

The background of the cover is a watercolor illustration. It features a bright yellow field in the foreground, a blue sky in the upper left, and a thick, reddish-brown branch or path that curves across the middle. A single red apple with a short stem hangs from the branch on the right side. In the bottom left corner, there are some soft, greenish-blue washes.

Waldorf Essentials

Class Three

by Melisa & Erik Nielsen

Waldorf Essentials

Class Three

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Sample Block Layout

Block One - Mathematics & Form Drawing Review 2 weeks mathematics & form drawing review	Block Two - Hebrew Stories & Grammar - Garden of Eden Focus 1 week introduction to the Hebrews 3 weeks Hebrew stories with parts of speech and grammar Weekly form drawing	Block Three - Farming 4 weeks farming Weekly form drawing
Block Four - Hebrew Stories Plus Measurement & Cursive - Noah Focus 3 weeks stories of Noah with measurement and cursive introduction Form drawing	Block Five - Mathematics 4 weeks mathematics, measurement	Block Six - House Building & Occupations 2 weeks house building 2 weeks occupations Form drawing
Block Seven - Hebrew Stories 4 weeks Hebrew stories Weekly form drawing	Block Eight - Mathematics 3 weeks new concepts, place value, carrying and borrowing 1 week full review	Year End Wrap Up Take any remaining time and wrap up any lesson blocks that need to be finished



Day 7 of Creation Plus Naming and Doing Words, Part 1

Have your child recall days five and six. Compose a summary together and have your child write it in their main lesson book.

Tell the story for day seven.

We know that on day seven, there was rest for the Creator, but we won't be resting. Instead, today we are going to talk about naming words and doing words. Now, if you used Waldorf Essentials' revised third edition of Class Two, then this will be a review, but I encourage you to do these lessons anyway, as practice is very important for these concepts.

I again draw on my love of Dorothy Harrer's book *An English Manual* for these lessons.

"We can imagine Adam in the beautiful Garden of Eden. God's light shone in the Garden among the trees and the flowers, and God's voice spoke, creating and bringing the animals before Adam that he might name them. There were the cattle, the cows, the bulls, the sheep, and the goats which grazed on the grasses while mooing and bleating. There were the wild beasts - roaring lions and tigers and panthers which crouched and leaped and ran. There were the climbing and creeping creatures - squirrels, wood mice, lizards, snakes, snails and earthworms. There were the flying creatures, birds of all sorts and insects; and the swimming creatures, the fishes and the whales. And as they appeared, walking, running, leaping, hopping, creeping, flying, and swimming, Adam named them all."



Cain and Abel Plus How Words

Review the last lesson and write a summary, taking care to include plenty of picture words in describing the nouns.

How was life outside of the Garden? Adam and Eve have adapted and they've had children, two sons, Cain and Abel. Now of course we know the sadness eventually as Abel dies, but I like to talk about the happiness there must have been for a long time. What might their lives have been like? These thoughts provide a nice backdrop to our next grammar lessons.

Let's discuss how words. This is the first step into adverbs. In future lessons we will explore when and where as well for a fuller picture of adverbs. How words tell us about the verb. What can you add to the last lesson's verbs? I've included some ideas; what others can you come up with?

The yellow flower bloomed beautifully.

The sad man walked slowly.

The happy lady skipped quickly.

The wet fish jumped high.

The green grass grew wild.

The blue bird sang loudly.

The big bee stung painfully.

The brown lion chased swiftly.

The hard rock fell fast.

Cain and Abel ran swiftly after the butterflies in the garden. The boys heard the birds singing loudly.

If you are using Jakob Streit's books, there is an entire section of stories that describes the lives of Cain and Abel that would be wonderful extra school reading for your child today.

Block Three - Farming



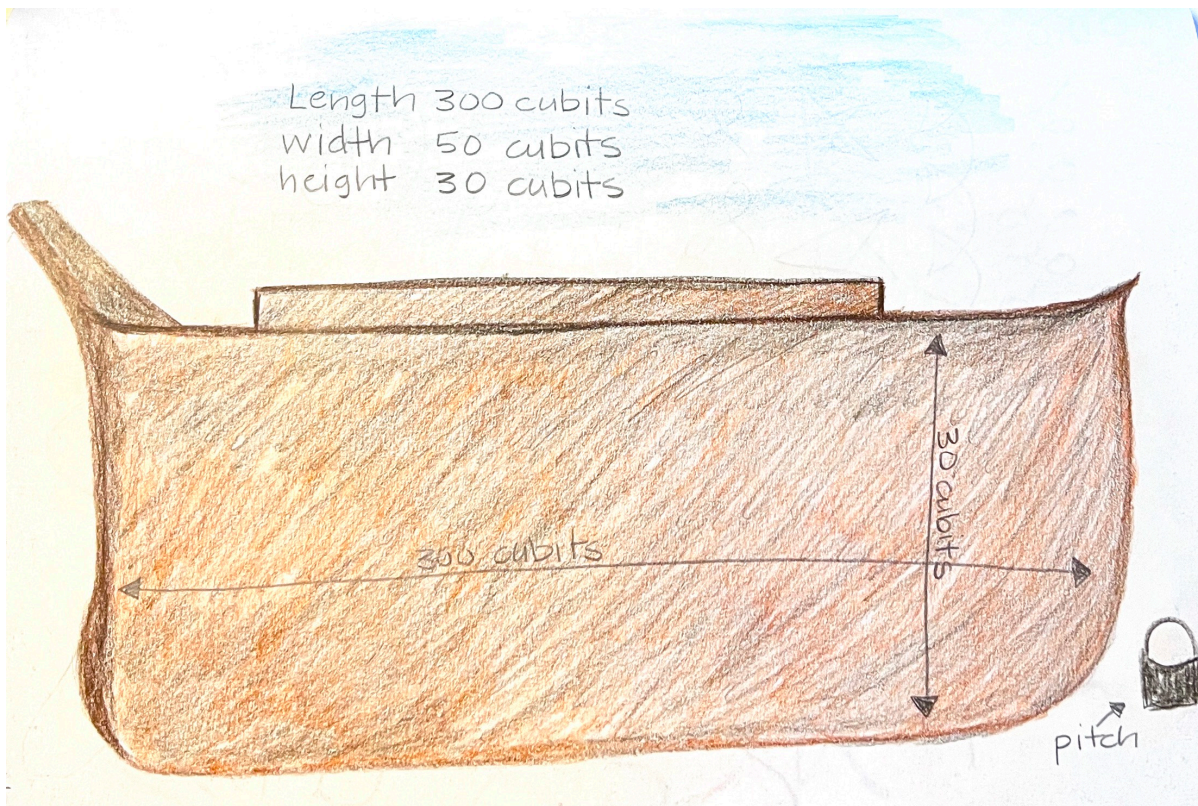
“The child of about nine in the third class can very well gain an idea, through such a lesson - I can only give instances - of preparing mortar as it is employed in house-building. The child can also have an idea of how to manure and how to plough; what rye and wheat look like. In short, in a free way, you let the child enter into his surroundings as far as he can with understanding.”

Steiner gives us this advice from his collected work in *Discussions with Teachers*. Children of this age are working through a stage of independence and are very interested about the world around them. Today's children tend to wonder less about where their food comes from and how it got to their plate, where their clothing comes from, etc. so truly, now more than ever, we have to present them with these questions. Where did that shirt begin? How did this chicken arrive on our plates? Where does macaroni and cheese come from? Many children don't know these answers. The Class Three farming block can help bring them to an understanding not just of how these things came to be, but also about the people who work each day to make sure we have food on our table.

“We could do without bankers, lawyers, mechanics - we could even do without teachers - but we should all starve if it were not for farmers, gardeners and people who work on the land...” Roy Wilkinson, *Teaching Practical Activities*

As we bring these topics, we still need to keep in mind the *lively* element. As you are planning for this block, take time to think about where you live, places that you can take your child, etc. Even if you are a homesteader, chances are that you aren't doing everything a full scale farmer is, so consider visiting a larger operation. Just about every community has some sort of farming activity you can take part in. Ask around. If you have trouble and you are in America, look at your local 4H group or Department of Agriculture.

I have woven this block through a container story about a young man who would like to become a farmer. Please change the story as needed to meet your child. We don't cover everything here; you'll want to do a fair amount of research on what farming is in your area so you can personalize these lessons for your family. If you live in a place that has the traditional four seasons then you might want to place this block in late spring or early autumn. Should you live in a place that has a fairly stable climate all year, do not assume that you don't need to pay heed to the seasons! Instead, talk to farmers before setting this block into your rotation.



Building the Ark Part 2

Recall and summarize from the last lesson.

Block Four - Hebrew Stories Week Two - The Ark

Form drawing this week will be in the third lesson for the week.

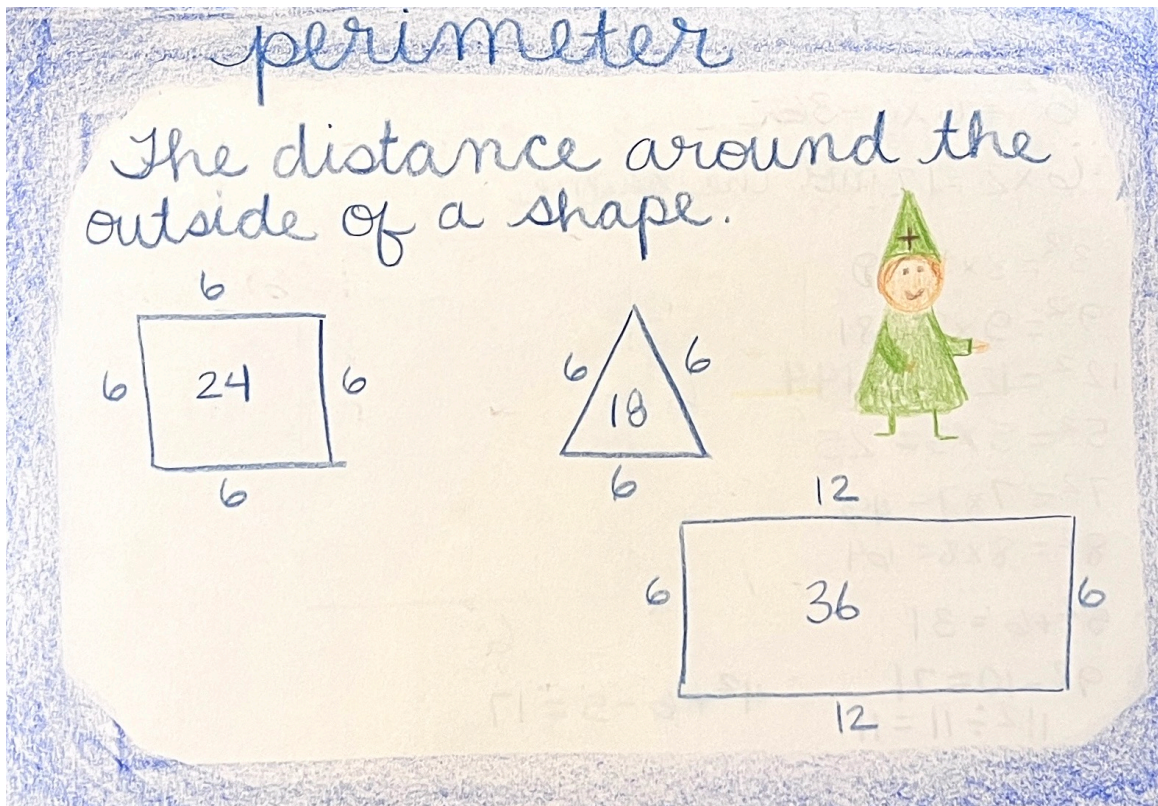
Inside the Ark

Today you will explore the inside of the Ark just a bit. Most people when they think of the Noah story only remember the part about gathering animals in twos; they neglect to read on.

The text in Chapter 7 of Genesis says, beginning with Verse 2:

“Of every clean beast thou shalt take to thee by sevens, the male and his female: and of beasts that are not clean by two, the male and his female. Of fowls also of the air by sevens, the male and the female; to keep seed alive upon the face of all the Earth.”

Seven? Most people are shocked! Seven? How on Earth will that all fit? First we should consider the distinction between clean and unclean. Think back to our lessons about kosher. Jewish people now and anciently only ate certain meats, the ones deemed by God as clean. So, just what are these? These are animals that are cud chewing AND with cloven feet. Cud chewing isn't enough and cloven hooves isn't enough. In general, this would mean your farm animals, cows, sheep, goats are clean, along with deer and buffalo, also giraffes. Camels and rabbits aren't kosher. Most fowl is also permitted as long as it isn't a bird of prey.



Area

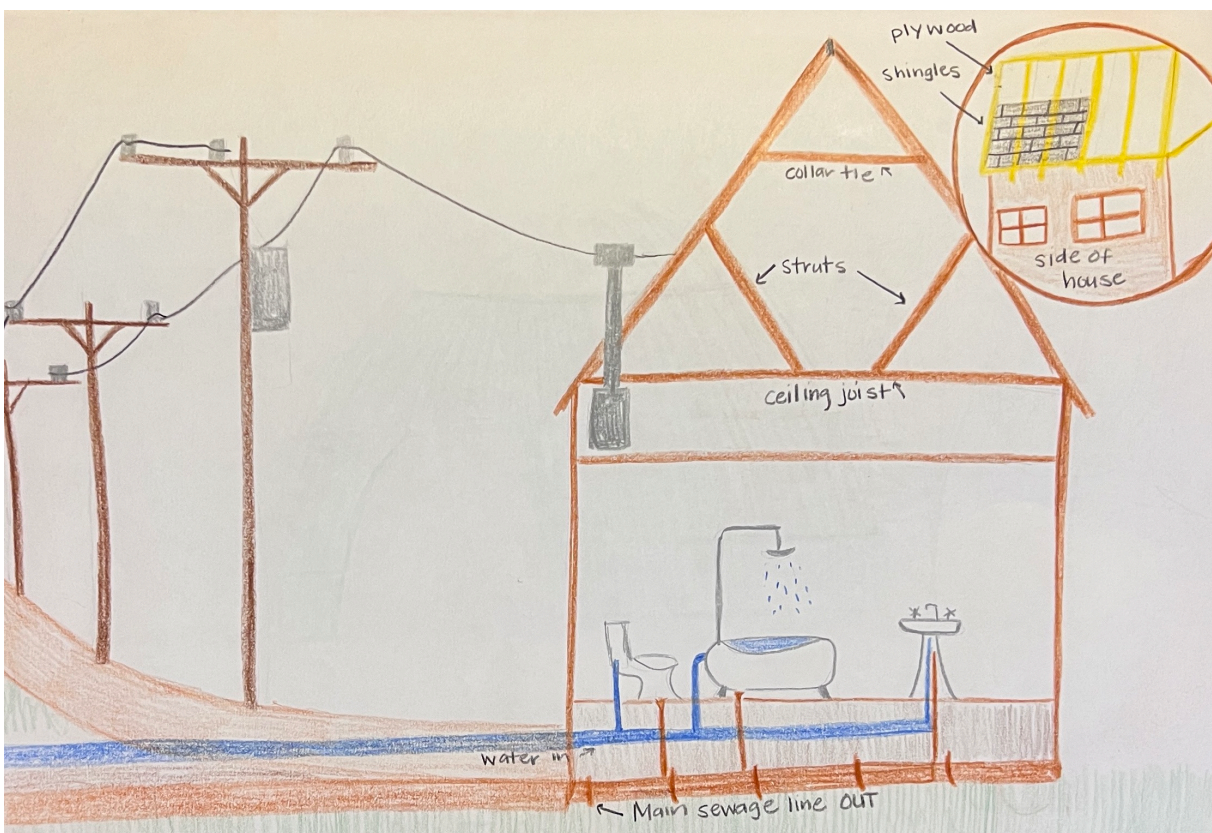
Review perimeter. Today's lesson will cover the area of a four-sided shape (square, rectangle, etc.) Now that you know the perimeter is the space OUTSIDE the shape, what about the space INSIDE the shape? How do we know what that is? Explain that the area is measured by multiplying the length times the width. Give them a few simple problems to practice with. The area of other shapes will come later. It is helpful to relate this lesson to building or even for figuring out the square footage of a room or your house. Be sure to bring these concepts to life!

Your Home

Before we look at how a home is built, take today to look at the outside of your home. This is important if you live in a single family home or a multi family complex. Your child sees their home differently after the nine year change than they did before. The details they pick out will be different than they were even a year ago. This drawing should take a good amount of time. If you have a child that loves to breeze through lessons, slow them down and encourage them to take their time.

Structural

What kind of structural frame does your home have? Do you know? Our picture just focuses on the basic structure; you can adjust it to your home. This first day is only focused on the structure. Are there any houses being built in your area? Or maybe you have an area of your home where you might be able to see these structural pieces? An attic or garage with exposed beams? Take a deep look at your home.



Plumbing

Review your home's structure. In this lesson, focus on your plumbing. Our picture is very basic but pretty on par with many homes in the United States. If you have a well or a septic system then consider also putting that in your picture. You might also talk about how people got water and eliminated waste in ancient times. It is much different to think about the people in Jacob's time going to the well each day to get all of their water. Water is heavy; fill a bucket or two and give your child the experience of carrying it. Pay attention to all of the water you are using in a day to cook, to drink, to flush, etc.

Handwork



Beautiful wool yarn dyed with Kool-Aid and food coloring.

If you need to refresh or learn crochet, please see the course online.

Handwork Verses

There are many different versions of these stitch verses.

May our hands perform their tasks with patience,
May our work be done with care,
May our fingers work together
And may our friendship (or love) we share.

Crochet Stitch

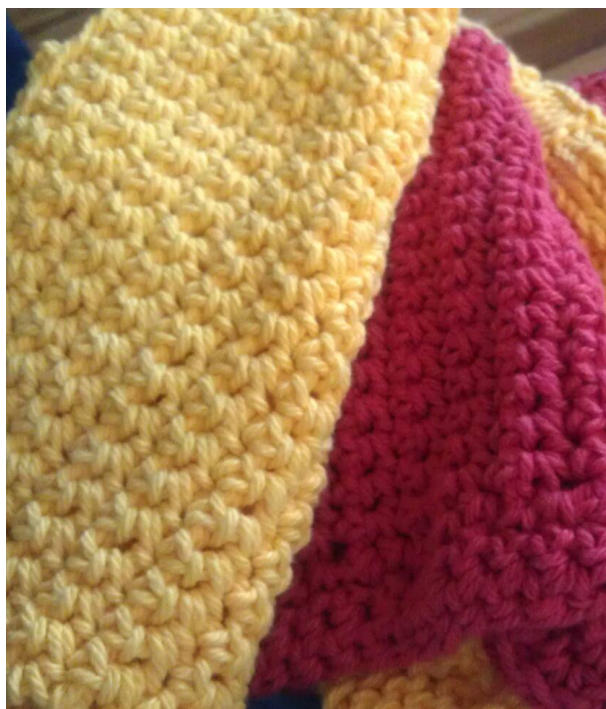
Steer your boat under the bridge of two
Catch one fish and pull it through
Catch another and with the hook fetch
See where you are and on to the next!

Timing

Throughout the school year, I tend to do handwork at least three times each week. It doesn't always have to be on a main lesson day and can instead be saved for quiet afternoons. That being said, I have found bringing handwork *before* main lessons helps the brain wake up a bit before academic work begins.

Simple Washcloth

This is a wonderful first crochet project. You are aiming for a square. I like to start with a chain that is about six inches. You can use kitchen cotton for this and a hook that is appropriate for your yarn. I also like to use wool and a bigger hook. Once it is washed and felted, it can become a pot holder.



Resources & Supplies

As always, my aim is to help you save money whenever possible. If you take really good care of your supplies, they will take care of you; I still have crayons and pencils that are more than ten years old! Remember that wonderful supplies alone will not make beautiful lessons; planning and being prepared should be your first priority, supplies second.

Helpful tools in your Class Three school space:

- Stockmar stick crayons (the tin of 8 is plenty). You will be moving away from crayons and toward pencils more and more in your art.
- Stockmar block crayons (you only need three: red, blue and yellow)
- Lyra colored pencils (the small set of 12 is more than enough)
- Good, thick lead pencils for writing
- Watercolor paints. I prefer Stockmar, but the craft store brands will also work.
- Painting paper. I prefer the paint paper used by the schools.
- Drawing paper. I prefer sketch pads; they are inexpensive and perfect for lesson drawings.
- Main lesson books – see our video in your curriculum course.
- Nice chalks for chalkboard drawings – hunt around and find a good deal; you want nice creamy ones that will take to the board well.
- A chalkboard – this is a very simple project. Go to the hardware or paint store and ask for “chalkboard paint.” I prefer black; it picks up your colors better. In another section of the hardware store, look for pressboard or something similar; it will be in the building supplies with particle board and wood. Get something that is pretty smooth. A disposable roller works well, also. It takes about 30 minutes to paint the board. Let it dry and then do another coat. When it is completely set, you’ll want to prime it with some very cheap white chalk. Use the broad side of the chalk and cover the whole board, then wipe it clean – now it is ready to use! Please keep in mind that a chalkboard is NOT required. I used one for many years, but when we moved to a smaller home I had to learn to go without, and it really forced me to extend my drawing skills and it gave me the added bonus of having a record of all my work in my own main lesson book that could then be used time and again for each subsequent child.

Links to the above supplies can be found in the Supplies section of the curriculum course.

Waldorf Curriculum, Major Themes Classes 1 to 6

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

<p>Class 1 History, literature and LA</p> <ul style="list-style-type: none"> • Learning to read and write with the help of the fairy tales as a base for stories <p>Mathematics</p> <ul style="list-style-type: none"> • Counting, introduction to the four processes through stories <p>Geography and science</p> <ul style="list-style-type: none"> • Home surroundings <p>Languages –foreign languages can be taught through song and culture, no tapes or TV</p> <p>Art and music</p> <ul style="list-style-type: none"> • Painting, drawing and modeling from lesson work • Knitting simple projects • Penny whistle or recorder and singing 	<p>Class 2 History, literature and LA</p> <ul style="list-style-type: none"> • Fables and saint stories to continue the reading journey, local folklore <p>Mathematics</p> <ul style="list-style-type: none"> • Continue with times tables, time and money, extending skills with the four processes <p>Geography and sciences</p> <ul style="list-style-type: none"> • More home study surroundings, observing animals from their fables work <p>Continue language study</p> <p>Art and music</p> <ul style="list-style-type: none"> • Continue painting, drawing and modeling from lesson work • Begin knitting more complicated projects • Continue with instrument and singing 	<p>Class 3 History, literature and LA</p> <ul style="list-style-type: none"> • Biblical stories as part of history • Full introduction to parts of speech, begin sentence structure <p>Mathematics</p> <ul style="list-style-type: none"> • Continue times tables, begin measurement, place value, carrying and borrowing <p>Geography and sciences</p> <ul style="list-style-type: none"> • Cycles of the year • Farming, homes and dwellings, clothing, etc. <p>Continue language study</p> <p>Art and music</p> <ul style="list-style-type: none"> • Continue painting, drawing and modeling • Begin crocheting • Continue with instrument and singing
<p>Class 4 History, literature and LA</p> <ul style="list-style-type: none"> • Stories from Norse myth, local history • Poetry, deepen grammar work, spelling <p>Mathematics</p> <ul style="list-style-type: none"> • Long division/multiplication, fractions, averaging, proofs, factoring <p>Geography and science</p> <ul style="list-style-type: none"> • Zoology, man and animal and their relationships • Local geography, being aware of local plant life <p>Continue language study</p> <p>Art and music</p> <ul style="list-style-type: none"> • Continue painting, drawing and modeling, more complex • Sewing, embroidery, cross stitch • Continue with blowing instrument and singing • Orchestra or string instrument 	<p>Class 5 History, literature and LA</p> <ul style="list-style-type: none"> • Stories from ancient cultures and history, India, Persia, Mesopotamia, Egypt, Greece, up to Alexander the Great • Writing longer compositions <p>Mathematics</p> <ul style="list-style-type: none"> • Geometry as part of drawing • Decimals, fractions, metric system <p>Geography and science</p> <ul style="list-style-type: none"> • Botany, plant and earth relationship • Zoology, a continuation • Geography of your own country <p>Continue language study</p> <p>Art and music</p> <ul style="list-style-type: none"> • Continue painting, drawing and modeling, more complex • Four needle knitting • Continue with blowing instrument and singing • Orchestra or string instrument 	<p>Class 6 History, literature and LA</p> <ul style="list-style-type: none"> • Rome, Life of Christ and Muhammad, Medieval society • Writing is more in depth <p>Mathematics</p> <ul style="list-style-type: none"> • Geometry • Business math, pre-algebra <p>Geography and science</p> <ul style="list-style-type: none"> • Geography of Canada, Latin America, and countries being studied • Physics, geology, more botany <p>Continue language study</p> <p>Art and music</p> <ul style="list-style-type: none"> • Continue painting, drawing and modeling, more complex • Sewing • Continue with blowing instrument and singing • Orchestra or string instrument

Child Development

BIRTH TO TWENTY-ONE



melisa nielsen



Waldorf Essentials

CURRICULUM. COACHING. COMMUNITY.

To visit our site go to: www.waldorfessentials.com

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