddenly and all at once

hues – a variety of colours

faith – confidence or trust

sombrero – a broad brimmed hat of straw or felt

greeting – welcoming, an expression of being friendly

seek – to go in search of, to find

relief – to ease pain or distress

grief – distress, sorrow or regret

Tree of Life – Vocab 2

Words have syllables. You can use a clap for each syllable in a word. Try clapping these words.

winter win – ter 2 claps = 2 syllables

enchanting en – chan – ting 3 claps = 3 syllables

How many claps/syllables do these summer words have? Shade the correct number.

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seek

1	2	3	4
---	---	---	---

sombrero

1	2	3	4
---	---	---	---

shade

1	2	3	4
---	---	---	---

relief

1	2	3	4
---	---	---	---

Choose a season. Make a word bank of some of the words you might choose for your seasonal haiku. Write them in the correct column.

1 syllable	2 syllables	3 syllables
Answers will vary. Ensure chosen words match to the season and syllables.		

Have a go at writing your haiku below. A haiku follows the syllable pattern shown.

(5 syllables) Answers will vary. Ensure the syllable pattern is adhered to.

(7 syllables) _____

(5 syllables) _____

Suffixes

Suffixes are letters put at the end of a root word to make a new word.

Add the suffixes to these words from the haikus. Look back at the poems.

enchant + **ing** = **enchancing**

kind + **ness** = **kindness**

greet + **ing** = **greeting**

long + **er** = **longer**

soft + **ly** = **softly**

kiss + **ing** = **kissing**

Now choose another suffix to complete each word. Make sure it's different to the one above.

ing	ed	ness	ly	er	est
-----	----	------	----	----	-----

enchanted**ed/ing**

long**est/er/ing/ed**

kinder**er/ly/ness**

softer**er/ly/ness/est**

greeting**ing/ed**

kissing**ing/er/ed**

Think of other root words which could have these suffixes.

ing	ed	ness	ly
Answers will vary. Ensure answers are spelt correctly.			

Comprehension

- Year 1/2 C1/1a Discussing word meanings, linking new meanings to known vocabulary
C2 Answer simple, information retrieval questions about texts*
C3 Drawing on what they already know from background information and vocabulary provided by the teacher
C4 Discussing and expressing views about a wide range of texts
C5/1c Discussing the sequence of events in texts and how items of information are related
- Year 3/4 C1 Explaining the meaning of words in context
C4 Discussing and expressing views about a wide range of texts
C6 Retrieve and record information from fiction and non-fiction
C7 Identifying how language, structure and presentation contribute to meaning
- Year 5/6 C1/2a Exploring the meaning of words in context
C4 Discussing and expressing views about a wide range of texts
C6/2b Retrieve, record and present information from fiction and non-fiction
C7 Identifying how language, structure and presentation contribute to meaning
C8/2h Making comparisons within and across texts
C9 Distinguish between statements of fact and opinion

Predictions and Making Inferences

- Year 1/2 P1 Link the text to their own experiences
P2/1e Predicting what might happen on the basis of what has been read so far
P3/1d Making inferences on the basis of what is being said and done
P4 Answering and asking questions
- Year 3/4 P2/2e Predicting what might happen from details stated and implied
P4 Asking questions to improve their understanding
P5 Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- Year 5/6 P2/2e Predicting what might happen from details stated and implied
P4 Asking questions to improve their understanding
P5/2d Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

Language for Effect

- Year 1/2 L1 Recognising and joining in with predictable phrases
L2 Learning to appreciate rhymes and poems, and to recite some by heart with appropriate intonation to make the meaning clear
- Year 3/4 L3 Using dictionaries to check the meaning of words they have read
L4 Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- Year 5/6 L2 Learning a wider range of poetry by heart
L4 Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action so that the meaning is clear to an audience
L5/2g Discuss and evaluate the authors' use of language, including figurative language, including the impact on the reader and how meaning is enhanced through the author's choice of words and phrases
L6/2f Identify and explain how content is related and contributes to meaning as a whole

Summarising

Year 1/2	S1	Discussing the significance of the title and events
Year 3/4	S2	Identifying main ideas drawn from more than one paragraph and summarising these
Year 5/6	S2/2c	Summarising from more than one paragraph, identifying key details which support the main ideas

Themes and Conventions

Year 1/2	T1/1b	Becoming very familiar with non-fiction and fiction, such as key stories, fairy stories and traditional tales, and retelling them
	T2/1b	Considering the particular characteristics of the above texts
Year 3/4	T3	Reading texts that are structured in different ways and reading for a range of purposes
	T4	Identifying themes and conventions in a wide range of texts
	T5	Recognising some different forms of poetry
Year 5/6	T2	Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and texts from other cultures and traditions
	T4	Identifying and discussing themes and conventions in and across a wide range of writing

Reading for Pleasure

Year 1/2	R1	Listening to and discussing a wide range of fiction and non-fiction texts
	R2	Participate in discussion about texts, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say
	R3	Discussing their favourite words and phrases
Year 3/4	R1	Listening to and discussing a wide range of fiction and non-fiction texts
	R2	Participate in discussion about both texts that are read to them and those they can read for themselves, taking turns and listening to what others say
	R3	Discussing words and phrases that capture the reader's interest and imagination
Year 5/6	R2	Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
	R3	Discussing words and phrases that capture the reader's interest and imagination
	R4	Recommending texts that they have read to their peers, giving reasons for their choices