



The Wonder of **Grade 1**

Curriculum Sample

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Year Overview

Welcome to the Wonder of Grade One!

Your child experiences a sense of oneness or unity with the world around them. They are experiencing life through their feelings. They have a strong connection to you, and will imitate all the good, and not so good behaviours! Children at this stage soak up all the sensations in their environment, as they do not have an experience of an inner and outer world yet. They are united with everything. Choosing what to surround your child with, plays a very big role in how relaxed and comfortable they feel in themselves. Daily Wonder wants your child to feel that the world is good and beautiful. Year 1 curriculum brings examples of this throughout the year. Fairy Tale themes show the good and evil aspects of life, yet good always prevails.

Month	Curriculum Areas	Social Emotional Learning Competencies	First Peoples' Principles of Learning	Description
Month 1: Wonder of Patterns	<ul style="list-style-type: none">MathLanguage ArtsSocial Studies	<ul style="list-style-type: none">Creative ThinkingSocial Awareness & Responsibility	Learning is holistic, reflexive, reflective, experiential, and relational	Students will be guided to experiment with the building blocks of numeracy and literacy in the form of geometric shapes and lines. Multicultural story telling will form the basis from which lessons will emerge. This first unit forms the foundation for academic learning for the 6-year-old and will cover ideas around personal responsibility, harnessing creativity, and placing learning at the heart of the human experience.
Month 2: Wonder of Consonants	<ul style="list-style-type: none">Language ArtsSocial Studies	<ul style="list-style-type: none">Positive Personal & Cultural Identity	Learning is embedded in memory, history, and story	Students will be guided to discover the shapes (graphemes) and sounds (phonemes) of 10 consonants through observation and story. Letters will emerge for them as they did for humans long ago, from out of the environment. Multicultural stories will form the basis from which lessons will emerge.
Month 3: Wonder of Numbers	<ul style="list-style-type: none">MathLanguage ArtsScience	<ul style="list-style-type: none">Creative Thinking	Learning recognizes the role of Indigenous Learning	Students will be guided to experience the natural world around them in the discovery of number and pattern within nature. Indigenous stories and Nature Stories will form the basis from which lessons will emerge. Good habits for schoolwork rhythms will begin to take hold as students work creatively through the unit.
Month 4: Wonder of Consonants 2	<ul style="list-style-type: none">Language ArtsSocial Studies	<ul style="list-style-type: none">Positive Personal & Cultural Identity	Learning is embedded in memory, history, and story	Students will return to the discovery of the final 11 consonants through observation and story. Graphemes and Phonemes will emerge from the environment. Multicultural stories will form the basis from which the lessons will emerge. Students will take hold more clearly of the Phonological (sounding out) stage of reading.



Month 5: Wonder of Math	<ul style="list-style-type: none"> Math Language Arts 	<ul style="list-style-type: none"> Creative Thinking 	Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors	Students will discover the four processes of math (+ - x /) through imaginative stories. The memorable characters of each process will indicate the 'behaviour' of the symbol. These memorable stories will stay with your child and support a clear connection to the processes of number/amount transformation.
Month 6: Wonder of Vowels	<ul style="list-style-type: none"> Language Arts Science 	<ul style="list-style-type: none"> Critical Thinking 	Learning requires exploration of one's identity	If consonants are the 'story letters' that describe the outside world, vowels are the 'feeling letters' that describe the inside world. What sounds do we express when we see a baby? A bear? A vista? This unit will bring the vowels into the mix of consonants and continue work with phonics rules. Multicultural stories will form the basis of this unit.
Month 7: Wonder of Skip Counting	<ul style="list-style-type: none"> Math Science Language Arts 	<ul style="list-style-type: none"> Personal Awareness & Responsibility 	Learning recognizes the role of Indigenous knowledge	Students will further develop their skills with the four processes and continue to work with their sense of number. They will begin to strengthen their sense of grouping and pattern through activities focused on skip counting.
Month 8: Wonder of Words	<ul style="list-style-type: none"> Language Arts Social Studies Science 	<ul style="list-style-type: none"> Communication 	Learning involves patience and time	Students will continue to work with decoding (sounding out) and encoding (spelling) as well as some of the following phonics rules: digraph consonants (sh, ch, th, wh, ng, oo), blends (s blends, r blends, l blends), r controlled vowels, inflectional endings, silent e, compound words, and soft c and g. Multicultural stories form the basis of this unit.
Month 9: Wonder of Shapes	<ul style="list-style-type: none"> Math Science Language Arts 	<ul style="list-style-type: none"> Creative Thinking 	Learning involves patience and time	In this unit students will consider shapes and their attributes. Counting will remain a focus and will support the work of organizing shapes. Students will link their work with shapes to the beginning of working with graphs in the form of collecting data about things in nature.
Month 10: Wonder of Habitats	<ul style="list-style-type: none"> Science Language Arts Social Studies 	<ul style="list-style-type: none"> Social Awareness & Responsibility 	Learning involves exploration of one's identity	In this final unit students will spend much time outside. Students will study the creatures that have emerged with the Spring plants and consider their housing. The cycle of night and day will be considered and contemplated as it relates to the creatures and plants in the forest/garden/yard/beach.



The Morning Lesson

Rhythm and Routine

At Daily Wonder we talk a lot about rhythm and routine. That's because we know that young children feel a sense of good health when they are held by boundaries, including the lay-out of the day, week, month.... Children are meant to learn through play and doing until they reach high school. This means we need to provide them with lots of activities that spark their creativity and provide space for wonder. When they know what is expected of them the children are freed up to be in the moment. It is up to the adults to create the boundaries to free the children.

A friend recently told us that she was not expecting the freedom that came with building a fence around her property. It sounds kind of backwards, that a fence creates freedom, but think about it...she has a dog that had to be tied up or managed all the time. Once the fence went up, the dog knew how far it could go and the people trusted that the dog would just do dog things. We aren't comparing children and dogs, but we are comparing the freedom fence to boundaries.

Rhythm – this is your wide level organization such as your year, when you start school, what holidays or celebrations you participate in, what time you get up each day, what time you start and end your morning lesson...

Routine – these are the details within your rhythm such as singing a song to begin the morning lesson, lighting a candle before story, and how you end the day. Routines are kind of like the rules for 'how we do things'.

Your Daily Wonder teachers suggest the following rhythm for your morning lesson (framework for sample taken from "The Roadmap to Literacy" by Langley and Militzer-Kopperl):

Portion	Time amount	Content – each portion has a balance of loud and quiet
Opening	12-15 min	Begin, verse, singing, speech, movement, nature observation, riddle, etc. Here you are welcoming the day, becoming present for the lesson.
Skills/Practice*	20-40 min	Practice skills and activities associated with concepts from previous days, here you are building competencies (knowledge and abilities) on the path to understanding concepts.
Intro/Review*	10-25 min	New and on-going concepts, new subject content, new skills, review previous day, multi-sensory activities
Bookwork*	15-35 min	Portfolio for writing/drawing, copy, picture; practice books for rough draft, rules, etc.
Story	15-20 min	The key! Preferably told rather than read. Used to intro new concept or as soul food, can be moved to Intro section

*can include one or two transition activities of 2-3 minutes

Transition – Integrated Movement Activities (IMA) such as singing, clapping, speech, movement, developmental exercises, bean bag, Simon says, etc

**What Else?**

As you can see, we are suggesting a morning lesson that is between 1 – 2 hours each morning. We recommend this is followed five days per week. That leaves you a lot of day to fill before bedtime!

Numeracy – In addition to the Morning Lesson, your Daily Wonder team recommends that your child spend 15 – 30 minutes each day working on math foundation skills. DW is committed to introducing the big math concepts in Monthly Units throughout the year but your child needs to practice these skills daily. The amount of practice will be unique to your child, your schedule and their grade level. **We suggest using a provincial/state math book available at your local bookstore and working through this chapter by chapter.** Have a look at our Numeracy Scope and Sequence PDF to see what and when big concepts will come up for your child in a Monthly Unit, that way you can avoid the skill building portions for that topic in your math skills book until your child has been introduced to it properly.

Literacy – Your Daily Wonder team recommends that in addition to the Morning Lesson and Numeracy Practice time, your child spend 15 – 30 minutes each day reading. Again, DW will introduce literacy concepts along the way but reading and writing are foundational skills that need practice every day. Your child will have plenty of practice writing through the daily lesson, but reading is necessary to practice outside the lesson time. Depending on your child's relationship to reading at this time it can be great to read to your child, have them read aloud to you, or give them quiet space for silent reading. You'll know what combination suits your child best. Books you choose should be enjoyable, minimally but consistently challenging, contain appropriate content for the age of the reader, and provide examples of characters that share your child's frame of reference whenever possible.

Your Daily Wonder team also recommends a good balance of unstructured play time or creative time, and down time. Here is a sample of a daily rhythm used by some of our DW members:

Time	Activity
8 – 10 am	Morning Lesson
10 – 10:30 am	Snack and chores
10:30 – 11 am	Numeracy skills practice
11 – 12:30 pm	Play time/Creative time - unstructured
12:30 pm	Lunch and chores
1:30 – 3 pm	Play time/Creative time – structured (lessons, outings etc)
3 – 4 pm	Quiet time/Reading time



You are going to have unique rhythms and routines because your family's needs are unique. Our number one suggestion is, have fun! Our number two suggestion is, no matter how you organize your day and week, for best results keep it consistent.

Here are some ideas for activities to do after the morning lesson is finished:

1. Outdoor hike, adventure
2. Painting-- free painting or guided
3. Beeswax, clay, play-dough modelling---can have them create things based on morning lesson or seasonal themes
4. Knitting
5. Music lesson/practice
6. Free drawing- crafting time--based on morning lesson or seasonal themes
7. Cooking/baking
8. House chores
9. Journal writing
10. Older students could catch up on morning lesson work
11. Story time/ silent reading
12. Gardening
13. Woodwork
14. Building projects



The Wonder of Patterns

Year 1 Month 1

This is a 5 day sample. Full unit includes 15 days of guided lessons and a 5 day flex week with suggestions for projects and independent work.



Month Overview

CURRICULUM AREAS/LEARNING OUTCOMES — CONCEPTS/BIG IDEAS

Math: Concept: Repeating elements in patterns can be identified.

Connection: This unit you and your child will be looking around for patterns in everyday things.

Concept: Objects and shapes have attributes that can be described, measured, and compared.

Connection: You will review and discuss patterns you observe.

Language Arts: Concept: Curiosity and wonder lead us to new discoveries about ourselves and the world around us.

Connection: Stories that you tell in this unit will be about the world around us, for example, the wind. Your child will begin to notice that there are shapes and transformation in everything! A spiral in a shell, a spiral in my thumb print, a spiral on the snail's back...

Concept: Language and story can be a source of creativity and joy.

Connection: Throughout this month you will tell stories to your child and use a variety of verses and songs too.

Social Studies: Concept: Our rights, roles, and responsibilities are important for building strong communities

Connection: Give your child some responsibility for holding the form of the morning lesson.

Encourage your child to share stories about their role in the morning lesson to their neighbour/ aunt/pet...this will set them up to see how vital they are to the community later on.

FIRST PEOPLES' PRINCIPLES OF LEARNING PRESENT IN THE LESSON

Principle: Learning is holistic, reflexive, reflective, experiential, and relational

Connection: Your child will feel that their learning is dependent on noticing their environment and through their relationship to you. They will engage their whole body to wonder at the shapes in their environment and thereby engage their body, emotions, and thinking.

CURRICULUM OVERVIEW

The Wonder of Patterns is a funny name, but quite literally means that you and your child will be telling stories of and with Patterns and Forms. What are patterns and forms? When you think about it, patterns exist in everything in nature and forms make up all the letters and numbers that we use today. There is the straight line and the curved line and all the ways that these two friends interact. By spending a few weeks exploring patterns and forms through imaginative pictures, you have a place to focus on routines and rhythms for home learning including your expectations for school time in your home such as where, when, and how. And by focusing deeply on the patterns and forms, you get to also focus on the 'form' of your child's posture, pencil grip, quality of work, and habits. You will also get to ease into the start of the year since there is no studying to do, you're welcome!



PARENT PREPARATION

To prepare to bring this unit, go out and get excited about the horizon! Have a look at what is around you, notice the features of your landscape and the patterns and forms they create as they contrast with the sky. Imagine the line of the sun as it moves across the sky, see the shape of the wave as it meets the sand, the shape of the trees as they meet the sky or reflect on the lake. You will focus on straight and curved lines, running lines, and patterns. You will save 3D forms, mirror forms, and geometric forms for later.

MATERIALS NEEDED

- Verses, songs, a book of Fairy Tale stories/access to internet for stories
- Intentional Movement Activities (IMA) that support development of your child's unique needs. Combine these movements with verses
- A loving adult who has a relationship with the child(ren)
- A clean and quiet place for work that is consistently available and of low stimulation
- Access to nature, clothing/equipment to support safety for such access
- A portfolio (large book of unlined pages, large paper can be made into a book later)
- Large paper for practicing (40-50 sheets is ideal)
- Small journal for jotting down inspiration
- Outside chalk if pavement/cement is available
- Rope, up to 20' is great but yarn can work too, minimum 18"
- Up to four verses that can work to begin, transition between activities, and end the day with a focus on season
- Up to four songs for the same reasons and focus as above
- Required Reading: A book of Multicultural Fairy Tales and Nature Stories

SOCIAL EMOTIONAL LEARNING

Creative thinking means generating new ideas by being curious. Students will begin to see shapes and forms all around them, be sure to have a journal to allow for a collection of these discoveries. As you focus on the rhythms and routines you want to have in place for home learning, you can give some responsibility to your child(ren). This will support their sense of social awareness and responsibility as well as their recognition that learning has an important place in your home. With your conscious and careful set-up for home learning, your child(ren) will come to see that learning is a central value for your family, that it is holistic, reflexive, reflective, experiential, and relational.



DEVELOPMENTAL CONNECTION

Developmentally, children who are age 6 are usually still a bit dreamy like their kindergarten self. They might be dynamic, energetic, bright people or they may be quiet, still people but our guess is, their thinking is completely influenced by the things going on around them. Later in the grades you will begin to see that your child develops the capacity to be consciously influenced by what is going on inside them, but we will come back to this much later... This unit takes that recognition of the 6-year old's experience of the world and brings them toward a focus on learning in a new way. This is the transition unit between the time of learning through play (thinking through doing) and the time of learning through imaginative academic activities (thinking through feeling, on the way to developing analytical thinking processes).










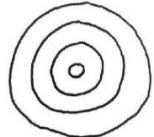


What do I need to do in order to set my child(ren) up for success as they begin this year of home learning? What support do I need? What are my strengths and my stretches in the following areas needed for home learning?

- A quiet area for quiet working without noisy distractions for ears OR eyes
- A regular routine that is consistent every time and includes a 'breathing' of active and quiet activities
- My presence without my device
- My confidence that my child(ren) are always learning and that home learning is about organizing and capturing that learning
- My recognition that to be a social citizen, and share their unique gifts, my child(ren) need(s) to build their self-awareness and self-control as much as they need to learn about the world – setting up a good home learning environment will support them in this
- A community – for activities outside the 1-2-hour morning lesson (unless you are working in a learning pod so that community is part of morning lesson)




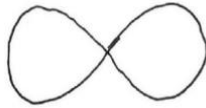

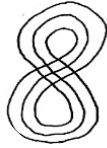

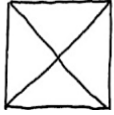



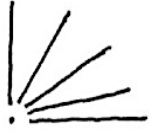


PARENT REFLECTION



Patterns or Forms for this Unit

Day	Image	What	Pattern or Form
1		Butterfly	
2		Horse	
3		Frog	
4		Wind	
5		Sun	
6		Sun Looking Down	



7		Bird	
8		Smoke	
9		Smoke with Spark	
10		Window	
11		Spider Web	
12		Shining Gem	
13, 14 & 15		Winding Path	



Verses, Poetry & Song Suggestions

OPENING VERSE FOR GRADE 1

*The Sun with loving light
Makes bright for me each day,
The soul with spirit power
Gives strength unto my limbs,
In sunlight shining clear
I do revere, oh world, (or God, up to you...)
The strength of humankind,
Which Thou so graciously
Has planted in my soul,
That I with all my might,
May love to work and learn.
From Thee stream light and strength
To Thee rise love and thanks.*

UNIT POETRY SUGGESTION

Straight as a Spear I stand
Strength fills my arms and legs
Warm is my heart with love

CLOSING VERSE FOR GRADE 1

This verse can either be spoken or sung.
[Here's the tune if you wish to sing it.](#)

*To do to others as I should
That they would do to me
To make me good and kind and strong
As children ought to be
Kind hearts, they are the garden
Kind thoughts, they are the root
Kind words, they are the blossom
Kinds deeds they are the fruit*



UNIT SONG SUGGESTION

Little Dwarfs

[Here's the tune](#)

Little dwarfs so short and strong,
heavy-footed march along,
every head is straight and proud,
every step if firm and loud.

Pick and hammer each must hold
deep in earth to mine the gold,
ready over each one's back
hangs a little empty sack.

When their hard days' work is done.
Home again they march as one
full sacks make a heavy load
as they tramp along the road.
As they tramp along the road.

Dwarfs **Words - Molly de Havas** **Music - J.M.**

Lit -tle dwarfs so short and strong Heav-y foot-ed march a-long;

Ev'-ry head is straight and proud, Ev' -ry step is firm and loud.



DAY 1

GOALS OF THE LESSON

Today the focus will be on the rhythm that you set up for home learning. The goal will be that it is intentional and gives space for all the elements of the morning lesson: beginning, practice and review, new material, bookwork, story. The goal is that your child feels held by the rhythm of your day and the routines within it, this will get easier to see over the coming days.

WHAT TO KNOW BEFORE YOU BEGIN TODAY

Remember that you are in no rush. Remember that you have all that it takes to provide an enriching, holistic, warm and loving environment for your child to grow into an innovative and creative thinker, a compassionate community member and passionate steward of the earth. Take a deep breath in, think about the 'form' you want for your home learning journey, think about the details of the routines and habits that will support the healthy functioning of 'school at home', think about your needs now so that you can be fully present for 1-2 hours of orchestrated joy and learning for your child(ren) for this day, and breath out. Repeat as needed over coffee/tea, then start your morning lesson with a song/verse. Prepare a fairy tale for story time today. Check the [Resource Hub](#) for links if needed.

TODAY'S LESSON

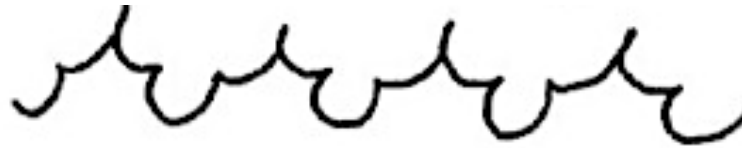
Step 1. Opening: Sing your beginning song or say your beginning verse from the space where you will begin each day at the exact time that you will begin each day. Your child(ren) should join in as you begin. After the song/verse do all or some of the following: review today's schedule, report on the weather or share a nature observation, and sing another song.

Step 2. Intentional Movement Activities (IMA): Using your chosen songs and verses, about 15 minutes – this begins your day by waking up the body and creating space for attachment between you and your child(ren), there is also a lot of capacity building in these body movements. Remember that each day you will cover some Physical and Health Education curriculum in this part of your morning lesson, report that as necessary.

Step 3. Practice and Review: Normally you will use Step 3 to review the previous day's work but for today you will set the stage for the unit. Ask your child to sit quietly and imagine a butterfly (any flying insect could work) resting on a branch. Describe the color of the wings, the shape of the wings, the antenna, the shiny black body, etc. Tell a very short imaginative story of the butterfly's journey to go and visit a friend – describe in detail the pattern of the flying in your telling, feel free to use your finger to show the pattern and orient it from your child's left, horizontally,



to their right. The pattern can have loops, points, or both – make it *horizontal* and a *consistent* pattern. Here is an example ([this](#) beautiful image is a print by Amy Kirkpatrick):



Step 4. New Material: Go outside! With the support of your transition song or verse, head outside. Show your child any pattern you see such as the pattern of the trees against the sky, the pattern of the edge of a leaf, the pattern of the top of the fence, the pattern of the edge of the apartment block etc. Each time you show a pattern, trace it with your finger in the air. Take turns finding and sharing patterns you notice, discuss patterns in detail, notice any similarities between patterns you find.

Step 5. Learning Portfolio: Return to your bookwork space with the support of your transition song or verse – turn to the first page in the book, show your child how to create a beautiful border around the outside edges of the page, about an inch thick – have them copy the word PATTERNS at the top of the page as a title, make sure the work is done mindfully as a set up for the quality you want to see moving forward. Under the title word show your child how to lightly color in the sky with the side of a crayon (use golden yellow or blue), then bring in a brown tree branch from the side of the page, then build the shape of the butterfly wings and body. Your child can bring details to the wings as they wish. Finally, they can add some green to the branch around the butterfly. Bookwork will take between 15 and 30 minutes.



Step 6. Story: You may need a transition song or verse as well as an intentional movement (IMA) for an outbreath before sitting for story. When you are ready, sing your story song and light a candle if you have one, tell a story for 10-15 minutes. Fairy Tales from around the world are a perfect match for the developmental phase of the 6-year-old. Be sure to represent your child's frame of reference in most of the stories you choose over this year. At the end of the story your child can snuff out the candle. See our [Resource Hub](#) for links to free online Fairy Tales.

Step 7. Closing: Close the morning lesson with a verse or song after clean-up is completed.

This is an example of a DW student's work. Guide your child to do their own best work.



Day 2

GOALS OF THE LESSON

Two goals today: One, confirm those routines and rhythms that you intentionally set up for optimal functioning of your home learning environment. Two, draw out the concept that patterns have observable, describable, measurable, and comparable attributes.

WHAT TO KNOW BEFORE YOU BEGIN TODAY

Remember that you have all that it takes to guide your child to be/stay an excellent person. Trust yourself, be centred in your intention, remember your well-thought-out rhythm and routines for optimal functioning of your home learning journey – you’ve got this!

You are going to draw out the concept of patterns having attributes, it will serve you to bring each pattern as a running line, that is, as a horizontal repeating pattern. Consider this as you work through the lesson today.

Today you will need your rope, string can work too, and don’t forget to have a fairy tale ready.

TODAY'S LESSON

Step 1. Opening: Sing your beginning song or say your beginning verse from the space where you will begin each day at the exact time that you will begin each day. Your child(ren) should join in as you begin. After the song/verse do all or some of the following: review today’s schedule, report on the weather or share a nature observation, and sing another song.

Step 2. Intentional Movement Activities (IMA): Using your chosen songs and verses – this portion of the morning lesson will be approximately 15 minutes. Remember that each day you will cover some Physical and Health Education curriculum in this part of your morning lesson, report that, as necessary.

Step 3. Review and Practice: Ask your child to remember some of the patterns they found yesterday, have them choose three favorites. Head outside again with your transition song/verse to lead you. Once outside have your child find the three favorite patterns and show them to you one at a time, describing each in turn. After they describe each pattern draw that description as a running line in the air for them, have them copy you. For example, if they describe the pointy edges of a leaf, show them how to turn that closed shape into a pointy ups and downs line from left to right on the horizontal.



Using your rope, choose one of the patterns to display on the ground with the rope. If the form you chose is too complex for your rope, use chalk on the road/sidewalk/driveway. Have your child do the same under your line. Have them do this for each of the three patterns. Finally, have your child tell you the story of the butterfly. Ask them to show you the path the butterfly used to travel. Use the rope to demo the butterfly pattern. Discuss any similarities or differences between forms such as straight parts, curvy parts, points, dips, etc.

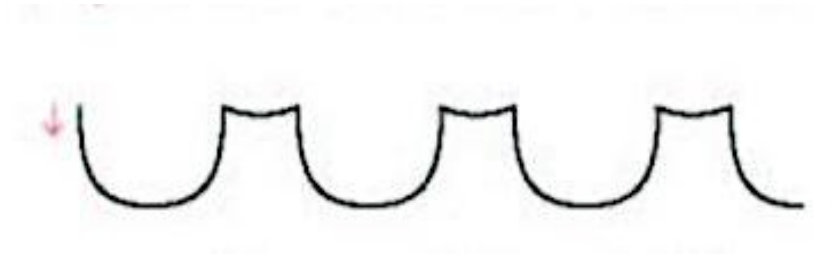
Step 4. Learning Portfolio: Return to your bookwork space with the support of your transition song or verse – Have your child turn to the second page of the book and create a beautiful border around the outside edges of the page, about an inch thick – make sure the book is turned landscape orientation, spine up, before you begin. With their finger, have your child re-do the path of the butterfly across the page from left to right. With a yellow crayon, have them draw the pattern as straight/horizontally and consistently as they can. When they are happy with the outcome, have them retrace it in two additional colors of their choosing. Once this is complete, have them draw a small butterfly somewhere along the line. Finally, have them lightly shade in the background in golden yellow with the side of a crayon.

In the sample below you will notice that the shape of the pattern is a bit different than the one suggested yesterday. [This](#) sample shows you how you might set up your work or how it might look on a page. You will do similarly tomorrow with the path of the character from your story today.



Step 5. Story/New Material: Transition to the story space in a way that suites your child's needs. Sing your story song and light a candle to begin. Include a character in your story that moves in a way that you can create a running pattern about their journey, for example a horse galloping. At the end of the story your child can snuff out the candle.

Below is an example of a horse and its way of travelling. The image was created by a Grade 4 student and borrowed from [here](#).



Step 6. Closing: Close the morning lesson with a verse or song after clean-up is completed.



DAY 3

GOALS OF THE LESSON

Today, as for this whole month, one focus will be strengthening the rhythm and routines that you set up for home learning. A second goal for today will be to notice repeating elements in patterns.

WHAT TO KNOW BEFORE YOU BEGIN TODAY

Remember that children of this age live in the moment and are directly affected by what is going on around them. Are you centered and present today? Finish your coffee and let's do this!

Remember, you'll need a story for today, and every day.

TODAY'S LESSON

Step 1. Opening: Sing your beginning song or say your beginning verse from the space where you will begin each day at the exact time that you will begin each day. Your child(ren) should join in as you begin. After the song/verse do all or some of the following: review today's schedule, report on the weather or share a nature observation, and sing another song.

Step 2. Intentional Movement Activities (IMA): Using your chosen songs and verses – you could include moving like some of the forms such as the path of the butterfly or the path of the leaf's edges etc.

Step 3. Practice and Review: For this practice activity you will choose either driveway and chalk, or paper and pencils. Have your child sit or stand facing away from you and silently trace on their back a sun with rays coming out, have them draw this on your chosen surface. Did they get it right? If not, do again. Next try a house with just the square for house, triangle for roof, rectangle for doors and one small square window, can they draw this? If not, simplify by removing window. Once you feel like success is happening, try a running form. Choose from either your known collection or something new that you see in front of you, have your child draw this. Try switching roles.

Have your child recall the character from your story. Have them describe this character and their way of travelling. Ask them to draw this on your back, you draw on theirs, then both of you draw on the surface before you.



Step 4. Learning Portfolio: Return to your bookwork space with the support of your transition song or verse – turn to the third page in the book (landscape, don't forget!), remind your child how to create a beautiful border around the outside edges of the page. Have your child use their finger to draw the path of your story character from yesterday (horse?) as you did on the surface. Next, have them draw the pattern with a yellow crayon. Follow the yellow with two more colors, slowly, and mindfully. Finally, have them draw a small image to show the character somewhere along the line. To finish off the page, gently shade the background with the side of a crayon.

Step 5. Story/New Material: Transition to the story space in a way that suites your child's needs. Sing your story song and light a candle to begin. Add in a character that travels in a new way, perhaps a hopping frog, you'll use this pattern tomorrow. At the end of the story your child can snuff out the candle.

The example image [below](#) was painted by Kat Prince.



Step 7: Closing: Close the morning lesson with a verse or song after clean-up is completed

NOTE FOR DAY 4: *You will need a beach or a park for sand, think about that planning as you fall asleep tonight...*



DAY 4

GOALS OF THE LESSON

Two goals for today: one, transition some of the routines to your child's responsibility, such as lighting the candle for story, and two, you'll bring in curiosity about the wind today...what does its pattern look like?

WHAT TO KNOW BEFORE YOU BEGIN TODAY

Remember that the focus of this unit is form. Form for your child's introduction to writing numbers and letters but also form for your rhythm and routines. These rhythms and routines are the foundation for optimal functioning of your home learning journey and will support your child on their way to self-awareness and self-control. Try to be equal parts intentional and flexible, focused and fun, hell bent and free flow. And be sure to laugh.

TODAY'S LESSON

Step 1. Opening: Sing your beginning song or say your beginning verse from the space where you will begin each day at the exact time that you will begin each day. Your child(ren) should join in as you begin. After the song/verse do all or some of the following: review today's schedule, report on the weather or share a nature observation, and sing another song.

Step 2. Intentional Movement Activities (IMA): Using your chosen songs and verses – don't forget to fly like a butterfly, gallop like a horse, hop like a frog, what else?

Step 3. Practice and Review: Head out to the sand! The intention is that this transition does not take more than an hour, the less time the better. Once there, re-center the lesson as appropriate with a song or verse for transition. Have your child clear an area of sand with their arm to make it a smooth work surface as big as possible. Next have them tell you the story of the frog and describe how it traveled. Get your child to draw this form out in the sand. Have them repeat this as many times as they can so that horizontal patterns are stacked one on top of the other.

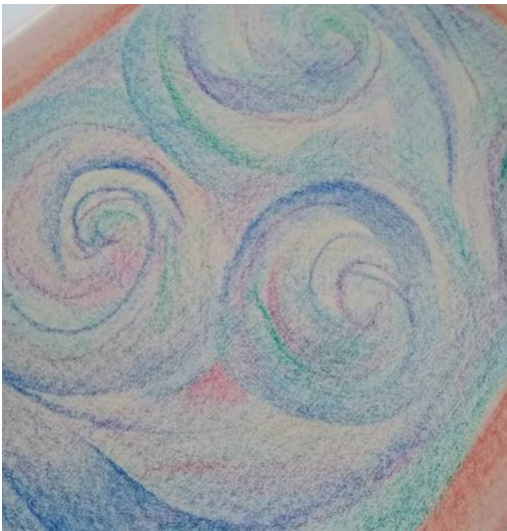
Step 4. Learning Portfolio: Have your child build a three-dimensional frog sitting near/on the patterns. Have them build a frame around the artwork. Take a photo! This photo can be placed into your child's learning portfolio since they will not complete book work today. (Photos can also be emailed to Daily Wonder as we would love to see your work).

Step 5. Transition back to home or to a blanket for the lesson's end.



Step 6. Story/New Material: Transition to the story space in a way that suites your child's needs. Sing your story song and light a candle to begin. Whatever story you choose, be sure to include a description of the wind. Have the wind take on three states, for example: the wind began as a gentle breeze that kissed the princess' cheek, later in the story the wind billowed through the trees and sent the curtains dancing in their windows, and finally the wind gathered its breath and sent a gust so strong it rattled the doors and windows of the stable.

The example below was created by ['Picuki'](#).



Step 7. Closing: Close your lesson as appropriate for where you are: snuff candle or pack up the car and say your verse or sing your song.



DAY 5

GOALS OF THE LESSON

One goal today: confirm that your child demonstrates a curiosity about patterns/forms in nature. How? Do they draw your attention to patterns they see? Do they want to show their bookwork to other family/community members? Do they imagine patterns in things they cannot see, like in music? If you cannot confirm this then you'll adjust the next five days with a better balance of doing activities and imagery, or more engagement in other ways. If you can confirm they are building curiosity, then keep up the good work.

WHAT TO KNOW BEFORE YOU BEGIN TODAY

Five days in, how do you feel? What adjustments do you need to make to feel like you are doing what you set out to do and are loving it? Is your child easing into the rhythm of home learning? The routines of the daily lesson? What support do you need? How will you get that support?

TODAY'S LESSON

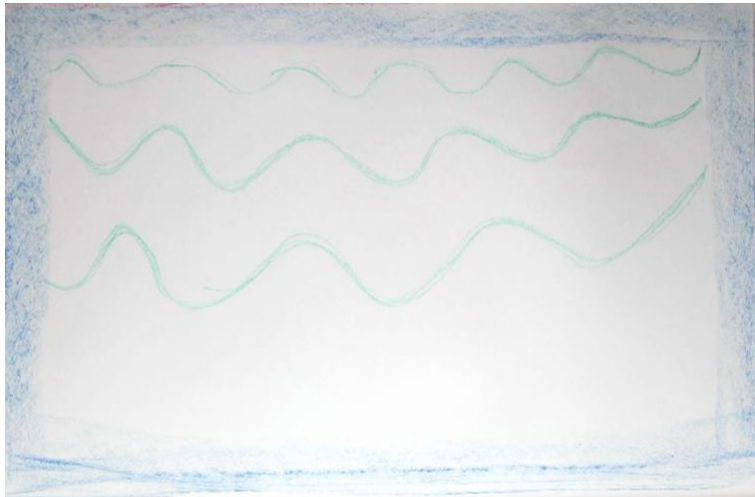
Step 1. Opening: Sing your beginning song or say your beginning verse from the space where you will begin each day at the exact time that you will begin each day. Your child(ren) should join in as you begin. After the song/verse do all or some of the following: review today's schedule, report on the weather or share a nature observation, and sing another song.

Step 2. Intentional Movement Activities (IMA): Using your chosen songs and verses – try moving backwards today!

Step 3. Practice and Review: Set up the following game: you will call out a name of a character and they will move in the pattern of that character. Be sure to set up the boundaries for safe travel. Play the game, calling out character names in random order and for differing amounts of time, take a break and switch roles or play again and have your child try moving backwards in the pattern.

Draw your child back to you for a pause. Review the story of the wind. Recall the three states of being during its journey. Describe/show the three patterns of travel, your child can help create these if appropriate. Have your child play the game again with only the three wind characters. Use their adjectives to switch between them, for example: gentle breeze, gusty wind, whirling gale!

Transition back to indoor learning space for book work. Provide your child with a large sheet of practice paper. Have them try the three expressions of the wind in pattern form on the paper, starting with the first one near the top of the page, the second in the middle, and the third near the bottom. Keep practicing as necessary until your child can show three distinct pattern lines running horizontally across the page.

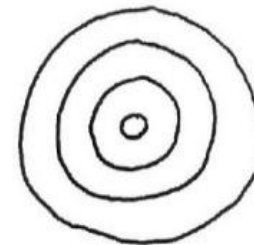
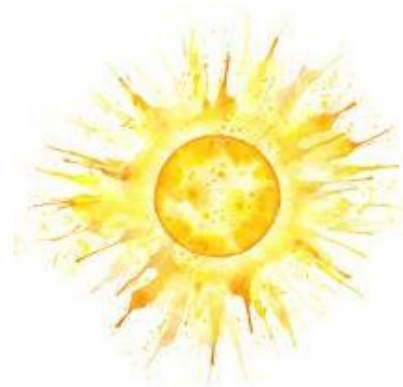


Step 4. Learning Portfolio: Transition to the work space in a way that works for you and your child. Set up book work with a border and place a good copy of the three wind pattern lines on the page. A few small swirls of wind can illustrate the page as well. Don't forget to have your child fill in the background with light, side of crayon shading.

Two samples that are a bit different from the form given yesterday. This is to show how it can be managed on the page. These examples to the left were done by grade one students and shared [here](#).



Step 5. Story/New Material: Sing your story song and light a candle to transition into story. Include the image of the sun in your story – you will bring a form of four concentric circles on day 6. Snuff candle at end of story. Beautiful sun image taken from [here](#).



Step 6. Closing: Close the morning lesson with a verse or song right after clean up.



The Wonder of
Grade 1

The Wonder of Consonants

Year 1 Month 2

This is a 5 day sample. Full unit includes 15 days of guided lessons and a 5 day flex week with suggestions for projects and independent work.



Month Overview

CURRICULUM AREAS/LEARNING OUTCOMES — CONCEPTS/BIG IDEAS

Language Arts:

Concept 1. Language and story can be a source of creativity and joy.

Connection: You will bring fun and reverent verses and tell Fairy Tales to your child throughout this unit.

Concept 2. Stories and other texts help us learn about ourselves and our families.

Connection: Your verses and stories will reflect your child's frame of reference and your child will recognize when they tell each day's story in their Learning Portfolio with their pictures and text.

Concept 3. Stories and texts can be shared through pictures and words.

Connection: Your child will recognize that they are finding letters within stories and then retelling those stories with pictures and symbols.

Concept 4. Through listening and speaking, we connect with others and share our world.

Connection: Your verses and stories will reflect diversity.

Social Studies:

Concept 1. Our rights, roles, and responsibilities are important for building strong communities.

Connection: You'll take the first week to set up your new rhythms, new verses, new movement, and all the ways of working. Be sure to give your child some responsibilities to connect them to their role within the community of learners in your home.

Concept 2. Healthy communities recognize and respect the diversity of individuals and care for the environment.

Connection: Your stories will come from a variety of cultures and landscapes; take a minute to bring your child's awareness to this aspect of diversity. Choose stories with your child's frame of reference. What frame of reference is represented in the stories you have chosen/will choose? Ask yourself: Who wrote this story? Who benefits from it? Who is missing? The answers should be: Someone with the same culture as my child. My child's community. Not my child's culture or identity.

FIRST PEOPLES' PRINCIPLES OF LEARNING PRESENT IN THE LESSON

Principle: Learning is embedded in memory, history and story.

Connection: You will be drawing letters out of each story thereby giving an experience of the connection between stories and learning letters. By trying to tell stories orally instead of reading them, you are giving your child an additional layer of Indigenous ways of knowing.



MATERIALS NEEDED

- A large Portfolio and writing materials: crayons and thick coloured pencils
- Wide lined practice book for 'rough drafts', it's nice to have the ones that have half the page as blank for use of image
- Access to a source of Fairy Tales from around the world representing many cultures and including your child's frame of reference – DW will suggest stories from the Grimm's collection, although this may not suit your child's frame of reference. See our [Resource Hub](#) for links to many free online sources of Grimm's Fairy Tales.
- Your chosen verses for opening and transitions as well as Alliterative verses for practicing specific sounds: B, S, M, D, T, F, V, G, L, K. We have provided some suggestions, but as always, you are welcome to use your own.
- A beautiful display of the whole alphabet in upper and lower case for your child to see each day
- Letters made of a variety of materials for playing games: wood/cardboard/ sandpaper/clay/etc.
- Sidewalk chalk and/or 1" paintbrush for water painting on rocks/wood
- Card stock for creating sight word cards

CURRICULUM OVERVIEW

Using the living images presented through stories, well-chosen verses and poems, and fun hands-on creative activities, you will present 10 consonants to your child in this unit. Daily Wonder will use The Roadmap to Literacy (TRL) to guide the scaffolding for literacy and will place it into the context of the home learning environment. You'll be cultivating your child's ability to listen to stories, recite, and live in a world of oral expression. By listening, your child will be gaining a rich vocabulary. Those who learn to speak expressively gain the ability to share their feelings with conviction. Literacy is the foundation for expression including letter recognition, sound recognition, phonics rules, syllable rules, spelling rules, and grammar. Your child will journey through this path over the next few years.

PARENT PREPARATION

Create some letters for playing games. They can be made of wood, cardboard, clay, etc. You can also find them to purchase at dollar stores or craft stores. Make them in different sizes and be sure to have an upper and lower case of each letter.

You'll also create a letters display in your learning area with 'anchor' images/words above the letters that you bring over two days each. You can prepare these ahead of time, or the day they are added to your letter display. The anchor image will be a simplified version of the image your child places in their portfolio.



DEVELOPMENTAL CONNECTION

The child in Grade One is waking up to the world. Their forces of growth were focused on physical building when they were in Kindergarten, now these forces can become active in developing faculties for independent, representational, pictorial thinking. Your child will still learn best through concepts represented as living pictures. You will present lessons through story and activity so that your child receives an image, internalizes it to combine with all previous percepts and concepts, recalls it, and generalizes it to create a new concept – such as the letter ‘R’. In Kindergarten your child learned through experiencing ‘practically’ all the input, now your child will begin to learn through a feeling relationship with the living pictures presented to them through experience and story. If your child is already a reader, taking the time to bring the letters in this way will serve to strengthen their conceptual understanding of the letters that will build a very strong foundation for literacy. Literacy is built on more than just decoding or reading. No matter where your child is at on the spectrum of literacy, they will develop strength throughout the month as we build the imagination, and full body understanding of letters and sounds in a step by step process developed by Janet Langley and Jennifer Militzer-Kopperl called The Roadmap to Literacy.

SOCIAL EMOTIONAL LEARNING

Your child will hear stories from all over the world with a focus on finding those that represent their own frame of reference. By seeing themselves in stories your child develops a *positive personal and cultural identity*. They’ll begin to see that stories can be told from different perspectives and can be a source of joy and creativity. As you work toward being able to bring stories orally, you provide your child with the experience that *learning is embedded in memory, history and story*.

PARENT REFLECTION

How/when did you learn to read? Do you sense any pressure from your family or community to ensure that your child is reading? Is this anxiety living in you? Almost every child will learn to read without struggle, when they are ready. Some children are spontaneous readers at age 4, some learn step by step right before your eyes, and others come to it privately at age 12. DW will suggest ‘things to watch for’ that may indicate your child needs some extra help but will mostly encourage you to give it time and try to relax so that your child does not feel that pressure.



Verses, Poetry & Song Suggestions

OPENING VERSE FOR GRADE 1

*The Sun with loving light
Makes bright for me each day,
The soul with spirit power
Gives strength unto my limbs,
In sunlight shining clear
I do revere, oh world, (or God, up to you...)
The strength of humankind,
Which Thou so graciously
Has planted in my soul,
That I with all my might,
May love to work and learn.
From Thee stream light and strength
To Thee rise love and thanks.*

CLOSING VERSE FOR GRADE 1

*To do to others as I should
That they would do to me
To make me good and kind and strong
As children ought to be
Kind hearts, they are the garden
Kind thoughts, they are the root
Kind words, they are the blossom
Kinds deeds they are the fruit*

This verse can be spoken, or sung. [Here's the tune](#) if you wish to sing it.

UNIT POETRY SUGGESTIONS

How tall are we
As tall as a tree
Can we see far
As far as a star
And the sun up above
Fills my hear with love

See also our alliteration poetry suggestions for each letter as they are introduced throughout the unit.

**UNIT SONG SUGGESTION****Michael Finnigan**[Here's the tune](#)

There was an old man named Michael Finnegan
He had whiskers on his chin
The wind came along and blew them in again
Poor old Michael Finnegan

There was an old man named Michael Finnegan
He went fishing with a pin again
Caught a fish but it flopped back in again
Poor old Michael Finnegan

The musical notation is written on three staves in G major (one sharp) and 4/4 time. The melody is simple, using quarter and eighth notes. Chords D, A7, and D are indicated above the staff at various points.

There was an old man called Mi - chael Fin - ne - gan, He grew whis - kers
on his chin - i - gan, The wind came out and blew them in a - gain,
Poor old Mi - chael Fin - ne - gan. Be - gin a - gain!



DAY 1

GOALS OF THE LESSON

The English language has three layers: alphabetic code, pattern, and meaning. Learning to read begins with alphabet knowledge and phonemic awareness. Working from the whole to the parts you will bring the alphabet (whole) and the letters (parts) beginning with Mm. You will bring Mm through the living image of a misty mountain. See what I did there? You're going to bring the image (story) and the phoneme (sound) then the grapheme (letter). This will be done over and over with new letters and working on a two and a half-day rhythm.

WHAT TO KNOW BEFORE YOU BEGIN TODAY

There are three stages to reading: Pictorial, Phonological and then Orthographic. We are aiming to bring all the Grade Ones to the Phonological stage. We are going to focus on building pathways between the parts of the brain that belong to each of those stages. We will work step by step. If your child is already a reader, that's ok, mine was too. There is such variety in the DW activities that your child will be engaged AND strengthening something they might feel they already know. We will make sure that the pathways in their brain are all there, even if they are already at stage three.

You'll tell a story today. DW offers you the Grimm's version of [Simeli Mountain](#).

TODAY'S LESSON

Step 1. Opening: Greet the day together with an opening verse or song. Follow this with a review of the day's schedule, a nature observation and any newsy sharing.

Step 2. Intentional Movement Activities: This will take about 5-15 minutes and include movement activities carefully selected by you to support your child's development in specific and/or age-appropriate areas. Add alliterative verses from your stories as you go, today a verse about the letter Mm. Here's one suggestion:

M - By Howard Schrager

Misty mountains multiply
A million marvellous M's
Mingle mint and Marigold

In meadows of mystery.
The moon sends down its magic beams
Making merry melodies
On the mirrors of murmuring streams



Step 3. Math Minute: Each day take about 2-5 minutes to develop mathematical thinking. You don't need to work with + - etc. at this point but can ask questions such as this: "Today is October 5, what do you think the date will be tomorrow? In two days?" etc.

Step 4. Practice and Review: This portion of the day develops competencies that will lead to absorption of concepts, it can take up to 45 minutes. For today, 'read/sing' your alphabet display with your child as you touch each letter. In doing this you are bringing alphabet knowledge, memory reading, and grapheme identification to your child. Begin with the regular English alphabet but feel free to bring it backwards, in sign language or another language as well.

Step 5. New Material: Tell your child that all the names of people, places and things use the alphabet to tell the world who they are. Go through the names of the people in your family and community while clapping the syllables. In doing this you are bringing the first lesson in 'pattern' that makes up the English language.



Step 6. Story time: (Tomorrow story time will come after book work, for today you need something to work with for bookwork so we put it here.) Use a transition verse or song to move to a space where your child can sit and watch you tell a story. It can help set a reverent and attentive mood if you light a candle. The story suggestion for today is the Grimm's version of [Simeli Mountain](#). Feel free to choose a different story featuring a mountain. When telling your story, be sure to be aware of the 'm' sound and accentuate it as you say it, ie. Mmisty Mmountain. Snuff candle at the end of the story.

Step 7. Learning Portfolio: Transition to the workspace with a song, verse, or IMA. For example, you could use a tongue twister highlighting the 'm' as you pass the bean bag back and forth between you.

Take out the portfolio and drawing materials. Today you'll draw a picture for the story you just told about the mountain. Your picture should be on the left page, tomorrow you'll have your child write about 'm' on the right page. This might mean you need to skip the first/title page for now. Guide your child to create a border around the page with the side of a crayon, left to right, top to bottom. Next, guide them to draw an image of the mountain (a type of double pointed mountain that reveals a hidden letter 'm' - don't tell them this yet) with the meadow below, some water perhaps, a sky, etc. *Example from Daily Wonder Parent.*

Step 8. Closing: Close the morning lesson by ensuring all materials are put away. Recite your ending verse.



DAY 2

GOALS OF THE LESSON

Draw out the sound for Mm, add the anchor image to your display, memory reading of the alphabet, phonological awareness (syllable) game, and phonemic awareness (rhyme) game. Wow!

WHAT TO KNOW BEFORE YOU BEGIN TODAY

You're going to work on phonemic awareness today using rhyming words. Have a small bunch of rhyming words prepared to use in the practice portion of your morning lesson.

You'll tell a story today. DW offers the Grimm's tale, [The Raven](#).

TODAY'S LESSON

Step 1. Opening: Greet the day together with an opening verse or song. Follow this with a review of the day's schedule, a nature observation, and any newsy sharing.

Step 2. Intentional Movement Activities: Use your alliterative verse or tongue twister for M today as you combine it with movement such as bean bag passing.

Step 3. Math Minute: Suggested math story question for today: 'your whole family used a knife and fork at breakfast today, how many pieces of cutlery in all?' 'What if we only used forks?' etc.

Step 4. Practice and Review: Repetition is key! 'Read/sing' your alphabet display with your child as you touch each letter. As you sing the end of the song "now I know my A B Cs, next time won't you sing with me?" stomp out each word. This will give your child a sense of 'theory of word' or the information that a sentence is made up of separate words.

Expanding on the idea that all the names of people, places and things use the alphabet to tell the world who they are, go through more names of the people in your family and community while clapping the syllables.

Step 5. New Material: To build phonemic awareness you can play a rhyme game. Verbally tell your child three words at a time and ask them to tell you which of them rhyme. You'll need to provide a variety so that the answer could be: all, these two, or none. Examples: Cave, Brave, Branch. Bone, Stone, Bear.



Step 6. Learning Portfolio: Transition to the workspace area using a verse/song/IMA.

Begin with a review of the story from yesterday. Choose a sentence from their telling that includes the words 'misty mountain' or even just 'mountain' and write it for them on your chalkboard/white board/paper. Underline the word 'mountain'. Tell your child that people want to share the stories of the world, so they write them down. They tell about the mountain with this letter, "M" it makes the sound for mountain too. When we start telling the story we use a big letter like this M, when we use the sound inside the story, we use a little letter like this "m". Show the M in your sentence that begins the word mountain and show your child the M in your 'anchor' picture of the mountain.

Take out the portfolio and materials. Today you'll write for the story you told yesterday about the mountain. Guide your child to create a border around the righthand page with the side of a crayon, left to right, top to bottom. Next, guide them to trace their drawn mountain with their finger to see the 'm' hidden there. On the right page you'll need to prepare lines for them to write on. Use a ruler and draw two solid horizontal lines with a dotted line running through the center. The height of the three lines should be almost 1". Within these lines guide your child to write an Mm. You'll describe where exactly the lines of M sit on the lines you drew. Big M starts at the top of the sky and goes straight down to the bottom of the ground. Lift your pencil and start again at the top of the sky, now down to the middle line at an angle, turn and go back up to the sky at an angle, then turn and go straight down to the ground. Little m doesn't reach into the sky and has only small hills that are bumps, not points. Start at the top of the ground, go down to bottom of the ground, follow that line back up and make two humps that touch the top and bottom of

the ground. On the next set of lines you can guide them to write the word 'Mountain'. If your child is a writer, guide them to write a sentence. To finish, have them shade the page with a light crayon side.

Example above from Daily Wonder member.

Step 7. Story Time: Today you'll tell your story for the letter Vv. You won't let your child in on the letter that is your focus, but you'll include a 'verdant valley' in your telling, that you will draw out with your child tomorrow. DW offers the Grimm's tale, ['The Raven'](#). Perhaps you insert the verdant valley where the man sets up camp for a year at the foot of the glass mountain.

Step 8. Close the morning lesson by ensuring all materials are put away. Recite your ending verse.



DAY 3

GOALS OF THE LESSON

Introduce Vv and give practice in writing letters with precision.

WHAT TO KNOW BEFORE YOU BEGIN TODAY

Today you'll introduce the letter Vv. You'll need some modeling materials: clay, sticks, anything straight in your house. You'll also want to add a verse or tongue twister with a V sound. You'll work in the lined practice book today as well.

You can tell a story during story time to keep up with the routine but there is no story connected to a letter for today. You can choose your own or skip story for today.

TODAY'S LESSON

Step 1. Opening: Greet the day together with an opening verse or song. Follow this with a review of the day's schedule, a nature observation, and any newsy sharing.

Step 2. Intentional Movement Activities: Use your alliterative verse or tongue twister for M today as you combine it with movement such as bean bag passing.

Step 3. Math Minute: Idea for today: How many chairs are at the table? What if I take one away? What if I bring another one? Etc.

Step 4. Practice and Review: Repetition is key! 'Read/sing' your alphabet display with your child as you touch each letter. As you sing the end of the song "now I know my A B Cs, next time won't you sing with me?" stomp out each word. Have your child find the letter M in your display.

Review the story of *The Raven*. Draw out the image of the verdant valley as you discuss the details of the story. Ask your child to imagine the valley. Draw the V (valley) in the air and have your child draw it too. Take out some modeling materials and have your child practice the Mm and the valley – if they identify the valley as a Vv, great, if not, it will be revealed tomorrow.

Step 5: New Material: Transition to the workspace using a verse/song/IMA. Take out the practice book with lines. Guide your child to practice a row of big Ms and then a row of little ms. This practice is for working on precision so make sure your expectations are understood. Remember to start at the top of letters and go down. Usually, for upper case letters we lift to start again at the top of the beginning line to complete the



letters, for lower case we retrace the beginning line. Upper case letters take up the ground and sky, lower case take up the ground but sometimes reach into the sky or sea.

Step 6. Learning Portfolio: You may need to do an IMA here to transition to portfolio. Take out the portfolio and materials. Today you'll guide your child to draw a picture for the story used for letter Vv.

Begin with a border around the page. Bring the featured elements of the story such as the valley. Remember to build the picture with shading.

Valley image example from Daily Wonder member.



own story.

Step 7. Story time: You may skip this step today or tell your

Step 8. Closing: Close the morning lesson by ensuring all materials are put away. Recite your ending verse.



DAY 4

GOALS OF THE LESSON

Further work with two letters and all the strengthening games that go with them.

WHAT TO KNOW BEFORE YOU BEGIN TODAY

You'll do more rhyming today so have your word groups ready.

You'll tell the story today for drawing out the letter B tomorrow. DW offers the Grimm's story '[Snow White and Rose Red](#)'. The B comes from the image of the bear in profile where the head and belly make an uppercase B.

TODAY'S LESSON

Step 1. Opening: Greet the day together with an opening verse or song. Follow this with a review of the day's schedule, a nature observation, and any newsy sharing.

Step 2. Intentional Movement Activities: Use your alliterative verses or tongue twisters for M and V today as you combine them with movement such as bean bag passing. Here's one suggestion for 'V':

V - By Howard Schrager

Valley so vast
With violet vines,
You climb up to a village
Volcanoes behind.
A voice rings out
Filled with vigor and vim,
Venture to vanquish
Be valiant, my friend
The vile villain
With the velvet vest
Will vanquish by evening -
Your victory's met.



Step 3. Math Minute: Suggested math activity for today: How many fingers have you got? What if we don't count thumbs? Etc.

Step 4. Practice and Review: 'Read/sing' your alphabet display with your child as you touch each letter. As you sing the end of the song "now I know my A B Cs, next time won't you sing with me?" stomp out each word. Have your child find letter sentences in the display such as QRS.

Rhyme challenge: Phonemic awareness, the sounds of letters and how they work together in words...using your groups of three words, play the rhyme game.

Step 5. New Material: Transition to the bookwork area using a verse/song/IMA. Take out the practice book with lines. Briefly review the story with the valley. Show your child your anchor picture for Vv, have them trace the valley. In the practice book, have them perfect their Vvs over one line. Identify the sound of the Vv by reviewing the sounds that begins your anchor image, ie. Vvalley



Step 6. Learning Portfolio: You may need to do an IMA here to transition to portfolio. Take out the portfolio and materials. Today you'll guide your child to bring the story of the valley to the righthand page. Begin with a border and prepared lines as you did for Mm. Guide your child to bring a precise V and v to the lines. Under it, have them write Verdant valley or Valley. Have your child finish off the page by shading around the writing with the side of a crayon. *Example image from Daily Wonder member.*

Step 7. Story Time: Transition to story time with a verse/song and the lighting of a candle. Tell your story. DW offers the Grimm's story ['Snow White and Rose Red'](#). The B is your focus and comes from the image of the bear in profile where the head and belly make an uppercase B.

Step 8. Closing: Close the morning lesson by ensuring all materials are put away. Recite your ending verse.



DAY 5

GOALS OF THE LESSON

Further work with letters and all the strengthening games that go with them.

WHAT TO KNOW BEFORE YOU BEGIN TODAY

You'll bring the story of Bb today and work in practice books. You'll also play the rhyme game.

You can tell a story of your own choosing today or skip this altogether.

TODAY'S LESSON

Step 1. Opening: Greet the day together with an opening verse or song. Follow this with a review of the day's schedule, a nature observation, and any newsy sharing.

Step 2. Intentional Movement Activities: Use your alliterative verses or tongue twisters for M and V today as you combine them with movement such as bean bag passing.

Step 3. Math Minute: Suggested math activity for today...Squirrel has 4 nuts in one cheek and 3 in the other, how many has he got? Etc.

Step 4. Practice and Review: Repetition is key! 'Read/sing' your alphabet display with your child as you touch each letter. As you sing the end of the song "now I know my A B Cs, next time won't you sing with me?" stomp out each word. Have your child find and/or identify what letter is missing as you cover one with hand/paper.

Phonemic awareness, the sounds of letters and how they work together in words...using new groups of three words, play the rhyme game.

Step 5. New Material: Transition to the bookwork area using a verse/song/IMA. Take out the practice book with lines. You'll do a 'letter drill' today. You'll tell your child what to write in their books, show them the letters for a few seconds, then hide the letters to allow your child to write them in the practice book. You aren't going for precision in the books for this game, only working on memory. Begin by saying "upper case M and lower case m" and work towards "lower case m and lower case v". They'll write Mm, then mv. You'll come back to this game as you add letters over the weeks.



Step 6. Learning Portfolio: You may need to do an IMA here to transition to portfolio. Begin with a brief review of the story from yesterday with a focus on the bear. Take out the portfolio and materials. Today you'll guide your child to bring the image of the bear. Begin with a border, then guide your child to build the image with shading. Try to ensure that the picture can represent your letter, for example that the bear is facing the right edge of the page. Finish off the page with shading.

This example image from a Daily Wonder member shows the bear in profile where the B is either in the body or in the head and body.

Step 7. Story time: Use your story verse or song and lighting of a candle to transition to story time. Today you can skip this step or tell a story of your own choosing.

Step 8. Closing: Close the morning lesson by ensuring all materials are put away. Recite your ending verse.



The Wonder of Numbers

Year 1 Month 3

This is a 5 day sample. Full unit includes 15 days of guided lessons and a 5 day flex week with suggestions for projects and independent work.



Month Overview

CURRICULUM AREAS/LEARNING OUTCOMES — CONCEPTS/BIG IDEAS

Math: Concept 1: Addition and subtraction with numbers to 10 can be modelled concretely, pictorially, and symbolically to develop computational fluency.

Connection: Adding and subtracting won't be overt during this unit rather it will be a living process that your child will develop a *feeling* for.

Concept 2: Repeating elements in patterns can be identified.

Connection: There is so much patterning in counting. You'll make this overt with the Roman Numerals.

Language Arts: Concept 1: Curiosity and wonder lead us to new discoveries about ourselves and the world around us.

Connection: You will use verses and songs to bring in curiosity and fun with counting.

Concept 2: Stories and other texts help us learn about ourselves and our families.

Connection: You will tell an Indigenous story and stories from different cultures.

Science: Concept: Observable patterns and cycles occur in the local sky and landscape.

Connections: You will tell the story of 'How Raven Stole the Sun'. You will offer the wonder of the sun as a living image. You will tell the story of 'Arrow Chain'. You will offer the wonders of the sun and moon as a living image. You will tell the stories of 'Lowana Mends the Sky' and 'The Star Money' bringing attention to the wonders of the sky.

SOCIAL EMOTIONAL LEARNING

Creative Thinking: Facet: Generating and incubating. **Profile:** I can get new ideas when I explore.

FIRST PEOPLES' PRINCIPLES OF LEARNING PRESENT IN THE LESSON

Principle: Learning recognizes the role of Indigenous knowledge. **Connection:** You will tell Indigenous stories this month and connect that to outside experiences.

OVERVIEW

It is safe to say that most children beginning grade one already knowing how to count. But counting is only one element of numeracy. This unit will give you an opportunity to bring each number from 1 – 10 to your child in connection with what makes it up, where it is found in nature, how it is composed, how it can be decomposed, and where it belongs. You will tell stories, play games, and look around in nature to become absorbed in the world of numbers.



MATERIALS NEEDED

- Beginning, transition, and ending songs and verses as well as new seasonal or topic related songs and verses. These are provided below, but feel free to choose your own.
- Movement activities to continue to support your child's development.
- Access to Grimm's fairy tales, and/or a computer to view/hear attached stories
- Portfolio and crayons
- Access to nature
- Water colour paints – full set up
- Outdoor chalk and safe area for drawing
- A basket to collect nature counters
- A skipping rope
- A set of dominoes and/or dice

PARENT PREPARATION

You will find links to stories throughout this unit. Some of these stories are audio only, some are videos. You must assess what is right for your family in using these, they are meant to be for your use in preparing.

SOCIAL EMOTIONAL HIGHLIGHTS

Your child will discover through play and story that when they use their senses, they get new ideas thereby expressing their creative thinking. They will hear stories about nature, and characters who are influenced by nature, as they discover the number in everything. Stories from Indigenous cultures will support your child's understanding that learning recognizes the role of Indigenous knowledge.



THE BACKGROUND

Children who are six are still waking up to the rhythms of the home learning day, to the rigors of academic work and to their own abilities. They still learn mostly from playing and being part of a family/community. You are beginning to awaken your child as you bring them each new theme of learning. You began the school year by celebrating the patterns and forms around you, next you introduced your child to the official names and forms of the sounds around them, now you will bring to their awareness the order of the natural world through numbers. You will begin with the concept that one is the biggest number in the world. That it holds everything and from it comes all else. This is the big secret of numbers, that it is the opposite of what we assume, that one is the smallest. One is the sun, the earth, the moon, it is the whole. From it we will find the parts, the many.

PARENT REFLECTION

When we have a relationship to each number and all of its characteristics, we develop a strong sense of number that leads to a better ease with math concepts later on. Does this resonate with you? Why or why not? What was math like for you as a child? Did you fly? Sink? Does 'whole to the parts' as a framework for teaching young children resonate with you? Why or why not?

Remember, don't set the self-care bar as low as 'a shower'. Take care of you, this is hard.



Verses, Poetry & Song Suggestions

OPENING VERSE FOR GRADE 1

*The Sun with loving light
Makes bright for me each day,
The soul with spirit power
Gives strength unto my limbs,
In sunlight shining clear
I do revere, oh world, (or God, up to you...)
The strength of humankind,
Which Thou so graciously
Has planted in my soul,
That I with all my might,
May love to work and learn.
From Thee stream light and strength
To Thee rise love and thanks.*

CLOSING VERSE FOR GRADE 1

*To do to others as I should
That they would do to me
To make me good and kind and strong
As children ought to be
Kind hearts, they are the garden
Kind thoughts, they are the root
Kind words, they are the blossom
Kinds deeds they are the fruit*

This verse can either be spoken or sung. [Here's the tune](#) if you would like to sing it.

**UNIT POETRY SUGGESTION**

I found this gem in my planning notes marked as Anonymous. Every Waldorf teacher I know uses this same one.

Start each day with the opening. As you move up you are adding verses, saying them in order. Step hard on the bolded word/number but say the whole poem. Be sure to bring in the rhythm of the poem as you speak it, each stanza is in the meter of its number (it has that many beats). It would be best to print this out and have it beside you for each day's lesson.

There was a family strange indeed; Each member had a peculiar speed.
They could walk for half a day, counting footsteps all the way.
Here they come, Number One...

1. **I am proper, neat and prim**
My walk is straight, my clothes are trim
So I count my steps and you will see
That every one's the same for me
1 2 3 4 5 6 7 8 9 10 11 12

2. But **my two steps** are **not** the **same**
For I must **lean** upon a **cane**.
Although I'm **bent** and **wise** and **old**
I **can** still **count** with **numbers bold**.
1 2 3 4 5 6 7 8 9 10 11 12

3. I'm a **lad**, light as **spray**
And I'd **much** ra-ther **play**.
I can **run** with my **ball**
While the **num**-bers I **call**
1 2 3 4 5 6 7 8 9 10 11 12



4. My step is **strong**
I'll not go **wrong**
With all my **might**
I'll guard what's **right**.
I'll al-ways **know**
How far to **go**.
1 2 3 **4** 5 6 7 **8** 9 10 11 **12**

5. Like a mouse I **go**
Fearfully tip-**toe**
Looking to the **left**,
Looking to the **right**;
Watching to and **fro**
Danger's not in **sight**.
Lightly I ar-**rive**
I am number **five**.
1 2 3 4 **5** 6 7 8 9 **10**

6. One, two, three, four, five, **six**
I can do lots of **tricks**.
I've a friend – number **three** –
He's a hel-per to **me**.
He has taught me to **play**
But I have my own **way**.
1 2 3 4 5 **6** 7 8 9 10 11 **12**

10. A giant am I, just sauntering **by**
To numbers so high I quick-l-y **fly**.
10 20 30 40 50 60 70 80 90 100

**UNIT SONG SUGGESTION****The Grand Old Duke of York**[Here's the tune](#)

Oh, the grand old Duke of York,
He had ten thousand men;
He marched them up to the top of the hill,
And he marched them down again.

And when they were up, they were up,
And when they were down, they were down,
And when they were only half way up –
They were neither up nor down.

The musical score is written on four staves in G major (one sharp) and 4/4 time. The melody is simple and repetitive, with lyrics written below the notes. Chords E, A, and B7 are indicated above the staff at various points.

Oh, the Grand Old Duke of York, He had ten thou-sand men; He
marched them up to the top of the hill, And he marched them down a - gain, And
when they were up, they were up, And when they were down, they were down, And
when they were on - ly half way up, They were nei - ther up nor down.



DAY 1

GOALS OF THE LESSON

Today your child will wonder at the number one. The wholeness of the world will be experienced. You will also set up your unit rhythm with counting and number activities.

WHAT TO KNOW BEFORE YOU BEGIN TODAY

In these next 20 days you will bring the quality of numbers 1 – 10. To bring the numbers 1-10 with a two-day rhythm means a Flex Week isn't officially possible. Use your own creativity if scheduling flexibility is required. For 20 days, you will be playing games and counting with numbers. Be ready to have fun and see the number in everything around you, and the counting opportunities that abound!

You can use the same portfolio that you used for Patterns for this Numbers unit. DW recommends keeping math together in one book and Language Arts together in a separate book. This will allow for the books to become great resources later on. You'll create a title page and then make sure that each number gets two side by side pages. Organize first page accordingly.

Today your child will paint with lemon yellow, golden yellow and orange. Paper should be same size as portfolio for pasting in later. Prepare materials and set aside.

Today you'll tell the story of ['How Raven Stole the Sun.'](#)

TODAY'S LESSON

Step 1. Opening: Give yourself a hug, then open the morning lesson with your beginning verse. Take 10 minutes or so to welcome the day: beginning verse/song, review today's schedule, weather report, etc.

Step 2. Intentional Movement Activities: Take 10-15 minutes to do some seasonal verses and singing accompanied by specifically selected movement activities that will support your child's development. There will be more and more movement as part of the practice portion of the days as we get on in the unit.

Step 3. Math Minute: Take a minute to provide an opportunity for mental math. You can ask a question, tell a story with math embedded, or play a quick game. For today try this: Sue had some lemons, she made 2 jugs of lemonade. Each jug needed 4 lemons. How many lemons do you think she had?



Step 4. Practice & Review: Today you will start by counting. Take turns with your child...you begin with 1, their turn for 2, you next with 3, etc. See how high you can go until your child can't go any further, stop there and celebrate:)

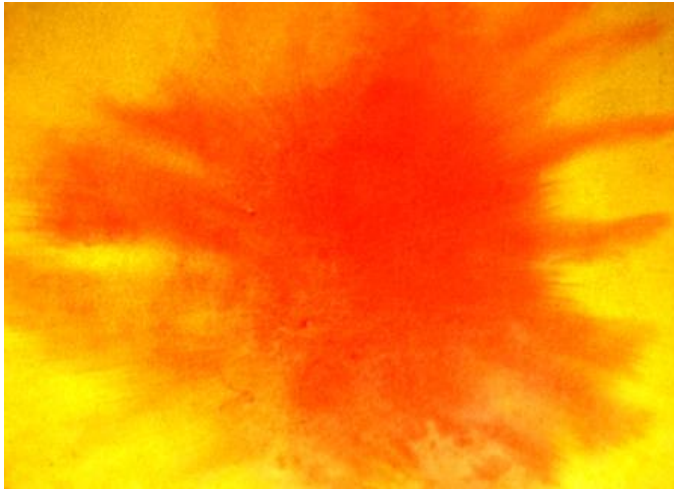
Number line game: Go outside with your chalk or use paper if weather does not permit outside time. Write a nice big number line facing your child and stacked, like hopscotch, from 1-12. Starting in front of 1, say the numbers as your child jumps to each one. Go forwards and backwards. Switch roles.

Step 5. New Material: Stay outside if you are there, inside is just fine too. Introduce the Numbers verse below (full version in [Appendix A](#)) to your child by speaking the first stanza from a standing position. When you get to the part that is for the '1s', begin stepping in a circle with each footstep an intentional count on the syllable (you'll build this up where you will be stepping in a rhythm for each number in which the 'count' is the heaviest step). Your child should imitate the whole verse with you. Just do the stanza for 1 today (stanzas for each number will be added in the plans. For the entire poem see Appendix A).

There was a family strange indeed;
Each member had a peculiar speed.
They could walk for half a day
Counting footsteps all the way.
Here they come,
Number One...

**I am proper, neat and prim
My walk is straight, my clothes are trim
I count my steps and you will see
That every one's the same for me
1 2 3 4 5 6 7 8 9 10 11 12**

Now ask your child what the biggest number is. Consider each of their guesses before saying "no, guess again". After a few guesses tell them that since they are old enough to be in grade one now, they can know the secret to numbers, that 1 is the biggest number of all! Number 1 holds everything. One is the earth. One is the sun. One is the moon. Have them draw a circle around your #1 on the number line if it is within reach.



Step 6. Bookwork: Transition to the workspace with verse or song. Take out painting materials. Guide your child to very lightly cover the page in light lemon yellow. Next, add some golden yellow to the brush and have them begin in the middle of the page to create a large sun. Add a little orange if the sun doesn't stand out enough. Set aside and allow to dry.

Image taken from [here](#).

Step 7. Story: Transition to your story space, light a candle and say a verse or sing a song to create a reverent listening space. Tell the story of ['How Raven Stole the Sun.'](#) Snuff candle.

Step 8. Closing: Close the morning lesson with an ending verse once all materials are put away. Be sure to provide 15-30 minutes for reading today.



DAY 2

GOALS OF THE LESSON

Today your child will work with single counting and activities.

WHAT TO KNOW BEFORE YOU BEGIN TODAY

You may have noticed that DW lesson plans have you working on a two or three-day rhythm, depending on the subject. Day 1, you tell a story. Day 2, you use Day 1's story (concept) as practice and bookwork, then you tell a story. When it is a three-day rhythm, you would have done the picture on Day 2 and the writing on Day 3. The basic rhythm is this: present concept through story one day, use it for work the next day (and sometimes a third day). We like to give children their sleep for processing the day's concepts.

Today you'll use your chalk again if weather permits, and you'll need some paste to add painting to portfolio. Prepare and set aside.

TODAY'S LESSON

Step 1. Opening: One more sip of coffee, then open the morning lesson with your beginning verse. Take 10 minutes or so to welcome the day: beginning verse/song, review today's schedule, weather report, etc.

Step 2. Intentional Movement Activities: Take 10-15 minutes to do some seasonal verses and singing accompanied by specifically selected movement activities that will support your child's development. There will be more and more movement as part of the practice portion of the days as we get on in the unit. Skipping, jumping, hopping, galloping, throw/catch, and body geography games are all important for this age.

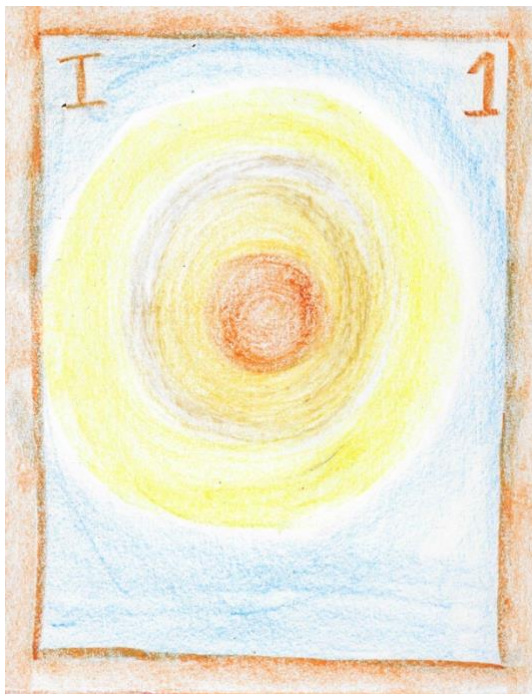
Step 3. Math Minute: Take a minute to provide an opportunity for mental math. You can ask a question, tell a story with math embedded, or play a quick game. For today try this: What number comes after 3? 7? 12? Etc.

Step 4. Practice & Review: Try counting again today as a warm-up, same as yesterday. Next, begin counting anywhere within your child's counting ability and encourage them to count up from there, do this three or four times. Finally, count forwards to 12 while stepping then count backwards while stepping backwards. If your child can easily do this, start from a random number that will challenge them a bit.



Number line game: Go outside with your chalk and re-do the stacked number line if needed. Repeat yesterday's activity as warm-up...starting in front of 1, say the numbers as your child jumps to each one. Next, have your child stand beside you at a distance from the number line and run to the number you say and back. Play this a few times until every number has had practice. You can add the challenge of having them count and jump the amount of the number as they stand on it.

Number Verses: Repeat the stanza for 1 and see if your child tries to say it with you. Notice if your child can manage the rhythm of one step for each syllable, if not, accentuate this for them as you walk.



Step 5. New Material: Ask your child what the biggest number is. Bring their attention to the story of 'How Raven Stole the Sun'. Review the story by having your child re-tell it. Refocus on the image of the sun as representing one. Ask your child to list all the 'ones' in the world. They might say, the sun, the world, the moon, me, you, our house, etc. Celebrate.

Step 6. Bookwork: Transition to the workspace with verse or song. Take out the portfolio, painting, and paste. Paste yesterday's painting onto the next fresh page in the portfolio. Take a moment to bask in the glow of the sun there. If the edges of the sun need clarity, use a golden crayon to carefully draw around the edge. On the top of the painted page guide your child to write the title of the unit: Wonder of Numbers, or even, Numbers. On the next page of the portfolio, you'll guide your child to create the image page for One. Begin with a border around the edges of the page. Inside the border guide your child to use the shading side of sun-coloured crayons to draw a sun that takes up the center third of the page. Shade lemon yellow lightly around the rest of the page. Above the sun, guide your child to write a number 1 in the right-hand corner in coloured pencil or stick crayon. In the left-hand corner, guide them to write a Roman Numeral 1 with the I (put 'hat' and 'boots' on yours). Explain that this is just another way to write numbers, it is how things were done in ancient times. For an extra flourish, have your child add the shape of the one, the circle, to each corner within the border. *See example from a Daily Wonder parent.*

Step 7. Story: Transition to your story space, light a candle and say a verse or sing a song to create a reverent listening space. Tell a story that isn't for any particular number. Perhaps you will find a story on our [Resource Hub](#), or choose your own from your own library. Snuff candle.

Step 8. Closing: Close the morning lesson with an ending verse once all materials are put away.



DAY 3

GOALS OF THE LESSON

Today you will bring twoness!

WHAT TO KNOW BEFORE YOU BEGIN TODAY

You'll go on a walk today to collect some counting materials. These items should be sturdy like acorns, not like leaves. Storing these in a suitably sized basket or bag where they will be protected is great if possible. It is great to have between 20 and 30 counters.

You'll use bean bags for counting practice today.

You'll tell the story of 'Arrow Chain.' The image for #2 is 'night and day/sun and moon'.

- [Audio Version](#)
- [A version you can read to your child](#)

TODAY'S LESSON

Step 1. Opening: One more sip of coffee, then open the morning lesson with your beginning verse. Take 10 minutes or so to welcome the day: beginning verse/song, review today's schedule, weather report, etc.

Step 2. Intentional Movement Activities: Take 10-15 minutes to do some seasonal verses and singing accompanied by specifically selected movement activities that will support your child's development. There will be more and more movement as part of the practice portion of the days as we get on in the unit. Skipping, jumping, hopping, galloping, throw/catch, and body geography games are all important for this age.

Step 3. Math Minute: Take a minute to provide an opportunity for mental math. You can ask a question, tell a story with math embedded, or play a quick game. For today try this: What number lives between 3 and 5? 6 and 8? Etc.

Step 4. Practice & Review: Try counting again today as a warm-up, same as yesterday. Forwards, then backwards. This time, instead of stepping, try it with beanbags. Try this: both of you begin with a bean bag in your left hand, count one as you pass to your own right hands, count two as you pass across (you to your child's left hand and they to your left hand), count three as your pass again to your right hand, and so on.



Play hopscotch! This can work with chalk outside or painter's tape inside. You'll need a stone/beanbag and a hopscotch grid up to #10 to play. Find a version of the game on YouTube that works for you if you do not know this game.

Number Verses: Begin by repeating the opening stanza, then the stanza for 1. Notice if your child can manage the rhythm of the verse. Accentuate as needed.

Step 5. New Material: Go for a short (15 to 20 minutes) walk to collect nature items that you will use as counters. Small rocks, acorns, chestnuts, alder cones (they're not too big), or large seeds work best. Collect about 20-30. Return to a place for bookwork.



Step 6. Bookwork: Transition to the workspace with verse or song. Take out the portfolio and writing materials. Today you'll create the writing page for Ones. Begin with a border on the page next to the sun. Using the same colour border for picture and writing page can be useful. Begin with the '1' in the top right corner of the page and the Roman Numeral 1 (I with a hat and boots) in the left corner. Have your child draw the shape for 1 on the top half of the page, the circle. Under this image guide your child to write 'One'. If your child is a writer, have them write 'One for the golden sun'. You will need to provide lines for them to write on to keep work neat and tidy. *See example from a Daily Wonder parent.*

Step 7. Story: Transition to your story space, light a candle and say a verse or sing a song to create a reverent listening space. Tell the story of 'Arrow Chain.' The image for #2 is 'night and day/sun and moon'. Snuff candle.

- [Audio Version](#)
- [A version you can read to your child](#)

Step 8. Closing: Close the morning lesson with an ending verse once all materials are put away. Remember to provide 15-30 minutes for reading today.



DAY 4

GOALS OF THE LESSON

Today you will bring any story of your choosing.
You'll expand on two-ness.

WHAT TO KNOW BEFORE YOU BEGIN TODAY

You'll use bean bags again for counting practice today.

TODAY'S LESSON

Step 1. Opening: One more sip of coffee, then open the morning lesson with your beginning verse. Take 10 minutes or so to welcome the day: beginning verse/song, review today's schedule, weather report, etc.

Step 2. Intentional Movement Activities: Take 10-15 minutes to do some seasonal verses and singing accompanied by specifically selected movement activities that will support your child's development. There will be more and more movement as part of the practice portion of the days as we get on in the unit. Skipping, jumping, hopping, galloping, throw/catch, and body geography games are all important for this age.

Step 3. Math Minute: Take a minute to provide an opportunity for mental math. You can ask a question, tell a story with math embedded, or play a quick game. For today try this: What number comes before 9? Etc.

Step 4. Practice & Review: Try counting again today with the beanbags. Once you have warmed-up with counting forwards and backwards, try counting in twos. To do this, tell your child you will count by twos, then model that you will pass the beanbag just the same, count just the same, but you will whisper one, say two, whisper three, say four, etc.

Play hopscotch or Bingo! Hopscotch can work with chalk outside or painter's tape inside. You'll need a stone/beanbag and a hopscotch grid up to #10 to play. Playing hopscotch allows your child to see the form of each number written in front of them every day. If this isn't the right game, you can substitute with Bingo. Find free printable card generator [here](#), or use the one in [Appendix B](#). To play Bingo just say "put a stone on three", etc.

Step 5. New Material: Numbers Verse: Begin by repeating the opening stanza, then the stanza for 1. Add the verse for 2. Notice if your child can manage the rhythm of the verse. Accentuate as needed.



But **my** two **steps** are **not** the **same**
For I must **lean** upon a **cane**.
Although I'm **bent** and **wise** and **old**
I **can** still **count** with **numbers bold**.
1 2 3 4 5 6 7 8 9 10 11 12

Counters Activity: Find the counters from yesterday. Have your child count out the items passing them from a whole pile on their left to another, counted pile, on their right. Ask them to show you a pile of 5, 8, 4, 9, etc. You'll be giving them practice in being organized with their materials as well as accurate with counting.



Step 6. Bookwork: Transition to the workspace with verse or song. Begin with a brief review of the story of the 'Arrow Chain' from yesterday. Ask them if they noticed that sun had a friend, moon. Reflect on these two friends, how they create night and day. Through discussion, draw out that together night and day are 2. Look around for all twos around you such as you and your child, Grandma and Grandpa, cat and dog, upstairs and downstairs, etc.

Take out the portfolio and materials. Today you'll create the picture page for Twos. Begin with a border on the left page. Ask your child to recall the story of the sun and moon. Using the border colour, support your child to draw a vertical line down the center of the page. Guide your child step by step to draw the night on the left with the moon, and the day on the right with the sun. Have both images feature the same items, such as a tree, a landscape, a house, etc., keeping it simple. To the top right corner of the picture bring in the number 2, to the top left the II. In the corners of the border your child can bring the image for two, the lemniscate (sideways 8). *See example from a Daily Wonder parent.*

Step 7. Story: Transition to your story space, light a candle and say a verse or sing a song to create a reverent listening space. Tell any story you like. Visit our [Resource Hub](#) for story ideas. Snuff candle.

Step 8. Closing: Close the morning lesson with an ending verse once all materials are put away.



DAY 5

GOALS OF THE LESSON

Counting and moving!

WHAT TO KNOW BEFORE YOU BEGIN TODAY

You may as well have all your materials organized and close by for counting practice now, they'll get plenty of use.

You'll tell the Grimm's story of ['The Three Spinners.'](#)

TODAY'S LESSON

Step 1. Opening: Welcome the day: beginning verse/song, review today's schedule, weather report, etc.

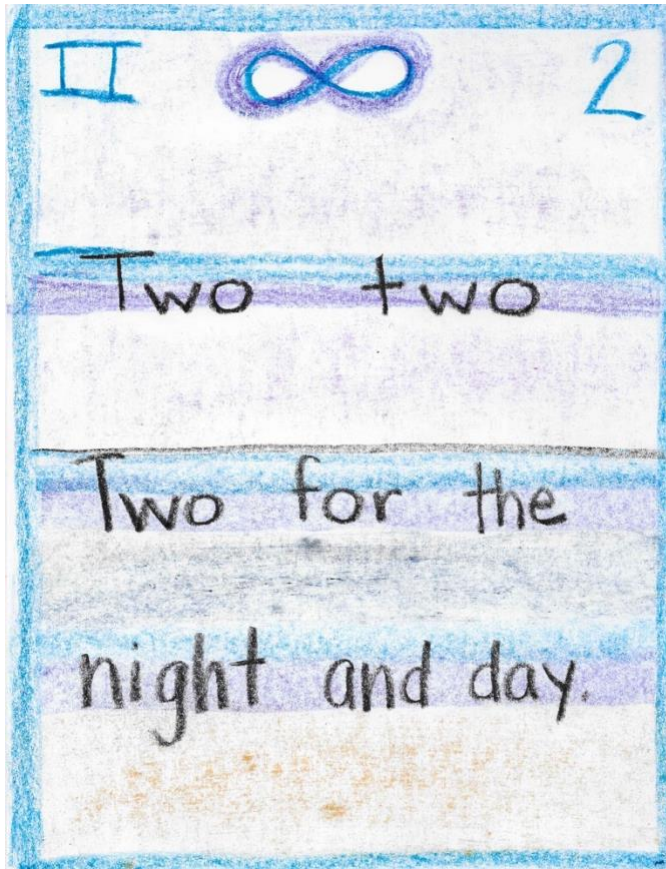
Step 2. Intentional Movement Activities: Do some seasonal verses and singing accompanied by specifically selected movement activities that will support your child's development. Jumping rope is a great one for the grade one person, especially turning one's own rope!

Step 3. Math Minute: Take a minute to provide an opportunity for mental math. You can ask a question, tell a story with math embedded, or play a quick game. For today try this: What number comes two steps after 8? Etc.

Step 4. Practice & Review: Practice using all the games and ways you know, repetition is key. Take up to 45 minutes for full body activities with counting. Examples: counting by ones and by twos with beanbags, hopping, skipping, jumping jacks, stepping on single or every second pillow, etc. Playing hopscotch or Bingo. Counting with counters activities. Number line activities such as land on the number I call, what number is missing, what number is between 7 and 9, etc.

Number Verses: Begin by repeating the opening stanza, then the stanza for 1, and finally the stanza for 2. Notice if your child can manage the rhythm of the verse. Accentuate as needed.

Step 5. New Material: Ask your child to tell you all the twos they can think of, make a list.



Step 6. Bookwork: Transition to the workspace with verse or song. Take out the portfolio and materials. Today you'll create the writing page for Twos. Begin with a border on the right page. Have your child write the number 2 in the top right corner and the II in the left corner. The shape for 2, the lemniscate, can take up the top half of the page. Under this symbol your child can write "Two", or "Two for the Night and Day" on lines provided. Lightly shade the page to complete. *See example from a Daily Wonder parent.*

Step 7. Story: Transition to your story space, light a candle and say a verse or sing a song to create a reverent listening space. Tell the Grimm's story of ['The Three Spinners.'](#) Snuff candle.

Step 8. Closing: Close the morning lesson with an ending verse once all materials are put away. Don't forget to provide reading time today.