

Families

six-week main unit

unit design

Each unit is made up of eight components: Music & Movement, Art, Nature, Cooking, Play, Handwork, Helping, and Stories.

Music & Movement

A large variety of social activities can be used for the Music & Movement component -- including gym classes, music classes, yoga or other exercise classes -- or you can simply dance, exercise, and make music at home. I highly recommend Kindermusik classes; look in your local area for other Music & Movement activities. And don't forget to expose your child to Music & Movement through live performances. Although doing exercise videos with your child at home works well -- and is a wonderful way to make sure exercise is a part of your own day! -- watching performances on TV or video does not come anywhere close to the real experience and should be avoided.

Art

Process -- not product -- is the emphasis of Art time. Use this time to explore thoroughly the techniques and skills used when working with a material. When it comes time to use the art materials in creating handwork, your child will be confident and able. Art should be discarded daily and in front of your child. Be sure that your child understands that art activities are for learning, for exploration, and are not to be kept. Even many adults in our society are afraid to experiment with art materials because "it won't look right"; nip this attitude in the bud!

Visiting art exhibits, once your child is a little older, is also a part of Art. Look in your newspaper for local galleries; often there will even be art exhibits at the local courthouse or coffee house. Show your child that art can be found in all places. Sculpture gardens are also a wonderful outing for Waldorf homeschooling -- a nice blend of Art and Nature.

Nature

Try to explore nature with your child as often as possible. Even walking your dog daily is an opportunity to be outside and to observe the natural world. Change the items on your nature table often as your child becomes aware of what is changing outside. Don't forget that nature can be experienced indoors as well through the growing of plants.

Cooking

Cooking is separate from other kinds of Helping because so many quality things are learned during this time. It is similar to Handwork, as well, in that it should have an authentic context; have your child prepare food for the entire family. When children help provide daily sustenance for their families, it is a very real way for them to express the love they feel for those family members -- just as it is for you!

Play

Keep Play as an empty square – but always have it in your planbook. It is a good reminder that all children need daily time to play, preferably away from adults. Unguided imaginative play is crucial for the development of the young child – play is their WORK and its importance cannot be overstated. Stay out of it as much as you can; also, try not to interfere too much in the play between your child and siblings or friends when conflicts break out. A good deal of socialization takes place as children work among themselves to resolve problems.

Your job as a parent is to provide a safe place for the children to play and to give them the best quality toys you can, such as play silks, blocks, simple dolls, and materials from nature. The more open-ended a material, the more of your child will be brought forth in playing with it. The more structured a material, the less will be required of your child – and the less your child will grow and develop when playing with it. As a simple test, try playing with the toys yourself. If you find you tire of a thing quickly, so will your child.

Handwork

A proper approach to handwork is absolutely essential; otherwise, nothing will be gained from doing it. Handwork must have an authentic context – it must be truly useful around the home and must be completed slowly, deliberately, and with pride. As children grow, they benefit from the lessons learned in doing handwork – that taking your time, following all the steps, and doing your best work will result in a product of which you can be proud. Take the time to do handwork of your own, as well as teaching it to your child. Knitting, crochet, weaving, felting, carpentry, & etc. are wonderfully relaxing for you and will show your child that handwork is truly authentic.

Helping

Helping around the home is an essential part of any Waldorf curriculum. It can be very difficult when transitioning to a Waldorf approach to parenting to remember to have your child share in your chores. Use this space in the planbook as a daily reminder – list specific tasks your child can be a part of each day. Or, if you are already accustomed to sharing your home chores with your child, simply fill this section in after the day is done.

Stories

Each unit consists of 15 recommended stories to be read within the six weeks. You can and should revisit the stories as often as you or your child wish. The stories are of differing lengths and styles and some may appeal more to older or to younger children. Please do read each story at least once, however, to allow your child exposure to the full breadth of the topic. An ideal time for these stories is as part of your bedtime ritual.

Remember that storytime or puppet shows at your local library can be a part of your plans for the day but DO NOT take place of reading one-on-one with your child. This personal connection and quiet nurturing time is a very different experience than the social one of experiencing a story in a group.

Parent Preparation

You don't have to have formal education training to be a homeschooling parent. It does help to be familiar with the philosophy behind whatever program you choose, however. The Waldorf approach to the preschool years is based on what is developmentally appropriate for children at this stage of their life. Each unit contains recommended readings for all parents/caregivers, including those who are not actively teaching. It is best for all the key adults in a child's life to share a philosophical approach to parenting, for consistency in child-rearing. The recommended readings will help strengthen your understanding both of your child's development and of the activities in the unit.

The most vital part of the unit, however, is something which cannot be packaged. It's you, the parent and instructor. Your mental preparedness for school is a key part of each day and it is your main task each morning. Many people do school all year round; don't hesitate to take off whatever time helps you to stay balanced. We do school 5 days a week but we do Tues/Wed/Thurs and Sat/Sun. This is so I can do my errands such as doctor appointments and shopping on weekdays and so we can take advantage of relevant activities which occur on weekends. Spreading out my days off also helps me stay on top of my lesson planning and the housework and helps me feel relaxed and balanced. This is a crucial part of allowing me to teach effectively and it has kept me happy with my decision to homeschool.

Although you are not passing on a large amount of "academic" knowledge to your children in these units, you are at all times passing on large amounts of yourself and your attitudes. Make sure you are at your best! The Waldorf philosophy allows you to integrate your children into your lives without you – as a person – being left out. Taking time to exercise each day, walk outside, prepare nutritious meals, fold laundry, wash dishes, do some handwork, and read – all of these things help make you a balanced and relaxed person. Best of all, you are sharing each of these things with your child. Each of you also gets some personal time each day, time when your child plays and can be alone with his thoughts and you can be alone with yours.

Truthfully, before I discovered the Waldorf method, I felt like my preschool daughter was always in the way. Here I was trying to get important things done and she was constantly underfoot. I knew she needed more attention, but I thought my only option was to put the dishes and laundry on hold so I could take care of my parental obligations. And it came through loud and clear; when I tried to play with her, she knew that my mind was elsewhere. Once I discovered Waldorf and described it to my husband, he said with certainty, "That's what you need to be doing". And I discovered that Waldorf homeschooling is more of an approach to parenting than it is an academic regime – it's flexible, it's fun, and it absolutely changed my life. And I'm so happy to be able to share it with you!

Please feel free to contact me at any time at waldorf_curric@yahoo.com.

essential STORIES

The Snow Child. Retold by Freya Littledale. Illustrated by Barbara Lavallee.

A Baby Sister for Frances. By Russell Hoban. Pictures by Lillian Hoban.

What Mommies Do Best / What Daddies Do Best. By Laura Numeroff. Illustrated by Lynn Munsinger.

My Grandpa is a Pirate. Story and Pictures by Jan Lööf. Translated from the Danish by Else Holmelund Minarik.

Make Way for Ducklings. Robert McCloskey.

Everywhere Babies. Susan Meyers. Illustrated by Marla Frazee.

Angus Lost. By Marjorie Flack.

Horton Hatches the Egg. Dr Seuss.

Nana Upstairs & Nana Downstairs. Story and Pictures by Tomie de Paola.

The Tale of Peter Rabbit. By Beatrix Potter. Illustrated by David McPhail.

A Ride on Mother's Back: A day of baby carrying around the world. Emery & Durga Bernhard.

The Table Where Rich People Sit. Byrd Baylor. Pictures by Peter Parnall.

The Story About Ping. Marjorie Flack and Kurt Wiese.

Mousekin's Family. Story and Pictures by Edna Miller.

Flood. Mary Calhoun. Illustrated by Erick Ingraham.

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a l s o r e c o m m e n d e d

music & movement

Kindermusik: Songs that go round & round ~ [Rig-a-jig-jig](#).

Kindermusik: Songs that go round & round ~ [Too-da-la](#).

art

[Children, Clay and Sculpture](#). Cathy Weisman Topal.

nature

For the Birds (website): http://www.pueblo.gsa.gov/cic_text/misc/forbirds/forbird.html

play

Natural Parenting Tips for Creative Play (website): <http://www.threesisterstoys.com/parenting/default.asp>

- Whose Baby? Puzzle
- Cherry Tree Blocks
- Woodland Animal Set
- Native Percussion Set

Handwork

[Felt Wee Folk](#). Salley Mavor.

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sample week :

from January 2 to 8th 2005

	notes for next week:	Jan 2	Jan 4	Jan 5	Jan 6	Jan 8
Music & Movement		Rig-a-jig-jig Lento y Rapido #12	Too-da-la All Fall Down #18	<u>From Head to Toe</u>	Too-da-la Pop, Pop, Pop #9	<u>From Head to Toe</u>
Art	clay		Beeswax Crayons "Use Short Strokes Instead of Outlines"	Beeswax Crayons "Feel Your Way Along Slowly"	Beeswax Crayons "Fill the Entire Page with Color"	Beeswax Crayons "Talk to Your Child Through the Process"
Nature	pinecone bird feeder, gather acorn caps	nature walk, set up seasonal nature table		plant herb seeds		gather materials to dye wool
Cooking						
Play	Cherry Tree Blocks					
Handwork	dye wool, make roosting pockets	make gourd bird feeder, hang & fill	Holiday Herbs		Felt Balls	
Helping						
Stories		<u>The Snow Child</u>	<u>A Baby Sister for Frances</u>	<u>What Mommies & Daddies Do Best</u>	storytime @ library 1:30 pm	<u>My Grandpa is a Pirate</u>

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week one:

from _____ to _____

notes for next week:

Music & Movement						
Art						
Nature						
Cooking						
Play						
Handwork						
Helping						
Stories						

week two:

from _____ to _____

notes for next week:

Music & Movement						
Art						
Nature						
Cooking						
Play						
Handwork						
Helping						
Stories						

week three:

from _____ to _____

notes for next week:

Music & Movement						
Art						
Nature						
Cooking						
Play						
Handwork						
Helping						
Stories						

week four : from _____ to _____

notes for next week:

Music & Movement						
Art						
Nature						
Cooking						
Play						
Handwork						
Helping						
Stories						

week five:

from _____ to _____

notes for next week:

Music & Movement						
Art						
Nature						
Cooking						
Play						
Handwork						
Helping						
Stories						

week six : from _____ to _____

notes for next week:

Music & Movement						
Art						
Nature						
Cooking						
Play						
Handwork						
Helping						
Stories						

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Journal : Week One

Visit waldorfcriculum.com for links to purchase unit materials, additional Waldorf resources & a community forum on Waldorf education.

Journal : Week two

Visit waldorfcriculum.com for links to purchase unit materials, additional Waldorf resources & a community forum on Waldorf education.

Journal : Week three

Visit waldorfcriculum.com for links to purchase unit materials, additional Waldorf resources & a community forum on Waldorf education.

Journal : Week four

Visit waldorfcriculum.com for links to purchase unit materials, additional Waldorf resources & a community forum on Waldorf education.

Journal : Week five

Visit waldorfcriculum.com for links to purchase unit materials, additional Waldorf resources & a community forum on Waldorf education.

Journal : Week six

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Lesson plans: Week One

art

This series of exercises is designed to help your child develop control of the drawing process by coming to a greater awareness of his role in the drawing. Children often focus on what the crayon is doing – putting color on the page – and see themselves as a bystander or secondary to the process. Consequently, they are hasty in their drawing and tend to not put much thought into their actions.

It is easy for parents to hand art materials to their children and say, “go draw”. But the child, without much direction from the parent, and often having never seen an adult draw with crayons, is at a loss. For this series of exercises, you are modelling for your child different techniques which will help him to be successful and have much richer and more enjoyable experiences with beeswax crayons.

Day One:

“Use Short Strokes Instead of Outlines”

Children who attempt to draw the form of an object by beginning with its outline are easily frustrated and put off of drawing altogether because “it doesn’t look right”. Teach your child to disregard the outline and to instead build a shape by drawing it from the ground up. A table lamp is the perfect exercise. Focus on short strokes which show the lamp “growing” out of the table. As you create its base, demonstrate how easy it is to correct the look of the base if you find it doesn’t look quite right. Make it wider or taller as needed. Then create the lampshade, again by working in short strokes from the bottom of the shade up to the top. Then choose another object around your house which “grows” from the bottom up or go outside to draw a plant or tree and have your child try this technique.

Day Two:

“Feel Your Way Along Slowly”

As demonstrated yesterday, working slowly will itself lead to working more carefully and to a greater awareness of the process. Choose a household object to draw and talk out loud to your child as you go through each step of the process. First set the object in front of you and examine it carefully. Perhaps you have chosen to draw a doll. Which part of the doll will you draw first? What color will you start with? Will you blend two or more colors to get the shades you want? How will you show the patterns in the doll’s clothing and the texture of its hair? Consider each question and, as you make the decision, draw while you are talking. This will help your child see how the decisions you have made take shape on paper. Choose another item for you and your child to draw side-by-side. Work openly with one

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Lesson plans: Week One continued

another. Look at her paper and let the child look at your paper as you go along. Talk about the decisions you are making and encourage her to do the same as you color together.

Day Three:

“Fill the Entire Page with Color”

Begin with a piece of paper no larger than 8 ½ x 11 inches. Sit in front of a window with your child and look out at the view. (If it's a snowy day, choose something else to draw, like the view into your child's bedroom from his doorway). What do you see first? What's behind that? And what's behind that? What's above that? And what's below that? As you and your child draw the view from the window, talk about how the entire world is full of color. Talk to your child about the many blues of the sky and how it goes on and on. Try to show all of the colors you see on your paper. Looking at the view, notice how it never ends. There is no empty white space at its edges. As you draw the view, fill your entire piece of paper with color. Encourage your child to take his drawing to the very edges of the paper all the way around.

Day Four:

“Talk to Your Child Through the Process”

The most important thing you can do to teach your child to draw with purpose is to be there as she colors. If your attention is focused on what she is doing, so will hers be. If you talk to her as she goes, she will talk to you and she will learn to talk to herself about what she is doing. Observe what she's doing and make comments. Be careful as you give suggestions that you are not directing her drawing too much, however; make certain that your presence is a positive one. At the end of the coloring time, look back at the experience. You should feel that you and your child made a connection and stayed connected, that the experience was richer for the both of you because it was shared. Evaluate, too, the length of time spent coloring. As long as you both maintain focus, the coloring can go on for as long as you like. Once your thoughts begin to wander, or the child shows signs of being less focused on her work, put the coloring away.

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Lesson plans: Week One continued

nature

Day One:

Take a nature walk with your child. This can be a short walk down the street, a visit to a park, or a long walk through the woods or on the beach, depending on where you live. Even if you live in an apartment in the city, go outside with your child; you may be surprised at the amount of nature you can see once you are focused on it. Observe the weather, the animal activity, and the natural materials which can be found at this time of year. Gather materials with your child to use in your nature table display. When you get home, discuss with your child what you observed. Establish your nature corner and display what you found outside, as well as any other materials which help represent the season. If you wish, choose some colors which best represent this time of year and lay down silks or wool in these colors as the base of your display. Maintain your nature corner throughout the unit, adding items or removing items to follow what you observe outside.

Day Two:

Fill the Holiday Herb pots (see Handwork, Day Two) with potting soil. Plant the herb seeds of your choice (place several seeds in a shallow hole dug in the potting soil and cover with soil to three times the diameter of the seed. Write the seed name of each on your pots with chalk. Gently moisten the soil around your seeds. Keep the seeds in a bright warm spot and be sure the soil stays moist but does not get too damp. Maintain your herb pots throughout the unit, observing the tiny plants as they grow.

Day Three:

Gather roots & bark to dye wool: http://www.ehow.com/how_8837_extract-dye-roots.html

OR if you live in a more urban area, try making dye from

nuts: http://www.ehow.com/how_8843_extract-dye-nuts.html

onion skins: http://www.ehow.com/how_8846_extract-dye-onion.html

coffee or tea: http://www.ehow.com/how_8844_extract-dye-coffee.html

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Lesson plans: Week One continued

handwork

Day One:

Make gourd bird feeder: <http://www.bhg.com/bhg/story.jhtml?storyid=/templatedata/bhg/story/data/12607.xml>

Hang and fill bird feeder. Refer to your Nature reading (http://www.pueblo.gsa.gov/cic_text/misc/forbirds/forbird.html) for information on feeder placement and attracting desired birds.

Throughout the unit you will be making different treats for wild birds to enjoy during the cold weather. You and your child may enjoy observing which birds best enjoy each treat, and making notes as to what projects you'd like to make again next winter. You may also enjoy the birdwatching and learning with your child the names of different birds in your area.

Day Two:

Determine how many types of herbs you would like to grow. Gather a selection of plain terra-cotta pots. Cover the rim of each pot with masking tape. Paint the uncovered exterior of each pot; let dry. Remove the masking tape from the rim of each pot and place it just below the rim. Paint the rim with chalkboard paint. Let dry.

Day Three:

Make felt balls: <http://www.marthastewart.com/page.jhtml?type=content&id=channel172345>

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Lesson plans: Week two

art

The following lessons are from the Art book for this unit: Children, Clay and Sculpture by Cathy Weisman Topal. Be sure you start each day's exercises by preparing the clay with your child (pp.11-12).

Day One:

Free Exploration pp.13-15

Day Two:

Shaking Hands with Clay p.16

Day Three:

Building Up with Clay p.17

Day Four:

Squeeze & Sculpt p.18

nature

Day One:

Take a nature walk with your child and gather pinecones of different sizes. Set some aside for tomorrow's activity and let your child have some to play with. Pine cones make wonderful pretend people or play food for a kitchen.

Day Two:

Make pinecone bird feeder: http://www.ehow.com/how_5894_make-pine-cone.html

Day Three:

Take a nature walk with your child. Gather as many acorn caps as you can find. Look for caps of different sizes and shapes.

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Lesson plans: Week two continued

handwork

Day One:

Mordant wool: http://www.ehow.com/how_1351_dye-material-naturally.html

Prepare dye bath: http://www.ehow.com/how_8588_extract-natural-dyes.html

Place wool in dye bath; simmer gently for one hour then leave it in the dye bath overnight for best color.

Day Two:

Remove the wool from its dye bath. Rise it thoroughly in cool water. When water runs clear, gently press the wool between your hands to get out any excess water. Treat the wool with care – rubbing or twisting it may cause it to felt. Lay the wool on a towel to dry. Dyed colors will be lighter when the wool is completely dry.

Day Three:

Weave roosting pockets: http://www.basketweaving.com/basket_scrap.htm

OR if you don't have any basketweaving scraps on hand to use, you can

use commercial reed: http://www.ehow.com/how_13936_prepare-commercial-reed.html

gather and use wild materials: http://www.ehow.com/how_13942_gather-wild-materials.html

Lesson plans: Week three

art

The techniques explored each day are simple and can be replicated with a wide variety of materials. Use any of the suggestions provided here and do not hesitate to add your own ideas. One of the best parts of printmaking is comparing the results. Each day try the technique with as many materials as you can and lay the resulting prints side by side to compare.

Day One:

"Rice Prints"

Spread dry rice in an old cookie sheet. Dilute paint with water until free flowing and pour into a spray bottle. Squirt the rice until it is covered with paint. Press a piece of paper onto the rice to take a print. Lift off the paper and let dry; then gently brush off any remaining rice. Try filling the cookie sheet with Cheerios, dried beans, or small pasta shapes. You can also use materials from your nature walk such as straw or gravel.

Day Two:

"Textured Textiles"

Gather a selection of textiles from around your home such as carpet scraps, burlap, cheesecloth, an old towel, or pieces of lace. You can also use any leaves or pieces of bark you may have gathered in your nature walk. Prepare spray bottle of paint as in Day One. Apply paint, then press a piece of paper onto the textile to take a print. Lift off the paper and let dry.

Day Three:

"String Prints"

Choose an assortment of string, twine, yarn and rope. For each print, use only the same type of materials. Dip each piece of material into paint then lay onto a large piece of newspaper. (Alternatively, you can create a dry design and then spritz it with a paint/water mixture in a spray bottle as on previous days). Press a piece of paper onto each design to take a print. You can choose to make a picture with your string or make the design abstract. If you have found some dried vines in your nature walk, you can make a print from those as well.

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Lesson plans: Week three continued

Day Four:

"Stocking Prints"

Cover the floor with newspaper. Place your printing paper on top. Cut an old pair of pantyhose into two legs and fill each with one cup of printing material. This printing technique creates a lot of impact so choose materials that won't crush, such as dried beans, pieces of sponge, broken spaghetti or rice. You can also use materials from your nature walk such as acorns, rocks, and sand. Tie a knot in the top of the panty hose. Lay a towel down in an old cookie sheet and spritz it with water to moisten. Pour your paint onto the wet surface. It only takes a small amount of paint to make a good print. By doing a "dry run" with the pantyhose, you can make sure it is a good height for your child; otherwise, cut the leg shorter and retie it. Have your child stand and hold the panty hose, bounce it several times on the paint and then onto the paper to take a print.

You can also use this technique to quickly decorate a piece of wrapping paper by using different colors of paint or combining different printing materials.

n a t u r e

Day One:

Take a nature walk with your child. Gather natural materials to use in printing activities (see each day's activities for suggestions).

Day Two:

Make and hang birdseed cookies: http://www.ehow.com/how_5901_make-birdseed-cookies.html

Day Three:

Make and hang peanut strings: http://www.ehow.com/how_5918_make-peanut-strings.html

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Lesson plans: Week three continued

handwork

The following activities are from the Handwork book for this unit: Felt Wee Folk by Salley Mavor. Before making your wee folk, create a home for them using the Cherry Tree Blocks and the dyed wool from last week. The Woodland Animals can also live in this wonderful little place.

Day One:

Paint heads for three Blossom Fairies, three Wee Folk p.24

Day Two:

Wrap bodies for three Blossom Fairies (1 ½", 2 ½", 3 ½") pp.26-27, 27-28, 29-30

Day Three:

Wrap bodies for three Wee Folk (1 ½", 3", 4") pp.26-27, 28-29, 31-32

Lesson plans: Week four

art

The focus this week is sponge painting on fabric. As in the coloring and printing activities, you and your child should focus on how your actions are affecting the final piece. Set the stage for your child by working slowly and purposefully as you prepare each day's materials.

Day One:

"Wet into Wet"

Prepare your fabric by making it wet. This can be done by either dipping it briefly into a pan of water or by spritzing it with a spray bottle until it is as wet as you would like. Pour a small amount of paint into a dish. Using a small spoon add water to achieve the desired paint consistency; you will need it to flow very easily. The more water you add, the more diluted your color will be so proceed slowly. Prepare as many colors as you would like to use in your painting. Cut a sponge into pieces, one piece for each color. Wet each sponge and apply the paint colors to the fabric, watching as they flow and interact. Let your painting dry and set it aside.

Day Two:

"Scrunched Wet into Wet"

Prepare a Wet into Wet painting using the technique from yesterday. Then scrunch the fabric tightly between your hands and place it in a small resealable plastic bag or plastic container. For best results, make sure the fabric fits snugly in its container. Leave the fabric for several hours or overnight; then remove it and spread flat to dry. Observe how the scrunched Wet into Wet is different from the Wet into Wet project from Day One.

Day Three:

"Salt Textures"

Prepare a Wet into Wet painting as in Day One. While the paint is still very wet, sprinkle salt over the surface of the fabric. Observe the results. If you like, have several types of salt available such as table salt, kosher salt, and rock salt. Each will give a different result. Allow the fabric to dry then brush off any remaining salt.

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Lesson plans: Week four continued

Day Four:

“Plastic Wrap Patterns”

Prepare a Wet into Wet painting as in Day One. Lay a piece of plastic wrap over the surface of the painting while it is still wet. Manipulate the plastic with your hands, creating hills and valleys. Let the painting dry before removing the plastic wrap.

Finally, place each fabric you have created this week side by side and compare the effects of each technique.

nature

Day One:

Take a nature walk with your child to observe the daytime sky. Focus on the sky as you walk. What colors do you see in it? Are there clouds? How does the sky change as you continue to walk? Do you see any birds or other animals? Do you see any airplanes or other manmade objects?

Day Two:

Take a nature walk with your child to observe the sunrise or sunset. Focus on the sky and in what ways it has changed. How does it look different from the daytime sky? How does it continue to change as you walk? What did it probably look like before you came outside; how will it probably look after you go back inside?

Day Three:

Take a nature walk with your child to observe the night sky. Focus on the sky and how it is different from the other skies you have observed this week. What colors do you see? Can you see the moon or the stars? Do you see any animals in the night sky?

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Lesson plans: Week four continued

handwork

The following activities are from the Handwork book for this unit: [Felt Wee Folk](#) by Salley Mavor. Each day you'll create a beautiful Blossom Fairy to add to your woodland home.

Day One:

Make clothing for and assemble 1 ½" Blossom Fairy pp.36, 25

Day Two:

Make clothing for and assemble 2 ½" Blossom Fairy pp.36, 25

Day Three:

Make clothing for and assemble 3 ½" Blossom Fairy pp.36, 25

Lesson plans: Week five

art

The following lessons are taken from Children, Clay and Sculpture by Cathy Weisman Topal. They are a revisiting of the explorations from Week Two. This is deliberate, to allow the child to have a firm basis in the material before moving on to activities which require greater control and understanding of the clay. Use your journal space to note any differences between your child's initial interaction with the clay in Week Two and when he encounters it again in this week. Be sure you start each day's exercises by preparing the clay with your child (pp.11-12).

Day One:

Free Exploration p.15

Day Two:

Shaking Hands with Clay p.16

Day Three:

Building Up with Clay p.17

Day Four:

Squeeze & Sculpt p.18

nature

Day One:

Take your child on a nature walk to gather materials for the Christmas Garlands for the Birds project:
http://www.ehow.com/how_9850_make-christmas-garlands.html

Day Two:

Make the Garland

Visit waldorfcurriculum.com for links to purchase unit materials, additional Waldorf resources & a community forum on Waldorf education.

Lesson plans: Week five continued

Day Three:

Add the Bird Treats

handwork

The following activities are from the Handwork book for this unit: [Felt Wee Folk](#) by Salley Mavor. In this final week, you'll create three Wee Folk to add to your happy little woodland home.

Day One:

Make clothing for and assemble 1 1/2" Wee Folk

pp.48, 25

Day Two:

Make clothing for and assemble 3" Wee Folk

p.25 (no pattern available, dress shown on p.29 is not to scale but should be used for reference)

Day Three:

Make clothing for and assemble 4" Wee Folk

pp.49, 25

Visit waldorfcriculum.com for links to purchase unit materials, additional Waldorf resources & a community forum on Waldorf education.

Lesson plans: Week six

art

The following lessons are taken from Children, Clay and Sculpture by Cathy Weisman Topal. In this week, your child moves on to further explorations with clay, slowly becoming more purposeful. Continue your journal entries to describe your child's growing skill and confidence – or any frustrating encounters – with the material. Be sure you start each day's exercises by preparing the clay with your child (pp.11-12).

Day One:

Rolling Coils pp.19-20

Day Two:

Rolling Balls p.21

Day Three:

Breaking & Rejoining Clay p.24

Day Four:

Smoothing Clay with Water pp.24-25

nature

Day One:

Take a nature walk with your child. Based on your observations of the birds in your area, choose the best location for a birdhouse. Hang the birdhouse you have made when it is completed (see Handwork, Day One).

Day Two:

Take a walk with your child and choose a fallen branch to form the basis of your Family Tree (see Handwork, day two).

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Lesson plans: Week six continued

Day Three:

Visit the roosting pockets that you created in Week Two. Talk with your child about how, during the winter, the birds used these as places to sit and get warm or to hide from predators while enjoying one of the snacks that you left out for them. Now that spring is coming, the birds around you will be starting their families soon. Look around your house and outside to gather nest-making materials. These can be bits of yard and string, straw, wool, dryer lint, pieces of vine – whatever soft materials your child chooses to gather. Fill the roosting pockets with these materials. If any of the roosting pockets need to be repaired, take them down and weave in additional materials.

handwork

Day One:

Make gourd birdhouse: <http://www.bhg.com/bhg/story.jhtml?storyid=/templatedata/bhg/story/data/12607.xml>

OR make a birdhouse from pieces of scrap lumber or from a purchased kit

Day Two:

Begin your family tree (steps one through three): <http://www.marthastewart.com/page.jhtml?type=content&id=tv3392>

Day Three:

Complete your family tree (steps four through six): <http://www.marthastewart.com/page.jhtml?type=content&id=tv3392>

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additional suggestions:

music & movement

Indoor Foot Volleyball:

Establish a 10-foot wide indoor playing "field". Tie a piece of yarn or string across the field, about one foot above the floor. Blow up a balloon to a 10 inch diameter. Divide your players into two teams and have them get into position on each side of the string. Players should be in stocking feet and crab style (facing upward with only hands and feet touching the floor). Use a coin toss to determine which team will serve first. The first person launches the balloon in the air to his teammate who kicks it over the string towards the opponents. The teams kick the balloon back and forth over the string; if one team lets the balloon touch the floor, the other team earns one point and serves again. The first team to reach a designated number of points wins the game.

best for
2 - 6 players

Cup-on-a-String Relay:

Divide the players into two teams. Use a pencil to poke a small hole in the bottom of two plastic or paper cups. Set up one string with a cup threaded onto it for each team; the string should be secured to opposite walls at each end and the two cups should be facing the same direction. It is easiest for the string to be located about shoulder height for the players on that team. Each team should decide in what order their team members will go, move the cup to the starting wall, and get organized in a line. At "GO" the first person on each team blows the cup along the string from one side to the other, then uses his hands to return the cup back to the starting point. The next teammate in line then begins to blow the cup along the string as indicated. The team to have every member of the relay complete their turn in the shortest time wins.

best for
4 - 8 players