

BLOSSOM & ROOT

INTEGRATED LANGUAGE ARTS // LEVEL 1

The Stories We Tell

SECOND EDITION

PARENT GUIDE

LEVEL 1

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



www.blossomandroot.com

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To report errors contact kristina@blossomandroot.com
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Blossom & Root

Integrated Language Arts,
Level 1:

The Stories We Tell

A Gentle, Hands-On Language Arts Curriculum

Level 1

Second Edition

**Blossom & Root Integrated Language Arts
Level 1: The Stories We Tell (Second Edition)**

By Kristina Garner - www.blossomandroot.com

Blossom and Root Home Education /
Hive Online Presence Management, LLC
6547 N. Academy Blvd. #1225
Colorado Springs, CO 80918

Find Us on the Web at <https://www.blossomandroot.com>

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 wish-granting fish, crafty foxes, a shape-shifting selkie, a magical pony, dragons, wise princes, heroes and heroines, tricksters, giants, mermaids, and mysterious helpers.

You'll snuggle together over beloved classic fairytales and amusing folktales from all over the world. 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 several 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

kristina@blossomandroot.com

Navigating this Parent Guide

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Planning & Scheduling

What Does a Week Look Like?: 5 Day per Week Schedule

Every homeschooling family has different schedules, preferences, and needs. Because of this, our curriculum is designed to be flexible and adaptable. We do not present a day-by-day plan for language arts. We present a *weekly* plan. The week's activities may be scheduled in any order, according to your needs. We recommend spending the first few weeks finding a rhythm that works for you. If you need a little help getting started, here is a template for what a typical week of *The Stories We Tell* could look like for a **5 Day Per Week** schedule:

Weeks 1 - 19

- **Day One:**

Literature: Begin reading literature selection(s) for the week

Reading: Word play (10 to 15 min.)

- **Day Two:**

Literature: Finish reading literature for the week (if needed) and complete literature project 1

Reading: Word play (10 to 15 min.)

- **Day Three**

Writing: Journal prompt

Reading: Read word list and practice sentences

- **Day Four**

Writing: Narration

Reading: Complete mini-poem and read it out loud

- **Day Five**

Literature: Complete literature project 2 (optional)

Optional: Copywork

Weeks 20 - 36

- **Day One:**

Literature: Begin reading literature selection(s) for the week

Reading: Word play or "Read and Illustrate" passage prep (10 to 15 min.)

- **Day Two:**

Literature: Finish reading literature for the week (if needed) and complete literature project 1

Reading: Word play "Read and Illustrate" passage prep (10 to 15 min.)

- **Day Three**

Writing: Journal prompt

Reading: Read word list and practice sentences or "Read and Illustrate" passage

Geography: First Geography Lesson

- **Day Four**

Writing: Narration

Reading: Complete mini-poem and read it out loud

Geography: Second Geography Lesson

- **Day Five**

Geography: Third Geography Lesson

Optional: Copywork

Planning & Scheduling, cont.

What Does a Week Look Like?: 4 Day per Week Schedule

Here is a template for what a typical week of *The Stories We Tell* could look like for a **4 Day Per Week** schedule:

Weeks 1 - 19

- **Day One:**

Literature: Begin reading literature selection(s) for the week

Reading: Word play (10 to 15 min.)

- **Day Two:**

Literature: Finish reading literature for the week (if needed) and complete literature project 1

Reading: Word play (10 to 15 min.)

- **Day Three**

Writing: Journal prompt

Optional: Copywork

Reading: Read word list and practice sentences

- **Day Four**

Literature: Complete literature project 2 (optional)

Writing: Narration

Reading: Complete mini-poem and read it out loud

Weeks 20 - 36

- **Day One:**

Literature: Begin reading literature selection(s) for the week

Reading: Word play or "Read and Illustrate" passage prep (10 to 15 min.)

Geography: First Geography Lesson

- **Day Two:**

Literature: Finish reading literature for the week (if needed) and complete literature project 1

Reading: Word play or "Read and Illustrate" passage prep (10 to 15 min.)

Geography: Second Geography Lesson

- **Day Three**

Writing: Journal prompt

Optional: Copywork

Reading: Read word list and practice sentences or "Read and Illustrate" passage

Geography: Third Geography Lesson

- **Day Four**

Literature: Complete literature project 2 (optional)

Writing: Narration

Reading: Complete mini-poem and read it out loud

Make It Yours

Overview: How to Teach This Curriculum

"Fairy tales are more than true: not because they tell us that dragons exist, but because they tell us that dragons can be beaten." - Neil Gaiman

Part One: Exploring Literature

You will begin each week by reading one or two stories to your child. You will then explore the literature through a variety of projects, from puppet shows to painting peg dolls to watching and comparing film adaptations to the original story.

We also offer a second project idea each week. These are completely optional, and you may pick and choose which ones you complete. In the first nineteen weeks, these projects will involve "rabbit trail" investigations of the animals in our stories, S.T.E.M. activities related to the stories, and additional creative projects. Beginning in week twenty, the second projects are designed to help you explore the geography and culture of the countries of origin for several collections of world folktales.

The Student Notebook: Literature

Your student's notebook contains journal prompts and narration pages to help them explore the literature. For first-graders, it is ideal for the child to tell the parent what they'd like to write for these entries, and have the parent transcribe their words for them. They may add drawings before or after this, but this is completely optional. Children who do not enjoy coloring and drawing need not feel pressured to do so every week.

Part Two: Words and Word Families

The next part of each week's plan involves the exploration of words and word families. You will

first lead your child through word play with the letter manipulative of your choosing (tiles, blocks, magnets, etc.) The idea is to help your child develop confidence in sounding out or recognizing frequently-occurring words. Perfection is not expected. The goal is, rather, to move toward confidence. A child who is unafraid to work out difficult words because they have learned to approach the task with a sense of play will develop fluency over time, while maintaining a love for words and reading.

The Student Notebook: Reading

Once your child feels confident with the word families, blends, phonograms, and sight words for the week, they will practice reading them from a word list in their notebook. Once again, the goal is to move toward confidence, not perfection. Finally, they will work out a mini-poem (with your help, if needed) and read it out loud.

Optional: Copywork and Additional Reading

We have provided optional copywork passages each week in the student notebook. These passages are meant to help children practice handwriting, spelling, and simple punctuation and grammar concepts. They may take more than one session to complete, but should never cause pressure or stress. Once again, they are optional. If your child is not yet ready to copy passages at this stage, that is fine!

Cursive copywork passages can be found in a separate PDF in your files. If you would prefer your child complete their copywork in cursive, simply cut out and tape the appropriate cursive passage over the print one in their student notebook.

We have also provided a list of recommended books for additional reading practice. If your child is eager and ready to begin reading from an early reader each day, you may choose books from the list to add to your weekly work. As with the copywork passage, this is completely optional. Some children will be ready, some will not. Remember that every child develops at their own, unique pace.

Step One: Share the Story

Inspiring Important Ideas in Your Child's Inner World

The foundation of our Year 1 Language Arts curriculum is the sharing of a variety of fairy tales and folktales with your child. **This is, above all, the most important part of this curriculum. If you have weeks when you accomplish nothing else, other than reading these stories to your child, you have still had a successful week!**

First, Read Ahead!

Before sharing any of the stories in this curriculum, we highly suggest you read ahead. Some stories may contain elements, words, or imagery that is not appropriate for your family's values, or perhaps too intense for your child's individual sensitivities. We have worked hard to select secular resources, but some of the stories may refer to deities in various belief systems, usually as an aside from a character's point of view. If you wish to avoid these, you may wish to note them during pre-reading. You may also choose to find alternative books for any of the stories we recommend. (See book list for details.) Some stories may also contain light references to fairy tale violence or cruelty. Please use your best judgement to decide which sections or stories to omit.

However, please remember that fairy tales and folktales contain important stories and lessons that may help children to deal with feelings of fear, mistrust, or hurt. There is a reason we have been sharing them since the dawn of time. You may be surprised by the concepts and conclusions your child gathers from these stories.

Share the Story

After you've read ahead, it's time to snuggle up together for story time. Make this part of your week as cozy and comfortable as possible. You may wish to do your reading at bedtime, or in the morning on the couch together. Your child may wish to hear some of the shorter stories more than once. Children love hearing the same stories again and again!

Some of our stories are longer. Some selections in *Tales Our Abuelitas Told* and *Mangoes, Mischief, and Tales of Friendship* may take two or more sessions to complete. *The Snow Queen*, on week 18 is the longest selection and will take a week or more to finish. Do not feel pressured or rushed. Take your time and enjoy these stories. Again, they are the most important part of this curriculum.

Explore the Literature

After you've started reading the selection(s) for the week, you may begin working on the literature project together. You will also want to help your child to complete the journal and narration entries in their notebook. Once again, it is best for you to transcribe their words for them for these two entries. The idea is for them to dive deep into the concepts in the story. That can be difficult to do if they are worried about spelling, writing, grammar, and mechanics in these early grades. They may choose to illustrate their thoughts before or after you transcribe for them. This is optional. If your child loves to draw and color, let them. If they do not enjoy it, skip this.

Optional Enrichment Activities

Each week also offers a second, optional enrichment activity. You do not have to do these, but may pick and choose which ones you would like to complete. The enrichment activities for weeks 20 - 36 focus on geography. These typically include corresponding pages, which can be found in the back of the student notebook

Step Two: Word Play

Developing Confidence and Early Reading Skills

"Oh, magic hour, when a child first knows she can read printed words!" – Betty Smith

Word Play and Word Lists

You will begin each week's reading by playing with words. You will need letter manipulatives of some kind. These can be letter tiles, magnets, blocks, cubes, or even flash cards. You will want at least 2 complete sets of them.

Each week, open your student notebook up to the word lists. These will guide your word play. Help your child to build the words on the list with the tiles. For example, if the word list contains "-ad" family words, such as "mad," you will form the word "mad" with the letter tiles and show your child how to figure out the word by saying each letter sound as you point to each letter (/m/ /ă/ /d/), then blending the sounds together. Next, you will switch out the "m" for a "b" and ask your child what the word says now. Continue on, exploring the other words in the list.

There may be words on your list that are too difficult for your child. Do not stress over these. Show your child how to build them and what they say, practice them for a minute or two, and move on. Come back to them again in another session, or even another week. Remember, the idea is to develop confidence, not to attain mastery. It is very important to keep these lessons short and stress-free.

The sight words will be handled a little differently than the "word families" and "blends." You will spell out a sight word and tell your child what it says. Have them study the word carefully, until they can "see it" in their mind when they close their eyes. Next, scramble the letter tiles you used to make the

word. Ask them to build the word again. Once they master that task, scramble the tiles into all of the letter tiles and ask them to build the word once more. You should aim to spend about 10 minutes over two to three days playing with the words on the list. Once your child is fairly confident, they may try reading the word lists out loud to you. Don't worry if they struggle with some of the words. Gently assist them and move on. Frequency will come, but a love for reading can be squashed by pressure and stress.

Mini-Poems

Once your child has read through their word list, it's time to move on to the mini-poem. These short poems are meant to be playful, not stressful. Your child will often need your help, and that is perfectly fine. They should not be expected to complete the activity independently.

Once you have completed the poem together, have your child try to read the poem out loud to you. Help them as much as needed. They may wish to illustrate the poem, but this is optional.

Optional Copywork

If your child is ready and eager to do copywork, they may complete the optional copywork passage in the notebook. They are welcome to illustrate their work, if they would like. For this year's copywork, focus mostly on spacing between words, proper capitalization, ending punctuation, and quotation marks. Cursive copywork passages can be found in a separate PDF in your files. If you would prefer your child complete their copywork in cursive, simply cut out and tape the appropriate cursive passage over the print one in their student notebook.

Optional Early Readers

If your child is ready for a greater challenge, they may read from one of the suggested readers each day. There are suggestions in our list for varying levels of ability. This is entirely optional, and not every child will be ready.

Visual Examples: Small White Board and Letter Manipulatives

FL T G M T H R D

Sound Sort	
s	b
bug	milk
egg	hat
cup	bee
umb	
egg	
ship	
lip	
tip	

Circle the head in bug
Bunny bug did ship
What you are here!

Sip Bug

A photograph of a wooden surface with a whiteboard, a blue marker, and wooden letter tiles. The word "bloom" is written on the whiteboard and spelled out with tiles. Above the whiteboard, the letters R, D, N, T, I, M, P, W, A are arranged in two rows. To the left, a piece of paper with a list of words is visible.

A wooden surface with wooden letter tiles spelling 'H R V E S T' and 'Y I A M L'. A tablet shows a blank writing area with a dashed line for tracing.

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Step Two: Word Play, cont.

More Visual Examples: Strategies for Review

"Tap the Word"



There are so many ways to review the word lists together after you've read through the words for the week. Here are just a few:

Give your child a fly swatter and let them "tap" the words" as they read them. Sound effects welcome!

Outdoor "Find and Read"



Hide the words among trees and bushes in your yard and ask your child to find them and read them to you.

Write the words in sidewalk chalk outside and have your child hop from word to word as they read them. They can also use a spray bottle to "erase" each word they read.

Word Hopscotch



And, of course, some children prefer to read and highlight the words they've mastered right off the printed list in their notebook.

Required Book List: Level 1 Language Arts

Second Edition

Theme or "Focus"
(Weeks 1 - 19)



The selection we recommend,
which will be reflected in the
content of the curriculum.



Recommended alternatives or
additional stories to consider.
(You are also free to choose a
story not listed here.)



Week	Focus	Recommended Selection(s)	Alternative or Additional Selections
1	It Takes a Team	<ul style="list-style-type: none"> <i>Grandma Lena's Big Ol Turnip</i> by Denia Lewis Hester 	<ul style="list-style-type: none"> <i>The Turnip</i> by Jan Brett <i>The Gigantic Turnip</i> by Aleksei Tolstoy
2	Appreciating What We Have	<ul style="list-style-type: none"> <i>It Could Always Be Worse</i> by Margot Zemach 	<ul style="list-style-type: none"> <i>A Crowded Farmhouse Folktale</i> by Karen Rostoker-Gruber A beautiful oral retelling of this classic Jewish folktale: https://youtu.be/YFcirro1rZ8
3	Tell It In Three (Part 1)	<ul style="list-style-type: none"> <i>Goldy Luck and the Three Pandas</i> by Natasha Yim OR <i>The Ghanian Goldilocks</i> by Dr. Tamara Pizzoli (male protagonist) 	<ul style="list-style-type: none"> <i>The Three Bears</i> by Paul Galdone <i>Goldilocks and the Three Dinosaurs: As Retold by Mo Willems</i> by Mo Willems (a very silly version)
4	Tell It In Three (Part 2)	<ul style="list-style-type: none"> <i>The Three Little Pigs</i> by Paul Galdone (the wolf eats two of the pigs in this version, not ideal for very sensitive learners) 	<ul style="list-style-type: none"> <i>The Three Little Wolves and the Big Bad Pig</i> by Eugene Trivizas <i>The Three Little Javelinas</i> by Susan Lowell <i>The True Story of the Three Little Pigs</i> by Jon Scieszka
5	Asking Too Much	<ul style="list-style-type: none"> <i>The Magic Fish</i> by Freya Littledale 	<ul style="list-style-type: none"> <i>Luba and the Wren</i> by Patricia Polacco <i>The Fisherman and His Wife</i> by Rachel Isadora https://www.storynory.com/the-golden-fish/
6	The Great Race	<ul style="list-style-type: none"> <i>When Turtle Grew Feathers</i> by Tim Tingle 	<ul style="list-style-type: none"> <i>The Tortoise and the Hare</i> by Janet Stevens <i>The Tortoise or the Hare</i> by Toni Morrison and Slade Morrison (very different version) http://read.gov/aesop/025.html

Required Book List: Level 1 Language Arts, cont.

Second Edition

Week	Theme	Recommended Selection(s)	Alternative or Additional Selections
7	The Wolf	<ul style="list-style-type: none"> • <i>Lon Po Po: A Red-Riding Hood Story from China</i> by Ed Young OR • <i>The Girl and the Wolf</i> by Katherena Vermette and Julie Flett (wolf as helper / guide) 	<ul style="list-style-type: none"> • <i>Little Red Riding Hood</i> by Trina Schart Hyman • <i>Little Red and the Very Hungry Lion</i> by Alex T. Smith (not a wolf, but a fun version to explore)
8	The Fox	<ul style="list-style-type: none"> • <i>Henny Penny</i> by Paul Galdone 	<ul style="list-style-type: none"> • <i>The Fox Went Out on a Chilly Night</i> by Peter Spier • <i>Flossie and the Fox</i> by Patricia McKissack • <i>Basho and the River Stones</i> by Tim J. Myers
9	Work and the Harvest	<ul style="list-style-type: none"> • <i>Tops and Bottoms</i> by Janet Stevens OR • <i>Grasshopper and the Ants</i> by Jerry Pinkney 	<ul style="list-style-type: none"> • <i>The Little Red Hen</i> by Paul Galdone • <i>The Little Red Fort</i> by Brenda Maier • <i>The Ants and the Grasshopper, Narrated by the Fanciful But Truthful Grasshopper</i> by Nancy Loewen
10	The Tower	<ul style="list-style-type: none"> • <i>Rapunzel</i> by Barbara Barbara Rogasky OR • <i>Rapunzel</i> by Rachel Isadora 	<ul style="list-style-type: none"> • <i>Really, Rapunzel Needed a Haircut!: The Story of Rapunzel as Told by Dame Gothel</i> by Jessica Gunderson • <i>Rapunzel</i> by Chloe Perkins
11	Kindness Triumphs Over Cruelty There are so many stories that fit into this theme. Feel free to expand this one into several weeks.	<ul style="list-style-type: none"> • <i>Mufaro's Beautiful Daughters: An African Tale</i> by John Steptoe OR • <i>The Woman Who Outshone the Sun</i> from a poem by Alejandro Cruz Martinez and Illustrated by Fernando Olivera 	<ul style="list-style-type: none"> • <i>Thumbelina</i> by Sylvia Long • <i>Snow White and Rose Red</i> by Kallie George and Kelly Vivanco • <i>Cendrillon</i> by Robert D. San Souci • <i>Yeh-Shen</i> by Ai-Ling Louie • <i>Domitila</i> by Jewell Reimhart Coburn • <i>The Irish Cinderlad</i> by Shirley Climo • <i>The Korean Cinderella</i> by Shirley Climo • <i>Cinderella</i> by Marcia Brown • Any number of Cinderella variations
12	Mysterious Helpers	<ul style="list-style-type: none"> • <i>The Tomten</i> by Astrid Lindgren OR • <i>Rumpelstiltskin</i> by Paul Galdone OR • <i>The Elves and the Shoemaker</i> by Paul Galdone (please note that the elves are nude in this version, and there is a brief mention of Christmas--not detailed) 	<ul style="list-style-type: none"> • <i>The Elves and the Shoemaker</i> illustrated by Jim Lamarche (alludes briefly to Christmas) • <i>Frankly, I'd Rather Spin Myself a New Name!: The Story of Rumpelstiltskin as Told by Rumpelstiltskin</i> by Jessica Gunderson

Required Book List: Level 1 Language Arts, cont.

Second Edition

Week	Theme	Recommended Selection(s)	Alternative or Additional Selections
13	Fast Food	<ul style="list-style-type: none"> • <i>Stop that Pickle!</i> by Peter Armour (gentle ending) OR • <i>Gingerbread Baby</i> by Jan Brett (gentle ending) 	<ul style="list-style-type: none"> • <i>The Gingerbread Girl</i> by Lisa Campbell Ernst (lots of videos on YouTube for this one, screen first) • <i>The Gurabia Man</i> by Talene Dadian White (screen first, this one won't be for everyone--some aggressive behavior) • <i>The Musubi Man</i> by Sandi Takayama (gentle ending, available on YouTube)
14	Outwit and Outlast	<ul style="list-style-type: none"> • <i>The Town Musicians of Bremen</i> by Gerda Muller OR • <i>Fin M'Coul: The Giant of Knockmany Hill</i> by Tomie dePaola 	<ul style="list-style-type: none"> • <i>The Owl and the Two Rabbits</i> by Nadia Sammutok (not recommended for sensitive learners) • <i>Clever Tom and the Leprechaun: An Old Irish Story</i> by Linda Shute
15	The Heart of Courage	<ul style="list-style-type: none"> • <i>Mulan</i> by Li Jian OR • Disney's <i>Moana</i> (film) 	<ul style="list-style-type: none"> • <i>Mulan: The Legend of the Woman Warrior</i> by Faye-Lynn Wu • <i>Fritz and the Beautiful Horses</i> by Jan Brett • <i>The Tale of Tam Linn</i> by Lari Don
16	Playing with Power	<ul style="list-style-type: none"> • <i>The Magic Porridge Pot</i> by Paul Galdone OR • <i>Strega Nona</i> by Tomie dePaola 	<ul style="list-style-type: none"> • <i>The Magic Porridge Pot</i> by Alan MacDonald
17	Tales of the Sea	<ul style="list-style-type: none"> • <i>The Little Mermaid</i> by Jerry Pinkney (a wonderfully updated version with gorgeous illustrations!) 	<ul style="list-style-type: none"> • <i>Ponyo</i> (film, screen first) • <i>The Little Mermaid</i> by Hans Christian Andersen (screen first--the original version is not recommended for sensitive learners and won't be a good fit for every family) <p>Note: We explore selkie / selky stories during the Scotland collection later in the year.</p>
18	Tales of Ice and Snow	<ul style="list-style-type: none"> • <i>The Snow Queen</i> by Hans Christian Andersen (longer, "winter figure" is cold and cruel) OR • <i>Grandmother Winter</i> by Phyllis Root (shorter, "winter figure" is sweeter and gentler) 	<ul style="list-style-type: none"> • <i>The Story Blanket</i> by Ferida Wolff (focus on caring for others during colder months) • <i>Good Night Wind: A Yiddish Folktale</i> by Linda Elovitz Marshall (beautiful story personifying the winter wind)
19	A Gift From the Animals	<ul style="list-style-type: none"> • <i>Beaver Steals Fire: A Salish Coyote Story</i> by Confederated Salish and Kootenai Tribes 	<ul style="list-style-type: none"> • <i>The Water Dragon: A Chinese Legend</i> by Li Jian • <i>Thanks to the Animals</i> by Allen Sockabasin

Required Book List: Level 1 Language Arts, cont.

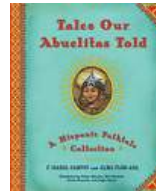
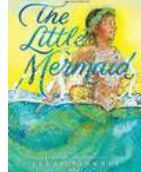
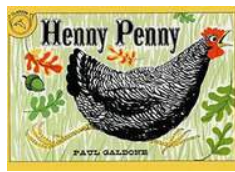
Second Edition

Weeks	Recommended Selection(s)	Alternative or Additional Selections
20 - 23	<ul style="list-style-type: none"> <i>Tales Our Abuelitas Told: A Hispanic Folktale Collection</i> by F. Isabel Campoy and Alma Flor Ada 	<p>For Weeks 20 - 35</p> <p><i>Always screen stories first. You may choose any story or stories you like to read each week from the following collections.</i></p> <ul style="list-style-type: none"> <i>Korean Children's Favorite Stories</i> by Kim So-un <i>Russian Fairy Tales</i> recorded by Alexander Afanasyev and illustrated by Ivan Bilibin <i>African Tales: A Barefoot Collection</i> by Gcina Mhlophe and Rachel Griffin (some illustrations feature nudity) <i>Japanese Children's Favorite Stories</i> by Florence Sakade <i>Singapore Children's Favorite Stories</i> by Di Taylor <i>Filipino Children's Favorite Stories</i> by Liana Elena Romulo <i>Indonesian Children's Favorite Stories</i> by Joan Suyenaga <p>You may also choose any other collection you like. Be mindful when choosing, as some story collections are targeted at older learners and may contain frightening or mature content.</p>
24 - 27	<ul style="list-style-type: none"> <i>An Illustrated Treasury of Scottish Folk and Fairy Tales</i> by Theresa Breslin and Kate Leiper 	
28 - 31	<ul style="list-style-type: none"> <i>Vietnamese Children's Favorite Stories Retold</i> by Tran Thi Minh Phuoc 	
32 - 35	<ul style="list-style-type: none"> <i>Mangoes, Mischief, and Tales of Friendship: Stories From India</i> by Chitra Soundar 	
36	<ul style="list-style-type: none"> <i>A Story, A Story: An African Tale Retold</i> by Gail E. Haley 	
All Weeks (optional)	<p>Optional Weekly Poetry</p> <ul style="list-style-type: none"> <i>When Green Becomes Tomatoes: Poems for All Seasons</i> by Julie Fogliano 	<ul style="list-style-type: none"> Any version of the tale of how Anansi came to have all of the stories <p>Please note that more Anansi stories are covered in the "trickster" unit of Year 2 Language Arts.</p> <ul style="list-style-type: none"> <i>Sing a Song of Seasons: A Nature Poem for Each Day of the Year</i> selected by Fiona Waters ANY poetry your family enjoys!
<p>Note: For families that prefer a more contemporary approach, the following books feature several stories that can be used in place of the stories for weeks 1 - 19:</p> <ul style="list-style-type: none"> <i>Power to the Princess: 15 Favorite Fairytales Retold with Girl Power</i> by Vita Murrow <i>High-Five to the Hero: 15 Favorite Fairytales Retold with Boy Power</i> by Vita Murrow <p>Note: For families that prefer a classical approach with longer stories, there are many fairy tale and folktale collections available for free online at Project Gutenberg. <u>However, many of the stories in these older books contain problematic and racist content, so please screen carefully.</u></p>		

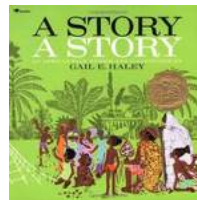
Required Book List: Level 1 Language Arts, cont.

Second Edition

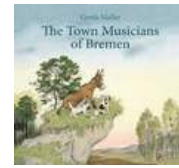
Recommended Selections Shown Below
(Please see full list for alternative or additional selections)



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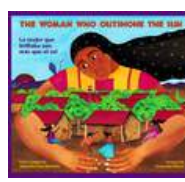
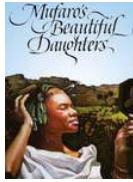
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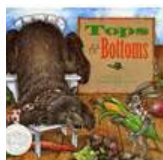
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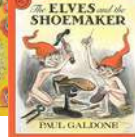
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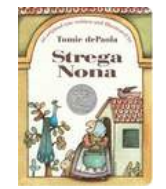
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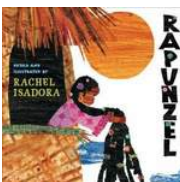
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Week No. 1: It Takes a Team



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

- **Recommended:** *Grandma Lend's Big Ol' Turnip* by Denia Lewis Hester
- **Alternative or additional options:** *The Turnip* by Jan Brett / *The Gigantic Turnip* by Aleksei Tolstoy
- **Poetry (optional):** Choose a poem relevant to the current season from *When Green Becomes Tomatoes* by Julie Fogliano (recommended) or *Sing a Song of Seasons* collected by Fiona Waters.



Literature Project 1: Exploring the Story Make Story Sequencing Stones

This week, make your story sequencing stones. You will use these throughout the year. Find or purchase smooth stones that fit into your child's palm. If your child would like to begin by painting them, allow them to do so. Once the paint is dry, use permanent marker (either white or black, depending on the color of your stones) to write one of the following on each stone: first, next, then, after that, last. You may wish to seal each stone with Modge Podge or something similar. Once they are dry, tell your child what each stone says. Use the stones to retell the story *together*, orally. See beginning of this guide for tips on using story sequencing stones.



Literature Project 2: Enrichment Activity (Optional) Modeling: The Gigantic Turnip

Encourage your child to make a model of the gigantic turnip, either with modeling beeswax, Model Magic or clay. If using Model Magic or clay, they may wish to paint their completed creation.



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 journal response or narration, they may do so.)



Narration: Please read the beginning of the parent guide for tips and modifications first! Allow your child to draw or color their favorite part from the story, then transcribe their oral narration.



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: Cursive copywork passages can be found in a separate PDF in your files. If you would prefer your child complete their copywork in cursive, please find this week's passage, cut it out, and tape it over the passage in the student notebook, or place the passage in front of them to look at as they copy.



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.

Tip: Feel free to extend the "turnip" theme this week by making a recipe with turnips together. The "kitchen classroom" is a great way to extend learning!

Week No. 29: Vietnamese Folktales

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

- **Recommended:** from *Vietnamese Children's Favorite Stories* retold by Tran Thi Minh Phuoc: "Son Tinh and Thuy Tinh--The Mountain Lord and the Sea Lord"; "The Story of Thach Sanh and Ly Thong" (If you have time, "The Story of Tam and Cam" would be a great third story to add--screen first for sensitive learners)
- **Alternative or additional options:** Choose 1 - 3 stories from the story collection of your choosing.
- **Poetry (optional):** Choose a poem relevant to the current season from the recommended books.

Literature Project 1: Exploring the Story Peg Dolls and Storytelling Basket

Choose one of the stories from this week and, together, make peg dolls for some of the main characters. Once the peg dolls are finished, use the storytelling basket and the story sequencing stones to retell the story together.

Literature Project 2: Geography Activity (Optional)

These lessons can be found on the next page:

- Country Study 2, Lesson 4: Map of Vietnam / Borders
- Country Study 2, Lesson 5: Size and Population
- Country Study 2, Lesson 6: Music and Dance

In the Student Notebook: Literature

Journal Prompt: "Stories That Explain Nature" This week, you'll learn about monsoon seasons with your child. Use the internet, YouTube, and / or books from the library to find information. The video "What is monsoon?" from Suppandi & Friends on YouTube (<https://youtu.be/ITlIqPIUkSw>) would be a great choice (though it focuses on India, not Vietnam.) Read the full prompt in the notebook to your child, then have them record what they learned in drawings, or by taping pictures that they've printed out into their notebook. Write down their words for them.

Narration: Allow your child to draw or color their favorite part from a story, then transcribe their oral narration below it, or have them write their own words.

From the Student Notebook: Reading Read and Illustrate:

Begin by having your child review the words at the top of the page titled "Read and Illustrate 1." Next, introduce the more difficult words at the bottom of the page, helping them as needed. Finally, help them read the short passage on the page titled "Read and Illustrate 2." If they like, they may illustrate a picture of the passage below it.

Your child may need help with some of the words, and that is perfectly fine. Help them to learn unfamiliar words as they come up.

This week, there is one "read and illustrate" passage for the story "The Story of Thach Sanh and Ly Thong."

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

Tip: "Son Tinh and Thuy Tinh--The Mountain Lord and the Sea Lord" provides an especially rich opportunity for storytelling in scenery. Try to find a panel of blue fabric or a blue scarf at a second-hand store to use for the ocean. Use rocks from outside to build mighty mountains. Stories that focus on the elements of nature--seasons changing, weather, etc.--can be really fun for the storytelling basket. They allow your child to embrace the "scenic" elements to help tell the story, rather than just "setting the stage" with them. If your child really loves using the storytelling basket, and you foresee using it in the future, you may want to invest in a set of silks (or vegan silks) from stores like A Child's Dream or Bella Luna Toys. You can also naturally dye your own. (This project is featured in Year 2 / Level 2 nature study.).

Week No. 29: Vietnamese Folktales

Literature Project 2: Geography Activity (Optional)

You will find corresponding pages at the back of the student notebook when applicable.

Optional recommended books to add to your country studies can be found at the beginning of this guide.



Country Study 2: Vietnam

Lesson 4: Map of Vietnam / Borders

Read to your child: *Do you remember the name of the country our current stories come from? (Vietnam) Today we're going to look at a map of Vietnam. Remember--maps can show us many things. Today, our map will show us the names and locations of some of Vietnam's cities, including its capital city, Hanoi. We will also take a peek at the countries and bodies of water that border Vietnam.*

Find the second page for country study 2 at the back of the student notebook. Follow the instructions for the section titled "Map of Vietnam" and for the section titled "Map of the Area." As you work together, read the names of the cities shown on the map of Vietnam. Point out and read the names of the countries and bodies of water that border Vietnam.



Country Study 2: Vietnam

Lesson 5: Size and Population

Read to your child: *Today we will explore the size and population (number of people) of Vietnam, and we will compare it to the size and population of our own country.*

Find the second page for country study 2 at the back of the student notebook. Use the internet or another resource to look up the size and population of your own country before beginning, if you didn't already during country study 1. Complete the sections titled "Size" and "Population" in the notebook, using the information you've looked up about your own country.



Country Study 2: Vietnam

Lesson 6: Music and Dance

Read to your child: *Today, we're going to explore some of the music and dances of Vietnam.*

Use the links at the back of this guide to listen to music and observe various dances from Vietnam. Please always screen first, and please report any broken or compromised links to us.

There are no pages in the student notebook that correspond with today's lesson.

BLOSSOM & ROOT

INTEGRATED LANGUAGE ARTS // LEVEL 1

The Stories We Tell

SECOND EDITION

STUDENT NOTEBOOK



LEVEL 1

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

This Notebook Belongs to:

Date Started:



Illustrate your answer:

Working Together: The characters in the story had to work together to pull the turnip out of the soil. Can you think of a time when you needed to work together with family or friends? *(Parents: Transcribe their answer below.)*

[illegible]

[illegible]

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 sad 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:

had

sad

bad

They pulled and tugged at the turnip.

[illegible]

Illustrate your answer:

[illegible]

Week 29

Narration

Week 29

Narration

[illegible][illegible]

Prepare for the "Read and Illustrate Passage

Review these words:

as

he

tell

sat

by

the

door

saw

it

was

tall

had

two

horns

his

and

fell

to

floor

ran

fast

Introduce or review these more difficult words:

temple

monster

swung

axe

Ly Thong

Read the passage:

As he sat by the temple door, he saw the monster. It was tall. It had two horns. He swung his axe and the monster fell to the floor. He ran fast to tell Ly Thong.

Draw a picture:

Finish the poem:

_____ spills over every green field.

Towering waves _____ !

Winds _____ and smash!

The _____ Lord and the Sea Lord

battle each _____.

_____ season is here!

Draw a picture:

Word bank:

Monsoon

year

Rain

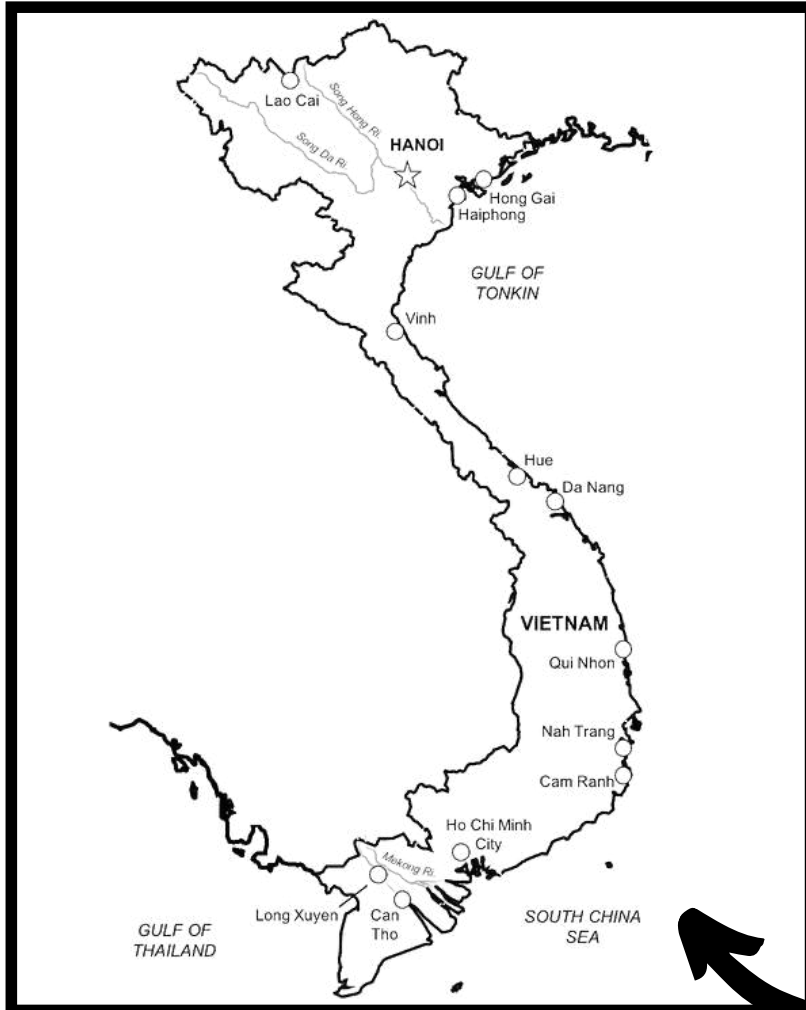
crash

howl

Mountain

Each year he would try to attack,
sending waves, thunder, typhoons, and
rainstorms.

Vietnam



Map of Vietnam

- Color any rivers, oceans, or other bodies of water blue.
- Color land green.
- Circle Hanoi, Vietnam's capital city, with a red crayon.
- Circle other noted cities with a black crayon.

Size

- 127,889 square miles (331,231 square kilometers)
- Size of your country:
- Is Vietnam smaller or larger than your country?

Population

- 97,591,000 (in 2020)
- Population of your country:
- Does your country or Vietnam have a higher population?



Map of the Area

Color Vietnam in the map above. Which countries share a border with Vietnam?