

# Waldorf Essentials

# Class Four

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 Erik and I 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 houses the training and planning resources and is part of the courses you have access to in the member area of our website. 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

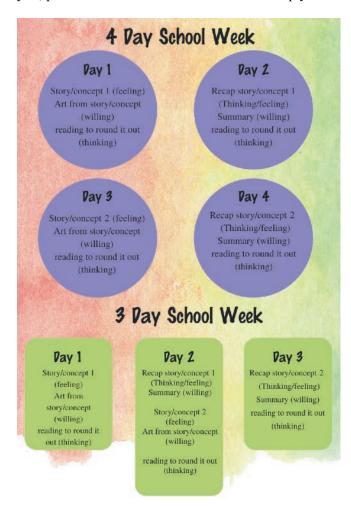
# Housekeeping

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 1 -4	Additional Verse for Opening or Closing
The Sun with loving light Makes bright for me each day, The soul with spirit power Gives strength unto my limbs, In sunlight shining clear I revere, Oh God, The strength of humankind, Which Thou so graciously Has planted in my soul, That I with all my might, May love to work and learn. From Thee stream light and strength To Thee rise love and thanks.  Rudolf Steiner	There lives in my an image Of all that I can be Until I have become it My heart cannot be free.

# Sample Block Layout & Lesson Format

Block Two - Local Geography	Block Three - Literature	
4 weeks mapping local area Weekly form drawing	4 weeks Norse mythology Weekly form drawing	
Block Five - Local History	Block Six - Science	
4 weeks local history Weekly form drawing	4 weeks human being & animal Weekly form drawing	
Block Eight - Science	Block Nine - Literature	
2 weeks human being & animal 2 weeks dinosaurs Weekly form drawing	3 weeks Norse mythology Weekly form drawing	
Take any remaining time and wrap up any lesson blocks that need to be finished.	Open your Planning for Peace Journal and complete your end of year evaluation. Reflect on how far you have come.	
	4 weeks mapping local area Weekly form drawing  Block Five - Local History  4 weeks local history Weekly form drawing  Block Eight - Science  2 weeks human being & animal 2 weeks dinosaurs Weekly form drawing  Take any remaining time and wrap up any lesson blocks that need to be	

In addition to your daily main lesson work, you should add daily math practice as well as some daily journaling. Math practice should take the form of concepts that are already known and should consist of 2-4 problems each day.

Journaling will be introduced at the end of Block One on grammar. Beginning in your second block, bring daily math practice and daily journaling into your lessons. A mathematics review is in the sample schedule for the first lesson of Block Two on local geography. This lesson can be moved to any block; just be certain to keep it near the beginning of the school year.

# Block One - Grammar & Writing

Welcome to the first block of Class Four! It may be tempting to just tuck this block elsewhere, but truly, I would begin here. The skills contained in this block will lay a foundation for your child's writing in years to come. In Class One we had no discussion of grammar; we only focused on the skill of learning to summarize. If you are new to Waldorf or have not previously worked on summarizing with your child, then you will want to take some time to really help them understand this concept. Compose pieces together for several weeks before expecting them to write on their own. In Waldorf settings, children are composing with their parent or teacher until the end of Class Three. Spending this time to really understand summary writing and the act or process of delivering a summary will help your child with later work.

In Class Two, at the end of the year, we covered the very basics of grammar by discussing the noun and verb. In Class Three, we continue with this and add to it the adverb and adjective. We also discuss different kinds of questioning; this is perfect for the child of nine who is full of so many, sometimes very deep, questions. Now with the child of ten, we are adding to what they know. We will begin by reviewing and nouns, verbs, adverbs, and adjectives as well as practice the four kinds of sentences and play a game with prepositions. Once we have a firm grasp on these we will tackle more solo writing. We will even have them write their first formal letter. So, if you have a child with a list of complaints or better yet, a list of things they love, keep these in mind for the formal letter writing.

If you have already covered all of these concepts then feel free to do a quick review and hop right to Week Three where we introduce daily journaling. Journaling is a wonderful will building habit for children to get into as they begin this journey of writing on their own more purposefully. What should they write about? I like to have them record their daily events, but also to get creative. We provide some prompts in that section.

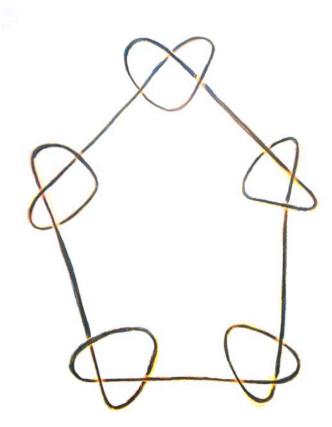
Remember that we are layering in these concepts. We begin in this block, continue with more later in the year, and more still in Class Five and beyond. Taking the time to have a strong foundation allows them to build upon it. With regard to punctuation, you'll discuss the kinds of sentences in this block, but not much more until Class Five. Hopefully as you have been working on summaries together, you have organically brought them some pieces already where a comma belongs, etc. We will consolidate more of these rules in Class Five.

With regard to spelling, I am often asked how I approach this in the home class space. I have very rarely required spelling lists or had weekly spelling. In a traditional classroom it can be useful, but at home we have a much more intimate setting. We know what they are struggling to spell by looking at their summary work each week. We know by the words they are asking for help with in their personal reading. Words they are struggling with tend to have a pattern - would, could, should, good, wood...catching these patterns allows us to know what we can bring organically into our lessons. For a child struggling with two, to and too or their, there and they're, we might review the meanings and then ask them to write a sentence with the proper use. Often that conscious presentation is all it takes to help a child with those difficulties. It calls us to be present in their lessons.

Each week generally begins with a form drawing; some weeks there will be more. Remember, if you get stuck or have trouble, you can always ask our team for help!

# Block One - Grammar & Writing - Week One

Form drawing for Part 1.



# Thoughts and Deeds Part 1

These two lessons, Thoughts and Deeds Part 1 and 2, come from Waldorf teacher Dorothy Harrer and her book *An English Manual*. The concepts help bring to life the essential qualities of the noun and verb. Tell the story and let it sit overnight for them to ponder. This, coupled with form drawing, will be a great start to your year!

#### The Four Brothers

Once upon a time there was a great and wise king who ruled over a vast kingdom, and over the course of time he had four sons. When the day came for the four brothers to leave their father's house and to go in search of kingdoms of their own, they said to their father, the king: "O Father, thou art wise and mighty, ruler of a vast kingdom. We who now go forth in search of kingdoms of our own can only further extend thy kingdom. Tell us the secret of your greatness that we may rule wisely and well and be true sons of our father."

Then said the king, "My sons, even as there are four of you, so do I rule my kingdom by the power of four thoughts, and in these four thoughts do I hold sway. In telling them to you, I make you a gift of my wisdom. If these thoughts become your deeds, then will your kingdoms prosper. The choice is yours."

The four brothers remained silent and listened as the king revealed the four most secret thoughts of his mind.

#### Said the king:

"Four thoughts dwell in my mind; With them my kingdom bind. The first one is thus sure That all life must endure. The second one I know Is that all life must grow. The third is yet more real That all of life must feel. The fourth is ever so That all of life must know To endure, to grow To feel, to know, These thoughts dwell in my mind, With them my kingdom I do bind."

The four brothers then went out from their father's house, taking with them this gift of wisdom in the words, "To endure, to grow, to feel, to know," and each brother tried to understand their meaning.

At first the four brothers traveled together. They journeyed far from their father's house down a path that had no turning. At length they reached a place where the road divided into four branches. If there had been only two forks of the road, or five, or six, they would have wondered which to take, but as there were just four, they plainly saw that here they were to part, each one to go his own way.

"Remember the words of our father," they said to each other, "and let his wisdom guide us, that his thoughts may become our deeds, and that in the kingdoms which we find to rule, his kingdom will be extended."

Thereupon they touched each other for the last time, and each one went his own way along one of the four forks in the road.

Now we must remember that the four thoughts of the king had dwelt together in his mind just like four petals of a single flower. So, too, as long as the brothers had traveled together down the single path, these four thoughts had been as one; but now that the four brothers had parted, each one began to wonder which of the four sayings was the best and which one to choose for himself.

One brother, who had turned toward the north, said to himself, "What could be better than for all things to endure and to last forever? That is my choice: my kingdom shall endure and last forever. I will make everything so solid and firm that nothing can destroy it."

The second brother said, as he went toward the south, "What could be better than for all things to grow? That would mean that they are alive. This is my choice: in my kingdom all things will be alive, ever growing, ever changing, and always renewed."

The third brother thought, as he traveled toward the east, "What could be better than for all things to feel, to love the good and to hate the bad? This is my choice: that all beings in my kingdom will love what is good for them and hate what is bad for them."

The fourth brother, traveling to the west, did not think as his brothers did. He did not wonder which of his father's thoughts was the best. Rather, he wondered which one would explain the meaning of all the others. He said to himself, "If I, and all who live in my kingdom, could but know the meaning of all my father's thoughts, then would his wisdom truly guide us. It must be that, of the four, to know is the key to such wisdom. This is my choice."

Thus it was that the four sons of the king established four kingdoms on earth, and the king's thoughts became their deeds.

He who chose the thought "to endure," built his kingdom with rocks and firm earth. His was the kingdom of wide plains and rolling hills, rocky cliffs, and mountain peaks, the kingdom of earth itself! He who chose the thought "to grow," filled his kingdom with growing life, grass, flowers, and trees that sent their roots into the kingdom of earth, and their shoots upward toward the sun. The plants themselves were the second son's kingdom— forever growing, blooming, fading, letting their seeds fall to earth only to grow again.

The brother who chose the thought "to feel," peopled his kingdom with creatures who were not only alive but who felt hunger and moved busily over the earth in search of food, creatures who felt love and took care of their young; who felt hate for all that endangered their lives and fought for their food and their loved ones. These were the animals, and it was their kingdom over which the third brother ruled.

In the kingdom of the fourth brother, who had chosen the thought "to know," lived beings who not only had a share in the other three kingdoms, but who also had a fourth power. They not only had firm bodies, growing bodies, and feelings of love and hunger and hate, but they also had the power to know and to understand the earth, the plants, and the animals.

And so it was, that when the great and wise king learned how wisely his four sons had extended his kingdom over the earth by transforming his thoughts into their deeds, he summoned them into his presence and spoke these verses:

Four deeds on earth can well be found To endure, to grow, To feel, to know, We meet all four the whole world round.

The rocks of earth endure and bear The weight of foot, The grip of root, The wash of waves and windy air.

The plants in earth do grow and wane As seed and flower Helped by the power Of shining sun and splashing rain.

The beasts on earth feel love or hate; With fang and paw Or beak and claw, Each kind will fight for food and mate.

And man can know the world's true need For rock and tree And beast, and he Can learn to do the four-fold deed.

#### Thoughts and Peeds Part 2

In this lesson, we first recall the story of "The Four Brothers" and then ponder together, "What is a deed?" Bring into the conversation the difference between knowing something (something we think) and doing something (the deed) and ask if there are things they know but don't do. These would be things like:

- Seeing the light on and knowing it should be turned off but ignoring it.
- Seeing the garbage can overflowing but ignoring it until Mother or Father asks it to be taken out.
- Hearing the cat cry for food but only feeding it if it is your day for the cat chores.
- Knowing that brushing one's teeth keeps dentist appointments fast and easy but "forgetting" to brush them.

The list could go on, but the point we are driving home is that it isn't enough to know something. We must also do something with that knowledge. This is how we turn thoughts into deeds. I find fourth grade to be a space of refinement. What things will you be seeking for your child to refine this year? What things do they know but not do? Ask your child to make a list of things that they "know" and even ask them HOW they know them.

Work on today's form drawing. Begin only with the form border today and insert the writing in tomorrow's lesson, Nouns and Pronouns. Take your time; notice that this form was first done in yellow and then the red is used to "weave" over and under each section. Yellow dots are made as place holders so you can easily see where each loop will go. In preparation for the lesson, first do it on your own. When teaching your child, have them trace it with their finger. Press lightly with the yellow pencil and take your time.



#### Nouns, Proper Nouns & Pronouns

In preparation for today, print out the PDF Thoughts and Deeds that can be found in the course. It is a copy of this week's story and will serve as practice for the next several lessons. Review nouns, proper nouns, verbs and pronouns together. Fill in the form you began in the last lesson with our review or use your own words. Encourage cursive writing for these lessons. If you have time, you can add this form and description.

# Solo Writing Part 2

Today you will go through your child's composition together. Look at sentence structure and use of each part of speech. Where could they expand? Where could they use correction? This is where you will see if they are fully understanding the concepts you have been teaching. This gives you clues on what things you might need to review more in the summary lessons this year. Once corrected, have your child write a fresh copy in their main lesson book.

#### Introduction of a Paily Journal

Journaling is such a precious part of our history as humans. Long before we had devices to record things, we used paper. Some families keep a nature journal, some a travel journal and even others, a recipe or art journal. Each of these tells us something about the writer. We are going to introduce journaling here for your child with the intent that it becomes a daily or at the very least weekly process. As you are preparing, think about ways that journaling may have impacted your life. Do you have an art journal from a relative or a recipe journal (or even cards) from a grandmother? To be gifted with these relics of our past is so beautiful. When we have left this space, what will remain? Discuss some famous journals as well as those in your immediate circle.

Consider your child. Would they like a lined journal, or perhaps they love drawing and an art journal might be better? Either choose one as a surprise or pick one out together. Choose a time, perhaps at the beginning of your lessons each day (or weekly) when your child takes 10 to 20 minutes to record something in their journal. I have often kept a journal jar with topics for them to choose from for days when life didn't feel exciting enough to write from. This list is a start for you; knowing your child, I bet you can come up with more.

A story about my dog (or cat, rabbit, etc.)
A favorite toy
A wild animal I wish I could have and why
Things I enjoy doing in summer (or winter, etc.)
I woke up as a superhero this morning and these are my powers
I woke up in a strange land
I woke up at Grandma's; how did I get here?
My favorite vacation we have taken
A place I'd like to visit
My favorite dinosaur
I woke up in the Cretaceous period and this is what I saw
If I could have my way for a day this is what I would do
I love it when Mom does...
I love it when Dad does...

This journal work is not corrected. I read it but I want this space to feel safe to them so there should be no correction.

#### Block One - Grammar & Writing - Week Four

#### What Are Abbreviations and Why Do We Use Them?

As we continue our writing journey today we will talk about abbreviations and where we should use them. These are often exciting for children because that means less writing, but we have to help them see that not every word can be abbreviated! One of my children once asked if he could get a job working on abbreviations because they were so handy and we needed more of them! Having this discussion is also important as they are reading more and naturally wonder why the abbreviations don't always make sense in English. Think of some common abbreviations in your daily lives, perhaps the month, the state, the country you live in, even your title (Ms. or Mrs. or Mr.). Make a list together of all the ones you can think of.

Mister becomes Mr.
Doctor becomes Dr.
Misses becomes Mrs. if you know they are married (traditional)
Misses becomes Ms. if you do not know if they are married
Number becomes no.
Pound becomes lb.
Avenue becomes Ave.
Street becomes St.
Boulevard becomes Blvd.
Ante meridiem becomes A.M.
Bachelor of Science becomes B.S.

What others can you think of? Compose a paragraph for their main lesson book using abbreviations. Be sure to discuss exceptions or rules.

Example:

"Mary Jones is my Dr." should be "Mary Jones is my doctor."

# What Is an Acronym?

Review abbreviations and move on to a special kind of abbreviated writing, acronyms and initialisms. Acronyms and initialisms are a similar method of abbreviating but they have one distinction. An acronym generally creates a pronounceable word from the first letter of each word in a phrase, for instance, SCUBA (self-contained underwater breathing apparatus). An initialism, on the other hand, uses the first letter of each word but it doesn't create a word like USA for the United States of America or FBI for the Federal Bureau of Investigation. Sometimes there are acronyms that are made up of parts of words; words like motel, for instance, is a shortened form of Motor Hotel, or hazmat for hazardous materials. Spend today's lesson covering all the acronyms and initialisms that might occur in your daily life. See if your child comes up with any from their own reading that perhaps you had not thought of. Thinking back to our lesson on coordinating conjunctions, you can now point out the FANBOYS rule.

For And Nor But Or Yet

So

Record your acronyms and initialisms in your main lesson book.

#### Formal Letter Writing

In preparation for today it would be good to have on hand some formally written letters that either you have written, have been sent to you, or even examples you may have pulled from the internet. We have also included a sample here. The child of ten is generally interested in all sorts of things occurring in the world around them. They will likely have more opinions than before and may have moments of righteous indignation that need to be channeled - even if just for practice! Let's put some of that energy to work.

A formal or business letter is a bit different than the letters we wrote in third grade. A business letter generally has seven parts. These parts are the date, the addresses, the salutation, the introduction, the body, the closing, and the signature. Sometimes you will see the return address and the date on the right and other times on the left.

Today you will discuss the parts of the letter and decide to whom you will be writing. It is not important that the letter be sent, but it certainly can be. My children have written to the president of our country, they have written to the owners of stores, the zookeepers at the zoo, as well as many others. The act of writing is often very empowering to them. You should have them complete their initial draft in their main lesson book if you are choosing to send the letter. When recording it in their main lesson book, they should colorfully label all the parts.

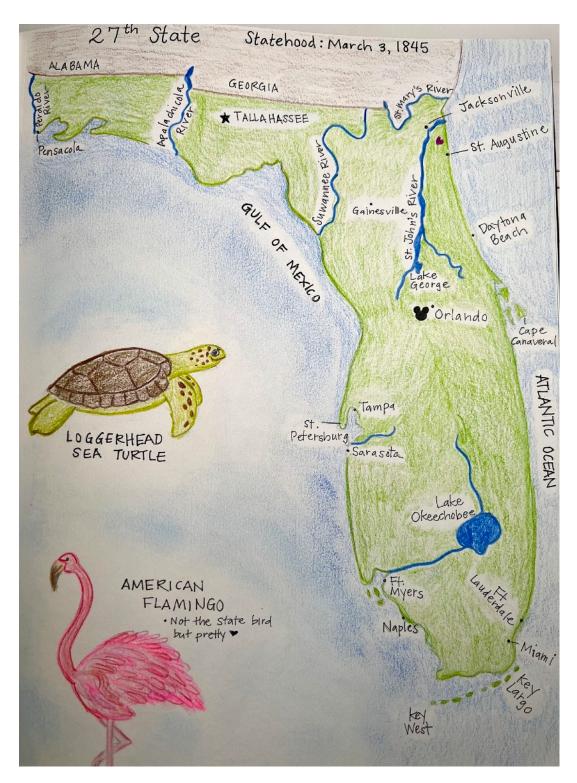


#### Grammar Block Review

If needed, take today and review this block. You might choose another piece of writing and have your child underline the parts of speech as we did before or even write another composition. If you have extra time you can spend it with some other form drawings.

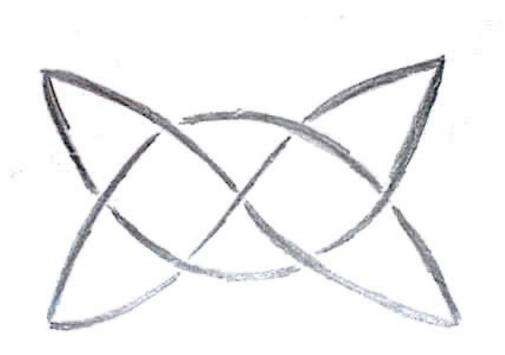
# Mapping Your State/Province

Today you will begin to look at your state or province as a whole. We will break this up so it isn't too overwhelming. You will start it today and carry it into next week. I prefer for this project to take time and for the beauty of the map to unfold. This first day, work to get the basic form down. It is helpful if you do one while your child does or at least draw one on the chalkboard so you can both follow along together. Use this map for the main lesson work next week as well.



# Block Two - Local Geography Week Three

This week's form drawing.



#### Labeling Lakes and Rivers

Now that you have the foundation of your state/province map started, today begin to add in the lakes, rivers, forested areas, mountains, etc. Label them. Be sure to keep up with your daily math practice and journaling.

#### State Roads and Highways

It may be too difficult to label all the roads and highways; you can focus on the major ones, paying special attention to anything that is part of your daily commute, whether it be to the grocery store, a homeschool co-op, etc.

# Cities and Bordering Areas

Today you will label all the cities in your state/province. Your map should be coming together nicely. Label the borders, too, so that your child has a sense of what lies beyond your area. We will cover it a bit more in depth next week and then in much more depth in Class Five.

# Who Are the Norse People?

Take a bit of time today and look at the Norse people. The Norse people, referred to by some as the Vikings, are Germanic people that settled in Scandinavia. The Scandinavian countries are Norway, Denmark and Sweden. They spoke an old language and told ancient tales. The Norse tales are thought to be an oral tradition for many years but were written down in the 1200s by an Icelandic man named Snorri.

Using your mapping skills, in your main lesson book record the longitude and latitude of the Scandinavian countries. Discuss what the climate may have been like. What would they have likely eaten? What might the people have been like? Just a tidbit about naming in that region that might be fun to play with: my last name is Nielsen. In times of old that would mean that Erik, my husband, was the son of Niel. The people of Scandinavia didn't adopt regular surnames until much later than other cultures. This made researching family history very challenging and names change over the years, so you have Nielsens, Nielsons and Nelsons - all probably had an ancestor somewhere named Niel/Nel. Do you know anyone who might have a Scandinavian sounding name? If so, take some time to play with it. Make up fun names with your name.

#### Norse Creation Stories Part 1

Review the Norse people. Let's begin with some creation stories. Depending on the text you are using, the following stories might be useful:

The Children of Odin by Padraic Colum - "Far Away and Long Ago"

Norse Mythology by Kovacs - "The Creation, Yggdrasil and Human Beings are Made"

D'Aulaires' Book of Norse Myths - "The First Gods and Giants, The Creation of the World, The Creation of Man and Yggdrasil, the World Tree"



#### Norse Creation Stories Part 2

Recall Part 1 and write a summary. Always aim for the best work and for care taken in writing.

#### Block Six - Science

Each time I have taught this block, I have come to an increasingly deeper understanding of Steiner's work and in our relationship with the animal world. At first, this block can be a challenge to understand. Over time, as things seep in, the concepts seem less strange and much more clear. Take the time you need to plan these lessons – feel them so you can bring them to your child in the reverence that is needed. Remember, this is much more than a zoology block.

In regard to early elementary, grades one to three, Steiner says, "Everything must live. The teacher must let plants speak, he or she must let the animals act as moral beings. The teacher must be able to turn the whole world into a fairy tale, into fables and legends." This allows the teacher — or parent, in our case, to then easily bring to life the science curriculum that begins in fourth grade.

In his book *Rhythms of Learning*, Trostli discusses the threefold connection:

"As human beings, we reveal a three-fold nature in every aspect of ourselves. We are beings of body, soul, and spirit. We have three soul faculties – thinking, feeling, and willing. We sleep, dream, or live in waking consciousness, and our bodies are divided into three major parts: head, trunk, and limbs. The major groups of our physiological functions – sense activity, circulations and respiration, metabolism and movement – are centered in the three major parts of the body. The head, which houses our brain and most of the sense organs, serves as the center of the nerve-sense system. The chest, which encloses our heart and the lungs, serves as the center of the rhythmic system. The abdomen, which contains our organs of digestion, excretion, and reproduction, serves as the center of the metabolic system that provides energy for the activities of the limbs."

He goes on to provide connection between the nerve-system and thinking, the rhythmic system and feeling, and the metabolic-limb system and willing. "We are most awake in our nerve-system; we are dimly conscious in our rhythmic system; and we are almost completely asleep in the work of the metabolic-limb system."

Steiner asserted that each animal shows some polarization of our human nature, either in nerve, rhythmic or metabolic. He uses some wonderful examples – cattle, for instance, being all about the metabolic system...essentially a stomach always working, the eagle, an enhancement of the nervous system, a lion of the rhythmic...we've seen a lion appear to be sleeping and then jump into action with its loud roar and full body movement. Steiner also suggests that we examine animals in terms of their soul qualities; this brings deep archetypal truth to our children. Proud as a lion. Quiet as a mouse. These lessons also set up the ones to come on anatomy beginning in middle school.

In these lessons, given over two blocks, we will discuss these polarities in animals. We'll ask, is it a "head," "trunk" or "limbs" animal? Thinking of Steiner's intention, it wasn't that humans are better, but that our creation holds within it the ability to give back consciously. When we look at the animals we are studying, they all have some sort of polarization. All of them will be head or trunk animals - their systems serve their existence; they cannot serve someone else. Only humans (and maybe someone would argue primates, but I disagree) can truly serve others from a conscious, deliberate space. As you go through these lessons, keep your child guessing; do not tell them they are the only limb animal! I like to go the entire block and ask at the end, "So, we talked about all these animals; which one serves others?"

From Charles Kovacs in The Human Being and the Animal World:

"So the human body is something quite complicated. If we start below we must say that the legs serve ourselves, the hands serve the world...Through the head we receive, through the hands we give."

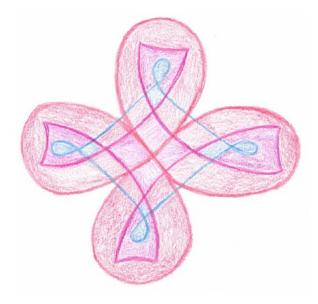
With each animal we are discussing, take the time to discuss which one it is (head, trunk, or limbs) and then take some time to really learn about the animal:where it lives, what things it accomplishes with its polarity, and then take the time to create art from each one. We will follow the two part lesson structure introduced before; in Part 1 you will discuss and create art and in Part 2 you will review and summarize. Your child's summaries should be well written, with proper grammar and one to two paragraphs in length. Remember that you want to aim for best work in the main lesson book. If this is a struggle with only one draft, consider writing a rough draft on regular paper and then having your child put their final in the main lesson book. If your child is not at this place with their writing because of either a learning challenge or coming later to Waldorf, remember that progress over time is your goal. Make note of where you are now and grow it a bit each week.

I appreciated the work of Charles Kovacs' book *The Human Being and the Animal World* for the two science blocks. It is available in ebook from Floris Books at florisbooks.co.uk and is also available as a hard copy paperback at other retailers.

During this block I tend to take several trips into nature to see animals as well as our local zoo and aquarium. I also use YouTube to find depictions of animals I cannot take them to firsthand.

#### Block Six - Science Week One

This week's form drawing.



#### What Does It Mean to Be Human?

You'll notice this week has five lessons; you can certainly split them up or do this first lesson in addition to the next on a day in your week that isn't heavy with other activities. Today, discuss what makes us human. Steiner has a wonderful quote, "There is no more wonderful symbol of human freedom than human arms and hands." We can do for ourselves, but the bigger gift is in our service to one another. Today you could draw, paint or model a human being as the cover page to this block.

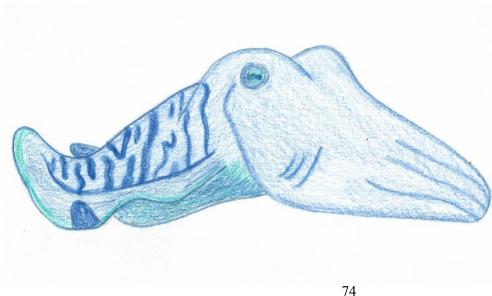


# The Cuttlefish Part 1

Steiner starts direct animal studies with the cuttlefish and then continues through to animals. He does say that you can substitute animals, so please do not feel like you have to use the ones I describe. I will cover some traditionally used by Steiner as well as those covered in Charles Kovacs' book. It is also important to connect with the animals where you live.

The cuttlefish is a member of the Sepiida family. It shares the same family as the squid and the octopus. The cuttlefish is really a mollusk. It eats crabs, fish, worms, other cuttlefish and mollusks. They generally live one to two years. They have also been discovered to have one of the largest brain-to-body size ratios among other invertebrates. These are amazing creatures that can mimic their surroundings so well. The cuttlefish is a head animal.

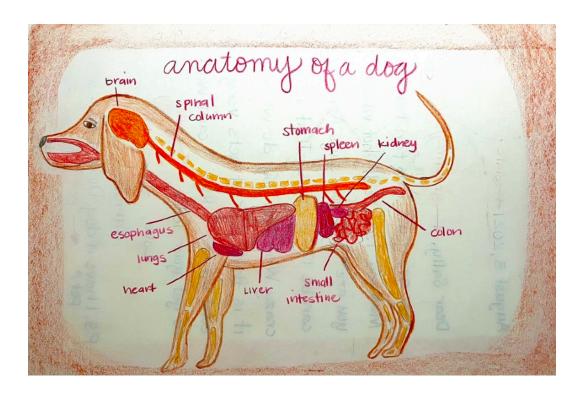
Draw, paint or model together.



# The Dog Part 1

As our last animal, today we will be studying the dog. There are so many species of domestic dog breeds; choose one to study, maybe a dog that you or a neighbor or relative own. Take some time to research the breed. Where did it come from? How long has it been a recognized breed?

Draw, paint or model this trunk animal.



# The Dog Part 2

Recall and summarize. Take a look at wild dogs. Take some time to look over all the animals you have studied.

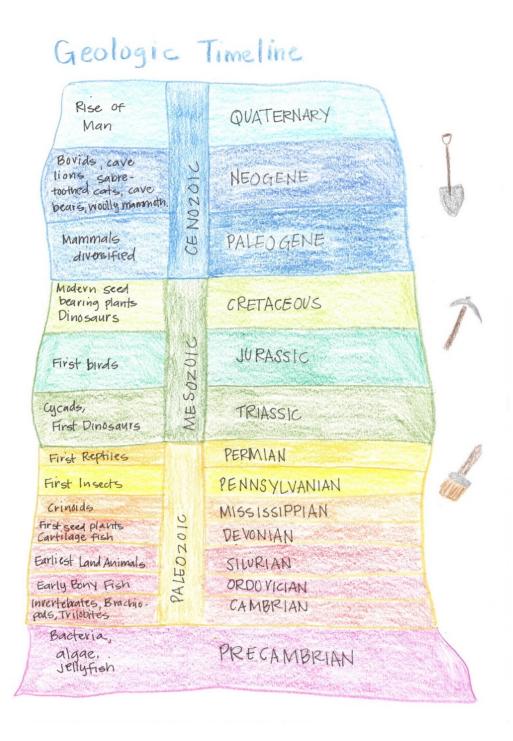
## Block Eight - Science Week Three

The next two weeks we will take a short look at the geologic timeline. The two weeks are not nearly enough time; an entire semester could be spent on dinosaurs, their time periods, what they may have eaten, etc. Pick a few that interest your child and go from there. We have chosen a few that interested us, but you should choose ones that you and your child want to look deeper into. Arrange a visit or two to a natural history museum if you can, and remember that you can lengthen this block if it suits you.

For this week's form drawing, use one of the quadrant forms given last week.

# The Geologic Timeline

Today focus on a geologic timeline. I generally am not a huge fan of timelines because they can be boring, but in this case it is a good way to help your child see the span of time and the animals that likely lived in it. A basic timeline would include the three major eras. The Paleozoic era spanned from 570 million to 275 million years ago. The Mesozoic era spanned from about 245 million to 65 million years ago. The last era was the Cenozoic, and it spanned from 65 million years ago to the appearance of the first humans. Draw the geologic timeline.



#### Paleozoic Era

Today you will start by recalling as usual what you discussed yesterday, then you can begin to work with the Paleozoic era. Each era is broken down into time periods; these periods mark when different animals began to appear. You can discuss fossils a bit this year, but you don't have to go into a huge amount of depth as you will cover them again in Grade Five. The Paleozoic era is divided into periods:

- 1. Cambrian period. This period was about 570 million years ago. At this time there were the first fish, corals and shell fish.
- 2. Ordovician period. This period was about 505 million years ago. It would be common to see the animals from the Cambrian period, and also the first nautiloids appeared. We see nautiloids often in the fossil record and we see their shape today look at snails and other sea creatures that still have this shell shape.
- 3. Silurian period. This period was about 438 million years ago. At this time, the first plants would be appearing on the earth, and in the water you would find giant sea scorpions called Eurypterids.
- 4. Devonian period. This period was about 408 million years ago. This period would have seen the addition of the first amphibians, insects and spiders.
- 5. Carboniferous period. This was a time of great swamp-like plants on the earth.
- 6. Permian period. This period was about 286 million years ago. This would have been the first time you could see characteristic, stereotypical dinosaurs looking animals began to roam, like the Dimetrodon. He wasn't really a dinosaur, but a distant ancestor to mammals. Other snail-backed animals would have likely been in this period, too.



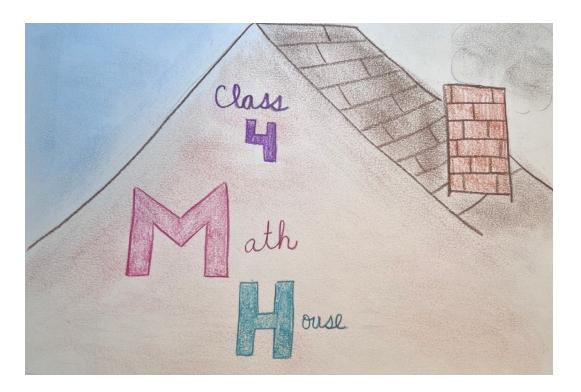
#### Block Eight - Science Week Four

For this week's form drawing, use a quadrant form given in Week Two.

#### **Block Four - Mathematics**

Welcome to our first mathematics block of Class Four. Hopefully you have been continuing with practice problems. We'll begin with some review and then go right into long multiplication and division. You'll notice there are no forms during the mathematics blocks; if you would like to insert some there are some in the back of the curriculum you can use.

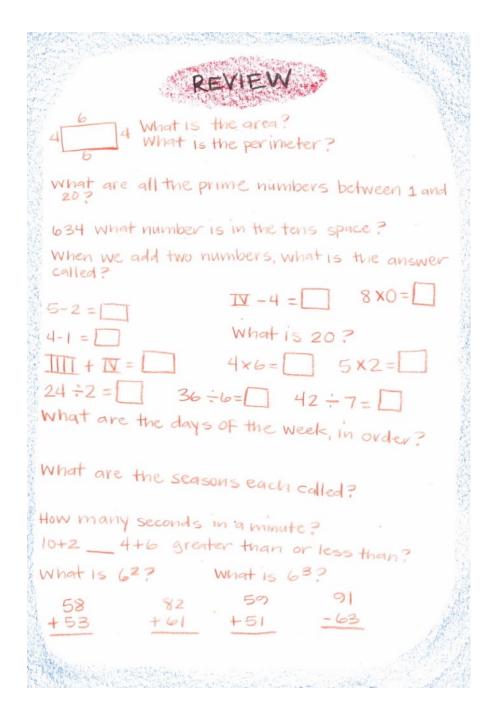
I like to make a title page for the main lesson book.



#### Block Four - Mathematics Week One

Spend this week reviewing. I know we did a little review at the beginning of Block Two; this week we will go more in depth. Please do not underestimate the power of review. By this point your child should be getting fairly proficient at their times tables, at least through the 6's or 7's. Keep building. We like to play math games, toss bean bags, play math bingo and other fun games during this review week. We have one review main lesson page sample. Write the problems in their main lesson book and see what they can do without your help. These are concepts from Class 1 and up. The back of the curriculum has story problems written for this week; you can work these orally or have them draw in their main lesson book from them. I also like to have them create a new times tables sheet. This "cheat sheet" is something they can keep all year as they are practicing proficiency at their multiplication. A larger review will follow Block Seven.

If by chance your child is not at this place in their mathematics journey, do not fear! The Waldorf Essentials math book will take you back to the beginning, and you can begin there to ensure there are no gaps. Message our team if you do not have access to it already and come to office hours if we can answer any questions for you.



#### Block Four - Mathematics Week Two

# Long Multiplication Part 1

Today's lesson will focus on multi-digit long multiplication. Be sure before you do this lesson that you have reviewed carrying with your child, as that skill will be crucial.

I like to have my child record this process in their main lesson book or even in a separate little book they can use for all the processes and sequences they will be learning from here on. A sample Math Sequences book is on the next page. The main lesson content is the same; teach from one and help them write the process in their book or you can write it for them in their processes book while they record it in their main lesson book.

#### Block Seven - Mathematics

Welcome to our second mathematics block! In this block we will introduce fractions and go more in depth with long multiplication and division. We will have much more fraction work in Class Five; for now we are just practicing and getting used to the terms.

#### Block Seven - Mathematics Week One

#### Review All Concepts

Make today a review day. Hopefully you have been working on math concepts a bit each day so this should be easy. If you don't feel like you need the review then please walk forward to the next lessons. Look at all concepts learned so far and put together a main lesson page for your child. I find this to be the best "test" of where they are; it will give you a good idea of where you still need to go.

#### **Basic Fractions Introduction**

Most children will already know basic fractions because you have likely been baking together. Take some time to get to the heart of what they know by testing them a bit. Since we can start with simple baking rules, take one cup (the whole). How many ways can we break it down to parts? Most of our kitchens have measuring cups to about 1/8 cup.

By playing with the cups, it is easy to see that 1 cup contains in it  $2 - \frac{1}{2}$  cups,  $4 - \frac{1}{4}$  cups,  $8 - \frac{1}{8}$  cups. Now, what about that  $\frac{1}{3}$  cup? That's an odd one; how many of those are in 1 cup?

I like the illustration of a dozen eggs (buy some brown, some white or if you have hens that lay different eggs) – while an egg is a whole unit alone, it is also part of a larger unit of 12. Now these kids have been breaking down 12 since they were in first grade so they should quickly be able to understand this relationship. Fractions are about making equal pieces. Really from the day they learned to play with Divide, they were learning about fractions; we just never took it to them in that manner. Having both white and brown eggs out, agree that each egg is 1/12 of the whole dozen. Now play around with the ratio of white to brown eggs. If 5 out of 12 were brown, how would you write that? Now what about 6 out of 12? Is there another way to say 6/12's? What is 6/12's? A half dozen? If 6/12 equals half, then what does 3/12 (half of the half) equal? You don't have to reduce the fraction consciously just yet, just get them thinking about it.

Here is a quick story to help illustrate this.

Remember our farmer from the last math block? Today we are going to talk about his daughter, Sally. Sally is responsible for the hens and making sure that each day all the eggs get collected. At the end of each week Sally helps her father put some of the eggs in cartons to take to the market to sell. Sally tends to many hens, but there are four that she loves the most because of the rich colors of eggs they lay. These hens are called Judy, JoJo, Emma, and Petunia. Judy lays eggs that are a rich caramel color, JoJo's are a deep brown, Emma's a dainty creamy tan and Petunia's are a beautiful blue green. When Sally was younger, the farmer let her choose the hens as pets, and Sally picked the hens with the prettiest eggs.

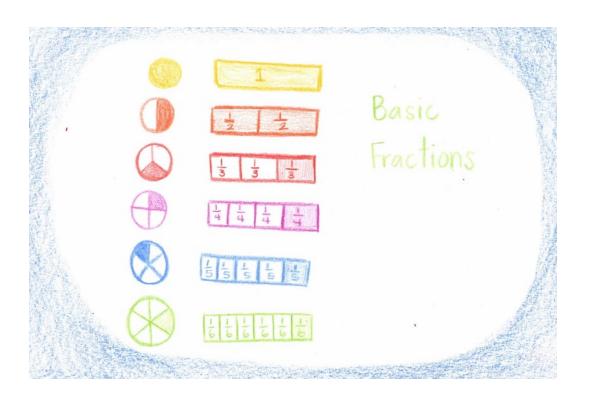
Four hens each lay one egg per day from Sunday to Saturday. How many eggs does Sally collect from her favorite hens?

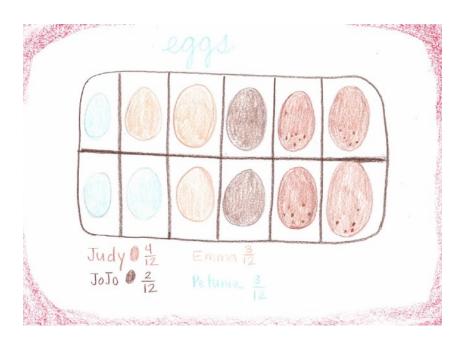
7 x 4

Sally is also responsible for 20 other hens, who are perfectly lovely but lay only brown and white eggs. Each of those hens also lays an egg each day. How many eggs does she collect from this group?  $7 \times 20$ 

Now when it is time to prepare the eggs for the market Sally loves to choose the eggs that will stay behind and feed their family for the week. Sally carefully chooses the best ones for the refrigerator egg basket. She chooses 4 from Judy, 2 from JoJo, 3 from Emma and 3 from Petunia. What fraction of the whole (12) are the eggs from each hen?

We want to play with this concept in a few different ways so they are used to associating them tangibly as well as written, so we've included two different drawings for you to choose the one best for your child.





# Long Multiplication Practice Problems

Check work by doing long division.

120	69	305	205	424
x 75	x 63	x 125	x 182	x 278
9000	4347	38125	37310	117872
392	167	104	155	29
x 27	x 84	x 79	x 41	x 10
10584	14028	8216	6355	290
340	475	424	170	19
x 66	x 80	x 270	x 41	x 12
22440	38000	114480	6970	228
84	438	135	465	43
x 2	x 13	x 12	x 266	x 26
168	5694	1620	123690	1118
70	293	120	423	15
x 52	x 76	x 105	x 103	x 12
3640	22268	12600	43569	180

# Long Division Practice Problems

Check work by doing long multiplication.

# Year End Paper

As you wrap up the school year, you may want to see how your child has retained content from the year as well as surveying their writing skills. Some children already have a lot of trepidation about writing on their own, and we really want to help them vanquish this so it doesn't continue to grow. Allow this paper to be as big or small as they need it to be while also stretching them a bit to give them confidence. This paper could be about something they are interested in or it could be about something they learned this year that they are passionate about. While we are not introducing them to full paper writing rules yet, we do want to talk to them about simple concepts of beginning, middle and end of their composition. Do not be afraid to correct things together.

#### Ideas:

- Their favorite animal from this year
- Their favorite Norse myth
  - A trip they want to take
  - Their favorite memory
  - Their favorite holiday or festival and why

If your child isn't ready for this just yet, do not worry; you can always work more on independent writing over the break and revisit this in the next school year.

#### Handwork Lessons

In Class Four we step into embroidery. In a Waldorf classroom setting the children are generally only working on the new handwork for their grade. As homeschoolers I like to keep up their skills so they are equipped with a wide variety of abilities when they leave school. This year will focus on embroidery, but I highly recommend also working to further knitting skills. A sample schedule might be to begin with embroidery and then work on holiday gifts of crochet or knitted items. I generally create my own version of these projects along with my child; this helps the projects move along faster.

I like to do handwork daily, but if that is not possible then aim for 2-3 times each week, and remember that small periods of 20-30 minutes will result in so many things being accomplished!

We have recommended videos in the course for the stitches we list here in case you need to learn them.

#### Needle Case

For this project you'll want a few small pieces of felt. I use 100% wool felt or felt that is at least 70% wool. This felt has beautiful durability and is perfect for a needle case.



Finished Needle Case

# Materials:

2 pieces of felt approximately 3-4" x 5-6" in size

1 piece of felt that is slightly smaller in size to fit inside

Pearl cotton thread in fun colors. Size 3 or 5 works well for these projects. Embroidery floss would work as well if pearl cotton is not available.

Tapestry needle

# 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 division/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

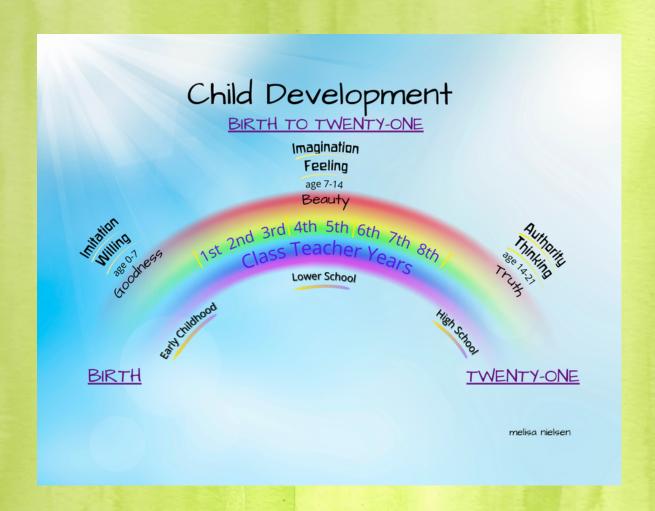
Geography & science

- \* 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







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