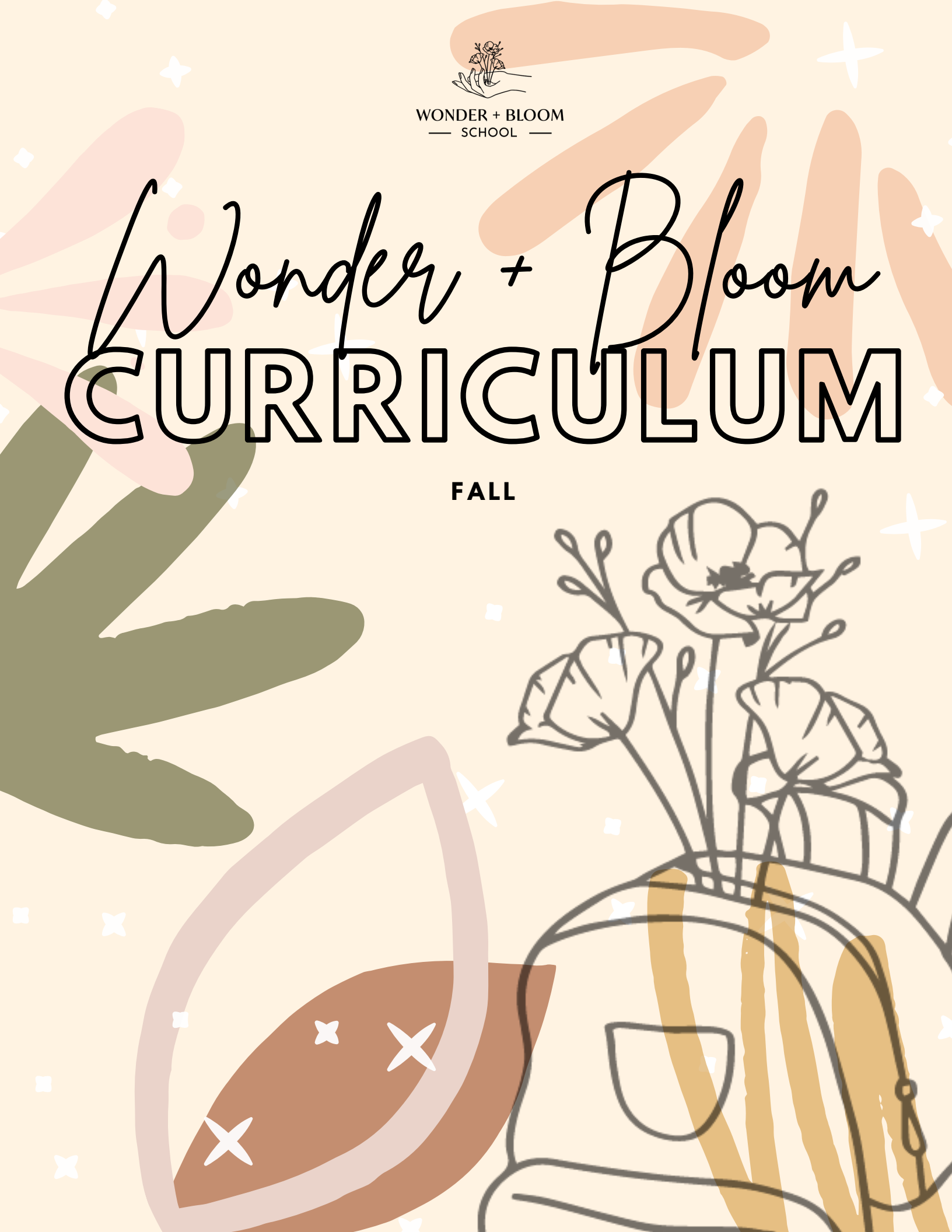




WONDER + BLOOM  
— SCHOOL —

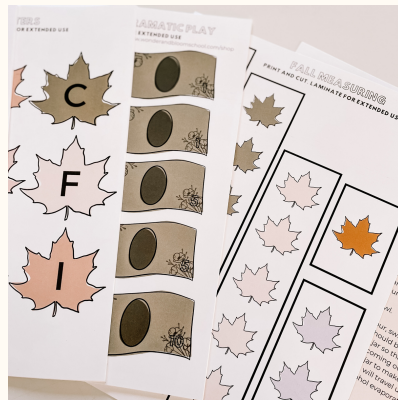
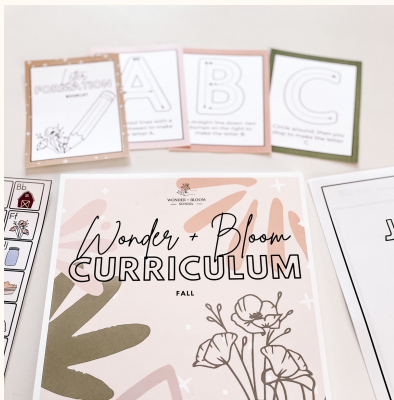
# Wonder + Bloom CURRICULUM

FALL



# Wonder + Bloom CURRICULUM

Welcome to Wonder+Bloom! I'm so happy you're here! Wonder + Bloom is designed to fit your family and their busy schedule. With tons of low prep options plus tons of flexibility, it is designed with you in mind. This curriculum will teach you how to categorize activities into each developmental domain and give you the power to start taking your child's learning into your own hands. The goal of this curriculum is to be engaging and fun for the kids but flexible and realistic for you as the caregiver. You can stick to the script, or get creative and make it your own by swapping an activity with one you've been wanting to try out! Start by reading through the daily and weekly activities, then planning out your week using the weekly planner!



## Weekly Planner

Using the weekly planner is an important part of making this curriculum a success. Whether you choose to plan ahead, or be spontaneous and enjoy the moment, utilizing the planner will allow you to keep track of each activity. Sometimes, I plan ahead and have all of my activities prepped and ready to go a week in advance, and other times I choose an activity the night before or the morning of and just jot it down to remember which activities we have already worked on. No matter your planning style, Wonder+Bloom can work! You get to choose which days of the week + how many you want to work, so it will always be up to you!

When planning your activities, the goal is to make sure each domain is being represented. In the Daily Activities section, you will choose at least 1 pre-reading activity + 1 cognitive activity for every day of the week. Adding more activities, like making sure to read a book together each night, is always encouraged. Then, you will choose at least 1 gross motor + 1 fine motor every other day (i.e.- Monday, Wednesday, Friday - Fine Motor activities + Tuesday, Thursday, Saturday - Gross Motor activity). Of course, adding in gross + fine motor activities every day is always encouraged, but the goal is to make sure at least 1 intentional activity gets completed each day. Next, you will plan your Weekly Activities. This includes sensory, art, science, social studies, writing, + songs. You will choose 1 activity for the week out of each developmental domain. There will always be multiple activities to choose from so you won't end up completing all of the activities unless you choose to add some extras to your schedule.

## Activity Details

Most activity instructions can be found in the *Activity Details* section. Some self-explanatory activities, like "ride a bike" are not included, but most other activities can be found in this section. The activities are all listed in alphabetical order. On most activities you will see acronyms indicating how much time it might take to prepare or any additional information you may need to decide what to choose during your planning.

- NP - No Prep ( very few materials required or materials provided in *Extra Resources*)
- LP - Low Prep ( some materials required + able to be prepped in under 10 minutes)
- PA - Prep in Advance
- \* - Additional resources can be found on the Wonder+Bloom Website
- \*\* - Requires additional purchase

This section also contains tips and tricks for teaching certain skills so make sure to read through each activity detail before beginning!

## Recommended Book List

Here is a list of recommended books to check out at the library.

- Red Leaf, Yellow Leaf by Lois Ehlert
- Fletcher and the Falling Leaves by Julia Rawlinson
- The Leaf Thief by Alice Hemming
- Counting on Fall by Lizann Flatt
- Goodbye Summer, Hello Autumn by Kenard Pak
- The Little Yellow Leaf by Carin Berger
- Leaves by David Ezra Stein
- Any book by Vashti Harrison (She is an author AND Illustrator so any book she has illustrated works as well)

# Recommended Supplies

Here is a list of recommended materials and supplies to have on hand:

- Children's scissors
- Markers
- Crayons
- Colored pencils
- Paint
- Glue
- Paint brushes
- Googly eyes
- Stickers
- Pom poms
- Spices
- Flour
- Salt
- Baking supplies
- Table covering (for messy projects)
- Sensory fillers (dried beans, oats, chick peas, rice)
- Play dough
- Play dough tools
- Cookie cutters
- Blocks
- Legos
- Small manipulatives (dried beans, mini erasers, bear counters)
- Spotify or Youtube
- Tongs/children's tweezers
- Paper
- Dice
- Playing cards

## Pencil Grip

Pencil grip is obviously a very important part of learning to write, so you might be surprised to find out that the number one best thing you can do to help pencil grasp, is actually to play using our fine motor and shoulder girdle muscles. On the next page, you will see a pencil grip chart that illustrates what a typical pencil grasp will look like when developing. We typically don't see a fully developed pencil grasp until at least 5 or 6 years of age. Around 3 or 4, they may start naturally transitioning into a static tripod grasp. The more fine motor activities you do with your toddler, the stronger their grasp will be. Another factor that heavily impacts pencil grip is the development of the shoulder girdle muscles. When a child does not crawl as a baby, these muscles may be underdeveloped and cause weak fine motor control. Check out The OT Mom's E-Book all about shoulder girdle muscles and as always, if you have any concerns, please talk to your pediatrician.

<https://www.ot-mom-learning-activities.com/shoulder-girdle-stability.html>

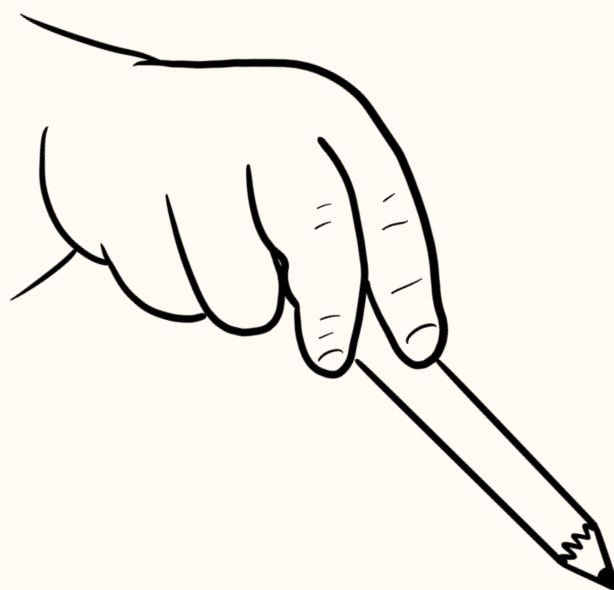
# PENCIL GRIP DEVELOPMENT

ADAPTED FROM THE HAPPY HANDWRITER

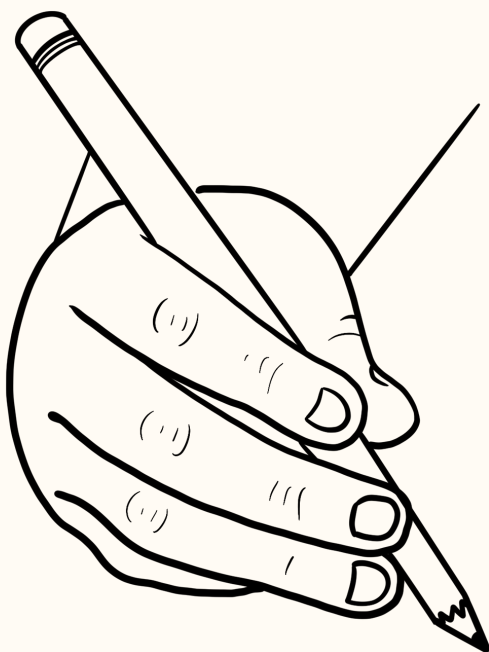
**Palmar-Supinate Grasp**



**Digital Pronate Grasp**



**Static Tripod Posture**



**Dynamic Tripod Posture**



# JOURNAL TIME

Weekly journal time is a great way to get your little one to start practicing writing skills like holding a pencil and expressing their thoughts and ideas. Their journal is their own place to express themselves and foster a love for writing. Below are some tips for guiding your child through each stage of journaling with love and support. You can also refer to the Developmental Stages of Writing Chart There is no timeline for their progression through these stages. Each child will do things in their own way and in their own time. Most children however, will not progress through all of the stages while using this curriculum. They will continue to be taught in Kindergarten + beyond. If you are having concerns about your child's development, please reach out to your pediatrician.

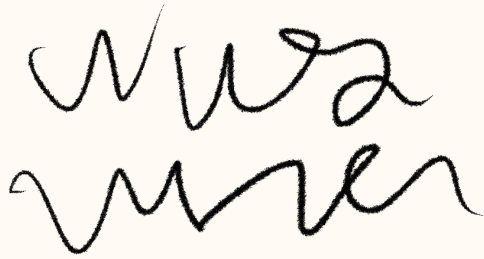
## **Journal Time Tips:**

- Make this a positive experience. If your child is showing a lot of resistance, skip journal time for a few weeks and come back to it.
- Your child may write letters backwards or regress throughout the writing process. This is just them exploring print and writing! If you have concerns about regression, please always check with your pediatrician.
- DO NOT correct their spelling or their writing. Journal time is NOT spelling/letter formation practice. This is a safe space for free expression.
- Use the data you receive from journal time to inform your daily and weekly activities. For example, if you notice your child is struggling with forming a specific letter, make sure to practice forming that letter during the weekly activities. Then give them a gentle reminder of where their pencil should be to start forming that letter.
- Make it fun! Let your child use markers, colored pencils, scented erasers! Anything to make it a fun and exciting activity.
- Let them make it their own by decorating the cover
- Have them write their name on each page. This is great practice!
- Try using an alphabet chart or word cards to help them feel inspired and supported. Both can be found at [www.wonderandbloomschool.com/curriculumresources](http://www.wonderandbloomschool.com/curriculumresources).
- You can also download and print more journal pages at <https://www.wonderandbloomschool.com/post/weekly-journal>

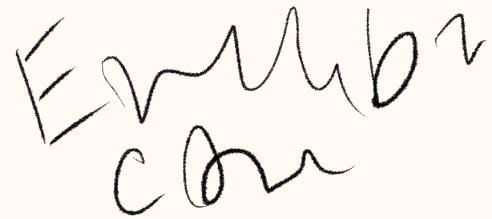
# DEVELOPMENTAL WRITING CONTINUUM

ADAPTED FROM JACKIE KOPS DEVELOPMENTAL WRITING CONTINUUM

SCRIBBLING



SCRIBBLING WITH  
LETTERS



STRINGS OF LETTERS



COPYING ENVIRONMENTAL  
PRINT



WRITING INVENTORY OF  
WORDS



WRITING WITH  
BEGINNING SOUNDS



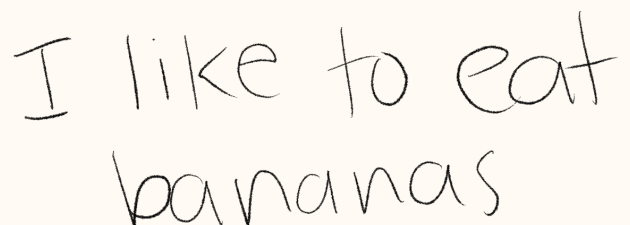
"I like to eat bananas."

SOUND SPELLING



"I like to eat bananas."

CONVENTIONAL SPELLING



# STAGES OF JOURNALING

## **Stage 1: Journaling with Pictures**

In this stage of journaling, your child will be working on drawing ONLY. They may start scribble writing or writing symbols that represent letters in this stage. You can ask them to tell you something about their picture and model writing it on the lines on the bottom of the page.

## **Stage 2: Journaling with Labels**

Once your child begins to get more comfortable with letter formation and beginning sounds, you can encourage them to begin labeling their pictures. (e.g. Writing a "T" next to a picture of a tiger.) Try asking what each item in the picture is and asking what the beginning sound might be. Then encourage them to write that letter next to each item. Continue modeling writing a sentence at the bottom of each page.

## **Stage 3: Journaling with Environmental Print**

In this stage, your child will start writing words from their environment. This could be words they remember how to spell like "Mom" or it may be words they see around the room while they're writing.

## **Stage 4: Journaling with Beginning Sounds**

As your child starts showing confidence in labeling, encourage them to try writing the sentence at the bottom of their page. Make it very clear that you are there to help them. Start by helping them decide on a sentence to write. Then ask what the beginning sound of the first word is. Then the beginning sound of the next word, etc. At this point, they should only be writing beginning sounds.

## **Stage 5: Journaling with Beginning + Ending Sounds**

Continue helping your child decide on a sentence, then listen to the sounds they hear in each word, but now focus on beginning AND ending sounds.

## **Stage 6: Journaling with Sound Spelling**

Sound spelling is a vital part of learning to read and write. Though it may seem counterintuitive, sound spelling is very developmentally appropriate and allows your child to explore letters and sounds with no pressure. Once your child has built confidence in beginning + ending sounds, encourage them to begin listening to each sound they hear in a word. DO NOT correct spelling. It is very important that they be allowed to listen to each sound. You can tell them that right now, you are focused on listening to the sounds in words and we will learn more about spelling words correctly in the future.

## **Stage 7: Journaling with Sentences**

Eventually, once your child is confident in their spelling abilities, they will begin writing full sentences using a combination of words they know along with some sound spelling.





The background features a mix of abstract shapes and line art. At the top, there are several elongated, teardrop-like shapes in shades of light orange and peach. On the left side, there are dark olive green, curved brushstroke-like shapes. In the bottom left, there is a large, brown, teardrop-shaped area with a white outline and four white 'x' marks inside. On the right side, there are vertical, brushstroke-like shapes in a golden-brown color. In the center-right, there is a line-art illustration of a plant with a large, open flower and several buds on a stem, with some leaves. The overall style is soft and artistic.

*Daily + Weekly*  
**ACTIVITIES**

# DAILY ACTIVITIES

CHOOSE AT LEAST 1 PRE-READING + 1 COGNITIVE ACTIVITY DAILY. CHOOSE AT LEAST 1 GROSS MOTOR + FINE MOTOR ACTIVITY EVERY OTHER DAY

## Pre-Reading

- Read a book
- Fall Letter Hunt
- Play dough letters
- Fall beginning sounds
- Fall letter formation
- Author/Illustrator Study: Vashti Harrison
- Lettercise

## Cognitive

- Sorting Leaves
- Fall Measuring
- Bake a fall treat
- Build with legos
- Counting fall items
- Fall Puzzle
- Build a fall scene

## Gross Motor

- Take a fall walk
- Ride a bike
- Dance
- Play Outside
- Climb a tree

## Fine Motor

- Play Dough
- Cutting fall shapes
- Coloring with fall colors
- Pom Pom Pickup
- Sticker Name Practice

# WEEKLY ACTIVITIES

CHOOSE AT LEAST 1 FROM EACH CATEGORY WEEKLY

## Sensory

- Explore fall scents + sounds
- Cinnamon sensory bin
- Play outside and explore textures in nature

## Art

- Color diffusing leaves (Printed version only)
- Paint with fall colors
- Color mixing pumpkins\*\*

## Science/ Social Studies

- Why leaves change color experiment
- Types of trees + Leaves
- Set up a farmer's market dramatic play
- Go to a farmer's market

## Writing

- Name practice
- Cinnamon oats writing
- Fall Journal Prompt

## Songs

- Autumn Leaves are Falling down (YouTube)
- What Falls in the Fall (Spotify + YouTube)



# ACTIVITY DETAILS

NP - No Prep ( very few materials required or materials provided in Extra Resources)

LP - Low Prep (some materials required + able to be prepped in under 10 minutes)

PA - Prep in Advance

\* - Additional resources can be found on the Wonder+Bloom Website

\*\* - Requires additional purchase

## **Author/Illustrator Study: Vashti Harrison (LP)**

Read a book by Vashti Harrison. Don't have one? Try finding one at the library or looking up a reading on Youtube.

"Vashti Harrison is an author, illustrator and filmmaker (her work has been screened at the New York Film Festival, among others), but she is perhaps best known for her colorful, expressive depictions of iconic Black world-changers from Arthur Ashe to Sojourner Truth to Ida B. Wells." (NY Times)

## **Bake a Fall Treat (PA)**

Bake a fall inspired recipe! Talk about certain spices, smells, + flavors that are commonly used in fall. This is a great opportunity to bake a family recipe. Focus heavily on allowing your child to help measure out the ingredients. Don't have a recipe in mind? Check the *Extra Resources* section for a pumpkin bread recipe.

## **Build a Fall Scene (LP)**

Talk about what things you might see and experience during fall. What is the weather like? What colors might you see? What smells might you experience? Now, build a fall scene! You can use blocks to build trees, stuffed animals to represent what animals might do in the fall. Try making a blanket fort, listening to a fall song, and burning a fall candle. Let your child get creative and show you what fall means to them.

## **Cinnamon Sensory Bin (PA)**

Grab some dry oats, cinnamon, and scoops/spoons. Put them inside a large bowl or tupperware and let your child explore. You can also add nutmeg, apple pie spice, allspice, or pumpkin pie spice.

## **Cinnamon Oats Writing (PA)**

Put a thin layer cinnamon + oats into a tupperware. Use the Letter Formation Booklet to encourage your child to trace letters into the oats. You can also use the fall word cards to practice writing fall words.

## **Color Diffusing Leaves (NP)**

Remove the color diffusing leaf from the page in the *Extra Resources* section. Use markers to color it, then spray with water. You can also try using watercolors to paint it. \*Only available for printed versions of W+B Curriculum)

## **Color Mixing Pumpkins (LP)\*\***

Check out the primary color mixing Bite-Sized Art Lesson from Sarah Gardener. You can find the link to purchase at [www.wonderandbloomschool.com/curriculumresources](http://www.wonderandbloomschool.com/curriculumresources).

## **Color with Fall Colors (NP)**

Have your child color using markers, crayons, and colored pencils. They can free draw or color the fall coloring page in the *Extra Resources* section.

## **Counting Fall Items (LP)**

Grab some fall themed items (pumpkins, apples, fall decor, acorns, leaves, etc.) and count them! If you don't have any fall items on hand, try counting stuffed animals, pillows, or toy cars! Model pointing to each item as you count.

## **Cutting Fall Shapes (NP)**

Have your child cut out the fall shapes in the *Extra Resources* section.

Scissor Skills Tips:

- Make sure your child always keeps the scissors pointed forward and their thumb pointed towards the ceiling. If they are having a hard time, place a bean bag or small stuffed animal under their arm to help them keep their elbow down.
- Encourage your child to turn their paper around curves, not turn their scissors.
- For younger children or children with no scissor experience, try loop scissors.

## **Explore Fall Scents + Sounds (NP)**

Grab all of the fall spices in your spice cabinet and explore how they smell. Which scent is your favorite? Which is your least favorite? Go outside and listen to the sounds you hear. If you can't find any fall sounds, try listening to a fall sounds YouTube video.

## **Fall Beginning Sounds (NP)**

Go outside and look around. Start pointing out items like leaves, trees, acorns, etc. Talk about what letter and sound that item begins with. e.g. "This is an acorn. Acorn starts with A. A says ahh. If you don't have the option to go outside, you can use the beginning sounds sheet in the *Extra Resources* section.

## **Fall Letter Hunt (LP)**

Cut out the fall letters in the *Extra Resources* section. Hide them around the house or throw them up in the air and let them fall. Pick up a letter and say its name and sound.

Tips:

- Don't have time to cut out the letters? Try using letter magnets or letter tiles.
- Try lighting a fall candle or listening to a fall song to add a sensory element.



## **Fall Journal Prompt (NP)**

Pull out the weekly journal. Give your child the option to use the journal prompt or to freely draw or write in their journal.

OPTIONAL PROMPT: "Close your eyes. Imagine you are standing in the middle of a fall farmer's market. All around you the leaves are changing colors + people are selling all sorts of items. You can hear birds chirping and people chattering. You have a basket in your hands filled with items you purchased from the market. What is in your basket?"

## **Fall Letter Formation (LP)**

Open the Letter Formation Booklet ring and pick out a few letters to work on. Try starting with the letters in your child's name. Using a small manipulative such as dried beans, mini erasers, or pom poms, have your child place the manipulatives on each letter formation card to form each letter.

## **Fall Measuring (NP)**

Cut out the Fall Measuring Rulers in the *Extra Resources* section. Use them to measure items around your house or yard. How many leaves long is a fork? A Pillow? An acorn?

## **Fall Puzzle (NP)**

Complete a fall puzzle together! If you don't have one at home, check out the *Extra Resources* section. Cut along the black lines and help your child recreate the picture.

## **Farmer's Market Dramatic Play (PA)**

Use the Farmer's Market pages in the *Extra Resources* section to set up a Farmer's Market in your house! You can use pretend food or real snacks to try experimenting with new foods. Model how to count and use the money to purchase items. Download additional printables at [www.wonderandbloomschool.com/SHOP](http://www.wonderandbloomschool.com/SHOP). Use code BLOOMIES for free download.

## **Go to a Farmer's Market (PA)**

Go check out a farmer's market in the area or watch a video of a farmer's market! What do people do at a farmer's market? Who do you think makes all the food to sell? What sights, sounds, + smells did you enjoy most?

## **Lettercise (NP)**

Look up "Lettercise" by Dr. Jean on YouTube. Have your child stand up and sing along with the song. Have them punch their arm across their body when they say each letter sound as if they are punching a punching bag. Crossing the midline can be helpful for memory!

## **Name Practice (NP)**

Have your child practice writing their name. If they are just starting to practice writing their name, write their name in yellow on a piece of paper + have them trace it. As they become comfortable, ask them to copy it onto a new piece of paper instead of tracing it. Once they become confident, you can remove the supports and let them write it independently. Don't remove the supports before they feel comfortable.

## **Paint with fall colors (LP)**

Grab red, orange, yellow, brown, and green paint and some paper. Explain that these colors are also considered warm colors. Allow your child to explore the paint and colors independently.

## **Play Dough (NP)**

Playing with play dough is an incredibly fantastic fine motor activity! It helps with language development, building up fine motor muscles, and can help reduce stress and anxiety. Grab some play dough and just let your child play! My favorite play dough brands are Emma Francesca Natural Play Dough and Wild Dough Co.

## **Play Dough Letters (NP)**

Grab some play dough and practice forming letters by using the letter formation booklet. You can also cut out the Fall Letters, place them on the table, and pick one to decide which letter to make.

## **Pom Pom Pickup (NP)**

Grab some pom poms or other small manipulative. Put on a fun song and have your child gather all of the items. For added fine motor growth try having them use tongs to pick them up. If your child seems frustrated with this, just have them use their hands.

## **Sorting Leaves (NP)**

Go outside and gather some different colored leaves. Sort them by color, size, + shape.

Tips:

-Don't have access to any colorful leaves? You can gather other items like sticks, acorns, etc. and sort those instead. You can also cut and sort the Fall Leaves by color. They can be found in the extra resource section

## **Sticker Name Practice (LP)**

Write your child's name in large letters on a piece of paper. Have them place stickers along the lines of each letter. Peeling and sticking stickers is great fine motor practice.

## **Take a Fall Walk (NP)**

Take a walk together and notice all of the things around you that represent fall. Are the leaves changing yet? Do people have their houses decorated for fall? What else do you notice?

## **Types of Leaves + Trees (NP)**

Find a book or Youtube video about types of trees or leaves. Try identifying some of the leaves and trees in your neighborhood.

## **Why Leaves Change Colors Experiment (PA)**

Complete the experiment that can be found in the *Extra Resources* section.



*Weekly*  
**PLANNER**

*Monday*

**Pre-Reading**

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*Tuesday*

**Pre-Reading**

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*Wednesday*

**Pre-Reading**

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**Cognitive**

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**Weekly Activities**

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Thursday

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Friday

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Sat / Sun

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**Weekly Activities**

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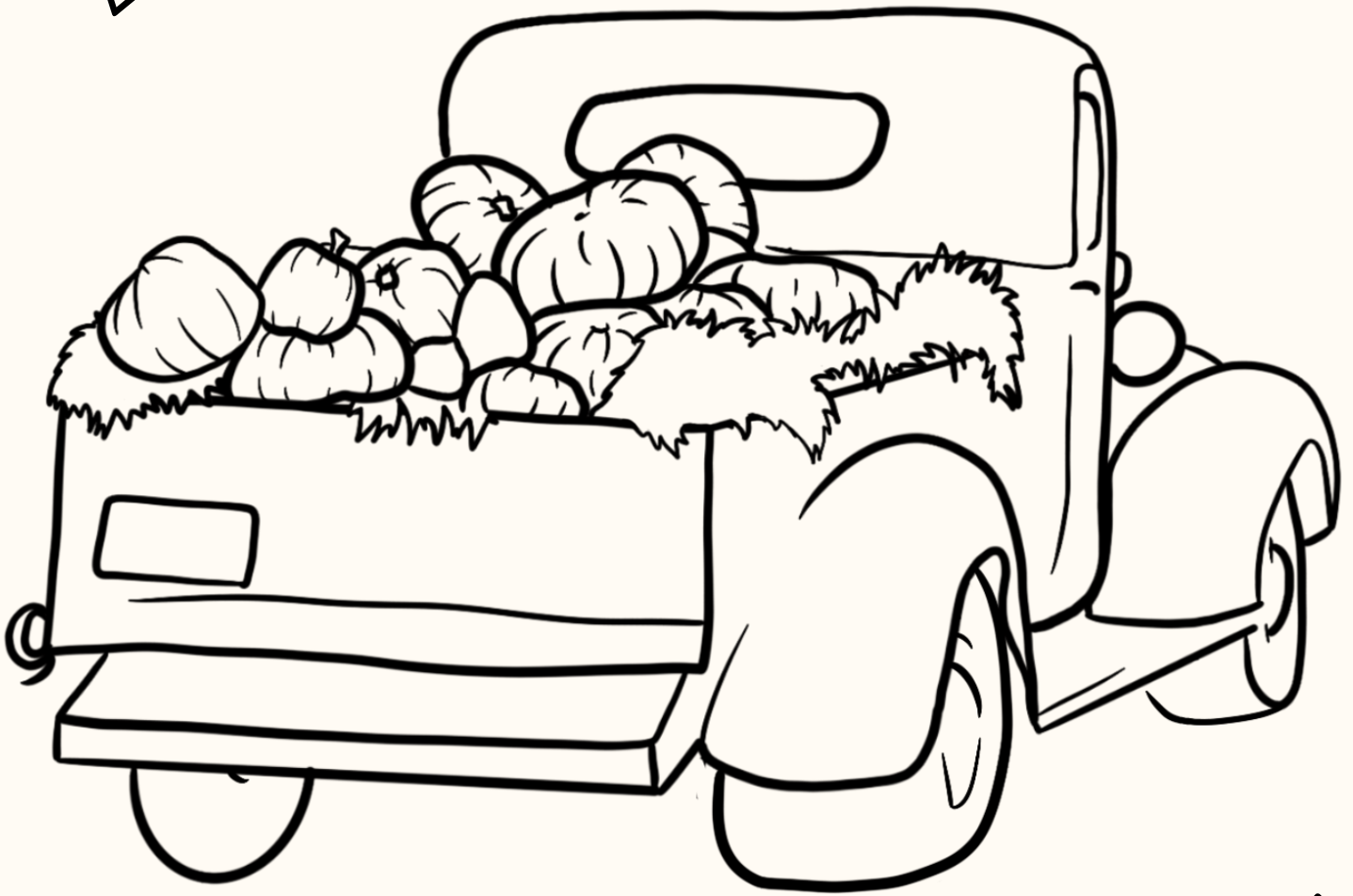


The background features a mix of abstract brushstrokes in shades of peach, olive green, and brown. There are also line-art illustrations of flowers and a bag. Small white star-like sparkles are scattered throughout the design.

*Extra*  
**RESOURCES**



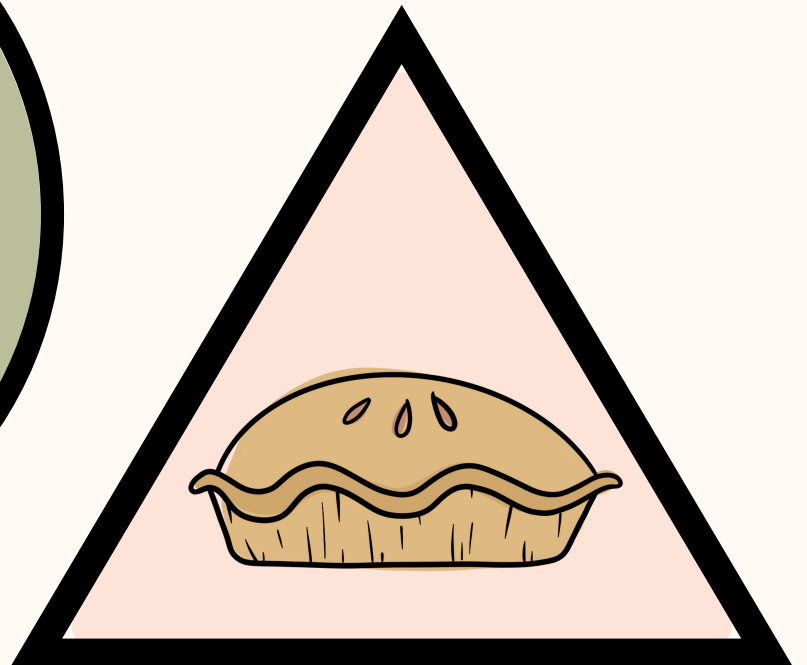
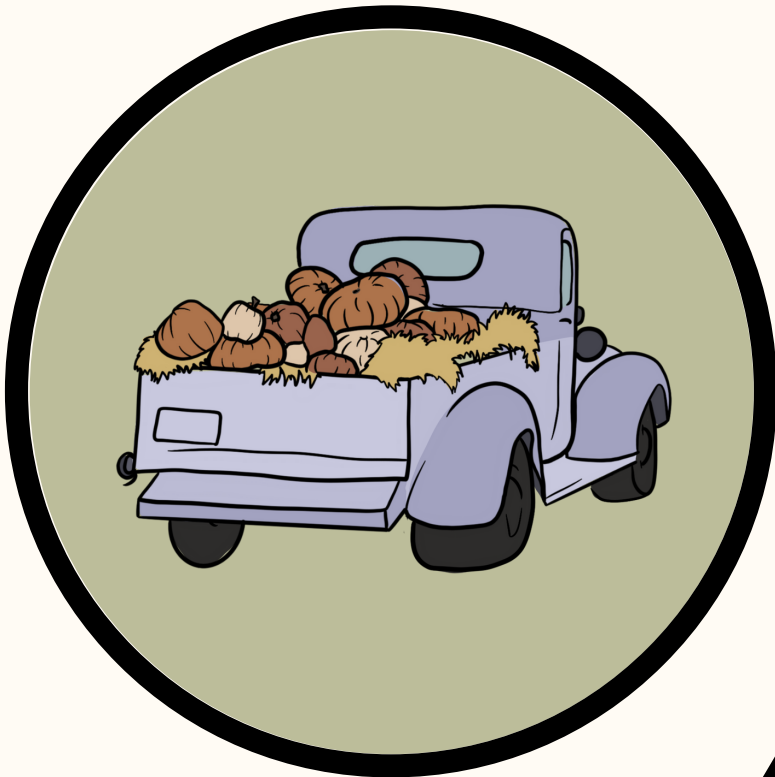
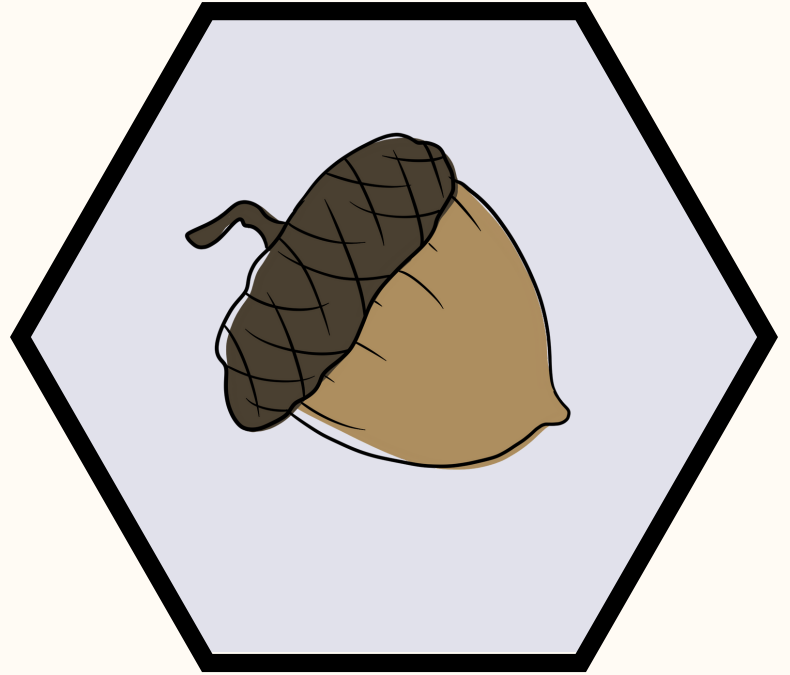
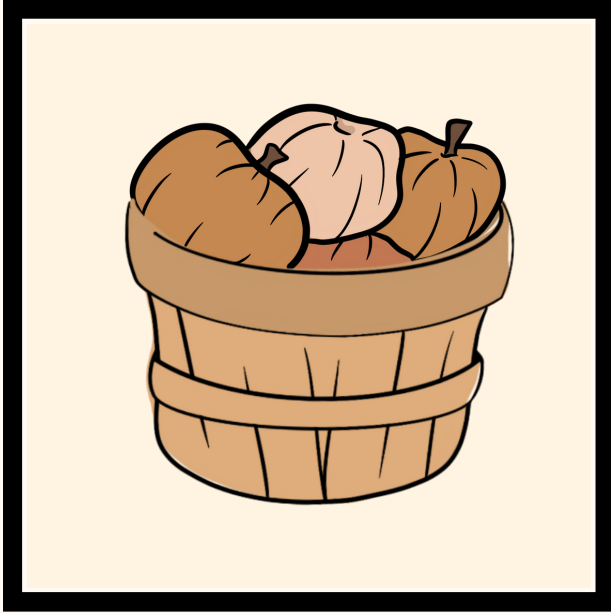
AUTUMN LEAVES



& PUMPKINS PLEASE

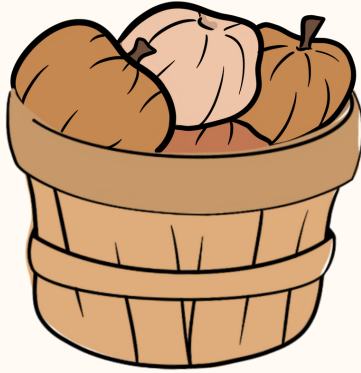
# CUTTING SHAPES

HAVE YOUR CHILD CUT OUT EACH SHAPE. CHECK  
ACTIVITY DETAILS PAGE FOR TIPS ON SCISSOR SKILLS.

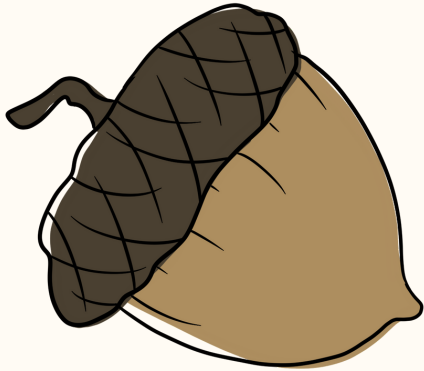


# FALL WORD CARDS

PRINT AND CUT. LAMINATE FOR EXTENDED USE



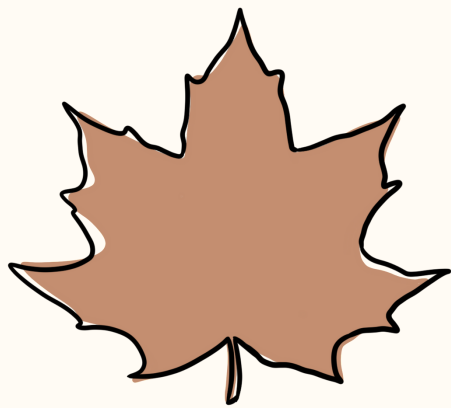
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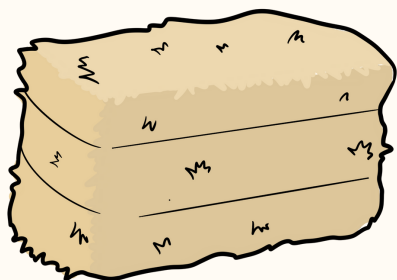
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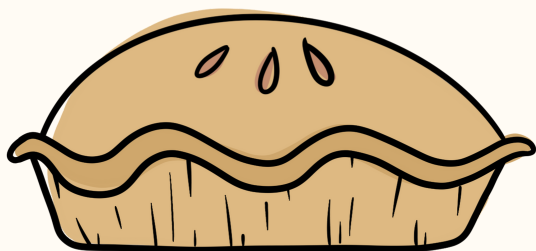
PUMPKIN



LEAF



HAY BALE



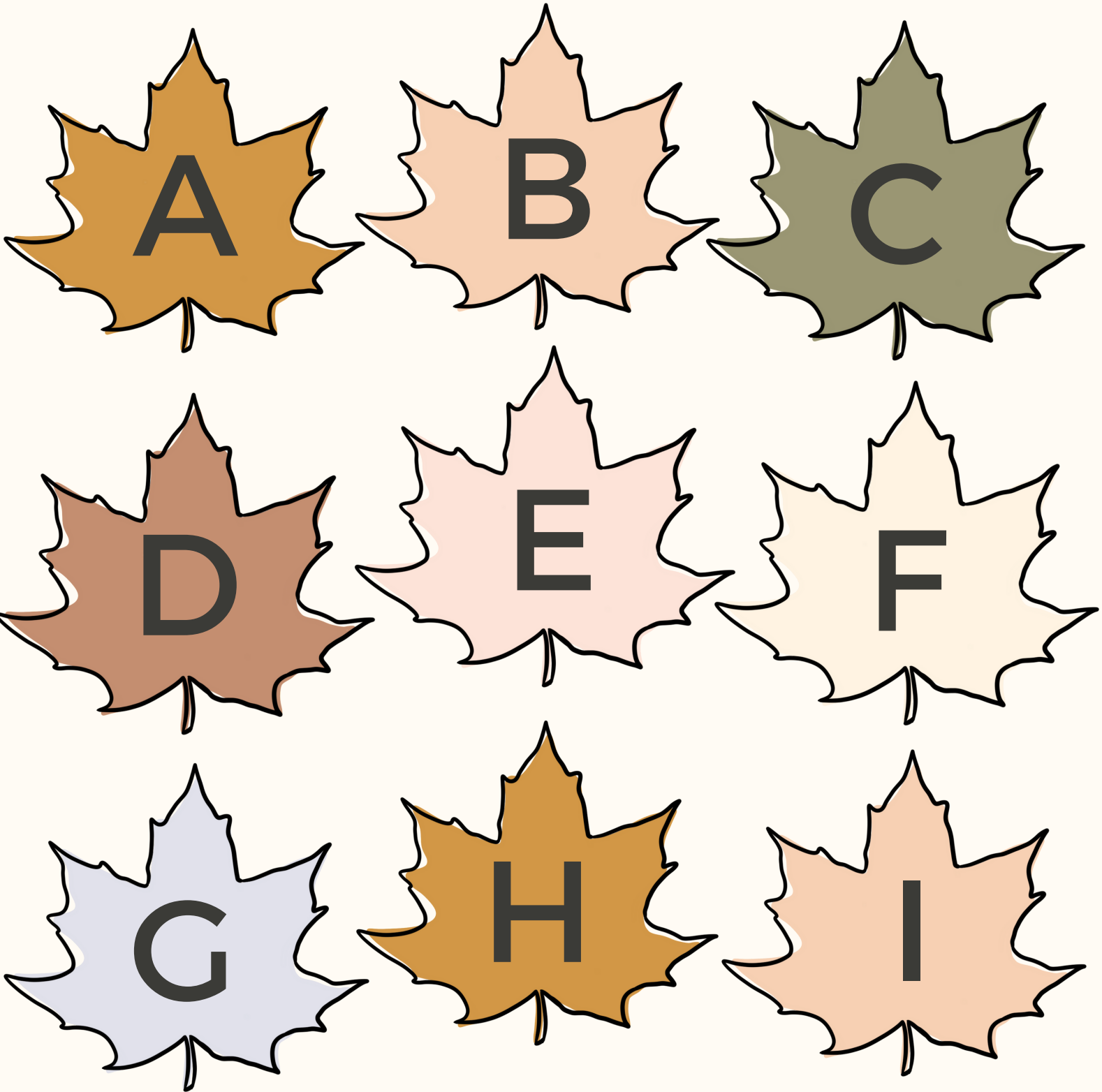
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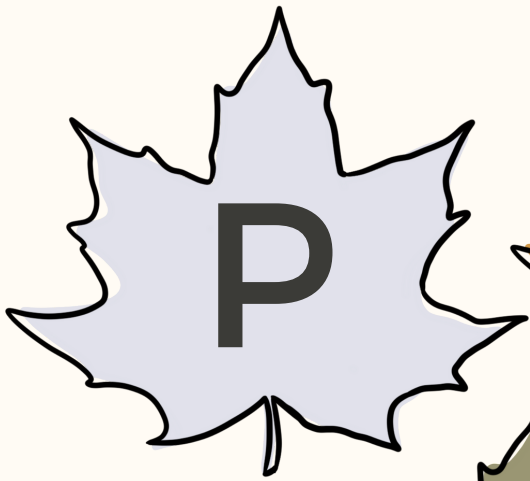
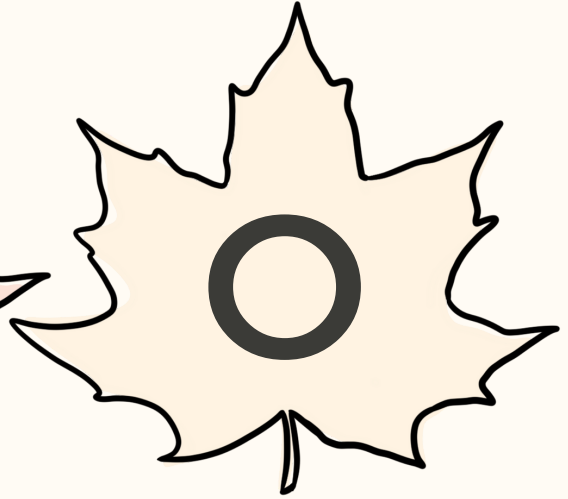
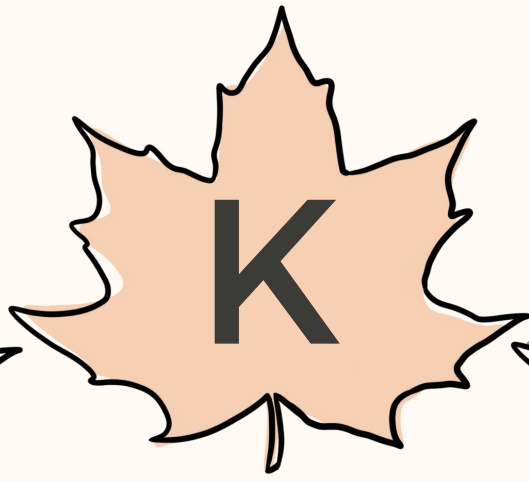


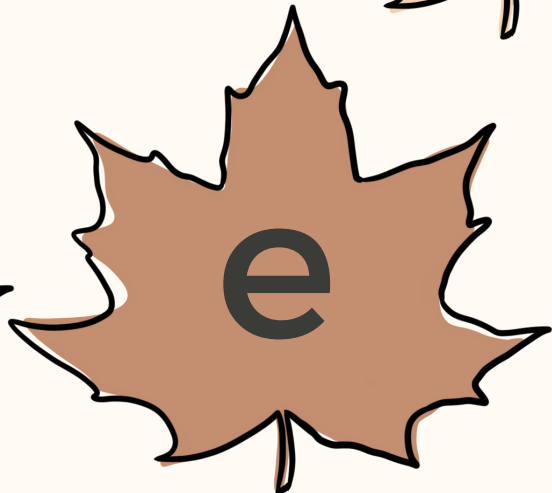
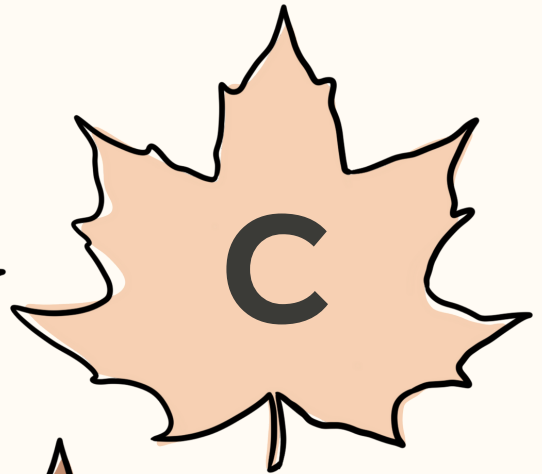
TRUCK

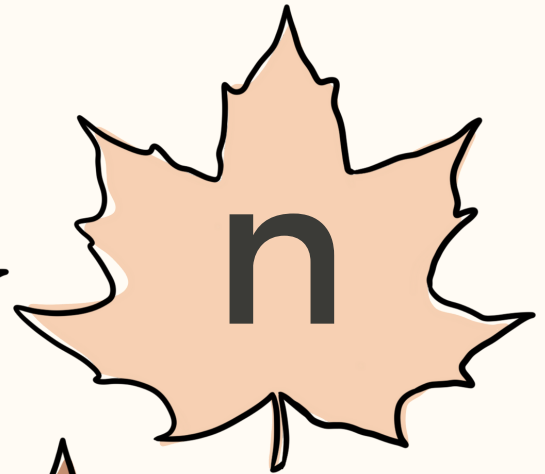
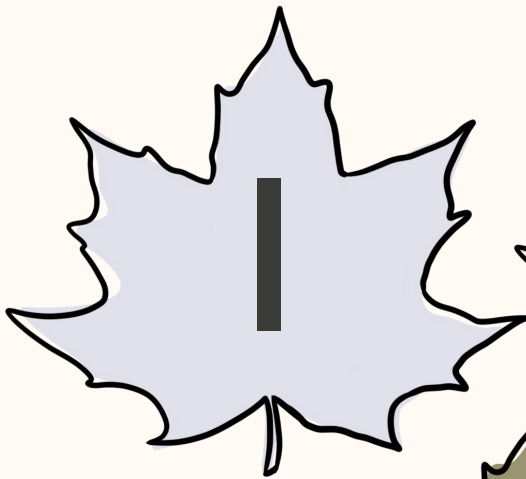
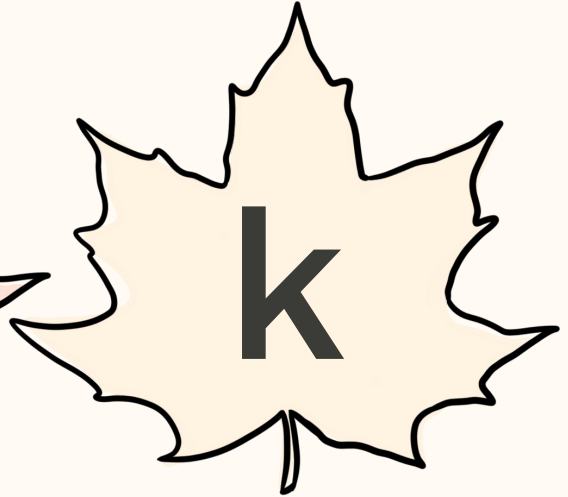
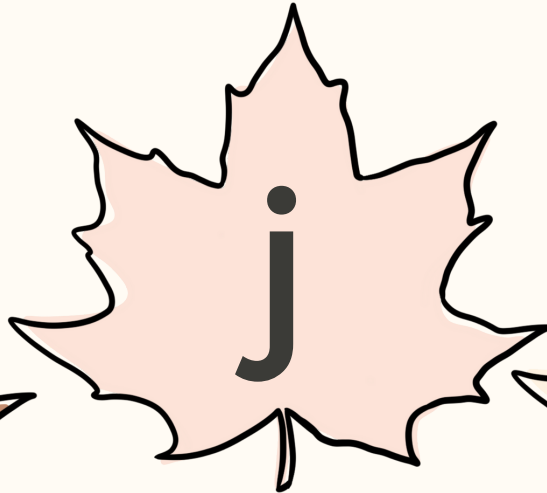
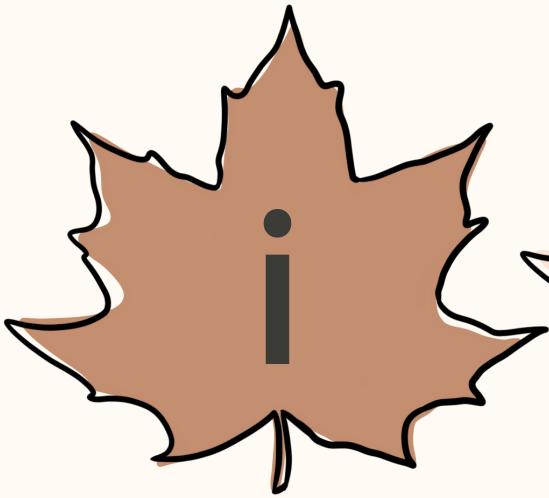
# FALL LETTERS

PRINT AND CUT. LAMINATE FOR EXTENDED USE

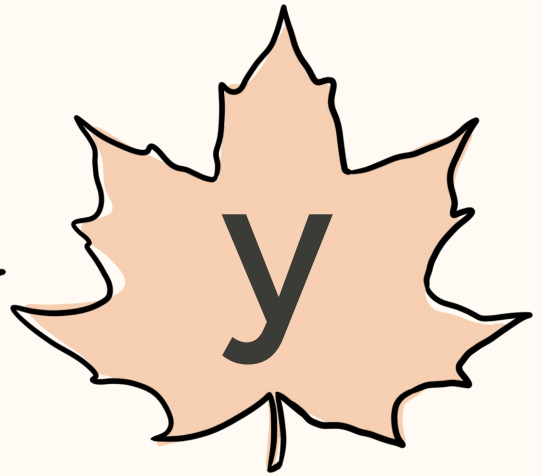
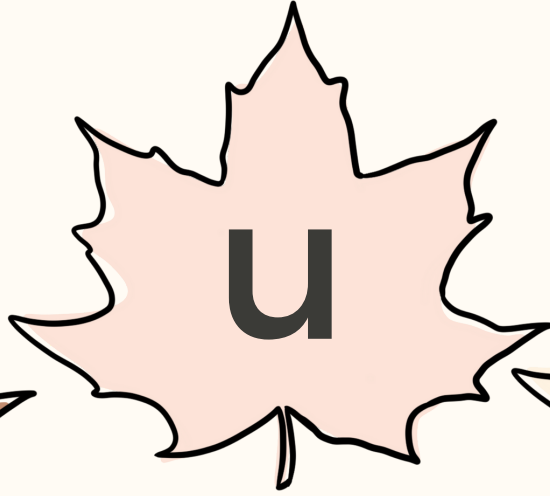
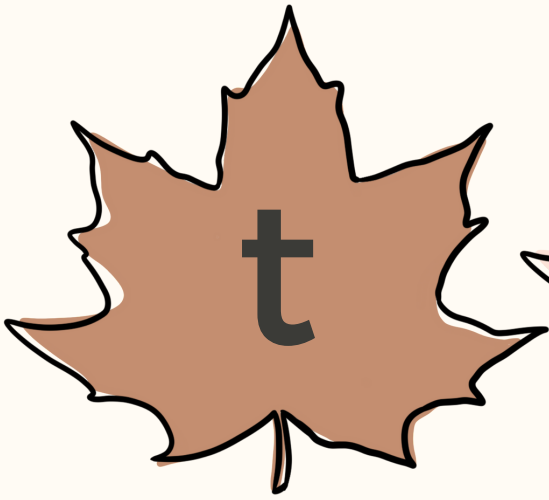
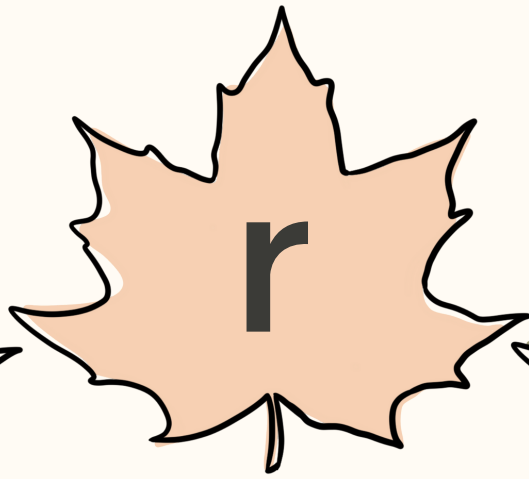








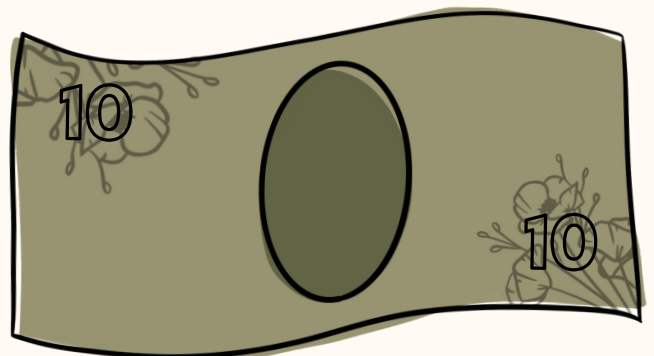
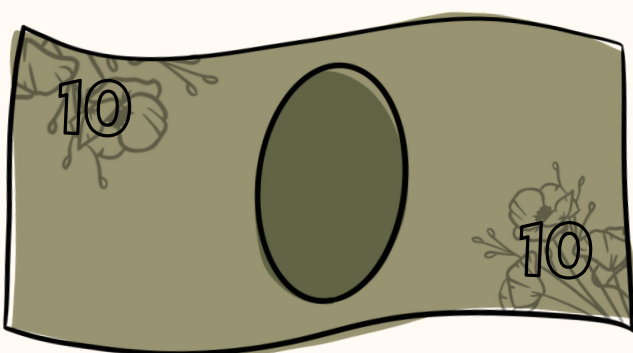
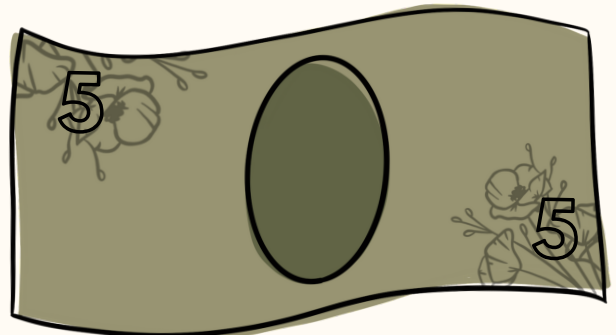
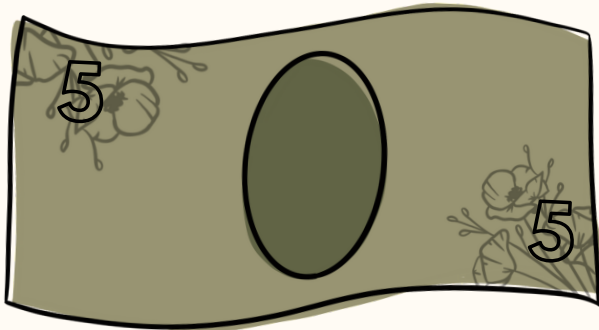
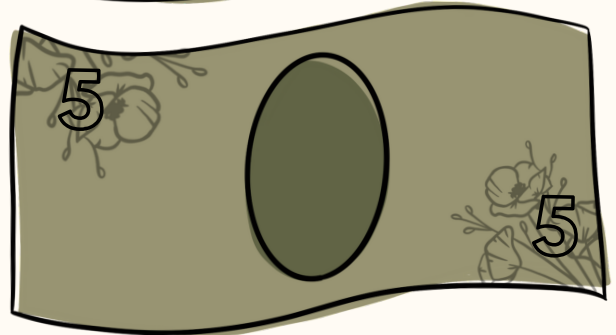
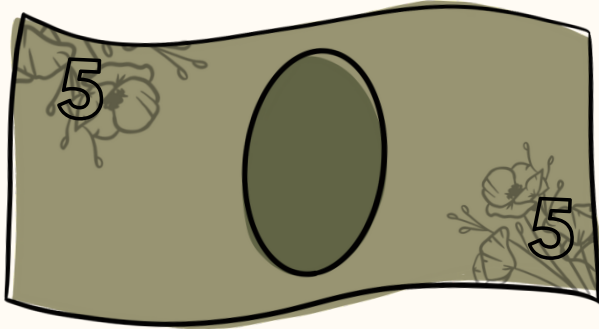
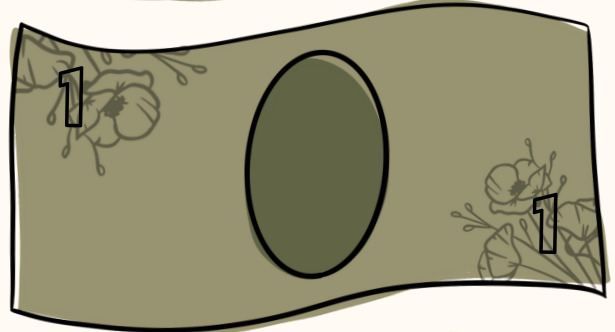
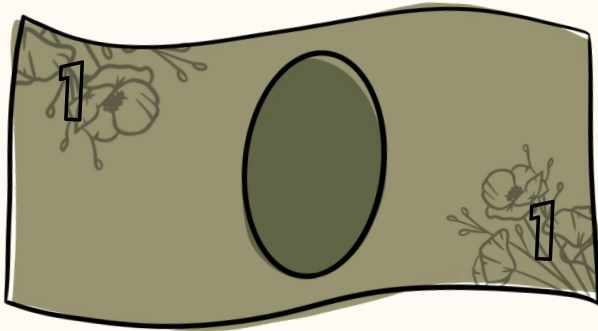
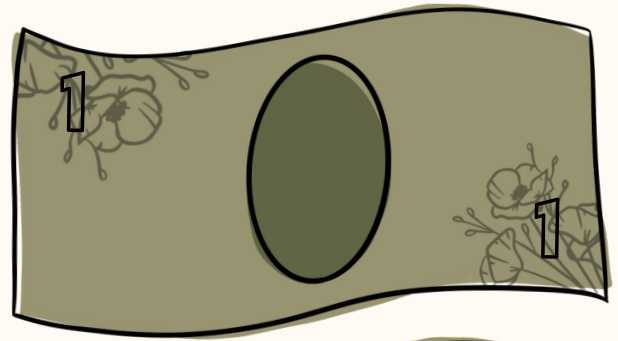
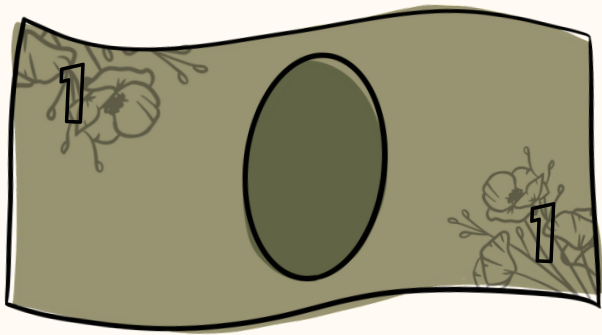




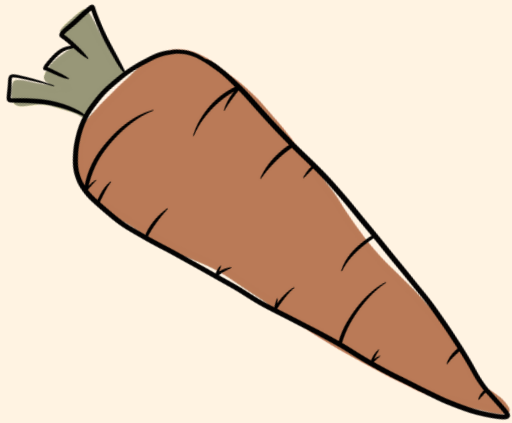
# FARMER'S MARKET DRAMATIC PLAY

**PRINT AND CUT. LAMINATE FOR EXTENDED USE**

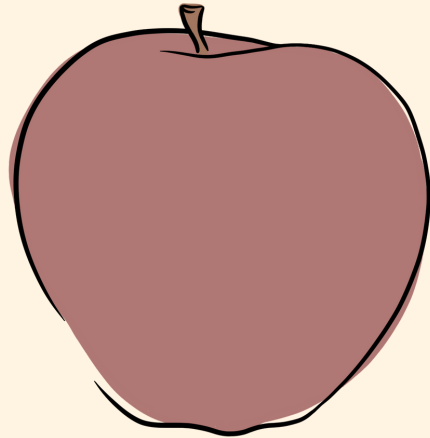
Download additional farmer's market resources at [www.wonderandblossomschool.com/shop](http://www.wonderandblossomschool.com/shop)



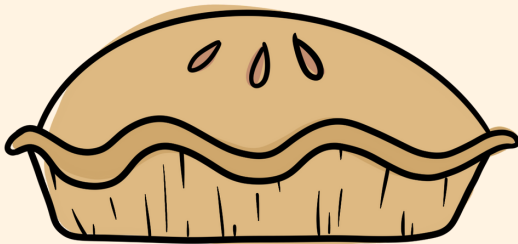
## Vegetables



## Fruits



## Treats



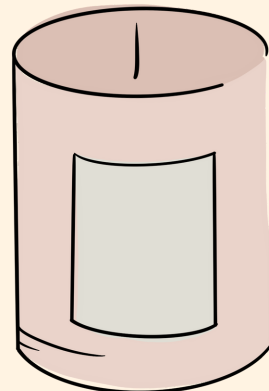
## Flowers

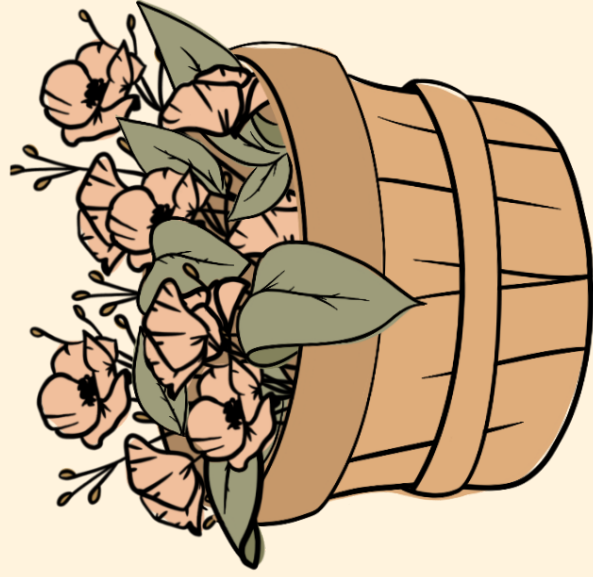


## Snacks



## Home Goods





# FARMER'S MARKET

# Farmer's Market

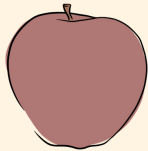
## MENU

\$2



**Vegetables**

\$1



**Fruits**

\$4



**Treats**

\$5



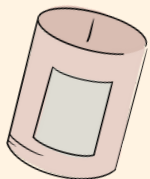
**Flowers**

\$3



**Snacks**

\$8



**Home Goods**

*Farmer's Market*

# ORDER FORM

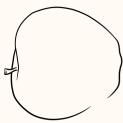
**Quantity:**

**Item:**



**Vegetables**

.....



**Fruits**

.....



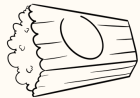
**Treats**

.....



**Flowers**

.....



**Snacks**

.....



**Home Goods**

.....

*Farmer's Market*

# ORDER FORM

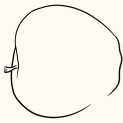
**Quantity:**

**Item:**



**Vegetables**

.....



**Fruits**

.....



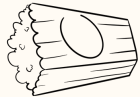
**Treats**

.....



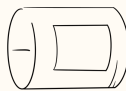
**Flowers**

.....



**Snacks**

.....



**Home Goods**

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*Farmer's Market*  
RECIEPT

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*Farmer's Market*  
RECIEPT

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*Farmer's Market*  
RECIEPT

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*Farmer's Market*  
RECIEPT

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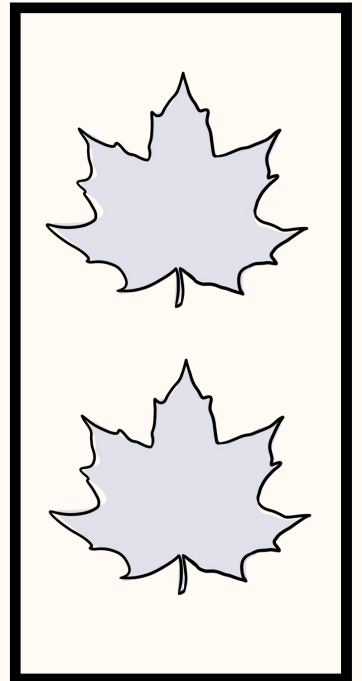
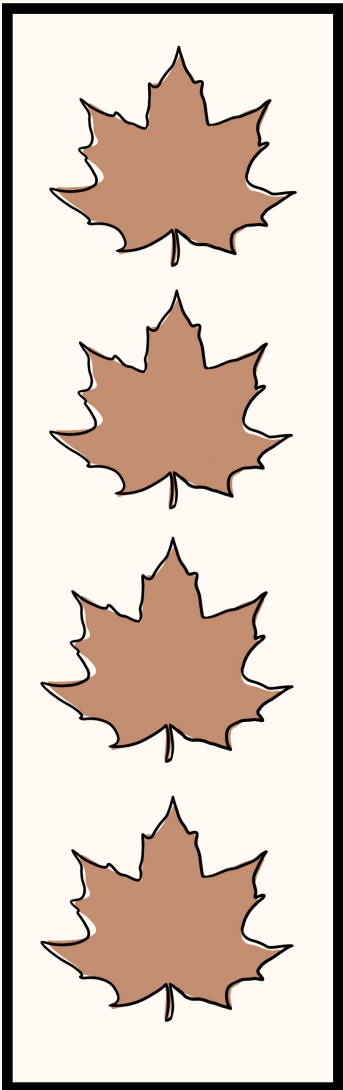
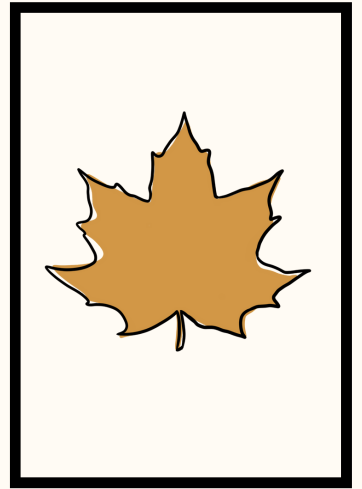
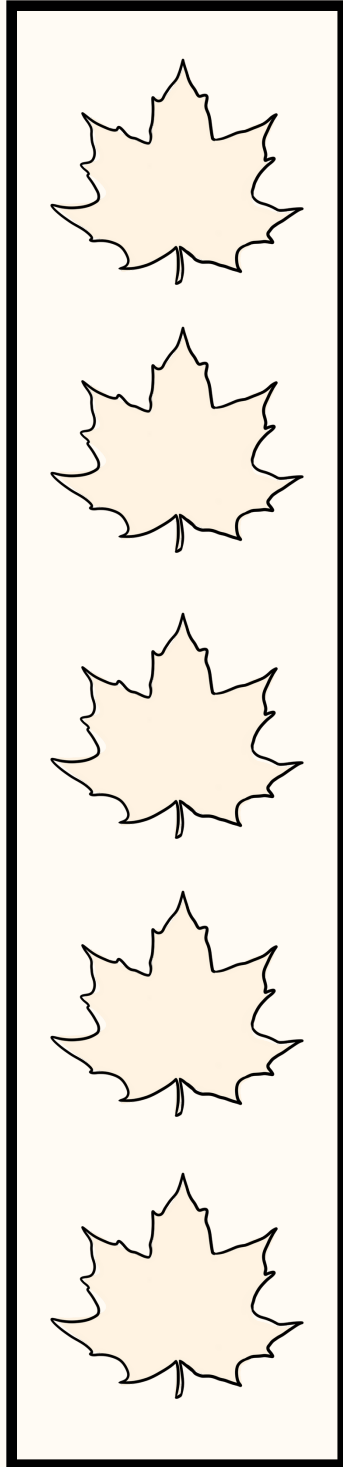
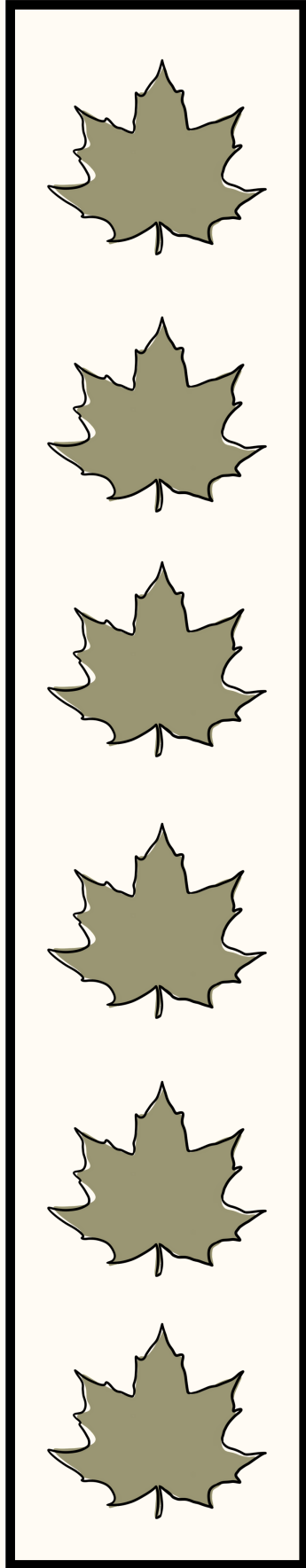
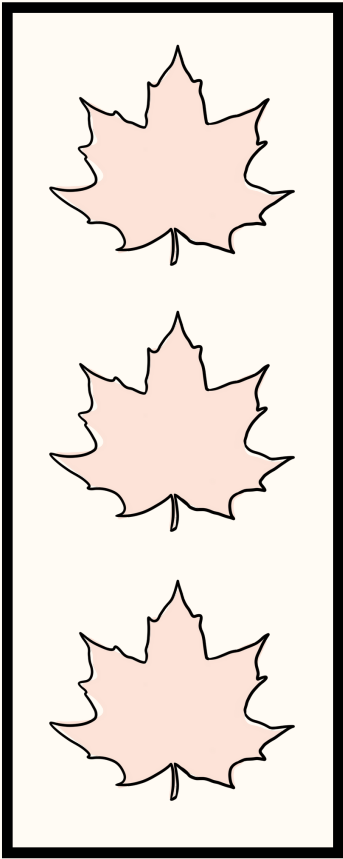
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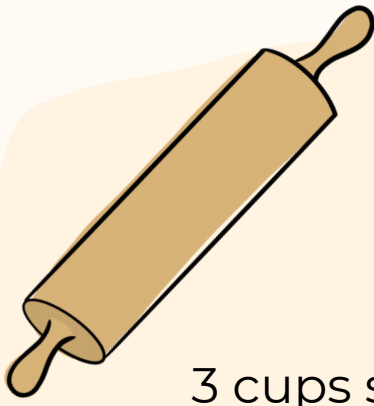
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# FALL MEASURING

PRINT AND CUT. LAMINATE FOR EXTENDED USE



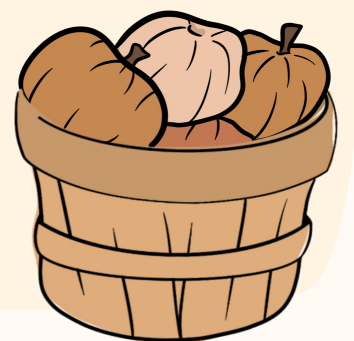


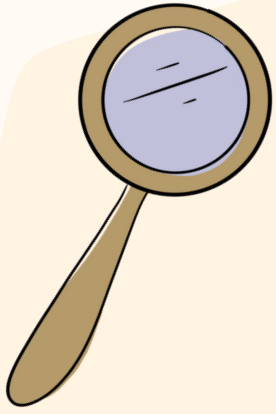


# Pumpkin BREAD RECIPE

3 cups sugar	2 tsp baking soda
1 cup vegetable oil	1 tsp cinnamon
4 eggs beaten	1/2 tsp cloves
1 12oz can of pumpkin	2 tsp salt
3 1/2 cups flour	1 tsp baking powder
1 tsp nutmeg	1 tsp all spice
	2/3 cups water

1. Preheat oven to 350° F.
2. Cream sugar and oil together. Add eggs + pumpkin; mix well. Sift together dry ingredients. Mix dry ingredients into wet ingredients while alternately adding water.
3. Pour into two well greased 9x5 loaf pans. Bake at 350° F for 1 hour+. Let Cool + enjoy!





# WHY DO LEAVES CHANGE COLORS?

**This experiment and more can be found at [www.howweelearn.com](http://www.howweelearn.com)**

- 3 leaves from the same tree
- Rubbing alcohol
- Jar
- Plastic bag or plastic wrap
- Paper coffee filter
- Small bowl or pan

"Leaves contain Chlorophyll. Chlorophyll makes the leaves green and is so dominant that it covers up all the other colors in the leaves. To figure out what color a leaf would be without the dominant chlorophyll color, we can separate the colors by doing this science experiment." (Sarah, 2018)

1. Ask your child to rip apart the leaves and place the pieces in the jar
2. Pour rubbing alcohol over the leaves until they are just covered.
3. Stir the leaves into the alcohol until the alcohol turns green. Make sure to smash up the leaves really well.
4. Cover the jar with plastic and place in a small bowl.
5. Fill the bowl with hot water.
6. Leave the jar in the water for 30 minutes to an hour, swishing the leaves around every once in awhile. The alcohol should be dark green.
7. Cut a strip of the coffee filter and place it into the jar so that the bottom of the strip is touching the alcohol and the top is coming out of the jar. You can tape the top of the strip to the top of the jar to make it stay.
8. Leave the jar like this for about an hour. The liquid will travel up the coffee filter and the colors will separate as the alcohol evaporates.

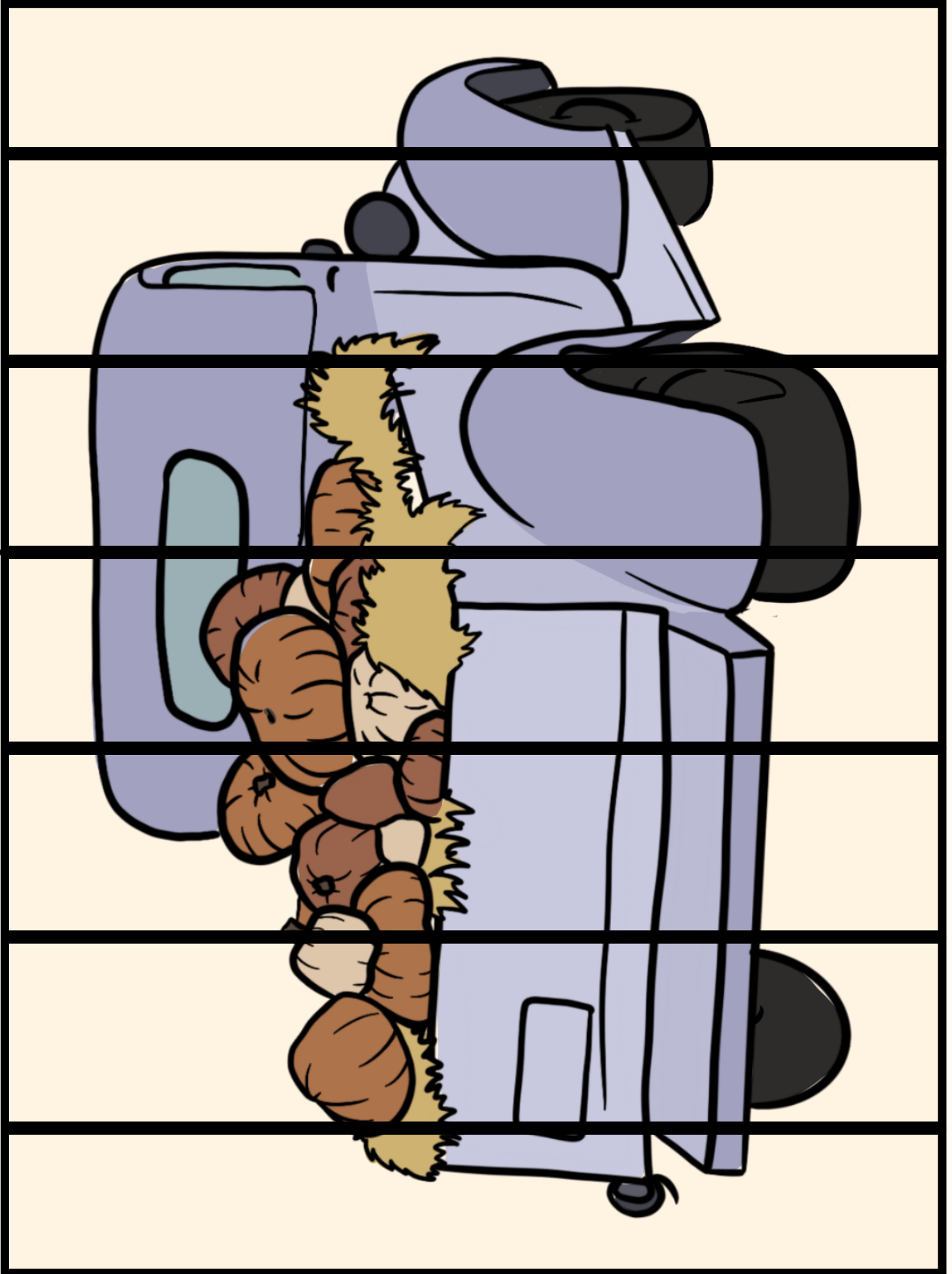
## "SO ... WHY DO LEAVES CHANGE COLOR?"

In this science experiment we used the rubbing alcohol and energy (hot water) to separate the colors. You likely saw green, and depending on your leaf type, maybe red, yellow, or orange. As we know, Chlorophyll gives leaves their green color and is so dominant it hides the other colors in the leaves. But in the fall, chlorophyll in the leaves breaks down allowing the other colors to finally shine through and show their beautiful reds, yellows, and oranges." (Sarah, 2018)



# FALL PUZZLE

PRINT AND CUT ALONG BLACK LINES. LAMINATE FOR EXTENDED USE

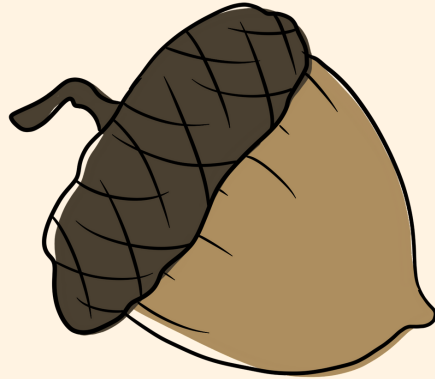


# BEGINNING SOUNDS

LOOK AT EACH PICTURE AND TALK ABOUT WHAT  
SOUND EACH WORD STARTS WITH.



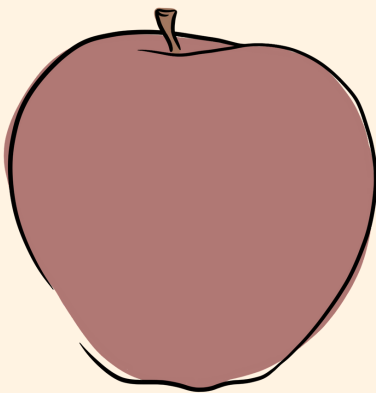
**LEAF**



**ACORN**



**TRUCK**



**APPLE**



**PUMPKIN**

# Wonder+Bloom SURVEY

PLEASE COMPLETE AND EMAIL TO  
[ALYGOUGH@WONDERANDBLOOMSCHOOL.COM](mailto:ALYGOUGH@WONDERANDBLOOMSCHOOL.COM)

1. ON A SCALE FROM 1-10, HOW WOULD YOU RATE YOUR WONDER+BLOOM CURRICULUM EXPERIENCE?

1   2   3   4   5   6   7   8   9   10

2. DID YOU FIND THE FORMAT HELPFUL AND EASY TO USE?

3. WHAT DID YOU LIKE MOST ABOUT THIS CURRICULUM?

4. WHAT DID YOU NOT LIKE ABOUT THIS CURRICULUM?

5. WOULD THIS BE EASY FOR YOU TO USE ON A WEEKLY BASIS?

6. DID YOUR CHILD ENJOY THE ACTIVITIES?

7. WHAT WAS YOUR FAVORITE ACTIVITY AND WHY?

8. WHAT WAS YOUR LEAST FAVORITE ACTIVITY AND WHY?

9. WHAT WAS YOUR CHILD'S FAVORITE ACTIVITY AND WHY?

10. WHAT WAS YOUR CHILD'S LEAST FAVORITE ACTIVITY AND WHY?

11. HOW OLD IS YOUR CHILD?

12. DID THE ACTIVITIES SEEM DEVELOPMENTALLY APPROPRIATE?

13. DID YOU HAVE ANY QUESTIONS ABOUT USING THE CURRICULUM?

14. WERE THERE ANY MATERIALS YOU HAD A HARD TIME FINDING OR DIDN'T HAVE ACCESS TO?

15. WERE THE ACTIVITIES EASY TO MODIFY FOR THE MATERIALS AND RESOURCES YOU HAD ON HAND?

16. WERE THE CURRICULUM INSTRUCTIONS CLEAR? IF NOT, PLEASE EXPLAIN.

17. WERE THE ACTIVITY DETAILS EASY TO FOLLOW? IF NOT, PLEASE EXPLAIN.

18. WOULD YOU PAY TO USE THIS CURRICULUM IN THE FUTURE (THIS DOES NOT OBLIGATE YOU TO PURCHASE)

19. WOULD YOU RECOMMEND THIS CURRICULUM TO A FRIEND? WHY OR WHY NOT?



20. IS THERE ANYTHING ELSE YOU WANT ME TO KNOW ABOUT YOUR EXPERIENCE WITH WONDER+BLOOM CURRICULUM?