

# WHAT DO ROOTS DO?

**Focus Lesson:** What Do Roots Do?

**Materials:**

*What Do Roots Do?* by Kathleen V. Kudlinski  
 Chart paper  
 Markers

**Time:** 45 minutes

**\*Common Core Standards:**  
**CCSS.ELA-LITERACY.RL.2.1**

Ask and answer such questions as *who, what, where, when, why,* and *how* to demonstrate understanding of key details in a text.

**Thinking Skill:** Main ideas, Questioning

**Objective:**

Students will create a K-W-L chart as a class about roots, and reflect individually about what they have learned about roots.

**Connection:**

Students will see the importance of roots in nature, through a variety of scenes.

**Explicit Instruction:**

Explain K-W-L chart. Students will fill out the first category of the chart with what they already know about the topic. This can be anything they know that connects broadly. Then they will fill out the second category of what they want to know. These are specific questions that they are wondering about the topic. Once you have read the book about roots, students will be able to fill out the last category, of what they learned. Hopefully their questions will be answered!

**Guided Practice:**

Have students fill out know category. What do they know about roots? What is a root's job? What does a root connect to? What does a root look like? Write what students know on chart paper.

Have students fill out the want to know category. What questions do they have about roots?

Read *What Do Roots Do?* by Kathleen V. Kudlinski

**Independent Practice:**

With clipboards sitting on the rug, have students write down 2-3 things that they learned about roots from listening to the book. Bring in several samples of roots and ask children to describe and sketch what they observe. Weeds will work for this observation. If possible, keep the green part of the plant attached.

**Reflection – Group Share:**

Bring students back to the rug and have them share first with a partner and then with the whole class what they learned from the book and their observations of roots systems.

Write students' answers in the learned category of the K-W-L chart. Be sure to discuss the differences observed about the patterns of the roots observed.

**Reading list:**

*What Do Roots Do?* by Kathleen V. Kudlinski

**Teacher Note:**