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Literary Worlds



Poetry, Fables, Tales and Stories to Awaken the Imagination

One

Teaching Notes

Please read these notes.

Narration Suggestions and Story Elements

When using this guide, the greatest emphasis should be placed on using it in a manner that is best for the student(s). Primarily for the early elementary years, particularly for Year One in this curriculum, this guide was designed with a great deal of flexibility because of the variation in skills, interest and abilities of each child individually. The narration suggestions and the light introduction of story elements, in particular, reflect these variations. Some children will need only the gentlest and lightest of narration suggestions with little to no writing, while other children will need narration suggestions which include more writing, a light introduction to story elements or digging deeper into creative or reflective style narration suggestions. This guide is designed to be flexible enough to use with children from ages 5 to 8, but please adapt as needed. Please feel free to use more time-intensive suggestions when the schedule or interest allows for it and to use the suggestions which are not as time-intensive on days for which time or interest does not allow for it. The number of suggestions are available so that the teacher and the student can choose one (or sometimes two) from a variety of suggestions and not so that all or many of them are required of the student. On days that story elements are included, you may wish to keep the narration work that day as simple and light as possible. The goal is to strive for balance. Also, feel free to adapt any narration suggestion as needed. An older student may have an interest in a narration suggestion which can be altered to make it more appropriate, such as turning a suggestion meant to be given orally to one that is written.

Additional Resources

Links for coloring pages, notebook pages, activities, audio options and other resources are noted on the pages for which they correspond. These are definitely optional.

The links will be noted in the following manner:

[RY1, Literature](#)

[RY1, Poetry](#)

[RY1, Literature: Fairy Tales](#)

RY1=Resources, Year One and this is where the links can be found. Go to the website: *A Mind in the Light* to the heading on the Menu bar titled Resources. Click on Year One under this heading; the links and resources will be accessible here.

Working with Words

Please feel free to keep “Working with Words” as light and gentle as possible. It is not necessary to spend a great deal of time with these words. Look them up together and then discuss the basic meaning which best fits the context of the story.

Literary Worlds One

This guide is based on the literature selections needed for Year One, but its built-in flexibility allows for its use with children ages 5-8. This makes it appropriate for young children of varying reading, skill and interest levels as well as helpful for combining younger children together for literature and poetry.

Story Elements

The following story elements are lightly introduced:

- setting
- imagery
- author
- illustrator
- narrator
- alliteration
- character
- prediction
- biography

Book List

Poetry

Now We Are Six by A. A. Milne

Stopping by Woods on a Snowy Evening by Robert Frost

When We Were Very Young by A. A. Milne

Author Study

The Perfect Wizard: Hans Christian Andersen by Jane and Dennis Yolen

Pioneer Girl: The Story of Laura Ingalls Wilder by William Anderson

The True Story of Peter Rabbit by Jane Johnson

Literature

Winnie the Pooh by A. A. Milne

The Velveteen Rabbit by Margery Williams

Charlotte's Web by E. B. White

Andersen's Fairy Tales by H. C. Andersen

Little House in the Big Woods by Laura Ingalls Wilder

Tales of Peter Rabbit and Friends by Beatrix Potter

Aesop for Children by Milo Winter

Tales from the Odyssey by Mary Pope Osborne (6 V)

Mr. Popper's Penguins by Richard Atwater

C. W. Anderson's Billy and Blaze books (5): *Billy and Blaze*, *Blaze and the Forest Fire*, *Blaze and the Mountain Lion*, *Blaze and Thunderbolt* and *Blaze Shows the Way*

Reading Schedule

Week #	Day One	Day Two	Day Three	Day Four	Day Five
1	<p><i>Now We Are Six</i></p> <p>2 poems pp. 3-8</p> <p>Recitation: "Who Has Seen the Wind?"</p>	<p><i>The Perfect Wizard:</i> <i>Hans Christian Andersen</i></p>	<p><i>Pioneer Girl:</i> <i>The Story of Laura Ingalls Wilder</i></p>	<p><i>Pioneer Girl:</i> <i>The Story of Laura Ingalls Wilder</i></p>	<p><i>The True Story of Peter Rabbit:</i> <i>How a Letter by Beatrix Potter Became a Children's Classic</i></p>
2	<p>2 poems pp. 9-15</p>	<p><i>Andersen's Fairy Tales</i></p> <p>"The Ugly Duckling"</p>	<p><i>Little House in the Big Woods</i></p> <p>Chapter 1</p>	<p>Tales of Peter Rabbit and Friends</p> <p>"The Tale of Peter Rabbit"</p>	<p><i>Billy and Blaze</i></p>
3	<p>2 poems pp. 16-21</p>	<p>"Thumbelina"</p>	<p>Chapter 2</p>	<p>"The Tailor of Gloucester"</p>	<p><i>Blaze and the Forest Fire</i></p>
4	<p>2 poems pp. 22-29</p>	<p>"The Emperor's New Clothes"</p>	<p>Chapter 3</p>	<p>"The Tale of Squirrel Nutkin"</p>	<p><i>Blaze and Thunderbolt</i></p>
5	<p>2 poems pp. 30-41</p>	<p>"The Wild Swans"</p>	<p>Chapter 4</p>	<p>"The Tale of Benjamin Bunny"</p>	<p><i>Blaze and the Mountain Lion</i></p>
6	<p>3 poems pp. 42-46</p>	<p>"The Wild Swans"</p>	<p>Chapter 5</p>	<p>"The Tale of Two Bad Mice"</p>	<p><i>Blaze Shows the Way</i></p>
7	<p>2 poems pp. 47-52</p> <p>Recitation: "The Caterpillar"</p>	<p>"The Mermaid"</p>	<p>Chapter 6</p>	<p>"The Tale of Mrs. Tiggy-winkle"</p>	

Week 1

Day One



Poetry

- Read the first 2 poems (pp. 3-8) from *Now We Are Six* by A. A. Milne

Narration Suggestions

“Solitude”

	What is solitude? Why does this poem have this as its title?
	Do you have a place that you like to go for peace and quiet? Tell about it.

“King John’s Christmas”

	What was life like for King John while he was known for not being a good man?
	Write or dictate King John’s wishes from Father Christmas in a list. Add pictures and color and be creative.

Recitations

- Help your student begin to study “Who Has Seen the Wind?” by Christina Rossetti this week.
- See the separate teaching notes for Recitation/Memory Work.

Week 1

Day Two

Literature

- Read *The Perfect Wizard: Hans Christian Andersen* by Jane and Dennis Yolen.

Story Elements

An **author** is a person who has written something.

Who is the author of this book?

A **biography** is the story of a real person's life written by someone else.

For what type of work is Hans Christian Andersen known?

Jane and Dennis Yolen are the authors of this biography about Hans Christian Andersen, who is also an author.

Narration Suggestions

	Narrate about Hans Christian Andersen.
	Explain why he was called the perfect wizard.
	Help your teacher write a list of as many famous stories written by Hans Christian Andersen as you can think.

Week 1

Days Three and Four



Literature

- Read *Pioneer Girl: The Story of Laura Ingalls Wilder* by William Anderson.

Narration Suggestions

	Give an account of Laura Ingalls Wilder and her life.
	Draw a picture from any scene from this book.
	Tell what you think it means to be a pioneer girl
	Tell how you think that the books written by Laura Ingalls Wilder have helped children.

Note:

This book may be too long to read in one sitting. (19 pages of text) An extra day has been allotted in the schedule for this week to allow for two readings. Review the story element words: author and biography.

Recitations

- Continue to work on “Who Has Seen the Wind?” this week.

Week 1

Day Five

Literature

- Read *The True Story of Peter Rabbit: How a Letter by Beatrix Potter Became a Children's Classic* by Jane Johnson.

Note: Be sure to read the last page of the book. Examine the page at the very end of the book. Review the story element words: author and biography.

Narration Suggestions

	Tell the story of how a letter by Beatrix Potter cheered a little boy named Noel.
	Dictate a letter which contains a short story in it for a younger sibling or friend which is meant to bring cheer to their day. Be sure to add some small illustrations to your story.

After the Completion of *Peter Rabbit and Friends*

After your student has finished reading *Peter Rabbit and Friends* by Beatrix Potter, come back to *The True Story of Peter Rabbit: How a Letter by Beatrix Potter became a Children's Classic* and read the last page again. Have your student identify the characters and from which story they belong. Have your student tell which character is their favorite and which story is their favorite and why.

Week 2

Day One



Poetry

- Read the next 2 poems (pp. 9-15) from *Now We Are Six*.

Narration Suggestions

“Busy”

	Why is the title of the poem “Busy”? Who is busy and why?
	Tell what the little boy is doing.

“Sneezles”

	Tell about Christopher Robin and his day in bed.
	Find three words which rhyme with sneeze in the poem. Next, think of one of your own. Remember, these can be silly words.

Recitations

- Continue to work on “Who Has Seen the Wind?” this week.

Week 2

Day Two

Literature

- Read “The Ugly Duckling” from Andersen’s Fairy Tales.

Before the Reading

Notes:

- Find a picture of dock leaves to share with your student. (These are also mentioned in next week’s story “Thumbelina”.)
- Define the word tribulation.

After the Reading

Story Elements

Setting – This is the time and place in which a story occurs.

Help your student describe the time and place of this story. Reread this portion, if needed. Share with your student the picture of the dock leaves. Read a portion of the story which describes the ugly duckling at the marsh. What animal and plant types live in or around a marsh? Finally, have your student draw a picture of this setting and label it.

Review

An **author** is a person who has written something. Who is the author of this book?

What do you remember about Hans Christian Anderson from *The Perfect Wizard*?

Narration Suggestions

	Narrate what happened at the marsh.
	Tell what the cat and hen said to the ugly duckling. What do they expect him to do or say? How does this make the ugly duckling feel and what does he decide to do next?
	Narrate about the troubles of the ugly duckling during the winter.
	Why was the swan grateful for his misery and tribulation?
	Draw a picture of the swan in the marsh on a beautiful spring day.
	Is the swan a better creature in the beginning of the story or at the end?
	Should only those who are beautiful be accepted by others?
	Did the swan experience an outside change or an inside change? (Did he experience both?)

Additional Resources

Print coloring pages of swans for this story, if you'd like.

[RY1, Literature: Fairy Tales](#)

Week 2

Day Three

Literature

- Read Chapter 1 from *Little House in the Big Woods* by Laura Ingalls Wilder.

Story Elements

Review

An **author** is a person who has written something. Who is the author of this book?

What do you remember about Laura Ingalls Wilder from *Pioneer Girl*?

Narration Suggestions

	Give an account of all that must be done to prepare for winter. Why is this preparation important?
	Write a list of all the foods stored away for Laura and her family. Add pictures and color to your list.
	Draw a picture of your favorite scene from this chapter.

Recitations

- Continue to work on “Who Has Seen the Wind?” this week.

Week 2

Day Four



Literature

- Read “The Tale of Peter Rabbit” from *Tales of Peter Rabbit and Friends* by Beatrix Potter.

Before the Reading

Working with Words

- implored
- exert
- fortnight

After the Reading

Review

An **author** is a person who has written something. Who is the author of this book?

What do you remember about Beatrix Potter from *The True Story of Peter Rabbit*?

Narration Suggestions

	Tell about Peter Rabbit and his adventures in Mr. McGregor's garden.
	Should Peter have disobeyed his mother by going into Mr. McGregor's garden?
	<p>Draw a picture of Mr. McGregor's garden.</p> <ul style="list-style-type: none">○ First, copy each word for each type of vegetable he grew on the board or on a sheet of paper for your student to see. (He grew lettuce, French beans, radishes, parsley, cucumbers, cabbages, potatoes and onions.)○ Next, have your student draw a row of plants for each type of vegetable Mr. McGregor grew in his garden. (For example, have your student draw a long row of lettuce plants and then next to these a long row of French bean plants, etc.) You may wish to have your student turn his paper lengthwise. This will give him/her more room.○ Finally, at the end of each row, have your student draw a sign with the name of that plant on it, by copying the words from the board. Give the picture a title.

Additional Resources

The teacher resources section at the official Peter Rabbit site has activity packets with recipes, game suggestions and craft ideas and great printable coloring pages.

[RY1, Literature](#)

Week 2

Day Five



Literature

- Read “Billy and Blaze” by C. W. Anderson

Narration Suggestions

	Tell about Billy and Blaze’s adventures together.
	Learn more about horse colors and markings. What color is a bay horse? What is a blaze marking on a horse’s face? Draw a picture of Blaze making sure to draw his blaze and color him correctly.
	Pretend you are the horse Blaze and tell about Billy and your adventures with Billy. Tell about Rex too.
	Draw a picture of your favorite scene from this book.
	Do you have a pet or a horse? Tell about what you must do to take care of him/her. What would happen if you did not take care of your pet or horse? What might have happened to Blaze if Billy had not taken care of him?