

Islamic Waldorf Curriculum

Rabia Alawal Lesson Plans Ages 3-12

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Fifth Grade and up are still in the enrichment stages. If your child is new to Waldorf and is in 5th grade they will still be using many of the handiwork and story lesson plans from 2nd-4th grade as a supplement to their regular 5th grade work. There are some stories and lessons for 5th grade and up listed in the 3rd and 4th grade section. If you would like additional consulting for this age and up please contact me at:

herbhome@gmail.com .

How to Start

You will need two resources at your disposal before you start. You do not need to completely read these resources but you will NEED them as you create your lesson plans and start to teach. Once you are enrolled as a member you will be given access to these E-books.

Waldorf Yearly Lesson Plan Guide

This is a “look-ahead” guide for the year as well as a resource for different ideas on how to plan your lessons, your day, your week, your month and your year. This guide also talks about rhythms and the “whys” of what we are doing. Additionally, there is a guide to the “grades and ages” in this packet so you know what is appropriate for each age.

Basic Waldorf Teacher Resources

These come in the form of downloadable handouts that you can read. These handouts include all the basics for the lessons such as “How to Tell a Waldorf Story,” “How to Knit”, “How to Finger-knit”, etc...All the basic bread recipes are found here as well.

How to Use and Print from E-books: to Save Time and Money

This is a very important file to read if you don't already know how to use E-books. You can save time organizing your lessons and money on printing by reading this first.

How to Use These Plans

Lesson plans are divided into four areas. You will probably take from at least two areas for your child so do not be worried if it looks like there is not enough information in one area! Also, be sure to check the Yahoogroups associated with this month for the supplemental lessons, updates, MP3s, videos and other resources. ***THIS E-book is your cornerstone. But there is much more available at the group site!***

One area is for 2-6 years old, the second area is for 4-7 year olds, the second area is for 5-8 year olds and the third area is for 9 years old to 11 years old. Waldorf schools are not organized in this way but I have organized the lesson plans in this “overlapping way” for three reasons.

1. To let you know that some of the material in this section is appropriate for many ages and not just the “target age” so if, for example, you are teaching a 5-year-old, you can mix and match lesson plans from three different areas. You are the final judge on what is appropriate for each age and what is not. You will find more guidance for this in the main section on Waldorf guidelines. However, even within these guidelines you may find that

your child is progressing more quickly (they want to do knitting while other children can only handle finger crochet) or they are progressing more slowly (they fingers are not yet nimble enough to do some handiwork even though they may be 9-years-old).

2. To give you more options if you are working with groups of children who are different ages. To make your planning easier you can base your lessons for the month on the set of plans that include most of the ages of the children you are working with. However also keep in mind that, as a rule, most older children DO enjoy and appreciate and benefit from ALL the activities and stories in the sections “below” their age level. Especially if your child has not been exposed to Waldorf education for their entire life, they often enjoy the material given to the younger children and in some cases they even need to be exposed to it. Some 10-year-olds in my programs had never done anything with yarn their entire life so I started them with finger-knitting instead of knitting which is “their level” in a Waldorf school.

If you want to know what the exact appropriate is for the section work I have provided the following abbreviations are located after each title:

PS = Preschool or Mother-child classes

KG = Kindergarten

F = First Grade

S = Second Grade

T = Third Grade

FR = Fourth Grade

Themes for the Month

Rabia AlAwal

Rabia Awal is the third month in the Islamic Calendar. Rabi means spring. When the names were being given, this month, Rabia Awal and the month that followed saw the end of spring and thus the name. Rasullulah (SAW) was born in this month in Mekkah at dawn on the 8th or the 12th of this month. He also died in this month 36 years later.

Rabia Alawal means: First of Spring

It may not be springtime where you are now – but we will honor the season of spring this month to honor the meaning of this month in the Islamic calendar. If it is spring where you are now then this lesson is quite fitting! If not, then please use all the spring-inspired lessons as a way to bring some light into your winter or autumn home. It is healthy to bring some spring into your home in the colder months. So if you are not focusing on spring as a reflection of the weather outdoors, then you can focus on it as a healing balance to the season you are in. If you would like more information on the importance of healing balance please e-mail me.

Themes This Month

Springtime

Birthday of the Prophet: April 11

(Mowlid Alnabi)

Manners of the Prophet (Hadith)

The Prophets of Islam

Herbs

Woodworking

Thankfulness

Resources for Everyone

Videos

You will find the videos for this month on your member webpage for Rabia Alawal and at the following location when they are ready:

<http://groups.yahoo.com/group/WaldorfRabiaAwal/files/AUDIO%20and%20VIDEO%20Files/>

If you are a Year Member or Lifetime Member you will find all of your videos online on one page and you do not need to download them on a monthly basis. If you are using the online site to access your files you will also find your videos online at that site when they are ready.

Recipes

Feel free to add some of your own in the Member Contribution file at:

http://groups.yahoo.com/group/WaldorfRabiaAwal/files/A_Member%20Contributions/

Note: You are not required to use or add any extra recipes. This is an “extra” and the lessons are complete without these.

Bread of the Month

Pita Bread

5 lb. all purpose flour
2 env. dry yeast
5 c. lukewarm water, approximately
2 tbsp. salt
1/2 tsp. sugar; optional

Dissolve yeast in 1/4 cup of warm water. Set aside. Add sugar at this point.

In a large pan mix flour and salt. Add yeast mixture. Gradually add the water, mixing and kneading until dough is smooth. (This dough has to be firm enough to roll with a rolling pin.) Cover with a towel and put in a warm place for 1-2 hours or until the dough rises.

Cut dough into sections the size of an orange. Form balls by tucking the dough underneath the make the round and smooth. Let rest for 30 minutes between the towels.

On a lightly floured surface, roll out balls to 7 inch diameter. Let rise for 1 hour covered with cloth. Preheat oven to 450-500 degrees. Then bake 5-10 minutes until bottom is light brown. Broil top for 1/2 minute until light brown.

Makes 20-24 loaves of Arabic Bread.

Rabia Alawal Basics for Everyone

Notes on Verses

Suras of the month for each age are included in the section on “verses”.

Rabia AlAwal Notes

Note that eggs symbolize Springtime in Egypt, Iran and other Arab countries. Although eggs are traditionally used during Easter celebrations this has nothing to do with Christianity. It is simply used as a symbol of life and birth.

Lessons & Stories For All Ages

Waldorf Math Story Poems

This article is the introduction to the book “Waldorf Story Poems” that is available to year and Lifetime members. It is also given to monthly members in the form of one number each month for grades one and up. Even if your child is not yet in 1st grade, this is a good summary to read so you can be “looking ahead”. If you are not a year or lifetime member and you want the entire book (instead of month by month) you can download it from www.TheWaldorfChannel.com

In Waldorf education there are variations on how the times tables are taught. However, one constant remains – that we always work from the whole to the parts. But what does that mean and why do we do that? In Waldorf classrooms different teachers recite the times tables with their classes in different ways. In “The Waldorf Way” David Ruenzel describes his math lesson in this way:

“...The movement, then, is highly purposeful and characterized by a sort of choreographed fastidiousness. Auer's 1st graders stood rhythmically clapping their hands and stomping their feet as they chanted their multiplication tables: 9 is 3 x 3, 12 is 4 x 3, 15 is 5 x 3. “

However, in a Waldorf school in Maine, the lesson sounds a little different. Their lesson is described like this;

“There are recorders being played, verses being recited in unison, feet stomping, hands clapping. "Two times four is eight." (Clap.) "Three times four is 12." (Clap.) "Four times four is 16." (Clap.)” The 26 pupils in Sarah Van Fleet's fourth-grade class are standing in a circle reciting their multiplication tables, a timeless exercise in mathematical memorization, but one with a difference. While reciting, they clap out a rhythm and pass around orange beanbags.

In one case the whole is recited first, in the second case the parts are recited first. So if the parts can come before the whole in recitation what did Rudolph Steiner mean when he spoke about the parts coming before the whole in Waldorf education?

When one speaks of putting the “whole before the part”, the order in which the numbers are found in recitation is certainly one way to accomplish that. However, the concept is rooted in a much deeper methodology. The concept of putting the whole before the parts is based on HOW the child learns the basic concepts of addition, subtraction, multiplication and division, not in how they may recite these facts later after they already know them or are practicing them.

In teaching math it is important for the child to be able to view the whole of the concept before they break it into computational parts. Steiner believed that,

“All teaching matter must be intimately connected with life. In counting, each different number should be connected with the child or what the child sees in the environment. Counting and stepping in rhythm. The body counts. The head looks on. Counting with fingers and toes is good (also writing with the feet). The ONE is the whole. Other numbers proceed from it. Building with bricks is against the child’s nature, whose impulse is to proceed from whole to parts, as in medieval thinking. Contrast atomic theory. In real life we have first a basket of apples, a purse of coins. In teaching addition, proceed from the whole. In subtraction, start with minuend and remainder; in multiplication, with product and one factor.”

He continues on to say,

“Instead of offering, say, three apples, then four more, and finally another two, and asking the child to add them all together, we begin by offering a whole pile of apples, or whatever is convenient. This would begin the whole operation. Then one calls on two more children and says to the first, "Here you have a pile of apples. Give some to the other two children and keep some for yourself, but each of you must end up with the same number of apples." In this way you help children comprehend the idea of sharing by three. We begin with the total amount and lead to the principle of division. Following this method, children will respond and comprehend this process naturally. According to our picture of the human being, and in order to attune ourselves to the children's nature, we do not begin by adding but by dividing and subtracting. Then, retracing our steps and reversing the first two processes, we are led to multiplication and addition. Moving from the whole to the part, we follow the original experience of number, which was one of analyzing, or division, and not the contemporary method of synthesizing, or putting things together by adding.”

It is interesting that using this method division is then seen to Waldorf students as *simpler* than multiplication, The way most people were taught division it was more complicated! A good illustration of how looking at the whole, instead of the parts would work is an example of talking about “Rays of Light”. When I was in science class we had a unit on “Rays of Light” and we learned about them as individual rays. It was a hard and abstract concept to grasp as a child. However, in Steiner’s world you could replace that lesson with a photo of mountains reflected in a lake – this lesson would be much easier to grasp. You can break the reflection down into rays at a later time.

However, these story poems are not about learning math, they are about practicing the times tables. You will first be teaching your child the four mathematical processes in addition to reciting “math facts” (see E-book “Sixth Sense Math”). Once they have grasped the concept of the process they are able to move on to recitation and even more advanced – the recitation or “acting out” of story poems. Because different teachers use different methods in their recitation of the math facts I have included TWO versions of these story poems below. In one version the product is first and in the other version the factor is first. You should use whichever set of poems synchronizes well with the other lessons your child is doing.

Reading and Writing in Waldorf Education

Introduction

One of the most common questions I see in Waldorf education is how do children learn how to read? Parents are amazed that traditionally Waldorf educators start teaching letters in first grade and don't even start reading until second grade in some cases. Of course if a child is ready before then, a teacher can take their lead and gently provide them with additional resources. However, to force an artificial situation on the child is detrimental to their learning process. Children's minds are like a garden of roses. They will open and bloom with the right ingredients, but if you rip them open instead they will have to settle for their knowledge and understanding of the subject being partial, or being "glued back" together in some semblance of order.

The same happens when children learn how to read. In the methods most common today children are taught the abstract before the understanding. This leaves a gap in their relationship with language so that even if they do learn how to read, they may never really have the love of reading and writing that they could. In some cases, other gaps may show up later like poor spelling ability or difficulty with composition.

To approach reading from the standpoint of Waldorf education one must also learn as a teacher to understand reading before thinking of it in the abstract. We talk about reading as if it was an abstract foreign concept. However, it is as natural as learning how to speak. As teachers, we need to see reading as something natural rather than abstract. We start from there. Keep this in mind as you read this information below. I am writing this to allow you, as the teacher, to enter into a different way of seeing reading and to provide you with some translation of ideas from mainstream to Waldorf.

Most of what you will read below is intended for the teacher. The only items that should be shared with the students are the lessons. What I (or you) did to create the lessons should be seen only with our adult minds – because it is abstract. So children should not be given lists of "Dolch words" and told to copy them or learn them with flash cards, they should not be given worksheets with phonics on them with the endings in big bold letters. Both of these methods alienate the child from the concept of reading. We can see these worksheets and lists and understand them. However, the child can better understand a lesson coming from them and not the lists themselves.

However, first, before we start the lessons we need to understand what reading is. So what is reading? Reading is a process by where we learn to associate symbols with meanings. To be good at this we need to have a skill for imagination, creation, and visualization.

Think of all the stories that exist about books coming alive and words coming off the page into pictures. These books have brought to life what is happening inside a child's head when they read. But how can this happen if a child is not allowed to cultivate their imagination and visualization skills?

Imagine a child who is asked to sit and look at a letter "R" at a young age. They are told this letter has a sound and if you put that with an "ED" it has another sound and it actually means the color red. You are asking a child to do abstract thinking when they are much too young for this kind of thought. In fact, most classes that are commonly known to involve abstract thinking (philosophy for one) are not even taught until High School or College.

Now imagine that you tell a child to look at an "R" and imagine all that this "R" can be. There is a story about the "R" and the "R" has adventures and the child is allowed to feel the "R" and be the "R" and identify with it as a character with personality. Stories are told about all the letters and they come alive in form, pictures and verse.

Now, tell this child that this letter is going to transform itself into a word to mean "red". This is now in the realm of the imagination where anything is possible. Princesses can have hair as tall as a castle tower, birds can talk, swans can turn into boys and "R"s can turn into the word "red". Anything is possible. This is not abstract – it is imagination. So how can you cultivate this imagination and ability to see words in a different way? By reading, telling stories, telling many fairytales and allowing the child to slowly develop a relationship with the language.

The second most important change we need to make in our minds as teachers is to allow ourselves to believe that reading is natural. It was a natural progression of humankind to develop reading and writing, It is a natural progression in the human being themselves. Traditional methods approach reading as if it were unnatural. Reading is IMPOSED into a structure and into an environment as if it was "work" – it is put forth as "now we will do our reading now". We have language homework and language workbooks and even entire reading classes and programs. And many people argue that "they work" and are so happy when their 3-year-old is reading. But have they ever asked themselves HOW did it work? And is this going to have good long-term effects on my child? I have seen some children ready to read at early ages and approach it with joy and intuition. However, for so many children it is imposed upon them.

Think of reading as an extension of language. Telling stories to a child develops the ability to tell stories, just as speaking to a child develops their ability to converse. In the same way reading to a child and letting them become familiar with language develops their ability to read. When your child is just learning how to talk do you remove them from their daily life and say "ok, now we are going to practice talking now"?

Not usually.

We need to think of reading in the same way. Instead of removing the child from their life and saying “we are going to practice reading now” you can make it part of their life in the form of telling stories, reading them stories, doing activities with letters, reciting verses and simply enjoying language.

The Steps to Reading in Waldorf Education

There are traditional ways to approach language learning, however ultimately this happens differently with every child because every child is different. However, for the teacher, the same order is followed with each child although each child may progress at a different rate or skip steps altogether.

1. Children in pre-school and kindergarten are introduced to stories at an early age through many puppet shows and storytelling sessions. They are introduced to the beauty of language (and many phonics concepts...shhh....) through verses and poems and movement. By the time they reach 1st grade they have probably been exposed to more literature, words and language than the average American 3rd grader. My preschool enrichment program at www.earthschooling.com takes you through these steps with your child.
2. Children in First Grade take the next step into exploring each letter as a story, as a fairytale, as a shape through form drawing, as an expression. Each consonant and vowel is explored through movement, verse and pictures. My book, Sixth Sense Language at www.TheWaldorfChannel.com takes you through these steps with your child. These steps are also included in each month of the Earthschooling program at www.EarthSchooling.com
3. Children in Second Grade start the process of reading and writing. Some children have already figured out how to read and write by this time. They have taken those skills of imagination, been able to apply them quite easily to the sounds they are seeing and can relate them to how the words look in a book. Remember – these children have not been focusing on phonics yet, but they have naturally been exposed to it through verse, activities, stories and more. They were not shown abstract pages that had phonics and Dolch words on it but they heard these words and concepts over and over in a natural way. Do you know what a Dolch word list is? It is a list of the most commonly occurring site words in the English language. Many teachers miss the obvious here – if these are the most commonly occurring words and you have been exposing your children to numerous stories from age 3 to 7 then won't they have heard and seen these words hundreds of times by then? It is only when you impose reading early that a child does not have a chance to hear and see these words and concepts naturally.

By second grade their form drawing practice and letter picture practice have made them adept at creating these letters into words. These children jump straight into reading stories at their level. What level that is depends on the child. My first child started reading chapter books immediately as if she had been born reading. Two months before she had trouble sounding out how some letters went together. My son started out very cautiously reading shorter books in a very careful manner. My youngest learned to read earlier because she enjoyed trying to read the little words in the books we had around the house. She would “read” over my shoulder during bedtime story time. All children learn differently, however the average child is ready to know more about the alphabet in 1st grade.

However, despite the fact that once you think about it, it does not seem so strange that children can learn in this manner, it still amazes some people that with just a few simple steps and patience children will learn how to read.

Phonics in Waldorf Education?

So what about letter blends, diagraphs, word families and site words? These do have a place. They naturally occur in lessons given to a child from the time they start circle time as a preschooler. They are also introduced after the letters, and sometimes merged in with the learning of the letters in various verses, poems and stories (which you will find below).

Children are not given “matching worksheets” and told to match a “cup to a pup” and children are not given long lists of words to memorize and copy. They are not given site word flash cards. Children get to know these word groups and site words by verse and by story. In some of the first stories they read and verses they recite or read, the word groups will be together. Site words will be integrated into the reading lesson and verses and introduced in the same way the letters were introduced – through story and verse and in a holistic way.

However, most likely you have already explored these word groups and site words in so many ways while learning the alphabet. This is more of a review for each child at this point, and allows the children whose minds work in different ways, to have another chance at grasping the concepts, another way of seeing them.

As teachers we must once again escape from the mentality that we are teaching word groups that are new and site words that are new – we are simply exploring words that this child has heard and seen hundreds of times since they were three. You are simply organizing these in a different way for them. The Phlegmatic and Melancholic children will benefit from this the most. The Sanguine and Choleric children may have already figured out how to read. However, there are exceptions to every “rule” and even if one hundred teachers taught this same lesson it would be different according to whom they are too. So it is really a process of synergy of child & teacher, child & structure,

temperament & method, etc...

This transition between letters and reading will be different for all children. Some will not need extra verses at all. Some will need it for the entire year and some will surpass your lesson plans and want to go on. They will grasp it quickly and soon be “reading”. However, for planning purposes we always plan for the slowest case scenario so that we give the child a relaxed time frame and allow them to blossom when they will. If they blossom early then we can move on. If not, there is no pressure because we have already planned to work on these tasks for a year.

The ability to read in a Waldorf school comes from years of storytelling but ALSO upon reflecting upon what one writes. Children copy the simple content of the lesson into their books, forming it into words they have written themselves, and then read it and re-read as the main lesson books fill up. In first grade you will be exploring the letters. In second grade you will start some of these writing lessons. At some point in second grade the child will take the leap into reading at which point you should still continue the lessons, however, you can speed up the process.

Opening Songs

We had different opening songs depending on the time of day we had class and the age of the children. I tried to choose an opening song that would be the same for each age so as the child moved up in age they looked forward to a different opening song. And don't worry that they get tired of it! Some kids I had sang the same opening song for two years and still loved it! Choose what is appropriate for your family/group below and START your circle time with your chosen song every morning. You can see these verses being sung at: <http://www.youtube.com/watch?v=I7b7tdyVGnU>

The Five Prayers and Islamic Waldorf

Some parents have asked how you can integrate lessons into a the day with the prayers. Children naturally follow a flow and a rhythm of the day rather than a clock. You can naturally teach them the times of prayer by having certain events that they are familiar with come before each prayer time. An idea using these lesson plans could be something like this:

1. Making bread, lessons & crafts - Noon Prayer
2. Rest time, stories - Asr Prayer
3. Lessons, cooking project - Maghreb Prayer
4. Verses , Qur'an Lesson - Eisha Prayer

You can vary this, however, the idea is to have some event come right before the prayer time (you keep an eye on the clock or the sun) so the children know that the prayer time is coming. They enjoy knowing what is coming next and are happy to tell YOU once they figure it out. From this they can gradually be shown how the prayer times relate to the sun and then to the clock (as they get older).

Good Morning Dear Earth

(Traditional Waldorf Song)

Good Morning dear Earth

(Thumb and middle finger pinch wrist and rock)

Good Morning Dear Sun

(Like a beam coming on me)

Good Morning Dear Trees

(Like Morning only hand stays up and fingers outstretch)

And the Flowers Everywhere

(Make fingers together at tips and brush across top of nose)

(“A” rubs down the other “A” and then shake finger in air like “shame” only the other way)

Good Morning Dear Beasts

(Make like a monkey)

And the Birds in the Trees

(Make a beak twice)

Good Morning Dear You and Good Morning Dear Me.

(hands reaching to each other, then hands cross over our chest)

Sabahil Xeyir ya Ardd.

Sabahil Xeyir ya Shams.

Sabahil Xeyir ya Ashgar.

Wi Alzuhuur Fi Kul Almakan.

Sabahil Xeyir ya Haywanet

Wil Assafeer fil Ashgar

Sabahil Xeyir leeki wi Sabahil Xeyir liya

The More We Get Together (In Spanish and English)

Opening Song

The more we get together, together, together
The more we get together the happier we'll be
'cause your friends are my friends and my friends are your friends
The more we get together the happier we'll be

Lo mas que nos reunimos, reunimos, reunimos
Lo mas que nos reunimos, seremos felices
Tus amigos son mis amigos y mis amigos son tus amigos.
Lo mas que nos reunimos, seremos felices

All Together Now

Come on everybody, clap your hands
And say hello to all your friends
Come on everybody, we'll show you how
We'll sing all together now, oh,
All together now

La-la-la, la-la-la,
La-la-la-la-la-la!
La-la-la, la-la-la,
La-la-la-la-la-la!

Come on everybody, give it a try
Raise your voices to the sky
Magic will happen here somehow
If we're all together now, oh
All together now

La-la-la, la-la-la,
La-la-la-la-la-la!
La-la-la, la-la-la,
La-la-la-la-la-la!

Come on everybody, clap your hands
And say hello to all your friends
Come on everybody, we'll show you how
We'll sing all together now, oh
All together now

La-la-la, la-la-la,
La-la-la-la-la-la!
La-la-la, la-la-la,
La-la-la-la-la-la!

I Greet the Noon

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I greet the noon with open arms
The sun has risen in the sky
I spread my arms just like a bird
I want to soar and jump and fly!

(Refrain)

Oh Sun...

Play with me, Sing with me, Shine your lovely rays on me

Oh Sun....

Walk with me, Talk with me, Dance with me so happily!

My friends and I we gather here
And make a circle like the sun
We play the afternoon away
The Earth, the Heavens and we are one.

(Refrain)

Oh Sun...

Play with me, Sing with me, Shine your lovely rays on me

Oh Sun....Walk with me, Talk with me, Dance with me so happily

Lunch Blessing Song

(Traditional Waldorf)

Thank you for this food, this food
This glorious glorious food
And the animals and the vegetables
And the friends who we are eating with us.

Transition Songs

(Note: these do not yet have music. They are to be chanted or you can make up a tune)

Lunch Blessing Song/Snack Time Transition

(Traditional Waldorf)

Thank you for this food, this food
This glorious glorious food
And the animals and the vegetables
And the friends who we are eating with us.

Nature Walk TransitionVerse

Leaving the Castle

Pull on my shiny black boots (your shoes)
Put on my red gold-buttoned coat (your coat or sweater)
Sling my bag across my shoulders (get your nature bag)
And cross the alligator-filled moat (over the front door step)

Leaving the Village Hut

Pull on my big muddy boots (your shoes)
Put on my tattered patched rag (your coat or sweater)
And open the crooked hinged door (open the door)
Across my shoulder I hang my bag (get your nature bag)

Leaving the Lions Den

I stretch my thick heavy paws (put on your shoes)
And open my scary big jaws (put on your coat)
I shake my big furry mane (get your nature bag)
And leap out bearing my claws! (pounce out the door)

Bread Making Verse

The bread has risen oh so slowly
Look how fat its belly has become!
Let's wake it up with a gentle punch
And tickle it tickle it thin...

Then I will roll it and shape it
Until it giggles with glee
And pop it in the warm comfy oven
And then into my tummy!

Clean up Verse

Searching Searching Searching
For the little gnomes
Where could they be hiding?
In their little homes?
Could they be in the _____ (pick something up)
No, not in this space!
I with put this on the shelf
and look in another place.
Repeat...

*You can also change it and even get silly with it...you can say you are:
Searching for fairies, searching for unicorns, searching for sea monsters, searching for
dinosaurs (in small places? So this gets silly!)*

Preschool and/or Parent-Child Class

(Some also suitable for Kindergarten)

Fables, Rhythmic Stories, Relational Stories (Stories children can relate to as their own personal experiences. These kinds of stories could be as simple as telling the child a story about what they did when they got out of bed in the morning)

INDEX

Verses

Stories

The Golden Goose - PS/KG

Suggested Crafts:

Egg Garden

Mahmoud Met a Duck - PS/KG

Suggested Crafts:

Sewing Cards

How the Apple Blossom Came Back - PS/KG

Suggested Crafts:

Terra Cotta Gardens

Finger Knitted Flower

The Little Water Drop - PS/KG

Suggested Crafts:

Sprouting

Nasrudin Stories “The Sun or the Moon” - PS/KG

Suggested Crafts:

Buttons (round like the sun or moon)

The Prophet Adam - KG

Suggested Crafts:

Planting with the Islamic Months

The Prophet Musa - KG

Suggested Crafts:

Woodworking

Peter Rabbit (Herbs for Kids) - PS/KG

Suggested Crafts:

Herbal Tea

Herbs for Kids Guide - PS/KG

Suggested Crafts:

Herbs for Kids

Herbal Dyes

Islamic Manners - PS/KG

Suggested Crafts:

Running Stitch Purse

Crafts & Lessons

Sewing Lessons - Buttons - PS/KG

Suggested Story:

Nasr Din Story – The Sun or the Moon

Sewing Lessons – Running Stitch Purse - PS/KG

Suggested Story:

Islamic Manners

Sewing Lessons – Sewing Cards - PS/KG

Suggested Story:

Mahmoud Met a Duck

Egg Garden (Indoor) - PS/KG

Suggested Story:

The Golden Goose

Terra Cotta Indoor Garden - PS/KG

Suggested Story:

How the Apple Blossom Came to Be

Beginning Gardens - Sprouting - PS/KG

Suggested Story:

The Little Water Drop

Planting with the Islamic Months (The Moon)- PS/KG

Suggested Story:

The Prophet Adam

Finger-knitted Flower - PS/KG

Suggested Story:

How the Apple Blossom Came to Be

Herbs for Kids Lessons - PS/KG

Suggested Story:

Herbs for Kids Guide

Woodworking – Name Plate - PS/KG

Suggested Story:

Herbal Dyes - PS/KG

Suggested Story:

Herbs for Kids Guide

Herbal Tea Lesson - Infusions - PS/KG

Suggested Story:

Peter Rabbit

Lessons

Watercolor Story of the Month – PS

Math:

(See the math verses in the verses for this age and this month. Children of this age learn math through verse and experience. Note that circle time is a very important time of day for this age. Sometimes I spend thirty minutes or more with the circle time for this age as many of their lessons are learned during this time. You can also do two circles each day if you want.)

Language:

(See language related verses in the verses for this age and this month. Children of this age learn language through verse.)

Science:

(See science & nature stories for this month. Children of this age learn science through communing with nature and through stories about nature.)

Verses (2-3 Years)

Some verses are traditional Arabic or from other cultures. The main verse of the month for each age is from the Quran. Many verses are “Arabic Weave” verses – this means that common Arabic words are woven into the verses (I have put these in **RED FONT**) so your child has some natural exposure to Arabic. Because I have transliterated these words I have also provided a wonderful “transliteration guide” in the Waldorf Basics files for the month. Quranic verses are provided in Arabic transliteration and in English. If you want to listen to the Arabic in an MP3 format to know how it is really pronounced please visit:

<http://www.quranonline.net/>

You can download MP3s as well as listen from the site itself! This is a superb resource and allows you to listen to one part of the sura over and over as well as download portions at a time instead of entire suras.

Sura 112 Iklas--The Purity

1. Qul hu allahu ahad
2. Allahus samad
3. Lam yulid wa lam yulad
4. wa lam yaqul lahu kufuwan ahad

Say He is Allah the one and only
He is eternal absolute
He begets not nor is He begotten
and there is none like Him

Nest Eggs by Robert Louis Stevenson

Have children use scarves and hand motions to “act out” this poem

Tu-oor (birds) all the sunny day
Flutter and quarrel
Here in the arbor-lie
Tent of the laurel

Here in the fork
The brown nest is seated
Four little blue eggs
The **um** (mother) keeps heated

While we stand watching her
Staring like gabies
Safe in each bayDah (eggs) are the
Bird's little babies

Soon the frail bayDah (eggs) they shall
Chip and upspringing
Make all the Rabia woods
Merry with singing

Younger than we are
O children and frailer
Soon the the blue air they'll be
Singer and sailor

We, so much older
Taller and stronger
We shall look down on the
aSafeer (Birdies) no longer

They shall go flying
With musical speeches
High overhead in the
Tops of the beeches

In spite of our wisdom
And sensible talking
We on our feet must go
Plodding and walking

araanib Al-sama' (Sky Bunnies)

The sky is full of bunny clouds
So soft and fat and white,
I wonder if they're hiding bayDah (eggs)
For alnajoorn (stars) to find at night.
Because it's Rabia, you know,
And there's no reason why
There shouldn't be an egg hunt
In meadows in the sky.
The tulips in the garden
Are wearing yellow hats;
The pussywillows by the brook
Have fur like any cats'.

The bee is **aSI** (honey) hunting;
The robin's chirp is gay;
And all the world is singing,
"Oh, happy Rabia Day!"

Ears so Funny

Here is a (an) **arnib** (bunny) with **aDTHan** (ears) so funny (Right fist with two fingers raised)
And here is his **bayt** (home) in the ground (Cup left hand)
When a noise he hears he pricks up his **aDTHan** (ears)
And jumps to his **bayt** (home) in the ground (Right two fingers dive into cupped left hand)

The Little Bunny

Do this as a fingerplay

There was a little **arnib** (bunny) who live in the wood
He wiggled his **aDTHan** (ears) as Allah said he should
He hopped by a squirrel
He wiggled by a tree
He hopped by a **baTah** (duck)
And he wiggled by me
He stared at the squirrel
He peeked around the tree
He stared at the duck
But he winked at me!

It's Raining It's Pouring

It's Raining, It's Pouring
The old man is snoring
He went to bed and bumped his **ras** (head)
And couldn't get up in the morning

Esta lloviendo, Esta lloviendo
El Viejo esta roncando
Golpeo su cabeza y se fue
A la cama
No podia levantarse
En la manana

The Green Grass Grows All Around

Don't sing all the verses for the younger kids – shorten it for them

Echo Song (moms sing and kids echo)
Written By: Unknown
Copyright Unknown

There was a **shajarah** (tree)
(There was a **shajarah** (tree))
All in the **GHabah** (wood)
(All in the **GHabah** (wood))
The prettiest tree
(The prettiest tree)
That you ever did see
(That you ever did see)

The **shajarah** (tree) in a hole
And the hole in the ground
And the green grass grows all around, all around
The green grass grows all around

And on that **shajarah** (tree)
(And on that **shajarah** (tree))
There was a limb(There was a limb)
The prettiest limb
(The prettiest limb)
That you ever did see
(That you ever did see)

The limb on the tree,
And the **shajarah** (tree) in a hole,
And the hole in the ground
And the green grass grows all around, all around
The green grass grows all around.

And on that limb
(And on that limb)
There was a branch
(There was a branch)
The prettiest branch
(The prettiest branch)
That you ever did see
(That you ever did see)

The branch on the limb,
And the limb on the tree,
And the **shajarah** (tree) in a hole,
And the hole in the ground
And the green grass grows all around, all around
The green grass grows all around.

And on that branch
(And on that branch)
There was a (an) **AEsh** (nest)
(There was a **AEsh** (nest))
The prettiest **AEsh** (nest)
(The prettiest **AEsh** (nest))
That you ever did see(That you ever did see)

The **AEsh** (nest) on the branch,
And the branch on the limb,
And the limb on the tree,
And the **shajarah** (tree) in a hole,
And the hole in the ground
And the green grass grows all around, all around
The green grass grows all around.

And in that **AEsh** (nest)
(And in that **AEsh** (nest))
There was an (a) **bayDah** (egg)
(There was an (a) **bayDah** (egg))
The prettiest **bayDah** (egg)
(The prettiest **bayDah** (egg))
That you ever did see
(That you ever did see)

The **bayDah** (egg) in the **AEsh** (nest),
And the **AEsh** (nest) on the branch,
And the branch on the limb,
And the limb on the tree,
And the **shajarah** (tree) in a hole,
And the hole in the groundAnd the green grass grows all around, all around
The green grass grows all around.

And in that **bayDah** (egg)
(And in that **bayDah** (egg))
There was a (an) **aSfoora** (bird)
(There was a **aSfoora** (bird))
The prettiest **aSfoora** (bird)
(The prettiest **aSfoora** (bird))
That you ever did see
(That you ever did see)

The **aSfoora** (bird) in the **bayDah** (egg),
And the **bayDah** (egg) in the **AEsh** (nest),

And the **AEsh** (nest) on the branch,
And the branch on the limb,
And the limb on the tree,
And the **shajarah** (tree) in a hole,
And the hole in the ground
And the green grass grows all around, all around
The green grass grows all around.

And on that **aSfoora** (bird)
(And on that **aSfoora** (bird))
There was a wing
(There was a wing)
The prettiest wing
(The prettiest wing)
That you ever did see
(That you ever did see)

The wing on the **aSfoora** (bird),
And the **aSfoora** (bird) in the **bayDah** (egg),
And the **bayDah** (egg) in the nest,
And the **AEsh** (nest) on the branch,
And the branch on the limb, And the limb on the tree,
And the **shajarah** (tree) in a hole,
And the hole in the ground
And the green grass grows all around, all around
The green grass grows all around.

And on that wing
(And on that wing)
There was a feather
(There was a feather)
The prettiest feather
(The prettiest feather)
That you ever did see
(That you ever did see)

The feather on the wing,
And the wing on the bird,
And the **aSfoora** (bird) in the **bayDah** (egg),
And the **bayDah** (egg) in the nest,
And the **AEsh** (nest) on the branch,
And the branch on the limb, And the limb on the tree,
And the **shajarah** (tree) in a hole,
And the hole in the ground And the green grass grows all around, all around

The green grass grows all around.

And on that feather
(And on that feather)
There was a bug
(There was a bug)
The prettiest bug
(The prettiest bug)
That you ever did see
(That you ever did see)

The bug on the feather,
And the feather on the wing,
And the wing on the bird,
And the **aSfoora** (bird) in the **bayDah** (egg),
And the **bayDah** (egg) in the nest,
And the **AEsh** (nest) on the branch,
And the branch on the limb, And the limb on the tree,
And the **shajarah** (tree) in a hole,
And the green grass grows all around, all around
The green grass grows all around.

And on that bug
(And on that bug)
There was a germ
(There was a germ)
The prettiest germ
(The prettiest germ)
That you ever did see
(That you ever did see)

The germ on the bug,
And the bug on the feather,
And the feather on the wing, And the wing on the bird,
And the **aSfoora** (bird) in the **bayDah** (egg),
And the **bayDah** (egg) in the nest,
And the **AEsh** (nest) on the branch,
And the branch on the limb, And the limb on the tree,
And the **shajarah** (tree) in a hole,
And the hole in the ground
And the green grass grows all around, all around
The green grass grows all around.

Yes, the green grass grows all around, all around
The green grass grows all around!

In the Rabia Garden

Let's dig a little garden,
Garden, garden,
Let's dig a little garden,
This sunny Rabia day.
(Children pretend to dig in the garden.)

Let's rake our little garden,
Garden, garden,
Let's rake our little garden,
This sunny Rabial day.
(Children pretend to rake the garden.)

Let's plant our little garden,
Garden, garden,
Let's plant our little garden,
This sunny, Rabial day.
(Children pretend to plant seeds in the garden.)

Let's hoe our little garden,
Garden, garden,
Let's hoe our little garden,
This sunny, Rabia day.
(Children pretend to hoe the garden.)

Let's Pray for our little garden
Garden, garden
Let's pray for our little garden
This sunny Rabia day.
(Pretend to do Salat)

Let's watch our little garden,
Garden, garden,
Let's watch our little garden
And wait for flow'rs some day!
(Children crouch down and 'watch' the garden.)

Five Little Fishies

Five little **samakah** (fishies), swimming in a pool
(Wiggle five fingers)

The first one said, "The pool is cool."
(Show one finger,
then wrap arms around body)

The second one said, "The pool is deep."
(Show two fingers,
then hands measure 'deep')

The third one said, "I want to sleep."
(Show three fingers,
then rest head on hands)

The fourth one said, "Let's take a dip."
(Show four fingers,
then hands 'dive' into water)

The fifth one said, "I spy a ship."
(Show five fingers,
then form scope with hands to peer through)

Fisher boat comes,
(Form 'V' with fingers,
then move hands away from body)

Line goes kersplash
(Pretend to throw fishing line)

Away the five little **samakah** (fishies) dash
(Wiggle five fingers away)

Five Brown Eggs

(Use chick puppet here if you have one)

Five brown eggs in a nest of hay,
One yellow chick popped out to play.
Four brown eggs in a nest of hay,
Another yellow chick cheep-cheeped Good day.
Three brown eggs in a nest of hay,

Crack went another one, Hip hooray.
Two brown eggs in a nest of hay,
One more chick pecked his shell away.
One brown egg in a nest of straw
The last yellow chick popped out to caw:
Subhan Subhan Subhan Allah!

Sunbeams

The sunbeams are twinkling;
The air, soft and free,
Is telling a message
To you and to me.
Come out! Come out!
We're planting a tree;
Come out! Come out!
Let's all plant a tree.

Though now it is slender,
No taller than I,
It soon will be growing
Straight up to the sky.
A tree! A tree!
That reaches so high;
A tree! A tree!
That touches the sky.

Sakura

Sakura! Sakura!
Yayo- no sora wa
Miwatasu kaghiri, Kasumi ka? Kumo Ka?
Ni-o-I zo izuru
Iza ya! Iza ya! Mini yuka-na!

Cherry Trees! Cherry Trees!
Bloom so bright in the April breeze
Like a mist or floating cloud
Fragrance fills the air around
Shadows flit around the ground
Come o come! Come o Come!
Come see cherry trees!

Baby Bird in Rabia

Here's a baby bird
He's hatching from his shell
Out comes his head
And then comes his tail
Now his legs he stretches
His wings he gives a flap
Then he flies and flies
Now what do you think of that?
Subhan Allah!

Oh Where Has My Little Bunny Gone?

(Tune of where has my little dog gone)

Oh where oh where has my little bunny gone?
Oh where of where can she be?
With her little tail, and her long ears
Oh where of where can she be?

A donde, a donde se Habra ido mi conejo?
Donde, donde estara?
Con su colita corta y orejas largas,
Donde, donde estara?

The Little White Duck

There's a little white duck
Sitting in the water
A little white duck
Doing what he oughter
He took a bite of a lily pad
Flapped his wings and he said "I'm Glad"
I'm a little white duck sitting in the water
Quack, Quack, Quack!

There's a little green frog swimming in the water
A little green frog
Doing what he oughter
He jumped right off that lily pad
That the little duck bit and he said I'm glad
I'm a little green frog swimming in the water
Glug! Glug! Glug!

There's a little black bug floating on the water
A little black bug doing what he oughter

He tickled the frog on the lily pad
That the little duck bit and he said I'm glad
I'm a little black bug swimming in the water
Bzz! Bzz! Bzz!

There's a little brown snake playing in the water
A little brown snake doing what he oughter
He frightened the duck and the frog so bad
He ate the bug and he said "I'm glad"
I'm a little brown snake playing in the water...
Hiss! Hiss! Hiss!

Now there's nobody left sitting in the water
Nobody left doing what they oughter
All that's left is the lily pad
The duck and the frog ran away I'm sad
Cause there's nobody left sitting in the water
Bo Ho! Boo Hoo! Boo hoo!

Stories

Stories are here and take up many pages (see index).

Crafts & Lessons

Crafts for this age are here and take up many pages (see index).

Lessons

Watercolor Story of the Month – PS – One Color

Science – Is taught by nature walks, experience and verses. See verses

Math – Is taught in verses for this age. See verses.

Extras from the Internet:

Kindergarten (& some also suitable for First Grade)

Fairytales & Fables & Simple Nature, Science and Math Stories. Special: Every month this section will include letters from the "Aesop's ABCs". You can read these stories (each starts with the designated letter) and you can use them as a guide for which letters to focus on this month OR just to tell as a fable...

INDEX

Verses

Stories

Stories are listed here just as they are in the pre-school section. However, as the child grows older there are more stories and crafts that are listed. There are stories for the Arabic alphabet AND the English alphabet at this stage.

Crafts & Lessons

There are crafts listed here just like in the pre-school section. However, there are more crafts in this section and they are, of course, more advanced.

Lessons

Sixth Sense Language

Sixth Sense Math Exploring

Watercolor Story of the Month

Science: See lessons above & stories from "The Storybook of Science"

Verses (Ages 4-7 and up)

Stories are here and take up 1-3 pages (see index).

Stories

Stories are here and take up many pages (see index).

Crafts & Lessons

Crafts for this age are here and take up many pages (see index).

Lessons

Sixth Sense Language

Children will be readying themselves for the alphabet lessons of next year by reciting the carefully chosen verses I have selected during circle time and by listening to stories.

Extras from the Internet:

Note – if you find any free lessons on the Internet that may benefit other members please post them to “member contributions” or send them to me so I can post them. Part of the benefit of having an E-book and a central place for lessons like this is the lessons themselves, but another part is having us all share where we have found free lessons on the Internet.

Science

See the stories above “The Storybook of Science”

Sixth Sense Math Exploring

Sixth Sense & Holistic Math

Using the Six Senses & Whole Body to Learn Math

Copyright Kristie Karima Burns 2008

This is not a book of math stories, nor is it a book about math gnomes, math games, or how to do math using a different method. This book does not have endless pages of examples and worksheets, nor does it have complex stories meant to teach you math concepts. This book is all about teaching you a new way to look at math itself and by gaining a new perspective it allows you to create your own learning stories, verses and opportunities in life. This book describes how I experience math. My mother was a very strict math teacher who later went back to become an electrical engineer. She tutored me at home in her own way because she wanted me to be ahead in math at school. The daughter of the math teacher had to be the first in the class of course!

The rest of this article is contained in the full E-book....

Math Lesson SAMPLE ONLY

The Holistic Seven

THE NUMBER 7- Spiritual Seven

The Holistic Seven

Physical Seven

There are seven days in the week and seven colors in a rainbow. Seven is the number of external holes in the human head: two eyes, two nostrils, one mouth, two ears. Seven is the number of chakras, or energy centers, in the human body. These centers are the:

Crown of the head (Magenta in color)

Forehead: Violet

Throat: Blue

Heart: Green

Solar Plexus: Yellow

Lower Abdomen: Orange

Base of Coccyx: Red

Among many things that come in sevens are the Seven Wonders of the Ancient World, the Seven Sisters, Shakespeare's Seven Ages of Man, the Seven Levels of Hell, and the Seven Dwarves.

Mental Seven

Hept- or *Sept-* means seven. A heptagon is a figure with seven sides and a heptachord is a seven-stringed musical instrument. A septennium is a period of seven years and September used to be the seventh month in the year, but not any longer.

Spiritual Seven

In the spiritual world there are so many references to the number seven that it seems to take on a spiritual property of its own. There are seven virtues listed & seven deadly sins. *The Seven Deadly Sins* are avarice, envy, gluttony, lust, pride, sloth and wrath. The number of the seven virtues is: Chastity, Moderation, Liberality, Charity, Meekness, Zeal, and Humility. In the Christian tradition God rested on the seventh day. In the Islamic tradition there are seven heavens and seven earths. In Buddhism, Buddha walked 7 steps at his birth. In Hindu mythology, there are seven worlds in the universe, seven seas in the world

Watercolor Story of the Month

One or Two-Color Painting for Kindergarten

First & Second Grade (with labels)

*Fairytales & Folktales & More Advanced Nature, Fables, Legends, Science and Math Stories.
Special: A Story from the Fairyland of Science will be included in this section every month!*

INDEX

Stories

Donkey Skin – F/S

Suggested Crafts/Lessons:

Watercolor or play

INDEX

Verses

Stories

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Crafts & Lessons

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Lessons

Language – Exploring the Letters - English AND Arabic

Explore O & P – sample

Explore Arabic Letters

Sixth Sense Language – Reading & Writing (Language) - S

Sixth Sense Reading for Second Graders (NEW in 2009)

Excerpts from Vintage Readers

Sixth Sense Math – (Math) – F/S

The Number Seven (different number every month)

Creating Times Tables Through Math

Poem/Play for Seven

Form Drawing for Rabia Alawal – F/S

Watercolor Story of the Month – F/S

Note: For Science...see stories & craft section above

Verses (Ages 4-7 and up)

Stories are here and take up 1-3 pages (see index).

Stories

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Note: For Science...see stories & craft section above

Watercolor Verses 1st & 2nd Grade

Language - SAMPLE ONLY

Explore the Letters O & P

The FULL ARTICLE/Introduction to this is in the full E-book

Learning the alphabet using all 6 of our senses creates a more holistic experience. These lessons are based on the Waldorf method of learning the alphabet, but take that method one-step farther by emphasizing the use of all 6 senses.

These are some ways your child will be using their senses:

Hearing: By listening to the stories and the verses.

Touch: By finding the letters in nature, drawing the letters, painting the shapes, touching the shapes in nature, shaping the letters in dough and more.

Smell: Did you know that memory is retained mostly through the sense of smell? I always try to find some way I can associate what the children are learning with a smell. Of course not everything works this way, but it is often very effective! For the alphabet you may come up with your own ideas. Some of mine are – shaping the letters in dough and baking and eating the bread. Certain spices such as cinnamon can be added to the bread on letter-baking days. You can also create scented play-dough with any essential oil to shape the letters with. Another idea is to smell

what you find in nature when you go on a nature-hunt for the letter-shapes.

Sight: Watching you write the letters on paper or on the blackboard, seeing the letters as they are shaped in nature or in dough.

Taste: Eating foods that start with that letter, shaping the letter in bread dough, and drinking teas that start with this letter are all ideas we have used.

Intuition: The more you use the other five senses to learn something, the sharper your intuition becomes. Look for ways in which your child seems to “learn things magically” – this is the intuitive part of learning. A child who is given time and space in which to learn, and one who has a lot of time for creative and free-play will be able to use their tools of intuition more effectively.

Every month we will explore different letters of the alphabet using the supporting lessons (birds of the alphabet, games such as the basket game we have this month and more). However, along with these individual lessons I want to give you a basic idea of how you will explore the letters with the children.

Exploring means that you will find every way you can to “get to know” the letter. I love to be creative with this and take the kids’ lead as well. Here are some ideas:

1. Find the letter in Nature
2. Shape the letter in dough
3. Shape the letter in modeling wax
4. Shape the letter in your bread dough
5. Trace the letter with your fingers
6. LETTER PICTURES: Free-draw the letter and create something else from it
7. LETTER MOVEMENTS: Letters can also be expressed as motion: A “W” can be the waves, an “S” can be the rushing movement of the wind

Number 6 is something you should do as a lesson with each letter. You can use some books with examples as inspiration. The two books “LMNOP” and “Waldorf Alphabet Book by Famke Zonneveld” are both gorgeous books but they are for inspiration only. Children who are just beginning will not be able to create these scenes from their letter.

In Waldorf education, the letters are presented as pictures which appeal to the child's imagination. In reality the letter is clothes in the picture...the picture is the key. All letters of the alphabet were once pictures themselves. Are pictures ever drawn on rigid lined paper? (And coloring books are NOT pictures!) Additionally, lower case letters came much later - so we ALWAYS begin with capital letters ONLY.

LETTER PICTURES

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To do a “letter picture” I use three steps:

1. I recite a poem to inspire the children
2. I draw the letter and start drawing my own letter picture
3. I let them draw the picture
4. I allow them to draw as many pictures as they want using different ideas if they have some of their own.

O

Painting or Drawing Verse

O is the OTTER swimming in a circle
O is the OCTOPUS watching him play
O is the ORANGE I eat while I watch them
Far away in the sea-blue bay

Eurhythmy-inspired Movement Verse

Oh....Oh....Oh....Your mouth is an O when you say Oh!
Oh...Oh...Oh....Your eyes are an O when you say Oh!
Ohhhhhhh.....Ohhhhhhh.....Ohhhhhhh.....

(Now you can also make your hands both Os and put them over your eyes as if you are looking through binoculars).

Painting or Drawing Story

O - The Olive-Tree and the Fig-Tree

Some ideas for the picture (you can also use your own): The Os can be the olives on the olive tree!

THE OLIVE-TREE ridiculed the Fig-Tree because, while she was green all the year round, the Fig-Tree changed its leaves with the seasons. A shower of snow fell upon them, and, finding the Olive full of foliage, it settled upon its branches and broke them down with its weight, at once despoiling it of its beauty and killing the tree. But finding the Fig-Tree denuded of leaves, the snow fell through to the ground, and did not injure it at all.

Sixth Sense Reading for Second Graders

(Year and Lifetime Members have this entire book available for download. For monthly members this book is divided up into monthly lessons)

Please make sure you have read the BASIC lecture called “Waldorf Reading and Writing” before you do this lesson (see teacher resources at the beginning of this E-book for that)

LESSONS

1. Each week introduce the words through verse and tongue twisters. A weekly story is optional. However, I have provided a monthly story for the main lesson books below. If you can find a story using some of these words that is good. For example you might want to use: The Little Red Hen with AKE because the hen BAKES a CAKE and TAKES it out of the oven.
2. Have the child(ren) recite the verse and become familiar with the sounds.
3. Play with the words. Have the children create their own verses and tongue twisters with the words. The kids LOVE this! Playing with words is one of a child’s favorite things. Do you think an adult invented piglatin?
4. As the children recite the verses in circle time have them walk in a circle and stomp, clap or otherwise emphasize certain sounds at the beginning or end of the verses (this is explained more in the lessons below).
5. Show them how the verse looks after they are already familiar with the sounds and movements.
6. Have them copy the verse into their main lesson books.

This is where you will hear the word PROCESS again. In the traditional method a child is drilled over and over in the same word groups and given tests and made to show that they understand each group. In Montessori schools a child cannot progress to one word group unless they have mastered the one that comes before it. However, this is about process and letting the child’s mind unfold naturally and without pressure.

The FULL version of this article is in the full E-book...this lesson goes on for many pages..

Site Word Main Lesson Stories

The problem with site word lists is that they have the lists structured starting in pre-school. If you look at any Dolch word list you will see that there are lists of words that every child should know by site when they are in preschool. That does not work with the Waldorf method. You can't quiz a child on site words in preschool when they are just learning the letters in first grade. So the approach to site words is more natural.

By copying verses into the lesson books, reading and being read to, children are integrating these words into their memories. They are not given a timeline in which to memorize certain words. This happens naturally over time. And, as in the case of the word families, you don't quiz a child each week and make sure they are progressing. Each child progresses in a different way. They may not progress "in order". One child may have constant trouble with a pre-school site word like BLUE or SAID, but they may instantly recognize words that are on the third grade site word list like SQUIRREL or CHICKEN. In fact, some studies have shown that it is the longer words that are easier to recognize.

[The full article and lesson for this in in the full-version \(not sample\) E-book. This lesson goes for many pages...](#)

Second Grade Readers & Writers Workshop

[Lesson in full E-book...](#)

Sixth Sense Math – (Math) – F/S

[Lesson in full E-book...](#)

The Math Adventures of Suni and Max

Copyrighted by Kristie Karima Burns, MH, ND
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These poems are very flexible in nature. They can be told as a story, they can be read by the child as a poem or they can be done as a play. I have done my best to keep the humor kind and gentle and to fill the verses with peace and beauty from the earth, as well as math.

I have found that the kids in my classes enjoy these poems in many different ways. When I first introduce the poems I like to pass them out to different children so each child only knows one poem. The class usually sits, enthralled while the child reads out the poem story because they want to know the punch line/end. As a teacher you can also “tell them” as poetry stories. If you cannot memorize them, then at least you can practice reading them without looking down at the paper too many times. I find that when first introducing them it is fun to do it one by one and slowly so the element of surprise keeps them interested. After introducing the children to the stories they can copy the poems in their books. Children usually have a favorite one they want to copy.

[You can find the 6-page lesson for this in the full E-book....](#)

Form Drawing for Rabia Alawal

[Full lesson is in the E-book...](#)

Introduce just ONE drawing each week or month. Start with the most simple. Practice repeating this drawing in many ways. You can use different colors, you can draw it and then trace it with another color around it, you can make them small and all over the page or you can make one large drawing and then leave it empty or color it in. EXPLORE the drawing you have chosen.

Third & Fouth Grade (with labels)

3rd Grade: Myth, Legends of Saints and Animals, Heroes, Inventors, Fairytales with Lessons Discussed, Math, Science and Nature Stories Continue but more in relation to hands-on activities...Stories from the Old Testament are introduced. If you want to teach stories from another religious book you can start introducing those at this time. Contact me if you would like references for Islamic, Jewish or Buddhist sources. I do have some of those available. 4th Grade: Norse Mythology, Homesteading, Biographies.

Stories from the Qur'an, Legends of Prophets and Saints and Animals, Biographies, Arabic Mythology, Heroes, Inventors, Fairytales with Lessons Discussed, Math, Science and Nature Stories Continue but more in relation to hands-on activities...

Note: To Represent "Arabic Mythology" (Instead of the Greek Mythology that is taught in the traditional Waldorf Schools) I have chosen to take the 4th graders through the book, "The Thousand and One Nights". Each month will feature a section of this book. The book starts in the new year, which is Muharram. So if you want to start at the beginning of the book, please consult the files from that month.

Stories

Although this section was created for 3rd and 4th grade I am now starting to include some additional information for 5th grade and up. In some cases the same material is suitable. In other cases I have included entirely different material. It is labeled as such:– 4th/5th/6th/7th

Stories are listed as above in the other age-groups. However, stories in this age group also contain:

Stories from the Qur'an (3rd)

The Arabian Nights (Tell one each week) (4th, 5th, 6th, 7th, 8th and 9th)

No craft/Do as painting or drawing stories or plays AFTER you tell the story.

Remember, these are the ORIGINAL stories and not the "watered down" versions.

You will need to decide how you want to change them or shorten them for your child.

Ask me if you need help with these.

See full description in the E-book...

Crafts/Lessons

Same format as other ages but of course, different and more advanced lessons.

Lessons

Science

Lesson

Sixth Sense Language – Reading & Writing (Language) – T/F

3rd Grade Grammar

The Qur'an – 3rd Grade

Norse Stories – 4th Grade

Writer's Workshop

Sixth Sense Math – (Math) – T/FR

Explore

Form Drawing for December

Lesson

Extra Math

Times Tables for Review

Times Table Poem - Review

Extra Lesson (3rd, 4th & 5th Grade)

Verses

Same format as other ages. Of course these are different verses and include more advanced verses from the Qur'an.

Stories

This goes on for many pages...

Crafts/Lessons

This goes on for many pages...

Lessons

Watercolor for 3rd & 4th Grade

Watercolor lessons for 3rd & 4th grade should be done each week as a Main Lesson using a story from these lesson plans. Depending on your skill level you can choose any object from the story to paint (a flower, a dog, a house, the moon) or you can paint the entire scene.

The Qur'an – 3rd Grade

These stories are found in the stories section of this unit and can be used for plays, painting stories, reading lessons and writing lessons.

3rd Grade Reader's Workshop

For Third Grade I have also chosen some stories from vintage Waldorf books. I have located these books online so you can print them out there. However, if you want just a file with those books I CAN send it to you. Just write to me at : herbnhome@gmail.com

Norse Stories – 4th Grade

4th Grade Reader's Workshop: Part 2

Writer's Workshop – 3rd/4th

Each month you should follow the basic instructions for 3rd and/or 4th grade writing and reading found in the Waldorf basics file. If you cannot find this please tell me and I will send it to you.

Extra Lessons from the Internet

If you find free lesson on the Internet you would like to share with the group please tell me!

Form Drawing for Rabia Alawal

Full lesson in E-book

Introduce just ONE drawing each week or month. Start with the most simple. Practice repeating this drawing in many ways. You can use different colors, you can draw it and then trace it with another color around it, you can make them small and all over the page or you can make one large drawing and then leave it empty or color it in. EXPLORE the drawing you have chosen.

Note on: 3rd Grade Writer's Workshop

Write out some of the readings (or passages) on the board for your child if they are in 3rd grade. Have them copy it down. Highlight the Verbs in RED, the Nouns in BLUE and the Adjectives in GREEN. They should copy the lesson straight into their main lesson book.

It is traditional for 3rd graders to be introduced to the Old Testament Texts. However, if you are using another religious text or none at all you do not have to have them copy the text. You can use an alternate assignment or ask me to send you another suitable one. You can use one of the Old Testament stories above or ask me for other texts.

4th Grade Writer's Workshop

Have your child do a report on the Odin story above. Correct their grammar and spelling and have them copy it into their main lesson book. Each week choose 10 words from a story you have read or told them and add it to their "word file". You can find information about this "word file" in the basic information packet. If you can't find this tell me and I will send you the little paragraph about this. It is the same every month so if you have already done a month or two you already know how to do this.

5th Grade Reading and Writing - Ancient Civilizations

SAMPLE ONLY

Tell the story "Western Inventions – the Spinning Machine" and then have your fifth grader write a similar story (but shorter) about one or more of the following Eastern inventions from ancient Persia and the East. I have provided only the facts. Have them come up with a story that

would provide details much like the author did in the story above when they said things like “strange noises were coming from his house...”

Here are your story outlines – try to have your child write at least one page.

1. The windmill was invented in 634 for a Persian caliph and was used to grind corn and draw up water for irrigation. In the vast deserts of Arabia, when the seasonal streams ran dry, the only source of power was the wind which blew steadily from one direction for months. Mills had six or 12 sails covered in fabric or palm leaves. It was 500 years before the first windmill was seen in Europe.

2. The technique of inoculation was not invented by Jenner and Pasteur but was devised in the East and finally brought to Europe from Turkey by the wife of the English ambassador to Istanbul in 1724. Children in Turkey were vaccinated with cowpox to fight the deadly smallpox at least 50 years before the West discovered it.

3. The fountain pen was invented for the Sultan of Egypt in 953 after he demanded a pen which would not stain his hands or clothes. It held ink in a reservoir and, as with modern pens, fed ink to the nib by a combination of gravity and capillary action.

Sixth Sense Math-Advanced Concepts

The Four Processes of Math

It is popular in modern math to use manipulatives to teach children about the numerical concepts. You can use teddy bears, jellybeans and even gnomes. The children really enjoy these manipulatives and they are a very good way to introduce complex ideas to a child. However, to integrate math in a holistic way, it is more beneficial to use the “manipulatives” that already exist in nature. There are enough things that naturally come in fours that we don’t need to create an artificial situation when the child wants to learn about the four processes of mathematics. By using the natural tools of four that we are already given in life, the child can see the four processes of math as part of life itself and not something apart from themselves.

This full article and lesson are in the E-book...