

# *Weather*

*six-week main unit*

*Season: Summer*

*Art focus: fabric painting*

*Nature focus: frogs*

*Handwork focus: dollmaking*

# 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](mailto:waldorf_curric@yahoo.com).

# ESSENTIAL STORIES

Froggy Gets Dressed. by Jonathan Landon. illustrated by Frank Remkiewicz.

The Big Snow. by Berta and Elmer Hader.

Row Row Row Your Boat. as told and illustrated by Iza Trapani.

Knoxville, Tennessee. Nikki Giovanni.

If Kisses Were Colors. Janet Lawler. illustrated by Allison Jay.

Talking Like the Rain. selected by X.J. Kennedy and Dorothy M. Kennedy. illustrated by Jane Dyer.

Silver Morning. Susan Pearson. illustrated by David Christiana.

Snipp Snapp Snurr and the Buttered Bread. Maj Lindman.

A Boy Had a Mother Who Bought Him a Hat. Karla Kuskin.

Rip Van Winkle. Dorothy Bell Briggs.

Ollie's Ski Trip. Elsa Beskow.

It Looked Like Spilt Milk. by Charles G. Shaw.

When the Sky is Like Lace. by Elinor Lander Horwitz. pictures by Barbara Cooney.

Blue Hat, Green Hat. by Sandra Boynton.

The Four Seasons Set: Summer, Autumn, Winter, Spring. Gerda Muller

Visit [waldorfcurriculum.com](http://waldorfcurriculum.com) for links to purchase unit materials, additional Waldorf resources & a community forum on Waldorf education.

# ALSO RECOMMENDED

## MUSIC & MOVEMENT

Great Smoky Mountains Frogs & Friends. (recording)  
Like a Fish in Water: Yoga for children. Isabelle Koch. A yoga mat will also be helpful.

## ART

Off-the-Shelf Fabric Painting: 30 simple recipes for gourmet results. Sue Beevers.

## NATURE

FAQ's About Frogs (website) <http://www.learner.org/jnorth/search/Frog.html>

## PLAY

Seven Times the Sun: Guiding your child through the rhythms of the day. Shea Darian.

- Dwarves and Dice
- Varialand
- bubble wand
- frog drum

## HANDWORK

Soul Mate Dolls: Dollmaking as a healing art. Noreen Crone-Findlay.

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Storytelling with Children. Nancy Mellon.

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# SAMPLE WEEK:

FROM MAY 24 TO 29<sup>TH</sup> 2005

notes for next week:

May 24

May 25

May 26

May 28

May 29

Music & Movement		<u>Like a Fish in Water</u> The Rag Doll p.12	<u>Like a Fish in Water</u> The Palm Tree p.14	Kidfit @ community center 9:45 am	<u>Like a Fish in Water</u> The Triangle p.16	<u>Like a Fish in Water</u> The Frog p.18
Art	fabric painting	tinted ice cubes: melting & mixing			painting with tinted ice cubes	painting with tinted ice cubes
Nature		nature walk, choose nature table items	create weather vine display	view adult frogs, sing Tadpole song	set up habitat, obtain tadpoles	
Cooking						
Play						
Handwork	solar oven, dollmaking		guided visualisation: The Magic Garden	The Basic Flat Soul Mate Doll		make weather/clothing feltboard
Helping						
Stories		<u>Knoxville, Tennessee</u>	<u>Row, Row, Row Your Boat</u>	<u>If Kisses Were Colors</u>	storytime @ library 1:30 pm	<u>Froggy Gets Dressed</u>

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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**

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# JOURNAL: WEEK TWO

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# **JOURNAL: WEEK THREE**

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# **JOURNAL: WEEK FOUR**

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# **JOURNAL: WEEK FIVE**

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# **JOURNAL: WEEK SIX**

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# LESSON PLANS: WEEK ONE

## ART

### **Day One**

Use food coloring to tint a variety of dishes of water. Pour each color into the compartments of an ice cube tray and place in the freezer until frozen solid. Remove the colored cubes and arrange them on a piece of clean dry paper outside in the sun. Watch as the cubes melt and the colors mix then allow the artwork to dry completely.

### **Day Two**

Prepare colored ice cubes as described above but place craft sticks in each ice cube compartment before freezing. When the cubes are frozen, have your child create a picture using the colored ice cubes on sticks as the painting tool.

### **Day Three**

Prepare colored ice cubes as described above. Paint a picture by placing only one cube on the paper and moving the paper around under it, allowing the cube to do the painting as it melts.

## NATURE

### **Day One**

Take a Nature walk with your child and consider how the seasons are changing. What do you see and hear when you go outdoors? Choose some warmly colored silks for your Nature table and add any other items which you feel reflect the season.

### **Day Two**

Throughout this unit you will be observing the weather and the world around you. Create a weather display by punching leaf shapes out of various colored cardstock. Choose colors to represent warm & sunny, windy, rainy, or cloudy days or whatever types of weather you and your child would like to keep a record of. Keep it simple or this activity will become too difficult for your child. Keep the colored leaves in a box and, each day, have your child describe the weather and choose the appropriate colored leaf. The adult writes the date on each leaf and then it can be added to the display. As each leaf is added in turn, you will have an accurate record of the weather as it has unfolded over time. For the most sequential look at this information, create a vine out of yarn or string and attach each leaf in order; the leaves can also be displayed in the shape of a tree. The activity can be extended beyond the scope of this unit, of course, for as long as you wish to gather and record this information.

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# LESSON PLANS: WEEK ONE CONTINUED

## Day Three

In this unit, your child will be watching tadpoles go through their metamorphosis to become frogs. To introduce this activity, you might want to visit a nature center or zoo and view the frogs. You might also want to share the Tadpole Song with your child:

[http://members.tripod.com/Tiny\\_Dancer/tadpole.html](http://members.tripod.com/Tiny_Dancer/tadpole.html)

## Day Four

Obtain your tadpoles from a pond

pond dipping: <http://web.ukonline.co.uk/conker/pond-dip/>

or purchase tadpoles such as those from commercial companies or pet stores. If you obtained your tadpoles from a commercial company, the company will have further directions on how to raise them in captivity.

Notes:

1. You may want to use a camera to help you record the changes as the tadpole becomes a frog. Use a digital camera, a video camera, or a 35 mm camera to record the changes.
2. Children should not be allowed to handle the tadpoles with their bare hands due to the delicate nature of the tadpoles.
3. Be sure that you have the proper set up for the tadpoles. You will need an aquarium with no rocks and no filter filled with spring water. Sometimes at a certain stage frogs mistake the aquarium rocks for food and ingest them so it's best to use no aquarium rocks. Bottled spring water is best. Shake the water to aerate. Pond water may also be used. As they change you may feed them tiny amounts of boiled lettuce or frozen spinach or fish food flakes. When they have made the change into frogs, you may use de-chlorinated tap water. It is best when you use tap water and de-chlorinate it to let it set several hours or better yet over night, to be sure that all the harmful chemicals and additives to the water are removed and that the water has become room temperature.
4. If you obtained your tadpoles from the wild, plan to release them back in to the wild after you observe them go through their metamorphosis.

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# LESSON PLANS: WEEK ONE CONTINUED

## HANDWORK

### Day One

Soul Mate Dolls p.9  
A Guided Visualization: The Magical Garden

### Day Two

Soul Mate Dolls pp.8-16  
The Basic Flat Soul Mate Doll

### Day Three

If you are creating clothing for your child's Flat Soul Mate Doll, you consider making a variety of clothing pieces. This way the child can dress her doll appropriately according to the season.

Another way to emphasize the relationship between the weather and how we get dressed each day is to make a feltboard with a neutral background, a flat felt person, and pieces of felt clothing. You can use this board with your child by looking at the weather outside and deciding the best pieces of clothing for the doll to wear. Reading the story Blue Hat, Green Hat is also a fun way to discuss dressing properly for each occasion.

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# LESSON PLANS: WEEK TWO

## ART

This week's activities are from Off-the-Shelf Fabric Painting.

### Day One

Brushing on a Textured Surface p.37

### Day Two

Fabric Stamping p.38

### Day Three

Sunprinting p.45

## NATURE: THE SUN

### Day One

Read Snipp Snapp Snurr and the Buttered Bread. Cut large shapes from flat pieces of leftover cardboard boxes. Arrange the cardboard shapes on a patch of green grass. Place a rock or brick on each shape to hold it in place.

### Day Two

The next day, lift each piece of cardboard slightly and peer under it. Do you see anything changing?

### Day Three

After several days, lift the cardboard shapes off completely and examine the grass underneath. Notice that the grass looks yellow – it is beginning to die from lack of sunlight. The grass will recover slowly and completely as the sun and rain reach the yellow grass. Water the yellowed areas with a hose or sprinkler to speed their recovery.

### Day Four

Make butter: <http://webexhibits.org/butter/doityourself.html>

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# LESSON PLANS: WEEK TWO CONTINUED

## HANDWORK

### Day One

The Sun provides life for all of us; this can be demonstrated to your child in many ways. One is the understanding of the sun's importance in growing things, which is discovered in the Nature activities for this week. Another is the understanding of the powerful energy that the sun puts out in its heat. This can be discovered by making and cooking with a solar oven: <http://solarcooking.org/minimum.htm>

### Day Two

Before this activity, take the time to read Seven Times the Sun. Consider what new routines you can establish with your child which will bring you together towards the type of family life you hope to have. It is always best to establish just one new routine at a time. Look through the Soul Mate Dolls book and choose a doll to make with your child. Use the dollmaking time as a chance to discuss the new routine together and to demonstrate how you'd like the dolls to be used.

Consider these dolls:

The Gatekeeper Soul Mate Doll	pp.31-33
Changing Channels Soul Mate Doll	pp.73-76
Yes! and No! Soul Mate Dolls	pp.93-95

### Day Three

Soul Mate Dolls

The Story of Mollie Whuppie	pp.34-35
Mollie Whuppie Soul Mate Doll	pp.37-39

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# LESSON PLANS: WEEK THREE

## ART

This week's activities are from Off-the-Shelf Fabric Painting.

### Day One

Brush Stamping p.53

### Day Two

Blotching p.54

### Day Three

Exhausting the Color p.33

## NATURE: WIND & AIR

### Day One

Take a nature walk. Listen to the sound the wind makes on a windy day. Do the trees' leaves rustle? Are flags waving? What other signs tell you that the wind is blowing?

### Day Two

#### Sticky Pictures

Smear petroleum jelly on a paper plate and hang it outside. As the wind blows, airborne bits of things will stick to the plate. Check on it later to see what is being carried along by the air, such as seeds, spores, pollen, or dust.

### Day Three

Make a long streamer on a stick and let your child run around the yard (or in the park) and watch it float along the air behind her. To make the streamer, simply glue strips of brightly colored crepe paper around the top of a straight stick or length of dowelling. The streamer will not survive being caught in the rain to be sure to bring it inside after each playtime.

### Day Four

Bubbles! There is nothing more fun than watching bubbles as they are carried away by the wind. Make your own bubble solutions and bubble-blowing tools: <http://www.bubbles.org/html/solutions/solutions.htm>

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# LESSON PLANS: WEEK THREE CONTINUED

## HANDWORK

### Day One

#### Soul Mate Dolls

Pocket Soul Mate Dolls pp.40-42

### Day Two

#### Soul Mate Dolls

Pouches for Pocket Dolls pp.43-45

### Day Three

For your final project in the area of Wind, make a wind chime together with your child. Hang it outside the child's bedroom window; in the mornings when you go in to wake him up, ask what he can tell about the weather today before ever going outside, simply by listening for the sound of the chimes.

How to Make a Wind Chime: [http://www.ehow.com/how\\_13320\\_make-wind-chime.html](http://www.ehow.com/how_13320_make-wind-chime.html)

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# LESSON PLANS: WEEK FOUR

## ART

This week's activities are from Off-the-Shelf Fabric Painting.

### Day One

Splashing p.25

### Day Two

Splashing, Crumpling, and Folding p.25

### Day Three

Painting a Folded Bundle p.83

## NATURE: THE SEASONS & THE LIFE CYCLE OF A FROG

Each day this week, have your child read you the appropriate season's book by Gerda Muller. Reading these books to you will help your child develop his storytelling skills and is a wonderful way to introduce the season you'll be studying each day.

You may want to review the information about the frog life cycle in the FAQ's About Frogs website (<http://www.learner.org/jnorth/search/Frog.html>) to help explain to your child how the changing seasons are important to animals as well as to humans.

### Day One - Autumn

Practice your yoga pose The Autumn Leaf from Like a Fish in Water. What other things do you associate with Autumn? Maybe you can try bobbing for apples or make a pumpkin pie.

### Day Two - Winter

Read Froggy Gets Dressed. Pretend it is a cold wintry day outside. What would you wear? Get all dressed up in your winter clothes, go outside, and have a mock snowball fight with marshmallows! Or make hot chocolate or another warm drink to celebrate your wintry day.

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# LESSON PLANS: WEEK FOUR CONTINUED

## **Day Three - Spring**

Practice your yoga pose The Plough from [Like a Fish in Water](#). What other things do you know of that happen in the Spring? Consider starting some seedlings. Frogs use their voices in spring to find mates; take a pair of frog drums and use them to talk back and forth.

## **Day Four - Summer**

Go outside and celebrate the warmth that is summer. Practice spitting watermelon seeds, make ice cream, visit the beach, or sit on the porch and watch lightning bugs. Have a picnic. Read [Knoxville, Tennessee](#) and create your own summer memories.

## HANDWORK

### **Day One**

Read [Ollie's Ski Trip](#) and make a Winter doll. Have your child tell a story about wintertime which uses the doll.

### **Day Two**

#### Soul Mate Dolls

Dreamwork p.59

Dreamwork is a valuable activity for helping both you and your child develop your storytelling skills. Consider using the Sweet Dreams cards to establish a quiet and reflective atmosphere at bedtime. Begin the dreamwork now and continue it throughout the unit.

### **Day Three**

To show what you have learned about the life cycle of the frog, make a set of decorative pictures with Magic Wool, one for each of the four seasons. For example, Winter could show the frog sleeping under the snow-covered ground, and Spring could be a pond with eggs and tadpoles in it. To make a wool picture on a felt board, it is best to work with very thin layers of wool, building up color and creating forms

a little at a time. Give your child plenty of time to work slowly and carefully. Then display the finished pictures in your schoolroom.

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# LESSON PLANS: WEEK FIVE

## ART

### **Day One:**

Carry blank, dry paper into the rain. Return indoors and paint on the wet paper.

### **Day Two:**

Sprinkle a piece of dry paper with powdered tempera paint. Place the paper outside and watch as the raindrops paint a picture for you!

### **Day Three:**

Color with chalk on wet pavement.

## NATURE: RAIN

You may want to review the information about the frog life cycle in the FAQ's About Frogs website (<http://www.learner.org/jnorth/search/Frog.html>). If you are lucky, your tadpoles will have hatched into frogs by this time. If not, visit a nature center or observe frogs at a pond to see the special parts of a frog's body and how each one is used.

### **Day One:**

Go splash in some puddles!

### **Day Two - The Parts of a Frog:**

Feet

Observation Points

Compare the frog's feet to a set of flippers. If you have a frog that spends a lot of time in the water, they usually have webbed feet. Flippers were modeled after frogs' feet. Have your child compare the flippers to their own feet. Why do they think this design would help a frog swim faster? Discuss other animals, such as ducks, that have webbed feet.

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# LESSON PLANS: WEEK FIVE CONTINUED

## **Day Three - The Parts of a Frog:**

Legs

Observation Points

There are three steps in a frog's jump. First, the frog bends its back legs and lifts its body. Next, the frog pushes off and straightens its legs and body. The frog lands by spreading its legs and webbed feet to cushion its jump. Let your child practice jumping like a frog.

Many frogs can jump more than eight times their own length. Ask your child if she thinks she will be able to jump her own length. Let her practice jumping as far as she can and measure the distance with a tape measure. Measure how tall your child is and compare the two.

## **Day Four - The Parts of a Frog:**

Voice

Observation Points

Frogs are ancient creatures and may have been the first animals to communicate by sound. Use your frog drum to practice making frog calls. Listen to the Great Smoky Mountains Frogs & Friends recording. Can you hear which animals are the frogs? What do you think they might be saying to one another? Do you hear more than one kind of frog? How do the sounds change as night falls?

## HANDWORK

### **Day One**

Make a rainstick: [http://www.exploratorium.edu/frogs/rain\\_stick/](http://www.exploratorium.edu/frogs/rain_stick/)

In your storytelling today, choose a story which includes rain and have your child use the rainstick to create the sound effects.

### **Day Two/Three**

Have your child paint a set of rainboots and a matching umbrella.

Visit [waldorfcurriculum.com](http://waldorfcurriculum.com) for links to purchase unit materials, additional Waldorf resources & a community forum on Waldorf education.

# LESSON PLANS: WEEK SIX

## ART

This week's activities are from Off-the-Shelf Fabric Painting.

### Day One

Uncooked Flour Resist                      p.72

### Day Two

Twisted Resist                                      p.81

### Day Three

Cooked Rice Paste                                p.73

## NATURE

### Day One - The Parts of a Frog:

Eyes

Observation Points

Frogs don't have necks which means they can't turn their heads. Their large bulging eyes allow for a wide range of vision, enabling them to see both in front of them and to the side. This helps them see their food and to avoid potential predators. Can you imagine what it would be like to be unable to turn your head?

### Day Two - The Parts of a Frog:

Tongue

Observation Points

All adult frogs and toads are predators and feed on a wide variety of insects. They have a large mouth and a long, sticky tongue that they use to capture prey.

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# LESSON PLANS: WEEK SIX CONTINUED

Q: So why does the frog's tongue need to be sticky? Our tongues aren't sticky!

A: A frog doesn't use fingers to grab its food; their front legs (or "arms") are short and are used to prop the frog up when it sits. Therefore, the tongue needs to be able to grab the food, hold onto it, and carry it back to the frog's mouth. The hunting style of a frog is to sit and wait for their food to come to them. When an insect moves within range, the frog lunges forward, and shoots its tongue through the air. And a frog's tongue is attached to the front of its mouth rather than the back, in fact, which helps it stretch even farther.

## **Day Three - The Parts of a Frog:**

Skin

A frog's skin is porous, like a sponge, to help it soak up water. Pour some water into a shallow dish and place a dry sponge in it. Watch to see how the water is absorbed by the sponge and explain to the child that all living things need water and this is how a frog drinks.

## **Day Four:**

Repeat yesterday's experiment but add some food coloring to the water before you place the dry sponge in it. Show the child how the color, as well as the water, travels into the sponge. A frog's skin is the same way; if the water is polluted, the pollutants travel into the frog's body along with the water. All across the country, frogs are getting sick because the water isn't clean and it isn't good for them. (see the Conservation focus recommended on the Additional Suggestions page at the end of this unit)

## HANDWORK

### **Day One/Two**

Make a set of puppets using the patterns from [Soul Mate Dolls](http://www.hgtv.com/hgtv/cr_sewing_children_infants/article/0,1789,HGTV_3326_1393200,00.html) and a doorway puppet theater to use for performances:

### **Day Three**

[Soul Mate Dolls](#)

Grandmother Tree Soul Mate Doll (for your Nature table) pp.128-129

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# ADDITIONAL SUGGESTIONS:

## MUSIC & MOVEMENT

Fun with Foam: four games for toddlers

<http://familyfun.go.com/parenting/learn/activities/feature/toddler-games-famf123-0504/toddler-games-famf123-05045.html>

### *Torchbearer*

indoor game

for one player (child)

### *Over/Under*

indoor or outdoor game

two players or more (one adult, several children)

### *Jack Be Nimble*

indoor or outdoor game

two players (one adult, one child)

### *Timber!*

indoor or outdoor game

two players (one adult, one child)

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# ADDITIONAL SUGGESTIONS:

Each family will make different choices about the extent of their homeschooling during the summer. This unit was designed to allow for expansion and further development of its ideas, should you wish to extend it. In addition to recording the weather on your weather vine and weather/clothing felt board, here are some suggestions:

## ART

Continue using [Off-the-Shelf Fabric Painting](#) to inspire your art projects; there are many techniques left to try!

## OTHER ART IDEAS:

Visit [waldorfcurriculum.com](http://waldorfcurriculum.com) for links to purchase unit materials, additional Waldorf resources & a community forum on Waldorf education.

# ADDITIONAL SUGGESTIONS:

## NATURE: THE FROG IN DANGER

A Thousand Friends of Frogs (website)

<http://cgee.hamline.edu/frogs/>

Extend the Nature part of the unit through a conservation focus. Many species of frogs throughout the world are in decline. These animals are particularly sensitive to changes in their environment, possibly as a result of the high permeability of their skin. As such, they are important 'biological indicators' of the health, or otherwise, of the Earth's ecosystems. Consider adopting a pond or participating in a project to count and record the number and health of frogs in your area. Talk with your child about the dangers of pollution and get involved in cleaning up your community. Pick up litter. Recycle. If you don't already, stop using pesticides on your garden and lawn and begin to garden organically.

## OTHER NATURE IDEAS:

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