Waldorf Essentials

Class Five

by Melisa & Erik Nielsen

Waldorf Essentials

Class Five

Melisa Nielsen LLC

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Introduction

Welcome! Thank you for purchasing our curriculum. When I started this curriculum writing and coaching journey many moons ago, it was just me and Erik running the show. We were striving to be conscious parents while growing our business and supporting the Waldorf community. Our team has grown so much since then! Now we are an eclectic group of Waldorf-inspired parents with decades of experience raising children within these Steiner values. Our team of coaches have done all the things - we represent families that have only taken a Waldorf homeschooling journey as well as those who sent their children to some sort of other school experience at some point. We carry a wealth of knowledge from early childhood through high school and beyond, and we are so excited to walk this path with you. Remember, you are not alone. We have all been where you are and truly understand what it means to parent, run a business, have special needs children, have a large family, have an ex-husband and much more. Our team is here to support YOU. We are eager to cheer you on with your victories and offer a listening ear during your struggles.

"Where is the book in which the teacher can read about what teaching is? The children themselves are this book. We should not learn to teach out of any book other than the one lying open before us and consisting of the children themselves. In order to read in this book, however, we need the widest possible interest in each individual child, and nothing must divert us from this." ~ Rudolf Steiner, *Human Values in Education*

As you get busy with planning and preparing for your school year, remember the quote above. Your children are the text. Being home with them to give them this education is a gift - enjoy it! When you get stuck, come and ask for help and we will be there as support.

What Is the Best Way to Put This Curriculum and Course to Work for You?

The course portion online is an important part of your training. The course is broken down into different sections. Some of those sections are for your preparation; we walk you through what to expect during this stage of your child's life as well as how the curriculum provides them with the soul nourishment they need during this stage. We also carry you through the lesson blocks you will encounter this year, as well as what to keep in mind if you are coming to Waldorf for the first time this year. It would be worth watching those video segments before you get into the heart of your planning. Also, please note that the Thinking Feeling Willing (TFW) training program is a large part of your success with Waldorf. It is part of the courses you have access to in the member area of our website and houses the training and planning resources. You have access to Thinking Feeling Willing (TFW) for one year. Our planning program, Planning for Peace, is housed within the TFW program. If you purchased this as a hard copy (rather than digital) then a hard copy of the planner should be shipped to you with your curriculum.

Remember, if at any time you need help, our team is here to assist you, so please do not hesitate to reach out.

Main Lesson Layout & Content

Housekeeping

As you begin to lay out your main lessons for this year, please note that our sample schedule is just that - a sample. In an effort to accommodate the differing school schedules over the globe, we have decided against labeling the blocks September to May and have instead labeled them Block One, Block Two, and so on. We've tried to include more than you will need as there are differing school calendars across the world. Remember that you can always shorten up and condense some blocks - this is YOUR homeschool! At the beginning of each new main lesson topic, you will find background and support for those lessons. You will see that we have given many art suggestions for your lessons; be brave and enjoy the process of bringing the art lessons to your child and do not feel constrained by what we have included. Instead, use these as a jumping off point to create some of your own art magic!

As you are laying out your year, be mindful of holidays, birthdays and family vacations.

Three Days or Four?

Many families are busy. We want your homeschool to feel like it works for you, like you can attend a co-op weekly and have field trips or play dates without feeling like you are missing lessons or getting behind. We have included a graphic to illustrate both a three day and a four day school rhythm. If you need guidance on deciding what is best for you, please come to Office Hours and let us help you reflect.



Opening Verse for Classes 5-12	Additional Verse for Opening or Closing
I look out into the world Wherein there shines the Sun Where glimmer all the stars, Where lie the silent stones The plants that live and grow The beasts that feel and move Where man in soul creates A dwelling for the spirit. I look inward to the soul That lives within my being The spirit of God is weaving In sunlight and in soul-life In heights of world without In depths of soul within. Spirit of God to thee I turn myself in seeking That strength and grace and skill For learning and for work May live and grow in me. ~ Rudolf Steiner	There lives in me an image Of all that I can be Until I have become it My heart cannot be free.

Main Lesson Basics

Before we begin lessons, let's review main lesson basics. Each week will contain a rotation. This rotation can be done over four days or over three. Refer back to the chart on the previous page for a visual of the three or four day rhythm. On the first day of the rotation, you will present a concept or tell a story, whichever is appropriate for the lesson block. Then, once presented, you will work with that concept artistically. Then we allow this content to sleep for a night, sometimes two if you are schooling on a different schedule. When you come together for lessons again we **always review** the previous content. If it was story content you might say "Remember that story from Monday?" Or if it was a historical or geographical concept, "Remember our last lesson about the Southwestern region of the United States? Tell me what you remember." It is okay to lead them a bit. If you have been a Waldorf family from the beginning then they should know the drill; they recall and then they will write a summary. Things begin to change a bit this year as we may not be writing a summary about every single topic; instead, we may introduce several related topics, work with them artistically and then create one piece of writing at the end of the week. This still follows the two day progression recommended by Rudolf Steiner, only adjusted for the new capacities they have at this age.

In addition to your daily main lesson work, you should add daily math practice and also consider some daily journaling. Math practice should take the form of concepts that are already known and should consist of 2-4 problems each day. You can use the content in the back of the book for your practice problems. Journaling has been super helpful for my children who were not natural writers, as it gave them a space to have something to write about and gave them "permission" to have freedom of expression in a non-judgmental space. I never correct this work, but I do look at it to see natural spelling and sentence structure habits that may be forming. If you have a child that naturally writes a lot on their own, then a journal may not be necessary; however, make sure you take a look at their writings so you can have that same space of evaluation of their habits.

Grammar and English are tied to the main lessons. With this in mind, it is a good idea to read through the entire curriculum before planning so that you have a good overall view of the year and can adjust if needed.

We recommend different books for school reading throughout the curriculum. A complete list is in the back of the book and also in the course. While every child is at a different place with reading, I like to use a rule of 5 minutes x their age for school reading, so a child of 11 years would read for 55 minutes. If that is too much, then work to stretch them. This is in addition to any free reading they may be doing on their own.

As you are planning, you are welcome to move blocks around to suit your needs with your geographical region. There are some things you want to make sure you consider in making any changes. First, look at your seasons for blocks like botany and geography. Second, the history blocks from Class Five onward should be in order that they appear in history as much as possible, and for this year specifically, you want to end with Greece and Alexander the Great so when we enter Rome in Class Six there will be continuity.

You will notice that each week is broken down into smaller lessons; most often there are four lessons per week and other times you will see more than four. On those weeks we have added extra pieces to length or round out your studies. Again, remember that this is your homeschool and that you should proceed at a pace that is comfortable for you and your child.

Sample Block Layout & Weekly Main Lesson Breakdown

Detailed main lessons follow this breakdown.

Block One - Mathematics Review & Geography 1 Week Mathematics Review 3 Weeks U.S. Geography	Block Two - Mathematics 3 Weeks Mathematics Concepts	Block Three - Geography & Ancient Cultures 2 Weeks Africa 2 Weeks Egypt
Block Four - Geography & Ancient Cultures 1 Week Babylon & Gilgamesh 1 Week Persia & Zarathustra 1 Week India 1 Week Buddha	Block Five - Geometry 4 Weeks Geometry Concepts	Block Six - Ancient Cultures & New Grammar Concepts 4 Weeks Greece and New Grammar Concepts
Block Seven - Mathematics 4 Weeks Mathematics Concepts	Block Eight -Botany 6 Weeks Botany	Year End Wrap Up 1 Week Creative Writing
Bonus Ancient Cultures 1 Week Atlantis 1 Week Australia 1 Week China	Open your Planning for Peace journal and complete your end of year evaluation. Reflect on how far you have come.	

Block One - U.S. Geography - Week Two

MERICA September 2072

This week we will be diving into the geography of the United States. As mentioned previously, if you are not living in the United States, you'll want to do the same sort of activities but adjust them to your area. There are many ways to extend these lessons if you want to spend more time on them. Consider taking a deeper dive into one or two states that might interest you or looking more deeply at the Indigenous peoples of each area. Visit them and learn.

The Voyage of the Prinzess Irene: An Immigration Story

Before you dive into the country as a whole, review Class Four mapping and orienteering skills. It is helpful to look at a map of your local area and review concepts of the compass, the compass rose, the map key, longitude and latitude, etc. Once you have plenty of review, tell the story. After the story, begin drawing your map of the United States. This can feel like a daunting task as there are so many areas. We will cover one region at a time over the next few weeks. Our aim is to help the children make a connection with the space, so be sure to keep it lively and, if at all possible, take road trips or field trips to support your experiences. For instance, perhaps for a regional meal you choose a pizza place near your home that makes great Chicago-style authentic pizza. It is a great way to experience the region without needing to create it at home. Or perhaps you live in the Rocky Mountains and can go for a hike to experience the clean mountain air and sunshine. Get creative and take time planning something that you and your child will enjoy.

When it comes to drawing, don't overthink it. If drawing one free hand stresses you out then make the best use of one that is printed and decorating it. One easy hack I have used for difficult maps over the years is to use transfer paper and draw it directly into your main lesson book. This assists me in drawing the many states. Today you will only begin the map, getting it outlined. Over the next few days we will fill in the map with the regions we are studying.

Note: If you did not work on mapping in Class Four, take a few extra days with these lessons. In Class Four the children map their room, home, neighborhood, community and state. They learn how to read a map, understand a map key and use a compass. If have not covered these concepts you should before moving on.



Review all the Regions

Today you will review all the regions. Finish labeling the map and surrounding areas.



Block Two - Mathematics

The work done in Class Five will set your child up for success as they move forward with mathematics. They should fully understand fractions and decimals, giving them context for many common things in life – for instance, grocery shopping is much easier if you can quickly add dollars, building anything is simpler if you can quickly add inches to feet, and many other common, everyday concepts. While I don't use that long division every day, I do use my knowledge of decimals and fractions almost daily, so if this is an area that stresses you out, make sure you take the proper time to prepare these lessons. We should continually be giving a few problems each day. You can always pull the problems for the first week of Block One as well as any of the problems in the math blocks; you do not continually need new problems to work with. Also a few is four, not fourteen or twenty-four! These new concepts can be challenging for some, so making sure you take proper time for introduction is key and daily review of the previous lessons will also assist in helping them stick with your child.

I am often asked if a child who is still struggling with long division can move forward. My answer is that it depends. The questions I ask are these: Does your child have a sense for how the processes work and they are just having struggles with the sequencing of things? If so, this is often resolved with making a Math Sequences book that they can use as a template. We will be adding to the one made in Class Four. Take some time to see where the true challenge is with this child. Is it times tables recall? Is it slowing down to follow the directions in their sequencing book? Is reading still a challenge? These are all things we can work toward solving. Reach out to our team or come to office hours so we can help you make a plan.

I do think that fractions and decimals can be some of the hardest work in math, especially if we miss something and then try to move forward. When I look at my own math gaps and struggles I had as a child, it can easily be pinpointed back to one or two lessons where I must have been absent in school and could not catch up without teacher help. Teaching our children can heal these gaps in so many ways – you are learning so much by teaching them! Also, don't hesitate to ask for help! If your partner or friend is better at mathematics than you are, ask them to first help you. Get to feeling confident with presenting these problems to your child; you will be happy that you did. There is no shame ever in asking for help.

Block Two - Mathematics - Week One

Reducing Fractions & Finding Equivalent Fractions, Part 1

Today's lesson will be reducing fractions and finding equivalent fractions; it is worth putting into your child's Math Sequences book. Begin with equivalent fractions - this is easiest to do with visuals. Try using this as a visual for your chalkboard and/or lesson book. Also, change it up a bit. Don't just stick to using $\frac{1}{2}$; also look at thirds, quarters, etc. Also, change the shapes up. Use circles, rectangles, etc. Today you'll use the visual and tomorrow we'll do some reducing without using the shapes.



Ask your child if they can tell you what they think the right way to write 4/3 might be. Remind them that if 3/3 = 1 then what could 4/3 equal? Main lesson work could be to draw the bagels (or donuts!) illustrating how 4/3 is 1 and 1/3. See if they can also visualize a few others in this manner.

14/12 10/3 7/6

Once they have gained a visual, teach them a quicker way. Copy this example into their Math Sequences book. Plenty of practice should follow.

Turn 25/3 into a proper fraction without using a picture.

8 Remainder 1 325

The 8 becomes the whole number and the 1 the numerator, the 3 the denominator.

The answer looks like this: $8\frac{1}{3}$



 $\frac{1}{4} + \frac{1}{6}$ In order to solve a fraction problem with different denominators, you have to do a little detective work to find what is called the lowest common denominator or LCD –

- 1. Find the GCF of the denominators (remember, that is greatest common factor, refer to lesson 2 if needed.) In this case, the GCF of 4 and 6 is 2.
- 2. Multiply the two denominators: $4 \times 6 = 24$
- 3. Divide the product (24) of the two denominators by the GCF (2) so you have 24 divided by 2 = 12
- 4. We now know the LCD is 12. Now we have to turn it all back into a fraction with 12 being the denominator.
- 5. Divide the LCD (12) by the original denominator from the first fraction (1/4) so you have 12 divided by 4 = 3
- 6. Now multiply the numerator and the denominator by our new number (3).

$$\frac{1 \times 3}{4 \times 3} = \frac{3}{12}$$

- 7. Are you lost? Oh good! Now do the same thing with the 1/6. You should end up with 3/12 plus 2/12 which equals 5/12. So the answer to 1/4 + 1/6 = 5/12
- Explain that the shape you were dividing didn't change, only the amounts you divided it into, again this should be easily seen with a visual they can put in their lesson book.

Practice problems to write in your child's main lesson book.



Block Three - Ancient Cultures, Africa - Week One

African Geography

Today we will compare the continent of Africa to the United States. If you are not an American, please compare it to your homeland. The African continent has much of the same beauty and diversity that the United States does. In Africa, there are grasslands and deserts, with temperature extremes that mirror the United States. We will explore the African desert a bit more when we discuss Egypt in week three.

For today's drawing, we are going to first look at the African elephant. Did you know that some say they can see Africa in the ear of one of her elephants? Well, today draw your map of Africa on the elephant's ear.

At this time, we will look only at regions, land formations and general climates. Where are the mountains and the rivers? We are not going to label all of the countries; you will explore them more in depth in Class Seven. You may also want to briefly discuss that when someone says they are from South Africa, it is referring to a specific country in Africa. Egypt is also another country in Africa. It is easy for children to get mixed up while they are learning about these vast lands. Remember, we are working to anchor them.



Inspired by a picture found on the internet.



Eat Like An Egyptian

Now if you didn't automatically hear the lyrics in your head to "Walk Like An Egyptian" by the Bangles then you might not be a child of the 1980s like me! Forget walking like them; let's eat like them. What may they have eaten in a standard Egyptian meal? Well, first let's decide if you are a rich Egyptian or a commoner. The rich would have eaten beef as their protein. The commoners would likely have had some fish or a bird, waterfowl or perhaps a pigeon. Everyone would likely have drunk barley beer. I'm not suggesting you serve beer, but talk about it, because it was not like opening a cold one here in the United States or even the thicker warm beer of Europe; it would have been very thick with a low alcohol content. They drank beer because the water from the Nile was not safe. They also made fruity drinks from dates. They ate garlic, lentils, figs and dates as well as eggs, some cheeses and butter. They also had bread. Bread was the main staple of their diet, and they would have likely eaten a sour dough that would have resulted in an airier bread. History suggests that they would have been expert bread makers, delighting in different varieties. They used an ancient wheat called emmer. They also loved sweets. Dates and honey were a staple in their diet, regardless of social status. Overall the ancient Egyptians ate very well.

- 1. In a small bowl, submerge the raisins in boiling water to plump for 10 minutes, then drain well.
- 2. Remove alternating stripes of peel on cucumbers and trim ends. Dice cucumbers into pieces and place in a large bowl with raisins, yogurt, fresh herbs, garlic, three-quarters teaspoon salt, half teaspoon pepper and, if using, half the rose petals. Add dried mint and dried dill into the bowl. Stir to combine and adjust seasoning with salt as needed.
- 3. Just before serving, stir in the walnuts and transfer to serving bowl. Garnish with remaining rose petals, if using. Cover and refrigerate leftovers for up to three days.

Block Four - Ancient Cultures, India - Week Three

Geography of India

As with our other ancient cultures, India cannot be fully covered in such a short time; do the best you can with the time here and lengthen the study if you desire.

Begin your study of India by looking at the geography. India is officially called the Republic of India. It is the biggest democracy in the world. The name "India" comes from the word "Hindu," which describes the people of the Indus River. Draw a map together.



Animals of India

Review India's geography. Today, discuss the animals of India. Here are two to consider; there are many more to explore. India is home to many animals that are also found in other regions of the area, including the Bengal tiger, elephant, Indian rhinoceros and the peacock.

Red Panda - *Ailurus fulgens* - just a bit bigger than a house cat, this animal is an herbivore, eating mostly bamboo. With the exception of its coloring, it bears a striking resemblance to the American raccoon.

Indian Peafowl – this is the national bird of India! Can you think of a more beautiful bird to represent such a colorful people? The male peacock has beautiful feathers that are unmistakable. They eat mostly seeds but also insects and small reptiles. A peahen will lay four to eight eggs that take about 28 days to hatch.



Manu and the Flood

Long ago in a faraway land called Atlantis, the people that lived there had many wonderful powers. For centuries they used their power only for good. After a time, some of the people in Atlantis wanted more power and more riches, Atlantis began to be a frightening place to live. There were still some good people left in Atlantis; one man was called Manu. One day, Manu was in prayer about the things happening in his land. He was visited by a magical fish that could talk. The fish promised Manu that if he would take care of him then the good people of Atlantis would be safe from a giant flood that was coming. No one believed Manu's story, and many people made fun of him. Manu was full of faith, and he took good care of the fish. When the fish got too big for a bowl he moved him to a tub. When he was too big for the tub, Manu moved him to a pond. When he was in the pond the fish told Manu to build a boat. He said a big flood would come and take care of all of the wicked people. He told Manu to gather animals in twos so that they may be saved. Manu obeyed the fish. The fish lead Manu and cared for him. A horrible flood came, and the wicked people were removed from the earth. The fish lead Manu to safety and provided for him a new wife to start new families on the earth. Some legends say that these new people are the people of India.

Block Five - Geometry

Welcome to geometry! Before Class Five, children have worked through form drawing to obtain a sense of how the line flows and how a curve becomes a circle or a wave. We have worked some forms out of cultural symbolism and we have worked a bit with transforming forms. After the age of nine, children are naturally looking for relationships between the forms around them. Circles and triangles appear in the oddest of places! "Look at how that leaf curls into a circle" or "Look at the shape of the honeycomb!" You might hear these expressions on your nature walks or in passing as they notice something that has always been there but is somehow only now visible to them. This is where the natural study of geometry begins.

As you work these lessons for your own practice, you will notice that this is not the geometry most of us learned in school as children. This is much different and these lessons in Class Five represent only the beginning, as the curriculum adds more complexity and exactness in the coming years. Take your time and have fun with these and feel free to play with the concepts and grow some lessons of your own from them. The best way to take these lessons in is to do them yourself first; allow them to work on you so that like all of the content, it lives in you and can flow freely as you teach your child.

For a fun read aloud during this block, I like the book *String, Straight-Edge, & Shadow* by Julia E. Diggins. Do not read all of it; there is a lot of math in this book that will be introduced later. Sometimes I choose it as a read aloud now, depending on the child, and then in Class 8 I may assign it as a part of their school reading. A fun book, but not a must if you have other books you are reading together.

Block Five - Geometry - Lesson 1 Forms Review

This lesson we will review forms from years past. I encourage you to have your child create main lesson pages for them as practice. This practice can be worked over more than one day if needed.

Let's begin with the line.

0 M t Oblique Horizontal



Here's a challenge. Can you make this shape? Look closely.





Block Five - Geometry - Practice

Review all geometry. Take what you have learned, review and also have fun with some other constructions. Class Five is a time to get comfortable with the compass, so let them have fun and maybe do some different color choices for their finished products. You might also play with these shapes in window stars! These are a fun way to finish up this block.



Block Eight - Botany, The Wisdom of Plants

"Plant and Earth belong together....Earth, plant growth, and the influence of the Sun must all be viewed as being part of a complete whole." ~ Rudolf Steiner, *Soul Economy: Body, Soul and Spirit in Waldorf Education*

Welcome to botany! This is one of those iconic blocks in Waldorf education. Just as we discuss more than zoology in Class Four with the human being and the animal world block, this block is much more than just botany. In Class Four we looked at the relationship between animals and humans. This year we will study the relationship between plants and the earth: what is a plant, how does it come to be, what are factors in it growing, etc. We are also going to dip back into that animal world a bit and talk about how animals and insects may affect plants. Steiner was very concerned with HOW we brought this to the children. While they are growing and their capacities are deepening, we still need to bring them lively lessons. Those are lessons filled with conversation and connection. Just like the early years, we are still drawing for them a picture that comes from their inner life; as their inner life has grown and blossomed, so must your descriptions grow and blossom. Let's not overthink this. You don't have to create elaborate stories to go with your lessons; in fact, this would not be appropriate for this age. Instead, engage with them. Have a conversation that is lively versus a lesson that is purely about labeling a picture. Labeling or recording is still needed, but just as in the earlier years when we gave the art lesson *after* the story, the labeling should come *after* the lively lesson.

Here's an example of a dry lesson:

"Today we are going to label the seed cycle of a conifer tree."

Instead, we can say:

"Last week we talked about how mushrooms are the babies of the plant world and how they live in shady areas. It doesn't seem like the sun has a lot to do with their growth because they need darkness to work their magic. We also talked about ferns and mosses. Do you remember how those grow? Well, now let's talk about some young trees. Conifer trees are more like young children. Young? Yes, just as the mushroom is like a baby that doesn't flower, this massive tree is also young. It too doesn't produce flowers; instead, they have their seeds tucked up in a cone. As the seasons turn, the cone begins to open and the seeds become food for some animals and some seeds are carried by the wind to another place. Once they find a home in the soil, the cycle begins again. One reason conifers are so interesting is that they aren't like other trees or flowering plants. Other plants need bees and bats and birds to help them grow a new seed, but a conifer doesn't. A conifer makes two kinds of cones. One cone carries the pollen and the other cone carries the seeds. When the wind shakes the branch, the pollen from one cone floats on the air to a seed-carrying cone. Once the seed cone gets what it needs, it closes up and continues to grow until the seeds are ready. Then it all begins again. Let's go on a walk and when we come back, we'll grab our main lesson book and draw this cycle."

Paint a lively picture for your child. When at all possible, witness the phenomenon personally. Go on hikes to see trees and flowers. Examine trees closely; smell them, see what is living in them, get to know them.

The curriculum is laid out over six weeks. Of course you could take more time if you desire, but I would caution you about depth. Remember we are giving them a taste, not the whole pie. We want to help them to understand the world around them while also giving them space to go deeper on their own. This lays a foundation of work in the years to come.

Some great school reading during this block would be *Botany* by Charles Kovacs, *The Mary Frances Garden Book* by Jane Eayre Fryer and *Tree in the Trail* by Holding Clancy Holding. Do not feel like you need all of them, or any of them for that matter; they are just great reads to go with this block.



The Seed Cycle

Review your flowering plant diagram.

Draw and diagram the parts of other plants and the seed cycle. Take the time to draw out trees, types of fruits, etc. and also draw out the seed cycle.

The classifications of fruits seem to be a varied list; we've given you some common ones with examples:

- Pods (peas)
- Drupes (stone fruits like peaches, apricots, cherries)
- Multiple drupes (raspberries and blackberries)
- Pomes (apple and pears)
- Berries (strawberries, blueberries, cranberries)
- Nuts this is interesting because some nuts like almonds and cashews are really drupes





A cute poem to illustrate and use for writing practice:

The Gnome by Margaret Morgan

Deep down he goes, the little gnome Deep down into his earthy home. Deep down among the roots he lives; Such help to all the plants he gives.

He helps the seed to split its skin; He helps the roots to settle in; He helps the shoots to stand upright And grow to reach the warm sunlight.

Handwork

Dyeing Yarn with Kool-Aid



Supplies: Wool yarn Kool-Aid White vinegar Quart sized canning jars with lids, enough for every color you want to create or work in batches.

This is a perfect project for Class Five as they can easily do it on their own. I tend to use either Lamb's Pride Bulky (100% wool) or Knit Picks' Bare Wool of the Andes in bulky weight for these projects. Wool of the Andes comes in other weights as well. You can dye any wool yarn, so if you have other brands, give it a try.

I take the hank of yarn and make several mini skein. On your kitchen table, mark off one yard and then measure skeins in segments of 20 to 60 yards. Loop each skein and tie off the ends so it doesn't get tangled. You may have to assist them with this.

Next, decide what colors you want to create. You can create a full rainbow from Kool-Aid. You need about 3-4 packets of mix for each color you want to create.

Start with a clean quart jar and put about 1/4 cup of white vinegar in the bottom, then two packets of the same color Kool-Aid. Swish it around a bit. Add your yarn. A quart jar can handle about 60 yards of yarn. Put another packet of the same color on top of your yarn and then fill the jar to the neck. Take a moment to push down your yarn as it begins to saturate. Put your lid on tightly and shake to evenly distribute the color. Put the jar in a sunny place. The yarn is finished when the water is clear (or mostly clear - red and purple will still have some color in them). Rinse your yarn in the sink and hang to dry.





Waldorf Curriculum, Major Themes Grades 1 to 6

There is a more complete chart on our website in the Resources section.

 Grade 1 History, literature & LA Learning to read and write with the help of the fairy tales as a base for stories Mathematics Counting, introduction to the four processes through stories Geography & science Home surroundings Languages –foreign languages can be taught, through song and culture, no tapes or TV Art & music Painting, drawing & modeling from lesson work Knitting simple projects Penny whistle or recorder & singing 	 Grade 2 History, literature & LA Fables & saint stories to continue the reading journey, local folklore Mathematics Continue with times tables, time & money, extending skills with the four processes Geography & sciences More home study surroundings, observing animals from their fables work Continue language study Art & music Continue painting, drawing & modeling from lesson work Begin knitting more complicated projects Continue with instrument & singing 	 Grade 3 History, literature & LA Biblical stories as part of history Full introduction to parts of speech, begin sentence structure Mathematics Continue times tables, begin measurement, place value, carrying & borrowing Geography & sciences Cycles of the year Farming, homes and dwellings, clothing, etc. Continue language study Art & music Continue painting, drawing & modeling Begin crocheting Continue with instrument & singing
 Grade 4 History, literature & LA Stories from Norse myth, local history Poetry, deepen grammar work, spelling Mathematics Long divisions/multiplication, fractions, averaging, proofs, factoring Geography & science Zoology, man & animal and their relationships Local geography, being aware of local plant life Continue language study Art & music Continue painting, drawing & modeling, more complex Sewing, embroidery, cross stitch Continue with blowing instrument & singing Orchestra or string instrument 	 Grade 5 History, literature & LA Stories from ancient cultures & history, India, Persia, Mesopotamia, Egypt, Greece, up to Alexander the Great Writing longer compositions Mathematics Geometry as part of drawing Decimals, fractions, metric system Geography & science Botany, plant and earth relationship Zoology, a continuation Geography of your own country Continue language study Art & music Continue painting, drawing & modeling, more complex Four needle knitting Continue with blowing instrument & singing Orchestra or string instrument 	 Grade 6 History, literature & LA Rome, Life of Christ & Muhammad, Medieval society Writing is more in depth Mathematics Geometry Business math, pre-algebra Geography & science Geography of Canada, Latin America, & countries being studied Physics, geology, more botany Continue language study Art & music Continue painting, drawing & modeling, more complex Sewing Continue with blowing instrument & singing Orchestra or string instrument





Waldorf Essentials

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If you have questions or need support emails us at: team@melisanielsen.com