

Earthschooling Kindergarten Sample

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Includes One Week of August and One Week of May

When you order the *Earthschooling Kindergarten Curriculum* You Also Receive...

1. Chalk Drawing Instructional Video by Waldorf Teacher, Brian Wolfe
2. Five Parent/Teacher Tutorial Videos
3. Over Twenty Parent/Teacher Tutorial E-books
4. Additional Stories, Verses and Kindergarten Enrichment Activities (Beyond the Basic Curriculum Book)
5. Membership in the 24-hour Earthschooling Support Forum
6. Five Craft Tutorial Videos
7. Any Additions Made to the Curriculum Forever (and we add items often!)

The Kindergarten Day

We have provided a daily schedule for your Kindergarten student(s). However, keep in mind that the life of the Kindergarten child should be largely filled with time spent outdoors, creative play with natural toys, modeling activities of the parent (helping them do dishes, cook, clean, care for siblings, and even teach the older or younger siblings lessons ;) Your family schedule should always be the priority. That is why I have not included times in the schedule below. The schedule below will let you know what verse, activity, snack and/or lesson you can be doing each day of the month and what order is ideal. You can choose to follow this schedule starting in the morning or starting later in the day. You can choose to follow this schedule exactly or to skip some items. However, we hope that this schedule can be your guide and be there for you when you need it as a support system for you and your early childhood angel!

We have so many support materials for you available so be sure to browse the teacher support materials (if you purchased all of them) or enjoy the materials we have provided below. You should also make sure to read the "*New Parent-Teacher Guide*" and "*How to Start*" articles on the website. They are very important! You will find most of the basic reference files you need in the book, *Waldorf Basics*. You should have this book available to yourself at all times (unless you are already experienced at bread-making, storytelling and other skills, which I know some of you already are). Before you start we assume you have read the e-books, listened to the MP3s and watched the videos in the "*Essential Teacher/Parent Guide*" that comes free with your curriculum purchase. This set contains all of the articles we have referenced below. It will be much easier for you if you read the articles first. Then, when we refer to them below you will already know what we are talking about instead of having to back-track to find them.

Here are some tips for each part of the day to help you through the schedule: [Anything in blue on the schedule will be found on the pages following the schedule in the order it is found on the schedule. We may, from time to time, provide two stories to choose from. We also provide extra stories on the private member BLOG. Anything in black on the schedule can be found in this introduction \(either described here or the recipe for it here, like the basic bread\).](#)

Morning A: Breathing Out: Circle Time

The focal point of the morning is coming together in some way. At this age, no matter what you choose it should also involve some movement. This can be organized like yoga poses or it can be simply moving in beat to the verse or the music. You could also incorporate some simple stretches where the child touches their feet or stretches too the ceiling. You can also add prayer or classroom/family discussions to this part of the day. We have provided verses for each week. Depending on the needs/wants of your students you can change the verses each week according to what we have put down on the schedule or you can add to the collection you have each week. My classes always wanted to sing as much as possible so week one we would do the first three verses, then we would add three and so on. By week four we were singing about eight verses each morning (the kids would always have one or two they “kicked out” of the series).

There are MP3s for each verse in your files. However, I was often too busy to learn the “real” tune that went with a verse so I would make up my own or I would use a familiar tune (like the tune of Twinkle Twinkle Little Star or another). Many verses – especially those with a lot of hand motions – are better chanted than sung. Not all verses have or need a tune. If you keep a harp on hand (even a cheap “fake” Lap Harp – you know the ones where you insert a paper under it to play a tune) tuned to the pentatonic scale it is actually surprisingly easy to make up tunes! Everything sounds good on a pentatonic harp.

Also keep in mind that some of the songs may be long for some children (the ages and level of children varies widely in KG) so you may need to start the week by singing only the first part of the song or you may need to sing or chant the verse and have the student(s) join in on a chorus only. You can add the rest of the song during the course of the week or just leave the song shorter. It is up to you. Another thing I do with groups of children is I will sing the first couple lines and then have them repeat. I will then do this for the next line and so on.

Morning B: Breathing In: Snack Preparations

You will be preparing a grain and a fruit for snack each day. For each grain that is listed you can make your own rotation substitute if your child/family has allergies or you can repeat one or two grains all week to accommodate special eating needs. You can choose how you want to make the grain. You can use the grain to make porridge (All grains are amazing when prepared like oatmeal!), the bread of the month, a simple basic bread, or flat bread. Basic bread recipes can be found in the *Waldorf Basics Book* and the basic recipe for cooking grains into porridge is

to cook them until they are soft. Times vary based on the method you use. We like to use a rice cooker. On 'bread day' we use wheat as well but you can also use a substitute. You can choose to make bread more than once a week. We often do. Porridge can be topped with cinnamon, honey, other spices, butter, milk, almond, soy, rice, coconut milk or other toppings. Spreads can also be provided for breads at snack time. I allow the children chocolate spread on Fridays.

Morning C: Breathing Out: Eating Together and Table Preparations

This part of the morning is very important. It is not "just to eat". The child is learning about rituals, responsibility, preparation, coordination skills (pouring, etc..), organization skills, and much more. You can see our video *Making Bread* to see how important all the different steps of snack time are. This period of the day sometimes takes up to one hour. It is very important that the child set the table, enjoy the process of eating and clean up the table as well. Focus on the joy in the process and be sure to start each snack with a lit candle and a verse. Your meal-time verse can be found in the video or MP3 called *Basic Waldorf Verses*.

Morning D: Breathing In: Free Play

This is an essential and important part of the day. For tips on why or how to set up a classroom see our articles in the series *Waldorf 101*.

Morning E: Breathing Out: Nature Walk

It is important for the child to take the same nature walk for part of the week so they become familiar with how the "same" place changes with each time of day, season and other factors. This is an important part of their education. For a child to actually see and experience the changing of the seasons on a weekly basis using the same template every day is much more valuable than coloring worksheets that depict the seasons of the year!

Lunch: Breathing In: Preparing and Eating Together

Afternoon A: Breathing Out: Storytime/Puppet Show or Finger Play

We have provided shorter stories as well as longer stories in parts for you to get more ideas for content. It is important that you tell the story and not read it. You can use props to help you. Wooden figures are very Waldorfy and ideal but you can also use different props or supplement wooden figures with rocks, stuffed animals, pinecones, scarves and other items. The teacher support materials include a very useful article on how to tell stories. If you are unsure of how to do this please read this article first. Towards the end of the week you will be telling a finger play as a story. The only props you need for this are your hands. These stories are usually very short so your child may want you to repeat them.

For longer stories we have split them into two parts. The kids love the suspense of having to wait for the next day to see what happens next! Another really good tip is to focus on the progress of the story rather than the plot. You know how kids tell stories without ends? That is because the plot is not important to them – it is the journey. Breaking a story into parts and telling it over a few days will force you, the storyteller, to make each part more interesting. Along with what is provided to you in the stories below you can also add more colors, objects, details and names. Use your imagination and personalize the story when you can with places, people, names, foods, objects, flowers and other things familiar to the child.

Afternoon B: Breathing In: Rest

Afternoon C: Craft/Lesson

It is important that the child do these crafts in small steps and does them with the parent or teacher. At this age modeling after the teacher/parent and helping the teacher/parent are very important to the child. It is also important that we realize the kindergartener's need to break things into smaller steps and to repeat activities. Rather than rushing them into a different craft each day, allow the child to experience the handwork, craft or lesson you are doing that week and break it into manageable steps for them. We have done that for you in the plans below. In some cases one craft is so large or has so many variations there is only one craft mentioned for that week. In other cases, there are two or three crafts for the week. As usual, each craft can tie into the theme of the week or the story.

Daily Themes & General Schedule

Morning A: *Breathing Out:* Circle Time: Three verses and movement every day.

Morning B: *Breathing In:* Snack preparations

1. Rice & Purple – grapes, blackberries, blueberries, etc....
2. Barley & Red - apple, raspberries, cherries, strawberries, watermelon, etc....
3. Millet & Yellow – banana, apple, sweet squash, zucchini, nuts, etc.
4. Rye & Orange – oranges, mandarins, melon, etc....
5. Oats & Green – wheatgrass, snow peas, apples, etc....

Morning C: *Breathing Out:* Eating together and table preparations

Morning D: *Breathing In:* free play with natural toys or in nature

Morning E: *Breathing Out:* Nature Walk

1. Theme of the Week in Nature
2. Changes of Seasons in Nature
3. Verse in Nature
4. Story in Nature
5. Field Trip or Change the Walk

Lunch: *Breathing In:* Preparing and Eating Together

Afternoon A: *Breathing Out:* Storytime/Puppet Show

1. Tell the story
2. Tell the story a second time perhaps adding personalization
3. Tell the story with the child perhaps acting it out or helping you tell it
4. Finger-play story
5. Child helps with finger-play story

Afternoon B: *Breathing In:* Blow out the story-time candle, put the toys in “bed”. Take a nap if needed. Take some time to look at a picture book or do something quiet. For 15 minutes to one hour (depending on the child/need).

Afternoon C: *Craft/Lesson*

1. Introduce the craft. Do part one
2. Craft part two
3. Craft part three
4. Watercolor story
5. Field trip today, free choice such as block crayon drawing, working with clay, visiting someone who does handwork, watching or “helping” mom, etc....

Sixth Sense Math & Sixth Sense Language

We have included these lessons in the first week of each month so that you can set the “theme letter and number” for the month. The information we have provided for each letter and number are for the teacher to read and absorb. This knowledge can then be passed onto the child in a subtle manner. During the kindergarten year you are not formally teaching the child any numbers, math or letters. However, these lessons help the child become familiar with what they will be doing next year and serve as a preparation. The focus this year will be on recognizing the letters and numbers in nature, or outside, at the store or around the home. The child will count and will sometimes be able to recognize the letter in a verse or story. Children can also trace the letters or numbers in sand, on a chalkboard or other “playful” ways. And although the lessons are formally addressed and on the schedule for only the first week, you should post a reminder to yourself and the class what number and letters are “focused on” this month so you can integrate them whenever you find a chance – even in shaping bread or cutting up fruit.

Using the Six Senses & Whole Body to Learn Math

Our math lessons are not a book of math stories, nor are they books about math gnomes, math games, or how to do math using a different method. Our math lessons do not have endless pages of examples and worksheets, nor do they have complex stories meant to teach you math concepts. *Sixth Sense Math* 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!

However, I, being of the sanguine temperament, was always resisting her lessons and finding my own ways to learn about math. The end result was that I experienced math as a “solid concept” in her world and also experienced math as a “sensual concept” in my world. As I grew older I became fascinated with the mystical studies surrounding math. In some cultures math is akin to a religion. Numbers can take on mystical and spiritual meanings and some numbers are viewed as dangerous. Numerology studies the properties of numbers. The Fibonacci sequence illustrates the concept of number sequences in nature. Some people believe that the Fibonacci numbers have mystical powers or a deeper meaning. Math is not just a “concept” on paper, as is taught by many schools. And math is not just a concept of addition and subtraction – no matter how many creative gnomes are involved. Math is a holistic experience of the spiritual, physical and mental body and when we can learn to look at math in that way – math will come more naturally and won’t be something “we can’t do” or “we are not good at” or we “don’t understand”. Math is part of us and we already inherently understand it. Math is already in us and we naturally use it in everyday life. We just need to learn how to embrace it as part of us instead of something that is apart from us. A story about my daughter’s half-brother is a good example of how math comes naturally.

He recently took a liking to shoes. So every day when her and her stepsisters come home from school, he takes their shoes from where they left them by the door and he gives them to the person they belong to. He then insists that they need to wear the shoes and is only happy when each person wears the shoes that match them and then walks around a bit. Now think 3 years in the future. This child will be sitting in pre-school, doing a pre-math worksheet on matching. He will suddenly be taught that “matching” is something mathematical; something abstract and something that perhaps he needs to compete with other kids to be “better at”. So which IS better? Is it better to match your loved ones to their shoes and laugh and smile or is it better to be staring at a worksheet and told you need to make lines to the objects that match? And is he going to learn better in one situation than the other?

Another story about Rudolph Steiner illustrates how even in a traditional Waldorf school, things can sometimes become a bit routine and abstract. In this story Steiner brings their math lesson back into the real, sensual and holistic world for the children. It was a Festival day for the Waldorf School, for Dr. Steiner arrived and was to visit the different classes. The children on all hands looked happy and expectant; there was not always time for him to visit every class, hence all the greater excitement and expectation. Every time a door opened faces lightened up joyously, and it was triumphantly reckoned that since last time he visited the parallel class, this time he must come to us. In the meanwhile, however, all must work their very hardest, for they know that nothing delights Dr. Steiner so much as good and willing work. We happened to be having an Arithmetic period in the first class, and we stamped and clapped the two-times tables gallantly and practiced it also in connection with many fairy tales. We had built an imaginary golden staircase, which led up to a noble castle, where stood the Princess awaiting the Prince. The Prince of course had been enchanted and had long sought the Princess, and now he stood at the foot of the golden stair, and when he saw her above him, he did not stop to mince one step at a time, but two steps at a time forsooth, 2, 4, 6, 8, 10, etc., to be up the quicker. Thus the children steeped themselves in the two-times table, and we were just wondering whether a really clever Prince could not go up three steps at a time when the door opened and Dr. Steiner was with us. Joy shone on all the children's faces. After he had greeted us with warmth that was characteristic of him, the lesson proceeded. Since Arithmetic always frees and releases the children very much there was great liveliness in the class, and as we were on the point of continuing with our fairy Prince and his golden steps, Dr. Steiner himself intervened, to our great joy. "Just think," he said, "we are now in Summer and outside the roses are in bloom; how splendid it would be if someone were to come in to us and bring us a basket of roses.

And each of you was to receive the same number. Look! You could get the first three, and here he turned to a little girl with dreamy eyes. "But," he warned her, "you must be very skillful and really catch them, and we will see at the same time how many roses there were in the basket." Then the next child had three roses thrown him, and at once called out 6, and the next got three and called out 9 - and so on it went faster and faster, 12, 15, 18, 21, 24, 27, until at 30 the basket was empty. Now there was great rejoicing, but also a great outcry, for the remaining 20 also wanted roses, and so the whole thing had quickly to be done again, and by the time all had received their three roses, the three-times table had been thoroughly practiced with the utmost zest and vivacity. Moreover, it had worked through the whole body, for the little hands and feet had been every bit as active as the heads in grasping the roses. Very beautiful also was the rhythm of throwing and catching, which brought about simultaneously a bond between teachers and taught. With friendly words of leave-taking and a warm "Auf Wiedersehen," Dr. Steiner hastened on to the next class to bring warmth and happiness to the hearts of other children.

It had indeed been a festival day for children and teachers, and often when the responsibility of the work with the children weighs heavily - work so beautiful and yet so arduous – comfort comes from remembrance of the words of encouragement and warmth which Dr. Steiner always gave to a teacher where he perceived good will and earnest responsibility for the work of education. (From CHILD AND MAN Vol. 2 No. 1).

So how can we change the way we look at math? How can we stop looking at math as a concept and start looking at how it embraces us as human beings and is already part of us? Earthschooling math is a step in that direction. I will lead you through the numbers 1-10 and illustrate how you can look at them in different ways. I will also talk a little bit about geometry and the concepts of addition, subtraction, multiplication and division. In each discussion I will talk about how you can experience these numbers and concepts in a holistic way – using your whole being and using all of your senses. Through this method of looking at math you will develop what I call your “sixth sense” of math – math will become part of your intuitive life as well as your physical life. This book is meant to be an inter-active workbook. Use this book by reading the entire book once through to get an overview. Then, slowly work through the book with your child, introducing each new concept when they seem to have mastered the one before it.

August Weekly Themes (weeks 2, 3 and 4 omitted from SAMPLE)

Week One: Rhythm

Student: What is rhythm? Where do we find rhythm in nature? In the home? In music?

Teacher: Cornerstones: Rhythm

Find your natural rhythm this week through stories, verses, crafts and inner work. What time does your class naturally want to start? What time does your class get hungry for snack or to get some energy out on a nature walk? What household or classroom chores will you need to add into the schedule? Do you have farming or gardening chores to do? Baby care? Household chores? Anything else? Find the natural flow of your class. Rather than following the schedule strictly this week allow the natural flow of your day to modify it and see what happens.

Daily Inner Reflections

I like to start each day with an inner reflection that inspires me but also contains a theme I can integrate into the day for my child in subtle ways. The daily meditations I list for each day are repeated because they are ones that will guide us in many ways. They need to be reflected on more than once. You will also find that each time you reflect on the theme that you will have a different experience. This is an important part of the process for you and the child. It is important to see how these themes can apply to so many different areas of our lives. These themes rotate every two weeks. Post this list somewhere where you can see it every day. Add to the reflection themes as we post ideas in the forum or as others inspire you.

Week One

Monday: We are all here for a reason – finding ways we are special and unique

Tuesday: There is potential in everything – find ways nature shows potential

Wednesday: Giving – the more you give the more you receive

Thursday: You can change the future – show ways that choices you made have helped

Friday: Work can be fun – don't fight life

Saturday: Intention and wishing can be powerful tools

Sunday: Enjoy life – detach in some ways and feel balanced about the good and bad.

Basic Breads

Bread One: Basic Yeast Bread

This recipe is my favorite hand-made bread. I include this so you have the instructions on how to make bread by hand. You can use the ingredients in the other recipes and follow the instructions of this one to make the bread by hand. If you want to use the machine just follow the order of ingredients I have listed under the other recipes.

6 cups of warm water (potato water works the best for bread if you have it)

2 TBS. dry yeast

6 TBS. sugar or honey

3 TBS. salt

16 cups various flours. My favorite combination is:

10 cups Whole Wheat,

2 cups oatmeal

1 cup bran

3 cups white

In a mixing bowl, dissolve yeast in 2 cups of warm water. Add the sugar and salt. Let it stand 5 minutes. Stir in 4 cups of water and 6 cups of flour. Beat well. Let stand for 30 minutes (this resting period is important to give extra rising to the bread). Add the remaining flour and knead 8 minutes or until dough is flexible but not sticky. Cover with a damp cloth and let rise (in a bowl) until it is tripled in size (6 hours?). Punch down, Make into loaves and put in loaf pans, let sit for 30 more minutes and then bake at 375 for 30-40 minutes.

Variation

Roll out and spread with any filling like a jelly roll and roll up. Cut into rolls and put on a pan and bake for 20-30 minutes at 400 degrees.

Bread Two: Bread Machine Style

The ingredients below are listed in the order you would put them into a bread machine on the dough setting only.

- 1 cup of water
- 3 Tbs. Of Oil (Olive is the best)
- 3 Tbs. Of Sugar (Pure cane and not white is the best)
- 2 tsp. Salt
- 4 cups of flour
- 1 Tbs. of instant yeast

Put this all in the bread machine in order and turn it on dough-only cycle OR use the ingredients in the recipe instructions for number one.

Parent Craft for the Month

Knit a Giving Square

The children can do this next year as First Graders after they learn how to knit. This year they can watch, help you and be inspired! And when you learn it helps prepare you, in a gentle way, for next year. This can be started at the beginning of the year. Knit squares in different colors. However, be sure to use the same WEIGHT of yarn and same needles each time so all your squares will be the same size. I forgot to do this the first year we did this as a class and it was a bit of a disaster. We made the best of it but I certainly remember to make sure everything is the right size now!

Enjoy knitting these squares at any time of day. There is a video on the kindergarten webpage that shows you how to knit a square. Once you have a few here are some things you can do with the square:

1. Make a bunny for the child (video also available on your KG curriculum page)
2. Make a hot-pad or towel for the kitchen (4-6 squares)
3. Make a doll blanket (6-8 squares)
4. Make a baby blanket (30-60 squares)



Week One Rhythm	Monday Purple - Rice	Tuesday Red – Barley	Wednesday Yellow - Millet	Thursday Orange - Rye	Friday Green - Oats
Morning A Breathing Out	Two verses & movement Beanbag Two , Skip Counting	Two verses & movement	Two verses & movement	Two verses & movement	Two verses & movement
Morning B Breathing In	Snack Brown rice with grapes, blueberries, blackberries – Choose something seasonal from your region all week ...	Snack Barley with apple, raspberries, cherries, strawberries, watermelon	Shape Basic Bread & Snack Millet w/ nuts bananas, sweet squash zucchini, pears, mangoes	Snack Rye with oranges, tangerines, mandarins, melon, mangoes	Snack Oatmeal with golden raisins, grapes, wheatgrass, snowpeas, apples, pears
Morning C Breathing Out	Prepare the table, eat together, clean together	Prepare the table, eat together, clean together	Prepare the table, eat together, clean together	Prepare the table, eat together, clean together	Prepare the table, eat together, clean together
Morning D Breathing In	Free Play	Free Play	Free Play	Free Play	Free Play
Morning E Breathing Out	Nature Walk The Letter A in Nature	Nature Walk Theme of the Week Repeat	Nature Walk Theme of the Week Repeat	Nature Walk Theme of the Week Repeat	Nature Walk Take a Field Trip or Walk a Different Way
Lunch Breathing In	Lunch prep and eating together	Lunch prep and eating together	Lunch prep and eating together Soup & Story	Lunch prep and eating together	Lunch prep and eating together
Afternoon A Breathing Out	Storytime Tell the story The Flock of Birds	Storytime The Year	Storytime Tell the story with participation	Storytime Circle Game Bassez Down	Field Trip , read a picture book or repeat finger-rhyme or other story
Afternoon B Breathing In	Breathing in Rest Time	Breathing in Rest Time	Breathing in Rest Time	Breathing in Rest Time	Breathing in Rest Time
Afternoon C Breathing Out	Craft-Lesson Craft Part One: Finger Knitting	Craft-Lesson Craft Part Two Finger Knitting	Craft-Lesson Finger Knitting	Craft-Lesson Watercolor Story: Aesop's ABCs- The Letter A	Craft-Lesson Field trip or choose from free style

Beanbag Twos

Toss beanbags to the beat.

Our legs, our arms,
Our hands, our feet.
We count in pairs of two.
2, 4, 6, 8, 10, 12, 14, 16, 18, 20

Our eyes, our ears, our socks, our shoes,
We count on me and count on you.
2, 4, 6, 8, 10, 12, 14, 16, 18, 20

The Skip Count Song

Sing to the tune of "Skip to my Lou". Note that the kids won't really understand this song into the higher numbers but they can still sing along. I like to have them sing along as it helps with understanding and memorization later. However, you can also stop at 12 if you don't want to go higher with the counting.

Skip count, skip count, count by 2's
Skip count, skip count, count by 2's
Skip count, skip count, count by 2's
We can count to 20.

"2, 4, 6, 8, 10, 12, 14, 16, 18, 20!"
Skip count, skip count, count by 5's
Skip count, skip count, count by 5's
Skip count, skip count, count by 5's
We can count to 50.

"5, 10, 15, 20, 25, 30, 35, 40, 45, 50!"
Skip count, skip count, count by 10's
Skip count, skip count, count by 10's
Skip count, skip count, count by 10's
We can count to 100.

"10, 20, 30, 40, 50, 60, 70, 80, 90, 100!"

Nature Walk

Find the letter A in Nature. Do this all week (or even all month). How many can you find? I found one here...



A Flock of Birds

A Folktale from India

This is such a wonderful way to start the year! Even if you are already part way into the year this is a great reminder to the class that when we all work together in cooperation we can accomplish great things! I like to start every year with this inspirational story! There was once a flock of birds peacefully pecking seeds under a tree. A hunter came along and threw a heavy net over them. He said, "Aha! Now I have my dinner!"

All at once the birds began to flap their wings. Up, up they rose into the air, taking the net with them. They came down on the tree and, as the net snagged in the tree's branches, the birds flew out from under it to freedom. The hunter looked on in amazement, scratched his head and muttered, "As long as those birds cooperate with one another like that, I'll never be able to capture them! Each one of those birds is so frail and yet, together they can lift the net."

The Year

This is a good story to start the year with because it teaches the children a game to help them remember the months. It is also a fun story because it shows how each child in the story has a different way of listening, learning and expressing themselves – just like within a class or group of siblings! As the children, “Which person in the story do you relate to most?”

“You told us,” said Claire to her grandfather, “that at the same time the earth turns on its axis it travels round the sun.” Claire was always remembering things her grandfather said but so many of the things seemed fantastic. She always wanted to understand more about them to know if he was just teasing her or what he had said was really something scientific or real.

“Yes. It takes three hundred and sixty-five days for that journey; it makes three hundred and sixty-five pirouettes on its axis in accomplishing a journey round the sun. The time spent in this journey makes just a year,” her grandfather replied.

Note to teacher: Use objects to represent the sun and earth while I am telling this story – otherwise it is confusing for a child to follow and is too abstract.

“The earth takes one day of twenty-four hours to turn on its axis; one year to turn round the sun,” said her brother, Jules, who liked to show how well he could memorize things. Then, just to prove he actually understood what he was saying he added more,

“That is it. Imagine yourself turning around a circular table the center of which is occupied by a lamp representing the sun, while you represent the earth. Each of your walks around the table is one year. To represent things exactly, you must turn on your heels three hundred and sixty-five times while you circle the table once.”

“It is as if the earth waltzed around the sun,” Emile suggested. Emile was a bit dreamy and she saw everything as if it were a dance or a piece of music.

“The comparison is similar, even if it is not exact,” her grandfather replied.

“It shows that Emile has understood perfectly in her own way. A year is divided into twelve months which are: January, February, March, April, May, June, July, August, September, October, November, December.”

Teacher note: Have the children repeat these with you.

“But did you know that not every month has the same number of days? The unequal length of the months is sometimes confusing. Some have 31 days, others 30; February has 28 or 29, according to the year.”

“For my part,” said Claire, “I should find it hard to tell whether May, September, and other months have 30 or 31 days. How can one remember which months have 31 days and which

30?" For Claire, as I mentioned before, liked to talk about things in more detail before she could memorize them or remember them easily. While Jules, her brother, could remember things if only told once, she needed to hear them more often and what helped even more is if someone could give her a tool or game she could remember things by. Of course her sister Emilie always wanted to remember things with a song or a dance.

Claire's grandfather was always happy to help her understand things and remember things. He liked being a teacher. So he replied, "A natural calendar, engraved on our hands, teaches us in a very simple way. Close the fist of the left hand. At the knuckles the four fingers, other than the thumb, form each a bump, separated by a hollow from the next bump. Place the index finger of the right hand in turn on these bumps and hollows, beginning with the little finger, and at the same time name the months of the year in order: January, February, March, etc. When the series of the four fingers is exhausted, return to the starting-point and continue naming the twelve months on the bumps and hollows. Well, all the months corresponding to the bumps have 31 days; all those corresponding to the hollows, 30. The only exception is February, answering to the first hollow. That has 28 or 29 days, according to the year."

Teacher note: Do this with your children. They will not understand this if you just show them or tell them. Take some time to do this with them.

"Let me try," proposed Claire, who was always excited when her grandfather showed her a new game. "We'll see how many days May has: January, bump; February, hollow; March, bump; April, hollow; May, bump. May has 31 days."

Note to teacher: If you have more than one child in the class let them take turns being each person in the story here.

"It is as easy as that," said her grandfather.

"My turn now," interposed Jules. "Let us try September: January, bump; February, hollow; March, bump; April, hollow; May, bump; June, hollow; July, bump. And now? I am at the end of my hand."

"Now begin again and go on naming the months," grandfather instructed him.

"You go on at the same point where you began?"

"Yes."

"All right. August, bump. There are two bumps in succession. There are then two months together, July and August, that have 31 days?"

"Yes."

"I will begin again. August, bump; September, hollow. September has 30 days."

"Why has February sometimes 28 and sometimes 29 days?" asked Claire. Claire didn't like exceptions to the rules. She found them so confusing! Especially when it came to spelling things.

"I must tell you that the earth does not take exactly 365 days to turn around the sun. It takes nearly six hours more. To make up these six hours that were disregarded at first in order to have a round number of days in the year, they are reckoned in every four years, and the additional day they make all together is added to February, which then becomes 29 days long instead of 28."

"So, for three years running, February has 28 days, and the fourth year it has 29."

"Exactly. Remember, too, that the years when February has 29 days are called leap years."

Note: The kindergarten children will not understand this last part but it is part of the story and it will plant a seed for later understanding. However, they will understand the first part with the hand game.

Finger-knitting: Two Kinds

In preschool you did these as a parent craft and the child looked on. As a kindergarten student you should introduce these to them at the beginning of the year. Do not worry if the child is not yet ready. Introduce them to one (or both) forms as an evaluation tool. The five-finger is the easiest for most but some children find the one-finger easier. Try both and see which one they like best. If they take to it right away they can actually learn both. If they can only learn one, let them become experts and one and feel success and then at some time later in the year (make a note on your calendar) introduce the second one. If they are unable to do both then make a note on your calendar to introduce these again in three months and then again a month later. As an evaluation tool – keep in mind that a child who cannot coordinate or grasp the concepts of finger knitting at this age will also not be ready for reading, writing and some more advanced crafts (which are not introduced until first grade anyway). They may also need to go a bit slower with any tasks at the beginning of the year that require coordination, drawing our counting skills so be patient. It is good to have a "heads up" on your student(s) abilities right at the beginning of the year and this is a great evaluation tool as well as being fun.

Note that the instructions for finger-knitting are included below but I have also placed a video on your kindergarten member page to make it easier for you to follow along.

The Shepherd and His Sheep

A Story to Tell While Finger-Knitting

There was once an old shepherd, who had a large, energetic flock of sheep. Every morning he would take the flock of sheep up the mountain to a beautiful green meadow where the sheep would eat the delicious grass. But each day, when it came time to make the journey up the mountainside, the old shepherd would struggle to keep the whole flock of young, energetic sheep together. Some would run away to nibble grass, some to play under the trees, and others would wander off among the mountain flowers.

The poor shepherd wanted to keep them together for their safety, but he was too old to chase after them. And so he thought and thought about what he could do to keep all the sheep together so that they could get to the meadow safely. At last, he had an idea. And so, the old shepherd carefully built a little gate [make a slip knot in the yarn at this point in the story]. And the next morning, he showed each sheep how to go through the gate one at a time [draw a loop of yarn through the slip knot 'gate' for each sheep as he guides them, and pull tight], and when each sheep got to the other side, the old shepherd was delighted to see that they all were happy to stand one behind the other. [Show the children how the 'sheep' line up on the other side.]

And so, for a few days, that was how the shepherd went up the mountain with his sheep to get to the green meadow. After a few days, though, the shepherd noticed that it took a long time for each sheep to walk through the gate one at a time. And so he thought and thought about what he could do. [Put loop on index finger of left hand now]. Then the shepherd had an idea. He told each sheep to stand ready, and then, with the gate in front of them [at this point, place the long 'tail' of yarn over the same index finger, in front of the first loop], he showed the sheep how to jump over the gate [take back loop, pull it over the front piece of yarn and right off the finger, and then draw tight - not too tight though!]. As each sheep jumped over the gate, the shepherd was delighted to see that once again, the sheep were all happy to stand one behind the other. In this way, the sheep were gathered for their journey much more quickly. And so, from that day forward, the old shepherd never had to worry about his sheep again, and they all went easily and happy to the green meadow together every day.

Instructions

There are two ways to finger knit. One is to make a chain. Start by making a slip-knot at the beginning of a ball of yarn (leave a tail of about 6"). Then pull the loop of the slip-knot out large enough to easily insert your thumb and first finger through. Pinch the yarn between your thumb and first finger and pull a new loop through the first loop. Pull on the new loop until the original loop is fairly snug around it. Continue to pull a new loop through the previous loop and to pull up the slack in the old loop. Keep going until the chain is as long as you like. To end, cut the yarn and pull the tail through the last loop. To knit a band four stitches wide, you must cast on around all four fingers of your hand. If you are right handed, wrap the yarn around the fingers of your left hand. If you are left handed, wrap the yarn around the fingers of your right hand. With your palm facing you, leave a tail of yarn hanging behind your hand, between the

thumb and first finger. Wrap the yarn in front of the first finger, then all the way around that finger to the front again. Next, wrap all the way around the second finger. Continue until all four fingers have a strand of yarn around them. Be careful not to make these wraps tight!

Now you are ready to start knitting. The yarn is hanging from the pinky finger. Wrap it around the back of the pinky and let it hang down between the pinky and the ring finger, over the palm of the hand. Lift the old strand from the back of the pinky finger, over this new strand, and off over the end of the finger. Wrap the yarn behind the ring finger, and let it hang down the palm between the ring finger and middle finger. Lift the old strand on the ring finger over this new strand, and over the tip of the finger. Do the same for each finger, across the hand. You've worked one row of four stitches. Now work across the hand from the first finger to the pinky, wrapping the yarn behind each finger, and lifting the old strand over the new and off the finger. Continue working back and forth like this, and you'll have a surprisingly long strip of knitting in a short time. To end, cut the yarn, and pull the end through all four stitches.

Five Finger Finger-Knitting

Finger knitting is a fun easy activity that young children can master (a five year old taught me). It is a good introduction to knitting because it is knitting with fingers. The tension of the yarn affects how loose the loops are. If the yarn is too tight it is hard to lift loops over the fingers. If too loose the loops are big and uneven. As people finger knit they naturally work on getting the loops the same. Finger knitting shows that knitting is a series of loops. Knitting with needles will



be easier to understand after finger knitting. Finger knitting can be used to make headbands and ties.

Tie yarn loosely to the index finger leaving the tail hanging down the back of the hand.

Weave the yarn behind the next finger, in front of the next and so on. Loop around the pinkie and back.

Repeat the front-to-back weaving until there are two strands of yarn across all four fingers and the ball of yarn hangs down the back of your hand. The thumb can be included but it is easier to use just four fingers. Note: Finger knitting is a loose knit and weaving the yarn tightly will only make it more difficult to lift the bottom loop over the top. But if the weave is too loose the top loop falls off when lifting the bottom loop over it.

Lay hand palm up on thigh to hold the yarn hanging down the back of the hand in place. For each finger; lift bottom loop over the top loop and finger, and drop it behind the hand. Now, each finger has one loop of yarn on it.

Repeat steps 2 and 3 until knit is long enough.

Finish off the finger knit: All fingers should have one loop on them. Start from the pinkie finger. Lift loop from pinkie and put it on the next finger. Now there are two loops. Pinch the bottom loop, lift it over the top loop and drop it behind the finger. Lift the remaining loop off of that finger and move it to the next finger. Repeat this until there is one loop on the index finger. Careful not to lose the loop on the index finger cut the yarn towards the ball at least six inches long. Grab this tail and poke it through the loop on the index finger. Pull the tail tight.

Soup & Story: Community Welcome Gathering

Start your year cooking together with this soup and story. This is meant to inspire ideas for the rest of the year, to bring your class together, teach them cooperation and celebrate the beginning of the year. This is not a regular monthly lesson, but is a "welcome to school" celebration that we look forward to each year. If you are doing this program as a co-op or have parents who leave children with your program...this is the day we invite them in to see the classroom and share lunch with us.

A Philosophical Chinese Story about the Discovery of Salt

Everyone in China knows that the phoenix, or feng-huang, as it is known, is a beautiful bird, with its tail as bright as a peacock's and its scarlet head and breast and back. The feng-huang's wings are huge and colorful, and its eyes are as blue as the sea. The feng-huang is not only beautiful; it is also a noble and wise creature. It seldom appears, but everyone knows that when it does, it hovers over treasures, bringing fortune to those who see it.

One day a poor, hardworking peasant walked to his marshy fields long day's work. Suddenly he stopped and his eyes opened wide, for of him, half-hidden among the reeds, stood the fabulous feng-huang.

The peasant quickly ran toward the marsh, but as he reached the spot where the creature stood, it soared into the sky. The peasant watched it disappear, and then he turned to the spot where the feng-huang had been sitting. He smiled. "There must be treasure buried here," he said, and he began to dig as fast as he could.

He dug and dug, but he turned up only dirt and mud. At long last, he picked up a piece of earth and pondered. "This dirt must be the treasure," he said, and gazed up to the heavens. "The feng huang promises treasure," he said softly. And so he wrapped the piece of earth in cloth and hurried home.

When he ran through the door, he called to his wife, "I have found treasure," and he sat down and told her his tale. The two stared in wonder at the piece of earth.

"Dear husband," his wife said after a while, "you know you must take this to the Emperor."

The man nodded, for he knew, like everyone else in his country, that anyone who found a treasure must report it to the Emperor. The peasant dressed in his work clothes, for these were

the only clothes he owned. His wife carefully wrapped the piece of earth and placed it in a willow basket. Then the peasant took the basket in his hand and walked all the way to the capital city. There he announced his wish to present a treasure to the Emperor.

When the Emperor asked to see the gift, the peasant bowed low, reached into his basket and held out the earth. He told the Emperor the tale of the magical phoenix. The Emperor frowned. "You are trying to make a fool of me," he cried. "This is no treasure. Guards, take this man to the dungeon and put him to death. No one tries to trick the Emperor!"

The Emperor's guards obeyed their master. As for the basket of dirt, one of the servants placed it upon a shelf in the royal kitchen, and there everyone soon forgot all about it. Some time later, one of the cooks was carrying a bowl of soup into the royal dining hall. As he walked, he passed beneath the basket, and a small clod of earth splashed into the soup. The cook was horrified, but just then the Emperor boomed, "Bring me my soup!"

The cook quickly carried the bowl to the table and placed it before the Emperor. His hands trembled and sweat poured from his brow as the Emperor dipped his spoon into the soup. The Emperor took one taste and smiled. "Delicious," he said. "This is the best soup I have ever tasted!

What did you add to it?"

Still the cook trembled. "Your majesty," he began, "I did nothing special, but a bit of dirt from the peasant's basket fell into the soup. As he spoke, he turned as pale as the clouds.

The Emperor was amazed. "Bring me that basket," he called to his servants, for he remembered the peasant's tale of the feng-huang. When the basket sat before him, the Emperor reached in and sifted the earth through his hands. As he did, tiny white crystals clung to his palms.

"This is a treasure," the Emperor said. "It is a gift from the phoenix. From this day on, we shall add these crystals to all of our dishes."

He sent his men to dig in the earth where the peasant had first spied the phoenix. And that was how the people of China discovered salt and all its wonders.

The Emperor wept for the peasant he had punished with death. He sent for the man's wife and son. He placed the peasant's son in charge of all the lands where the white crystal gleamed in the soil. The young man became rich and comfortable, and he cared well for his family. And so the peasant, honored through his son, rested in peace, and the feng-huang brought salt to China.

You have read a story about a basic soup ingredient...now let's start with the basics - here are recipes for two simple stocks...

Basic Vegetable Stock (8 cups)

Ingredients

5 carrots, chopped
2 stalks celery with leaves, chopped
2 onions, chopped
1 head garlic, unpeeled and cut in half
Potato peelings (wash before peeling)
1 turnip, sliced
Any wilted veggies in the fridge that aren't too strong, chopped
1 bay leaf
1 handful parsley
1 teaspoon salt and peppercorns
12 cups water

Directions

Bring all ingredients to a boil, lower heat, and boil gently for 45 minutes to one hour, 'til all the goodness is sucked out of the vegetables. Strain. Adjust seasoning. If you want darker broth, brown the vegetables in oil for 10-15 minutes over medium heat, then add water and herbs and bring to a boil, scraping up any dark bits from the bottom of the pan. Boil gently for 45 minutes and strain. If you want fragrance and complexity, add any combination of tomatoes, fennel, mushrooms, or other aromatic vegetable to the browning process, then boil and strain as above.

Chicken Stock (5 quarts)

Ingredients

4-5 lbs chicken parts--backs, wings, necks
2 onions, chopped
2 cloves garlic, crushed
1 carrot, washed and trimmed
Parsley
2 bay leaves
2 teaspoons salt
1 teaspoon white peppercorns

Directions

Put everything into a large stockpot and add water to the 3/4 point. Bring to a boil slowly, then reduce heat to a simmer and cook, covered, for 2 hours. Remove cover and simmer at least another hour. Strain stock and pour it into different sized containers (for different uses). Let sit 'til cool, then freeze, leaving the chicken fat on top to seal. When you're ready to use, it's easy enough to peel the fat off the top--and use it for other purposes, if you like.

To make a community soup have everyone bring one ingredient to share and simmer with the soup for 20-30 minutes. Be sure to cut the pieces smaller if you want the soup to cook more quickly. You can also just add alphabet or other noodles to the broth.

Bassez*Down

A West Indian Song

Bassez Mama, bassez down
Bassez in the morning, bassez down
Massez down Missie Mary, Bassez down
Massez down Missie Mary, Bassez down
Massez down Missie Mary, Bassez down
Bassez in the morning, bassez down

Game directions: One child stands in the middle of the circle. All children sing and move to the music. The child in the center moves lower and lower, and the others copy his or her movements. At the last mention of "down" in the verse, everybody sits on the floor. The child in the middle chooses a new leader to stand in the center.

*pronounced "BAH-SAY"

Aesop's ABC's

Antlers – A

Tell the following story and then, for the watercolor painting, use two colors. For the first color make the lake (blue) and cover the entire paper in blue. Then, have the children paint the "antlers", the "legs" and the "arrow" in yellow by painting from the bottom of the page towards the top in straight line strokes. The end result will be green grass with a blue sky.

A handsome stag with majestic antlers admired himself in a lake. As he looked at his reflection he thought, "My antlers are beautiful! But these spindly legs of mine are so skinny I wish I could hide them in shame."

Just then a hunter's arrow whizzed by and the stag bounded into the woods. As he ran, his beautiful antlers caught and snagged on the branches of a low-growing tree. Struggling, he finally pulled himself free. If it weren't for the exquisite speed of his legs, he would surely have been captured. After that, when he gazed at his spindly legs, his pride would swell. "In times of danger," he thought, "they serve me well."

[Between August and May there are many more enriching weekly plans for your kindergarten classroom including stories, verses, recipes, holiday and seasonal activities \(for Northern AND Southern Hemispheres\), lessons and so much more! We even have extra files that contain additional stories, crafts and lessons so you are essentially getting two years of kindergarten for the price of one! The provided stories, crafts and lessons in this kindergarten curriculum will provide the cornerstone for your child's educational journey.](#)

May Weekly Themes

Week One: May Day – May Week – Song and Dance

Daily Inner Reflections

I like to start each day with an inner reflection that inspires me but also contains a theme I can integrate into the day for my child in subtle ways. The daily meditations I list for each day are repeated because they are ones that will guide us in many ways. They need to be reflected on more than once. You will also find that each time you reflect on the theme that you will have a different experience. This is an important part of the process for you and the child. It is important to see how these themes can apply to so many different areas of our lives. These themes rotate every two weeks. Post this list somewhere where you can see it every day. Add to the reflection themes as we post ideas in the forum or as others inspire you.

Week One

Monday: We are all here for a reason – finding ways we are special and unique

Tuesday: There is potential in everything – find ways nature shows potential

Wednesday: Giving – the more you give the more you receive

Thursday: You can change the future – show ways that choices you made have helped

Friday: Work can be fun – don't fight life

Saturday: Intention and wishing can be powerful tools

Sunday: Enjoy life – detach in some ways and feel balanced about the good and bad.

Parent-Child Craft for the May

Granny Square Crochet (video included)

Math Beanbags

These crafts should be started on the first of the month and worked on during “quiet-rest time” each day. This will either give the parent a chance to work on them during this time while the child rests or it will give the child a chance to “help” the parent with the craft or watch them in some way. Give the child some of your tools and let them copy what you are doing. Show them some of the skills. They will not be able to do it alone but they might be able to do a few stitches or help in some way.

Granny Square Crochet

You can use this square for a blanket for a doll or you can make many and make a larger “class or family blanket” or you can use thick yarn and make a hot-pad...or sew two together to make a nature bag...



Materials: small amount of yarn in any color, size H hook or size needed to reach gauge.

Ch 5, join to create ring.

Rnd 1- Ch 3, dc in ring, ch 1, 2 dc, ch 1 in ring, rep 6 more times, join w/ sl st in 3rd ch of beg ch 3.

Rnd 2- Ch 3, dc in next dc, ch 2, dc in next 2 dc, ch 2, rep around, join w/ sl st in 3rd ch of beg ch 3.

Rnd 3- Sl st to 1st ch 2 sp, ch 3, 2 dc, in sm sp, dc in next 2 dc, 3 dc in next ch 2 sp, *dc in next dc, ch 2, dc in next dc, 3 dc in next ch 2 sp, dc in next 2 dc, 3 dc in next ch 2 sp, rep from * 2 more times, dc in next dc, ch 2, dc in next dc, join w/ sl st in 3rd ch of beg ch 3.

Rnd 4- ch 3, dc in next 8 dc, *2dc, ch 2, 2 dc, in next ch 2 sp, dc in next 10 dc, rep from * 2 more, 2dc, ch 2, 2 dc, in next ch 2 sp, dc in next dc, join w/ sl st in 3rd ch of beg ch 3.

Rnd 5- Ch 3, dc in next 10 dc, *2dc, ch 2, 2 dc, in next ch 2 sp, dc in next 14 dc, rep from * 2 more times, 2dc, ch 2, 2 dc, in next ch 2 sp, dc in last 3 dc, join w/ sl st in 3rd ch of beg ch 3. Finish off. Weave in ends

Bean Bags

Materials Needed

Fabric Scraps

Needle

Thread

Dried Beans

Instructions

Any heavy-duty fabric can be used for this project. Cut out two squares for each bean bag you want to make. They should be the same size and approximately 6 inches wide. Lay the pieces on top of each other, right sides facing in. You want to match up the edges as well as possible. Cut a piece of thread at least a foot long and thread it onto the needle. Pull the thread through the needle eye and then tie the 2 ends together.

Start at any of the 4 corners and sew the edges together using a simple backstitch (see details below). Leave about an inch around the edge of your material. Sew 3 1/2 of the 4 sides together, threading more thread onto your needle if necessary. To do a simple back-stitch, follow these directions:

1. Push your needle up through the material. (Unless otherwise directed, you should always pull the thread through the material until there is no slack left.)
2. Push the needle back down through the material about 1/4 to 1/2 inch behind where you just came up.
3. Push the needle up through the material again, about 1/4 to 1/2 inch in front of where you came up the first time.
4. Push the needle back down through the material again, right next to where you came up the first time.
5. Push the needle up through the material, about 1/4 to 1/2 inch in front of where you came up last time.
6. Repeat until you are done!

Once you have 3 1/2 sides sewn, turn your beanbag right side out. Stuff your beanbag about 3/4 of the way full so it looks like a little pillow. You do want to leave a little extra room inside so your beanbag does not rip open too easily - the beans need a little extra room to shift when thrown. Fold in the rough edges at the opening and sew the last side closed in the same manner you sewed the rest of your bean bag. These last few stitches will be seen on the outside, but that is quite all right! Your beanbag will still work just fine.

Week One Song & Dance	Monday Purple - Rice	Tuesday Red – Barley	Wednesday Yellow - Millet	Thursday Orange - Rye	Friday Green - Oats
Morning A Breathing Out	Three verses & movement The Finger Band, Evens and Odds, Simple Simon, The Hippo Song, SANCHO	Three verses & movement	Three verses & movement	Three verses & movement	Three verses & movement
Morning B Breathing In	Snack Brown rice with grapes, blueberries, blackberries	Snack Barley with apple, raspberries, cherries, strawberries, watermelon	Make Basic Bread & Snack Millet with nuts bananas sweet squash zucchini, pears, mangoes	Snack Rye with oranges, tangerines, mandarins, melon, mangoes	Snack Oatmeal with golden raisins, grapes, wheatgrass, snowpeas, apples, pears
Morning C Breathing Out	Prepare the table, eat together, clean together	Prepare the table, eat together, clean together	Prepare the table, eat together, clean together	Prepare the table, eat together, clean together	Prepare the table, eat together, clean together
Morning D Breathing In	Free Play	Free Play	Free Play	Free Play	Free Play
Morning E Breathing Out	Nature Walk Dance and Sing in Nature	Nature Walk Have child find signs of the season in nature. How do you know it is May?	Nature Walk Verse in Nature – We are singing two number verses this week – find the numbers in nature – focus on number ten	Nature Walk Story in Nature Aesop’s ABCs Look for the letters in nature today! Y and Z	Nature Walk Take a Field Trip or Walk a Different Way today
Lunch Breathing In	Lunch prep and eating together Corn Chips	Lunch prep and eating together	Lunch prep and eating together	Lunch prep and eating together	Lunch prep and eating together
Afternoon A Breathing Out	Storytime Tell the story The Flower’s Lesson	Storytime Tell the story a second time – add personalization	Storytime Have the child act out or tell the story or participate in some way	Finger-Play Tell as a story Little Plant	Finger-Play Have child do the finger-play with you
Afternoon B Breathing In	Breathing in Rest Time	Breathing in Rest Time	Breathing in Rest Time	Breathing in Rest Time	Breathing in Rest Time
Afternoon C Breathing Out	Craft-Lesson Craft Part One Gather & Prep Flowers for Candied	Craft-Lesson Craft Part Two Make Candied Flowers	Craft-Lesson Honeybee Cookies to eat or for decoration.	Craft-Lesson Watercolor Story – Aesop’s ABCs – Make a Zig Zag Walk	Craft-Lesson Field trip or choose from free style

The Finger Band

(To the tune of "The Mulberry Bush")

The Finger Band has come to town
Come to town, come to town
The Finger Band has come to town
So early in the morning
The Finger Band can play the drums
Play the drums...play the drums
The Finger Band can play the drums
So early in the morning
Play the Flute...
Play the Trumpet...
Play the Violin...
Play the Piano...
Play the Guitar...
The Finger Band has gone away,
Gone away, gone away, the Finger Band
Has gone away so early in the morning.

Evens and Odds

If I start with number zero
(hold up right fist)
And I jumped to two, I'd be a hero
(Raise right pinkie and ring, Touch ring with left index)
And four, and six and eight and ten
(Raise fingers accordingly, six, eight and ten should be on the left hand, touched by right index)
And then I'd start again
(Hold up right fist alone)
If I start with number one
(Hold up right pinkie and touch with left index)
And skip the next one just for fun
(bring up right ring and middle fingers, touch middle finger)
I'd land on number three and skip
To five and seven and nine then quit
(Raise fingers accordingly, seven and nine are on the left hand)

Simple Simon

Simple Simon met a pieman
Going to the fair
Said Simple Simon to the pieman
Let me taste your ware
Said the pieman to Simple Simon
Show me your penny first
Said Simple Simon to the pieman
Sir I haven't any
Simple Simon went a fishing
For to catch a whale
All the water he had got
Was in his mother's pail
He went to catch a cuckoo bird
And thought he could not fail
Because he's got a little salt
To put upon its tail
Once Simon made a great snowball
And brought it in to roast
He laid it down before the fire
To eat it with his toast.

The Hippo Song

A bold hippopotamus was standing one day
On the banks of the cool Shalimar
He gazed at the bottom as it peacefully lay
By the light of the evening star
Away on the hilltop sat combing her hair
His fair Hippopotomie maid
The Hippopotamus was no ignoramus
And sang her this sweet serenade
Mud! Mud! Glorious mud!
Nothing quite like it for cooling the blood!
So follow me, follow me down to the hollow
And there let us wallow in glorious mud!
The fair Hippopotama he aimed to entice
From her seat on the hilltop above
As she hadn't got a ma to give her advice
Came tiptoeing down to her love
Like thunder the forest re-echoed the sound
For the song that they sang as they met
His inamorata adjusted her garter
And lifted her voice in duet – Chorus!

SANCHO

A big dog I do have
And he is named Sancho
S-A-N-CH-O
S-A-N-CH-O
S-A-N-CH-O
And Sancho is his name
Un perro grande tengo yo
Y el sa llama Sancho
S-A-N-CH-O
S-A-N-CH-O
S-A-N-CH-O
Y el se llama Sancho

The Flower's Lesson

There grew a fragrant rose-tree where the brook flows, With two little tender buds, and one full rose; When the sun went down to his bed in the west, The little buds leaned on the rosemother's breast, While the bright eyed stars their long watch kept, And the flowers of the valley in their green cradles slept; Then silently in odors they communed with each other, The two little buds on the bosom of their mother. "O sister," said the little one, as she gazed at the sky, "I wish that the Dew Elves, as they wander lightly by, Would bring me a star; for they never grow dim, And the Father does not need them to burn round him. The shining drops of dew the Elves bring each day And place in my bosom, so soon pass away; But a star would glitter brightly through the long summer hours, And I should be fairer than all my sister flowers. That were better far than the dew-drops that fall On the high and the low, and come alike to all. I would be fair and stately, with a bright star to shine And give a queenly air to this crimson robe of mine." And proudly she cried, "These fire-flies shall be my jewels, since the stars can never come to me."

Just then a tiny dew-drop that hung o'er the dell On the breast of the bud like a soft star fell; But impatiently she flung it away from her leaf, And it fell on her mother like a tear of grief, While she folded to her breast, with willful pride, A glittering fire-fly that hung by her side. "Heed," said the mother rose, "daughter mine, Why shouldst thou seek for beauty not thine? The Father hath made thee what thou now art; And what he most loveth is a sweet, pure heart. Then why dost thou take with such discontent The loving gift which he to thee hath sent? For the cool fresh dew will render thee far More lovely and sweet than the brightest star; They were made for Heaven, and can never come to shine Like the fire-fly thou hast in that foolish breast of thine. O my foolish little bud, do listen to thy mother; Care only for true beauty, and seek for no other. There will be grief and trouble in that willful little heart; Unfold thy leaves, my daughter, and let the fly depart." But the proud little bud would have her own will, And folded the fire-fly more closely still; Till the struggling insect tore open the vest Of purple and green, that covered her breast. When the sun came up, she saw with grief the blooming of her sister bud leaf by leaf. While she, once as fair and bright as the rest, Hung her weary head down

on her wounded breast. Bright grew the sunshine, and the soft summer air was filled with the music of flowers singing there; But faint grew the little bud with thirst and pain, and longed for the cool dew; but now 't was in vain. Then bitterly she wept for her folly and pride, as drooping she stood by her fair sister's side. Then the rose mother leaned the weary little head on her bosom to rest, and tenderly she Said: "Thou hast learned, my little bud, that, whatever may betide, Thou canst win thyself no joy by passion or by pride. The loving Father sends the sunshine and the shower, That thou mayst become a perfect little flower;-- The sweet dews to feed thee, the soft wind to cheer, And the earth as a pleasant home, while thou art dwelling here. Then shouldst thou not be grateful for all this kindly care, and strive to keep thyself most innocent and fair? Then seek, my little blossom, to win humility; be fair without, be pure within, and thou wilt happy be. So when the quiet Autumn of thy fragrant life shall come, Thou mayst pass away, to bloom in the Flower Spirits' home." Then from the mother's breast, where it still lay hid, Into the fading bud the dew-drop gently slid; Stronger grew the little form, and happy tears fell, As the dew did its silent work, and the bud grew well, While the gentle rose leaned, with motherly pride, O'er the fair little ones that bloomed at her side.

Night came again, and the fire-flies flew; But the bud let them pass, and drank of the dew; While the soft stars shone, from the still summer heaven, On the happy little flower that had learned the lesson given. The music-loving Elves clapped their hands, as Star-Twinkle ceased; and the Queen placed a flower crown, with a gentle smile, upon the Fairy's head, saying,-- "The little bud's lesson shall teach us how sad a thing is pride, and that humility alone can bring true happiness to flower and Fairy. You shall come next, Zephyr." And the little Fairy, who lay rocking to and fro upon a fluttering vine-leaf, thus began her story:-

"As I lay resting in the bosom of a cowslip that bent above the brook, a little wind, tired of play, told me a story and we will hear that story soon. It is the story of Marcella the Violet.

Candied Flowers

1 cup flowers*

2 egg whites, lightly beaten

2 cups superfine sugar

Use only clean flowers, which have not been sprayed with chemicals. Flowers should be freshly picked and dry. Small flowers such as violets should be candied whole; candy the individual petals of larger flowers. Using a soft brush, coat each flower petal with egg white. Dip the flowers in superfine sugar and place them on a rack to dry. If dipping does not coat the flower surfaces thoroughly, sift a little additional sugar over them.

Edible Flowers to Use

Clover, chrysanthemums, crab apple blossoms, day lilies, daisies, dandelions, elderberry blossoms, freesias, geraniums, gladioluses, lilacs, marigolds, nasturtiums, orange blossoms, pansies, primroses, roses and violets. Pansies are also edible. If you do not have these growing in your yard you can purchase some indoor plants and take the flowers from those. However, do not use cut flowers from the flower-shop as edible flowers as they contain a lot of pesticides. Once year when we lived overseas we purchased potted plants for this project. You can also ask friends for flowers if they have indoor or outdoor gardens.

Basic Bread Recipe

This recipe is my favorite hand-made bread. I include this so you have the instructions on how to make bread by hand. You can use the ingredients in the other recipes and follow the instructions of this one to make the bread by hand. If you want to use the machine just follow the order of ingredients I have listed under the other recipes. The reason this recipe is so large is because I was making it for a class. However, you can make extra for a smaller family or class and freeze the leftovers to save time later. To thaw all you need to do is put it in the refrigerator overnight!

Ingredients

6 cups of warm water - if you have boiled potatoes potato water works the BEST for bread.

2 TBS. dry yeast

6 TBS. sugar or honey

3 TBS. salt

16 cups various flours

(My favorite combination is 10 cups Whole Wheat, 2 cups oatmeal, 1 cup bran and 3 cups white)

Instructions

1. In a mixing bowl, dissolve yeast in 2 cups of warm water. Add the sugar and salt. Let it stand 5 minutes.
2. Stir in 4 cups of water and 6 cups of flour. Beat well. Let stand for 30 minutes (this resting period is important to give extra rising to the bread)
3. Add the remaining flour and knead 8 minutes or until dough is flexible but not sticky.
4. Cover with a damp cloth and let rise (in a bowl) until it is tripled in size (6 hours?)
5. Punch down, Make into loaves and put in loaf pans, let sit for 30 more minutes and then bake at 375 for 30-40 minutes
6. OR: Roll out and spread with any filling like a jelly roll and roll up. Cut into rolls and put on a pan and bake for 20-30 minutes at 400 degrees. We often do this for a lunch or hearty snack. I love filling the bread with cheddar cheese and chives or mint and goat cheese!



Bread tray from Earthschooling parent-child class children ages 3-6

Sixth Sense Math

Focus on the Number Ten

It is so easy to create new numbers when we multiply them by ten – you just add a zero to whatever number it is. Tens are used as a basis of the metric system, which is a system of measurements based on units of ten. It is very common for things to be based in units of ten.

The Physical Ten

We have ten digits on our hands, and ten is the base of our number system: the decimal system. The Roman symbol for ten is X, perhaps representing two crossed hands.

This may be a bit advanced for some younger children but you can tell them that there are TEN major systems in the human body and they can learn these systems over time. These systems are: the circulatory system, the digestive system, the muscular system, the skeletal system, the nervous system, the reproductive system, the urinary system, the endocrine system (glands are part of this), the integumentary system (this includes skin and sweat glands), and the lymphatic system. Ask your child how many they know already. I'll bet they already know many of these systems.

Mental Ten

Deca- means ten. So a decade is ten years, a decagon has ten sides and a crab is a decapod because it has ten feet. The Decalogue is a name for the biblical Ten Commandments. A tithe means a tenth. It was the levy imposed by the church of one tenth of the produce of land and stock. Metric measurements use units in multiples of ten. In this context deca- means ten times so ten meters equals one decameter. A collection of ten items (most often ten years) is called a decade.

Spiritual Ten

The Ten Commandments is one of the most famous “tens” in the spiritual world.



Honeybee Cookies

1. Beat 1.5 cups butter, 1.5 cups sugar and $\frac{1}{2}$ cup honey in a bowl.
2. Add 2 eggs and 1 tsp. Vanilla
3. Mix 4 cups of flour, 1 cup of cornmeal, 2 tsp. Of baking powder and 1 tsp. of salt.
4. Add dry mixture to wet mixture.
5. Chill for several hours.
6. Preheat oven to 375
7. Divide dough into 48 equal sections.
8. Shape each section into an oval.
9. Place on cookie sheet.
10. Cool two minutes on sheet. Cool on table.

Decorate with black and yellow frosting, mm’s for eyes and orange wedges for wings. The photo above is from our parent-child class.

Aesop's ABCs

The Letter Y: *You Are Beautiful As You Are*

There was once a crow that did not like his feathers.

"I wish I were a peacock!" he would say.

"You are beautiful as you are!" the other crows insisted.

"How plain and dull you seem to me!" he'd complain, and fly off to admire peacocks.

The peacocks strutted about with their colorful tail feathers outstretched. To the delight of the crow, some of the peacock feathers lay on the ground when the peacocks left.

Crow flew down to the ground and stuck the feathers into his wings and tail. He attached a few sticking up from his head.

"Now I am as beautiful as a peacock," he said.

But, when he went to join them in their strutting, the peacocks poked him and pecked him.

What a fuss!

"You are not a peacock," they said, "Don't imitate us!"

Bruised and still dragging some broken peacock feathers in his tail, he returned home.

After all his insults, no one wanted his company!

As he sat alone, the other crows said, "It's foolish to try and be what you're not. Learn to love the feathers you've got!"

Aesop's ABCs

The Letter Z: *Zig-Zag Walk*

Under the waves at the bottom of the sea, a mother crab scolded her daughter.

"Why are you scurrying side to side in that ridiculous zig-zag walk of yours? Come forward!

Walk straight, like other creatures do!"

"But mother," squeaked the little crab, "I learned to walk from you! If you want something different of me...change the example I see!"

And with that, the little crab zig-zig-zig zagged away.

When doing this as a watercolor story start with the paper white, add one color and then as you tell the story have the child use the brush to zig zag the color on the paper just as the little crab did in the sand.

IV.—THE LITTLE PLANT.



