Title/Author: *When the Root Children Wake Up* by Audrey Wood and illustrated by Ned Bittinger

Suggested Time to Spend: 5 Days (Recommendation: two sessions per day, at least 20 minutes per day)

Common Core grade-level ELA/Literacy Standards: RL.K.1, RL.K.2, RL.K.3, RL.K.4, RL.K.7, RL.K.10; W.K.1, W.K.8; SL.K.1, SL.K.2, SL.K.5, SL.K.6; L.K.1, L.K.2, L.K.4, L.K.5

Lesson Objective:

Students will listen and view an illustrative fictional narrative read-aloud and use literacy skills (reading, writing, discussion and listening) to understand that seasons change.

Teacher Instructions

**Before the Lesson**

1. Read the Big Ideas and Key Understandings and the Synopsis below. **Please do not read this to the students**. This is a description to help you prepare to teach the book and be clear about what you want your children to take away from the work.

Big Ideas/Key Understandings/Focusing Question

Seasons change every year in a predictable pattern. How do the author and illustrator show that the seasons are changing?

Synopsis

The story begins with the Root Children hard at work underground preparing costumes. Then, Mother Earth sends the Root Children out into the land to celebrate the changing seasons. As Father Winter appears, the Root Children are called back underground until it is time to prepare for spring again. This is an illustrative German retell of a German story about birth and rebirth. The author and illustrator work together to show the “glorious procession” of the seasons through the analogue of a masquerade.

1. Go to the last page of the lesson and review “What Makes This Read-Aloud Complex.” This was created for you as part of the lesson and will give you guidance about what the lesson writers saw as the sources of complexity or key access points for this book. You will of course evaluate text complexity with your own students in mind, and make adjustments to the lesson pacing and even the suggested activities and questions.
2. Read the entire book, adding your own insights to the understandings identified. Also note the stopping points for the text-inspired questions and activities. *Hint: you may want to copy the questions vocabulary words and activities over onto sticky notes so they can be stuck to the right pages for each day’s questions and vocabulary work.*
3. Consider pairing this series of lessons on *When the Root Children Wake Up* with a text set to increase student knowledge and familiarity with the topic. A custom text set can be found[here](https://achievethecore.org/page/2587/when-the-root-children-wake-up-with-companion-text-set)[.](https://drive.google.com/drive/folders/0B66A6Ds77LpiU3dIZVFxMFFkLUk) *Note: This is particularly supportive of ELL students.*

*Note to teachers of English Language Learners (ELLs): Read Aloud Project Lessons are designed for children who cannot read yet for themselves. They are highly interactive and have many scaffolds built into the brief daily lessons to support reading comprehension. Because of this, they are filled with scaffolds that are appropriate for English Language Learners who, by definition, are developing language and learning to read (English). This read aloud text includes complex features which offer many opportunities for learning, but at the same time includes supports and structures to make the text accessible to even the youngest students.*

*This lesson includes features that align to best practices for supporting English Language Learners. Some of the supports you may see built into this, and /or other Read Aloud Project lessons, assist non-native speakers in the following ways:*

* *These lessons include embedded vocabulary scaffolds that help students acquire new vocabulary in the context of reading. They feature multi-modal ways of learning new words, including prompts for where to use visual representations, the inclusion of student-friendly definitions, built-in opportunities to use newly acquired vocabulary through discussion or activities, and featured academic vocabulary for deeper study.*
* *These lessons also include embedded scaffolds to help students make meaning of the text itself. It calls out opportunities for paired or small group discussion, includes recommendations for ways in which visuals, videos, and/or graphic organizers could aid in understanding, provides a mix of questions (both factual and inferential) to guide students gradually toward deeper understanding, and offers recommendations for supplementary texts to build background knowledge supporting the content in the anchor text.*
* *These lessons feature embedded supports to aid students in developing their overall language and communication skills by featuring scaffolds such as sentence frames for discussion and written work (more guidance available* [here](https://achievethecore.org/page/3159/ell-supports-for-writing-and-discussion)*) as well as writing opportunities (and the inclusion of graphic organizers to scaffold the writing process). These supports help students develop and use newly acquired vocabulary and text-based content knowledge.*

The Lesson – Questions, Activities, and Tasks

|  |  |
| --- | --- |
| **Questions/Activities/Vocabulary/Tasks** | **Expected Outcome or Response (for each)** |
| FIRST READING:  Read aloud the entire book (or chapter) with minimal interruptions. Stop to provide word meanings or clarify only when you know the majority of your students will be confused. | The goal here is for students to enjoy the book, both writing and pictures, and to experience it as a whole. This will give them some context and sense of completion before they dive into examining the parts of the book more carefully. After you complete the read aloud, ask the students, “What is this story about?” and have them discuss with a partner. |
| SECOND READING:  Today you will reread the complete text focusing on the changes that are evident in the text.  **Reread Page 2. Display on a document camera or projector if possible:** “Climbing the mountain to his palace of ice, he turns to watch the snows melting behind him.”  **QUESTIONS:**  What is changing? How do the author and illustrator show this change?  **Continue reading the text stopping on page 16. Reread page 13 and 15.**  **QUESTIONS:**  What is changing? How do the author and illustrator show this change?  **Continue reading until page 22. Reread pages 20-21.**  **QUESTION:**  What is changing? How do the author and the illustrator show that change?  **Continue reading until page 26. Revisit the illustrations on page 23, 25 and reread page 26.**  **QUESTION:**  What is changing? How do the author and the illustrator show that change?  **Continue reading until page 29 at the end of the book. Look at page 29.**  **QUESTION:**  What is changing? How does the author and the illustrator show that change? | * The author says, Grandfather Winter “knows that spring will soon be here”. * The illustrations show a small portion of ground, rocks and flowers showing through the snow. * The author uses the words, “snow melting”. * The illustrations show the flowers blooming, butterflies, bees, birds and bugs. * The author uses the words, “air is perfumed”, “sweet scent”, “bugs and butterflies”. * The illustrations show the waterfall, splashing in the water, frogs, and sunny sky. * The author uses the words, “slides down a waterfall and lands with a splash,” and “shakes the water from his fiery beard.” * The illustrations show squirrels, chipmunks, raccoons, yellow, orange brown and red leaves, falling leaves to the ground and berry headbands. * The author says, “chilling wind begins to chill”, “brightly colored leaves fall to the ground” and “the wind rips”. * The illustrations show dark clouds and snow. * It is dark. The children are going to sleep.   Engagement Strategy: In a small group sort pictures and/or phrases from the book into a mat divided into four parts. After the group learning, the teacher would glue the pictures and phrases into a large flip-book graphic organizer. |
| **THIRD READING:**  Today you will reread the complete text focusing on the root children and their changes to prepare for the masquerade.  **Read through page 4.**  **QUESTIONS:**  What do you think “masquerade” means? Discuss and clarify the meaning of masquerade.  Who is getting ready for the masquerade?  **Read through pages 5-6.**  **QUESTIONS:**  What are the root children doing to prepare for the masquerade? How are they changing?  Dreary means dull, not cheerful. How will “bits of rainbow” change their costumes?  **Read pages 7-8.**  **QUESTION:**  What are the root children doing to prepare for the masquerade?  **Now just show the illustration on pages 9 & 10.**  **QUESTION:**  Looking at the illustration, describe what is happening.  **Read through page 14.**  **QUESTION:**  What are the root children doing? What do they look like?  Read through page 20.  **QUESTION:**  Based on the text, what are the root children doing? What do they look like?  Read through page 24.  **QUESTION:**  Based on the text, how are the root children changing? What is happening here?  **Now show the illustrations on page 25 & 26.**  **QUESTION:**  Based on the text, what are the root children doing? What is happening here?  **FOURTH READING**  **Reread pages 1-2**  **QUESTION:**  Who is the first character we meet in our story? Describe the character.  **Read pages 3-4.**  **QUESTIONS:**  Who are the characters identified on this page? Describe them.  “Awakening from their long winter’s nap, they stretch and yawn and run their fingers through their tangled hair”. What might awakening mean?  **Continue reading until pages 11-12.**  **QUESTION:**  Who is the character? Describe the character.  **Continue reading until pages 19-20.**  **QUESTION:**  Who is the character? Describe the character.  **Continue reading until pages 23-24**  **QUESTION:**  Who is the character? Describe the character. | * Masquerade=a costume party. * The root children are getting ready for the party. * They wake up, “setting work to make their blossom costumes.” * The illustration shows them sewing, wearing leis and attaching butterfly wings to one another. * It will add color. They won’t cry. * The author uses the words “there is one yet task to be done,” “awaken the bugs,” “paint the bugs until they sparkle like jewels,” “dip their brushes in the rainbow,” and then “it’s time to get dressed, everyone is waiting.” * The illustrations show: the children painting the fireflies and the bugs coming up from the bottom. * Mother Earth is blowing her horn. The children are leaving the tree. There are animals all around. * They perfume the air with their sweet scent, scatter throughout the land, bloom in the gardens, dance around the ponds, skip through the fields with the bugs and butterflies. * They are at the party. * Based on the illustration, they are playing in the water, dancing in the fields, wearing their costumes. They have smiles on their face. * The author uses the words, “laughter, music and dance” and “it seems as if the masquerade will never end”. * The author uses the words “the wind rips away the root children’s costumes leaving their dreary husk clothes,” and “they return to their home beneath the ground.” * The illustrations show the root children and flowers blowing around, their costumes are blowing off. * They have returned home, they are falling to sleep and Mother Earth is singing to them.   Note:  Mother Earth appears in the beginning and ending of the story. The root children appear throughout the text. Old Grandfather Winter, Aunt Spring, Cousin Summer and Uncle Fall appear during their season. Some children may notice the animals changing throughout the book. Although, we do not address this in our answers, the animals do symbolize the change.   * Father Winter * He is old. He has long white hair and a long white beard. He uses a stick and his clothes are tattered. * Mother Earth and Root Children * The root children are in awe with their eyes bright and wide open. They look excited. The page is illustrated in mostly brown colors. Mother Earth is young in appearance. She has a broom, which may be a sign that she is getting ready to clean. Her face looks kind. * Awakening: to wake up * The illustrations show the children waking up and it says “from their long winter’s nap.” * The words stretch and yawn are good clues. * Aunt Spring * She appears to be a teenager. Her hair is long and wavy. She wears a white flowing dress. The author uses the word “kind” to describe her. * Cousin Summer * He is jolly. He is laughing. They are playing in the water. Later he is dancing and smiling. * Uncle Fall * He is wearing glasses. He is thinking about what he is writing. The word studious is used in the text to describe Uncle Fall. He is sitting still. |

FINAL DAY WITH THE BOOK - Culminating Task

* If you were a root child, in your opinion, which season would you enjoy the most? Use the pictures and words from the text to support your choice.
* Students have the flip book graphic organizer, the class brainstorm, the role playing experience and the book to support their choice. The students can write, dictate or illustrate their reasoning.
  + Student Example: “I like summer because the children are playing in the water, dancing and having fun. I like to play in the water.”

Vocabulary

|  |  |
| --- | --- |
| **These words merit less time and attention**  (They are concrete and easy to explain, or describe events/  processes/ideas/concepts/experiences that are familiar to your students )  pg 2: **palace** – the official home of a king, queen, president, etc.; a very large and impressive house  pg 3: **hearth** – the floor in front of or inside a fireplace  pg 3 & 27: **shutters –** a moveable cover or screen for a window  pg 10: **greet –** to meet in a specified manner  pg 24: **spectacles** – something suggesting a pair of glasses  pg 24:  **knapsack** – a bag strapped on the back and used for carrying supplies or personal belongings  pg 27: **lute** – a stringed instrument  pg 27: **latches –** devices that hold a door, gate or window closed | **These words merit more time and attention**  (They are abstract, have multiple meanings, and/or are a part  of a large family of words with related meanings. These words are likely to describe events, ideas, processes or experiences that most of your student will be unfamiliar with)  pg 3 – masquerade – a costume party  pg 3 – awakening – to wake up  pg 5 – dreary – dull, not cheerful  pg 5 – blossom – the flower of a plant  pg 11 – smother – to cover thickly  pg 13 –scatter – to place or leave things in different places  pg 26 – chilling – to make or become cold |

Extension learning activities for this book and other useful resources

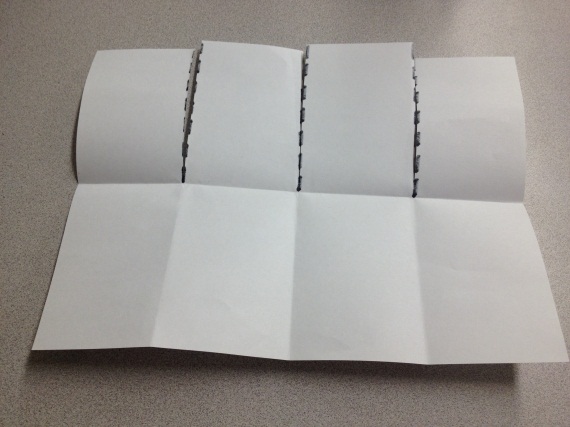
* Students draw illustrations of what the root children are doing in each change over time. The teacher could collect illustrations to place in the large flip-book graphic organizer.
* Choose a character from the story. With a partner, role play the character using a stick puppet.
* Separate the class into four groups to represent the four seasons. Ask each group to create or collect artifacts that represent their season. *Note: This is particularly supportive of English Language Learners.*
* Use actions and words from the book or from outside research in a short play about each season. *Note: This is particularly supportive of English Language Learners.*
* Partner this book with another book on seasons such as *Seasons* by Gail Gibbons.

Note to Teacher

Below is a sample of the flip chart graphic organizer.

Flip Book

The front of the flip book

 The top inside and middle inside

The students may complete this individually by either writing or drawing the information. It may also be completed interactively as a class.

The front is titled such as:

|  |  |  |  |
| --- | --- | --- | --- |
| **Grandfather**  **Winter** | **Aunt Spring** | **Cousin Summer** | **Uncle Fall** |

The top inside notes the change in seasons:

|  |  |  |  |
| --- | --- | --- | --- |
| **Snow melting** | **Flowers**  **Blue skies**  **Bugs**  **Butterflies** | **Waterfall**  **Frog**  **Flowers** | **Squirrel**  **Acorns**  **Yellow leaves**  **Wind** |

The inside bottom flap notes the change in the root children:

|  |  |  |  |
| --- | --- | --- | --- |
| **Wake up**  **Make costumes** | **Dancing**  **Playing in grass**  **Smelling flowers** | **Playing in water**  **Dancing**  **Playing music** | **Falling with the leaves**  **Writing**  **Going back to sleep** |

**What Makes This Read-Aloud Complex?**

1. **Quantitative Measure**

Go to <http://www.lexile.com/> and enter the title of your read-aloud in the Quick Book Search in the upper right of home page. Most texts will have a Lexile measure in this database.

Most of the texts that we read aloud in K-2 should be in the 2-3 or 4-5 band, more complex than the students can read themselves.

2-3 band 420-820L

4-5 band 740-1010L

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1. **Qualitative Features**

Consider the four dimensions of text complexity below. For each dimension\*, note specific examples from the text that make it more or less complex.

Change over time: “glorious procession”, “the masquerade is over”

Cyclical change in the “glorious procession”

Drama

Fantasy

Graphics are supportive and implicit

Imagery “bits of rainbow from the sky”

Dialogue

Rich details

Structure is straight forward

Abstract- root children description

Some students may need background on seasonal changes.

Role of a character in a story

**Meaning/Purpose**

**Structure**

**Language**

**Knowledge Demands**

\*For more information on the qualitative dimensions of text complexity, visit <http://www.achievethecore.org/content/upload/Companion_to_Qualitative_Scale_Features_Explained.pdf>

1. **Reader and Task Considerations**

What will challenge my students most in this text? What supports can I provide?

*Multiple knowledge demands*

* + - *Bridging the knowledge of character/setting to the seasonal changes with a graphic organizer*
    - *Repeated readings*
    - *Questions to clarify meaning and careful attention to how illustrations and text connects*

How will this text help my students build knowledge about the world?

*Students engaging with this text will build comprehension skills from the orchestration of text and the illustrations. Their experience with the imagery will help them build a deeper understanding of the important lesson of seasonal content. This combined will create a basis for understanding text and imagery that they will encounter later, in conversation and literature. The book also shows how seasons change.*

1. **Grade level**

What grade does this book best belong in? Kindergarten

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