

Seed to Sky: Life in the Daintree

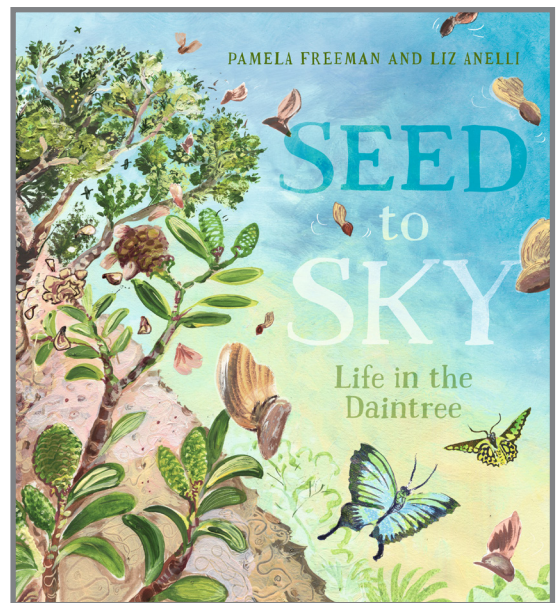
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RECOMMENDED FOR: Lower Primary



SYNOPSIS

In the oldest rainforest on Earth, on the oldest continent, a seed falls to the ground.

Over hundreds of years, the seed will grow into a sapling reaching for the sunlight, to become a tree towering above the rainforest canopy.

Generations of insects, butterflies, bird, lizards, snakes and an abundance of native wildlife will bear witness to the magnificent Bull Kauri pine . . .

ABOUT THE AUTHOR

Pamela Freeman is an award-winning author who has also worked as a freelance business and technical writer. Pamela's work ranges from picture books to adult novels and she is best known for her Floramonde series of fantasy novels. The Castings Trilogy is Pamela's highly successful fantasy series for adults published by Hachette Australia. In addition to this, she teaches creative writing to adults at the Australian Writers' Centre. *Victor's Challenge* won the 2009 Aurealis Award for Best Children's Short Fiction/Illustrated Work/Picture Book and was a Notable Book in the Younger Readers Category, CBCA Awards, 2010. *Mary's Australia* was shortlisted for the 2015 CBCA Eve Pownall Award.

For more information about Pamela and her books, please visit her website: www.pamelafreemanbooks.com.

ABOUT THE ILLUSTRATOR

Liz Anelli once had a job dusting dinosaurs at London's Natural History Museum. Nowadays she draws every day and illustrates picture books; combining collage, printmaking and paint into digitally composed artworks. These have collected numerous shortlistings and awards. In between books, she creates quirky illustrated maps. Having spent ten glorious years in Australia, she and her husband are now living in Cambridge, England. Liz loves sharing her passion for making pictures at festivals, libraries and schools around the world.

She can be found at lizanelli-illustration.com, Liz Anelli on Instagram, LinkedIn and Facebook and [@lizillustrator](https://twitter.com/lizillustrator) on Twitter.

STUDY NOTES**BEFORE READING**

- Before reading, view the cover and title of the book and identify the following:
 - The title of the book
 - The author/illustrator
 - The publisher
 - The blurb.
- Based on the title only, what do you think this story is about? Based on the cover, what do you think this story is about? Did your ideas change after seeing the cover?
 - How do you think it will begin/end? Revisit your answer after reading the story to see if your predictions were correct.
- Discuss the title of the book. Do you think this is a good title? Why or why not? If you were asked to choose an alternative title for the book, what would it be? Remember, a good title should capture the audience's attention and give them some idea of what the book is about.
 - Write your own story using the title of the book.
- Look at the front cover, read the blurb on the back to gather clues and use any prior knowledge you may have to predict some events that might happen in this story.

WHILE READING**Exploring the Text**

- Who do you think the audience for this book is? Why?
- Is the book an imaginative, informative or persuasive text? How can you tell?
- Literary techniques allow a writer to convey a deeper meaning in their text. What techniques can you find in *Seed to Sky*? Eg. metaphor, imagery, alliteration, personification.
- What deeper meaning can you draw from the text?

Exploring the Illustrations

- How do the illustrations add to the story?
- Do you think the illustrator has effectively told the story visually?
- Cover the text in the book and write your own story following the illustrations.
- Choose one of the spreads and have a class discussion about the following illustration decisions:
 - How do you think the people are feeling? What clues might there be in the pictures?
 - Is there a main colour in this spread? How does it make you feel?
 - Do the colours change from spread to spread? Why might that be?
 - Do the pictures take up the whole page, or are they framed?
 - Are any of the words bigger on the page than the others? Why could that be?

AFTER READING

- Have your class look at a map of the world, find the equator and discuss what the tropics are (that is, the area between the Tropic of Cancer and the Tropic of Capricorn). Ask your class to identify any other places they know that lie in the tropics (eg. Darwin/Kakadu—they may remember Kakadu from *Dry to Dry*, which was a Book Week book – southern India, the Philippines, Indonesia, Pacific Islands, etc.).
- The Daintree Rainforest is on the traditional lands of the Kukuk Yalanji people. Their name for the Daintree is Kaba-Kada, which means rainy place. Who are the First Nations people in your area? What was the original name of where you live? What does that name mean?
- Ask your class to investigate at home to find out if they have any relatives who live in tropical areas (other tropical areas if you are in the tropics), and ask those relatives to send photos of their home and life, which can be shared with the class.
- Plant grass seeds and run a controlled experiment by giving some of the seeds daily watering, and other seeds less

frequent watering, while keeping the same amount of sunlight/heat in both groups. Do the seeds which get more water grow faster?

- Investigate annual weather patterns in your neighbourhood. The Bureau of Meteorology ([bom.gov.au](http://www.bom.gov.au)) has rich data on rainfall patterns, hours of sunlight, etc. These can link to discussions about climate change if you wish. For example, see the rainfall range page here: <http://www.bom.gov.au/watl/rainfall/ranges.shtml?bookmark=aus+01+12_month+aus>
 - Set up a rainfall gauge at your school and graph the rainfall over a period of time. Here is an example of how: <<https://www.eco-schools.org.au/wp-content/uploads/Make-a-rain-gauge.pdf>>
- What are the local changes or events for each season? Get your class to make winter/spring/summer/autumn drawings or collages for their area. This can include both natural, (eg. autumn leaves, bird migration) human-centred (eg. celebrations like Christmas carols or local street fairs) or both (eg. bushfires, burnoffs).
- Pick an animal, insect or bird from *Seed to Sky* and research it. What does it need to live? (Habitat, food, home, etc.). Are there local species which fill the same ecological niche?
- Pick a nearby tree and show the class how to measure its height using trigonometry (there are videos on Youtube of how to do this).
- Examine a tree and the area immediately around it, out to the drip line (where the leaves are no longer overhead). How many species of insect or animal can you find? How many other plants grow under the shade of the tree? Use online field guides to identify the species. If it is winter, you can compare a deciduous and an evergreen tree in terms of other plants growing, and discuss photosynthesis and how plants create energy from the sun.
- Do birds migrate in your area? If so, investigate their migration patterns and draw a map of where each bird goes to (some go as far as the Arctic!).