

# BLOSSOM & ROOT

INTEGRATED LANGUAGE ARTS // YEAR 3

## *Curiosity & Courage*

PARENT GUIDE



YEAR 3

Integrating Creativity, Geography, Reading, and Writing with Stories of Whimsy and Perseverance



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# *Blossom & Root*

Integrated Language Arts,  
Year 3:

## *Curiosity & Courage*

A Complete, Hands-On Language Arts Curriculum

Grade 3

**Blossom & Root Integrated Language Arts**  
**Year 3: Curiosity & Courage**

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# Welcome to a Year of Adventures

## Exploring Whimsy and Perseverance, Courage and Curiosity

Welcome to a magical year full of wonder! This year, you and your child will meet fools and fairies, a giant imaginary cat, a boy living alone in the woods, a precocious wordsmith of a girl struggling during the Great Depression, a boy that can speak to animals, a dog with a built-in clock, and a girl bunny with superpowers. You'll snuggle together over stories of wonder, stories of courage in the face of difficulties, and some of the best literary adventures ever written for children. You will explore these stories together through hands-on activities, narration, and lively discussions about character, plot, setting, and point of view. You'll discuss themes of bravery, love, imagination, and kindness. You'll explore geography through creation myths and world religions (optional.) And your child will continue to develop reading confidence through hands-on word play, beautiful nature-themed poetry, and daily 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 *Curiosity & Courage* could look like for a **5 Day Per Week** schedule:

- **Every day:** Split up the week's assigned literature and poetry selections to read aloud to your child each day, including the geography readings (optional.) Some weeks require more read-aloud time and some require less. This can be done at any time, and many families do this reading at bedtime or during snack. You may also choose to listen to an audio book version of the selection together as a family. Many of the selections are available on Audible.
- **Every day:** Have your child read from a level-appropriate reader or book for 30 - 40 minutes.
- **Monday:** Discuss elements of story, complete literature project / begin word play (10 min.)
- **Tuesday:** Complete geography prompt(s) (optional) / finish word play (10 min.) / Journal prompt (optional)
- **Wednesday:** Narration / read word list and play with new vocabulary
- **Thursday:** Copywork / complete bonus literary activity (optional)
- **Friday:** Dictation (optional) / work on Creative Extension project (optional)

# Contents

## Weeks

- 1 - 4     *Alice's Adventures in Wonderland* by Lewis Carroll
- 5 - 8     *The Phantom Tollbooth* by Norton Juster
- 9 - 12    *William Shakespeare's A Midsummer Night's Dream* retold by Bruce Coville
- 13 - 16   *Wonder* by R.J. Palacio
- 17 - 18   *El Deafo* by Cece Bell
- 19 - 21   *My Side of the Mountain* by Jean Craighead George
- 22 - 24   *Ronia, the Robber's Daughter* by Astrid Lindgren
- 25 - 27   *Crenshaw* by Katherine Applegate
- 28 - 31   *The Mighty Miss Malone* by Christopher Paul Curtis
- 32 - 36   *The Secret Garden* by Frances Hodgson Burnett
- All        Poetry: *The Book of Nature Poetry* (National Geographic) edited by J. Patrick Lewis

## Optional Geography

- 1 - 22    World Geography and Culture with Creation Myths:  
*In the Beginning: Creation Stories from Around the World* by Virginia Hamilton
- 23 - 36   World Geography and Culture Through an Introduction to World Religions and Celebrations:  
*One World, Many Religions: The Way We Worship* by Mary Pope Osborne

# Week No. 1: Alice's Adventures in Wonderland

## Literature Selections to Read To Your Child This Week:

Read Chapters 1 - 3 in Lewis Carroll's *Alice's Adventures in Wonderland*

## Poetry Selection(s) to Read to Your Child This Week:

Read "The Thing is the Thing is Green" by Peggy Gifford from *The National Geographic Book of Nature Poetry* edited by J. Patrick Lewis

## Exploring the Elements of Story

Ask / discuss with your child: *What is a main character? How can we tell who a main character is in a story? What makes a good main character? Who is the main character of this story? How can we tell?* (Possible guidance: The main character is the central character, or the one that the reader follows through the story. They are usually involved in the problems and solutions of the story. A good main character is interesting and easy to identify. Alice is the main character--everything is happening to her.)

## Literature Project: Alice's / Alex's Adventures in

**Wonderland** Print out a picture of your child's face and head. Allow them to cut it out and glue it to a piece of paper. They can then draw the rest of the character of Alice (or change it to Alex if they wish) and write words that describe the character in the story all around their artwork. Encourage creativity in their interpretation of what Alice / Alex looks like. Alternatively, they can make a peg doll of the character.

## Creative Extensions (optional): Sculpture

Begin the Sculpture Project in the Creative Extensions Guide.

### In the Student Notebook: Literature & Writing

## Journal Prompt (optional): "What is an Author?"

Read the full prompt to your child. Ask your child to write and illustrate their response.

## Narration: Alice's Adventures in Wonderland

Ask your child to write and illustrate the events that took place during this week's literature selection.

**Copywork and Optional Dictation:** Read the prompt at the top of the page out loud to your child. Your child will then copy the passage, using their very best printing. You may wish to add an optional dictation exercise for the same passage on another day. Once they have completed the passage, allow them to correct their spelling and grammar, using the copy on the next page as a model. See beginning of this guide for details.

## Word Play (2 - 3 Sessions): Reviewing Concepts from Year 2

You will review the concepts covered in Year 2. These include:

- Vowel digraphs: ai, ay, ea, ee, oa, ow, oy, oi, aw, au, ou

- Hard and soft C and G

- Compound words

- Syllables: open vs. closed, syllable division

- Common suffixes: -ing, -est, -ful, -ness, -ed

- Uses for silent e

- Words that end in "ey" and "ie"

- Three-letter blends

- The four sounds of "u"

- The sound of /ah/

- Contractions

- Not included: - R-controlled vowels (we will review these in week 4)

You may wish to begin by having your child read through the word list. Mark the words that they read easily, then go back and review the ones they got stuck on, using your letter manipulatives.

### In the Student Notebook: Reading

**Word Lists and Practice Passage:** Once you've given your child a chance to play with this week's words, have them read the word list and practice passage to you.

**Playing with New Vocabulary:** Review the prompt at the top of the page with your child, then read the words in the word bank together. Some of these will be from our Word Play for the week, and some will be pulled from the literature selection. Talk about what the words mean together, then allow your child to play with the new words, using the method of their choice (poem, song lyrics, joke, meme, simple sentence, make-your-own-magnetic-poetry, etc.) See beginning of guide for details.

**Additional Reading:** We recommend that your child spend 30 - 40 minutes each day reading independently from a book at their level. There is a list of recommended books at the beginning of this guide.

### Bonus Activity: Make a Moving Picture of Alice's Fall Down the Rabbit Hole

Have your child make a watercolor painting of a long rabbit hole, using a piece of paper turned portrait-style. Using another sheet of paper, have them paint Alice and cut it out. They will then glue Alice to a popsicle stick. Cut a slit down the middle of the rabbit-hole painting and slide the end of the popsicle stick through it. Now Alice can "fall" down the hole as your child moves the stick up and down.

# *Week No. 1: Alice's Adventures in Wonderland*

Dictation Passage to Read to Your Child (optional)

Alice opened the door and found that it led into a small passage, not much larger than a rat-hole.



# Week No. 1: Connecting Myths to Maps

Geography & Culture (optional)

## What to Read:

- Read "A Note from the Author" from *In the Beginning: Creation Stories from Around the World* told by Virginia Hamilton
- Read "The Pea-Pod Man" from *In the Beginning: Creation Stories from Around the World* told by Virginia Hamilton\*

\*Please note that at the end of this myth, Hamilton describes it as an "Eskimo" myth. This word is often considered derogatory. The word "Inuit" is usually preferred. (<http://www.native-languages.org/iaq23.htm>)

## Brief Discussion:

Discuss "A Note from the Author" after reading it. Some questions you could bounce back and forth together:

- How is a creation myth different from a fairy tale?
- Why do you think people all around the globe tell stories about the beginning of the world?
- How do you think the world began?

Keep the conversation casual and stress-free. The answers will vary, of course, depending on your family culture and how much exposure your child has had to any mythology at this point in time.

## Optional Review:

If you haven't done any geography in your homeschool yet, or if your child needs a little review on the following concepts, spend a few minutes reviewing them before beginning:

- the names and locations of the oceans and continents
- the cardinal directions (north, south, east, west) and how to read a compass rose on a map or globe

## Exploring Maps:

For this week's "exploring maps" activity, you will spend some time looking over maps of tribal nations in North America and discuss how maps can tell us about people.

- On YouTube, watch the video "Honor Native Nations Intro" by Aaron Carapella (copy & paste link:

<https://www.youtube.com/watch?v=66kpawxwLWA>)

- Visit Carapella's website, <http://www.tribalnationsmaps.com> and scroll around some of the maps, and look at the close-up of his map provided by NPR (links at the bottom of the article):

<https://www.npr.org/sections/codeswitch/2014/06/24/323665644/the-map-of-native-american-tribes-youve-never-seen-before> (Please consider purchasing one of Carapella's poster-sized maps or digital downloads for your own homeschool.)

- Talk about what kinds of things maps can tell us. In addition to navigational information, information about the physical features of a place, and information about the names and borders of countries, maps can tell us about *people*. In the case of the Tribal Nations Maps, they can tell us where various Tribal Nations were located before Europeans came to North America, and where many are now. Discuss why Carapella wanted to make these maps. Why is it important to have accurate maps showing where all of the Tribal Nations are, and using the names they call themselves?

## Square Shot:

Cut sturdy card stock paper into small squares (between 2" squared and 3" squared.) Your child will be making a "square shot" from each story. Have them make a small picture from this week's story on the front of one square. On the back, write the name of the story and the place it came from. You will use these at the end of our creation myth unit.

## Questions to Ask:

1. Which continent does this myth come from?
2. Which ocean(s) surround that continent?

# Week No. 14: Wonder

## Literature Selections to Read To Your Child This Week:

Read Part Two (Via) and Part Three (Summer) in R.J. Palacio's *Wonder*. You may also want to start Part Four (Jack) this week.

## Poetry Selection(s) to Read to Your Child This Week:

Read "The Rhea" by Douglas Florian and "On the Grasshopper and Crickets" by John Keats from *The National Geographic Book of Nature Poetry* edited by J. Patrick Lewis

## Exploring the Elements of Story

Ask / discuss with your child: *All of the books (and the play) we've read so far have a common theme. A theme is an important message, idea, or lesson in a work of literature or art. The theme they all have in common is the idea of wonder. But "wonder" has many meanings. It can mean curiosity. It can mean something strange, unexpected, or unusual. It can mean questioning or pondering. And it can mean something beautiful and complicated--a miracle. Think of the different ways "wonder" has come into the literature we've read so far. What did it mean in Alice's world? Or Milo's? Or the forests of Athens in the play we read? What do you think it might mean in this book? We'll find out at the end, but what do you predict the title is referring to? What or who is the wonder in our book?*

## Literature Project: Make a Wonder-Style Self-Portrait

Use white, light blue, and black tempera paints or oil pastels to paint or draw a self-portrait in the same style as the cover of *Wonder* (which was designed by Tad Carpenter.) You can even make *Wonder*-style portraits of your whole family!

## Creative Extensions (optional): Character Diary / Letters

Continue the Character Diary / Letters activity in the Creative Extensions Guide.

### In the Student Notebook: Literature & Writing

## Journal Prompt (optional): "A Fish Out of Water"

Read the full prompt to your child. Ask your child to write and illustrate their response.

## Narration: Wonder

Ask your child to write and illustrate the events that took place during this week's literature selection.

## Copywork and Optional Dictation

## Word Play (2 - 3 Sessions): New Suffixes, cont.

With the letter manipulatives of your choosing (letter tiles, magnets, blocks, etc.), you will learn several new suffixes.

A suffix is a letter or group of letters added at the end of a word which makes a new word.

This week, you will learn "-s," "-es," and "-ous." (e.g. "ships," "peaches," "nervous")

1. Begin by reading the section at the top of the word list out loud to your child.
2. Build the words from the word list together, taking time to let your child figure each word out on their own. Assist gently if needed. This may be broken into several short sessions during the week.
3. Once they have a grasp of this week's concepts, have them read the word list and practice passage (see below) in a new session. Mark any words they struggle with and begin next week by reviewing those words / concepts.

### In the Student Notebook: Reading

**Word Lists and Practice Passage:** Once you've given your child a chance to play with this week's words, have them read the word list and practice passage to you.

**Playing with New Vocabulary:** Review the prompt at the top of the page with your child, then read the words in the word bank together. Talk about what the words mean together, then allow your child to play with the new words, using the method of their choice.

**Additional Reading:** We recommend that your child spend 30 -40 minutes each day reading independently from a book at their level. There is a list of recommended books at the beginning of this guide.

### **Bonus Activity: Learn About Treacher Collins Syndrome**

Watch a video about Treacher Collins Syndrome. From Special Books by Special Kids: Abi's Life with Treacher Collins (Finding a Voice). Copy & paste link: <https://www.youtube.com/watch?v=ssu-FVNkf40>

## *Week No. 14: Wonder*

Dictation Passage to Read to Your Child (optional)

August and I dressed up like mummies. Our faces were covered except for two little holes for the eyes and one little hole for the mouth.

# Week No. 14: Connecting Myths to Maps

Geography & Culture (optional)

## What to Read:

- Read "Four Creations to Make Man" from *In the Beginning: Creation Stories from Around the World* told by Virginia Hamilton. Once again, this is a rich creation myth with several "chapters" and may be difficult to follow for younger learners. Feel free to break it into smaller sections, reading only a little at a time, or reading the full story several times.

## Exploring Maps:

For this week's "exploring maps" activity, your child will locate the country of Guatemala on a map. They will then compare it to a map of the Ancient Meso-America.

- Tell your child that this week's myth comes from the Maya.

- Ask your child to locate the country of Guatemala, using an atlas or map. Help if needed.

- Do a Google search together to find a map of Ancient Meso-America. Compare it to the modern map of Guatemala, and the surrounding areas. What is the same, and what has changed?

- Learn a little about Quiché and the Mayans, using the library or internet. This webpage has quite a lot of information about the Quiché language (copy & paste link): <http://www.native-languages.org/quiche.htm>

## Square Shot:

Have your child make a small picture from this week's story on the front of one square. On the back, write the name of the story and the place it came from. You will use these at the end of our creation myth unit.

## Questions to Ask:

1. Which continent does this story come from?
2. Which ocean(s) surround this continent?