

BLOSSOM & ROOT

INTEGRATED LANGUAGE ARTS // YEAR 1

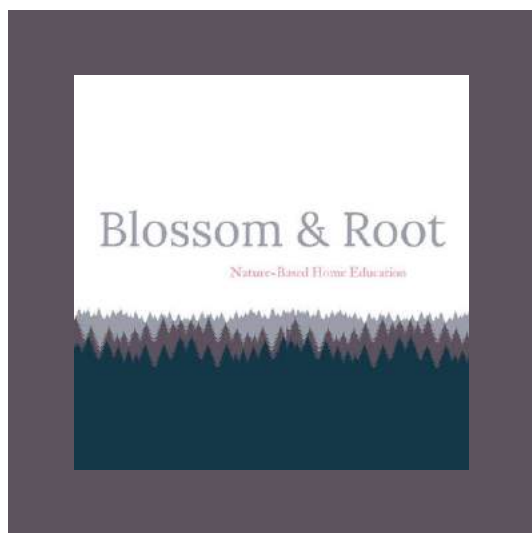
The Stories We Tell

PARENT GUIDE



YEAR 1

Integrating Creativity, Geography, Reading, and Writing with Fairy Tales and Folktales from Around the World



www.blossomandroot.com

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Blossom & Root

Integrated Language Arts,
Year 1:

The Stories We Tell

A Complete, Hands-On Language Arts Curriculum

Grade 1

Blossom & Root Integrated Language Arts Year 1: The Stories We Tell

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Welcome to a Year of Stories

Exploring the Stories We Tell and the Ways We Tell Them

Welcome to a magical year full of stories! This year, you and your child will meet opinionated groundhogs, inquisitive baby blue jays, witches, princes and princesses, tricksters, giants, fairies, and courageous children. You'll snuggle together over beloved classic fairytales, amusing folktales from all over the world, and the delightful nature stories of Clara Dillingham Pierson. You will retell the stories together through puppet shows, art projects, peg dolls, storytelling props, and dramatic play. You'll discuss themes of courage, cleverness, and kindness. You'll explore the geography and culture of the countries of origin for over a dozen world folktales. And your child will begin to develop reading fluency through hands-on word play, delightful mini-poems, and gentle reading practice.

Take your time, savor the wonder, and make it yours! This curriculum is here to support and inspire you in your elementary journey with your child. If you ever need anything, please don't hesitate to reach out--I am always happy to help!

- Kristina Garner
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What Does a Week Look Like?

Every homeschooling family is different, but here is what a typical week of *The Stories We Tell* could look like for a **5 Day Per Week** schedule:

- **Monday - Literature:** Read literature for the week / **Reading:** Word play (10 min.)
- **Tuesday - Literature:** Finish reading literature for the week and complete literature project 1 / **Reading:** Word play (10 min.)
- **Wednesday - Literature:** Journal prompt / **Reading:** Read word list
- **Thursday - Literature:** Narration / **Reading:** Complete mini-poem
- **Friday - Literature:** Complete literature project 2 (optional) /
- **Optional:** Copywork

If you follow a **4 Day Per Week** schedule, you may add literature project 2 to Wednesday and the copywork to Thursday, or simply omit both of these (as they are both optional.)

You may also add a few minutes each night of reading from our recommended early reader list when your child is ready. This is an excellent activity to add to your bedtime routine.

Books & Supplies

Required Books:

- 1 *Among the Meadow People, Among the Pond People, and Among the Forest People* by Clara Dillingham Pierson

You can get all of these for free in digital format by visiting The Baldwin Project:

You can get all of these in a single physical book on Amazon for around 15.00 USD. You can also download the Kindle version for around 2.00 USD. (All prices reflect the current listings at the time of publication of this curriculum.)

- 2 *The Blue Fairy Book* by Andrew Lang

This is also available for free in digital format at The Baldwin Project.

It is also available on Amazon in physical format for around 10.00 USD or for free on Kindle (at the time of publication of this curriculum.)

Alternatively, you may choose to reserve library book versions of the six stories we pulled from *The Blue Fairy Book*. They are: "Snow White and Rose Red," "Hansel and Gretel," "Aladdin and the Wonderful Lamp," "Beauty and the Beast," "The Brave Little Tailor," and "The Little Glass Slipper" (or "Cinderella.")

- 3 The following stories from Hans Christian Andersen, either in individual books or in a collection of his works: "Thumbelina," "The Emperor's New Clothes," and "The Snow Queen." (There is a free Kindle edition of his collected works at the time of publication of this curriculum.)

- 4 *Favorite Folktales from Around the World* edited by Jane Yolen

We use eight stories from this wonderful collection. You may find it at a local library or book store, or you may wish to purchase your own copy on Amazon for around 16.00 USD (at the time of publication of this curriculum)--it would make a wonderful addition to your home library for years to come.

- 5 *Fearless Girls, Wise Women, and Beloved Sisters: Heroines in Folktales From Around the World* by Kathleen Ragan

We use twelve stories from this beautiful collection. You can get it from Amazon for approximately 12.00 USD (or on Kindle for 10.00 USD, at the time of publication of this curriculum) or borrow it from your local library. There are so many excellent stories in it, so we highly suggest you get your own copy!

Optional Books: Early Readers

Suggested Books:

If your child is ready to begin reading from their own readers, here are a few we recommend:

- Bob Books series by Bobby Lynn Maslen and John R. Maslen
- *The Fire Cat* by Esther Averill
- *Sammy the Seal* by Syd Hoff
- *Danny and the Dinosaur* by Syd Hoff
- *Harry and the Lady Next Door* by Gene Zion
- *Owl at Home* by Arnold Lobel
- *Grasshopper on the Road* by Arnold Lobel
- The Frog and Toad books by Arnold Lobel
- *Mouse Soup* and *Mouse Tales* by Arnold Lobel
- *Small Pig* by Arnold Lobel
- The Little Bear books by Elsa Holmelund Minarik
- The Francis books by Russell Hoban
- The Henry and Mudge series by Cynthia Rylant
- *Go, Dog, Go* by Dr. Seuss
- *Hop on Pop* by Dr. Seuss
- *The Primer* by Harriette Taylor Treadwell and Margaret Free
- The Penny books by Kevin Henkes

When your child is ready, and is expressing interest in reading from their own early readers, you may choose any of these for them to practice reading out loud to you. It is very important to keep it gentle in the first grade year. Allow them to read as much or as little as they like at a set time each day (such as bedtime or after afternoon snack.) Help them as much as they need, and keep it very relaxed and light.

Some of the books from the list above are more difficult than others. Please use your best judgement when choosing books for your child at their current abilities, and offer as much assistance as they need.

We highly suggest holding off on early readers until your child is expressing interest and / or demonstrating readiness. If they are confidently sounding out CVC words (cat, bat, sit, pot), and recalling most of the common sight words found in early readers (the, I, a, as, that, after, and, we, him, his, her, hers, etc.) then they are likely ready to begin early readers.

Remember that every child develops at their own unique pace. Some children are ready to read by age 5 or 6, and many are not ready until closer to 8 or 9. The most important thing is to nourish and encourage a joy for reading, so please do not let external or internal pressure cause reading and reading practice to become a chore or a source of stress for you or your child. First grade is still very early in the journey!

Optional Books: Geography and Culture

In weeks 19 – 36, literature project 2 (always optional) will involve studying the geography and culture of the countries of origin for each folktale. Below we have suggestions for books and resources to use while exploring the geography and culture of these places. Please refer to the end of this parent guide for suggestions and ideas for geography enrichment. (If you are using a separate curriculum for geography and culture, you may omit these projects entirely.)

Suggested Books and Resources:

- **ONE of the Following Three Choices for Learning About Maps:**

- *Me on a Map* by Joan Sweeney (week 19 only)
- *Follow That Map!* by Scot Ritchie (week 19 only)
- *There's a Map on My Lap* by Trish Rabe (week 19 only)

- **At least ONE or TWO of the Following Five for Reference During Semester 2:**

- *Hungry Planet: What the World Eats* by Peter Menzel and Faith D'Aluisio (weeks 19 – 36)
- *Children Just Like Me: A New Celebration of Children Around the World* by DK (weeks 19 – 36)
- *Children Just Like Me: Celebrations!* by Anabel Kindersley (weeks 19 – 36)
- *A Life Like Mine: How Children Live Around the World* by Dk (weeks 19 – 36)
- *Children Around the World* by Donata Montanari (weeks 19 – 36)
- *If You Lived with the Indians of the Northwest Coast* by Anne Kamma and Pamela Johnson (week 28 only)
- *If You Lived with the Iroquois* by Ellen Levine (week 28 only)

- **BOTH of the Following for Semester 2:**

- A good children's atlas (Usborne is always a great choice, weeks 19 – 36)
- A wall map of the world (large, weeks 19 – 36)

- **ALL of the Below for Semester 2:**

- Access to a library, Youtube, Google search, Pinterest, and local ethnic markets, cultural celebrations, museums, etc.

You may also wish to have access to a couple of local nature guides, insect guides, etc. for weeks 1 – 9, but this is entirely optional.

Please refer to the end of the parent guide for a full supply list.

Week No. 1: Among the Meadow People

☐ Literature Selection(s) to Read To Your Child This Week:

from *Among the Meadow People*:

"The Selfish Tent-Caterpillar"

"The Lazy Snail"

☐ Literature Project 1: Exploring the Story

Help your child make caterpillars and snails from play-dough, clay, or modeling beeswax. Have them retell the stories, using their creations and the props in your storytelling basket (*see the beginning of this guide for details.*) Help them recall the events of the stories if needed.

☐ Literature Project 2: Enrichment Activity (Optional)

Tent caterpillars and snails both make fascinating subjects for a "flash unit." If you have time this week, learn more about them by checking out library books or researching online. You may wish to find a video of tent caterpillars making their "tent" on YouTube.

In the Student Notebook: Literature

☐ **Journal Prompt:** "Working Together"
Read the full prompt from the journal to your child, and talk about it together. Let your child draw or color their response, then transcribe their words below it. (If your child is eager and able to write their own response, they may do so.)

☐ **Narration:** "The Selfish Tent-Caterpillar" or "The Lazy Snail"
Allow your child to draw or color their favorite part from one of the stories, then transcribe their oral narration below it. (If your child is eager and able to write their own narration, they may do so.)

☐ **Word Play (2 - 3 Sessions):** Explore the words and word families for this week, using alphabet tiles, magnets, or blocks. *See the beginning of the guide for detailed instructions for word play.*

Words and Word Families to Explore This Week:

"-ad" words, such as "mad"

"-ail" words, such as "snail"

Words that begin with the "sn-" blend, such as "snail"

Sight words: "where", "is", "the", "in", "on"

In the Student Notebook: Reading

☐ **Word Lists:** Once you've given your child a chance to play with this week's words and word families with tiles, blocks, or magnets, have them read the word lists for this week.

☐ **Mini-Poems:** Help your child to cut out the word boxes at the bottom of the "Mini-Poem" page, being careful not to cut the pages underneath it. Help your child to create a mini-poem using the word boxes to fill in the blanks. They will glue their final word choices into place once they decide which ones they would like to use. They are welcome to add an illustration to the poem. End by having your child read their poem out loud to you.

☐ Optional Copywork Selection

☐ **Optional Additional Reading:** *You may incorporate a few minutes of daily reading from an early reader, if your child is ready. There is a list of recommended early readers at the beginning of this guide. Remember to keep it very light and relaxed at this point, and to help as much as needed.*

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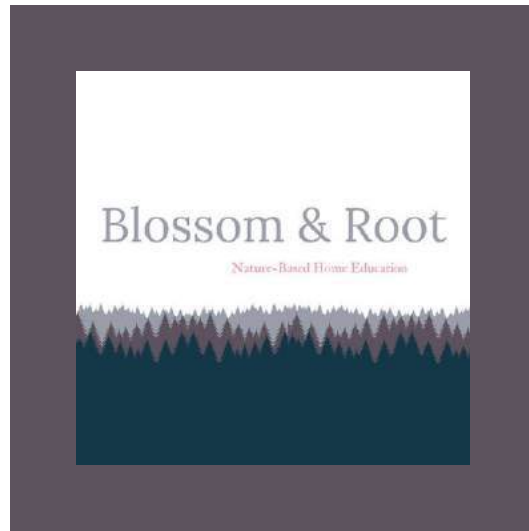
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STUDENT NOTEBOOK



YEAR 1



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A Complete, Hands-On Language Arts Curriculum

Grade 1

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Year 1: The Stories We Tell**

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This Notebook Belongs to:

Date Started:



Week 1

Literature Journal

Illustrate your answer:

Working Together: Why is it important to work together? Can you think of a time when you needed to work together with family or friends? (*Parents: Transcribe their answer below.*)

Week 1

Narration

Illustrate your narration:

Narration: Tell the story of "The Selfish Tent-Caterpillar" or "The Lazy Snail."
(Parents: Transcribe their narration below.)

Week 1

Word Lists

Read the words:

mad

sail

snack

bad

snail

snake

sad

rail

snip

dad

fail

sniff

had

bail

snort

nail

where

trail

is

Where is the bad snail?

on

He is on the trail.

in

the

Week 1

Mini-Poem

Finish the poem:

It is too _____

the snail is _____.

Think of all the fun he has _____!

Draw a picture:



Word bank:

bad

sad

had

Week 1

Copywork

The tent was there and the door was open.
All he had to do was to crawl in and be at home.
