

# THE SEEKING TREE

By Jodi Dee

## SEL PICTURE BOOK COMPANION

**THE SEEKING TREE**  
By Jodi Dee  
Question Stems for Independent Work, part 1

1. What were some of the reasons that people were "too busy" to sit with the sapling?

2. Why did the future girl point to the tree?

3. If the little girl from the future asked you what happened to the trees, what would be your answer?

4. If you could have a different tree, what would you choose?

**THE SEEKING TREE**  
By Jodi Dee  
Text Connections

Self:

Text to Text:

Text to World:

**THE SEEKING TREE**  
By Jodi Dee  
Bald Cypress Facts

RESEARCH THE ANSWERS TO THE QUESTIONS BELOW:

1. Why did this tree get its name "Bald Cypress"?

2. What are the fall colors of the Bald Cypress?

3. How tall can a Bald Cypress tree grow up to?

**THE SEEKING TREE**  
By Jodi Dee  
COMMAS IN A SERIES

Use a comma to separate items in a series when there are three or more things.

Commas in a series (RL.2.3):

Here is an example from the text:

"Deer, birds, bears, foxes, and even insects would sit with the trees."

DIRECTIONS: Use commas where they are needed in the following sentence. Write the corrected sentence in the space provided.

I have always enjoyed \_\_\_\_\_

**THE BRIGHT COOKIE RESOURCES**

**20 differentiated & engaging activities!**

TEACHES GLOBAL WARMING, HISTORICAL FICTION OF THE UNITED STATES, AND THE IMPACT TREES HAVE ON OUR ENVIRONMENT © TheBrightCookie, 2024

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# The Seeking Tree

Dear Educators,

Thank you for your interest and support of “The Seeking Tree”. I wrote this story to showcase the importance of trees in our environment and the beauty of our natural world. Each page highlights a different animal that lives in or among our trees, to remind us that we share the Earth with many species. In the story you will see how humans evolve throughout true events in history and how trees have stood beside us. Trees have been here for millions of years, and I suspect will long past humans. It is a wonderful teaching resource.

*Jodi Dee*



For more books & resources, visit: [jodidee.com](http://jodidee.com)

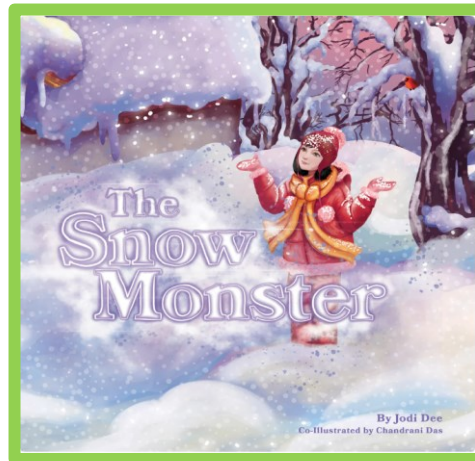
Connect with the author on social media @authorjodidee



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Here are a few of her other inspiring books. Click on the cover to be directed to her site where you can read more details and purchase her books:





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*Kristen*  
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# THE SEEKING TREE

By Jodi Dee

\_\_\_\_\_ 's  
Work Packet





# DAY ONE:

**THEME:** The value of appreciating and protecting nature.  
The Seeking Tree also reminds the reader of the beauty of nature that is often overlooked.

**\*\* Introduce the book's cover, and have the students predict what the story will be about. \*\***

## PREDICTING PAGE

You can have students share what they predict the book is about based on just seeing the cover. This can be a whole-group activity, or you can have the students share with a shoulder partner or their small group. (It is Available in printable or digital versions.)

**\*Ask the students: What do you base your predictions on?\***

## **READ ALOUD #1**

## STORY CONCEPTS PAGE-

After reading the story for the first time, students will complete the story concepts page. (It is Available in printable or digital form.)

## TEXT CONNECTIONS PAGE:

Highlight the collaborative nature of the text connections activity. Students will engage in a discussion with their partner or group, sharing any text-to-self, text-to-text, or text-to-world connections they made while hearing the book read aloud. Each student will then individually fill out the Text Connections page. (Available in printable or DIGITAL version.)

## COMMAS IN A SERIES PAGE:

After passing out the page, the teacher will review the commas in a series rule with the class. Then, the teacher will go over the example sentence from the text that has commas in a series. Now, the students will complete the worksheet independently. (It is available in printable or digital versions.) An answer key is included.

# THE SEEKING TREE By Jodi Dee

## PREDICTING

What do you think the book The Seeking Tree is going to be about?



# THE SEEKING TREE

# STORY CONCEPTS

CHARACTERS:

SETTING:

PROBLEM:

FAVORITE PART:

SOLUTION:

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# THE SEEKING TREE TEXT CONNECTIONS

By Jodi Dee

Text to Self:

Text to Text:

Text to World:



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# THE SEEKING TREE

# COMMAS IN A SERIES

By Jodi Dee

Commas in a series RULE:

Use a comma to separate items in a series when there are three or more things.

Here is an example from the text:

“Deer, birds, bears, foxes, and even insects would sit  
with the trees.”

**DIRECTIONS:** Add commas where they are needed in the following sentences. When you are finished, highlight or circle the commas.

I have always enjoyed my  
time reading shopping  
swimming and bicycling.

I like to eat cookies cake  
brownies and ice cream  
for dessert!

Tina James Sarah and Jodi  
are all visiting their  
families this weekend.

I like cooking my friends  
and my dogs.

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# THE SEEKING TREE

# COMMAS IN A SERIES

By Jodi Dee

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“Deer, birds, bears, foxes, and even insects would sit  
with the trees.”

**DIRECTIONS:** Add commas where they are needed in the following sentences. When you are finished, highlight or circle the commas.

I have always enjoyed my  
time reading, shopping,  
swimming, and bicycling.

I like to eat cookies, cake,  
brownies, and ice cream  
for dessert!

Tina, James, Sarah, and  
Jodi are all visiting their  
families this weekend.

I like cooking, my friends,  
and my dogs.

ANSWER KEY



# DAY TWO:

**THEME:** The value of appreciating and protecting nature.  
The Seeking Tree also reminds the reader of the beauty of nature that is often overlooked.

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## READ ALOUD #2-

Today, we will focus on the text's theme (or message), the concept of problem and solution, and answer open-ended questions based on the story.

### THEME or MESSAGE:

Students will predict what they think is the central theme (or message) in The Seeking Tree by explaining their thinking. (2 versions)  
(For younger students) The teacher can have the class brainstorm different ideas for the central theme with the class, and then students can choose which one they believe to be true.

### PROBLEM and SOLUTION:

**Page 1:** Students will develop three problems related to the story in groups or partners. After writing them down, they can illustrate each one. **Page 2:** Next, they will complete page 2 with solutions to the problems listed on page 1. (There are two different versions of page 1)

### QUESTION STEM TASK CARDS:

This activity can be completed independently, with partners, or in small groups. Students will take turns discussing each question and then fill out the recording sheet when they are done.

# THE SEEKING TREE

By Jodi Dee

# THEME / MESSAGE

What is the central theme (or message) in The Seeking Tree?  
Explain your thinking.

Draw a picture to go with what you wrote about:



# THE SEEKING TREE

By Jodi Dee

# THEME / MESSAGE

What is the central theme (or message) in The Seeking Tree?  
Explain your thinking.

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Draw a picture to go with what you wrote about:



# THE SEEKING TREE

By Jodi Dee

Draw a picture in these boxes.

Draw a picture of Problem #1:

Draw a picture of Problem #2:

Draw a picture of Problem #3:

# PROBLEM / SOLUTION

Think about the problem in the text and how these problems can be solved.

Explain Problem #1:

Explain Problem #2:

Explain Problem #3:

# THE SEEKING TREE

By Jodi Dee

Draw a picture in these boxes.

Draw a picture of Problem #1:

Draw a picture of Problem #2:

Draw a picture of Problem #3:

# PROBLEM / SOLUTION

Think about the problem in the text and how these problems can be solved.

Explain Problem #1:

Explain Problem #2:

Explain Problem #3:

# THE SEEKING TREE

By Jodi Dee  
Draw a picture in these boxes.

# PROBLEM / SOLUTION

Think about the problem in the text and how these problems can be solved.

How could any of the problems be solved?

What could you do for your part in solving the problem?





# THE SEEKING TREE

By Jodi Dee

Question Stems for independent work, partners, or small groups.

1. What were some of the reasons that people were “too busy” to sit with the sapling?

2. Why did the little girl from the future ask her mom, “What is that?” when pointing to the tree?

3. If the little girl from the future asked you what happened to the trees, what would be your answer?

4. If you could name this book with a different title, what would you name it?



# THE SEEKING TREE



By Jodi Dee

Question Stem RECORDING SHEET:

1.

2.

3.

4.

# DAY THREE:

**THEME:** The value of appreciating and protecting nature.

The Seeking Tree also reminds the reader of the beauty of nature that is often overlooked.

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## READ ALOUD #3 (or silent read at a station)-

Today, we will focus on what extinction means, and students will research and draw different extinct things. We will also learn more about the tree in the book, the Bald Cypress, and fill out a research page. Lastly, the students will play a Roll and Retell game, answering questions related to the story.

## EXTINCTION ACTIVITY:

Students will draw and label four different extinct things. There are two different versions of this page. One gives the student more room to draw. If this page is in a station or small groups are working on it, students can look up different extinct items that could interest them in drawing.

## BALD CYPRESS FACT RESEARCH PAGE:

Questions are assigned either by hard copy or digital version. Answer Key is available.

ROLL & RETELL GAME: This game is a fun and interactive way for you to review the story. In small groups or with a partner, you will follow the directions on the directions page and answer the questions on the recording sheet. \*You will need 1 dice per group for this activity. There are two versions of this game.

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# THE SEEKING TREE By Jodi Dee EXTINCTION

In the story, after the young girl points to the tree and asks what it is, the mom tells her,  
"That is a tree. There used to be millions of them. Most are extinct.  
There are only a few left; that's one of them."

**DRAW AND LABEL FOUR THINGS THAT ARE EXTINCT BELOW:**

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# THE SEEKING TREE

By Jodi Dee

# EXTINCTION

In the story, after the young girl points to the tree and asks what it is, the mom tells her,  
"That is a tree. There used to be millions of them. Most are extinct.  
There are only a few left; that's one of them."

**DRAW AND LABEL FOUR THINGS THAT ARE EXTINCT BELOW:**


# THE SEEKING TREE: BALD CYPRESS INFORMATION:

- Students can go to the following link to find the answers to the research questions. Or, you can have them research on their own to find the answers to the “Bald Cypress” research page.
- <https://www.nwf.org/Educational-Resources/Wildlife-Guide/Plants-and-Fungi/Bald-Cypress>



**RESEARCH THE ANSWERS TO THE QUESTIONS BELOW:**

Why did this tree get its name  
"Bald Cypress"?

What are the fall colors of the  
Bald Cypress?

What kind of conditions does the Bald  
Cypress usually grow in?

The Bald Cypress tree can grow up to how  
tall?

---

The Bald Cypress is the state tree of?

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## RESEARCH THE ANSWERS TO THE QUESTIONS BELOW:

Why did this tree get its name "Bald Cypress"?

In fact, they get the name "bald" cypress because they drop their leaves so early in the season.

What are the fall colors of the Bald Cypress?

Their fall colors are tan, cinnamon, and fiery orange. The bark is brown or gray with a stringy texture.

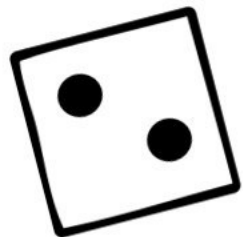
What kind of conditions does the Bald Cypress usually grow in?

Bald cypresses are well-adapted to wet conditions along riverbanks and swamps. They are also found in dry areas and are frequently planted as ornamental trees. It also grows in swampy conditions

The Bald Cypress tree can grow up to how tall?

Growing up to 120 feet (36.5 meters) tall with a trunk three to six feet (0.9 to 1.8 meters) in diameter, bald cypresses are frequently referred to as giants.

The Bald Cypress is the state tree of?  
The bald cypress is the state tree of Louisiana.



# Roll and Retell Game

## Directions:



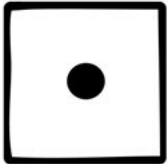
\*This is a partner or small group game.

\*Player one rolls a dice. Whatever number it lands on, he/she will answer the question out loud to their partner or group and then write their responses on the recording sheet. Other players will write their response as well. (But they aren't sharing the answer with the group- (teacher discretion))

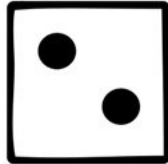
\*Players will take turns rolling the dice until all questions have been answered.



# Roll & Retell



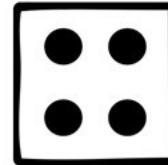
What is the story mostly about? (Main idea, theme, message?)



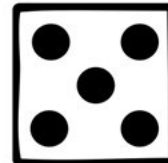
What is the setting of the story?



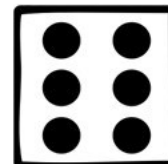
Who are the main characters in the story?



What happened in the beginning, the middle, and at the end of the story? Give a summary.



What is the problem and solution of the story?



If you could change the title of this book, what would you change it to?

# Roll & Retell

Version 2



What was your favorite part of the book? Why?



Have you ever felt like one of the characters in the book? Describe which character and what you felt that was the same.



If you could add a character to the story, what would the character's name be? How would the character act?



If you could change one thing about the story, what would it be and why?



What is one thing that you learned from this book? Explain.



If you could change the title of this book, what would you change it to?

# Roll & Retell- Recording form



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# DAY FOUR:

**THEME:** The value of appreciating and protecting nature.  
The Seeking Tree also reminds the reader of the beauty of nature that is often overlooked.

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At this point, it is up to the teacher to read the book aloud once again or have students complete work based on the three previous times the book has been read to them. Today, we will focus on summarizing, completing the "Find the Following" page and vocabulary find / context clues.

## SUMMARIZING:

Students will write 1-2 complete sentences from the beginning, middle, and end of the story to make a quick summary of the overall book. This page can be given to them in a hardcopy packet or assigned to them on a digital platform.

## FIND THE FOLLOWING:

Students will read the book and answer questions about this activity page. Once again, it can be included in the hardcopy packet or assigned digitally.

## VOCABULARY FIND / CONTEXT CLUES:

There are (2) levels to this activity. Level One: Provides the page numbers to the vocabulary words that the students are to look up and write the sentence the word is found in. For the Context Clue page, students will use the context clues from the sentence to define the vocabulary word. Level Two does not include the page numbers. An answer key is available for this activity.

# THE SEEKING TREE

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# SUMMARIZING

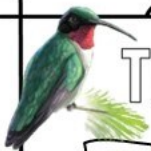
Write a couple of sentences from the beginning, the middle, and the end of the story. Put them altogether and you have the summary of the story.

Beginning:

Middle:

End:





# THE SEEKING TREE

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## FIND THE FOLLOWING:

Your favorite picture and describe it:

Find a place where you make a connection. What is it?

Find a turning point in the book:

Find a place where you wish you could ask the author a question. What is the question?

Find something that made you feel sad:

Find an interesting verb the author used. Write the sentence the verb is in below and circle the verb.





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Level 1

## VOCABULARY FIND

Find the following vocabulary words in sentences in the text. Write the sentence in the blank.  
Circle the vocab word within the sentence.

Page 2-  
sapling

Page 2-  
commune

Page 7-  
community

Page 30-  
extinct

Page 35-  
consumption

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# THE SEEKING TREE

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Level 1

# CONTEXT CLUES

Now read the sentence you found the word in and use context clues to write the word's definition in your own words.



Page 2-  
sapling

Page 2-  
commune

Page 7-  
community

Page 30-  
extinct

Page 35-  
consumption

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# THE SEEKING TREE

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Level 2

## VOCABULARY FIND

Find the following vocabulary words in sentences in the text. Write the sentence in the blank.  
Circle the vocab word within the sentence.

sapling

community

extinct

commune

consumption

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# THE SEEKING TREE

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# CONTEXT CLUES

Level 2

Now read the sentence you found the word in and use context clues to write the word's definition in your own words.

sapling

commune

community

extinct

consumption

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**DAY FIVE:** **THEME:** Stay true to who you are, be unique and be special.

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## WRITING PROMPT:

How would you feel if you were the seeking tree in this story? Explain your answer. This prompt comes in a blank page, lined, and digital version.)

## ART PROJECTS FOR KIDS: "How to Draw a Tree" lesson

This lesson is provided to you by <https://artprojectsforkids.org/> where you can find FREE "How-to-Draw" lessons of your choice!

\*(Permission given by Kathy Barbro at [kathy@artprojectsforkids.org](mailto:kathy@artprojectsforkids.org) )

## DESIGN YOUR OWN BOOK COVER:

Students can design what they think the book cover for The Seeking Tree could be. Once again, they can use their creativity to complete this activity.

## COLORING PAGE:

A coloring page is provided for students to color during independent work or stations. The teacher can take this time to review any concepts covered during this SEL picture book unit.

# WRITING PROMPT:

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How would you feel if you were the seeking tree in this story?  
Explain your answer.

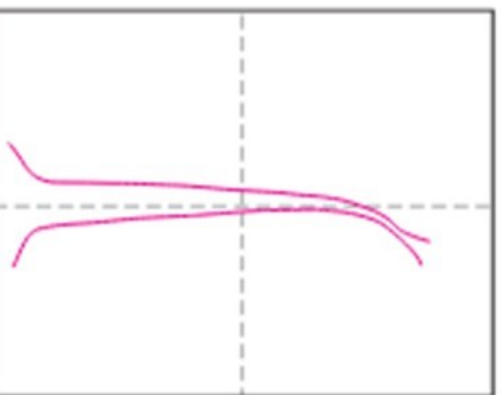




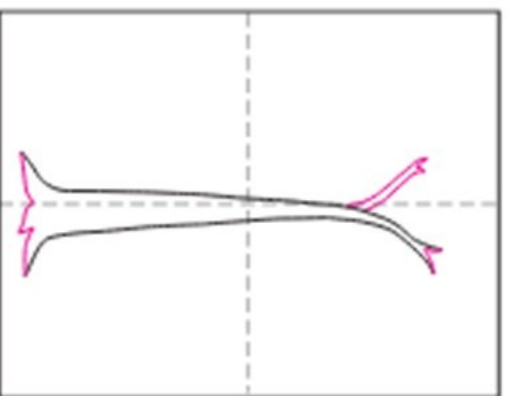
## Draw a Tree



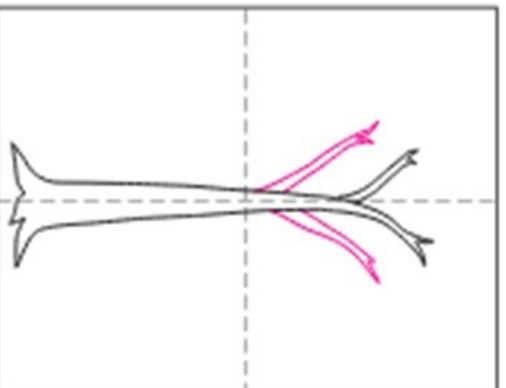
1. Scan to see a YouTube video.



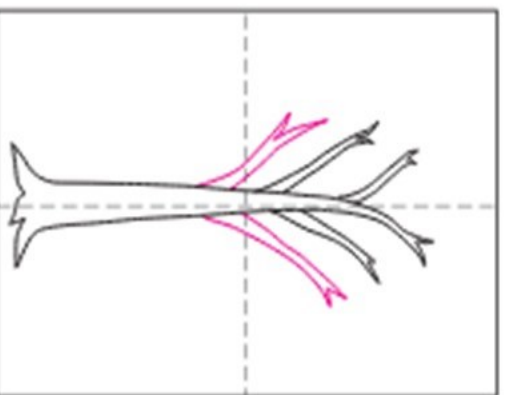
2. Draw one side of the tree, add the other side.



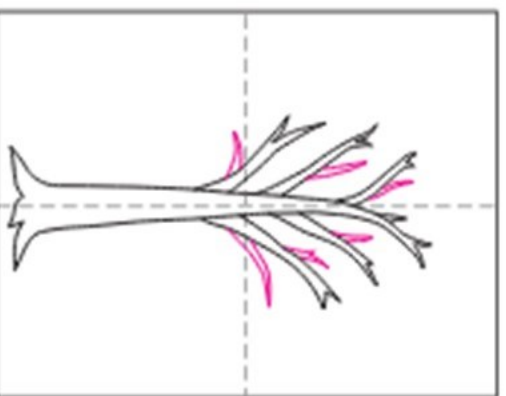
3. Turn it into a Y shape.



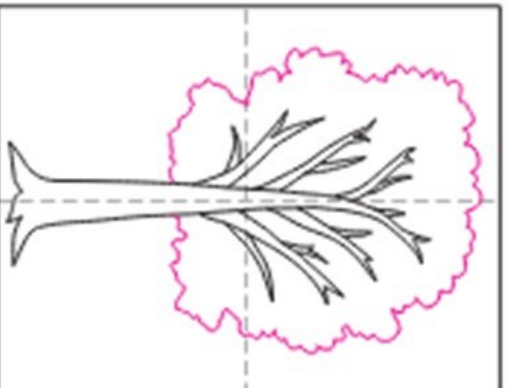
4. Draw two larger branches below.



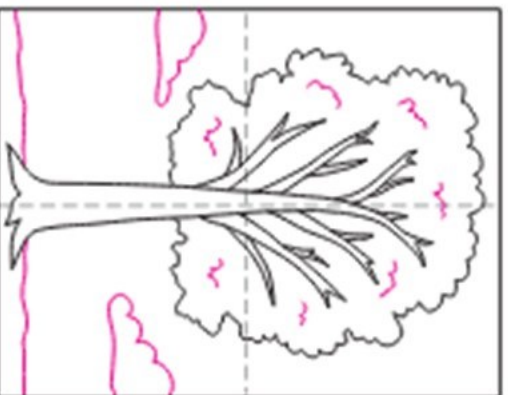
5. Draw two more branches below.



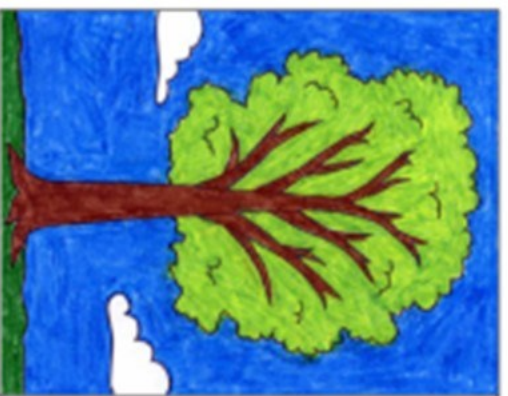
6. Add random shorter branches.



7. Draw a bumpy tree line around it.



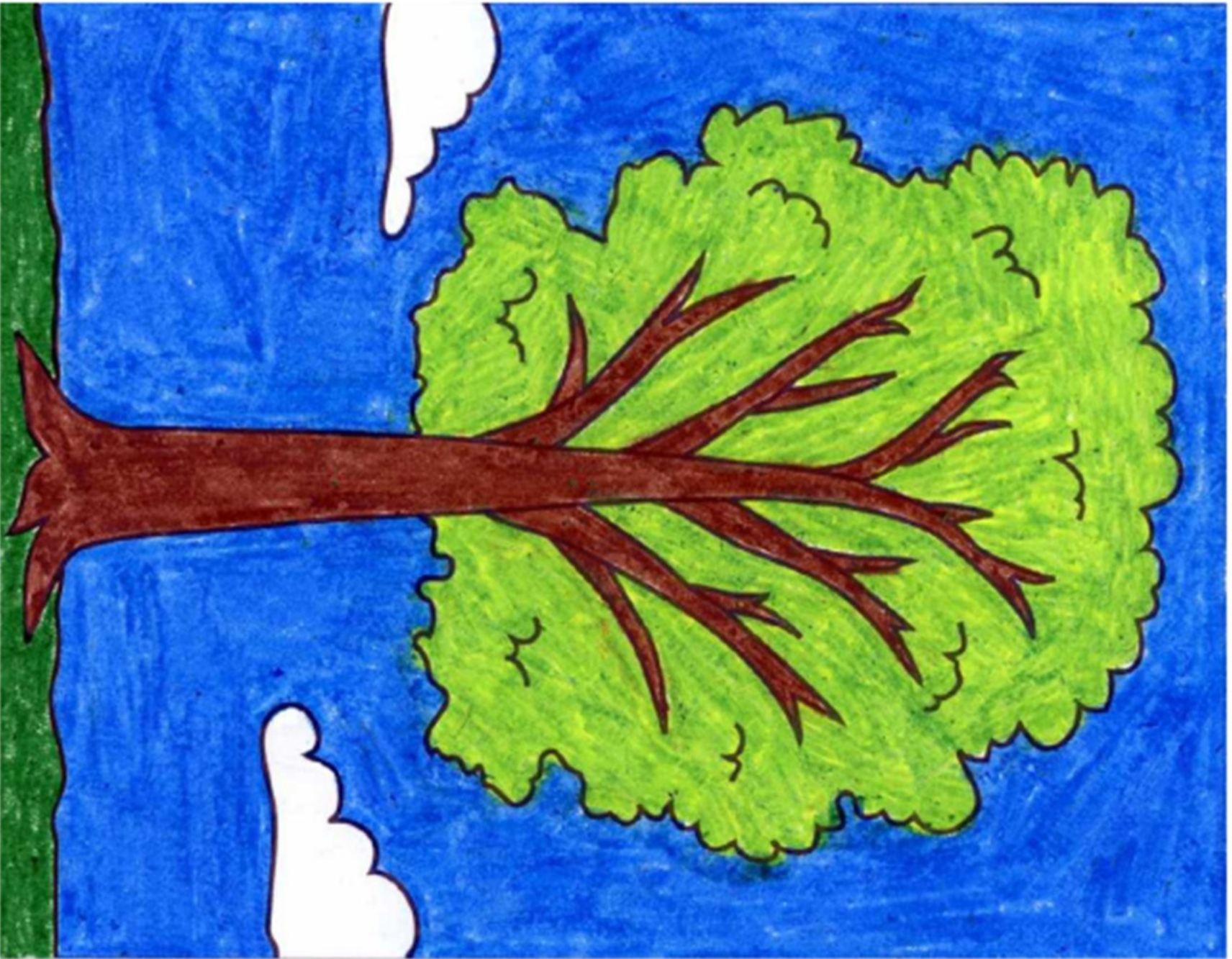
8. Add details, ground and clouds.



9. Trace with a marker and color.



Tree

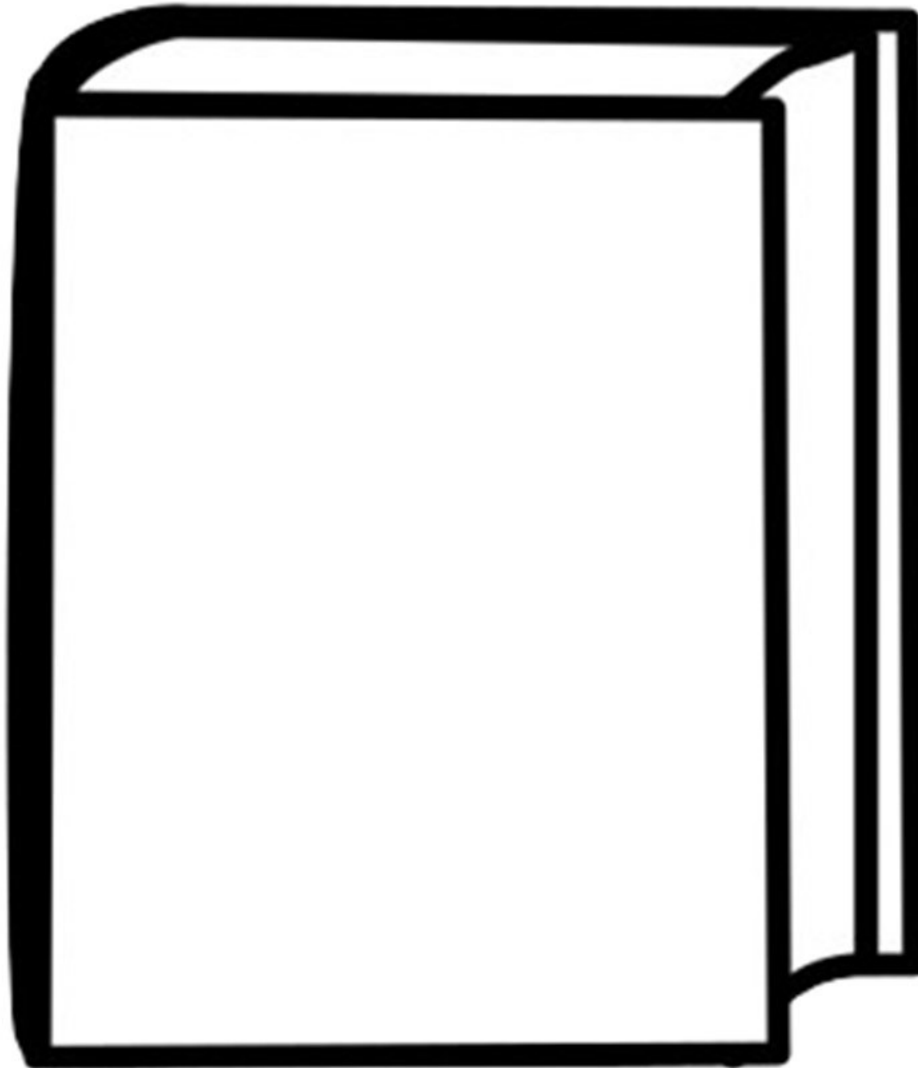


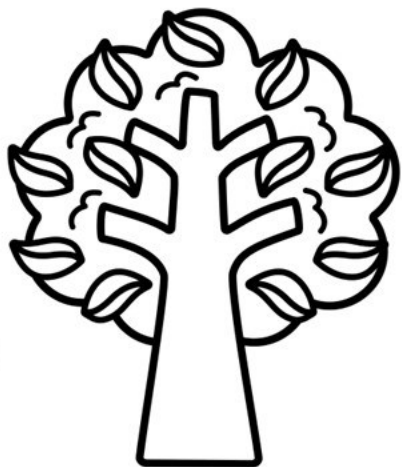


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**DESIGN A NEW COVER**

Use your own creativity and design a new cover for the book.

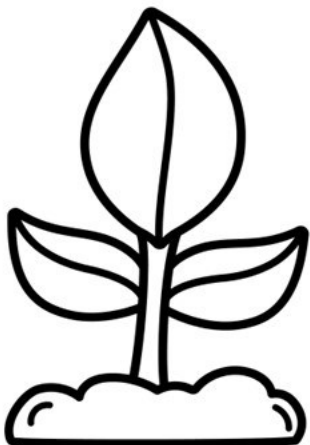




YOU



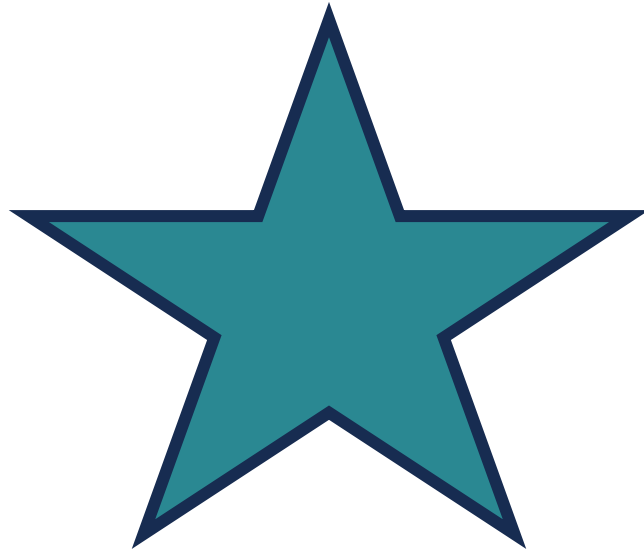
can change  
our



FUTURE!

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