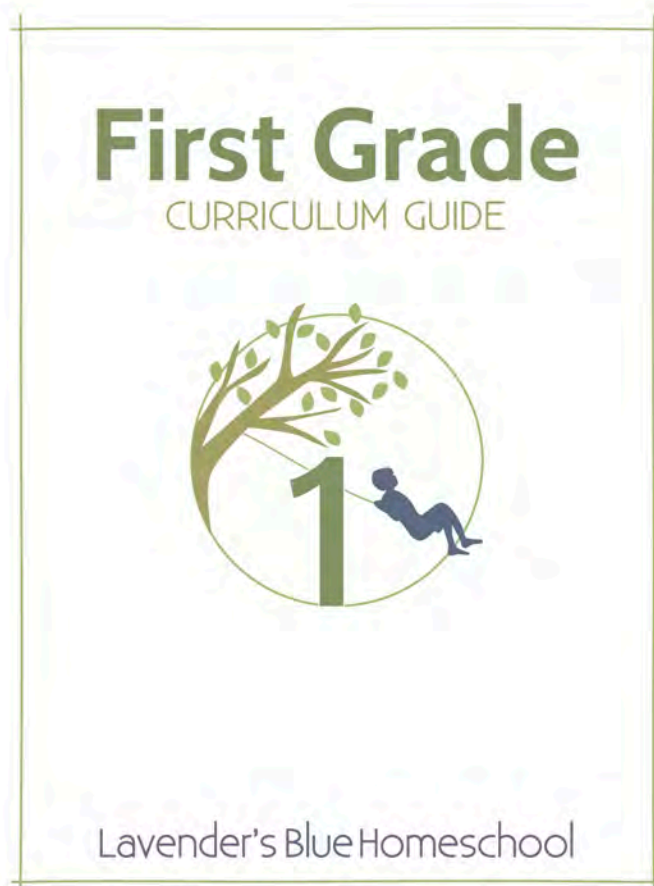


Welcome to Lavender's Blue First Grade!

Please note that this is a SAMPLE from the full curriculum and everything in these pages is copyrighted by Kelly Ehrman. If you know someone who would like to see this sample please direct them to the website - thank you!

www.lavendersbluehomeschool.com/first-grade-curriculum



Lavender's Blue First Grade is a complete Waldorf-inspired homeschooling curriculum.

It's a digital-only curriculum that will teach you everything you need to know to thrive in your first grade year including how, why, and what to teach for every subject in first grade, daily lesson plans for the year, lessons in form drawing, painting, and modeling, and warm support to make everything work for your unique family, plus much more in a 541-page ebook. It also includes 65 mp3 tracks of songs and verses for the first grade year.

Here's What You'll Find in This Sample:

- A few pages from the introduction including an overview of the year
- The block overview and daily lesson plans for Week One of the Form Drawing block
- The block overview and daily lesson plans for Week One of the second math block (Arithmetic 1)
- A few sample pictures from those blocks

Here's What You Don't See in this Sample:

- The comprehensive introduction to Waldorf-inspired first grade at home including sections on how to work with Waldorf at home, sections on each first grade subject, and a planning guide with printable charts
- The seasonal circle time including audio recordings of each song and verse
- The full instructions on how to do circle time, active math, form drawing, watercolor painting, main lessons, and more in first grade
- The pictures of main lesson book drawings, paintings, form drawings, and modeling lessons for each block of the year

For More Information:

- Please see the website at www.lavendersbluehomeschool.com/first-grade-curriculum
- And email me with any questions at kelly@lavendersbluehomeschool.com

Thank you!



Overview of Waldorf-Inspired Homeschooling

Waldorf-inspired homeschooling is a uniquely holistic method of education. If you are looking for a homeschooling method that nurtures your child as a whole person, is full of engaging and memorable lessons, and encourages a peaceful, connected rhythm in your family life, you are in the right place!

The goal of Waldorf education is a healthy, whole person. The child's intelligence, practical skills, physical health, artistry, and spirit are all important and recognized in the curriculum. A healthy childhood is full of imaginative, creative play, time to dream and do, time to be outdoors. The healthy child is learning all the time in the context of daily life, play, and exploring her interests, as well as formal lessons. When you homeschool with Waldorf you discover the rhythms that create a rich family life and environment for learning.

Childhood can be seen as progressing in three stages. In the first stage of early childhood (ages 0-7), children are working on coming fully into their bodies, or incarnating. They learn through activity, imitation, and *doing*. Their bodies need to be engaged for learning to happen. In the elementary years of middle childhood (ages 7-14) children are more conscious of themselves and the world around them. They learn through connection and creative experience. In this stage the child's heart needs to be engaged with an emotional connection to the subject and the teacher. The teenage years (ages 14-21) are when the child's intellectual capacity fully matures with the development of rational thought. Teenagers and young adults need to be intellectually engaged with what they are learning.

In Waldorf-inspired homeschooling we work *with* this natural developmental process. We use creativity in teaching all subjects and carefully match both the content and the teaching process to the child's stage of development. In grades 1-8 we awaken a heart connection to everything we teach. Art, rhythm, and storytelling become the primary vehicles for teaching because this is how we engage the heart

and feelings of children at this age. When children are engaged in their lessons, learning is more effective, efficient, and joyful.

At the same time, this is a truly holistic approach so we work with the head, heart, and hands in every single lesson. Math lessons include movement, drawing, and storytelling as well as solving arithmetic problems. Language arts lessons include acting out stories, painting, and jumping rope in addition to writing sentences.

One beautiful way to engage a child's feelings in a subject (whether it's math, reading, or something else) is to teach it directly, person to person. Children in the heart stage of ages 7-14 respond best to the authority of a loving, living, present adult. For this reason (and more), there are no dry textbooks in Waldorf-inspired homeschooling, and no workbooks or computer drill programs. Parents/teachers present each topic through story and activity. Students explore topics in all kinds of hands-on, imaginative ways. Then they make their *own* books to record what they are learning. Over time children build a wonderful portfolio of their work with main lesson books in each subject.

The academic subjects for each grade are taught in main lesson blocks. Each main lesson block is an opportunity to focus in on one subject for 2-6 weeks at a time. Homeschoolers usually spend 1-2 hours each morning on their main lesson work. This gives you ample time to explore the subject with the head (thinking), heart (feeling), and hands (doing). Rather than rushing through every subject each day you concentrate your focus on making progress in one area. The subject is explored and practiced in many different ways. Lessons are lively, varied, and active!

There's a hidden benefit to teaching in main lesson blocks too: Children make progress in learning when they have time *off* from a subject. In Waldorf education, sleep is used as a teaching tool. Our brains do a large amount of processing when we are not actively thinking about something. Children digest what they are learning during time off from the subject. New concepts are processed through sleep, movement, play, and daily life and renewed with deeper understanding when you take them up again the next main lesson block.

Learning is not rushed in the Waldorf method, and neither is childhood. I think many of us are drawn to Waldorf-inspired homeschooling because we feel that childhood should be respected and valued in its own right. We want to enjoy our children and preserve the magic and wonder of childhood, not merely train them for adulthood. In fact, we feel that a magical childhood with plenty of time to grow is itself the best way to prepare for a healthy and balanced life as an adult. In Waldorf-inspired homeschooling one of the key principles is to bring “the right thing at the right time.”

Waldorf-inspired homeschooling might turn your ideas about schooling on their head. In this method the subjects are woven together in a beautifully intricate web. Nothing that is taught is divorced from the beauty and joy of life. Lessons support the integration of body, brain, and spirit. This method is all at once academic, artistic, spiritual, and practical.

Shall we begin?

First grade curriculum overview

This is a very brief overview of the first grade year for the SAMPLE. This is all presented in much more detail in the actual curriculum!

Main Lessons - Sample Schedule

Main Lesson Block	Weeks	Major topics covered and stories
Form Drawing	2	Simple standing forms Preparing for the year Container story
Fairy Tales and Letters 1	4	Alphabet Crayon drawing Fairy tales and container story
Quality of Numbers	4	Holistic mathematics Quantity and quality of numbers Freehand geometry Container story
Fairy Tales and Letters 2	4	Alphabet Crayon drawing Fairy tales and container story
Arithmetic 1	4	Introducing all four processes (addition, subtraction, multiplication, division) Gnome stories
Language Arts	6 (in one or two blocks)	Holistic language arts Writing and reading Fairy tales
Arithmetic 2	4	Four processes Gnome stories

Nature	3-4	Nature stories and experiences Writing and reading
Review	2	Review and wrap-up of the entire year Prepare a presentation for loved ones

You have the option of adding in additional Nature blocks throughout the year and there is a planning guide included to help you make the right schedule for your family.

Art Lessons - Sample Schedule

The curriculum includes complete lessons in form drawing, watercolor painting, and beeswax modeling for the year. Each art lesson includes a photo. These lessons are sometimes integrated into the main lesson and otherwise are stand-alone lessons that you can bring at any point during the week. Here's an overview of the suggested schedule for art lessons this year:

Main Lesson Block	Art Lessons	Schedule
Form Drawing	Form drawing Modeling	Daily in main lesson Weekly
Fairy Tales and Letters 1	Form drawing Modeling Painting	Weekly in main lesson Weekly in main lesson Weekly
Quality of Numbers	Form drawing Modeling	Daily in main lesson Weekly
Fairy Tales and Letters 2	Form drawing Modeling Painting	Weekly in main lesson Weekly in main lesson Weekly
Arithmetic 1	Form drawing Modeling	Weekly Weekly

Language Arts	Form drawing Painting	Weekly Weekly
Arithmetic 2	Form drawing Modeling	Weekly Weekly
Nature	Form drawing Painting	Weekly Weekly
Review	Finish up any projects from the year	

Lesson plans for handwork (knitting), music (recorder), and foreign language are not included in the curriculum but I do describe how to work with these subjects in first grade, give you the scope and possible schedules, and point you towards resources in Part Three of this introduction.

Circle Time

This curriculum also includes a full first grade circle time. There are seasonal songs, movement work, and poetry recitation suggestions for each month September through May. In addition each main lesson block includes detailed suggestions for active learning through speech, verse, song, movement, fingerplays, and rhythm in circle. We'll cover how to do circle time in first grade on page 132. In the meantime, here's a brief overview of active learning in circle for each block:

Main Lesson Block	Circle Activities
Form Drawing	Counting; odd and even numbers
Fairy Tales and Letters 1	Nursery rhymes with movement, alliterative verses
Quality of Numbers	Skip counting by 5s, 10s, and 11s

Fairy Tales and Letters 2	Nursery rhymes with movement, alliterative verses
Arithmetic 1	Skip counting by 2s and 4s
Language Arts	Nursery rhymes with movement, short vowel sounds
Arithmetic 2	Skip counting by 3s
Nature	Review skip counting from the year
Review	Prepare for end of year presentation

Sample Daily and Weekly Rhythms

Part Four of the introduction is all about creating rhythms and schedules that work for your family (including working with multiple children). Just to give you a sense of what your first grade year might look like though, here is a sample daily and weekly rhythm that would work well:

Sample First Grade Daily Rhythm

Breakfast, morning routine, and chores

Nature walk

Circle time

Main Lesson

Snack and Outside play time

Lunch

Rest time

Read aloud

Free play

Knitting

Dinner and evening chores

Bath, story, and bedtime

Sample First Grade Weekly Rhythm

Monday Circle and Main lesson

Tuesday Circle and Main lesson
Swimming in the afternoon

Wednesday Circle and Main lesson

Thursday Morning lesson in Painting, Modeling, and/or Form Drawing
Park day with friends in the afternoon

Friday Homeschool Co-op day
Grocery shopping on the way home

Saturday Family day to relax, play, and do projects at home
First grader helps cook dinner
Family game night after dinner

Sunday Nature day with outings for hiking, swimming at the lake, etc.

Form Drawing

Block Overview

Welcome to the first main lesson block of first grade! We will spend the first two weeks getting into the rhythm of homeschooling and exploring form drawing. In this main lesson block we will practice standing forms each day, starting with full body movement and then moving towards drawing with crayons. These beginning form drawing lessons are a wonderful introduction to formal schooling for the young child - through form drawing, we teach balance, spatial orientation, fine motor skills, and more. They are also an important introduction to teaching for the homeschool parent! Consider this a couple weeks to get into your rhythm, develop your teaching relationship with your child, observe your child's unfolding temperament and learning style, and build your confidence.

The story for this main lesson block is an introduction to the larger container story that takes us through the full autumn curriculum. Waldorf teachers often use a "container story" to link together the fairy tales in a meaningful way. I took this a step further with an original fairy tale/quest story that pulls together lessons in form drawing, language arts, and math.

In *The Three Quests* we follow the journey of two children who unlock the secrets of letters and numbers in order to fulfill three important quests. As in all stories in Waldorf education, it contains a moral element as well and is intended to speak to your child in this stage of development. In our homeschool this year, we lived into this story, not just listening to it but pretending to be the children and undertake the journey. When the children in the story climbed to the top of an apple tree, my girls climbed up to the top of our couch. When they crawled through a thicket, we crawled under our table and chairs. And most excitingly, we made a real potion to put a dragon to sleep, started time again on a clock, and knocked over a tower in a forest! Being part of this story was my girls' favorite part of first grade and I hope that your children enjoy it too!

For more on the container story and how to work with it in the first four blocks, please see page 38 in the introduction.

In the first block we will:

- **Experience the straight line and the curve and several other forms**
- **Have our first formal practice using block and stick crayons for drawing and writing**
- **Engage your child in the excitement of beginning their first lessons**
- **Meet the Fairy Queen, the Wise Woman of the Woods, and the courageous children**
- **Get into the rhythm of first grade**
- **Have our first experience of recalling the story together, an important part of the Waldorf method!**

SUPPLIES

- **Main lesson book and stick crayons**
- **Beeswax modeling clay**
- **Recommended read aloud: The Bee Tree by Patricia Polacco**

OBJECTIVES

In each block we have a few objectives that guide the content of the lessons. These are the holistic learning goals for educating head, heart, and hands.

1. Introduction to homeschooling for both the child and the parent: Getting comfortable with the rhythms, activities, and supplies for homeschooling.
2. Introduction to form drawing and learning several standing forms.
3. Beginning the circle time and our first active math practice.
4. Beginning lessons in modeling, drawing, handwork, and music.

5. Introducing the container story which will guide the letter and number introductions in the first semester.

MAIN LESSON RHYTHM

Circle and main lesson verse
Recall
Form drawing
Prepare for the journey
Story and closing verse

The rhythm for this block is pretty straightforward. Each day we start with circle, some active math learning, and the main lesson verse. Then we recall together the story and what was learned before. This is followed by a form drawing lesson and then time for activities to “prepare for the journey” such as first lessons in crayon drawing, music, handwork, and more. We end each lesson with our closing verse.

The story is divided into two parts, to be told in lessons 1 and 4.

ART LESSONS FOR THIS BLOCK

Week	Form Drawing	Beeswax Modeling	Crayon Drawing	Handwork	Music
1	Standing forms 1-3	Lesson 1	Intro lessons	Pre-knitting	Pre-recorder
2	Standing forms 4-6	Lesson 2	Intro lessons	Pre-knitting	Pre-recorder

How To Teach the Form Drawing Block

The first day of first grade is very important, as it sets the tone for all the lessons to follow. I recommend that you plan and “rehearse” this first day more than you typically would so that you convey a comfortable feeling of authority. I’m almost positive that you’ll have days in your homeschooling career when you wake up without a plan and end up improvising - but don’t make this day one of them!

I recommend finding some little ways to make this first day special. For example, you might start with fresh flowers on the table, new school supplies out on the table or wrapped up like presents, or taking first-day photographs. In Waldorf schools they typically have a rose ceremony on the first day in which eighth graders present a rose to each new first grader.

Start your “school” time with a little talk about the wonderful world of first grade. Take the time to acknowledge how big your child has grown and how he is ready for lessons. Ask him if he has noticed how the adults all around him know how to read books and how to write, how to follow recipes and measure out ingredients, how to use numbers and figure out how much money to spend at the store, and so on. Let him know that it’s his turn to start learning all these wonderful things!

Give your child a tour of your school supplies and area. Again, make this special so that you convey a feeling of excitement and respect for the tools that you’ll be using this year. Show your child where everything belongs and mention that each day you will take care of your supplies and put them neatly away.

Then, you are ready to start circle and your first form drawing lesson!

There is a wonderful picture book that you could read to your child on the first or second day of school: *The Bee Tree* by Patricia Polacco. It ties in very well with standing forms two and three (the honey bee hive and flying bee) as well as introducing the beeswax crayons and modeling clay. It’s also a beautiful story about the joys of learning.

In this block we work with new forms in a two-day rhythm. On day one we learn a new form and get a chance to really explore it with movement and multisensory experience. Then we sleep on it. On day two we recall the form, practice it, and then draw it into the main lesson book.

Remember that first grade is a time to begin working gently with recall. During these first two weeks you could help your child recall the story or even retell it each day as you did in kindergarten, and that would be fine! Please see page 41 for more on recall and how to work with it throughout the year.

Each day during this block you'll see there is time to "prepare for the journey." This part is optional, but will really bring the story alive for you and your child. Remind your child that the Wise Woman is helping the children in the story to prepare for a long journey and three difficult quests. What do you think they will need to do to prepare? What will they need to gather, learn, and do? Feel free to take this as far as you like and in any direction that suits you - have fun and enjoy the magic!

For example, this is a wonderful way to bring in lessons in handwork, music, drawing, form drawing, modeling, cooking, and baking. Any of these lessons in the next couple of weeks can be brought to life by tying them into the story. Feel free to do this during main lesson or at any other time.

To tie in handwork, you might explain that the Wise Woman will teach the children how to knit on their journey. Perhaps they will need warm hats as chilly weather arrives. So first they need to make their knitting needles and wind their yarn, then tuck these safely into their packs for the journey. To tie in music, you might let your child know that the children will need to learn verses and songs to fulfill their quests. The Wise Woman will teach them how to play the recorder. The children in the story will also bring special books for drawing on their journey. They will use drawing to learn new things and to remember what they learned. You could tie in cooking lessons because the children will need to cook for themselves - perhaps you learn to bake muffins or make scrambled eggs. You could even explore outdoor skills like building a fire, foraging wild food (such as rose hips, chickweed or violet leaves), or making a fort from branches. The possibilities are endless!

During this block, be sure to also establish your rhythms of circle (warm-up movement and active learning), opening verse, closing verse, and putting everything away when you're done.

Active Learning Ideas for Circle

Week 1

Toss a bean bag back and forth counting up to 100.

Play the muddy boot game (counting by even numbers up to 100):

Pretend that you are farmers and you've gone out to the field wearing your heavy boots. Suddenly you find that your left boot has gotten stuck in the mud! It's so stuck that you have to take your foot out and clomp back home like this: one TWO three FOUR five SIX and so on.

{This fun game comes from the wonderful book Making Math Meaningful by Jamie York.}

Walk a large straight line and curve. Try them also with a beanbag on your head or with your eyes closed!

Week 2

Toss a bean bag back and forth counting down from 100 to 0.

Play the muddy boot game (this week counting by even numbers down from 100).

If you have time, go outside and play hopscotch!

WEEK ONE

LESSON 1

Introduction to first day of school!

Circle

Introduce form drawing with straight lines and curves

Tell Story: The Three Quests (Part One)

Closing verse

Introduction to first day of school

Start by welcoming your child to first grade. Give a little speech about the wonderful things you will learn and do together. Give a tour of the new supplies and where they belong. Set the tone for the year!

Circle

Introduction to form drawing

During our circle time, we walked two lines - a straight line and a curved line. Let's draw those on the chalkboard!

Draw the straight line and the curve BIG on the chalkboard and have your child do the same next to yours.

Now let's have a look around us. Did you know that everything in the world is made of straight lines and curves?

Take some time to notice straight and curved lines all around the room and then go for a short walk in the neighborhood to find them outside.

Come back and practice making straight lines and curves with movement. You can make your whole body into a straight and then curved line, trace them huge in the air, and walk them forwards and backwards.

Then play around with drawing them all over the chalkboard. Have fun making patterns together!

Tell Story: The Three Quests (Part One)

One bright and beautiful day two children, Peter and Alice, were walking through the woods and they were enjoying themselves so much that it was many hours before they realized they were quite lost. They thought to retrace their steps but of course that is a difficult thing in a forest. Just as they were beginning to feel afraid, they saw a glimmering light dancing through the treetops and then flying towards them. As the light came closer the children could see it was a glittering and sparkling fairy! The fairy wore a golden crown and carried a golden wand with a star at the end. The children were astonished to see a fairy, but they were even more astonished when she called to them, "I have been waiting for you for so long!"

She hovered in the air in front of them, and blew them each a rainbow kiss, and the children laughed with delight. But then the little fairy looked serious and she told them, "I am the Fairy Queen. One hundred years ago I cast a spell of enchantment in order to protect an entire Kingdom from danger. The people were happy in this kingdom and the rulers were just and kind, but a dangerous Sorceress would have destroyed it all if I had not cast a different kind of magic just in time. Now it is time for the kingdom to be released from its spell, but I need your help to do it. Will you help me?"

The children were still too shocked to speak, but their eyes were wide, they were listening intently, and they slowly nodded their heads.

"Oh, thank you!" laughed the Fairy Queen, and she gleefully spun around in the air, releasing pretty little sparks of light as she spun. Then she told the children, "In order to release the kingdom from the enchantment, there are three quests which must be fulfilled. Each quest will last for many days. You will have much to learn and discover before you can restore all to its rightful order but all that you learn and discover will bless you and those you love for the rest of your lives. Have courage, dear children. I believe that you will succeed, and you will find that along the way you have all the help that you need!" And off she flew.

The children looked at each other with wide eyes and at the same time they both said, "Three quests!" Peter thought about it and wondered aloud, "What about our mother and father?" Alice added, "What about our home?" Then Peter said, "The Fairy Queen said to have courage, and that what we learn and discover will bless all those we know." Alice smiled and added, "She said we will have all the help we need." Now the children were grinning with excitement, for the adventure was about to begin! They held hands and began to walk once more through the woods.

After a time the children came to a meadow filled with flowers. It was a lovely place and across the meadow they thought they saw the glimmering and sparkling light again! They children ran across the meadow, hoping to see the Fairy Queen, but when they reached the other side, there was no fairy, but instead a little white cottage with a thatched roof, a low stone wall all around, and inside a garden bursting with vegetables. An old woman was walking slowly through the garden, picking peppers, kale, and beans and putting it all in a big basket. The old woman looked up and smiled but because the children did not know her, they started to walk away.

“Do not be afraid,” the children heard her say, and they turned around to look. The old woman was smiling broadly, she had a kind face and a gentle voice, and she told them, “I am the Wise Woman of the Woods, and I have been waiting for you for one hundred years. Do not be frightened, for I would like to help you succeed in your quest.”

The children looked at each other and they both nodded in agreement, and then they went and helped the Wise Woman harvest her vegetables. When the basket was full, they all went inside the little white cottage. The inside was just as pretty, neat, and clean as the outside. The Wise Woman lit a fire on the hearth, for it was just starting to get cool in the evenings, and together they chopped vegetables to make soup for supper. Fresh bread came out of the oven and was cooling on the table.

There was much talking and laughter as they worked together, and the children felt happy and safe with the Wise Woman in the Woods. One thing was troubling them, however. Would their mother and father be worrying about them at home? Would they have set out searching for them in the woods? The Wise Woman of the Woods smiled and she took a crystal bowl full of water down from a high shelf. She placed the bowl in front of the children and they gazed in. In the water, instead of their own reflection, they saw a picture of something else. It was the Fairy Queen, flying to their own home! They watched as the Fairy Queen spoke with their mother and father, and they saw as their mother and father nodded in agreement, smiles on their faces and happy tears in their eyes. Now the children felt that all was well, and they could go forward with their quests.

Closing verse

LESSON 2

Circle
Recall the story together
Form drawing
Optional: Read The Bee Tree
Beeswax modeling
Closing verse

Circle

Recall

Recall the story *together* with your child. “Do you remember our story from yesterday? It began with two children who were walking in the woods...” Remember to start gently with recall and even feel free to tell or read the story again yourself.

Form Drawing

Recall the straight line and the curve from yesterday’s lesson. Play around with drawing straight lines and curves in different sizes, orientations, and colors all over the chalkboard or practice paper. Notice how many different designs you can make with just these simple shapes.

When you’re ready, have your child draw a large straight line and curve, neatly and carefully, into her form drawing main lesson book.

Now the Wise Woman and the children were not the only ones busy gathering good things to eat in the garden at the little white cottage. There were honeybees too, sipping nectar from the late summer flowers. The bees buzzed this way and that, visiting flowers one by one and then flying off to their hive in a nearby tree. The Wise Woman loved to have bees in her garden because she knew they turned

the flower nectar into delicious honey and they would have plenty to share with her.

Now let's draw the shape of the honey bee hive. It looks like this!

Draw the form (large) onto the chalkboard. Practice it with lots of movement. You could make this shape with your bodies, "paint" it in the air with your arms and legs, trace it on each other's backs, let your child trace it in the colors of the rainbow on the chalkboard, and so on. See page 55 for ideas on working with forms. End with practicing at least once on paper.

Beeswax Modeling

Talk with your child about the gifts of the bees. The bees give us honey and beeswax and they also keep our gardens, farms, and wildflowers healthy. Think about how we use beeswax to make candles and polish and let your child know that our crayons and modeling wax are also gifts from the bees! Smell the beeswax modeling clay.

You might like to read *The Bee Tree* by Patricia Polacco while you warm the beeswax in your hands.

Model the straight line and the curve with beeswax modeling clay. You could make bees for the nature table too!

Closing verse

LESSON 3

Circle

Recall the story together

Form drawing

Do some work to prepare for the journey

Closing verse

Circle

Recall

Recall this week's story again, this time allowing your child to fill in more of the details. You could also act it out together if you like or your child might like to draw a picture.

Form Drawing

Recall yesterday's form drawing and practice it on the chalkboard before drawing into the main lesson book.

Now every day those busy bees leave their hive in the tree and go out to do their important work of gathering pollen and nectar. They fly quickly because there are so many flowers to visit! Here is how the honey bee flies...

Introduce Standing Form 3 with lots of movement and practice. This is a good form to run and walk along the ground. You could draw it very large using sidewalk chalk. It's also a good one to try drawing with a crayon held between the toes.

Prepare for the journey (optional)

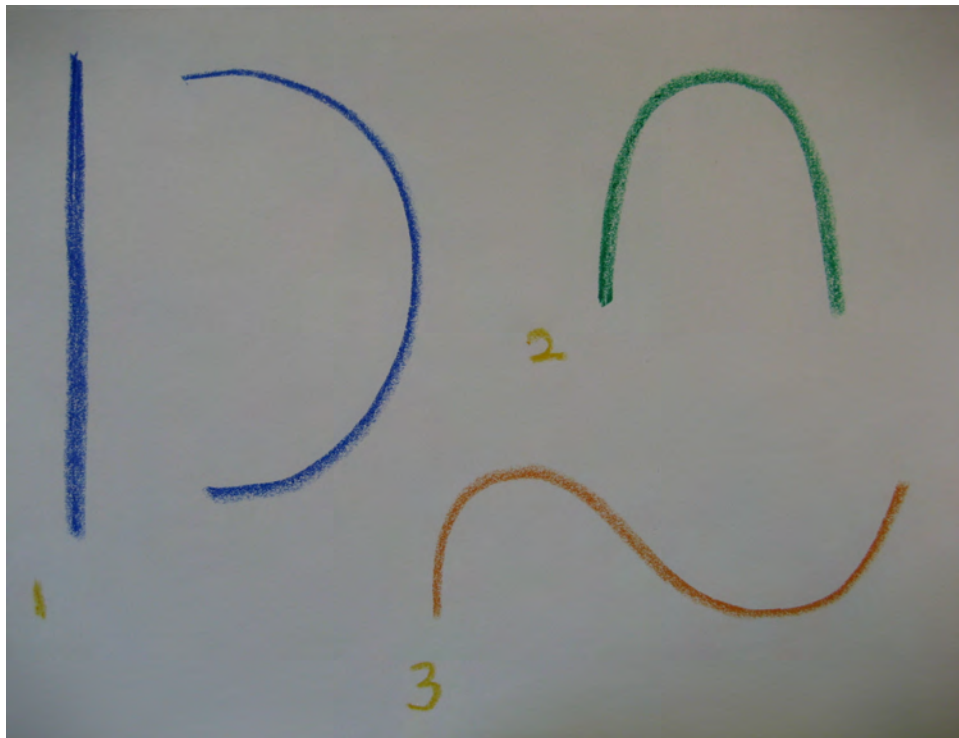
This is time when you can begin preparing for your journey with lessons in drawing, music, handwork, and so on.

Closing verse

Standing Forms

Standing Forms 1 - 3

1. Straight line and curve
2. Beehive
3. Flight of the bee



Beeswax Modeling

Lessons 1 - 2

Week 1: Straight line and curve

Week 2: From our form drawings (standing forms 3 and 6)

Letters and numbers: Model all the consonants and numerals 1 - 9 during your autumn blocks.



Arithmetic 1

Block Overview

Our spring arithmetic blocks will follow the adventures of four sweet little gnomes: Abigail Addition, Sally Subtraction, David Divide, and Malachy Multiply. These blocks are all about the relationships between numbers. The four processes are related to each other and so we learn them together in an integrated way. We explore how addition and subtraction undo each other and how multiplying is a quick way of adding up. We learn how you can give away by subtracting or share by dividing.

At the same time that we are working to understand the four processes and how they work together, we are also getting comfortable solving simple problems. Using manipulatives helps keep the mathematics in the concrete realm. Your child will start to learn some math facts during this block just from encountering them several times. Eventually we will have the goal of fluent memorized math facts. But in this block the focus is first and foremost on *understanding* these arithmetic operations and how to use them. What does it mean to add things together? What does it mean to add numbers together? How do we solve an addition problem with counters (manipulatives)? How do we write that down with numbers and symbols?

In this block we will:

- **Meet the delightful math gnomes and introduce arithmetic with imagination**
- **Explore all four processes and how they work together**
- **Solve four processes problems using manipulatives**
- **Move from the concrete to the abstract**
- **Continue to experience the times tables with rhythmic counting**

- **Explore odd and even numbers and their relationship to the two times table**
- **Make a beautiful main lesson book and learn to write four processes problems**

Math gnomes have become part of the American Waldorf tradition after they were invented by teacher Dorothy Harrer, several decades ago. The original stories and poems can be found in Dorothy Harrer's book *Math Lessons for Elementary Grades*. There are many ways to introduce arithmetic in an imaginative way (Donna Simmons uses math squirrels, another fun idea!) but I decided to expand the math gnome concept into original stories for this curriculum.

Each gnome represents one of the four arithmetic operations but also one of the four temperaments. Addition is phlegmatic and wears green. Subtraction is melancholic and wears blue. Division is choleric and wears red. Multiplication is sanguine and wears yellow. First grade is when a child's temperament really begins to come through and connecting temperaments with processes brings these math characters to life! I hope these stories help your child develop a positive relationship to math.

In these stories I've chosen to accentuate the positive characteristics of each temperament. For example, the minus/subtraction gnome is often portrayed only as a sad and raggedy creature who loses her gems. I have a melancholic child and I don't see her as a sad and hopeless person who is always losing things and getting sidetracked (actually, distractibility and losing things is more of a sanguine characteristic!). I see her as a uniquely sensitive, empathetic, and perceptive person with a big capacity to dream, experience deeply, help others, and appreciate beauty. None of the temperaments is better than the others and they each bring their strengths and challenges. It can be fun to notice which gnome(s) your child enjoys the most.

SUPPLIES

- **Main lesson books for Arithmetic and Form drawing**
- **Block and stick crayons**
- **Chalkboard or paper for practice work**
- **100 small counters to use as manipulatives (flat glass aquarium beads, mancala pieces, or acorns work well)**
- **3 index cards (cut in half)**
- **Large sheet of paper to make 10 x 10 grid of numbers up to 100**
- **Beeswax modeling clay**

OBJECTIVES

1. Get comfortable counting and writing numbers to 100.
2. Introduce skip counting by 2s and 4s and practice skip counting by 5s, 10s, and 11s.
3. Use regrouping to explore numbers and relationships of numbers from whole to parts.
4. Introduce the four processes in an imaginative, integrated, and hands-on way.
5. Get comfortable solving simple problems with all four processes using manipulatives and writing them down.

MAIN LESSON RHYTHM

Circle and active math
Revisit and practice
Story
Main lesson book
Closing verse

We work with a simple 2-day rhythm in this block. Start each lesson with active math practice and then revisit what you did the day before and practice what you've learned. There are suggestions for practice each day but you can use your own ideas too. Then read or tell the new story and work with the new concept. Finish by making a beautiful main lesson book page.

ART LESSONS FOR THIS BLOCK

Week	Form Drawing	Modeling	Other
1	Mirrored forms 1-3	Lesson 3	Handwork and recorder
2	Mirrored forms 4-6	Lesson 4	Handwork and recorder
3	Mirrored forms 7-9	Lesson 5	Handwork and recorder
4	Mirrored forms 10-12	Lesson 6	Handwork and recorder

Form drawing

Please note you don't have to do all these forms and this is also a good time to review geometric shapes or practice concentric shapes (circles, triangles, squares).

Recitation

With clang and clash in caverns cold
We gather glittering, gleaming gold.
With ding and dong in dark and deep
We search where silver secrets sleep.
With hey and ho in hundred homes
We mine the mountains' magic stones.

{Anonymous}

How to Teach Arithmetic 1

It's important to keep these lessons at your child's level of comprehension. For example, if your child is already comfortable with one or more of the operations, check first for understanding (does your child understand what ten plus ten means and can demonstrate this or does she just know that the answer is the number twenty?) and then move quickly into more challenging problems. On the other hand, if your child is bewildered by any of the operations, practice in a very step-by-step and concrete way (use manipulatives and fingers to find that one plus one is two and then two plus one is three and so on) until the understanding is there. Always feel free to adjust the difficulty level so that your child is learning (and not becoming either bored or phobic).

At the same time, keep working with all four processes throughout this block and the next! Keep working in a deep way with the relationships of numbers, and the way the operations relate to each other and undo each other.

Review is very important in math. If you find that your child is struggling with counting, writing, or recognizing numbers up to 100, please take time each day to work on those skills. With four processes work, however, remember that this is just an introduction! So keep it playful as well as concrete, keep the problems within your child's range of understanding (not too simple/boring and not too advanced/overwhelming), and just keep working with a light touch each day. Then let math sleep until the next arithmetic block in the spring.

After your practice time there is a new gnome story each day that introduces a new concept, or a familiar concept in a new way. As you read or tell the story, go slowly and work through any of the integrated problems with your counters. Let the story be instructive and participatory!

You'll close the lesson by drawing and writing in your main lesson books. Again, choose problems to illustrate that are at the right level for your child.

Between the practice work, learning something new in the story, and recording what you've learned in the main lesson book, these lessons could involve a lot of time sitting down! It's usually a good idea to add some movement into a main lesson. You could spread out your active learning work throughout the lesson when your child needs a break from four processes work. Or you could announce movement breaks such as, "Let's get up and do 24 jumping jacks!" when you see your child is getting squirrely. Definitely do some practice work standing at the table or chalkboard.

Active Learning Ideas for Circle

Week 1

Toss bean bags back and forth counting to 100 and back down.

Learn gnome verses with movement:

Crack, crack,
The rock we hack,
Quake, quake,
The mountains shake
Bang, bang,
Our hammers clang.
In caverns old,
We seek the gold.

One TWO three FOUR five SIX seven EIGHT nine TEN eleven TWELVE.

Move to the beat of TWO pretending you are a gnome mining in the mountain and swinging your axe. Crack CRACK the rock we HACK.... Step SWING AXE step SWING AXE....

Little gnomes so short and strong
Heavy-footed march along
Every head is straight and proud,
Every step is firm and loud.....
When their hard day's work is done
Home again they march as one.

One two three FOUR five six seven EIGHT nine ten eleven TWELVE.

Move to the beat of FOUR marching home. Little gnomes so short and STRONG.... Step step step HOP AND CLAP....

Week 2

Practice skip counting by twos and fours using the gnome verses and movements. Count by 2s up to 24 and back down. Count by 4s up to 48 and back down.

Recall skip counting by fives, tens, and elevens and practice with movement (skipping, giant steps, and galloping).

Ten Little Dicky-Birds fingerplay:

One little dicky-bird hopped on my shoe
Along came another one and that made two.
Fly to the treetops, fly to the ground,
Fly little dicky-birds round and round.

Two little dicky-birds singing in a tree
Along came another one and that made three.
Fly to the treetops, fly to the ground,
Fly little dicky-birds round and round.

Three little dicky-birds came to my door
Along came another one and that made four.
Fly to the treetops, fly to the ground,
Fly little dicky-birds round and round.

Four little dicky-birds perched on a hive
Along came another one and that made five.
Fly to the treetops, fly to the ground,
Fly little dicky-birds round and round.

Five little dicky-birds nesting in the ricks

Along came another one and that made six.
Fly to the treetops, fly to the ground,
Fly little dicky-birds round and round.

Six little dicky-birds flying up to heaven
Along came another one and that made seven.
Fly to the treetops, fly to the ground,
Fly little dicky-birds round and round.

Seven little dicky-birds sat upon a gate
Along came another one and that made eight.
Fly to the treetops, fly to the ground,
Fly little dicky-birds round and round.

Eight little dicky-birds swinging on a line
Along came another one and that made nine.
Fly to the treetops, fly to the ground,
Fly little dicky-birds round and round.

Nine little dicky-birds looking at a hen
Along came another one and that made ten!
Fly to the treetops, fly to the ground,
Fly little dicky-birds round and round.

{Traditional}

Pantomime the verses and for the chorus make each hand into a little bird by making a fist and sticking out thumb and pinky, then flutter it up, down, and around in a circle.

Week 3

Practice skip counting by twos and fours using the gnome verses and movements. This week try whispering the skipped numbers! Count by 2s up to 24 and back down. Count by 4s up to 48 and back down.

Practice skip counting by fives, tens, and elevens this week using different movement. You could toss bean bags, bounce a ball back and forth, jump on a trampoline, or skip rope.

Mrs. Hen fingerplay:

Chook, chook, chook, chook,
Good morning Mrs. Hen!
How many children have you got?
Madame, I've got ten!
Four of them are yellow and four of them are brown.
And two of them are speckled red,
The loveliest in the town.

{Mother Goose}

Make fists and waggle them like two hens speaking to each other

Hold up ten fingers

Hold up four fingers on one hand then four on the other

Hold up two thumbs and waggle them around

Week 4

Practice skip counting as needed. If your child is ready, try skip counting by twos while tossing a bean bag back and forth. Two - four - six - eight - and so on. You could continue with movement to skip count by fours but try whispering or not

saying the skipped numbers at all. You could also try something new: lap - lap - lap
- CLAP while whispering one - two - three - shout FOUR!

Dancing on the Shore fingerplay:

Ten little children dancing on the shore,
The queen waved a royal wand and out went four.
Six little children dancing merrily,
The queen waved a royal wand and out went three.
Three little children danced as children do,
The queen waved a royal wand and out went two.
One little maiden dancing just for fun,
The queen waved a royal wand and out went one.

{Traditional Waldorf}

Hold up ten fingers and then subtract according to the verse.

WEEK ONE

LESSON 1

Circle and active math
Revisit and practice
Story
Main lesson book
Closing verse

Circle and active math

Revisit and practice

Today we'll start with some number work to review the qualities, quantities, and forms of numbers one through twelve. Then we'll spend time exploring the possibilities of the number twelve.

Begin the lesson with a review of numbers 1 - 12. Flip back through and enjoy your Quality of Numbers main lesson book together. What does your child remember about the qualities?

For each number have your child count it out with your counters and then draw that number of dots into your new Arithmetic main lesson book. Recall how to make that number with your fingers and then write the Roman numeral underneath the dots. Then recall the Arabic numeral (practice the form with movement and on the chalkboard if needed) and write it underneath the Roman numeral. Your child might like to draw a little picture of the quality as well. This will probably take 2-3 pages of your MLB to complete (with each number in a neat column). You could also practice writing the numbers with a crayon held between the toes!

Now let's play with the number twelve! Start with your pile of twelve counters and start making different patterns or groups. Tell your child, "Let's see all the things we can do with twelve." You could line them up into a big triangle shape with four to a side, or a square with three to a side, or you could make four small triangles. You could put the counters in two long parallel rows and then break that down into four parallel rows and then rotate them to make a square. You could group them into piles of two and then put the piles together to make piles of four. And so on! Have fun and then ask your child, "What is the most beautiful 12?"

At this point you might need a little movement break, so you could get up and do twelve jumping jacks or see if you can do twelve hops on one foot, etc.

Next we'll bring some more consciousness into our work with the number twelve. In a Waldorf classroom the following would be a social movement activity (using children not counters to make the formations) but at home we can still enjoy it with manipulatives. Slowly recite (or read) the following verse and for each stanza move your counters into the groups as indicated. Go through it two or three times so your child has a chance to really see what's happening and to make the groups with the counters herself.

Twelve children together are we,
Merry and bright as you can see;
Twelve children hand in hand,
In one big circle here we stand.

Into two rings now we run,
Six in each ring is quickly done,
Twelve is two sets of six.

Each with a partner, hand in hand,
Six pairs now before us stand,
Twelve is six sets of two.

Into four rings now we run,
Three in each ring, quickly done,
Twelve is four sets of three.

Wait and we will show you more,
Three rings now, in each is four,
Twelve is three sets of four.

Twelve children together are we,
Merry and bright as you can see,
Twelve children, hand in hand,
In one straight line here we stand.

One and eleven is twelve.
Two and ten is twelve.
Three and nine is twelve.
Four and eight is twelve.
Five and seven is twelve.
Six and six is twelve.

Twelve children together are we,
Merry and bright as you can see,
Twelve children hand in hand,
Away we go to Number Land!

{Waldorf Traditional}

Story

Once upon a time there was a Gnome King who ruled the gnomes who lived in the caves and caverns under the earth. The gnomes were a hard-working bunch whose job it was to care for all the minerals for Mother Earth. The gnomes were in charge of the metals and the hard rocks of the mountains, the wonderful underground caves with their stalagmites and stalactites, and also they were in charge of replenishing the minerals in the soil so that the plants and animals would be healthy. And in exchange for their hard work, Mother Earth was generous with the gnomes and gave them many beautiful stones and jewels in all the colors of the rainbow. The gnomes lived most of the time in the dark places under the earth and they felt most at home under the mountains, but they loved color the way we all do, and they took care of their precious colorful stones, polishing and fussing over them the way we might take care of our favorite flowers in the garden.

The Gnome King was just and kind and as he felt that the gnomes in his mountain kingdom must live in friendship and equality, he was called King Equals. King Equals was a jolly gnome, always quick to lend a hand when needed, slow to point a finger when something went wrong, and a friend and champion of all his subjects. He dressed all in purple and on his pointy hat was a sign that means 'equals.' King Equals taught the gnomes to sing and laugh as they worked, and to everyone's amazement, the gnomes worked twice as hard and enjoyed the work four times as much after that!

In the winter months the gnomes enjoyed collecting beautiful jewels just like these. Each gnome spent the day mining under the mountains, discovering the most colorful gemstones, metals, and jewels, and polishing them until they shone. And every evening all the gnomes gathered for supper in the great banquet hall at King Equal's palace. On the way to the banquet hall they were sure to visit the

wonderful gemstone storeroom and leave twelve perfectly polished jewels on the neat and tidy shelves for everyone to share.

Each gnome was sure to gather twelve gemstones each day to bring to the palace but each gnome had a different way to keep track of the twelve special stones! Soon we will meet four wonderful gnomes who gather stones each in their own wonderful way.

Main lesson book

Draw King Equals (dressed in purple) and his equals sign into the main lesson book.

You could also make a page for the number twelve. Your child could write THE NUMBER TWELVE and draw the arrangements from the Twelve Children game or his version of "the most beautiful twelve."

Take half an index card and have your child color it with a block crayon and then carefully draw the equals sign. We'll use this throughout the block as a manipulative to make simple equations.

Closing verse

LESSON 2

Circle and active math

Revisit and practice

Recall the story of King Equals together and see what your child remembers.

Revisit your work with the number twelve from yesterday. You could play the Twelve Children verse/game again if your child enjoyed it or just ask your child to show you different ways to make twelve.

You can also work a bit more with the number twelve using counters to work out problems like these:

A little girl had four hens who sat every night on four nests. Every morning the little girl went to gather eggs from the henhouse and she always found twelve eggs. Let's see how many eggs could be in each nest! (There are many possible answers here). What if she finds the same number in each nest?

The little girl carried her twelve eggs to the kitchen in two baskets, one in each hand. Let's see how many eggs could be in each basket! (Again, so many combinations to explore here). What if she puts the same number in each basket?

A neighbor came one morning and wanted to buy half of the girl's eggs. How many did the neighbor take away? How many did the little girl have left? Then mother came in the kitchen and said she needed twelve eggs for baking day and asked the little girl to go and fetch more from the market. How many more did the little girl need? That's right, six and six together make twelve!

Story

Abigail Addition was a sweet-tempered little gnome who liked to take her time, noticed everything, and was always gathering up the most wonderful collections. Whenever anyone needed help to find out how many of something they had, they asked Abigail Addition, for she could count and keep track of everything. Abigail dressed in green, and like all gnomes she wore a long pointy cap on her head.

One evening she decided to bring a gift to the beloved King Equals. So as Abigail strolled slowly and cheerfully to the palace, she gathered flowers along the way. And as she did, she sang a little song to herself like this, "One and one, and that makes two. Two and one, and that makes three. Three and one, and that makes four. Four and one, and that makes five," and so on until she reached the palace gate.

At the gate was a palace guard, and he asked who she was. Here is what she said,

*I'm Abigail Addition
And I like to gather treasure
And when I check and count my pile,
Each time there's more by any measure!*

So Abigail went to see the king and she presented him with her gift. "Dear King, I brought you flowers! Let's see, here in my basket I have one and one and one and one and one, and that makes five! And here in my hand I have five more, so altogether I have ten!" Abigail Addition gave the ten flowers to King Equals, and he was very pleased.

“Abigail Addition,” said he, “I would like to give you a gift in return, a symbol to remind you of your wonderful skill in counting and adding. This is a plus sign. Wear it with pride!” And so Abigail Addition put on her plus sign and went off to supper with a happy heart.

Take half an index card and have your child color it with a block crayon and then carefully draw the plus sign. Then practice a few simple addition problems (using counters) like the one in the story.

Let’s say these are the flowers in Abigail’s basket. One and one makes.... Yes! And two more make.... That’s right!

Now these are the flowers in the basket. One plus one plus one makes.... And three plus three is....

Main lesson book

Make a two-page spread for Abigail Addition. On one page, draw the green gnome and label her ABIGAIL ADDITION and draw her symbol labeled PLUS. On the facing page, write your first addition problems. Choose problems that are appropriate for your child’s level of understanding.

When you first start writing four processes problems, it’s a good idea to have your child work in this way:

1. Show the problem with counters and say it out loud.
2. Draw the problem with dots.
3. Write the problem with numbers.
4. Read the problem out loud.

Closing verse

LESSON 3

Circle and active math

Revisit and practice

Recall the story about Abigail Addition, her poem, and her plus sign. Work through a bunch of simple addition problems using counters. Tailor the problems to where your child is at and go slowly to build up a solid foundation and comfort level. Here are some ideas:

If you want to be sure that your child understands the concept of addition you can work through it systematically like this:

Put out two counters one at a time. "One and one is..." "Two." "How did we get two? Two is one plus one."

Then move on to three. "One and one and one is..." "Three." "How did we get three? Three is one plus one plus one." "Two and one more make..." "Three." "How did we get three? Three is two plus one." And so forth until the concept of addition is clearly understood.

If your child already understands the concept of addition you could start with a more varied approach with problems like this:

Put out a pile of two counters and a pile of four counters. "Two plus four is..."

Or working from whole to parts you might try:

Put out two piles of three counters. "What makes six?" "That's right, six is three plus three. How else can we make six?" "Yes, six is two plus four." Etc.

Story

The next evening David Divide decided to bring a gift to King Equals. David Divide was a calm and wise gnome dressed in red who walked with an even and sure stride. The gnomes always listened to David Divide, for he knew how to share things equally, work out problems, and make it fair for everybody.

He had just made twenty fresh muffins, so he decided to share them with the king. He took the tray of muffins and put them into two piles, first one over here, then one over there, next one over here, then another over there, and so on. When he was finished he found that there were ten muffins in each pile, so he put ten muffins in a bag and he was ready to go.

David Divide walked directly to the palace and presented the muffins to the King, saying:

*I'm David Divide
And I like to play fair
Whatever I have
I'll divide and then share*

King Equals was delighted and he said, "David Divide, I would like to give you a gift as well. This is the divided by sign. It will remind you of how well you share." David Divide put on his divided by sign and marched off proudly to supper.

Take half an index card and have your child color it with a block crayon and then carefully draw the divided by sign. Then practice a few simple division problems (using counters) like the one in the story. You might like to start today by showing your child how to share everything into two piles (one for you, and one for your friend, one for you, and one for your friend...).

Here are four cookies. How do you share them equally with a friend?

A little boy picked six flowers. How many does he share with his sister?

A man gathered eight eggs and shared them equally with his neighbor. How many eggs do they each have?

A squirrel gathered ten acorns. He shares half with a friend. How many acorns do they each have?

A baker baked a dozen bagels. He took half a dozen home to his mother. How many bagels did they each get?

Main lesson book

Make a two-page spread for David Divide. On one page, draw the red gnome and label him DAVID DIVIDE and draw his symbol labeled DIVIDED BY. On the facing page, write your first division problems. Choose problems that are appropriate for your child's level of understanding.

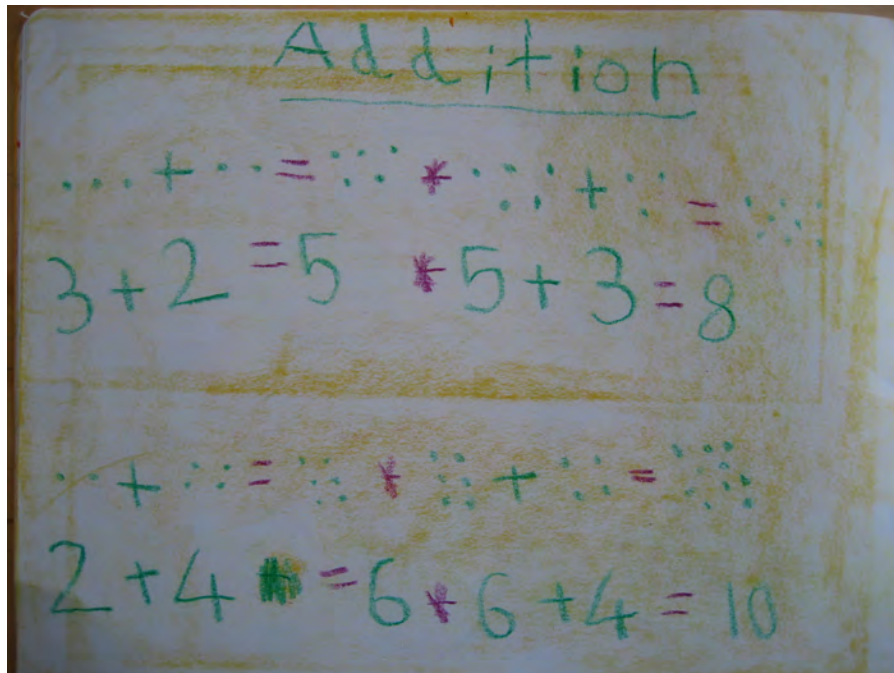
When you first start writing four processes problems, it's a good idea to have your child work in this way:

1. Show the problem with counters and say it out loud.
2. Draw the problem with dots.
3. Write the problem with numbers.
4. Read the problem out loud.

Closing verse

Arithmetic 1

Addition



Division

