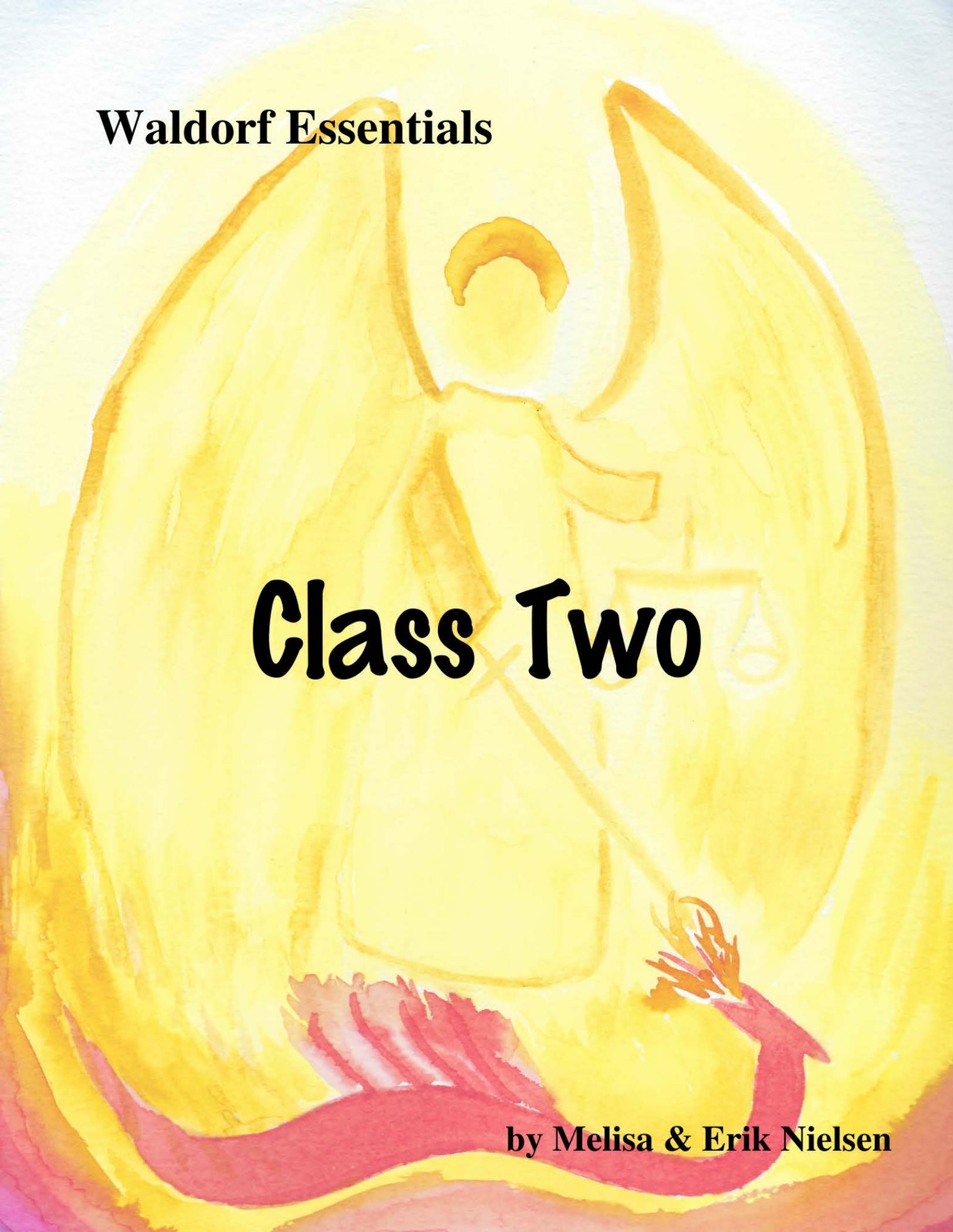


**Waldorf Essentials**

**Class Two**

**by Melisa & Erik Nielsen**



Waldorf Essentials

# **Class Two**

Melisa Nielsen LLC

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Opening Verse for Classes 1 -4	Additional Verse for Opening or Closing
<p>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.</p> <p>~Rudolf Steiner</p>	<p>There lives in my an image            Of all that I can be            Until I have become it            My heart cannot be free.</p>

**Sample Block Layout**

<p><b>Block One - Legends of Saints</b></p> <p>4 weeks legends of the saints            Weekly form drawing</p>	<p><b>Block Two - Fables</b></p> <p>4 weeks fables            Weekly form drawing</p>	<p><b>Block Three - Animal Stories</b></p> <p>2 weeks animal stories            Weekly form drawing</p>
<p><b>Block Four - Legends of Saints</b></p> <p>3 weeks legends of the saints            Weekly form drawing</p>	<p><b>Block Five - Mathematics</b></p> <p>4 weeks mathematics</p>	<p><b>Block Six - Legends of Saints</b></p> <p>2 weeks legends of saints            Weekly form drawing</p>
<p><b>Block Seven - Fables</b></p> <p>2 weeks fables            Weekly form drawing</p>	<p><b>Block Eight - Mathematics</b></p> <p>2 weeks four processes            1 week money            1 week practice and assess</p>	<p><b>Block Nine - Animal Tales</b></p> <p>2 weeks Jataka Tales            2 weeks Anansi Tales            Weekly form drawing</p>
<p><b>Block Ten - Animal Stories</b></p> <p>2 weeks animal stories            Weekly form drawing</p>	<p><b>Block Eleven - Grammar Introduction</b></p> <p>Introduction to grammar, 6 lessons</p>	<p><b>Year End Wrap Up</b></p> <p>Take any remaining time and wrap up any lesson blocks that need to be finished</p>

“I have brought you all here to teach you the plan that we will use to bring each of you back to this wonderful home once you have been born of men.”

A hush grew over the spirits as they listened carefully to hear Father’s plan. Lucifer sat tall in his chair, sure that Father would pick his plan. When Father announced that Jehovah’s plan would be used and that Michael would help him, Lucifer was angry. Lucifer began to destroy the assembly hall and shout angry words at his brethren.

“Lucifer!” called Jehovah, “Please brother, calm yourself. Help me with my plan; Father will need us both.”

“Father doesn’t need me! Father has always loved you and your gentle ways more than mine! I am leaving Heaven,” Lucifer shouted.

As Lucifer left the assembly hall, many of his followers began to murmur, “Lucifer, if you leave, we will follow you!”

Father held his chest, his heart aching for the choices of his son. Father loved him so much.

Lucifer’s anger grew and a great war in Heaven began. Lucifer began to no longer look like a human spirit; he began to turn into an ugly fierce looking, fire breathing dragon. Father and Jehovah stood strong together. Michael battled the dragon for days and with each encounter the dragon grew stronger.

Michael sought out Father. “Father, the dragon is so strong, I fear I cannot vanquish him. I do not believe the heart of our brother Lucifer still lives in the beast. What shall we do, Father?”

“I bless you, Michael, that you may conquer evil and be a strength for all of mankind to come,” Father said, blessing Michael with a mighty sword.

Michael with renewed strength took his mighty sword and set out to find the dragon. Michael found Lucifer cowering in a dark corner. With the strength of all of Heaven’s angels, Michael flung Lucifer from Heaven. Lucifer’s army followed. Michael stood victorious.



## Saint Michael, Part 2

Have your child retell the story and compose a summary together. Have your child write it in their main lesson book.

## Saint Michael, Part 3

Today you are making a matching sword for your shield, again another good will developing activity with sanding. This is very easy with a jigsaw but like the shield, it can be made from cardboard as well.

Need a little writing practice?

“Brave Saint Michael is my guide,  
As free and fearless forth I ride.  
With courage life Saint George of old,  
I dare to fight fierce dragons bold.”  
Eric Fairman, *A Path of Discovery Grade Two*

## Saint Michael, Part 4

Prepare for your own Michaelmas celebration. Even if it is just your family, you can still enjoy this festival. Bake dragon bread together and if you are feeling spunky, act out a short play either based on our Michaelmas story or on the story of St. George.

### Our Favorite Bread (from the Waldorf Kindergarten Snack Book)

2 cups very warm water  
Large spoonful of honey  
1 tablespoon yeast  
Flour (any kind of wheat, fresh, bagged, you pick)  
1 teaspoon salt

Put warm water in a large bowl and stir in the honey. Sprinkle the yeast on top and let it foam. Start adding the flour (you want a nice dough, not too sticky, firm but soft) then cover it to rest about 15 minutes. Knead and form into rolls, cinnamon rolls, dragon bread - so many options! Place on an oiled baking sheet. Raise another 30 minutes if you can. Bake at 350° for about 20 minutes or until light brown.

For dragon bread, get creative. Have fun with it! Use spices to make the colors on the wings, pepperoni for scales, use nuts for the toenails, cheese for the flame...have fun!



## Time: Seasons, Winter, Part 1

Today we will start the seasons, beginning with winter. Much like the lessons on the months, you'll be talking about fun things that mark the passage of each season for your family. Begin with listing the months that fall in winter and then take a look back on your months' lesson drawings. What fun things happen in your winter months? You can have your child write about winter or copy a poem into their main lesson book or have them draw or paint about winter.

A verse for your winter page; it comes from Margaret Morgan, *Winter*:

Blow, North Wind, blow  
All the leaves are falling;  
Cold, frost and snow  
Winter comes a-calling.  
Mother Nature sleeps now,  
All the earth is bare;  
Deep in the ground  
She guards her treasures rare.



## Time: Seasons, Spring, Part 2

Today we'll explore spring! I love spring; things are fresh and new. Baby animals are born and it feels like light will finally return to the world! What does your family love about spring?

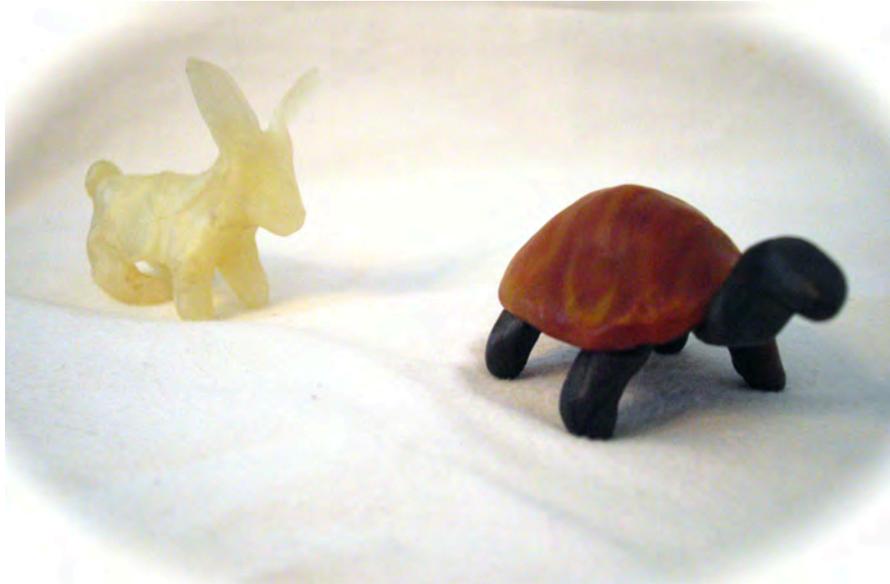
A verse for your spring page, "Longing for Spring" (anonymous):

Come, lovely May, with blossoms  
And boughs of tender green,  
And lead me over the meadows  
Where cowslips first were seen.

## **The Tortoise and the Hare, Part 1**

This is likely the most popular fable; most everyone can remember being told this at one time or another. This story is wonderful if you have a young one who likes to boast. Tell the story and draw, paint or sculpt from the story.

A hare one day made fun of the tortoise, who replied, laughing, "Though you be swift as the wind, I will beat you in a race." The hare, believing her assertion to be simply impossible, assented to the proposal, and they agreed that the fox should choose the course and fix the goal. On the day appointed for the race the two started together. The tortoise never for a moment stopped, but went on with a slow but steady pace straight to the end of the course. The hare, lying down by the wayside, fell fast asleep. At last waking up, and moving as fast as he could, he saw the tortoise had reached the goal, and was comfortably dozing after her fatigue.



## **The Tortoise and the Hare, Part 2**

Have your child retell the story and write a summary together for their main lesson book.

## **The North Wind and the Sun, Part 1**

*This is a fun story and can be a great "I wonder" discussion before you tell it. Tell the story and create art in your main lesson book after.*

The North Wind and the Sun disputed as to which was the most powerful, and agreed that he should be declared the victor who could first strip a wayfaring man of his clothes. The North Wind first tried his power and blew with all his might, but the keener his blasts, the closer the Traveler wrapped his cloak around him, until at last, resigning all hope of victory, the Wind called upon the Sun to see what he could do. The Sun suddenly shone out with all his warmth. The Traveler no sooner felt his genial rays than he took off one garment after another, and at last, fairly overcome with heat, undressed and bathed in a stream that lay in his path.

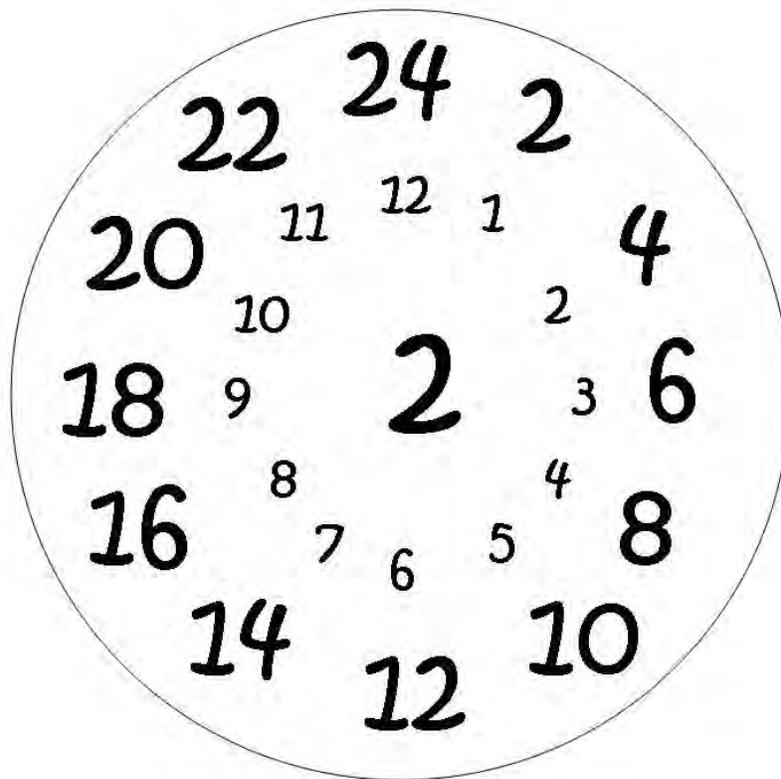
## Block Eight - Mathematics: Times Tables, Four Process Review, Number Patterns and Money

As you begin this lesson block, it would be good to review the four process math gnomes Plus, Minus, Times and Divide with your child. See if they can remember the story from last year. Also be sure to continue your daily movement with math through bean bag games, jumping rope, marching and games like hopscotch. As with other mathematics blocks, we will not introduce new form drawings.

### Times Table Clocks

So far your child has been learning the times tables either through movement games or by using the jewels to count things out. Today you are going to begin to translate that into something concrete they can carry with them to refer to while working in math. One thing that sets Waldorf apart from other methods is the notion of having them written for the child to refer to is somehow cheating. It is the act of continually working on the times tables through movement that gets them memorized. Tools to help them learn like the wheels we are going to make today are just helps; eventually they will not need them and find it quicker to just memorize. If you have worked whole to parts for your math facts then they should be more fluid to your child. Again remember that some special needs children may be a bit slower at this activity but stick with it; there is no shame in still marching out the times tables when they are 12!

Today's lesson involves making fun times table circles like they keep on the walls in some of the Waldorf classrooms I have visited. Because space can be an issue, I opted to make smaller versions for my children from recycled paintings (can you tell we have a lot of paintings?!) and then we laminated them for durability, punched a hole in them and put them on a ring. See the companion CD for color versions of this project. You can also follow the example below. Do all the times tables through the 12's starting with the ones your child knows easily through their skip counting which by now should be the 2's, 3's, 5's and 10's. The other tables should be added this year.





### Times Table Sheet

Today with your freshly made times table clocks, have your child do a regular table that you would normally find in a school setting. This will help with their spatial and relational skills as they go up and down, back and forth to insert their answers. If your child is intimidated by a completely blank table then help them out with a few answers; encourage them to do as many from memory as they can. The table will help them see patterns in math that we will cover later in this block. One thing they might do in a Waldorf classroom and it would be totally appropriate here would be to draw it out on fabric in crayon. Once you have them all you can iron it for a permanent piece that they can carry with them. We have also just used the first math block each year to create a new paper one.

X	1	2	3	4	5	6	7	8	9	10	11	12
1												
2							14					
3												
4												
5												
6												
7												
8											88	
9												
10												
11												
12												

## **Hungry Anansi, Part 2**

Have your child retell the story and write a summary together for their main lesson book.

## **Tying Tiger, The Fish Basket, Part 1**

*This mean old tiger has met his match; that trickster Anansi gets him back. How about drawing a tiger?*

One great hungry time, Anansi couldn't get anyt'ing to eat, so he take up his hand-basket an' a big pot an' went down to the seaside to catch fish. When he reach there, he make up a large fire and put the pot on the fire, an' say, "Come, big fish!" He catch some big fish an' put them aside. He said, "Big fish go, make little fish come!" He then catch the little fish. He say, "Little fish go, make big fish come!" an' say, "Big fish go, make little fish come!" He then catch the pot full an' his handbasket. He pile the pot full and sit down and eat it off; he then started home back with the pot on his head and the basket. Reaching a little way, he hide the pot away in the bush an' take the basket along with him now.

While going along, he meet up Tiger. Now Tiger is a very rough man an' Anansi 'fraid of him. Tiger said to him, "What you have in that basket, sah?" - speak to him very rough. Anansi speak in a very feeble voice, say, "Nothing, sah! nothing, sah!" So both of them pass each other, an' when they went on a little way, Tiger hide in the bush watching Anansi. Anansi then sit down underneath a tree, open his basket, take out the fishes one by one and say, "Pretty little yallah-tail this!" an' put it aside; he take out a snapper an' say, "Pretty little snapper this!" an' put it one side; he take out a jack-fish an' say, "Pretty little jack-fish!" an' put it one side. Tiger then run up an' say, "Think you havn't not'ing in that basket, sah!" Anansi say, "I jus' going down to the sea have a bathe, sah, an' I catch them few 'itte fishes." Tiger say, "Give it to me here, sah!" - talk in a very rough manner. An' Tiger take it an' eat them all an' spit up the bones. Anansi then take up the bones an' eat them, an' while eating he grumble an' say, "But look me bwoy labor do!" Tiger say, "What you say?" Anansi say, "Fly humbug me face, sah!" (brushing his face). So booth of them start to go home now with the empty basket, but this time Anansi was studying for Tiger. When he reach part of the way, Anansi see a fruit tree. Anansi say, "What a pretty fruit tree!" (looking up in the tree). Tiger say, "Climb it, sah!" (in a rough manner). So when Anansi go up an' pull some of the fruit, at that time Tiger was standing underneath the tree. Anansi look down on Tiger head an' said, "Look, lice in a Brar Tiger head!" Tiger said, "Come down an' ketch it, sah!" Anansi come down an' said to Tiger he kyan't ketch it without he lean on the tree. Tiger said, "Lean on the tree, sah!" The hair on Tiger head is very long. So while Anansi ketchin' the lice, Tiger fell asleep. Anansi now take the hair an' lash it round the tree tie up Tiger on the tree. After he done that he wake up Tiger an' say that he kyan't ketch any more. Tiger in a rough manner say, "Come an' ketch it, sah!" Anansi say, "I won't!" So Anansi run off, Tiger spring after him, an' fin' out that his hair is tied on the tree. So Tiger say, "Come an' loose me, sah!" Anansi say, "I won't!" an' Anansi sing now,

"See how Anansi tie Tiger,  
See how Anansi tie Tiger,  
Tie him like a hog, Tiger,  
See how Anansi tie Tiger,  
Tie him like a hog, Tiger!"

An' Anansi leave him go home, an a hunter-man come an' see Tiger tie on the tree, make kill him.

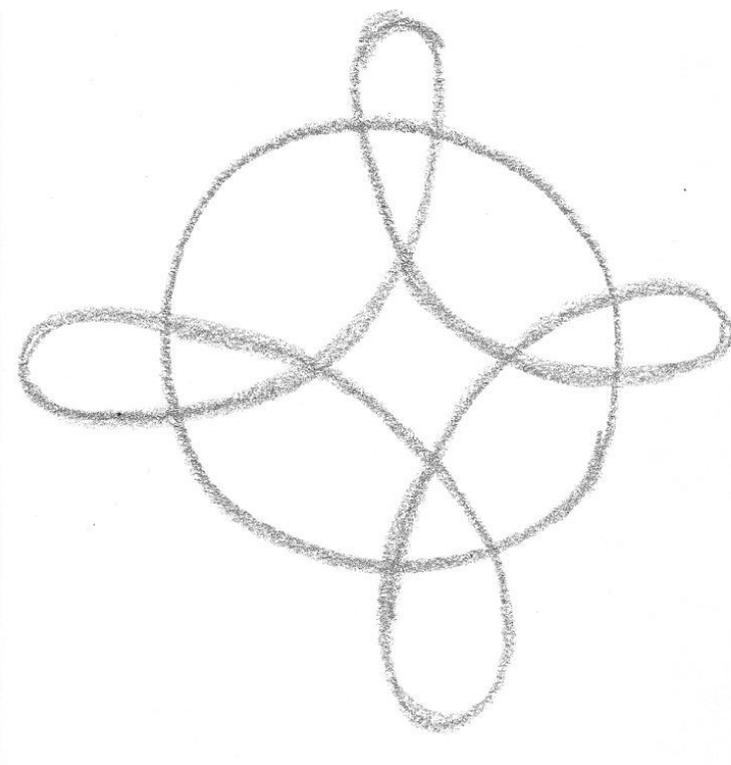


### **Tying Tiger, The Fish Basket, Part 2**

Have your child retell the story and write a summary together for their main lesson book.

### **Tying Tiger, The Storm and Tiger's Bone-hole**

This week's form drawing:



### **Doing Words: An Introduction to Verbs, Part 1**

On the blackboard (or in your personal main lesson book) a picture has been drawn of a child who stands erect between the earth and the sky. On one side of him in the green grass there grows a plant. On the other side an animal moves on four feet, with head down.

The children are asked to stand, straight and tall, like the child in the picture. They say, in chorus, "I *stand*." *Stand* is then written below the feet of the child in the picture. To the question "What else can you do with your feet?" one *walks*, another *jumps*, another *runs*. Soon the words *walk, run, jump, skip, hop, dance* are written below the feet of the child in the picture.

Then comes the question, "What can you do with your hands?" The answers come and are written near the hands of the child in the picture: *draw, write, paint, knit, crochet, clap, give, hold*.

"What can you do with your eyes, your ears, your nose, your mouth, your voice?" And the answers written about the head of the child in the picture: *see, look, hear, listen, smell, taste, eat, chew, speak, sing*.

"Who does all these things?" The answer: "I." And *I* is written over the head of the child in the picture.

Now it is time for the children in the class to draw such a picture themselves and to copy the words that express what each can do.

### **Doing Words: An Introduction to Verbs, Part 2**

The next day, review your picture and then make the transition from reading the picture to writing simple sentences. The use of capital letters and periods is important. If you haven't talked about capitals (or the Mama/Papa letter), "period" is so we know when a sentence is finished. All other punctuation will be covered later.

I stand.  
I knit.  
I smell.  
I run.  
I speak.  
I taste.  
I write.  
I look.  
and so forth

Now the children read what they have written. The next question arises: "What do we say when not I but someone else does some of these things?" The word I can become someone else's name. A child is asked to do something and another is asked to tell what he or she did.

Kate hops.  
John writes.  
Ann speaks.  
and so forth

In writing these expressions down, it is discovered that an s is added to the word that tells what each one does. Finally the teacher comes to the point of explaining that the words that tell what someone does are called "doing words."

### **Doing Words: An Introduction to Verbs, Part 3**

In the picture there are a plant and an animal. A third lesson can start with the question "What can the plant do?" The answers then can be written down as sentences, beginning with capital letters and ending with periods.

## Handwork

The most important thing to remember when bringing handwork to your child is to be consistent. It is more important that the process is observed and enjoyed than it is to produce project after project. I try to keep projects confined to a month or so in duration so we have a goal to strive for, and it is often a blessing when we can be working toward the project being a birthday or holiday gift for someone.

Some Waldorf teachers introduce crochet to the second grader. I like to save it until third grade, giving them a full two years to really get the hang of knitting. Also, our goal at home is to master these skills, not just dabble. Often the classroom handwork teacher doesn't know if the child will continue with the skills. At home, we have the opportunity to keep these skills alive year after year.

Last year the focus was on the knit stitch and this year we will introduce purling. With this introduction, a whole world of knitting patterns opens up to them. I like to also begin to introduce more shaping techniques, knitting two stitches together, increasing, etc. We have included a few patterns here; these can be made again and again. Washcloths are great for gifts with a bar of homemade soap, a scarf can be a great service project and easy to create again and again, and a stuffed horse is a welcome gift to a younger sibling.

Remember that your child is most likely to enjoy knitting if you are knitting as well, so continue to build your skills. If you are just learning to purl yourself, then work on it for a few weeks before bringing it to your child. As you introduce this new stitch to your child, you may want to begin with a small 3" (about 8 cm) or 4" (10 cm) square to introduce the concepts before beginning a project.

For extra fun, I like to dye yarn with my children for their projects. It lends an extra bit of ownership when you have that step in there and imagine the pride from your child when they hand Grandma a pot holder that they not only knitted themselves, but one where they also dyed the yarn themselves.



Shaping: The horse gets its proper shape in this way: run a piece of yarn through the body from the tail to the neck. Pull to desired tightness and reinforce at the neck. Then go back again on the other side through the tail, securing it with several stitches. If you have a child who loves unicorns then you can easily make this horse into one!



# Child Development

BIRTH TO TWENTY-ONE



melisa nielsen



## Waldorf Essentials

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