

unit design

Each unit is made up of eight components: Music & Movement, Art, Nature, Cooking, Play, Handwork, Helping, and Stories.

Music & Movement

A large variety of social activities can be used for the Music & Movement component -- including gym classes, music classes, yoga or other exercise classes -- or you can simply dance, exercise, and make music at home. I highly recommend Kindermusik classes; look in your local area for other Music & Movement activities. And don't forget to expose your child to Music & Movement through live performances. Although doing exercise videos with your child at home works well -- and is a wonderful way to make sure exercise is a part of your own day! -- watching performances on TV or video does not come anywhere close to the real experience and should be avoided.

Art

Process -- not product -- is the emphasis of Art time. Use this time to explore thoroughly the techniques and skills used when working with a material. When it comes time to use the art materials in creating handwork, your child will be confident and able. Art should be discarded daily and in front of your child. Be sure that your child understands that art activities are for learning, for exploration, and are not to be kept. Even many adults in our society are afraid to experiment with art materials because "it won't look right"; nip this attitude in the bud!

Visiting art exhibits, once your child is a little older, is also a part of Art. Look in your newspaper for local galleries; often there will even be art exhibits at the local courthouse or coffee house. Show your child that art can be found in all places. Sculpture gardens are also a wonderful outing for Waldorf homeschooling -- a nice blend of Art and Nature.

Nature

Try to explore nature with your child as often as possible. Even walking your dog daily is an opportunity to be outside and to observe the natural world. Change the items on your nature table often as your child becomes aware of what is changing outside. Don't forget that nature can be experienced indoors as well through the growing of plants.

Cooking

Cooking is separate from other kinds of Helping because so many quality things are learned during this time. It is similar to Handwork, as well, in that it should have an authentic context; have your child prepare food for the entire family. When children help provide daily sustenance for their families, it is a very real way for them to express the love they feel for those family members -- just as it is for you!

Play

Keep Play as an empty square – but always have it in your planbook. It is a good reminder that all children need daily time to play, preferably away from adults. Unguided imaginative play is crucial for the development of the young child – play is their WORK and its importance cannot be overstated. Stay out of it as much as you can; also, try not to interfere too much in the play between your child and siblings or friends when conflicts break out. A good deal of socialization takes place as children work among themselves to resolve problems.

Your job as a parent is to provide a safe place for the children to play and to give them the best quality toys you can, such as play silks, blocks, simple dolls, and materials from nature. The more open-ended a material, the more of your child will be brought forth in playing with it. The more structured a material, the less will be required of your child – and the less your child will grow and develop when playing with it. As a simple test, try playing with the toys yourself. If you find you tire of a thing quickly, so will your child.

Handwork

A proper approach to handwork is absolutely essential; otherwise, nothing will be gained from doing it. Handwork must have an authentic context – it must be truly useful around the home and must be completed slowly, deliberately, and with pride. As children grow, they benefit from the lessons learned in doing handwork – that taking your time, following all the steps, and doing your best work will result in a product of which you can be proud. Take the time to do handwork of your own, as well as teaching it to your child. Knitting, crochet, weaving, felting, carpentry, & etc. are wonderfully relaxing for you and will show your child that handwork is truly authentic.

Helping

Helping around the home is an essential part of any Waldorf curriculum. It can be very difficult when transitioning to a Waldorf approach to parenting to remember to have your child share in your chores. Use this space in the planbook as a daily reminder – list specific tasks your child can be a part of each day. Or, if you are already accustomed to sharing your home chores with your child, simply fill this section in after the day is done.

Stories

Each unit consists of 15 recommended stories to be read within the six weeks. You can and should revisit the stories as often as you or your child wish. The stories are of differing lengths and styles and some may appeal more to older or to younger children. Please do read each story at least once, however, to allow your child exposure to the full breadth of the topic. An ideal time for these stories is as part of your bedtime ritual.

Remember that storytime or puppet shows at your local library can be a part of your plans for the day but DO NOT take place of reading one-on-one with your child. This personal connection and quiet nurturing time is a very different experience than the social one of experiencing a story in a group.

Parent Preparation

You don't have to have formal education training to be a homeschooling parent. It does help to be familiar with the philosophy behind whatever program you choose, however. The Waldorf approach to the preschool years is based on what is developmentally appropriate for children at this stage of their life. Each unit contains recommended readings for all parents/caregivers, including those who are not actively teaching. It is best for all the key adults in a child's life to share a philosophical approach to parenting, for consistency in child-rearing. The recommended readings will help strengthen your understanding both of your child's development and of the activities in the unit.

The most vital part of the unit, however, is something which cannot be packaged. It's you, the parent and instructor. Your mental preparedness for school is a key part of each day and it is your main task each morning. Many people do school all year round; don't hesitate to take off whatever time helps you to stay balanced. We do school 5 days a week but we do Tues/Wed/Thurs and Sat/Sun. This is so I can do my errands such as doctor appointments and shopping on weekdays and so we can take advantage of relevant activities which occur on weekends. Spreading out my days off also helps me stay on top of my lesson planning and the housework and helps me feel relaxed and balanced. This is a crucial part of allowing me to teach effectively and it has kept me happy with my decision to homeschool.

Although you are not passing on a large amount of "academic" knowledge to your children in these units, you are at all times passing on large amounts of yourself and your attitudes. Make sure you are at your best! The Waldorf philosophy allows you to integrate your children into your lives without you – as a person – being left out. Taking time to exercise each day, walk outside, prepare nutritious meals, fold laundry, wash dishes, do some handwork, and read – all of these things help make you a balanced and relaxed person. Best of all, you are sharing each of these things with your child. Each of you also gets some personal time each day, time when your child plays and can be alone with his thoughts and you can be alone with yours.

Truthfully, before I discovered the Waldorf method, I felt like my preschool daughter was always in the way. Here I was trying to get important things done and she was constantly underfoot. I knew she needed more attention, but I thought my only option was to put the dishes and laundry on hold so I could take care of my parental obligations. And it came through loud and clear; when I tried to play with her, she knew that my mind was elsewhere. Once I discovered Waldorf and described it to my husband, he said with certainty, "That's what you need to be doing". And I discovered that Waldorf homeschooling is more of an approach to parenting than it is an academic regime – it's flexible, it's fun, and it absolutely changed my life. And I'm so happy to be able to share it with you!

Please feel free to contact me at any time at waldorf_curric@yahoo.com.

ESSENTIAL STORIES

Zin! Zin! Zin! A Violin. by Lloyd Moss. illustrated by Marjorie Priceman.

Ty's One-Man Band. by Mildred Pitts Walter. illustrations by Margot Tomes.

Georgie. by Robert Bright.

Owl Moon. by Jane Yolen. illustrated by John Schoenherr.

The Three Billy Goats Gruff. Paul Galdone.

Charlie Parker Played Be Bop. Chris Raschka.

The Dragons are Singing Tonight. poems by Jack Prelutsky. pictures by Peter Sis.

If You Listen. by Charlotte Zolotow. illustrated by Stefano Vitale.

The Singing Snake. Stefan Czernecki.

Mousekin's Close Call. Edna Miller.

Peter and the Wolf. by Vladimir Vagin. from the symphony by Sergei Prokofiev.

The Cat's Purr. Ashley Bryan.

Plink, Plink, Plink. Byrd Baylor.

Hiccup. Mercer Mayer.

Polar Bear, Polar Bear, What Do You Hear? Eric Carle.

Visit waldorfeurriculum.com for links to purchase unit materials, additional Waldorf resources & a community forum on Waldorf education.

ALSO RECOMMENDED

MUSIC & MOVEMENT

Eurythmy for the Young Child. Estelle Bryer
rose essential oil.

eurythmy shoes and a copper rod will also be helpful.

The Little Train of the Caipra (recording)

Peter and the Wolf (recording)

Carnival of the Animals (recording: an excellent book/recording set may be found under the author name Barrie Carson Turner)

"The Bells" (recording)

ART

Watercolor Pencil Magic. Cathy Johnson.

NATURE

The Sanctuary Garden. Christopher Forrest McDowell and Tricia Clark-McDowell.

Zen and the Art of Knitting. Bernadette Murphy.

A Pebble for Your Pocket. Thich Nhat Hanh.

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ALSO RECOMMENDED

PLAY

"A Look at Waldorf and Montessori"

<http://www.awsna.org/awsna-faq2.html>

Making Waldorf Dolls. Maricristin Sealey

- herbal play bean bags
- Waldorf doll
- dragon marionette
- pentatonic lyre

HANDWORK

Making Gourd Musical Instruments. Ginger Summitt.

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WEEK ONE:

FROM _____ TO _____

notes for next week:

Music & Movement						
Art						
Nature						
Cooking						
Play						
Handwork						
Helping						
Stories						

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WEEK TWO:

FROM _____ TO _____

notes for next week:

Music & Movement						
Art						
Nature						
Cooking						
Play						
Handwork						
Helping						
Stories						

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WEEK THREE:

FROM _____ TO _____

notes for next week:

Music & Movement						
Art						
Nature						
Cooking						
Play						
Handwork						
Helping						
Stories						

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WEEK FOUR:

FROM _____ TO _____

notes for next week:

Music & Movement						
Art						
Nature						
Cooking						
Play						
Handwork						
Helping						
Stories						

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WEEK FIVE:

FROM _____ TO _____

notes for next week:

Music & Movement						
Art						
Nature						
Cooking						
Play						
Handwork						
Helping						
Stories						

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WEEK SIX:

FROM _____ TO _____

notes for next week:

Music & Movement						
Art						
Nature						
Cooking						
Play						
Handwork						
Helping						
Stories						

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JOURNAL: WEEK ONE

Visit waldorfcurriculum.com for links to purchase unit materials, additional Waldorf resources & a community forum on Waldorf education.

JOURNAL: WEEK TWO

Visit waldorfcurriculum.com for links to purchase unit materials, additional Waldorf resources & a community forum on Waldorf education.

JOURNAL: WEEK THREE

Visit waldorfcurriculum.com for links to purchase unit materials, additional Waldorf resources & a community forum on Waldorf education.

JOURNAL: WEEK FOUR

Visit waldorfcurriculum.com for links to purchase unit materials, additional Waldorf resources & a community forum on Waldorf education.

JOURNAL: WEEK FIVE

Visit waldorfcurriculum.com for links to purchase unit materials, additional Waldorf resources & a community forum on Waldorf education.

JOURNAL: WEEK SIX

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LESSON PLANS: WEEK ONE

ART

Day One:

Proceed from the whole to its parts.

Without prior introduction, take your child to an orchestra performance.

Day Two:

Visit a symphony hall to hear the musicians warming up before a performance.

Day Three:

Visit a music store to see and hear some of the instruments individually.

Day Four:

Read Zin! Zin! Zin! A Violin.

NATURE

Day One:

Take a nature walk with your child. Choose silks which reflect the colors of the season and update your Nature table. Add natural items you found along your walk, postcards or prints, seasonal dolls such as King Winter and Mrs. Thaw, or anything else which captures this time of year. Allow the Nature table to grow and change throughout the unit. As Mrs. Thaw begins to make her presence felt you may wish to add some forced bulbs to the table.

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LESSON PLANS: WEEK ONE CONTINUED

Day Two:

Begin eurythmy work with your child. More resources for this may be found in the Appendix.

Read the entirety of the introduction to Eurythmy for the Young Child (pages 3-24) **carefully** before beginning this work with your child. Remember that the lessons should only take place once a week and should last 10 – 15 minutes. Gestures should come from the heart; it is more important for this age group that they be authentic than that they be “correct”. The verses chosen here are only suggestions. Always bear in mind your own particular child when planning a lesson.

beginning the lesson:

Adam he had seven sons (verse 2, page 12)

Roses, roses give your oil (verse 4, page 12)

the opening of the golden gate played on a pentatonic instrument (see page 13)

the lesson:

opening verse “The Earth is firm beneath my feet” page 91

main story “Winter” pages 47-48

closing verse “Safe I am” page 95

ending the lesson:

the closing of the golden gate (see page 13)

resting time

LESSON PLANS: WEEK ONE

CONTINUED

Day Three:

Take a silent Nature walk with your child. Walk as quietly as you can and do not talk at all. When you find a good place to sit and rest, sit down. See if you can hold your body perfectly still and wait for animals to begin to move about you. What animals do you see? What animals do you hear?

HANDWORK

Day One:

Read Ty's One-Man Band.

Day Two:

Gather a washboard, two wooden spoons, a tin pail, and thin piece of tissue paper a comb. Practice playing these household objects to make music.

Day Three:

What other items can you find around the house which will make music? Don't forget squeaky doors and creaky stairs. Put on your own concert performance.

LESSON PLANS: WEEK TWO

ART

A unique characteristic of watercolor is the transparency of the paint itself when mixed with water. Highlights, reflections and lighter areas are actually made by the white paper showing through the paint. The transparent paints can be layered for rich tones of color and shading. Or, if you use very little water, you can achieve a more opaque look for details or more dense colors.

Demonstrate the following watercolor techniques to your child and experiment together. Oak Meadow sells a preschool paint kit consisting of two watercolor brushes; one tube each of red, yellow, and blue paint; and a pad of watercolor paper: www.oakmeadow.com. It is helpful to attach your paper to a firm board with masking tape around several edges. Keep the paper and the board horizontal while drying. We recommend the paint tray, painting boards, and drying rack available through Nature Tables: www.naturetables.com.

Day One:

Flat Wash

A wash is a thin layer of color often used for covering large areas. First, dampen some practice paper thoroughly with the brush or a clean sponge. Squeeze some color on the palette and mix with enough water to make a flowing paint. Prepare enough for the entire area. Stroke the color onto the paper in even horizontal lines until the area is completely covered. Let it dry.

Day Two:

Graduated wash

Dampen some practice paper as before. Mix some paint with water and stroke one line across the top. Rinse your brush. Then mix some more water with the color and stroke on a lighter line right under the first. Continue in this manner, rinsing brush between strokes, until the entire area is covered.

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LESSON PLANS: WEEK TWO CONTINUED

Day Three:

Using wash for shapes: clouds

We will refer to paints diluted with a lot of water as tints. Moisten your paper slightly. For clouds, make a graduated wash using a blue tint. Leave a lot of white areas showing through. To form large shapes, follow a pencil line carefully with your brush when you dampen your paper. Then, lay in your color as before, starting at the outlined edge.

Day Four:

Wet into wet wash

Dampen the area of your paper you want to cover with water. Load your brush with one color and stroke on the paper. Rinse your brush. Pick up another color and brush it in a stroke next to the first. You can try this as many colors as you like. Watch interesting effects as the colors blend together.

NATURE

Day One:

Read Owl Moon. Take a nighttime Nature walk with your child. Try to make an owl call (a variety of bird calls, including an owl, are available from Magic Cabin: www.magiccabin.com). Does an owl answer you back?

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LESSON PLANS: WEEK TWO CONTINUED

Day Two:

Eurythmy Lesson

beginning the lesson:

Adam he had seven sons (verse 2, page 12)

Roses, roses give your oil (verse 4, page 12)

the opening of the golden gate played on a pentatonic instrument (see page 13)

the lesson:

opening verse "The Earth is firm beneath my feet" page 91

main story "The Peter stories" pages 57-59

closing verse "Two little hands go clap" page 95

ending the lesson:

the closing of the golden gate (see page 13)

resting time

Day Three:

Parent Reading: chapters 1 and 2 of [The Sanctuary Garden](#)

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LESSON PLANS: WEEK TWO

CONTINUED

Sit outdoors in the area you plan to make your sanctuary garden. Sit quietly with your child and listen to the bird song. Try to imitate some of them as you did with the owl. After a time, tell your child that you are going to make this a place for sitting quietly and thinking, a place where the animals can come and feel welcome, and a place where you can enjoy and take care of Nature.

The first step in creating this haven is Naming Your Sanctuary. Use the activities on page 23 of [The Sanctuary Garden](#).

HANDWORK

Day One:

As much as possible in this unit, get the picture books in kits from the library. Give your child to opportunity to listen to retellings of the stories as well as to read the books with you. If none of the tapes have sound effects, introduce your child to some old radio (or listen to Garrison Keillor's show "Prairie Home Companion").

Day Two:

Read (and listen to) [The Three Billy Goats Gruff](#). Now perform it together with your child. Let your child help design the instruments to make the sound effects: the little trip-trap of the baby goat, the medium trip-trap of the middle-sized goat and the loud trip-trap of the large goat. Choose items to bang together to make each sound, or simply tap your fingertips for the quiet sound, rap your knuckles for the next sound, and bang your fists for the loudest sound. Make an audio tape of you and your child retelling the story for your child to listen to next time he reads the book. Or send a copy of the recording and the book to a grandparent or far away relative as a gift.

Day Three:

Make a ponyride sound effect by banging together two empty coconut halves. Then read "The Midnight Ride of Paul Revere" <http://www.nationalcenter.org/PaulRevere'sRide.html> and have your child make the sound effects.

how to carve a coconut: <http://wiki.ehow.com/Carve-a-Coconut>

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LESSON PLANS: WEEK THREE

ART

Day One:

"Learning How Your Pencils Behave"

Using the illustration on page 12 of [Watercolor Pencil Magic](#) as your guide, allow your child to scribble with different colors of watercolor pencils then gently add water to see the results. Use this as your introduction to the medium. Do not tell your child in advance what will happen when water is added to the pigment.

"Work Small to Avoid Frustration"

Please note the advice given here to work small, using partial pages of watercolor paper. This is good advice for working with this age group as well, as the preschool child is overwhelmed with the task of covering an entire sheet of paper. Strathmore sells watercolor paper in postcard size (4 inches by 6 inches), a good size for working with watercolor pencils: <http://store.artcity.com/stp-7044.html>

The remaining activities for this week are also taken from [Watercolor Pencil Magic](#).

Day Two:

"Smooth vs. Rough Paper"

Collect an assortment of papers, watercolor and otherwise, to try with this new medium and see how they behave. Allow your child to practice scribbling and blending as much as he likes.

Day Three:

"Gathering Other Supplies"

Practice taking your watercolor pencils out "in the field" with you. Pack your pencils and paper, a small container of water and tissues, paper towels, or soft rags. Your child will enjoy packing for this trip, even if you only go to the next room to paint!

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LESSON PLANS: WEEK THREE

CONTINUED

Day Four:

Use the suggestions on page 18 for other materials you can use in your painting, such as cotton swabs or sponges to add texture and provide different degrees of blending and control. Allow your child to experiment with these – the focus of your Art time is *process*, not product – and to make his own suggestions for materials you can use.

When painting, or doing any type of Art project with your child, work alongside him. Make sure there are enough materials for the two of you. Nothing puts the breaks on creativity, exploration, and fun like someone sitting silently and watching you. Imagine how much more your child will get out of the experience if you are sharing it with him. Working alongside your child is also an invaluable time for guiding his exploration – not by saying “do this” but by demonstrating a curious mind and a positive attitude when something goes wrong. Look at yourself and your interaction with your child using the eyes of an outsider. Are you the type of art teacher you always wanted your child to have? Be relaxed, fun, imaginative – most of all be positive.

NATURE

Day One:

Using Chapter 3 of [The Sanctuary Garden](#) as your guide, create an Entrance for your garden.

Day Two:

Eurythmy Lesson

beginning the lesson:

Adam he had seven sons (verse 2, page 12)

Roses, roses give your oil (verse 4, page 12)

the opening of the golden gate played on a pentatonic instrument (see page 13)

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LESSON PLANS: WEEK THREE CONTINUED

the lesson:

opening verse "The Earth is firm beneath my feet" page 91

main story "The Little Red Hen" pages 67-68

closing verse "I wiggle my fingers" page 95

ending the lesson:

the closing of the golden gate (see page 13)

resting time

Day Three:

Add a water element to your Sanctuary Garden (see Handwork, day one and two).

HANDWORK

Day One/Two:

Using the suggestions given in Chapter 4, build a water element for your Sanctuary Garden with your child. This can be as simple as finding a large stone which already has an indentation in it and placing it in your chosen spot, or building a mosaic birdbath:

http://www.hgtv.com/hgtv/cr_clay_pottery/article/0,1789,HGTV_3240_1388941,00.html

or adding a fountain, pool or pond. Use your own particular space to determine what type of water feature will work best.

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LESSON PLANS: WEEK THREE

CONTINUED

Day Three:

Over the course of the next few weeks, you will be using gourds to make musical instruments. Use today to find a supplier of gourds and to choose the ones you like best. Parents should review the different types of musical instruments possible and make a list of likely projects to help them decide on specific gourd shapes and sizes to find. A wide variety of gourds are available! If you cannot find a farmer's market or craft supply store which carries them you may purchase gourds online:

http://www.gourdgeousfarm.com/Gourds_From_Gourdgeous_Farm.htm

Use the Introduction of Making Gourd Musical Instruments, "Getting Started with Gourds" to help you prepare the gourds, then set them aside to dry.

LESSON PLANS: WEEK FOUR

ART

Day One:

As you and your child become more familiar with the space which is now your Sanctuary Garden, your child will want to explore every aspect of it, from the sun and the sky to the plants, the birds and beasts, the soil. Bring some samples of the earth from your garden into the house. Is the soil made of sand? Is it rocky? Does it have clay in it? Let your child add water to the earth to make mud. Model and sculpt the mud as desired. As it dries out, the mud will lose its shape (unless it has a high proportion of clay); don't let this worry you. Don't let it bother your child either. It just means that tomorrow you can make something different!

For a mudpie you can eat, try this recipe: <http://babyparenting.about.com/od/summerfun/a/summer9.htm>

Day Two:

Place some of the soil in a container such as a round piepan. Go back out to the garden and choose some sticks and stones. Arrange them in a pattern on the soil you have prepared. Make faces or just make abstract art. Don't forget that you can build up into the third dimension too, piling rocks up into towers or sticking small sticks and twigs into the soil so that they stand on their own. Don't forget that tomorrow is for another art project; encourage your child to take apart his sculpture and set the materials aside for another day.

Day Three:

Sit outside in your garden and observe the birds. Try adding just enough water to your pan of soil to allow it to show prints. Use the sticks you gathered to make mock bird-tracks in the soil. Tell a little story out loud to yourself as you make the prints. Or share with your child the poem by Emily Dickinson:

A bird came down the walk:
He did not know I saw;
He bit an angle-worm in halves
And ate the fellow, raw.

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LESSON PLANS: WEEK FOUR CONTINUED

And then he drank a dew
From a convenient grass,
And then hopped sidewise to the wall
To let a beetle pass.

He glanced with rapid eyes
That hurried all abroad,--
They looked like frightened beads, I thought;
He stirred his velvet head

Like one in danger; cautious,
I offered him a crumb,
And he unrolled his feathers
And rowed him softer home

Than oars divide the ocean,
Too silver for a seam,
Or butterflies, off banks of noon,
Leap, splashless, as they swim.

Day Four:

Take your plain pie pan of dirt and set it out on the table. Pretend it is a little garden with plants longing to grow. Let your child sprinkle water gently from a watering can down into the soil a little bit at a time. Watch the little beads of water first stand on the surface of the earth, then begin to sink in. As more and more water flows it will begin to make channels across the surface of the soil. Lift and tilt the pan so as to control the flow of water (don't add too much or it will just uniformly cover the dirt). Try to create a design in the surface of the earth. As the water evaporates, this piece of art will be constantly changing. Revisit it several times in the afternoon to watch.

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LESSON PLANS: WEEK FOUR CONTINUED

NATURE

Day One:

Make an Earth Candle from/for your Sanctuary Garden:

Dig a hole in the earth outside (in an area free of dry leaves, twigs, and other flammable materials). Place a wick inside the hole by tying a weight to the bottom of your piece of wick, dropping the weight in the hole, and tying the other end of the wick to a long stick which lays across the top of the hole. Make sure the wick is centered, as much as possible, or the candle will not burn well. Pour a quantity of melted wax, enough to fill the hole. After it has cooled, trim the wick to about 1/8 inch. Spend the evening in the Sanctuary Garden around your lighted candle.

Day Two:

Eurythmy Lesson

beginning the lesson:

Adam he had seven sons (verse 2, page 12)

Roses, roses give your oil (verse 4, page 12)

the opening of the golden gate played on a pentatonic instrument (see page 13)

the lesson:

opening verse "The Earth is firm beneath my feet" page 91

main story "The Turnip" pages 84-86

closing verse "Two little hands go clap" page 95

LESSON PLANS: WEEK FOUR CONTINUED

ending the lesson:

the closing of the golden gate (see page 13)

resting time

Day Three:

Chapter 5 of The Sanctuary Garden deals with Color and Lighting. Take some time to plan which plants you would like to purchase, or grow, in your garden this Spring. Place your catalog orders. If you have gardening catalogues with pictures, let your child make a scrapbook of the plants you have chosen. Let her practice combining the plants into pleasing color combinations. If your child gets a lot of enjoyment out of this, don't glue down the pictures in your scrapbook. Instead, decorate the outside of a manilla envelope or flat cardboard or paper-machè box with the name of your garden and store the pictures there, to be brought out, enjoyed, and rearranged again and again.

HANDWORK

Day One/Two:

Choose a **percussion** instrument to make with your child this week. Spend several days making and decorating it.

Day Three:

Now that it is done, try playing your instrument. What kind of sound does it make? Perhaps it reminds you of the sound of an animal. Listen to "Carnival of the Animals" by Camille Saint-Saëns. Talk with your child about each animal in the carnival as it passes. Now play your own instrument. What animal are you pretending to be? If your child gets a lot of enjoyment out of this, consider making her a costume and putting on a play or performance as she dances like that animal and you play the accompanying music (or vice versa).

Visit waldorfeurriculum.com for links to purchase unit materials, additional Waldorf resources & a community forum on Waldorf education.

LESSON PLANS: WEEK FIVE

ART

These activities are from Chapter 2 of Watercolor Pencil Magic. This is as far as you will go with your child. Use the remaining chapters to inspire and encourage you to try drawing and painting. Who knows – you may discover a new love! Teaching is as much a process of self-discovery as it is working with others. Don't be afraid to try something new. Regardless of the result, you'll be demonstrating to your child valuable life-lessons about having an open mind, pushing yourself to continue to learn and discover new aspects of yourself and the world, and the process of trial and effort.

Day One:

"Applying Basic Techniques with Water"

Using the exercises on page 23 as a guide, have your child try

1. smooth pencil, water added lightly
2. smooth pencil, water scrubbed aggressively
3. loose pencil, water added lightly
4. loose pencil, water scrubbed aggressively

Day Two:

"Mixing Colors"

Without telling your child in advance what will happen, demonstrate cross-hatching with two different colored pencils (see illustrations on pages 11 and 24) and then adding water. Your child may be amazed to discover that blue and yellow make green with watercolor pencils just as they do with watercolor paints! Although this seems like an obvious conclusion to us, it is not so to a young child for whom all art materials have their own rules. Remember to let your child make each new discovery on his own – don't take for granted what he will and will not already know. And don't rush him into conclusions; you'll spoil all the fun.

Day Three:

"Working Dry into Wet"

Try drawing onto wet paper, and the pointillist effect, as described on page 26.

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LESSON PLANS: WEEK FIVE CONTINUED

Day Four:

"Painting with Color Lifted From Your Pencil"

Try applying a wet brush to the tip of your watercolor pencil to get the color. Or, make squiggles of pigment in the corner of your paper then add water to create pools of color. See page 37 for an example. Give your child plenty of time to explore, and enjoy, this new medium.

NATURE

Day One:

Add a place for people to sit in your Sanctuary Garden, using Chapter 6 of The Sanctuary Garden as your guide. Consider building a bench or swing; many plans may be found online. Do let your child have input into the design of the garden, especially in the area of seating. Just as you want the garden to be a sanctuary for you, let it be a sanctuary for him. Therefore, make sure you build a place to sit which is comfortably child-sized, as well as supplying seating for adults.

Day Two:

Eurythmy Lesson

beginning the lesson:

Adam he had seven sons (verse 2, page 12)

Roses, roses give your oil (verse 4, page 12)

the opening of the golden gate played on a pentatonic instrument (see page 13)

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LESSON PLANS: WEEK FIVE CONTINUED

the lesson:

opening verse "The Earth is firm beneath my feet" page 91

main story "The Louse and the Flea" pages 80-82
 "1,2,3, Mummy caught a flea" page 106

closing verse "I can go on tip-tip-toe" page 96

ending the lesson:

the closing of the golden gate (see page 13)

resting time

Day Three:

Adding natural features to your garden is the focus of Chapter 7 of The Sanctuary Garden. Especially in the area of choosing special rocks, your child can have a great part to play in this process. Read him the "Rock Rules" on page 110 and work together to add meaningful elements of wood and stone to your sacred space.

If you live near a beach, take a walk to collect beautifully shaped pieces of driftwood. Sit down next to each piece of wood and take the time to listen to its story before you move it. On your way home, tell your child the story of the driftwood, its long journey to come to where it was resting, and how happy it is to find a new home in your Sanctuary Garden.

LESSON PLANS: WEEK FIVE CONTINUED

HANDWORK

Day One:

Choose a **wind** instrument to make this week. Since there are so many types of instruments – idiophones, membranophones, chordophones, and aerophones – it is worth the time to make an instrument of a different type each week. This will give your child an eye-opening look (and maybe yourself too) at the world of sound, and the many ways in which sounds may be made.

Day Two:

Read the title poem from The Dragons Are Singing Tonight. What kind of sound do you think a dragon would make? Use your new musical instrument to sing a dragon song.

Day Three:

Again, consider making this into a performance using a dragon marionette (HearthSong used to carry one but no longer; A Toy Garden has a wool felt dragon hand puppet: http://www.atoygarden.com/index.cfm/fuseaction/product.display/product_id/737/index.cfm). It's not necessary to purchase a dragon, of course; you can make a dragon puppet together. Or fashion a costume out of play silks. Then paint a silk to be the backdrop (or use the starry night silkscape from the Sun, Moon & Shadow unit). Be sure to invite family and friends to your performance. An impromptu dragon festival may arise as guests read and perform other fun poems from this book!

Magic Cabin carries both a dragon costume (hood) and a marvelous dragon swing made from a recycled tire.

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LESSON PLANS: WEEK SIX

ART

Day One:

Explore different techniques for adding texture to your painting.

Dry Brush

Squeeze paint onto your palette and add a small amount of water. Load the brush with color and then wipe it on paper towels to get rid of excess paint. Keep the brush fairly dry. Hold the bristles flat against the paper with your thumb at the base of the brush handle and brush over the paper.

Day Two:

Using a Sponge

Sponges give a wonderful texture and are easy to control. Try this technique

1. on a still-damp wash,
2. over a wash that's dry, and
3. on rough-surfaced paper

Day Three:

Let your child use beeswax crayons (sturdy block crayons are best for this age, available from many Waldorf school suppliers such as Paper Scissors Stone: <http://www.waldorfsupplies.com/>) to cover an entire page with color. Emphasize applying the crayon thickly to get a good texture. Then let your child use his fingernails, a toothpick, butter knife, credit card or other object to scratch through the layers and add additional texture.

Day Four:

Using the picture on page 13 of Watercolor Pencil Magic for inspiration, show your child how to create a mixed media painting using both beeswax crayons and wet or dry watercolor pencils.

Visit waldorffcurriculum.com for links to purchase unit materials, additional Waldorf resources & a community forum on Waldorf education.

LESSON PLANS: WEEK SIX CONTINUED

NATURE

Day One:

When the weather warms up, start doing your morning verse in your sanctuary garden. Or have breakfast or snack there each day. Use the verses in Eurythmy for the Young Child for inspiration or have your child write his own morning verse or blessing inspired by the sacred space.

Day Two:

Eurythmy Lesson

beginning the lesson:

Adam he had seven sons (verse 2, page 12)

Roses, roses give your oil (verse 4, page 12)

the opening of the golden gate played on a pentatonic instrument (see page 13)

the lesson:

opening verse "The Earth is firm beneath my feet" page 91

main story "Rainy weather" pages 89-90
"Pitter patter" page 98

closing verse "Two little hands go clap" page 95

LESSON PLANS: WEEK SIX

CONTINUED

ending the lesson:

the closing of the golden gate (see page 13)

resting time

Day Three:

Chapter 9 of The Sanctuary Garden, called Habitat for Wildlife, reminds us that the garden is meant to be shared by more than just plants and people, it is a home for animals as well. Read your child the parable that opens this chapter. Then together, work to meet the four needs of wildlife as described in this book: the need for *space*, the need for *shelter*, the need for *water*, and the need for *food*. Learning to share this space with animals will help your child to develop compassion for the natural world and to understand the role of Keeper. Demonstrate to your child the combined role of gratitude and responsibility we must have for the natural world around us.

HANDWORK

Day One:

Chapter 8 of A Sanctuary Garden suggests adding garden art to make your space truly special. Read pages 148-149 to find a list of garden art projects you can do yourself. Have each member of the family contribute a piece of artwork.

Day Two/Three:

Finally, choose a **string** instrument to make.

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LESSON PLANS: WEEK SIX

CONTINUED

When it is complete take the instrument out to your Sanctuary Garden and play a song, welcoming the angels, forest spirits, the wildlife – whoever you would like to share this garden with you. Then sit quietly and enjoy your amazing new spot. Thank your child for creating it with you and, together, thank Mother Nature for the gift of each day and of this earth.

ADDITIONAL SUGGESTIONS

ESSENTIAL STORIES

Literature Connections:

- Charlie Parker Played Be Bop:

Expose your child to a variety of music genres. In order for your child to best hear and feel the difference between these types of music, dance together to each. Or take your child to dances: swing, ballroom, contra, square dances, and so on. Hearing live music performed is always best.

- If You Listen:

This is a wonderful book for Valentine's Day. Read it together and then plan ways for those far away to "hear" that you love them. Find many suggestions for making homemade valentines in magazines such as Martha Stewart Living and Family Fun.

- The Singing Snake:

This legend tells the story behind the didgeridoo, an ancient Australian instrument, and explains why snakes hiss. Read it before going to see an exhibit about Australia, such as the new one at the National Aquarium in Baltimore.

- Mousekin's Close Call:

A keen sense of hearing is vital to the survival of many wild animals. Read Mousekin's Close Call and then take a nature walk together. Pretend to be a little mouse. Suddenly every rustle in the grass, every bird flying overhead is a matter for close attention. Imagine how it must be to be a tiny animal for whom listening is perhaps the most important skill of all.

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- Peter and the Wolf:

This favorite with children everywhere is often performed at concert halls and other musical venues. Try to find a children's performance near you. Read the book before attending the performance.

- The Cat's Purr:

This story tells why cats purr when you stroke their tummies but not anywhere else. This is an amusing story to read before making a drum. If you don't choose to make your drum out of a gourd, try the following instructions:

Quilting Hoop Drum: <http://www.nancymusic.com/PRINThomemade.htm#Quilting%20Hoop%20Drum>

- Plink, Plink, Plink:

One night when you tuck your child into bed, sit together and listen to all the noises of the house. What do you hear? Choose one noise and build a nighttime story around it (an innocuous one!).

- Hiccup:

This amusing story without words has no dialogue, only sound effects. In time, see if your child can "read" it back to you based on the illustrations.

- Polar Bear, Polar Bear, What Do You Hear?

This book preceeds a trip to the zoo, with making animal masks (such as the children wear on the last page of the book) a good culminating activity. You can also print templates of each animal for use as puppets or felt board pieces:

<http://www.dltk-teach.com/books/brownbear/sequel.htm>

Please don't use them as coloring pages, however (one of the suggestions given on the site) as this is discouraged in Waldorf education.

Feel free to share other suggestions by writing to the Group at waldorfcriculum@yahoogroups.com.

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APPENDIX

MUSIC & MOVEMENT

Eurythmy Articles and Resources:

Eurythmy FAQ (compiled by John Ralph): <http://www.eurythmy.org.uk/resource/efaq.PDF>

A picture of eurythmy across the school: <http://www.samfordschool.com/Eurythmy.htm>

A short history of eurythmy: <http://eurythmy.org/history1.htm>

Eurythmy video clips: <http://www.newworldtour.org/historys.html>

Eurythmy gestures: <http://www.openwaldorf.com/eurythmy.html>

Books on Eurythmy available from Bob & Nancy's Bookshop:

http://www.waldorfbooks.com/edu/curriculum/eurythmy_games_gymnastics.htm

<http://www.waldorfbooks.com/anthro/eurythmy.htm>

Please contact us for information on purchasing eurythmy supplies through www.waldorfcurriculum.com, available only by request.
waldorf_curric@yahoo.com

Visit waldorfcurriculum.com for links to purchase unit materials, additional Waldorf resources & a community forum on Waldorf education.