

Color

six-week main unit

Season: Spring

Art focus: watercolor painting

Nature focus: starting a garden

Handwork focus: making toys

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

The Rainbow Goblins. Ul de Rico.

Mouse Paint. Ellen Stoll Walsh

Mister Seahorse. Eric Carle

Harold and the Purple Crayon. by Crockett Johnson.

The Little Mouse, the Red Ripe Strawberry, and the Big Hungry Bear. by Don and Audrey Wood. illustrated by Don Wood.

The Way to Start a Day. by Byrd Baylor. illustrated by Peter Parnall.

Pelle's New Suit. Elsa Beskow.

Duke Ellington. Andrea Davis Pinkney. illustrated by Brian Pinkney.

Children of the Forest. Elsa Beskow.

Summer Is.... by Charlotte Zolotow. pictures by Janet Archer.

Little Blue and Little Yellow. by Leo Lionni.

Baa Baa Black Sheep. as told and illustrated by Iza Trapani.

Caps for Sale. story and pictures by Esphyr Slobodkina.

Dog Blue. Polly Dunbar.

A Rainbow of My Own. Don Freeman.

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ALSO RECOMMENDED

MUSIC & MOVEMENT

Clap Your Hands. Lorinda Bryan Cauley
Adventures at Catfish Pond (recording)
Masterpieces by Ellington (recording)

ART

Chinese Brush Painting: a complete painting kit for beginners. Lucy Wang.
Painting with Children. Brunhild Muller.

NATURE

A Dyer's Garden. Rita Buchanan.

PLAY

- Pick a Penguin Game
- set of Play Silks
- Giant Nesting Rainbow
- Colorful Wooden Instruments - Harmonica

HANDWORK

Toymaking with Children. Freya Jaffke.

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SAMPLE WEEK:

FROM MARCH 6 TO 12TH 2005

	notes for next week:	Mar 6	Mar 8	Mar 9	Mar 10	Mar 12
Music & Movement		Masterpieces by Ellington: "Vagabonds"	<u>Clap Your Hands</u>	Adventures at Catfish Pond: "Pancake Man"	Adventures at Catfish Pond: "Bowl of Fruit"	Indoor Hopscotch
Art	color mixing		Chinese Brush Painting	Chinese Brush Painting	Chinese Brush Painting	
Nature	watch sunrises	nature walk, choose nature table silks	gather branches for forcing			start bulbs
Cooking						
Play	sandbox					
Handwork	toys for outdoor play	carve signature stamp		homemade watercolor paints	Rainbow Goblins	Rainbow Goblins
Helping						
Stories		<u>The Rainbow Goblins</u>	<u>Mouse Paint</u>	<u>Mister Seahorse</u>	storytime @ library 1:30 pm	<u>Harold and the Purple Crayon</u>

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WEEK ONE:

FROM _____ TO _____

notes for next week:

Music & Movement						
Art						
Nature						
Cooking						
Play						
Handwork						
Helping						
Stories						

WEEK TWO:

FROM _____ TO _____

notes for next week:

Music & Movement						
Art						
Nature						
Cooking						
Play						
Handwork						
Helping						
Stories						

WEEK THREE:

FROM _____ TO _____

notes for next week:

Music & Movement						
Art						
Nature						
Cooking						
Play						
Handwork						
Helping						
Stories						

WEEK FOUR:

FROM _____ TO _____

notes for next week:

Music & Movement						
Art						
Nature						
Cooking						
Play						
Handwork						
Helping						
Stories						

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						

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

These activities are from [Chinese Brush Painting: a complete painting kit for beginners](#). They are designed to introduce your child to three different types of pigment: the ink stick, cake paints, and tube paints.

Day One:

Getting to Know the Materials p.2

Handling the Brush p.3

Together with your child, use the ink stick and stone to make the ink for today's painting. Choose one of the brushes for your child to explore. Give her some time to examine the brush before putting it in the ink. If she wants to finger the bristles or practice waving it around in the air, you definitely don't want ink on it! Newsprint is best for these exercises. When you are both ready to paint, experiment with the Slanted Hold and Slanted Strokes. These are for painting large areas and broad shapes. Next, try the Vertical Hold and Vertical Strokes. These are more suitable for detailed lines. It is best for you to have your own piece of newsprint and brush so that you can demonstrate without taking your child's materials away from her. This interrupts the natural flow of her own experimentation. Keep your child's age in mind when demonstrating the brush strokes; a younger child will be frustrated if you try to pressure her to develop a certain technique. Above all else, your child should enjoy painting!

When you are finished with today's exercises, demonstrate proper respect for and care of the painting tools by showing your child how to put away the materials. Wash the ink stone completely clean and dry it well. Wash each brush thoroughly, pat it dry with a paper towel and let it finish air-drying.

Day Two:

Getting to know the Materials p.2

Monochromatic Painting & Value Scale p.5

Today you are going to use the black cake paint and varying amounts of water to create a value scale. Do a very simple demonstration on your own piece of newsprint and have your child follow the steps along with you. First, set out only the black cake paint. Add a small amount of water to it to loosen the pigment. Load your brush with the color and paint a small area on your paper. Load your brush with the black paint again but this time dip it quickly in the water dish before painting on your paper. Continue this "load, then lighten" procedure, letting more and more water mix with the paint on your brush each time. Talk with your child how this mixing creates a lighter

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LESSON PLANS: WEEK ONE CONTINUED

and lighter color. Replace the water in the dish with clean water after every time you do this. Then allow your child to experiment with mixing the paints herself to create different values of black. Encourage your child to talk about the process as she goes along. The goal is for your child to learn how to control shades of a color; it is NOT to paint the bamboo exercise shown on page 5.

Be certain to change the water in your dish constantly so that it stays clean. This may not seem really necessary since you are only working with one color here but it is an important habit for your child to learn. When you paint with more than one color later on, this extra step will help keep your colors clean and unmuddled.

Day Three:

Getting to Know the Materials p.2

Today you are going to use the tube paints. Prepare only one color of paint. Squeeze the paint onto a palette and mix with water. Allow your child to enjoy this single color, using different holds and strokes and mixing different values of the color as learned earlier this week.

NATURE

Day One:

Take a nature walk with your child. Make some observations about the season. What plants are growing? Are any in flower, are any in bud, are any just newly forming shoots? What animals do you see out and about? What do you observe about the weather? What colors would be best to represent this season? When you get back inside, choose the silks for your nature table, bearing in mind what you felt and observed on your walk.

Day Two:

Take a nature walk and observe which trees and shrubs are about to put out their flowers. Cut some of these branches and bring them inside to bloom in your nature corner: <http://www.marthastewart.com/page.jhtml?type=content&id=tv1689>

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LESSON PLANS: WEEK ONE CONTINUED

Day Three:

Add some bulbs to your nature table. You can bring in bulbs from your garden which are just beginning to grow or you can purchase bulbs for forcing.

HANDWORK

Day One:

Since there will be a lot of painting in this unit, your child should create a signature stamp to identify his artwork. Have your child carve a simple design into a soap block as his signature mark: <http://jas.familyfun.go.com/arts-and-crafts?page=CraftDisplay&craftid=10321>

Alternatively, you can purchase a small block of florist foam which is easier and safer for your child to carve than soap. Make sure it has one perfectly flat side and follow the directions for soap block prints above.

Day Two:

Homemade Watercolor Paints

Cut the desired palette shape from a piece of cardboard. Glue a set of small plastic caps, such as soda bottle caps or spice jar lids, onto your palette. Make the watercolor paints by first mixing 2 tablespoons baking soda with 2 tablespoons white vinegar in a small bowl. When it stops fizzing, stir in 2 tablespoons cornstarch and 1 teaspoon light corn syrup. Pour equal portions of the mixture into the plastic caps on your palette. Tint the contents of each cap with several drops of food coloring or dye reinker and stir well with a toothpick. Allow the paints to dry completely, about a week, before using for the first time; allow them to dry out fully between uses.

Day Three & Day Four:

After reading The Rainbow Goblins with your child, create some rainbow goblins of your own. Using the directions in Toymaking with Children, make goblins in the technique of your choice. Some suggestions: carved wooden figures (pp.46-47) or knotted dolls (pp.64-65). Along with the Giant Nesting Rainbow, your child will use these goblins to create a magical world during imaginative play time. You can also use the rainbow and goblins to enact scenes from the book or to serve as inspiration for your own storytelling.

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LESSON PLANS: WEEK TWO

ART

Day One:

Today is the first day you are going to mix colors. Start by making colored ice cubes: add food coloring to water before putting it in the freezer. Make two yellow cubes, two red cubes, and two blue cubes. While you are waiting for the water to freeze, read Mouse Paint or Little Blue and Little Yellow. Then put two different colors together in a glass of water and watch them melt. Your child may not know until he tries it himself that blue and yellow will always make green and that yellow and red will always make orange, etc. Next get out blue and yellow paint for your child and let him paint with them. Make sure your child mixes the colors only on his paper, carefully cleaning his brush before reaching for a new color. This will keep the original two colors intact.

Day Two:

Have your child paint to the poem on page 32 of Painting with Children. Did you see the colors red, yellow, and orange in your sunrises (Nature: Day One & Day Two)? Paint the sunrise that you saw this morning, or paint tomorrow's sunrise as it is happening.

Day Three:

Read the poem in Painting with Children at the top of page 34. With your child, paint the colors blue and red meeting each other on the paper. Your purple will probably look different than her purple. Now get out the purple cake paint and have your child paint with that. Talk with your child about how the purples are different – one may be warmer, another cooler, maybe one looks very happy and one not so much. Look at the leaves which you picked in Nature: Day Three. Each leaf has many different kinds of green in it; how are they different from one another? If you like, you can continue the discussion by examining the collages in Mister Seahorse.

NATURE

Day One:

Take an early morning nature walk with your child to observe the sunrise. How does the sky change as the sun rises? What colors do you see? Do you think every sunrise will look exactly the same?

Day Two:

Observe another sunrise with your child. What makes each sunrise different? Read The Way to Start a Day. Do you agree that every sunrise has its own special color?

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LESSON PLANS: WEEK TWO CONTINUED

Day Three:

Take a nature walk with your child to observe the daytime sky. What colors do you see in the sky? Is every part of the sky exactly the same color? If there are clouds in the sky, are they all the same color? Pick a leaf and study it. Is every part of the leaf the same color? Are the leaves around it exactly the same colors as the one in your hand?

HANDWORK

This week's handwork will focus on making toys for Outdoor Play.

Day One:

Recipe for Sidewalk Chalk

Make a mold by separating the halves of a plastic Easter egg. Liberally coat the insides with petroleum jelly. Set both halves upright in an empty egg carton. Add extra petroleum jelly around the seam where the egg halves meet. In a disposable cup combine ¼ cup Plaster of Paris, 2 tablespoons cold water, and 2 tablespoons powdered tempera paint. Using a plastic spoon, mix well. Spoon the plaster into the egg halves, filling them both almost to the top. Let stand for a few minutes until the mixture reaches a mud-like consistency. Snap the plastic egg back together and briskly shake to thoroughly combine the mixture. Repeat for each color of chalk. Let the chalk eggs set overnight before removing them from the molds, wedging the tip of a table knife between the chalk and mold to help loosen it.

**** Cups and spoons used in this project must be disposed of in the trash. Do not re-use. ****

Day Two & Day Three:

The sandbox is a vital part of a child's outdoor play environment. If you don't already have a sandbox, you'll want to build one. Here is a very nice set of plans for a sandbox with a retractable cover and for a seesaw:

http://www.diy.net.com/diy/ca_playground/article/0%2C2041%2CDIY_13723_2270313%2C00.html

Day Four:

Make the stilts from [Toymaking with Children](#), pp.146-147.

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LESSON PLANS: WEEK THREE

ART

If the weather is warm at this point, take your child to the beach to do some sand sculpting. Alternatively, you can bring a pail of sand from your sandbox inside and place it in a large plastic bin for exploration with water. Don't add water directly to your sandbox; it isn't much fun to sit in and could take weeks to dry out completely.

Day One:

Start with completely dry sand. Have your child try to push the sand together to sculpt hills and valleys. When he finds that it won't stick, have him add a small amount of water. Talk with your child about how the properties of your sand-water mixture changes as more and more water is added. What new things can you do with it at each stage? What can you no longer do with it?

Day Two:

Challenge your child to build the tallest tower possible with his sand.

Day Three:

Make hand and footprints in the sand. Have your child turn his back while you make an imprint with part of your body, such as your nose, in the sand; have him turn around and guess what part you used. Take turns playing this game with each other. You can use sticks to draw lines in your sand or use shells to create textures and patterns. Create a design together.

NATURE

Day One:

Take your child to visit chickens and to see where eggs come from. If you live in an area where this is not possible, take your child to the grocery store with you to look at and purchase some eggs. Try to show your child different kinds of eggs, such as brown and white chicken eggs or eggs from other birds, such as ducks, geese, or quail.

Day Two:

Take your child to visit sheep and to see where wool comes from. If this is not possible, read [Baa Baa Black Sheep](#) or [Pelle's New Suit](#) with your child.

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LESSON PLANS: WEEK THREE CONTINUED

Day Three:

Rainbow Nature Hunt

Give a paper lunch bag to everyone who will be participating (this is a fun activity for the entire family). Take a nature walk and have each person try to find one natural item for each color in the rainbow. Make sure small children are accompanied by an adult and know to avoid poisonous plants and other hazards. Alternatively, announce that you will be making natural dyes next week and dyeing eggs. Then have each person find natural items that they think will yield the desired colors of dye.

HANDWORK

Day One:

Soap Paints

Use a kitchen grater and a bar of mild white soap (such as Ivory) to make 1 cup of soap shavings. Combine the shavings with 1 cup lukewarm water in a large bowl with an electric mixer on low speed; mix until just blended. Increase the speed to medium high and beat for another 3 to 5 minutes, until the mixture is foamy and forms stiff peaks. Divide the mixture among several bowls and tint each batch with a few drops of liquid food coloring. This recipe makes about 8 cups of soap paint. Have your child use her fingers or cut small pieces of clean sponge to paint designs on windows or mirrors. To remove paint, first scrape off the bulk of the dried soap, then use window cleaner and paper towels to remove the remainder.

Day Two & Three:

Rainbow Flower Kit

Day Four:

Make tie-dyed socks indoors: <http://jas.familyfun.go.com/arts-and-crafts?page=CraftDisplay&craftid=10003>

or, the weather is nice, have a tie-dye party with the whole family:

http://familyfun.go.com/parties/birthday/feature/famf0603_tiedyeparty/

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LESSON PLANS: WEEK FOUR

ART

Day One

Read Duke Ellington with your child. Before you start, examine the front cover illustration. See if your child can guess what the green swirls are. After you have finished the story, look at the cover illustration again and discuss it. Look through the book for other pictures showing the different colors of music. Then set out a variety of paint colors for your child to use and play Masterpieces by Ellington: "Sophisticated Lady" in the background while you paint.

Day Two:

Start today's painting session by listening to Masterpieces by Ellington: "Mood Indigo". Without telling your child the title of the piece, ask what colors he hears when he listens to the music. If you like, you can tell him the title and explain that indigo is a blue color. Get out the colors for today's painting as directed by your child, and have him paint a picture while listening to the piece again.

Day Three:

Today do three short paintings while listening to the three shorter pieces on this album: "Vagabonds", "Smada", and "Rock Skippin' at the Blue Note." When the paintings are done, lay them side by side to compare how the pieces of music are different.

NATURE

Day One:

It's time to begin your garden! Gather terra cotta pots for seed starting. If you are reusing flower pots, be sure to clean them thoroughly: <http://www.marthastewart.com/page.jhtml;jsessionid=DJFA5PW35NYUBWCKUJXCJ0WYJKSS0JO0?&type=content&id=channel1008&page=1>

Day Two:

Use the information in A Dyer's Garden to determine which plants will be most successful in your climate as well as which ones produce the dye colors you would like to have. Make labels for your seedlings. Leave room on the label to write the date each type of seed was started and how long it takes to germinate.

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LESSON PLANS: WEEK FOUR CONTINUED

Day Three:

Start the seeds for your dye garden: <http://www.marthastewart.com/page.jhtml?&type=content&id=channel1317&site=&page=1>

HANDWORK

You will be dyeing eggs with natural dyes this week. On each day, create a batch of dye and dye several raw eggs:

<http://www.marthastewart.com/page.jhtml?&type=content&id=channel1545&site=&page=1>

If you can, dye both brown and white eggs in each color and compare the results. Save a sample of each and create a table showing your recipes and the resulting colors:

<http://www.marthastewart.com/page.jhtml?type=content&id=channel1545&page=2&edfParentCat=&subStyleType=&layout=&dp=false>

You can also use the dyed eggs to create decorations for Spring:

<http://www.marthastewart.com/page.jhtml?&type=content&id=channel1544&site=&page=1>

<http://www.marthastewart.com/page.jhtml?type=content&id=tv54108>

Day One:

red cabbage dye

Day Two:

turmeric dye

Day Three:

onion-skin dye

Day Four:

beet dye

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LESSON PLANS: WEEK FIVE

ART

Day One:

Today introduce Adventures at Catfish Pond. Have your child listen first to "Bowl of Fruit". Discuss how the music makes you feel. Then get out a variety of paint colors for your child and have him paint, while listening to the song again. If your child is very interested in different genres of music, you can talk about and compare these bluegrass paintings to the jazz paintings you did last week.

Day Two:

Have your child paint to Adventures at Catfish Pond: "Dreamy Time Time". You can continue the mellow mood with "Skippin' on Rainbows" or get out different colors and paint to "1 to 10 Blues". Let your child request the colors he would like to paint with.

Day Three:

Improvise some bluegrass music on the Colorful Wooden Harmonica. Have your child paint along while you play. Take turns playing and painting one another's music. If you aren't comfortable playing the harmonica, find some other noises and rhythms around the house. Tap out a tune on the bottom of a pot, or paint a rainstorm.

NATURE

Day One:

Review chapter three of A Dyer's Garden: Planning a Dye Garden. First, use this information to plan your garden bed on graph paper. Next, prepare the soil for successful planting by clearing the area of weeds and debris:
<http://www.marthastewart.com/page.jhtml?type=content&id=channel1524>

Day Two:

Test your soil, if desired, and amend it as needed:
http://www.diy.net.com/diy/sw_soil_improvement/article/0,2029,DIY_14370_2270488,00.html. You can also use non-toxic and child-safe amendments such as worm castings and kelp meal to enrich your soil.

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LESSON PLANS: WEEK FIVE CONTINUED

Day Three:

To help keep your new garden free of pests, install a toad home:

http://www.ecokidsonline.com/pub/fun_n_games/printables/activities/assets/science_nature/toad_home.pdf

HANDWORK

This week you will be making natural dyes for wool. Save the wool you have dyed and use it on your nature table in the appropriate season, or for use it in other handwork projects, such as making hair for your marionettes, spinning yarn, or wet felting. You'll want to make a color table showing the results of each dye recipe, including what mordant you used and the length of time you left the wool in the dye, so that you can re-create any colors you and your child are especially pleased with.

If you have some of the plants already available to you, use [A Dyer's Garden](#) to guide you in preparing your dyes. Otherwise, here are additional dye suggestions and directions: <http://www.calverley.ca/Part07-Arts%20and%20Crafts/7-019.html>

Day One:

yellow – apple bark, *carrot tops*, rhubarb leaves

Day Two:

orange – spruce cones, *yellow or red onion skins*, birch bark

Day Three:

pink beige – dandelion roots

OR yellow green – *spinach, parsley*, birch leaves

Day Four:

brown – oak bark, black walnut hulls, ferns & lichens

OR red – *beetroot*

If using the dye materials listed in italics, you will be able to make all of these recipes with one trip to the grocery store.

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

LESSON PLANS: WEEK SIX

ART

This week's art activities use playdough as the sculpting medium. You can purchase playdough or make your own:

Homemade Playdough

Combine 1 cup flour, ½ cup salt, and 2 teaspoons cream of tartar in a saucepan. Stir in 1 cup water and 1 T cooking oil. Heat on medium, stirring, until very thick and hard to stir. The mixture will resemble mashed potatoes. Remove from heat and allow to cool 5 minutes. Turn out on lightly floured surface. Divide in three equal parts. Add 1 teaspoon unsweetened drink mix (such as Kool-Aid) to each part. Knead until pliable and an even color. Wrap in plastic wrap and store in an airtight plastic container to keep fresh.

Day One:

Opening a Solid

Tell your child that the goal of your sculpting today is to take a ball of playdough and let space into it. First show your child how your ball of playdough, and his, are solid shapes. When you hold it up in front of a light, no light passes through it. Demonstrate working slowly, carefully, and with purpose. Talk out loud as you model opening a solid. Press your ball of playdough slowly with your fingers; make valleys with your knuckles and poke holes in the ball in some areas to let light all the way through. Turn your shape in your hands and look at it from all directions; continue sculpting until you are pleased with the final result. Introduce the term "negative space" to your child. Negative space refers to all of the parts of your sculpture that are filled with air. Have your child practice and enjoy this technique.

Day Two:

Pulling Protuberances

Start again with a solid ball of playdough. Tell your child that today you will be working with positive shapes; that is, instead of making valleys, you will be making hills. Pull a hill slowly up out of your ball of playdough. Use the term hill to reinforce the idea that the parts you are pulling out of the clay must be sturdy – hills don't wiggle! To further demonstrate what you want your child to avoid doing, pinch a tiny unstable piece of playdough up out of the shape and talk with your child about how easily that wiggles, how easy it would be for it to fall off of your sculpture completely. Then have your child practice pulling protuberances himself. Today's exercise requires muscle control that is more difficult for young children so, if your child becomes frustrated, end it early and simply do some free exploration.

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LESSON PLANS: WEEK SIX CONTINUED

Day Three:

A Shape Comes to Life

Now that your child has practiced poking and pulling at his playdough, hand him a solid ball and ask him to begin adding some negative space and positive shapes. Do the same with your ball. Turn it all around in your hands and work at the sculpture until you feel it become something. Talk with your child about the form your sculpture is taking. Is it like an octopus, a rooster, a flower? Add more details to your sculpture to bring it fully into being. Encourage your child to go through the same process with his sculpted form. When you are finished, give a title to each work.

NATURE

Day One & Day Two:

Talk with your child about how fragile seedlings are. Make stepping stones for your garden bed to help protect the tiny plants after they have been transplanted: http://www.diy.net.com/diy/gr_kids_gardening/article/0,2029,DIY_13851_2270165,00.html

Day Three:

Your seedlings may take a while yet to sprout. Maintain enthusiasm for your new garden by beginning a compost pile: http://www.diy.net.com/diy/sw_soil_improvement/article/0,2029,DIY_14370_2270566,00.html

HANDWORK

Day One & Day Two:

Now that you and your child are familiar with the characteristics of each color, make a set of marionettes for story telling. Use the directions in [Toymaking with Children](#), pp.122-132. These directions include two sets of marionettes: cotton marionettes for everyday use and silk marionettes for special occasions. Another nice idea is to create a special set of four silk marionettes, each a fairy for one of the four seasons, to hang above your nature table. For this, you may want to consider dyeing custom colors for the pieces of silk.

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LESSON PLANS: WEEK SIX CONTINUED

Day Three:

To keep the marionettes neat and tidy, make a set of hooks upon which to hang them: [Toymaking with Children](#), pp.132-133.

Day Four:

Create curtains for your playstand to serve as the setting for puppet shows ([Toymaking with Children](#), p.34, "Hanging Cloths").

If you don't already have a playstand for your child's playroom or schoolroom, directions can be found in [Toymaking with Children](#), p.33. For more detailed instructions and a materials list also using this set of plans: <http://www.waldorfhomeschoolers.com/playstands.htm>

Additional directions and a pattern for building a playstand canopy: <http://www.waldorfhomeschoolers.com/canopy.htm>

ADDITIONAL SUGGESTIONS:

MUSIC & MOVEMENT

Indoor Hopscotch:

To make a traditional hopscotch court, set out ten small carpet squares (carpet samples are available at most hardware stores). Arrange the squares on a carpeted floor, securing them in place with duct tape if necessary. If you prefer, you can stencil numbers on your carpet squares. (To make your own stencils, lay strips of masking tape on the surface on each carpet square, over where you'd like the number to be. Draw the number on your masking tape with a marker. Cut out the number shape with a craft knife.) Paint over the stencils with white acrylic paint and let dry overnight. Set the paint by placing a clean rag over each square and pressing with a warm iron.

Hopscotch directions from around the world: <http://www.topics-mag.com/edition11/games-hopscotch.htm>

best for
1 - 4 players

Hula Hoop Games:

<http://familyfun.go.com/games/indoor-outdoor-games/feature/famf68games/famf68games2.html>

Hula Hoop Relay

outdoor game
best for 4 – 8 players

Balancing Act

indoor or outdoor game
best for 4 – 6 players

Thread the Needle

indoor or outdoor game
noncompetitive
best for 2 – 4 players

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PLANT NAME (LATIN)	SUPPLIER	COST	PURCH. DATE	START DATE	GERM. DATE	NOTES:
Galium verum						
Rubia tinctorum						
Cosmos sulphureus						
Coreopsis tinctoria						
Coreopsis grandiflora						
Dahlia						
Tagetes erecta						
Chrysanthemum coronarium						
Solidago						
Tanacetum vulgare						
Rudbeckia						
Anthemis tinctoria						
Helianthus annuus						
Achillea						
Zinnia elegans						
Hybiscus						
Alcea rosea						
Ocimum basilicum						
Hypericum perforatum						
Lythrum salicaria						
Foeniculum vulgare						
Origanum majorana						
Humulus lupulus						
Lepidium ruderale						
Andropogon virginicus						
Genista tinctoria						
Reseda luteola						
Indigofera suffruticosa						
Polygonum tinctorium						
Isatis tinctoria						