

A photograph of a person's hands holding a woven basket filled with red and green apples. The person is wearing blue jeans and blue boots. The background is a lush green field. The image is framed by two horizontal red lines at the top and bottom.

SAMPLE

BLOSSOM & ROOT

KINDERGARTEN

START
HERE

SAMPLE



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To report errors, contact kristina@blossomandroot.com
Design by Kristina Garner
Editing by Jason Garner
ISBN # Pending

BLOSSOM & ROOT

SAMPLE

KINDERGARTEN

Ages 5 - 6

PARENT GUIDE:
Start Here

BLOSSOM & ROOT KINDERGARTEN
By Kristina Garner - www.blossomandroot.com
Kristina Garner
4385 Une Pl.
Haiku, HI 96708

Find us on the web at: <http://www.blossomandroot.com>

What is Included in Your Copy of *Blossom & Root Kindergarten*



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When you purchased our Kindergarten Curriculum, you received the following PDF downloads:

Parent Guides:

- * Start Here Guide
- * Guide to Fine Arts, History, and Geography
- * Guide to Nature, Math, and Science
- * Guide to Reading and Language Arts

Student Notebooks:

- * My Language Arts Notebook (2 pdfs)
- * My History and Geography Notebook
- * My Nature Notebook
- * My Great Space Adventure (Captain's Log)

Regarding Printing:

It is highly advised that you print out the student notebooks before beginning your year. You can either pull out a page at a time, or have them bound together or put into a three-ring binder. We highly advise printing in black and white mode, to save money and ink.

You may also wish to print the Parent Guides, though this is not necessary. Many places can bind all of the guide documents into one bundle for you, if you like. Be sure to check for coupons before you print by doing a google search. There are usually several available for different printing-service providers.

If, for any reason, you are missing one of the downloads, please email us immediately at blossomandroot@gmail.com and we will send it to you.

SAMPLE



How to Schedule Your Week With *Blossom & Root Kindergarten*

Each one of the Parent Guides begins with a 36-week lesson plan. Use these lesson plans to map out your week. You can schedule the lessons flexibly around your existing commitments and activities. Our curriculum should only take about an hour a day to complete, most days. This allows for plenty of time for free play, outside play, field trips, extracurricular activities, cooking projects, extra read-aloud selections, poetry teatime, movies, games, and more.

If you need some structure to help get you started, you can use the following schedule for a five-day week or a four-day week. Simply plug in each week's lesson plans into the schedule below:

Five-Day Schedule

Monday: Read-Aloud, copywork, picture & composer study, nature lore, integrated math / science activity

Tuesday: Read-Aloud, reading lesson 1, history / geography lesson, nature lore

Wednesday: Read-Aloud, journal prompt, picture & composer study, nature lore, finish integrated math / science activity

Thursday: Reading lesson 2, finish history / geography lesson, nature study

Friday: Narration for this week's read-aloud, art project, nature notebook

Four-Day Schedule

Monday: Read-Aloud, copywork, picture & composer study, nature lore, integrated math / science activity

Tuesday: Read-Aloud, reading lesson 1, history / geography lesson, nature lore

Wednesday: Read-Aloud, journal prompt, picture & composer study, nature lore, finish integrated math / science activity

Thursday: Reading lesson 2, narration for this week's read-aloud, art project, nature study and nature notebook

Friday: FREE (for field-trips, extra-curricular activities, appointments, etc.)

Using Checklist-Mode Instead

If schedules do not work for you, consider making a checklist each week from the lesson plans in the guides. Simply check off each lesson as you complete it. This allows for flexibility and works well for people juggling jobs, multiple homeschooled students, or who simply like a lot of variety in their daily plan. Your list might look like this:

- Read-Aloud (3 sessions)
- Copywork Page
- Journal Prompt
- Narration Page
- Reading Lesson 1
- Reading Lesson 2
- Picture Study
- Composer Study
- Art Project
- History / Geography
- Nature Lore (3 sessions)
- Nature Study
- Nature Notebook
- Integrated Math / Science Activity (2 sessions)

Reading / Language Arts



Week Eleven

* Read-Aloud(s):

Read Chapters 9 & 10 from *My Father's Dragon*

* Copywork:

Print the letter "Gg"

* Journaling:

Read the prompt in the student notebook to your child. Write down your child's response on the lines provided. Let them illustrate it.

* Narration:

Ask your child to tell you what happened in this week's read-aloud and record their words for them on the lines provided. Then let them illustrate it.

* Reading Lessons:

Lesson 1: Talk briefly about the "G" sound, as a beginning and ending sound. Use words to demonstrate, like "got" and "pig." Have your child think of some as well. Then play at building words from the "OG" family, like "hog" and "bog." See guide for details.

Lesson 2: Word-building using M, T, S, A, I, F, D, R, O, G. See guide for details.

Week Twelve

* Read-Aloud(s):

Read "The Letter" from *Frog & Toad Are Friends*

* Copywork:

Print the letter "Ll"

* Journaling:

Read the prompt in the student notebook to your child. Write down your child's response on the lines provided. Let them illustrate it.

* Narration:

Ask your child to tell you what happened in this week's read-aloud and record their words for them on the lines provided. Then let them illustrate it.

* Reading Lessons:

Lesson 1: Talk briefly about the "L" sound, as a beginning and ending sound. Use words to demonstrate, like "log" and "doll." Have your child think of some as well. Then play at building words from the "IG" family, like "wig" and "pig." See guide for details.

Lesson 2: Word-building using M, T, S, A, I, F, D, R, O, G, L. See guide for details.

G

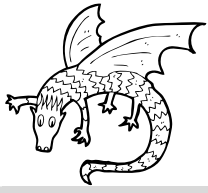
g

Your turn!

More things that start with G g :



If you could have any animal as a friend, what would it be? Draw it here:



My Father's Dragon

Week 11 - Narration

A large, empty rectangular box with a thick gray border, intended for a drawing or illustration.

A series of five horizontal lines within a rectangular frame, intended for writing a narration.

L

l

Your turn!

More things that start with L l :



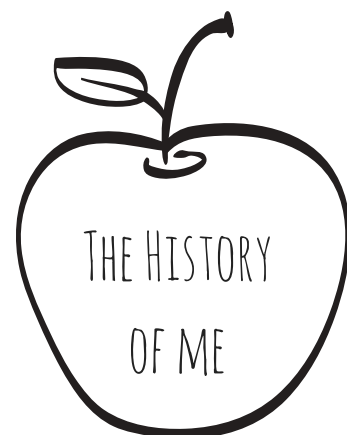
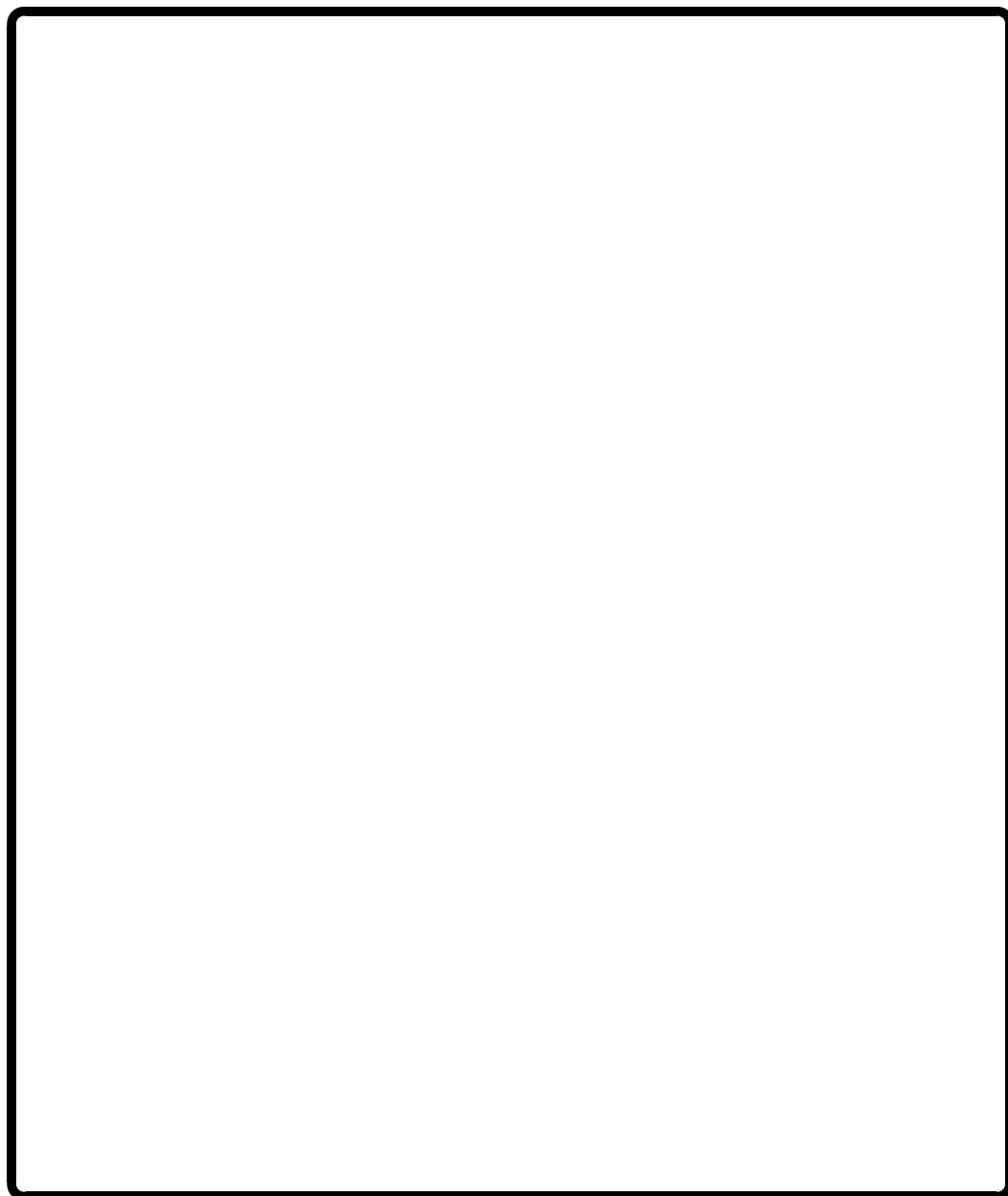
If you could write a letter to anyone right now, who would you write it to? What would it say? Draw it here:



Frog & Toad: The Letter

A STORY ABOUT ME WHEN I WAS A BABY:

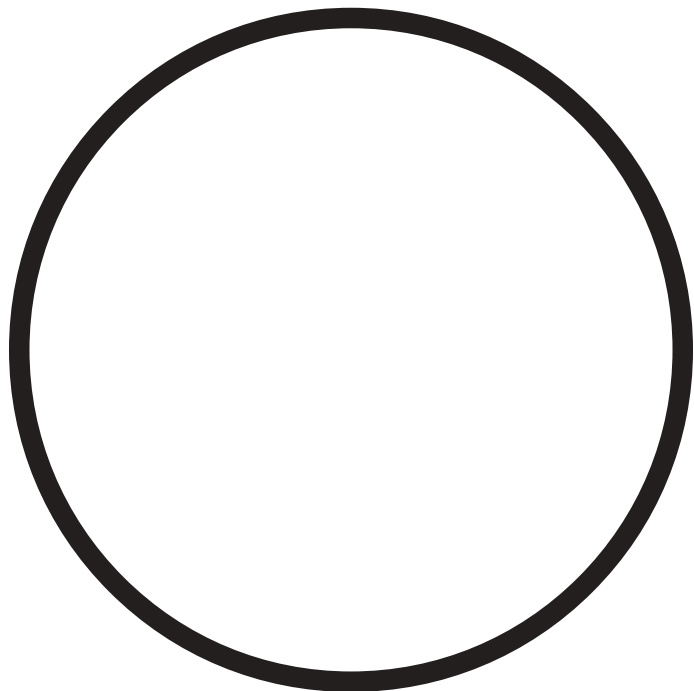
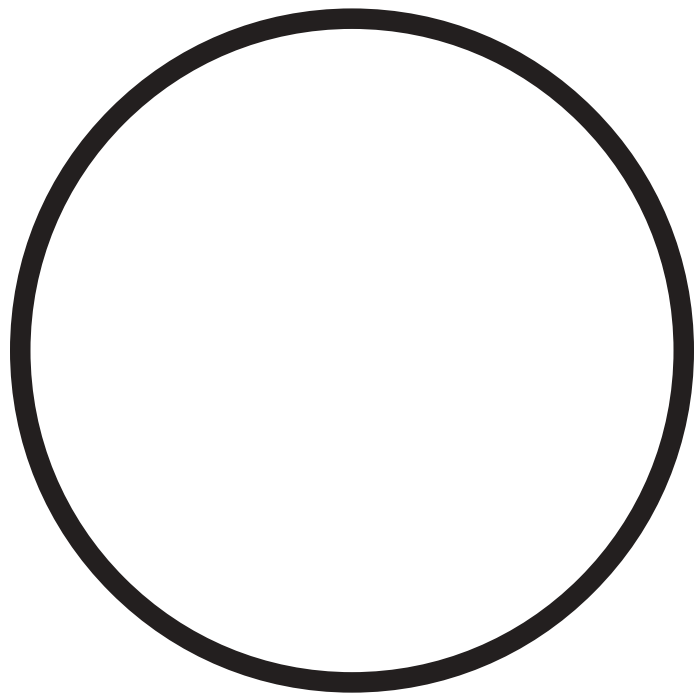
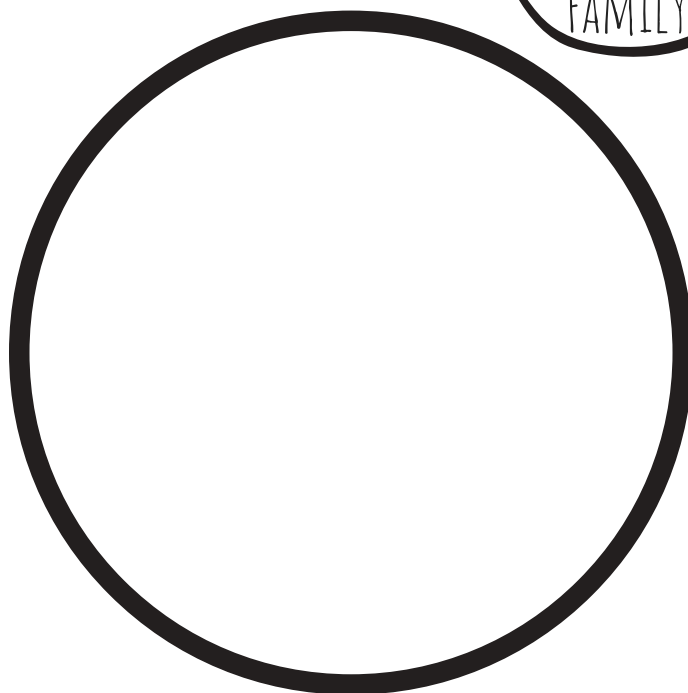
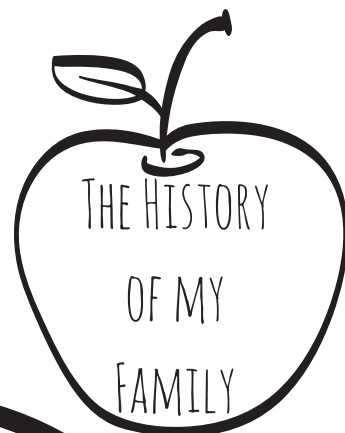
WEEK 3



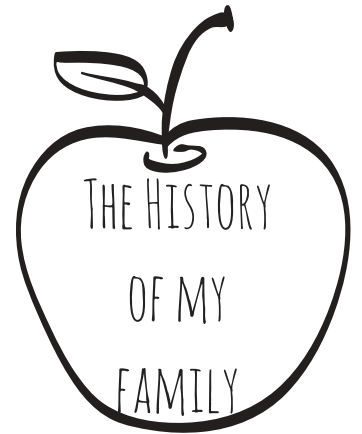
HERE'S WHAT HAPPENED:

SOME THINGS THAT WERE GOING ON IN THE
WORLD WHEN MY MOM WAS GROWING UP:

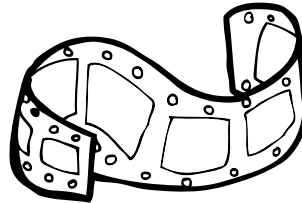
WEEK 10



WEEK 16



A MOVIE MY DAD LOVED AS A KID



A SONG MY DAD LOVED AS A KID



Nature Study



Week Seven

- 1) **Nature Lore:** Read “Johnny Chuck Join the Class” from *The Burgess Animal Book For Children* (BABC)

2) Nature Study: “Digger” Experiment

This week, your child will have some fun with digging. They will use a variety of materials to dig in the dirt. Gather up a few various instruments (at least six) for digging: a fork, a large scoop or spoon, a hand-rake or cultivator from the garden shed, a paddle-shaped scrap of wood or plastic, a hook, etc.

Take these tools with you to your outdoor classroom. Remind your child of the diggers you have learned about in nature lore. Some of these animals are very good at digging underground. Their bodies have been specially-designed for digging! Lay out the instruments you chose, and let your child try digging into the ground with each one. Tell them that these different instruments are like the different claws and paws of the animals in our book. Some animals have paddle-shaped paws, others have sharp claws, others have scoop-shaped paws, or a single long claw. Which one of these tools is the best one for digging in the dirt in your outdoor classroom? What if your outdoor classroom had a different kind of dirt? Would that tool still be the best in beachy sand or heavy clay or rocky earth?

3) Nature Notebook: Squirrel, Chipmunk, or Chuck

Have your child complete the notebook entry for week seven. They will choose one of the following to make a log entry: squirrel, chipmunk, or chuck. Help them to complete the entry by reminding them of things you learned in nature lore, looking in a field guide, or by searching online. Date and label the entry.

Week Eight

- 1) **Nature Lore:** Read “Whistler and Yap-Yap” from BABC

2) Nature Study: Listen for Animal Sound-Signals

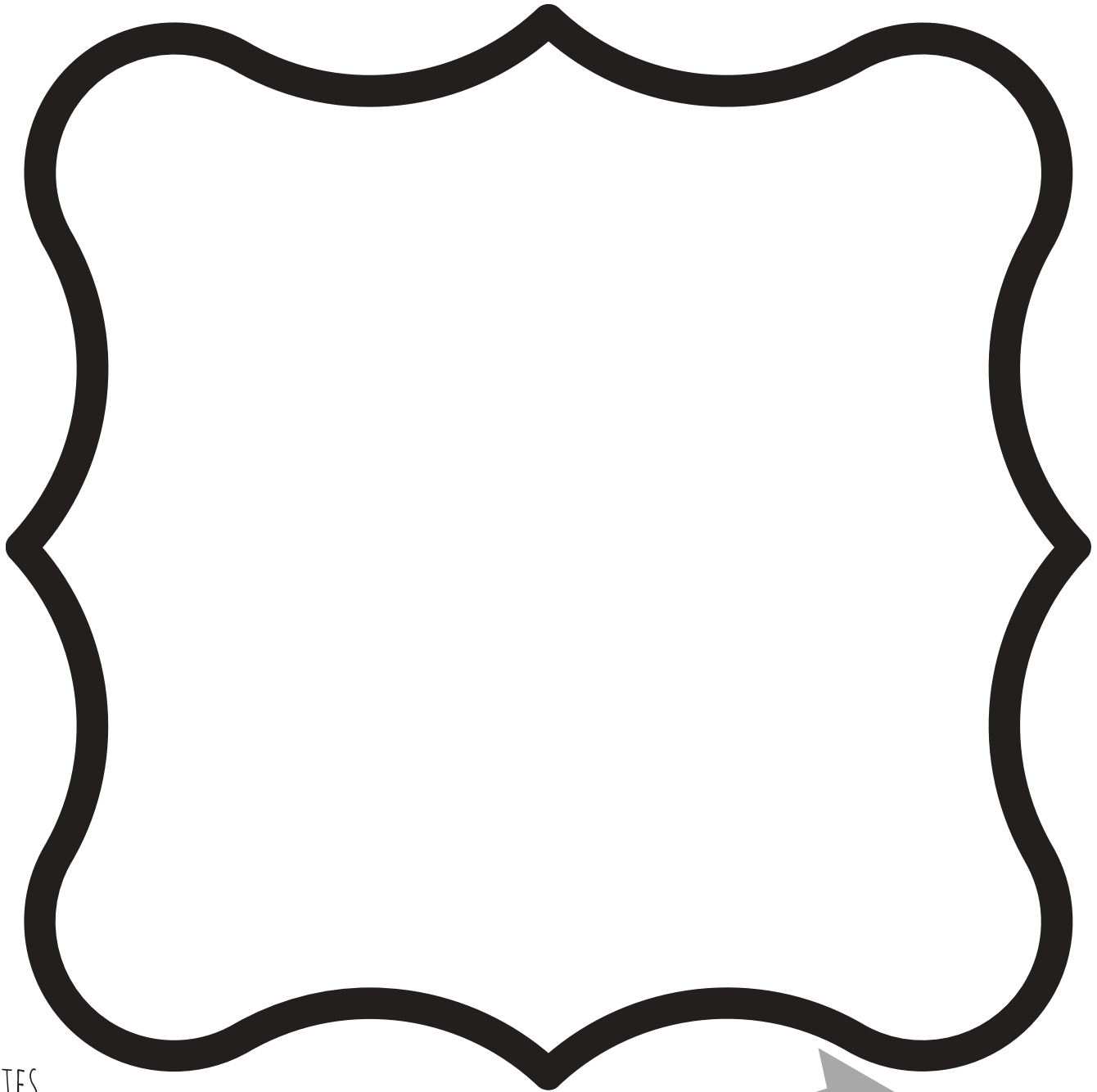
This week, we will observe for the different sound-signals animals use in our outdoor classroom. In this week’s nature lore, the prairie dogs use different squeaks and yaps to talk to each other. Many animals use sound-signals to tell each other when danger is coming, when dinner is ready, or when they are lonely and want company. Talk to your child about this, and ask them if they notice any animal sound-signals happening in their outdoor classroom. Do they hear birds? Birds use different sounds to say different things to each other. Can they hear different bird calls happening from the same bird? Do they hear any other animals? What do they think they are saying to each other?

3) Nature Notebook: Animal Sound-Signals I Heard

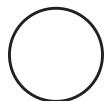
Have your child complete the notebook entry for week eight. They will simply be recording their observations from this week’s nature study. Help them to label their drawings, and remember to date the entry. Let them label and date if they are ready to do so.

DATE:

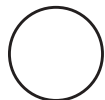
Week 7



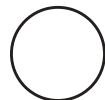
NOTES

A rectangular box for taking notes.

Squirrel



Chipmunk

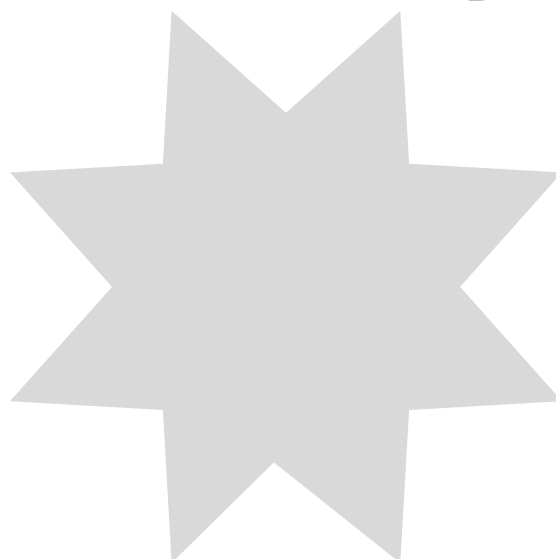
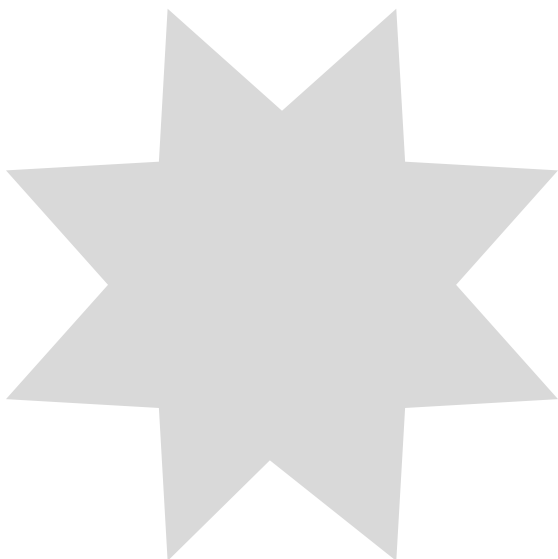
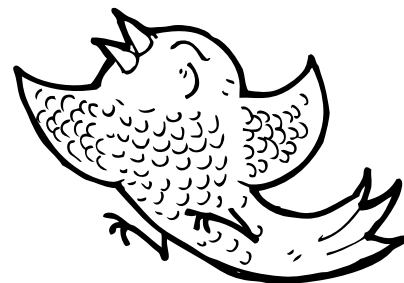
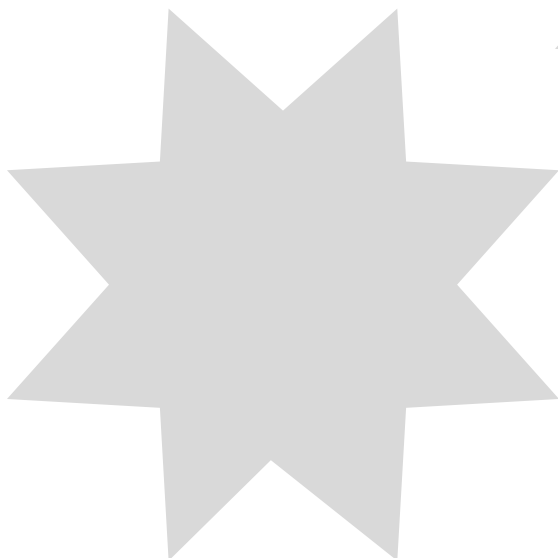
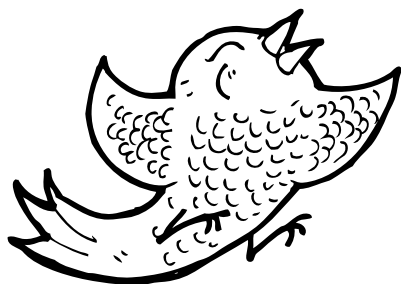
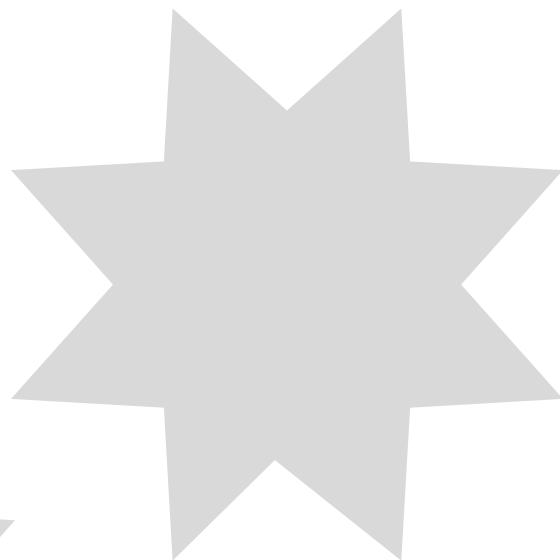
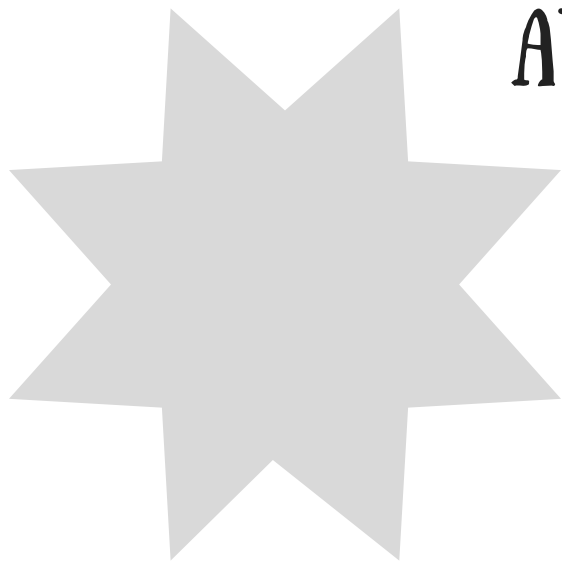


Chuck

DATE:

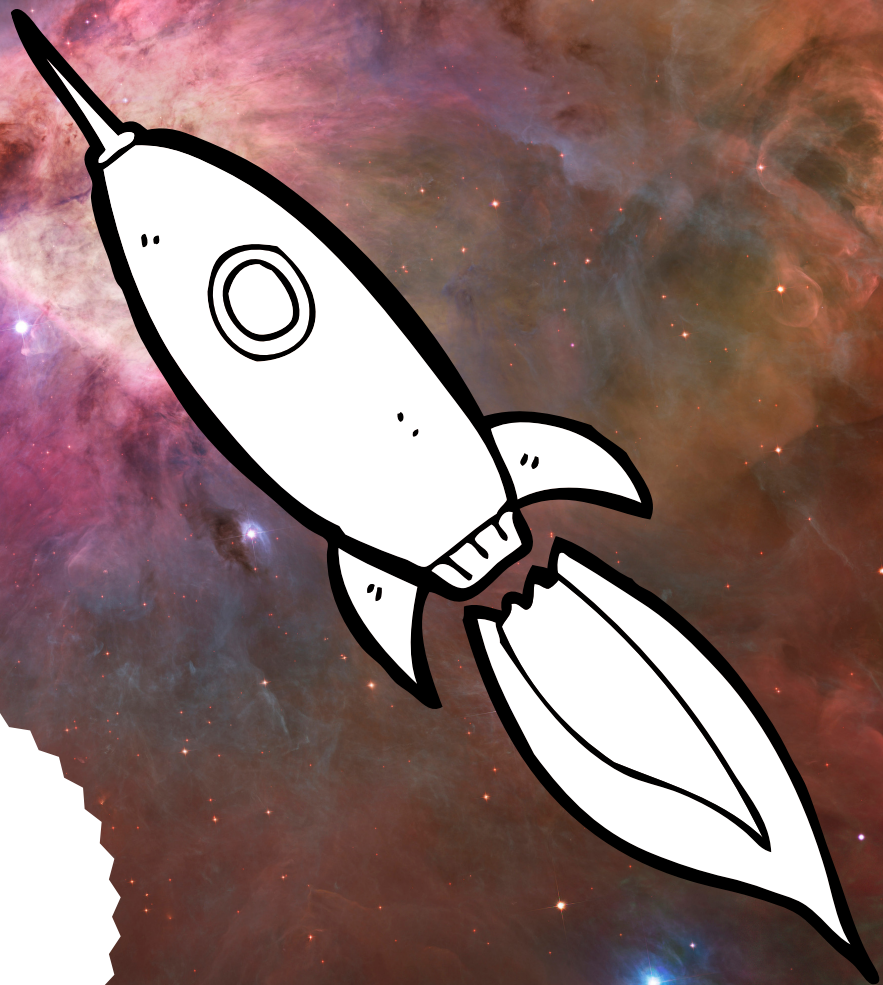
Week 8

ANIMAL SOUND-SIGNALS I HEARD



BLOSSOM & ROOT

Kindergarten



MY
GREAT
SPACE

ADVENTURE!

Integrated Math & Science



This Book Belongs to:

Space Captain _____

Captain's Log

Today is :



Monday



Tuesday



Wednesday



Sunday



Thursday



Friday



Saturday

1	2	3	4	5	6	
7	8	9	10	11	12	
13	14	15	16	17	18	
19	20	21	22	23	24	
25	26	27	28	29	30	31



January



April



July



October



February



May



August



November



March



June



September



December

How to Use the Daily Captain's Log:

- Color the star that shows which day of the week it is
- Color in the dot that shows which date of the month it is
- Color the circle to show which month of the year it is

The sample following this page is from the Parent Guide for Integrated Math and Science. Our curriculum takes a playful approach to math and science with a year-long, dramatic-play journey to space with your child.

The prompts for each week are given in the form of assignments from "Ground Control."

Ground Control Files



Week 1: The Mission

(to be read out loud to your child)

Good Morning, Captain!

Today, we received a transmitted message from a planet just outside of our Solar System. This is what it said:

“Greetings Earth-Friends. My name is Zoola and I live on Planet L21. I am doing a school project on your Solar System and need some help. Can you help me with my project?”

We sent a message back saying that you would be glad to help. Here was the response we got:

“Hooray! I will send instructions over the next few weeks. There is a catch, though. I will need you to deliver some things to me, and the journey is long and difficult. Do you think you would be willing to go on such a crazy adventure?”

What do you think, Captain? You will have a lot to do, should you choose to accept this mission. You will need to build a spacecraft, gather specimens, and travel through our Solar System all the way to Planet L21. It will be quite an adventure!

(Encourage your child to take on the adventure. You will be there to help them, after all!)

Wonderful! We will send word to Zoola straight away. Please await further instruction. Talk to you next week!

Signing off,
Mission Control

(Be sure to complete the Captain's Log entries on the days that you do Math / Science each week.)

Week 2: Supplies

Good Morning, Captain!

We have pinned Zoola's location on Planet L21. It is really going to be quite a journey. Planet L21 is all the way past our Solar System! She sent another message for you. Here is what it said:

“Greetings Captain. I am so glad you agreed to help me. I know the trip will be very long, so you will want to start thinking about what to pack for the journey. I will send a list of what I need from Earth for my project, since that is that planet you are starting on. In the meantime, start thinking of what to put on your ship for the long trek ahead. I can't wait to meet you! - Zoola.”

Well, Captain, she is correct. You need to start thinking about how to prepare for a long trip like this. Perhaps you and your assistant (*that's you*) can sit down and make a list of the things your body will need to stay healthy on a long trip. Can you think of things that a living creature needs to survive? You will have to bring these things along with you.

Your assignment this week is to make a list of everything you will need to bring along to stay healthy. Think of what you will need while you are awake and asleep, how you will get energy, how you will stay hydrated, and how you will stay strong and healthy.

We will be in touch soon!

Signing off,
Mission Control

(Be sure to complete the Captain's Log entries on the days that you do Math / Science each week.)