

# Fourth Grade Samples

**Earthschooling Fourth Grade Includes the Following Blocks. All Blocks come with Main Lesson Book samples from real students.**

## **Fourth Grade Language Block**

Fourth Grade Grammar and Language: This includes reading, writing, personal and business letters, poetry, speeches, drama and creative writing, tense, syntax, punctuation, oral and written reports and a unique method for diagramming sentences only used in Waldorf schools.

## **Fourth Grade Math Block**

Fourth Grade Math includes: Fractions through cooking, factoring, long division, weights and measures, reduction and expansion of fractions, insights from Steiner and creative approaches to all concepts.

## **Fourth Grade Form Drawing and Art Block**

In this block the teacher and student learn the basics of all Waldorf form drawing, receive step-by-step lessons for all of the fourth grade forms and access to a library of real forms to look at for samples. This block includes the e-books "Fourth Grade Form Drawing" and "Waldorf Form Drawing Basics" as well as access to the Fourth Grade Main Lesson Book form drawing pages and the bonus book "German Form Drawing". There is also a basic clay work lesson with this block.

## **Fourth Grade Handwork**

This includes an extra cross-stitch block. Much of the rest of the handwork for this grade is found in the Native American Block.

## **Fourth Grade Music**

This block includes verses for the year and soprano recorder lessons.

## **Fourth Grade Native American Block**

This block includes the e-book "Local Native American History", "Native American Crafts", "Native American History" and access to the Main Lesson Book pages for the Native American block

## **Fourth Grade Man & Animal Block**

This block includes "Animal Signs", "Human and Animal Relationship", "Art with Animals", "The Human Body", insights from Steiner, and access to all the Main Lesson Book pages for the man and animal block. It also includes extra lesson plans for the teacher called "Man and Animal Teacher Guide".

### **Fourth Grade Local Geography Block**

This block includes "Local Geography", "The Four Directions and Compass Points", & "Basic Orienteering". This also includes access to the Main Lesson Book pages for the fourth grade geography block.

### **Fourth Grade Norse Mythology Block**

This includes Norse Form Drawing, Norse Mythology, a teacher guide for the block, vintage books, and access to all the fourth grade Main Lesson Book pages and watercolors for the Norse mythology block.

### **Teacher Support Materials Free with Fourth Grade**

*(These come free with the curriculum for G4 and provide you with guidance or help you learn the skills you need to teach this block)*

Schedule for the Year

Supply list for Fourth Grade

Fourth Grade Basic Clay Work Video by a Waldorf Teacher

Fourth Grade Chalk Drawing Lesson by a Waldorf Teacher

How to Teach History Guide

Man & Animal Block Guide

## **Take a Closer Look...**

Fourth grade includes 58 individual e-books. These e-books range in size.

We have included some samples of the first page of one book from each block below...

## Fourth Grade Language Block

*5 Books and 4 Main Lesson Books*

Page One & Two of First Book

### Reading, Writing & Grammar Tense & Syntax

Introduction.....	Page 2
Third Grade Review.....	Page 3
Basic Spelling Rules.....	Page 5
Vocabulary – Most Commonly Misspelled Words.....	Page 8
Spelling Games.....	Page 13
Basic Parts of Speech – Review and Additions.....	Page 16
Basic & Simple Sentences.....	Page 17
Subject .....	Page 18
Verb.....	Page 19
Compound Sentence .....	Page 23
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Object.....	Page 23
Sentence Combining & Conjunctions.....	Page 23
With Adjectives/Adjective Phrases.....	Page 25
With Prepositions.....	Page 25
Punctuation.....	Page 26

# Introduction

Steiner says that all education must be a reflection of life in some way. In math, for example, the hands count and a child can walk to the beat of a count. The eyes can see the numbers of things around them. This should also be the method with grammar. The teacher should focus on bringing grammar alive through creative use of grammar and not through diagramming of sentences or writing of definitions and endless worksheets.

Grammar should be experienced by the child as a living part of the curriculum. It should come alive in the writing, reading and story-telling that is done in class. Below I have outlined what you will cover with your child this year.

I have written some lesson ideas in blue, as usual. You will be sharing the blue parts with the children however, you will need to explain, draw out or integrate what is in black (the background) in some way. Follow the formula below for your grammar lessons:

1. Introduce the concept
2. Practice the concept
3. Point out the concept in readings and writings the child is exposed to.

In his “Discussions with Teachers”, Steiner summarizes what we have done, grammatically until this point: “During the first grade it would be important not to touch on issues of grammar, and so on, to any great extent. In the second grade, however, we should teach the children the concepts of what a noun is, what an adjective is, and what a verb is. We should then connect this simply and graphically to a discussion of how sentences are constructed. With regard to descriptions, to thoughtfully describing their surroundings, we continue with what the children began in the first grade.

The third grade is essentially a continuation of the second with regard to speaking, reading, writing, and many other things. We will continue to increase the children’s ability to write about what they see and read. Now we also try to summon up in them a conscious feeling for sounds that are short, long, drawn out, and so on. It is good to cultivate a feeling for articulating speech and for the general structure of language when the children are in third grade—that is, around the age of eight.<sup>2</sup> At this point, we attempt to convey an understanding of the different types of words and of the components and construction of a sentence—that is, of how punctuation marks such as commas and periods and so on are incorporated into a sentence. Once again, with regard to telling and retelling, the fourth grade is a continuation of the third...”

## **Fourth Grade Math Block**

*4 Books and 3 Main Lesson Books, including problems & solutions*

Page One of First Book

# **Fourth Grade Math**

**Index & Introduction**  
**Weights and Measures**  
**Fractions Through Cooking**  
**Reduction and Expansion of Fractions**  
**The Four Processes and Fractions**  
**Mental Arithmetic**

## **Introduction**

In third grade we worked to solidify previous math knowledge by practicing the multiplication tables often, and by working on addition and subtraction facts. We learned the basics of measuring time, weight, distance and volume. We worked on learning about division with remainders, carrying in multiplication and simple long division. Children were encouraged to do some mental math as well. In fourth grade we will continue to expand on that by working with more fractions, practicing more complex long division and doing more mental math. We will also explore more complex systems of measurement. Looking ahead, keep in mind that in fifth grade the student will be working with decimals, actual formulas for area and perimeter (of squares, rectangles and triangles), charts, graphs and negative numbers.

This is a time to expand on and practice what we learned in third grade. In addition we will be learning how to deal with fractions this year – including adding, subtracting, multiplying and dividing fractions. Children at this age are experiencing changing abilities as they navigate the nine/ten year old change. For the first time they can see things as having parts so this is the perfect time to introduce fractions. However, before we approach the formulas and paper-work of fractions we will spend the beginning of the year exploring fractions in more creative and “live” ways. As is standard in Waldorf education, the concept must be developed before the formal learning is introduced. At the end of the year we will work on long division and throughout the year your child will work on memorizing their times tables (unless they have already finished this in third grade). You should strive to keep a balance between the thinking and experiencing so this unit on fractions through cooking is a good balance to the thinking work that will go into writing down these fractions. Another unit that will help balance math this year is the form drawing unit. Before teaching about long division, students should once again take a break from the mathematical thinking and work on geometrical form drawing. The feeling of separateness comes in handy here, otherwise one might get lost in the maze. The theme of separateness is further reflected in the mathematics curriculum with the study of fractions....

## **Fourth Grade Form Drawing and Art Block**

*3 Books, 1 Video and 3 Main Lesson Books*

### **Page One of First Book**

If you have already done the “Animal” unit then you have already been doing some form drawing (the starfish form drawing lesson, etc...). If not, then you also have those form drawing lessons to look forward to ;) As I mentioned in the math lesson block the fourth graders are now at the point where they can see things in pieces instead of wholes. They should also have a mastery of knitting and weaving at this point. Along with this, their form drawing has been getting progressively more challenging. If you put all those factors together you can see that the fourth grader is ready to combine all those skills and learn how to create braided forms (from the Celtic/Norse tradition). I have also included some Native American Totems as we are studying Native Americans this year. As always, we try to create as many connections between the lessons as we can.

### **How to Do the Lessons**

I have included basic instructions below for the parent/teacher to use as a guide.

However, the method you will follow is:

1. Start by having the child review drawing the shapes. So, for example, if you will be doing the hexagram knot then have them draw the hexagram first.
2. After the child draws the basic form (the ones they are familiar with from the past) then have them get out a new sheet of paper and draw the form again in pencil.
3. Have them erase the form until you can barely see it (note I didn't erase very well in my pictures because I wanted you to be able to see my form when I scanned it in)
4. Once the form can only be seen “faintly” then braid the form as I show you in the instructions below using METHOD NUMBER ONE and then METHOD NUMBER TWO so you can see the visual difference, I have done all the forms using method NUMBER TWO. However, I created the one titled “Celtic Knot” using ONE.
5. METHOD NUMBER ONE: As you are tracing the form with the colored pencil draw in a “start” - “stop” rhythm as you weave the lines. When a line goes under you should leave some space before it goes under AND after it goes under.  
Method Number TWO: Do this the same as method number one, only do not leave a space.
6. You may also color the braid in different colors.

### **Native American Totems**

When we study the Native Americans we learn about their belief in an animal spirit that helps and protects you for your entire life. These are called totems. Every Native ...

## Fourth Grade Handwork

*1 Book*

### Page One of First Book

## Cross Stitching for Fourth Graders

Cross stitching and other needle-work was practiced by the Babylonians, Egyptians, Persians, and Arabians, as well as by the Greeks and Romans. Keep this in mind as your child will be studying these cultures in fifth and sixth grade. Cross stitching is a way for the fourth grader to integrate their math skills with the skills of their hands. During the fourth grade year students will be reviewing the four processes, learning about fractions, measurements, and mental math. These are all skills that come into play with cross-stitching. To do these lessons the student must be taken through the different tools of cross-stitching as one is taken through the different letters of the alphabet. These lessons are divided into sections related to each stitch. We will then progress to some patterns. To do cross-stitch you need only a few tools:

1. Needle
2. Various colored threads...

(pictures were omitted for this sample but are included with the curriculum)

## **Fourth Grade Music**

*4 Books including music charts*

### **Page One of First Book**

## **Soprano Recorder Lessons**

Waldorf Earthschooling Fourth Grade

Using the Soprano Recorder Wall Chart and the Soprano Recorder Music cards your lessons will be easy all year! To conduct Soprano Recorder lessons:

1. Make sure your child knows how to hold, blow into and take care of their recorder. If they have been using a pentatonic recorder in second and third grade they already know how to do this. If not, I have provided the information here again.
2. Choose the sheet music you want to play (according to season, interest, etc...) from the Waldorf Basics page. There are sets of sheet music on that page arranged according to month and intended to be used for recorder, xylophone or even violin or piano lessons.
3. Print out multiple copies of the file "Soprano Recorder Music Cards". Arrange these cards in the order you need to play the music you have chosen. This makes it easy for you to teach the lesson if you are not familiar or comfortable with the recorder.
4. Once you have done a few lessons as the leader, have your child choose some music from the Sheet Music Selections and arrange the cards by themselves.
5. Make sure they know how to read the beats on each note of the regular sheet music and can indicate this on the cards they lay out (see the sample below from the pentatonic music book).
6. As they become more confident encourage them to read straight from the music. By the end of the year they should be able to read straight from the sheet music and play the recorder. By following this simple process above this will happen. No additional instruction is...

(Chart Included Here)



## Fourth Grade Native American Block

5 Books

Page One of First Book

# Native American Culture & Myths

Introduction.....	Page 1
How to Create A Personal "Native People's" Block.....	Page 2
General History of Native Americans in America.....	Page 3
Stories from Native America.....	Page 21
A Three Sister's Garden .....	Page 34
Native American Totems.....	Page 37
Native American Healing.....	Page 42
Native American Sign Language.....	Page 55

## Introduction

If your child has already been doing Earthschooling they may have been introduced to Native American culture in the third grade through a few stories, verses and crafts. During fourth grade we have a more formal study of Native American Culture. The point in studying Native American culture is to learn more about the immediate geography and culture of the world around the student(s). So, for example, if you live in the Middle East you may learn about the Bedouins instead and if you lived in Australia you may study the Aboriginal tribes. Each area of the world has a native culture that is an essential part of your fourth-grade geography unit. It is impossible, therefore, for me to provide each and every member with a lesson plan for their region. I have provided a vintage book on Aboriginal stories for my Australian members (see the Vintage Book page) and am working on some Bedouin stories for my Middle Eastern members. If you have a request please let me know. I can't promise any time-line for when I might complete it. However, I can put it on my list of possible supplements. Additionally, if you have any resources to share with other members or lessons you have planned for your region please let me know at: [herbnhome@gmail.com](mailto:herbnhome@gmail.com) so I can post these for other members to use.



## Fourth Grade Man & Animal Block

*12 Books and 2 Main Lesson Books*

Page One of First Book

### **G4 Man and Animal Teacher Guide**

God sleeps in the mineral  
Dreams in the plant  
Stirs in the animal  
And wakes in Man  
- Rumi

The fourth grade man and animal block is one of the most enjoyable blocks a Waldorf teacher or parent will work through with their student. Animals are loved by all students and every student can usually relate to this block in some way. Even if they don't like animals as pets or in general usually every student can relate to at least one animal. If you ask a classroom "what is your favorite animal?" every child will have a reply. However, this is also one of the lessons where the teacher will perhaps learn just as much as the student. It is important for the teacher to comprehend some of the philosophies behind the man and animal block. The teacher will not share all of these concepts with the students in their entirety and the students are not expected to philosophically grasp the concepts, however, it helps the teacher if they understand what is behind the lesson. Thus, this guide is for the teacher. It contains teacher concepts and some extra lessons for the students. However, remember that when you are teaching the lessons you are expecting the children to visually and physically experience the lessons and not experience the lessons on the philosophical plane that you do. This is very important. The student should enjoy experiencing through drawing, visiting animal display centers (a zoo, an animal education center, a rescue center), seeing animals in nature, seeing animals in pictures and comparing themselves to animals. The teacher may grasp some of the deeper concepts that go along with the lesson, but although these may be presented, they are not explored or discussed in great detail.

As a wildlife anthropologist and scientist I have great respect for this method of introducing botany to young children. In my experience, the greatest failings we have in the area of the animal sciences are the lack of comprehensive observation skills in professional scientists and the struggle many science students have in recording their observations. Using this method of introducing the student to the animal kingdom opens their eyes to a different and deeper level of observation as well as teaches them, at a young age, the skill of taking "field notes". In the lecture, "The Renewal of Education" Steiner emphasizes that how the teacher instructs the student in formal nature studies is very important. He says, "As children...

## Fourth Grade Local Geography Blocks

*2 Books and 2 Main Lesson Books*

### Page One of First Book

Geography is traditionally introduced in fourth grade. However, one should not worry that this is the first introduction they have to the world around them. As with all parts of Waldorf education they have been exposed to this subject on a very informal level and once the formal teaching begins you will find that the foundation they have is much stronger than you thought. As a child taking nature walks they have practiced observation of the natural world around them. They have noticed that people build houses on land and that certain animals live near water and that in other areas there may be more insects or mammals. They have noticed all this without you saying anything. Children have also been exposed to different areas of the world through the stories they have been told. Children have heard stories from all areas of the world and although they may not know where these places are they are not completely unfamiliar with these cultures. At the same time your child may have additional exposure.

Perhaps you have taken a trip or a vacation to another part of the United States and observed the flora and fauna in that area as you drove around (as we did going from Iowa to Texas), or perhaps you visited different areas of the world. If you have family members that are based outside of the United States, you are a multicultural family or have neighbors of a different culture your child will be aware of those influences as well. If they have read the newspaper or listened to conversations about world news they are also aware of different parts of the world in this way.

Fourth grade is the time to build on all of these observations and influences in your child's life and to help them put those images in their mind down on paper and to help them gain an understanding of how they can organize those images. Steiner says, "You see that a great deal must be incorporated into teaching geography, so that it can become a kind of summary of everything else we do with the children." To do this, we are more concerned with giving the fourth grader the TOOLS they need at this age rather than the mental imagery. They already have the mental imagery they need and you will naturally provide more as you tell stories and lead them through lesson plans this year. However, don't confuse the teaching of geography this year with the teaching of individual places – this will come more in fifth and sixth grade. This year you will continue to add visual images to your child's mind through stories, trips and natural exposure. However, the formal lessons you will be teaching will be focused more on teaching them the LANGUAGE of geography. How do they put all those places and ideas onto paper? How do people communicate these places to each other?

Steiner says, "We endeavor to give the children, in an artistic way, a kind of picture of the hills and rivers and other features of their immediate surroundings...."

## Fourth Grade Norse Mythology Block

*3 Books and 2 Main Lesson Books*

# Page One of First Book

## Introduction to Norse Mythology

If you are like me you were raised learning about some of the Greek and/or Roman gods through a perfunctory reading of 'The Odyssey' or some other classic literature. If this is the case the realm of the Norse gods may be unfamiliar and it may seem difficult to imagine tackling such a new subject. This short description, however, is easy to read and should help you get a whole picture of what you will be teaching this year. This will help you grasp the "whole" before you start teaching the parts to the children. For in Waldorf education you need to teach the parts leading up to the whole. However, as a teacher, it often helps to have an "overview" to help you keep focus and understand the topic with more depth. Here is a short introduction to Norse Mythology:

## Introduction

The Norse idea of Heaven was Valhalla. Only warriors were allowed to enter. You had to die in battle first and be escorted by beautiful blonde Valkyries. In Valhalla you could clash in battle all day long, your cleft limbs miraculously restored at the close of play. Then you spent all night carousing, feasting, getting roaring drunk and discussing the day's fun. Norse mythology covers Scandinavia, which includes the Nordic countries Denmark and Sweden, plus Norway and Iceland. There's a hint of Germanic territory too. So as you cover this unit this year, feel free to sprinkle anything from these regions into the lessons. You can even cook food from these regions, visit a local Danish museum, eat Danish pastries, etc...

The Norse pantheon is not just Norway but the rest of Scandinavia - which includes Denmark and Sweden. The Vikings, who were Swedes, traveled mostly eastwards, and the Danes and Norwegians traveled mostly westwards. Iceland did its own Viking things from 800 A.D. All these people spoke the same Norse language, and would have known their own Kingdoms under the names of Danmark, Vastergotland, Ostergotland and Svealand. Colonies and footholds were established all over the place, from Greenland to England - where their heritage includes Norfolk and Humberside with many Norse-named villages in between. So Norse mythology went everywhere within reach. Even today, several days of the week and also the sun are named for Norse Gods. Thanks to the richness of its legends, as told in the Eddas and a host of poetic sagas, Norse Mythology is as popular as ever. JRR Tolkien's Middle-earth saga is stuffed with Norse inspiration and takes the whole thing to a whole new dimension.

## The Norse Gods

The Norse gods are divided into two major groups, the Aesir and Vanir, in addition to the giants who came first. Odin and Thor divide the functions of the religious and ...

## Some Main Lesson Book Pages

9 Main Lesson Books are included with this curriculum. We also have a “member sharing page” where you can see Main Lesson Book pages from other members. Here are a couple samples from those many pages....

