



Educator's Guide for

# William Wakes Up

Grade Level: PK-K  
Author: Linda Ashman  
Illustrator: Chuck Groenink  
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## About the Book

William and his animal friends have had the whole winter to nap. Now it's time for them to wake up and welcome a very special guest. There's lots to do to get ready, from scrubbing the floors to decorating the house to baking a tasty cake. But it's so hard to leave a cozy bed—especially for one of the animals, who would much rather rest than work! Will they all pitch in to help before their guest arrives?

## Praise for *William Wakes Up*

"An ideal read-aloud for young listeners." *Kirkus*

"Ashman [has] the happy knack of making rhymed, rhythmic couplets sound completely natural . . . Groenink sets the scenes simply but beautifully, while giving each character a bit of personality." *Booklist*

A Junior Library Guild Selection

## About the Author

Linda Ashman's forty-plus picture books have earned numerous honors and starred reviews, and have been included on the "Best of the Year" lists of *The New York Times*, *Parenting* and *Child* magazines, the New York Public Library and more. She's also the author of *The Nuts & Bolts Guide to Writing Picture Books*. Linda lives with her family in Chapel Hill, North Carolina. Visit her at [lindaashman.com](http://lindaashman.com).



## About the Illustrator



Chuck Groenink hails from an overgrown village among the peat bogs in the north of the Netherlands, where he spent his formative years climbing trees, drawing, reading, and cycling. He attended the Artez Institute of Arts in Kampen, graduating from the department of illustration. He now lives in Syracuse, New York, with his wife and two cats. Visit him online at [chuckgroenink.com](http://chuckgroenink.com).



## Pre-Reading and Predicting

Read the title of the book and look at its cover, front and back. What characters do you see in the illustrations? Who do you think is the main character? Why? What can you tell about the setting of the story? How does it compare to the cover of *William's Winter Nap*?

## Character Lessons

A special guest is coming to William's house, and there's so much to do! William asks his friends for help. How do they contribute? Does everyone pitch in an equal amount?

One by one, the animals roll out of bed to help William—except for Raccoon. What finally prompts him to get out of bed? How do the others react? How is the conflict resolved?

Think about a time you worked with others on something—maybe planting a garden, cleaning your home, working on a school project, or practicing with a team. Did everyone help? If not, how did it make you feel? What are some ways to encourage everyone to work together?

## Natural Science

### Animals Waking Up

Animals like the ones in William's house spend most or all of the winter sleeping. Some, like woodchucks, are true hibernators—their body temperature, heart rate and breathing all decline dramatically. Others, like bears, are deep sleepers—their heart rate and breathing slow way down, but their body temperature drops only slightly.

Imagine sleeping through the winter months. How would you know it's time to wake up? Scientists believe that warming temperatures and extended daylight hours—together with the animals' "internal clock"—send signals that it's time to wake up, venture outside and search for food.

### Migration

Some birds stay in the same location year-round. But when temperatures drop and food becomes scarce, many fly south for the winter. This migration might cover a short distance or thousands of miles. When temperatures rise again, the migration goes in reverse, as these birds return to their breeding ground to build nests and lay eggs.

### It's Spring!

Spring arrives each year around March 21<sup>st</sup>—at the vernal equinox—when the hours of daylight are roughly equal to the hours of darkness. Depending on where you live, the signs of spring may be subtle or dramatic. You might notice bulbs pushing up from the ground, bright yellow flowers blooming on forsythia bushes, and trees budding and leafing. Birds that flew south for the winter are beginning to return and build nests.



### Make a Science Journal

Make a special journal to record your observations. Decorate the cover with your favorite images of spring.

### Take Field Notes

Over the course of a month or more, go outside to observe plant and animal activity. Keep a record of what you observe—plants emerging from the ground, trees flowering, birds building nests, animal and insect activity. Draw pictures of what you see. Share your observations with the class.

## Online Resources:

### **The Basics of Bird Migration**

All About Birds (Cornell Lab of Ornithology)

<https://www.allaboutbirds.org/the-basics-how-why-and-where-of-bird-migration/>

### **Using Science Journals in the Classroom**

<https://www.nsta.org/publications/news/story.aspx?id=51160>

### **Other Spring-Themed Lesson Ideas**

National Education Association Sights & Sounds of Spring, Grades K-5

<http://www.nea.org/tools/lessons/Sights-and-Sounds-of-Spring-Grades-K-5.html>

Lesson Plans Page

<http://lessonplanspage.com/fun-ways-add-spring-science-lessons/>

The Measured Mom

<https://www.themeasuredmom.com/spring-science-activities/>

## **Language and Listening**

### Repetition

Writers of picture books sometimes like to repeat lines so that readers can join in. In *William Wakes Up*, several phrases are repeated. What are they? How does one phrase change as the animals roll out of bed?

### Rhyming Words

*William's Wakes Up* is written in rhyme, which means that certain words have the same end sounds. For example, here are the rhymes on the first page of the story:

*still/hill      tune/soon      wait/celebrate*

Pick out some other rhyming words in the book. Then, as a class or on your own, make a list of other words that rhyme with the word pair. Here are some to try:

*day/way      (e.g, bay, bray, clay, gray...)*

*lose/snooze*

*awake/cake*

*pour/floor*

*deep/asleep*

*fair/bear*



### Write a silly poem

Using some of the rhyming words from your lists, write a poem or a few sentences. Draw a picture to illustrate it. Here's an example:

The **bear** left his **lair** to go to the **fair**.  
He went with a **hare** who was eating a **pear**,  
And when they got **there**, they **shared** a big **chair**.

(Notice all the different ways we spell the same sound—ear/air/are/ere. No wonder learning English can be challenging!)

## Art and Design

An illustrator may use a particular range of colors—or *palette*—to give a book a consistent style and mood. How would you describe the palette Chuck Groenink uses in *William Wakes Up*? What do the colors tell us about the setting? How does the palette compare to the one used in *William's Winter Nap*?

At different times in the story, the animals are (among other things) sleepy, exhausted, happy, annoyed, and apologetic. How does the illustrator convey these emotions in the illustrations?

Artists include many details in their illustrations to enhance the setting and story. What sorts of details caught your eye in the book? How does the illustrator show it's spring?



## Writing and Art Activity

### Brainstorm!

Brainstorming is an excellent exercise to do before writing. You start with a topic—in this case, “Spring”—and jot down all the words that come to mind. If you're stuck, think about spring weather, the clothes you wear, your favorite activities, the change in scenery, the animals you see, any holidays you might celebrate, and different foods you might eat.



### Write!

You might write a fictional story set in spring, perhaps about animal characters as in *William Wakes Up*. Or you could write nonfiction about the season itself. What do you like most about spring? What are your favorite things to do? Are there any things you *don't* like about spring? Write about them as well.

### Illustrate!

Create an illustration to go with your writing, and share it with the class.