

WISDOM WONDER PROJECT™

Kindergarten Literature
Collection

September



**We make the power, magic,
and mystery of learning
accessible to our modern world.**



If one cannot enjoy reading a book over and over again, there is no use in reading it at all.

OSCAR WILDE

One recent afternoon my husband and I squeezed into the big, comfy, gray upholstered chair in our living room that is really only meant for one. As we began to catch up on our day, it wasn't long before our littlest one came toddling over with his favorite book in hand. My husband smirked and gave a quick giggle before stating, "Man, this chair! The kids sure do know this as our place to read. What were we thinking when we sat down here to talk?" It is so true. It is in this chair that we have read many books; books that they love to have read to them over and over again, many of which have become favorites.

That day, my husband couldn't resist our son's request, so our conversation was put on hold. He pulled our son up onto his lap to read a book that they had just read earlier that day. Books. What a gift!

It is my love of picture books, my kindergarten students, and my own children that have inspired my work in the Kindergarten Literature Collection. Reading aloud to children is easily one of my greatest joys of parenting and teaching. It has brought wonder and connectedness through time spent together, conversation, snuggles, and so much more. My hope is that you and your children will find these treasures as you read together and use this collection as your guide. This collection is filled with an array of activities that will not only help guide you in bringing the stories to life but will also foster and further the connectedness between you and your children. All of the activities have been planned with a kindergartener in mind. But, don't be surprised if older, or even younger, child(ren) begin to stand over your shoulder as you read the carefully selected books and complete the engaging and sensory-filled activities. Wishing you a year full of wonderful story and connectedness.

Warmly,
Mary Knudson



Mary Knudson

In addition to homeschooling her own four children through SLOCA, Mary has been teaching kindergarten for over ten years now. After graduating from Sonoma State University with a BA in Communications, she went on to earn her teaching credential from California Polytechnic State University and then found her home at SLO Classical Academy. When asked what makes her wonder, she says, "I'm always in a state of wonder about one thing or another."





EQUIPPING YOU: a message to the educator



Flow and Scheduling

The Wisdom Wonder Project Kindergarten Literature Collection was created to give educators a feast of ideas and activities that directly correlate to one rich and beautiful picture book each week. It is intended to encourage a deep, engaging, and slow rhythm to your weeks and months as you journey through the kinder years alongside your child. There is not one schedule or one right way to go about each week. This collection is about creating a love of literature and all that can be taken away from one piece of work. It is meant to walk you slowly through each week—not to overwhelm you or cause you to rush to check boxes. It is meant to create time for you and your child to spend together, enjoying the process, and learning. You may want to do all of the activities, you may want to do fewer, or you may even want to add more. You have our permission. Enjoy the feast however you see best.



Finding Success in the Journey

1. Read through the monthly collection.
2. Create your vision for teaching the collection to your child.
3. Look at your calendar and plan out your weeks.
4. Gather the necessary materials.
5. Read the books yourself.
6. Engage in the feast of activities and ideas.
7. Enjoy these tiring, but fleeting, kinder years.



Sample Schedule

M	T	W	Th	F
Read the Book, Poetry, Discussion, Sensory	Read the Book, Fine Motor, Nature	Read the Book, Poetry, Art	Read the Book, Journaling, Blocks/Math	Read the Book, Poetry, Nourishment



Book of the Week

Each week will revolve around one carefully selected picture book. We recommend purchasing the books, however, checking them out at your local library is an option. Be sure to keep the books accessible: on the coffee table, on their night stand, or on the dining room table. Read it as many times as your child will listen—likely, many more times than you would imagine. Children thrive on routine, repetition, and familiarity. One way to give them that is by reading the same book over and over. Look at the pictures with your child. Read with fluctuation and a variety of voices. Snuggle up on the couch or a comfy chair and have your child sit to your side or on your lap. Soak in this time together!



Author & Illustrator Introduction

You will see a short overview of the author and illustrator for the weekly book. This information is meant to give you a bit of insight into who is behind the book. Although this information is intended for the educator, it can also be shared with your child if you feel it would enrich your time together.



Book Summary

Each week, you will see a short summary of the book. Pre-reading the book, before reading it with your child, is always best but may not always be possible. That's where this summary comes in. It gives you a glimpse of the story you're about to discover.



Story Discussion

Every week, there are 3-5 questions that we hope will ignite a discussion around literature. These questions will relate to the book of the week and are a very gentle introduction to literary analysis. They will cover the where, when, who, and why of the story. Feel free to expand these discussions as much as your child is interested.

The important thing is to not stop questioning. Curiosity has its own reason for existing.

ALBERT EINSTEIN



Poetry

Each month, you will find one poem from *Favorite Poems Old and New*. The poem for the month is included at the end of this unit, but we encourage you to also purchase the book, or check it out at your local library. It is a wonderful source of poetry to read and enjoy with your child.

Each week, you will be directed on how to guide your child through the memorization and how to prepare them for the recitation component. It is a process that you both will become more comfortable with as you go through the months. Your child can practice reciting in the living room, in the car, in the bathtub, standing on a chair, or while doing a handstand. Help bring the poem to life for your child by supplying props and acting it out. Consider having your child recite it in front of family members, neighbors, or friends.

There are many compelling reasons why memorizing and reciting poetry is important, beyond the obvious reason of developing your child's memory. Memorization provides a store of beautiful language for children to draw from. This language store will be at their fingertips for later use in reading and writing. Children who memorize also build into their store the beautiful patterns of the English language. They will draw on these beautiful and complex language patterns later in life when speaking and incorporate them into their writing.

Recitation teaches children to speak pieces out loud with fluency and expression and helps set those pieces

Teach your children poetry; it opens the mind, lends grace to wisdom and makes the heroic virtues hereditary.

WALTER SCOTT



to memory. In the beginning, young children will often parrot back the memorized piece, but over time, they will begin to recite in a way that conveys the poem's overall meaning. Recitation builds skills in presentation. When a child resists the urge to wiggle and squirm, they are gaining the necessary skills for public speaking and focused activities. It also builds confidence and poise under observation, which will serve them in social situations for the rest of their lives.



Art

Every week, you will find one art activity that relates to the book of the week. These activities will vary by week. We encourage you to let your child enjoy the process of creating art by putting more of a focus on the process rather than the final product. Give guidance as needed, but be careful not to do too much.

Painting is just another way of keeping a diary.

PABLO PICASSO



Blocks/Math

Every week, you will find one block activity that will aid your child in their social, emotional, cognitive, and physical development. We encourage you to present these activities in a way that provides your child the opportunities to take risks, problem solve, collaborate, and exchange and build on ideas with you or their peers through play. Providing children the opportunity to play with blocks builds their spatial literacy. This is defined as the ability to problem-solve operations, such as thinking about objects in space, viewing things from a different perspective, coordinating use of space, discovering representation, and using complex reasoning. Spatial thinking is a critical element of education and teaching, as it lays the foundation for learning science and mathematics throughout the school age years.

Mathematics is not about numbers, equations, computations, or algorithms: it is about understanding.

WILLIAM
THURSTON



Sensory

Each week, you will find one suggested sensory activity that is designed to ignite your child's senses. These activities lend themselves to discovery and play. In addition, you will find 2-3 questions each week that encourage conversation about the senses.

*The world is full of
magic things, patiently
waiting for our senses
to grow sharper.*

W.B. YEATS



Nourishment

Every week, you will find one suggested activity that involves food. This activity may be as simple as enjoying a piece of fruit out on the grass or may involve making cookies together in the kitchen. We think everything's a little bit better when there's food involved!

*You don't have to cook fancy
or complicated masterpieces
— just good food from fresh
ingredients.*

JULIA CHILD



Nature

Each week, you will find one suggested nature activity that will prompt you to get outside with your child. Watch and wonder as they play in, explore, and observe the world around them. In addition, you will find 2-3 questions each week that promote conversation about the nature activity for the week. They will lead to seeing, thinking, and wondering.

*Study nature,
love nature, stay
close to nature.
It will never fail
you.*

FRANK LLOYD
WRIGHT



Fine Motor

Childhood is the critical time to properly develop the fine motor muscles essential for functional activities. We want to help foster this development through a variety of activities, including cutting, tracing, gluing, sorting, and painting. These activities are examples of ways to ensure proper development and practice of fine motor skills to promote the most functional use of a child's hands.

The secret of getting ahead is getting started. The secret of getting started is breaking down complex overwhelming tasks into small manageable tasks, and then starting on the first one.

MARK TWAIN



Journaling

Every week, you will find one suggested journaling activity. These activities are intended to be open-ended in order to allow your child to share their learning. Feel free to offer direction and support as needed by your child. As your child works, strive to put emphasis on the process rather than the end product. We recommend that you purchase one journal for the year, adding to it on a weekly basis. At the end of the year, you will have a compilation of the picture books that you enjoyed together. Our hope is that this will become a keepsake that you and your child can pull off the shelf and flip through in future years, reflecting back on your quality time together.

The blank page whispers "once upon a time..." and the child supplies the rest in words and symbols fresh from his mind and heart.

LAURIE
BESTVATER



Materials

All materials are meant to enhance your child's learning experience. Many can be found around the house, while some will need to be purchased. Our goal is to find affordable options for products that can last a lifetime. Links are included for your convenience, but you're welcome to get creative and substitute what you have on hand or find similar options as you see fit.

At the end of each weekly unit, you will find a shopping list that contains all materials needed for that week. The materials on that list are pulled from three categories:

1. **Setting Up Your Space-** These are foundational materials you will need for schooling your child(ren) at this age. You should already have most of these items handy. Use the hyperlink to view the full recommended list on our *Little by Little* blog.
2. **Collection Materials-** Some materials will be used in most of the months throughout this particular collection. Some are required, others are just recommended. Before you begin your first month in this collection, plan on purchasing the materials listed below:



[Fine Motor Tool Kit](#)



[Literature Journal](#)



[Utility Tub](#)



[Nature Journal](#)



[Food Coloring](#)

[Favorite Poems Old and New](#)

3. **Weekly Materials-** There are also required materials specific to each week. You will find these materials pictured, linked, or listed in the shopping list at the end of each week. Plan on purchasing these materials before you begin your new lessons.



Recommended Products

Each month, you can expect to find an array of carefully selected items that we believe will enhance your child's learning experience. Our goal is to find products that will last a lifetime, while also keeping affordability in mind. However, we do also include items that are just simply wonderful for children's development but are more expensive. Links for items will be included for your convenience. Happy shopping!



Recommended Books

Here, you will find suggested picture books to read to your child that correlate with the weekly focus. These books are meant to be used as a springboard for learning and to enrich your time together. Reading books with your child is a collaborative experience with you and your child sitting side by side, possibly snuggled up on the couch or bed, while pouring over the pages together.



Other Books by the Author

This section will contain additional works by the week's author for you and your child to delve into, whether it be for additional educational opportunities or simply just for fun. Some authors will strike a chord with you or with your child; take that opportunity to create some additional time to snuggle, read, and engage in more books by the author together.

Kindergarten Literature

September

- 01** *HAROLD AND THE PURPLE CRAYON*
- 02** *KING BIDGOOD'S IN THE BATHTUB*
- 03** *A SICK DAY FOR AMOS MCGEE*
- 04** *HOW TO MAKE AN APPLE PIE
 AND SEE THE WORLD*

*Children are made readers
on the laps of their parents.*

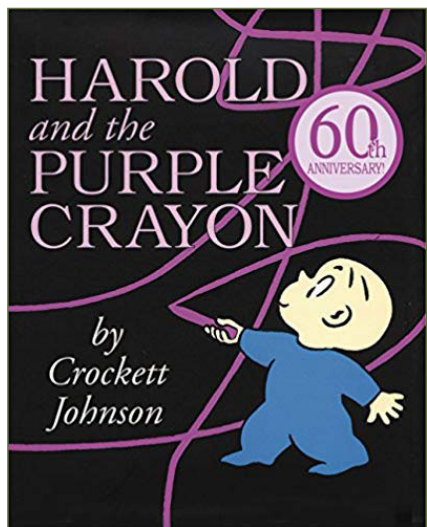


EMILIE BUCHWALD



Harold and the Purple Crayon

By Crockett Johnson



“One evening, after thinking it over for some time, Harold decided to go for a walk in the moonlight.”



David Johnson Leisk, known by his pen name, Crockett Johnson, is both the author and illustrator of *Harold and the Purple Crayon*. Johnson is best known for his comic strip *Barnaby* and the *Harold* series, which includes seven different books. Johnson also teamed up with his wife, Ruth Krauss, to write four picture books, including *The Carrot Seed*, *How to Make an Earthquake*, *Is this You?*, and *The Happy Egg*.



A young boy, Harold, creates his own journey by using his big purple crayon and his vivid imagination. He sets out on a walk, drawing a moon and his path as he goes. His adventures lead him to a variety of places before Harold eventually draws his home and ends up back in his own bedroom.



Who is the main character in the story, and what do we know about him?

Did this story take place in one spot or many? Where did Harold adventure to?

If you were Harold where would you like to go?

Did Harold run into any conflicts on his journey? Explain.

Would you recommend this story to a friend? Why or why not?



"September" by Helen Hunt Jackson (first stanza only)
from *Favorite Poems Old and New*

This week you will introduce the poem to your child by reading it aloud to them several times in a row. Next, invite your child to begin memorizing by having them repeat each line after you, one line at a time. Then, guide them to put each line together with the one after it, building up towards memorizing the entire stanza. Do a little memorization work each day.



Purple Collage. The materials you need for this activity are purple construction paper, a variety of purple craft items (glitter, pom poms, ribbon, yarn, beads, stickers, tissue paper, etc.), scissors, and white glue. Ask your child to create a piece of art by gluing the craft items onto the purple paper. They can cut or tear items as needed. Encourage your child to think about what they would like to create before they begin. They may choose to make a design, create an object (a bird, flower, etc.), or perhaps they want to glue their pieces randomly. Any way they want to create is perfect. Collage is a very open-ended art form which provides great flexibility and puts more of an emphasis on the process rather than the product.



Lots of Buildings. Gather a set of unit blocks, a marker, scissors, and masking tape. Have your child turn to the page in the book that reads "He made lots of buildings full of windows." Have your child share what they see. Encourage them to see shapes, the different window configurations, and the different building heights. Using Harold's buildings as inspiration, have your child build several buildings out of their unit blocks. Set the marker, scissors and tape near their building area in case your child would like to add windows to their buildings by drawing on the tape then sticking it to the blocks.



Lavender Playdough. Gather together the playdough ingredients, purple food coloring, and lavender essential oil. Invite your child to help you make a batch of lavender scented playdough. Follow the recipe found at the end of this document to make the playdough, and add in the food coloring and essential oil. After it is made, teach your child how to roll out the playdough into long thin pieces that resemble snakes. Ask them use these snake-like pieces to recreate one of the illustrations from the book. After recreating, can your child make an image that is all their own?



Purple Fruit Kabobs. For this activity you will need blueberries, blackberries, purple grapes, and bamboo skewers. Have your child prepare the fruit by washing it thoroughly. Next, show your child the wooden skewers they will use to make the kabobs, giving special attention and instruction on how to avoid being poked by the end of the skewers. Then, ask them to make their own fruit kabobs. Will they make patterns with their fruit? Will they sort it before beginning? Eating fruit, or any food really, is always a bit more fun when it's on a stick!



Go for a Hike. Get out shoes appropriate for hiking and a water bottle. "Harold knew that the higher up he went, the farther he could see." Find a local hiking trail that starts at a lower elevation than where it leads up to. As you work your way up the hill together, stop every once in awhile to take in the view. What do you see? What do you feel? What do you hear? What is different then when you were lower? Do these things change as you make your way higher and higher?



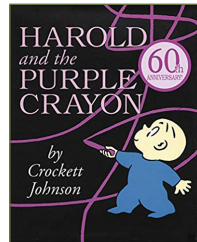
Dot Sticker Names. The materials you will need for this activity are a piece of recycled cardboard, a Sharpie marker, and purple dot stickers. Start by writing your child's name in large letters on the recycled cardboard making sure to write it the "kindergarten way" (capitalize the first letter with the remaining letters lowercase and all very neatly). Next, have your child cover up their name by neatly placing the dot stickers all along each line that makes up each letter. This activity helps to build fine motor skills by requiring the child to use a pincer grasp when removing the dot stickers from the sticker sheet. This grasp is the same grasp used when using a pencil or pen. y



Crayon Resist. For this activity gather watercolor paper, a purple crayon, watercolors, a glue stick, and your child's literature journal. Have your child imagine they are Harold and ask them to draw a simple image with the purple crayon just as Harold did. If they are having a difficult time deciding what to draw, have your child choose one illustration they enjoyed from the story and recreate it on their paper. Once their drawing is complete, have them watercolor over the entire piece of paper. The crayon will resist the paint. Set the artwork aside, Next, have your child tell you their favorite part of the story. As they share, write their words down on a separate piece of paper. Lastly, take your child's artwork and their dictation and glue it into their literature journal - a special journal which will hold all of their journaling assignments for the entire school year. Be sure to add the date and the title of the book to your child's journal.



Materials



[Harold and the Purple Crayon](#)



[Purple Crayon](#)



[Purple Dot Stickers](#)



[Bamboo Skewers](#)

Nourishment Ingredients
 Purple Craft Items (glitter, pom poms, ribbon, yarn, beads, stickers, tissue paper etc.)
 Playdough Ingredients,
 recipe at end of document
 Recycled Cardboard, 1 piece
 Literature Journal
 Cardstock

Construction Paper, Purple
 Glue Stick
 Markers
 Masking Tape
 Scissors
 Sharpie Marker
 Standard Unit Blocks
 Watercolors Paints
 White Glue



Recommended Products



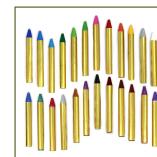
[Harold T-Shirt](#)



[Block Crayons](#)



[Crayon Rocks](#)



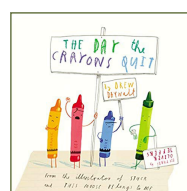
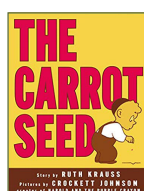
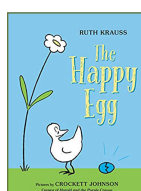
[Non-Toxic Face and Body Crayons](#)



[Confetti Crayons](#)

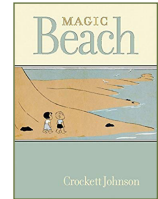
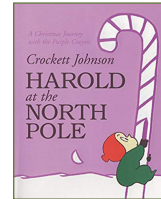
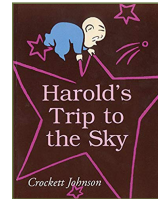
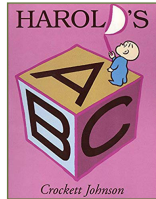
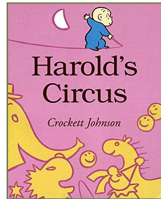
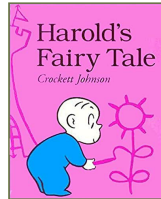


Recommended Books





Other Books by the Author

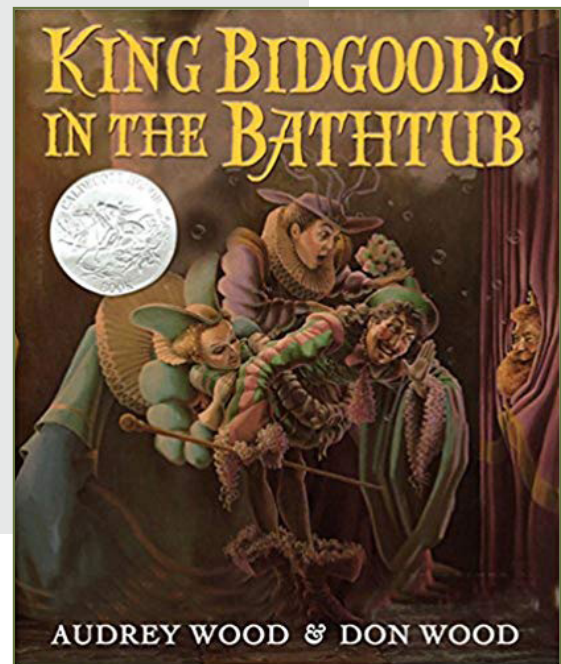




King Bidgood's in the Bathtub

By Audrey Wood

“King Bidgood’s in the bathtub, and he won’t get out! Oh, who knows what to do?”



Audrey Wood, the author of *King Bidgood's in the Bathtub* (a Caldecott Honor book), and illustrator Don Wood are a wife and husband team. Combined, they have written and illustrated over thirty children's books. It was in the fourth grade that Audrey first decided she would like to write children's books.



King Bidgood's in the Bathtub is a humorous tale where a stubborn king refuses to get out of his bubble filled tub. His page, along with other members of his court, try to persuade him out with ideas such as battling, feasting, fishing, and dancing. But, to their surprise, none of the ideas succeed. It isn't until the plug is pulled by the page that the king finally finds his way out of the tub.



Who are the main characters in the story and what do we know about them?

Why don't you think the king wanted to get out of the bathtub?

What is another idea that may have worked to get the king out of the tub?

Do you think pulling the plug was the only way to get the king out of the bathtub? Why or why not?

Looking closely at the illustrations in the book, can you tell how the character's are feeling through their expressions? Share what you see.



"September" by Helen Hunt Jackson (first stanza only)
from *Favorite Poems Old and New*

This week have your child continue memorizing the first stanza of the poem, practicing as you did in week 1. In addition, introduce the printed poem to your child (found toward the end of this document). Print it out, and laminate it or place it in a sheet protector, so it lasts throughout the month. Teach your child to track along with the print as they recite the poem out loud by touching each dot that appears under each syllable of the words in the poem. Although reading abilities vary greatly at this age and your child is likely not reading yet, this activity gives them great practice with one-to-one correspondence, tracking from left to right, and the "return sweep" in reading (when you get to the end of the line in print and realize that you have to start again on the left side on the line below).



Ribbon Wands. For this activity you will need one or two 12-18 inch wooden dowels, a variety of satin ribbon, scissors, and glue if desired. If you and your child make more than one wand, you can use one too. Ask your child how many of each color of ribbon they would like to use. Show them how to use the dowel as a measuring device for the ribbon, cutting each piece to approximately the same length as the dowel, or longer if you desire. If your child can help you, ask them to help you tie each piece of ribbon, individually in a knot, to the top of the dowel. You can secure these knots with a dot of hot glue. You can also glue them with super glue, and if you wait to glue them until right before bedtime the wands will be ready to play with again in the morning. Once the wands are made, turn on some music and dance just as the king danced in the tub. The wands will inspire all types of dancing and movement.



Pattern Block Bathtub. Get out your set of pattern blocks. Before assigning the task of building a bathtub, give your child time to build freely. After a bit of time present them with the challenge of using the pattern blocks to form a bathtub. If your child is unsure where to start, guide them as needed. Encourage them to look at the pictures in the book or to go see what the bathtub looks like in your bathroom. If needed, have them use the picture of the pattern blocks provided at the end of this packet as a guide. You can encourage them to continue building with the blocks by asking, "What else does this shape look like it could be from the book? Are there other things we see in the story that we can make out of the pattern blocks?"



Bubble Play. Gather dish soap (or tear free bubble bath), water, an electric hand mixer, a utility tub, and optional food coloring. Pour two parts water to one part soap into the utility tub. Depending on how much foam you want, a good starting point would be to try 1 cup water to ½ cup of soap. From there you can adjust depending on the size of your container and how much bubbles you want. Add the food coloring now, if desired. Using the hand mixer, mix the soap, water, and food coloring together. Bubbles will begin to form quickly. Continue to mix until you are happy with the bubble consistency. Set the container in an area you don't mind getting a bit messy, outside is wonderful if you can. Putting the tub in the bathtub and playing next to it also helps to contain the mess. Let your child explore and play. If desired, consider adding things like measuring cups and spoons, figurines, or small toys to the bubble play.



Lunch in the Tub. You will need lunch foods and a platter. Invite your child to prepare lunch alongside of you. Involve them by having them do the cutting, spreading, rinsing, measuring, etc. Once lunch is prepared, get a platter to put it all on. Then, surprise your child by inviting them to get in a bubble bath and enjoy their lunch there, just like the king.



Fishing Observation. Gather portable chairs, your child's nature journal, and colored pencils. Head out in the early morning to a local fishing spot where you are likely to find at least a couple fishermen, such as a lake, pond, stream, river, ocean, etc. Upon arrival have your child set up their chair and quietly observe the fishermen. Have a quiet discussion with your child about the fishermen. How are they spending their time? What equipment do they have with them? What are they using for bait? What techniques are they using to fish? Have they caught anything? Have your child draw what they see. If appropriate, approach the fishermen and see if they'll answer questions and share a little bit about their fishing experience. Is fishing something your child might like to do one day? Is it something your family already does? How well does your child think that fishing in the bathtub would really work? If there is not a place you can get to to observe fishing, check a book about fishing out from your local library and do your observing from there.



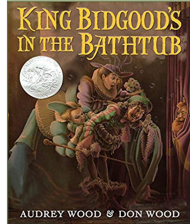
Water Drops. The materials you need for this activity are an eyedropper, water, a small bowl, a cookie sheet or tray, food coloring, and non-slip bath tub appliques with suction cup bottoms or a mat with the same suction cups. Before your child begins working, set the applique upside down in the cookie sheet or tray and set the tray on a table top that you don't mind getting wet. Fill a small bowl with water, and add the food coloring if you desire. Instruct your child to use their pointer finger, middle finger, and thumb to fill the eyedropper with water and transfer one drop to each suction cup. Encourage them to keep filling the cups with one drop at a time. You can also make a game out of filling the suction cups in a certain order or by racing against each other.



Bubble Art. To make bubble art you will need a piece of cardstock, bubbles, a bubble wand, small bowl(s), masking or painter's tape, food coloring, a glue stick, a vinyl tablecloth, white printer paper, and the literature journal. First, lay out the vinyl tablecloth and then tape a piece of paper down to the tablecloth. If you have an outdoor space available, this is perfect for outdoors! Place the tape on all four sides so that the paper is nice and secure for when your child begins blowing bubbles towards it. Next, fill small bowls with the bubble solution and add different colors of food coloring to each - you will need one bowl for each color desired. Invite your child to begin making their bubble art. Have them dip their bubble wand into the different colored bubble solutions and have them blow bubbles toward their paper. As the bubbles pop on the paper, they will leave markings behind forming an interesting piece of art. Lastly, take your child's artwork and glue it into their literature journal. Be sure to add the date and the title of the book to your child's journal.



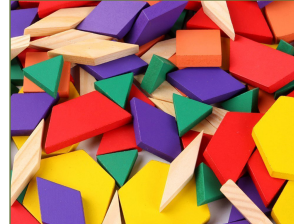
Materials



King Bidgood's in
the Bathtub



Satin Ribbon



Pattern Blocks



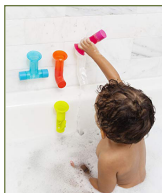
Non-slip Bath Tub
Appliques with Suction
Cup Bottoms

Bubble Bath
Bubble Solution
Bubble Wand
Dish Soap or Tear Free Bubble
Bath
Electric Hand Mixer
Eyedropper
Food Platter
Hot Glue or Super Glue
Lunch Foods for Nutrition Activity
Portable Chair
Small Bowl(s)

Wooden Dowels
Literature Journal
Utility Tub
Cardstock
Colored Pencils
Cookie Sheet or Tray
Food Coloring
Glue Stick
Masking/Painter's Tape
Scissors
Vinyl Tablecloth
Water



Recommended Products



Boon Building
Bath Pipes



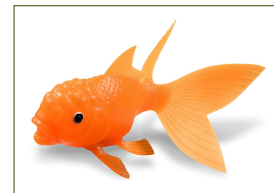
Crayola Color
Bath Dropz



Green Toys
Submarine



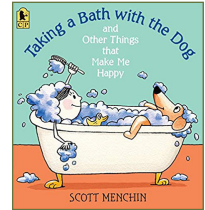
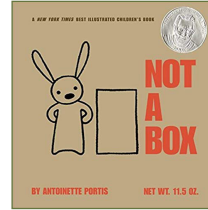
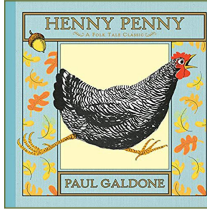
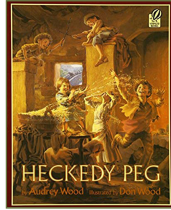
Honest
Bubble
Bath



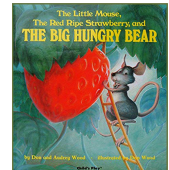
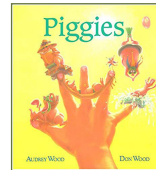
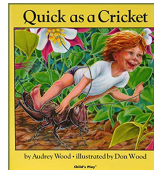
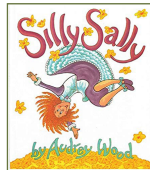
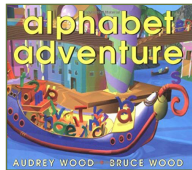
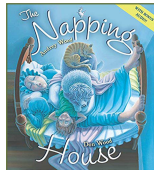
Light Up Goldfish



Recommended Books



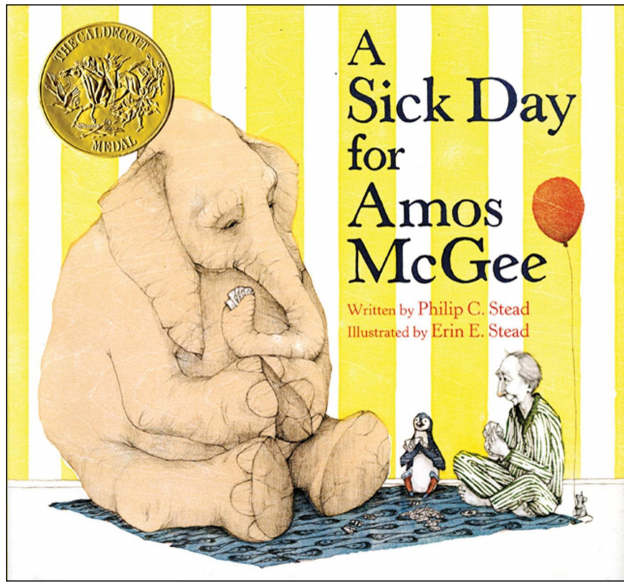
Other Books by the Author





A Sick Day for Amos McGee

By Philip C. Stead



*“Where is
Amos?’
the animals
wondered.”*



Philip C. Stead is an accomplished author and illustrator of several children's picture books. He and his wife, Erin Stead, occasionally collaborate - Philip doing the writing with Erin illustrating. *A Sick Day for Amos McGee*, a Caldecott Medal book, is one of their collaborations. Philip, who is also an artist, has also illustrated many of his own books.



Every day Amos McGee took time out of his day at the zoo to visit with his friends - the elephant, the tortoise, the penguin, the rhinoceros, and the owl. One day, he was too sick to make it into work. Although he did not make it to the zoo that day, Amos did receive a few unforeseen visitors at home.



Who are the characters in the book and what do we know about them?

What did Amos do with each of his friends, and in what order?

What was the problem (or conflict) in the story? How was it solved?

Do you think animals and people can be friends? Explain.

Would you recommend this book to a friend? Why or why not?



"September" by Helen Hunt Jackson (first stanza only)
from *Favorite Poems Old and New*

This week, you will introduce a "poetry basket" to your child that they will use as they recite. A poetry basket is a basket filled with props that relate to the poem. Props for this month should include items that represent the yellow goldenrod flower, the corn, the trees, and the fruit (apple). Gather all of the props and place them in a basket. As your child recites their poem, have them hold up the prop that coincides with the words they are saying aloud.

If your child has this stanza fully memorized so that their reciting is almost thoughtless, you may introduce an additional stanza of this poem from the *Favorite Poems Old and New* book. But, only do so if your child would like the extra memorization. It is important not to overdo memorization expectations.



Splatter Paint Balloons. You will need ten or more water balloons, tempera paint, a large piece of recycled cardboard, push pins, a drop cloth or old sheet, and old clothes for your child. Beware! This project is messy and loud, but fun! To set up, dress your child in old clothes because they will get paint on them! Lay out the drop cloth or old sheet on the ground outside, and place the cardboard on top. Blow up each water balloon with air, but before tying them, put two big squirts of tempera paint in each one. Next, ask your child to set the paint filled balloons on top of the cardboard and arrange them to their liking. Now comes the best part. Give your child a push pin and let them pop the balloons one by one. If they do not want to be that close to the balloons, you can tape a pin to the end of a stick for them. Paint will splatter everywhere! Once all the balloons are popped, remove the balloons from the paint, set the cardboard aside, and let it dry.



Counting Animals. For this activity you will need *A Sick Day for Amos McGee* and something to act as counters (small wooden blocks, unifix cubes, paper clips, legos, dried beans, etc.). Have your child flip through the book, looking closely at each illustration and keeping track of how many animals they see throughout the book. Ask them to set aside one counter for every animal they see—each time they see it. As they set the counters aside, have them do so in an organized way. Teach them to make groups of ten that consist of two rows of five. Once you've reached the end of the book, ask your child how many animals they saw. They can total up all of the counters. How many animals did they find? To extend this activity, begin teaching your child how to count by fives and tens.



Tea Bag Exploration. Gather an assortment of tea bags, water, the utility tub, and various cups or measuring cups, bowls, or plastic cups. Fill the tub with water. Next to it place a variety of tea bags, bowls, scoops, and plastic cups. Leave the tea bags in their wrappers so your child can build up their fine motor skills as they open each one up. Invite your child to explore and make tea. You can even let them add a spoonful of sugar to the tea just like Amos did each morning. Be sure to let them know that the tea is for playing, not for drinking. As the fragrances start to fill the air, ask your child, "Do the tea bags smell the same or different? What do you smell? Do you like the smells?"



Oatmeal Like Amos. To make your oatmeal, you will need oats, water or preferred milk, bowls, a pot, a mixing spoon, silverware spoons, and the toppings and seasonings you like to add to your oatmeal, such as cinnamon, blueberries, brown sugar, maple syrup, raisins, etc. Invite your child to help you make oatmeal for breakfast, lunch, or even snack. Ask them to measure the oats and liquids, add a pinch of salt, mix it up in the pot, and then watch as you put it on the stovetop. If you are comfortable with them standing near the stove, and they can reach from a chair or stool, they can even help stir while it is cooking. Be sure to teach them to be safe around the stovetop and the boiling water. As your child adds sweetener to their oatmeal, remind them to say the lines from the book that Amos says, "'A spoonful for my oatmeal, please...'"



Stories at Sunset. Gather together an assortment of picture books and blankets. Head out to a location where you can watch the sunset. Plan to get there thirty minutes prior to the time of the sun setting. Upon arrival, have your child observe the sky in the direction that the sun will set. What do they observe? What colors do they see? Are there reflections? Next, read stories to your child at sunset, just as Amos did for the owl. As you finish each book, look toward the sunset. Are there any noticeable changes? If so, what are they? Continue reading until the sun is set and it is too dark to read anymore. Ask your child for their final observations and then head back.

If you are unable to watch the sunset, try to do this activity first thing in the morning when the sky is also changing.



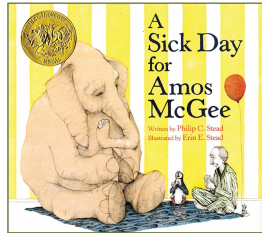
Sandpaper Coloring. For this activity you will need *A Sick Day for Amos McGee*, white printer paper, a place to photocopy, a piece of sandpaper, a glue stick, and colored pencils. Photocopy (in black and white) the page where the animals are on the bus to go see Amos. With the book in front of your child, invite them to color the animals, the same as the illustrator, Erin Stead, has done on other pages. They can color the bus in the same manner of solid colors as she has colored other things. To make it a bit more exciting, place the sandpaper underneath the paper they are to color so it gives the picture texture. Once your child is done coloring the sheet, glue it into your child's literature journal with the date and book title.



Narration. Gather your child's literature journal and a pencil. Turn to the page in your child's journal where you glued in the coloring sheet from the fine motor activity. On the page opposite that, write this narration for your child. Ask your child to share what they remember about *A Sick Day for Amos McGee*. As they share, you write their exact words down in the journal. It is normal for you to need to prompt them with a question or for them to be out of order for the events. As time goes on and they practice this skill, their ability to narrate back the story accurately will increase. You can also ask them how they saw friendship demonstrated in the book and record their answer to that as well. Lastly, be sure to add the date and the title of the book to your child's journal.



Materials



[A Sick Day for Amos McGee](#)



[Water Balloons](#)



[Counters](#)
or Optional Substitute



[Basket](#)

Poetry Basket Props
Drop Cloth or Old Sheet
Cardboard, one large reused piece
Push Pins
Old Clothes
Measuring Cups or Plastic Cups
Nourishment Items
Assorted Tea Bags
Water
Picture Books

Blankets
Literature Journal
Place to Photocopy
Sandpaper
Utility Tub
Colored Pencils
Pencil
Tempera Paint
White Printer Paper
Glue Stick



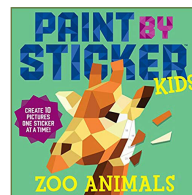
Recommended Products



[PLAYMOBIL Large City Zoo](#)



[Jumbo Safari Animal Figurines](#)



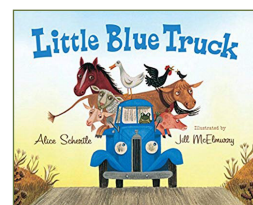
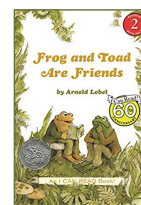
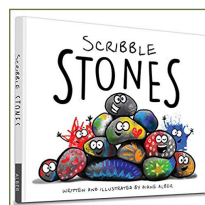
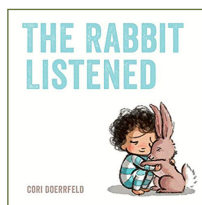
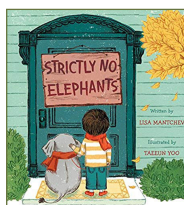
[Paint by Sticker Kids: Zoo Animals](#)



[Green Toys Tea Set](#)

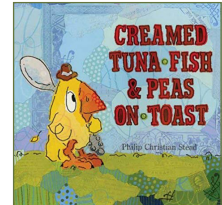
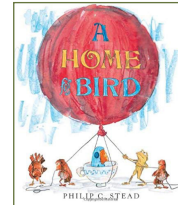
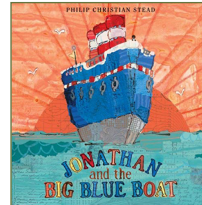
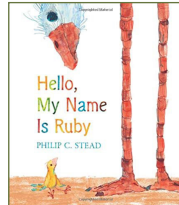
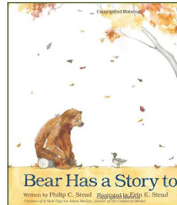


Recommended Books





Other Books by the Author

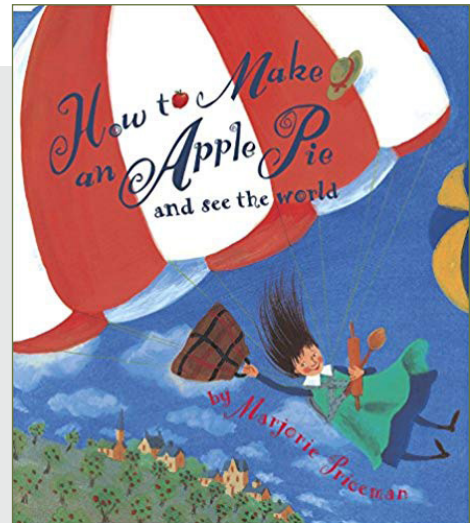




How to Make an Apple Pie and See the World

By Marjorie Priceman

*“Making an apple pie
is really very easy..
Unless, of course, the
market is closed.”*



Marjorie Priceman is both an illustrator and author of many admired children's picture books. She has won Caldecott Honors for her illustrations in *Zin! Zin! Zin! A Violin!* by Lloyd Moss, and also for *Hot Air: The (Mostly) True Story of the First Hot-Air Balloon Ride*, which she authored herself. Marjorie's books are known for their vibrant watercolor illustrations.



A young girl claims that making an apple pie is really very easy until she heads to the market to purchase the ingredients and finds that it is closed. She doesn't let that stop her though. She heads home, packs her suitcase, and begins her travels around the world collecting all the necessary ingredients for her apple pie.



Who are the characters in the story and what do we know about them?

What countries did the main character in the story visit and what did she do there? Can you find the countries on a world map?

What was the conflict (or problem) in the story?

Did you find any parts of the story to be funny? If so, which one/s?

Would you recommend this story to a friend? Why or why not?



"September" by Helen Hunt Jackson (first stanza only)
from *Favorite Poems Old and New*

This week, have your child recite their poem in front of an inanimate object, mirror, or audience (whatever they are more comfortable with). Have them stand on a stage (chair, piano bench, table, etc.) to perform, or simply stand in front with the audience facing them. Encourage your child to speak clearly, not too fast and not too slow, to stand still, to look at their audience, and to put emotion into their words. Consider recording them, so they can see their performance. Let them perform a few times; they will get a little more comfortable each time.



Apple Prints. For this activity you will need two apples, tempera paint, cardstock, masking/painter's tape, and a cookie sheet or paper plate. Slice the apples in half. Ask your child to choose 2-3 different colors of paint and squirt them onto the cookie sheet or paper plate. Next, tape the cardstock down to the working surface with painter's tape (you may wish to cover the table with a vinyl tablecloth). Once the paper is secured, have your child take one of the apple halves and press the flat side of the apple into the paint on the cookie sheet. Show them how to wipe a little paint off on the side of the tray if needed and to place the paint dipped apple onto the cardstock to make a print. Encourage your child to fill their cardstock with different colored prints. This makes a great piece of art to keep or to give away to family or friends.



Look and Talk. Get this week's book, *How to Make an Apple Pie and See the World*, and settle in a cozy spot with your child. Turn to the page where the girl is sitting on the elephant's trunk in the Sri Lanka rain forest. Look closely at the illustration with your child, and talk about what you see. Can you spend at least five minutes in discussion about the illustration? Ask your child questions to prompt them to look deeper as needed. "How many animals do you see? How many people do you see? Are there more animals or people? How many more? What do you see at the top of the page? What do you see on top of something? Is there anything underneath? What appears to be the largest thing on the page? What about the smallest? What shapes do you see?" Continue to ask questions as needed. The more "Look and Talks" you do the more comfortable your child will become talking about what they see, and you may find that the number of prompting questions you ask will decrease.



Apple Pie Bin. For this sensory bin you will need dry oats, cinnamon or cinnamon sticks, measuring cups and spoons, small pie tins, other kitchen utensils, and a utility tub. Fill the tub with the dry oatmeal, and add the cinnamon sticks or sprinkle in some cinnamon for a bit of olfactory fun. Lastly, set the measuring cups and spoons, small pie tins, and other gathered kitchen utensils on top of the oats and invite your child to play.



Make an Apple Pie. The materials for this activity are *Make an Apple Pie and See the World* and all the ingredients and tools to make an apple pie. Turn to the last page in the book for those ingredients and instruction. With your assistance, have your child do as much of the measuring, cutting, and rolling as possible.



Visit an Apple Orchard. You will need a nature journal, colored pencils, a picnic blanket, a cutting board, a sharp knife, and napkins. Head out to your local apple orchard to pick or purchase apples, if there is one in your local area. Set up your picnic blanket and take some time to explore the apples you purchased. Cut them, taste them, and enjoy. Have your child draw a picture of their favorite tasting apple in their journal, as well as what the inside of an apple looks like when it is cut in half. How does their favorite apple taste - sweet, tart, etc.? How many seeds were found inside the apple? I wonder if the seeds would grow if you planted one at home? Be sure to date and title the page in your child's nature journal. If you cannot get to an apple orchard, purchase a few different kinds of apples at the market and take your apple tasting picnic to a park or even to your yard



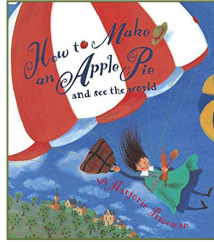
Picking Apples. The materials you need for this activity are red, yellow, or green pom poms, a small basket, and the fine motor tool kit. Spread approximately 20 apple pom poms around a table top or floor and have your child “pick” the apples using the tongs, and then place them in the small basket. As they use the tongs make sure they have a proper grasp (thumb, pointer, and middle finger should be on the tongs and the ring and pinky should be tucked into the palm). As an extension, consider doing three rounds of apple picking. Can they pick faster each round? You can also have the activity last a bit longer by having your child find and then pick the apples that you have hidden in a different room.



Illustrations on a World Map. For this activity, you will need a blank world map (see the map at the end of this document), the map on the inside cover of our book, colored pencils, a glue stick, and your child’s literature journal. Looking at the world map found on the inside cover of the book, have your child identify all the places visited in the book (give as much guidance as needed). Ask them to help you find those same countries to label on your world map. Work together to find the right countries and label them. Then, next to each country name, invite your child to draw a small picture of the item the girl got in that country (wheat, eggs, kurundu bark, a cow, salt water, sugar cane, apples). If desired, have your child color in the ocean and the continents on the map as well. Once complete, have your child glue the map into their journal. Then ask your child, “Why did the girl travel around the world?” Encourage your child to answer in a complete sentence (The girl traveled around the world because...). Record their answer next to the world map in their journal. Be sure to add the date and title of the book to the journal entry.



Materials



[How to Make an Apple Pie and See the World](#)



[Cinnamon Sticks or Ground Cinnamon](#)



[Red, Yellow, or Green Pom-poms](#)



[Small Pie Tins](#)

Apple Pie Ingredients and Tools
Assorted Apples
Assorted Kitchen Utensils
Blank World Map,
at end of document
Cutting Board
Measuring Cups and Spoons
Napkins
Oats, large bag or container
Picnic Blanket
Sharp Knife

Small Basket or Bin
Fine Motor Tool Kit
Literature Journal
Nature Journal
Utility Tub
Cardstock
Colored Pencils
Cookie Sheet or Paper Plates
Glue Stick
Painter's Tape
Tempera Paint



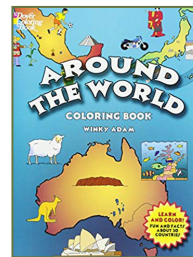
Recommended Products



[Kids Cooking and Baking Set](#)



[Giant World Map](#)



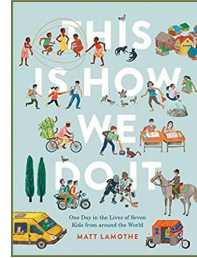
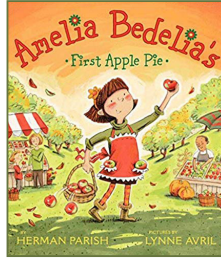
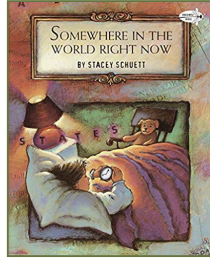
[Around the World Coloring Book](#)



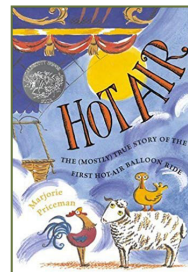
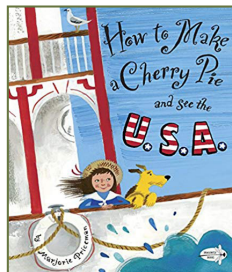
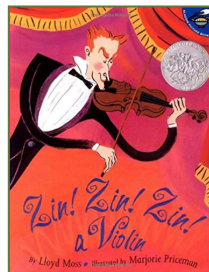
[Outdoor Picnic Backpack](#)



Recommended Books



Other Books by the Author





September

(First Stanza Only)

by Helen Hunt Jackson



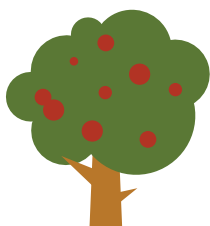
The goldenrod is yellow;

• • • • •



The corn is turning brown;

• • • • •



The trees in apple orchards

• • • • •



With fruit are bending down.

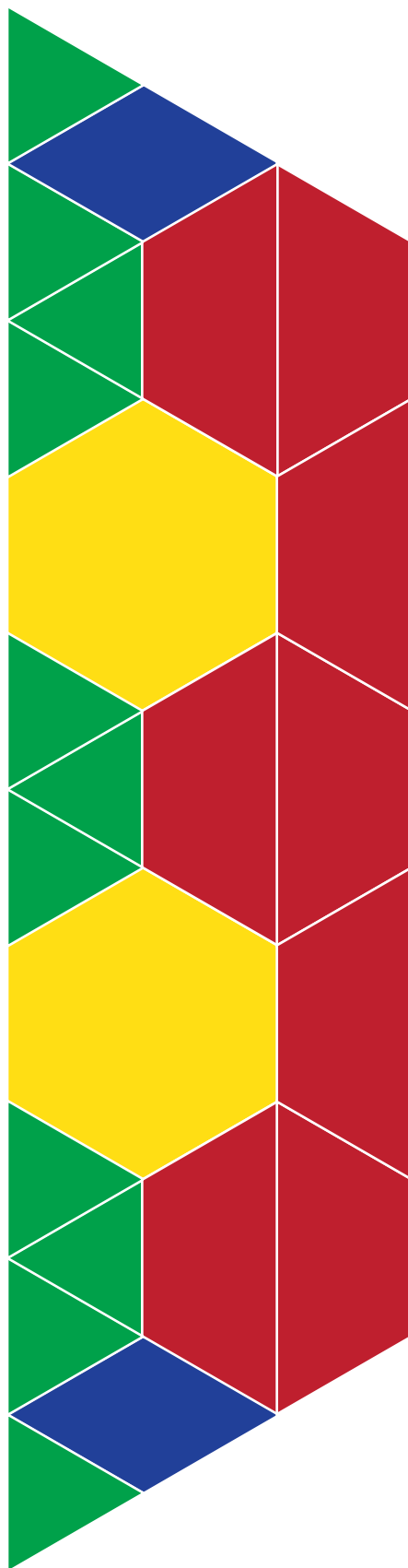
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Playdough Recipe

1 cup flour
1/2 cup salt
1 T cream of tartar
1 cup water
1 T oil
Food coloring

1. In a saucepan, mix together the flour, salt, and cream of tartar.
2. In a small bowl, mix the water, oil, and food coloring (if desired).
3. Stir the wet ingredients into the dry ingredients over medium heat.
4. Remove from heat. Mix until the dough is no longer sticky, yet remains soft.
5. Store in a sealed container to keep moist.





Expressions of Gratitude

Thank you to everyone on the WWP Little Wonders team. Special thanks to Merideth 'the encourager' and Jessica 'the one who has gone before me,' both of whom have created beautiful literature based curricula for the WWP.

And a very special thank you to my kindergarten students and my own children who have listened to me read countless books, engaged in many literature discussions, and have participated in a multitude of literature based activities.

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