

Welcome to Lavender's Blue Second Grade!

These are the sample pages for the second grade curriculum (please note that the pages are "snapshots" and not whole sections). The full curriculum includes:

- A comprehensive Introduction to Waldorf-inspired second grade at home
- A year of fully planned out Main Lesson Blocks
- Block Overviews with guidance on how to teach each main lesson
- A full second grade Circle Time with songs, speech, movement, and active math
- All your second grade Form Drawings
- Full-color pictures of drawings, paintings, crafts, and math activities
- Audio recordings of the circle songs and verses
- A supportive online community in our private facebook group

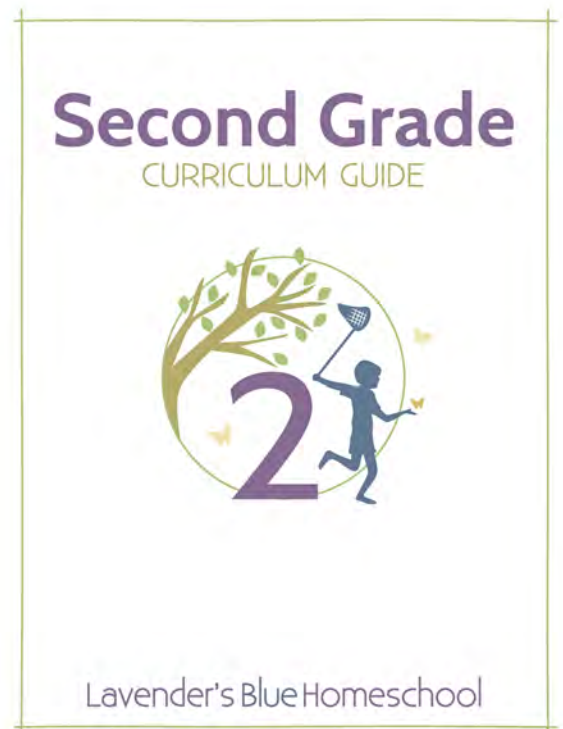
(735 pages and 59 mp3 tracks)

For more information and to purchase please visit:

www.lavendersbluehomeschool.com/second-grade-curriculum/

Copyright 2016 by Kelly Ehrman All Rights Reserved

The entire content of the Lavender's Blue Second Grade Curriculum and these Sample Pages are copyrighted 2016 by Kelly Ehrman. Please do not share any part of it. If you know someone who is interested, please send them on over to the website - thank you! :)



Welcome to Lavender’s Blue Second Grade!	1
Sample Introduction Pages	4
Welcome to Second Grade	4
Lavender’s Blue Curriculum Overview	5
Language Arts	8
Math	9
Form Drawing	11
Nature	12
Music and Movement	13
Arts and Handwork	14
Sample Circles and Block Overviews	15
Animal Legends Block Overview	15
Animal Legends Circle	16
Sample Active Learning Ideas for Circle	23
Sample Daily Lesson Plans	25
Animal Legends	25
Place Value	27
Aesop’s Fables	30
Times Table Geometry	32
Sample Stories	38
The Foolish Hare	38
Saint Kevin	41

How Spider Helped a Fisherman

43

Sample Pictures

46

Sample Introduction Pages

Welcome to Second Grade

This book is dedicated to the early movers and shakers of the homeschool movement, who have allowed us to truly educate in freedom.

Welcome! I am so glad you're here. This curriculum was written with you, the homeschool parent, in mind. It's designed to show you how you can bring the delightfully imaginative, but also complex, Waldorf method to life in your home - in whatever way works for *your* family. I hope you'll see how this teaching philosophy is thoughtful as well as creative; rigorous as well as respectful. Second grade is full of great stories, learning by doing, and making steady progress on skills in many areas. Of course we have reading, writing, and 'rithmetic, but above all we have *relationship*.

Here's to homeschooling, where every day you can nurture your relationship with your child and a life-long positive relationship to learning!

In this curriculum you'll find integrated main lessons in language arts, math, and form drawing, with detailed daily plans, for a very full year of second grade. You'll also find full-color pictures of main lesson book drawings to inspire your own work, and a complete second grade circle time, with songs and verses recorded to make it easy for you to listen and learn.

This is a substantial curriculum, but it is carefully designed to reduce your overwhelm as a homeschool parent. I included as much as I could right here so you don't need to go scrambling for other resources. Some parents will want to start by reading this introduction straight through. In it I walk you through the second grade subjects and teaching methods. There's also a section on planning and an appendix with useful charts and book lists. Others of you will want to browse the lessons first

Lavender's Blue Curriculum Overview

In this curriculum you'll find eight main lesson blocks with circle times and detailed daily plans for lessons in holistic language arts, math, and form drawing. Singing, movement, and arts lessons (drawing, painting, beeswax, and form drawing) are woven into the lessons. Let's go over what to expect and where to find everything!

Circle and Main Lessons

Here are the main lessons and suggested block plan for second grade:

Animal Legends (Language Arts) - 4 weeks
Place Value (Math) - 4 weeks
Legends of the Saints (Language Arts) - 6 weeks
Clocks and Calendars (Math) - 4 weeks
King of Ireland's Son (Form Drawing) - 4 weeks
Aesop's Fables (Language Arts) - 4 weeks
Times Table Geometry (Math) - 4 weeks
Trickster Tales (Language Arts) - 4 weeks
Review - 2 weeks

This gives you 36 weeks total of school.

Each main lesson can be found in its own pdf file (except for the Review block, which is covered in the introduction and does not have daily plans).

Here's what you'll find in each main lesson block file:

- **A block overview that covers what and how to teach.**
- **A circle time with songs, speech, movement, active math, and poetry recitation.**
- **Daily lesson plans for 4 days of main lesson each week.**

- **Pictures of the form drawings, main lesson book drawings, and a few other activities.**

Stories for the Animal Legends, Legends of the Saints, and Trickster Tales blocks are included, collected from traditional sources and retold by the author. Stories for the Aesop's Fables and King of Ireland's Son blocks are in the public domain, and are available for free online or at low cost in paperback - look for suggested editions in the Supplies list. The math stories in this curriculum are all original, written by the author.

You also have a collection of mp3 files. These are audio recordings of all the songs and verses from the "Songs and Movement" part of circle time, in the order that they appear in the curriculum. The circles are sourced from traditional and public domain material, arranged and recorded by the author. You'll find an index in the Appendix.

Please note that some of the Block Overviews include a section of Useful Links. These links are meant for teacher preparation, and are generally not intended to be shared with your child.

Likewise, the drawings and audio recordings are meant for *you*, the teacher, to use in preparing for your lessons. I'm definitely not an artist, but I hope that sharing my drawings will be helpful for you. The goal is to make simple drawings that your child can copy. You can use the drawings provided as a model or draw something different. Listen to the audio recordings so you can learn the songs and verses yourself and then bring them to your child. I do have a music background, but don't let that intimidate you - the goal is to share the joy of singing together with your child!

Additional Lessons

I recommend setting aside additional time outside of main lesson for nature studies, handwork, recorder, and possibly foreign language. These subjects are not

covered in the curriculum plans, but in the Subjects section below we'll review what's typically taught in second grade and what resources to use this year.

I also recommend that you build two very important activities into your daily schedule this year - reading practice and read aloud. Read aloud has probably always been part of your routine, and it's important to keep it up as your child grows! This year your second grader can also spend a few minutes a day practicing his own reading skills. You'll find more suggestions for both of these activities in the Language Arts introduction below, as well as recommended book lists in the Appendix.

Practical guidance on pulling all these second grade subjects together into a daily and weekly rhythm that work for your whole family can be found in the Planning section.

Language Arts

In Waldorf-inspired homeschooling we teach language arts holistically beginning always with beautiful language in story, literature, poetry, and song.

Language arts is a foundational subject and a catch-all term that really encompasses the development of several different capacities and skills. We begin with the rhythms of oral language and from there introduce writing and reading. Work with stories and poems gives a meaningful starting point for practicing all the many complexities of language - including speech, listening, rhyming, phonetic rules, handwriting, spelling, punctuation, grammar, and expression.

Your second grade language arts lessons are a continuation of work you began in first grade. Second grade blocks look very similar to the spring language arts blocks from last year. There are stories to tell and recall, activities to engage with the stories, main lesson book drawings and summaries, and lessons in painting and beeswax modeling.

This year your child will move further along with writing, will probably be faster at memorizing poems and be able to retell stories more accurately, and many children (not all!) will be reading by the end of second grade. You'll gently introduce grammar, do lots of work with word families, and practice handwriting and spelling with copywork and dictation. Of course, the stories are different this year too!

There are many different aspects of language arts. Here's an overview of what we're working on in second grade:

Language

- **Developing an ear for beautiful language by listening to stories, poems, songs, and classic children's literature**
- **Retelling stories, acting them out, and presenting them as puppet plays**
- **Singing and speech (verses, rhymes, and tongue twisters) in circle**

Math

In Waldorf-inspired math the overall goal for second grade is two-fold - build skills and build confidence. These two goals are interrelated and both are equally important! Second grade is a critical juncture when many children decide “math is hard,” “math is boring,” or “I’m not good at math.” This unfortunate development - often termed math phobia - is not what we want for your child. Instead we want to set the foundation for a positive relationship to math - something which is possible for every child. The key is to keep the beauty of numbers alive! We do that in two complementary ways:

- **Intentional, consistent, and progressive practice.**
- **A holistic, integrated, and imaginative approach.**

In second grade you’ll continue the work with numbers and four processes that you began in first grade. This year your child will continue to develop number sense and arithmetic skills, and take big strides towards learning the times tables. You’ll also introduce the new topics of place value and time.

Throughout all your lessons, you’ll use the idea of head, heart, and hands to make math a living subject. You’ll use many different teaching tools - stories, games, drawing, main lesson book work, color, rhythm, movement, number journeys, poems, manipulatives, as well as old-fashioned written and mental math practice. Holistic math lessons are multi-sensory, engaging, and active.

In the holistic approach, we’re not just learning how to add and subtract, we’re cultivating a sense of number. This is a much deeper understanding of the language of mathematics - what numbers are, and how they are related to each other.

If we break down our overall goal of “build skills and build confidence” further, we have five primary learning objectives for second grade math:

1. Keep the beauty of numbers and the magic of math alive for your child.

2. Develop number sense and comfort with arithmetic (all four processes).
3. Understand place value and work with numbers into the thousands.
4. Become familiar with all twelve times tables and learn a few by heart.
5. Learn how to tell time and use a calendar.

Here's a closer look at these topics and how we'll cover them this year:

Number Sense

- Understanding how numbers work and how the four processes are related to each other
- Understanding what multiplication (for example) really means in a concrete way
- Using manipulatives as needed to understand arithmetic and place value
- Developing flexibility of thought through work with numbers
- We'll keep arithmetic problems in the horizontal this year
- All of our work with arithmetic, mental math, times tables, and place value contributes to developing number sense

Times Tables

- Practicing all twelve times tables with skip counting and recitation
- Using rhythm, movement, and repetition to learn the tables
- Writing the times and division tables down
- Exploring the times tables in visual ways

Four Processes

- Regular practice and steady progress to build both skills and confidence
- Getting comfortable with arithmetic problems in all four processes

Form Drawing

Form drawing is a uniquely Waldorf subject that can be presented in many ways in the second grade year. It's less of a skill-set in itself and more of a way to build capacities in your child. We strengthen underlying capacities such as spatial orientation, sense of balance, ability to focus, and fine motor control through form drawing. This supports your child's developing artistic, language, math skills.

In first grade, your child worked with standing forms, geometry, and running forms. You may have also done some vertical mirrored forms. This year you'll continue in all those areas, with increasingly complex forms. You'll especially work with mirroring on both the horizontal and vertical axes.

There are so many different types of forms to work with in second grade, and endless possibilities! Always feel free to create more of your own. Keep in mind that just like in any subject, the content can be adapted to suit your child and your learning goals.

Form drawing is also a subject that can be used therapeutically. It's one of the Waldorf teacher's most important tools for helping a child to shore up weaknesses in any area. It's always good to spend a little extra time with form drawing if your child is having difficulty with handwriting, sensory integration, or concentration (for example).

You can also take form drawing out of the classroom! I'll give you the steps for a formal form drawing lesson below, but don't be afraid to just play and experiment with form drawing at other times too. Draw forms in the sandbox or on the chalkboard and see if your child copies them, use them to decorate main lesson book pages, practice or create new forms while you wait for the muffins to bake.

Finally, you don't have to think of form drawings as "once and done!" It's great to play with these anytime and revisit in future months or years. It can be really interesting to work with a form over a period of time and see how your child's ability develops.

Nature

As a homeschooler you have many options for how to incorporate nature lessons into your second grade year. I actually hesitate to use the words “nature lessons” or “nature studies” because what’s most important for the early grades is nature *experiences*.

In a school setting teachers have more limitations when it comes to helping children connect to nature. Second grade teachers often present main lesson blocks on nature stories in the classroom. That’s definitely an option at home too, but one of the big advantages of homeschooling is you can spend a good deal of time actually being outside!

There’s no set schedule for nature experiences in this curriculum. Instead, you can decide how it fits best for your family. Many homeschooling families find that spending time in nature is just an integral part of their family lives so they don’t need to do anything differently in second grade. Others choose to put a Nature afternoon or day into their weekly rhythm so they have dedicated time to go for hikes, visit a pond, go apple-picking, and so on. Another possibility is to add in a few one-week Nature main lesson blocks throughout the year. These could be weeks when you visit favorite spots, tell nature stories, make a nature main lesson book, or do seasonal crafts during your main lesson time.

Here are some teaching tips for second grade nature study:

- **Spend time outside every day in all weather!**
- **Take time to notice the plants and animals that live in your own backyard and neighborhood. Whether you live in the city or way back in the woods, there is life all around you.**
- **Visit the same spots many times throughout the year. It’s so wonderful for your child to develop a real relationship with a place, and to see for himself all the changes that occur through the seasons.**

Music and Movement

Music and movement are central subjects (not extras) in every grade in Waldorf-inspired homeschooling. Making music is a fundamental human experience, and moving our bodies is critical for good health, learning, and brain development. Second grade music and movement is a continuation of what you did in first grade. In a Waldorf school, second graders would have daily singing, recorder, and movement with their main lesson teacher, and probably also classes in music, eurythmy, and games with specialty teachers. Here's how these subjects are usually covered by homeschoolers:

- **Singing every day as part of family life**
- **Lots of time for active play, outside time every day, taking walks, and fun physical activity as a part of family life**
- **Circle time with singing and movement**
- **Continuing with the first grade instrument (recorder or pennywhistle)**
- **Incorporating movement into the main lessons**

This curriculum includes a full circle time with singing and movement, as well as language arts and math activities. You'll find the circle times in the main lesson block files. This year's themes include seasonal songs and verses, animals (of course), nonsense rhymes, and folk songs. Many of the songs and verses have movement suggestions - dancing and skipping to bring your heart rate up, crossing midlines, sensory integration activities, and challenges for strength, balance, and coordination. There are jumprope, balance beam, bean bag, ball, and clapping games this year.

I recommend taking time as part of your lesson preparation to learn the circles by heart before you bring them to your child. Of course, give yourself grace if this isn't something you can always manage! It's better to sing or recite a poem with a paper in your hand than give up on it altogether. But when you can, learn the whole circle by heart so you can just have fun with it and be in the moment with your child.

Arts and Handwork

Much of your main lesson work in language arts and math is taught *through* the arts. This is vital in the “heart” stage of childhood, when children need to have a feeling connection to what they’re learning.

Drawing

This year you’ll have drawing in your language arts lessons as you create illustrated story main lesson books. Second graders continue to use crayons, but I find this is a good year to use both stick and block crayons (while in first grade you probably only used blocks). Second grade pictures are a bit more detailed and stick crayons can be very helpful for drawing monkey tails, donkey ears, and goose beaks. Second grade drawings are still mostly about color, gesture, and overall form, without really fine detail such as faces.

Continue to work with shading from the inside out, allowing forms to take shape as a whole, rather than outlining and then filling in. Start with very light pressure and make adjustments as you go. You can go over it again and again to darken the colors and refine the shape. You are welcome to make your pictures with just the three primary colors in second grade or you can work with a larger set. I found having a few shades of yellow, blue, green, black/gray, and brown helpful this year for drawing so many trees and animals. Drawing in layers of color adds beautiful depth to your pictures.

Painting

There are weekly wet-on-wet watercolor painting lessons in the Legends of the Saints and Trickster Tales blocks. The paintings in the saints block are similar to the color story paintings you’ve done in the past, whereas the trickster tales paintings at the end of the year have more intentional form to them. You can leave the page fairly wet so the paints flow for color stories, and sponge the paper drier when you need more control over the paint. Continue to paint with just the three primaries

Sample Circles and Block Overviews

Animal Legends Block Overview

Welcome to our first main lesson block of second grade!

In this main lesson you'll tell eight animal legends and use them as the basis of your lessons in writing, reading, drawing, form drawing, and more. This is a language arts main lesson but it incorporates nature studies as well through discussion, movement, drawing, beeswax modeling, and crafts based on the animals in the stories. As always, language arts main lessons have a focus on oral language as well as literacy and each lesson includes work with the head, heart, and hands.

In this block we will...

- **Explore animal stories and act them out or retell with puppets**
- **Go on a jungle adventure in circle time**
- **Jump back into form drawing with a few second grade standing forms**
- **Discuss and think about animals in terms of how they move and where they live**
- **Draw the animals in the stories and model them with beeswax**
- **Introduce second grade skills work with beginning lessons in reading and grammar**

There are wonderful animal legends from all over the world, but I found myself particularly drawn to the Jataka stories from India for this block. So most of our stories are from the Jataka tradition, and we also have a folk tale each from England, Mexico, and the Middle East. Jataka stories are legends of reincarnations of the Buddha. Many of them are in animal fable form, and there's often one

Animal Legends Circle

Please note the curriculum comes with recordings of the songs and verses.

Opening Song: Come Follow Me

Songs and Movement

If ever you should go by chance
To jungles in the East;
And if there should to you advance
A large and tawny beast,
If he ROARS at you as you're dyin'
You'll know it is the Asian Lion.

{Carolyn Wells}

Will we go to the jungle
To meet the lions?
Do we dare?
Do we dare?
Here we go!

Cross right arm over chest to left shoulder, then left arm to right shoulder

Hands to hips, jump forward

Big step back

Big step back other leg

Turn in a circle moving forward while stamping right, left, right

Hop on right foot,
Hop on right foot,
Hop on right foot,
Then the other.

Hop on left foot,
Hop on left foot,
Hop on left foot,
Land together.

Step and hop,
Step and hop,
Step and hop,
Let's go together.

Skipping, skipping,
Skipping, skipping,
Skipping, skipping,
All together!

{Unknown Author; Adapted}

Movements as indicated in verse. This verse is repeated throughout the circle. You can also try it moving backwards.

SHHHHHH! I see the lions!

Song: The Lion Sleeps Tonight

In the jungle, the mighty jungle, the lion sleeps tonight.
In the jungle, the mighty jungle, the lion sleeps tonight.
Ee-oh Ah-we-um-bum-bah-wey
Ee-oh Ah-we-um-bum-bah-wey

Near the village, the peaceful village, the lion sleeps tonight.
Near the village, the peaceful village, the lion sleeps tonight.
Ee-oh Ah-we-um-bum-bah-wey
Ee-oh Ah-we-um-bum-bah-wey

Hush my darling, don't fear my darling, the lion sleeps tonight.
Hush my darling, don't fear my darling, the lion sleeps tonight.
Ee-oh Ah-we-um-bum-bah-wey
Ee-oh Ah-we-um-bum-bah-wey

{Solomon Popoli Linda}

Sing the song then tiptoe away.

Song: Round the Jungle

Go round and round the jungle,
Go round and round the jungle,
Go round and round the jungle,
As we have done before.

{Traditional English; Adapted from "Go round the village"}

Take hands and sing quietly while you snake your way around the room away from the sleeping lions. This song repeats throughout the circle.

If strolling forth, a beast you view,
Whose hide with spots is peppered,
As soon as he has lept on you,
You'll know it is a leopard.
'Twill do no good to roar with pain,
He'll only lep and lep again.

{Carolyn Wells}

Repeat Song: Round the Jungle

Sing louder this time while you take hands and walk around the room.

Or if some time when roaming around,
A noble wild beast greets you,
With black stripes on a yellow ground,
Just notice if he eats you.
This simple rule may help you learn
The Bengal Tiger to discern.

{Carolyn Wells}

Will we go to the jungle

To meet the tigers?
Do we dare?
Do we dare?
Here we go!

Movements as before.

Hop on right foot.....

Repeat entire verse with movements as before.

SHHHH! I see a tiger!

Song: Tiger, Tiger

Tiger, tiger, orange and black,
He's somewhere about so you'd better watch out!
Tiger, tiger, orange and black,
There on the ground, I can see your tracks,
So tiger, tiger, orange and black,
I'm going home in case you jump on my back!

{Waldorf Tradition}

Repeat Song: Round the Jungle

Repeat song. Take hands and gallop away!

WAIT! What's that?

If when you're walking round your yard,
You meet a creature there,
Who hugs you very, very hard,
Be sure it is the Bear.

If you have any doubt, I guess
He'll give you just one more caress.

{Carolyn Wells}

QUICK! Jump in the lake! Let's swim away!

Repeat Song: Round the Jungle

This time use your arms to "swim" away through the lake as you sing.

PHEW! Let's rest here on this sandy beach.

Though to distinguish beasts of prey
A novice might nonplus,
The Crocodiles you always may
Tell from Hyenas thus.
Hyenas come with merry smiles;
But if they weep, they're Crocodiles.

{Carolyn Wells}

OH NO, CROCODILE! Quick, climb up the tree!

The true Chameleon is small,
A lizard sort of thing;
He hasn't any ears at all,
And not a single wing.
If there is nothing on the tree,
'Tis the Chameleon you see.

{Carolyn Wells}

CRASH CRASH BOOM! What is coming through the jungle? SHAKE SHAKE SHAKE!
Shaking all the trees! THUMP THUMP THUMP! Hold on tight, it's the biggest
animals on land!

Song: The Elephant

I'm a big grey lump and I thump thump thump,
Through the jungle, hot and green;
With my long white tusks and my great big trunk,
I'm the biggest thing you've seen.

Thump! Thump! Thump!
Trumpety trump, an elephant am I.
I'm the biggest living animal
Under the jungle sky.
I thump, thump, thump, trumpety trump, an elephant am I,
I thump, thump, thump, trumpety trump, an elephant am I.

See me suck the cool water up my trunk,
See me squirt it over me.
With my big long trunk, I can reach quite high,
Eat bananas off the tree.

Thump! Thump! Thump!
Trumpety trump, an elephant am I.
I'm the biggest living animal
Under the jungle sky.
I thump, thump, thump, trumpety trump, an elephant am I,
I thump, thump, thump, trumpety trump, an elephant am I.

{Waldorf Tradition}

Will we ride home
On the elephants' backs?

Do we dare?
Do we dare?
Here we go!

Repeat movements as before.

Shimmy down your trees onto the elephants' backs and head off for home! Along the way practice your counting and speech....

Active Learning (see below)

Poetry Recitation (see below)

Closing Song: Morning Has Come

Sample Active Learning Ideas for Circle

Animal Legends Block Week 1

Rhythmic counting 90-120 (day one), 120-150 (day two), 150-180 (day three), 180-210 (day four). Remember to say “one hundred one, one hundred two,” and so forth, not “one hundred and one.” For rhythmic counting, you walk while you count, keeping a steady beat, and letting your step fall with each number. Always count both forwards and backwards.

This month I recommend learning the ASL letters with both hands as a fingerplay! You’ll introduce this activity in Lesson 1 and then practice in your daily circle. Work up to singing the alphabet song as you sign.

Begin practicing speech with Edward Lear’s poem “An Alphabet.”

A was once an apple pie,
Pidy, Widy, Tidy, Pidy,
Nice insidy
Apple Pie!

D was once a little doll,
Dolly, Molly, Polly, Nolly,
Nursy Dolly,
Little Doll!

B was once a little bear,
Beary! Wary! Hairy! Beary!
Taky cary!
Little Bear!

E was once a little eel,
Eely, Weely, Peely, Eely,
Twirly, Tweedy,
Little Eel!

C was once a little cake,
Caky, Baky, Maky, Caky
Taky Caky,
Little Cake!

F was once a little fish,
Fishy, Wishy, Squishy, Fishy
In a Dishy
Little Fishy!

{Edward Lear}

Place Value Block Week 3

Skip counting by 3s and 4s:

Continue with the 3s row and begin practicing 4s (up to 48).

Tongue twister:

Peter Piper picked a peck of pickled peppers,
A peck of pickled peppers Peter Piper picked.
If Peter Piper picked a peck of pickled peppers,
Where are the pickled peppers Peter Piper picked?

{Traditional}

Number journey game:

This week we'll visit the apple orchard!

A mother went to the apple orchard with her three children. Each person took a basket and began to pick apples. Soon they each had two in their baskets. How many apples did they have altogether? Then they each picked one more....and one more.....and one more....Now how many did they have? They piled up their apples on the picnic blanket and altogether ate six apples. How many do they have left? Then they ate four more....how many do they need to pick to have twenty once again?

Another day they returned to the orchard, and this time they shared one basket for picking apples. They picked twelve apples, then mother said, 'Let's pick eight more!' How many do they have? They found three apples with bruises and tossed them to the chickens...how many are left?

This week the focus is adding and subtracting up to twenty, especially pairs that make twenty, and multiples of four

Sample Daily Lesson Plans

Animal Legends

LESSON 1

**Welcome to First Day of School
Circle
ASL Alphabet
Upper and Lower Case Letters
Story: The Foolish Hare
Closing Verse**

Welcome to first day of school

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

Circle

ASL Alphabet

In first grade you learned the alphabet. Let's warm up our hands for writing today by learning the alphabet in sign language!

Teach your child the ASL letters of the alphabet. Continue practicing with both hands while you sing the alphabet song in circle this month.

Upper and Lower Case Letters

Review the upper and lower case letters of the alphabet. Have your child copy the alphabet pairs (in alphabetical order “A a B b C c” and so on) into the first two page spread of his English notebook.

If you didn’t introduce the lower case letters in first grade, you can do that today by showing your child that each capital letter has a lower case pair. Emphasize that each pair (big A and little a) have the same name and sounds. See the Block Overview for more on how to proceed.

We’ll listen to many stories about animals in second grade. We’ll also learn to read and write the words for many animals. When we write the words for animals, we usually use all lowercase letters, like this.... Write the words for some familiar animals (such as cat, dog, bird, fish) on the board and help your child read them.

When we write an animal’s name or the name of a person, we begin with a capital letter, like this... Write the names of your pets (or any other pets your child knows) and your family members. Help your child read them and show how they begin with capital letters.

Tell Story: The Foolish Hare

Closing Verse

Place Value

LESSON 1

Circle
Recall and Practice
New Lesson
Main Lesson Book
Closing Verse

Circle

Recall and Practice

For our last story summary we wrote, “The little lamb tricked the coyote four times.” We wrote the number four in letters, like this....write “four” on the board. Let’s see how to write all the numbers one through ten using words.

Write the number words on the board and ask your child to put the numbers and the Roman numerals next to them. If you didn’t cover Roman numerals in first grade you can introduce them now. Making your list in two columns can help your child see the pattern in the Roman numerals (six is five-plus-one and so on).

Ask your child to copy this list into his main lesson book. This might be a good time to use the golden path for writing (lightly stripe the page with the edge of a golden yellow block crayon) to ensure your child can fit it all on the page. Title this page “Numbers.”

Practice simple arithmetic with numbers up to ten. How quickly can your child “make tens” from different numbers? You could show two fingers, and he holds up eight, etc. as fast as you can. Then do this with the teen numbers up to twenty. For example, write a 13 on the board and ask how many do we take away to make ten?

New Lesson

One early autumn day the four gnome friends Abigail Addition, Sally Subtraction, David Divide, and Malachy Multiply were all sitting on Abigail's front porch enjoying a beautiful afternoon. Suddenly a little gnome named Trip-Trap came trip-trapping along at full speed down the lane. He stopped breathlessly in front of the porch and gasped, "Old Mr. Counts-A-Lot is retiring soon! It's just been announced! We'll need someone new to take care of the treasury, and there's to be a contest to find just the right gnome!"

And just as suddenly as he came, Trip-Trap bolted off down the lane to deliver the news far and wide. Well, this was exciting news, after all! Old Mr. Counts-A-Lot had been in charge of the palace treasury for as long as any of the gnomes could remember. He kept everything in tip top shape and kept careful records of what treasure was there. He never tired of counting and keeping track of all those beautiful gemstones. Each day every gnome brought twelve new stones to contribute to the treasury, and these were used to trade with the forest elves or send as gifts to the fairies or buy food and anything the gnomes might need. The treasure came in and the treasure went out, but King Equals always knew just what was there because Mr. Counts-A-Lot was so careful in his work.

Abigail Addition, Sally Subtraction, David Divide, and Malachy Multiply set off for the palace to learn more about the contest. Mr. Counts-A-Lot was there and he greeted them with a smile. "Ah, my young friends," he said, "I suppose you would like to enter the contest to find the next guardian of the treasury! We know that all the gnomes have their favorite ways of counting and keeping track of numbers. So one week from now you are all invited to come and show off your skills. King Equals and I will choose the gnome who is best able to keep track of all our thousands of gemstones."

This was an exciting challenge, so the gnomes said goodbye to Mr. Counts-A-Lot and each headed home to practice working with numbers. All that afternoon, Abigail practiced adding and counting with her own precious pile of gemstones.

Recall Abigail's verse (from first grade):

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!

Practice addition problems with sums up to 24, using manipulatives as much as your child needs. Write several problems up on the board and let your child fill in the answers. Your child will also copy a few examples into his main lesson book at the end of the lesson (see below). Here are a few sample problems to start with:

$$5 + 6 = \underline{\quad}$$

$$12 = 2 + \underline{\quad}$$

$$23 + \underline{\quad} = 33$$

$$18 + 5 = \underline{\quad}$$

$$\underline{\quad} + 19 = 24$$

When you're working with arithmetic, remember to work in many different ways and use different language such as, "What are five and six gemstones put together?" "Twelve stones is two stones and..." "Abigail has 23 stones; she adds how many to get thirty-three?" "Eighteen plus five equals," and "How many added to nineteen makes twenty-four?" We're teaching flexibility of thought and a sense of number as much as the math facts this year!

Main Lesson Book

This week you'll create a one- or two-page summary of the four processes in your main lesson book. Begin your page with a few neatly printed addition problems.

Closing Verse

Aesop's Fables

LESSON 1

Circle
Skills Work
New Lesson
Story: The Lion and the Mouse
Closing Verse

Circle

Skills Work

Review your word families work from previous blocks. You might play the “Where do they live?” game. Draw several houses on the chalkboard and label each one with a word family name such as EA, OA, I_E and so on. Then you say words such as “bean,” “toast,” and “hive” and see if your child can write the word into the correct house.

New Lesson

Speech: Practice reciting the following nursery rhyme together.

There was a crooked man, and he went a crooked mile,
He found a crooked sixpence beside a crooked stile;
He bought a crooked cat, which caught a crooked mouse,
And they all lived together in a little crooked house.

Word Families: OUSE and OPE

Today we're going to hear a story about a mouse. Let's see how many words we can think of that rhyme with “mouse.” Do this out loud (no writing yet).

Write the word mouse on the board and under it make a list of other words in the same word family. Have your child read the list aloud. Ask your child to find the parts that are the same in every word and write just those letters as capitals up above the list. For this list, your child would write OUSE.

In our story today there is also a net made of rope. Let's think of words that rhyme with "rope." Follow the same steps to make a list for the OPE family.

Ask your child to copy each word family list in a neat column into his English notebook. You'll probably fit 2-3 lists/columns per page. You and your child can decide whether to draw houses, illustrate the pages, or just finish with a simple border.

Game: Play Change the Word with letter tiles.

You might like to start by putting your letter tiles in alphabetical order. Spell out a simple word like HAT. Your child reads it out loud, then you immediately switch the T with an M and your child reads HAM. Then switch the A with an E and your child reads HEM. And so on! Another example is SEAT - SEAL - ZEAL - MEAL - MEAT - MEET - GREET - GREEN. This is great practice for beginning readers - just be sure to stick with phonetic rules that are already familiar.

Writing (optional): Your child could copy today's rhyme (The Crooked Man) into her English notebook.

Tell Story: The Lion and the Mouse

Closing Verse

Times Table Geometry

LESSON 1

Circle
Practice
Multiplication Review
New Story
Closing Verse

Circle

Practice

Review even and odd numbers. Ask your child to count to twenty speaking only the even numbers, and then again with only the odd numbers. Then write several numbers on the board (46, 79, 100, 52, 66, 213, etc.) and have your child circle the evens and underline the odds.

Multiplication Review

Give your child the following patterns to solve at the board:

___ ___ ___ ___ 10 12 14 ___ ___ 20 ___ 24 ___ ___ ___

50 52 54 56 ___ ___ ___ ___ ___ ___ ___ ___ ___ ___

___ ___ ___ ___ ___ ___ ___ ___ 106 108 110 ___ ___ 116 ___ ___

What do all the numbers in these patterns have in common? They're all called ___ numbers. They can all be divided by ___.

It's easy to see the patterns in the two times table and I bet you could keep counting by twos for hours and it would be easy for you! There are lots of other patterns in the times tables that are more secret. We're going to be detectives this month and see what we can find.

Have you ever eaten fresh cherries? Have you seen them on the tree or picked them fresh? Cherries usually come in pairs like this (draw on the board). I wonder how Malachy Multiply would count a group of cherries like this (draw three pairs on the board).

Count the pairs with skip counting (2, 4, 6). Malachy Multiply would go even faster if he used multiplication like this (write $2 \times 3 = 6$ on the board). Make sure your child understands there are three groups of two cherries, which is the same as two times three.

Repeat this a few more times, adding pairs of cherries to the board and having your child write the multiplication problem.

Erase the board so you have only three pairs of cherries. *Now I wonder how Abigail Addition would count these cherries? She would like to take her time I'm sure, she likes to count and add and she isn't in a rush. She wants to be sure to count each pair. She would think two plus two plus two equals six (write $2 + 2 + 2 = 6$ on the board). Does she get the same answer as Malachy?*

Try a few more examples using addition and have your child write the equations on the board.

Next give your child a few circles and stars problems (for example, three circles with four stars in each). Have him write both the multiplication and addition equations beneath each one.

New Story

One cloudy evening in early spring a lonely girl was skipping rope in the garden. It was warm and the ground was wet. It had been raining all day and all around the girl she could hear the sound of drip-drip-dripping, the last drops falling from the trees and the eaves. The girl jumped rope along the old slate path that wound around the garden beds, out past the garden shed, and on to the chicken yard. She knew without looking back that her mother was cooking dinner in the cozy warm kitchen, bustling about and singing. Her father was lighting the lamps and bringing in the next day's wood from the shed. The house would be lighted up by now, warm and glowing and cheerful. But the girl did not turn back, and she felt strangely discontent. There had been no visitors in days, and no outings. The girl felt that exciting things were happening all over the world, but none of them were happening for her. So she went on into the evening shade.

Beyond the chicken yard an old stone wall ran off into the woods. This land had been farmed for generations, and the stone walls marked the boundaries of old fields, once the grazing places of sheep or milk cows, and many now overtaken by forest. This wall was still quite high and sturdy, and the girl loved to scramble up and walk along its ridge, cutting a path through the pine, hemlock, and birch trees. There was a secret place quite a ways in where high bush blueberry grew and she would often go and eat her fill in the summer months. On this evening in early spring the wood was bare, tangled and thorny, the green leaves still a distant memory, and only the swelling of buds and reddening of some thicket to hint that they would ever return.

As the girl walked atop the wall into the thickening hedge, it seemed the damp was rising as a mist from the ground below her. Her bare feet liked the rough feel of the wet stones beneath them. She wandered farther than she had ever gone before. Her heart quickened, and not knowing why, her pace quickened as well. She stubbed a toe and stumbled, but caught herself and kept going ever faster along the wall. The fog grew thicker as she went deeper into the woods and the girl found she was running, although she didn't know why or where.

Then the wall stopped. She had reached the end of it at the top of a rise overlooking a stream bed below. The girl was hungry. She was cold now from the damp. She should have been eager to get home to her warm lighted house, to her comfortable supper, to

her mother and father. But instead she felt disappointed to have reached the end of the wall. She turned slowly to go back. And as she turned something caught her eye.

In the tangle that grew up to the wall was a spider web. The biggest, most perfect spiderweb she had ever seen, dancing as a light breeze came through, and glittering from row upon row of perfect rain drops along every thread. The girl stopped and stood perfectly still. Although the woods were darkening towards dusk, the dew-bejeweled web seemed lit of its own light. She imagined she heard the sound of a harp playing as the web fluttered in the breeze. The girl leaned forward, mesmerized, straining to see and listen.

A sudden cold gust of wind knocked the girl off her feet and she fell forward. She closed her eyes and her arms covered her head, but she felt she was falling into something quite soft and safe. The girl tumbled and lay still for a moment, body curled up and eyes squeezed shut.

She was on soft ground, that much was sure. It wasn't wet, though, and she no longer felt cold, but warm and dry. Through her closed eyelids she could tell there was a light nearby, and she heard gentle sounds of fire crackling, chair rocking, knitting needles clacking. The girl took a deep breath and opened her eyes.

She was lying at the foot of a bed. There was a fire in the hearth opposite, and beside it a gray-haired woman rocking and knitting.

The girl opened her mouth to speak but the woman spoke first. "Welcome, child!" She didn't look surprised at all to see a strange girl tumbled in a heap on the bed.

"You were expecting me?" the girl gasped as she sat up.

"Yes, dear," said the woman. "You see, my granddaughter needs help, and I was sure that help would come." The woman nodded her head in the direction of the bed. All this while she continued to rock and knit, her eyes shining but her body calm and composed.

The girl could say nothing, but turned her head to look where the woman was gazing. A very young child was in the bed, beautiful as an angel, and sleeping peacefully beneath a white quilt.

"She's asleep, you see," said the woman. The girl nodded dumbly. "She's been asleep now for many months." The girl's eyes widened. "Her wicked step-mother cast a spell and of course you must help us to lift it, my dear." The girl nearly fell off the bed at that!

The woman stopped knitting and rocking and smiled. "I can see you know nothing about it, and I shall have to start from the very beginning..."

"The King and Queen were very happy together, but soon after this sweet baby was born, the Queen took ill and died. She left behind this quilt she had stitched for her baby, and her harp that she used to play to put her to sleep. All the court felt the King should remarry and provide a mother for his beloved daughter. Within a year he had married a royal woman from a faraway land and brought her here to live. This woman was a widow with a daughter of her own. They had been here scarcely one month when the new Queen learned that the King intended his own daughter, and not hers, to inherit his throne after him. The Queen became jealous of the baby, and when the King would not change his mind, she was furious."

"The new Queen stormed for days around the castle and it seemed a dark cloud was gathering in the wake of her skirts. Then one day all was calm and quiet. When the Queen was not at supper the King began to worry. He went to check in the nursery and found her there, playing the harp. As the baby's step-mother played, she cast her sleeping spell upon the child. The King could see the magic being woven as the beautiful patches on the baby's quilt began to unravel and disappear. He lunged forward and seized the harp. Then the King banished the new Queen from that land. But nobody could tell him how to break the spell and waken his child."

"Now you are here, and I will tell you that I believe the secret is in the missing quilt patches. Once they are found and sewn back into place, the baby will feel her mother's love and wake to life again. I think you have come to find the quilt patches for us."

The girl listened intently to the story. She watched as a tear rolled down the woman's cheek, her eyes no longer twinkling. The girl took a deep breath and managed to squeak, "I'll help you if I can." Then the woman wiped her tear away, and smiling again, took up her knitting.

"Very good, my dear! You can leave in the morning at first light. The quilt had twelve patches on it, and as you can see, only one remains."

The girl looked closely at the baby's quilt and saw that there was one patch. She was startled to find it was stitched in silver thread in exactly the pattern of the spider web that had enthralled her in the woods. How long ago and far away that walk along the stone wall seemed already!

"But how can I find the eleven missing patches?" she asked, "And where will I go?"

"I don't know everything," the grandmother replied, "But I do know that truth, beauty, and goodness will prevail. So look for what is true and beautiful and good. And take this brooch with you. It belonged to the baby's mother and may give you luck along the way."

The girl reached out and took the brooch. It was a silver circle with ten small rubies all round it. The girl pinned the brooch inside her pocket for safe-keeping. The next thing she knew, she was falling asleep in the cozy warmth of the fire-lit room, and when she woke the sun was just beginning to rise.

She saw the little child still sleeping peacefully beneath the white quilt. The fire had died down in the hearth. The woman was gone, and in the chair was a leather satchel. The girl looked in and found it was packed with food, a blanket and hat, and a corked jug of water. There was a pair of socks and boots her size beneath the chair. Her own jump rope was there too. There was nothing else to do, so the girl put on the socks and boots, took up her jump rope, slung the satchel over her shoulder, opened the door which led out into the garden, and went on her way.....

Closing Verse

Sample Stories

The Foolish Hare

A Jataka Story

Once in the forest of India there was a hare who sat under a fruit tree. He looked like a rabbit, only quite a bit larger, with very long ears. He had longer, more powerful legs too, and could run remarkably fast.

The hare sat still and alert, with his long sensitive ears stretched up. He was listening to all the sounds of the forest. And then he had a thought. He wondered, "What would happen to me if the world came to an end?"

Just at that moment, a piece of fruit fell from the tree onto the ground close behind him. The hare heard the thud and felt the ground shake. His heart leaped, and with his powerful legs he began to run as fast as he could. "The earth is breaking and the world is coming to an end!" he thought.

The hare was so terrified that he ran faster than he had ever run before. And every time he passed another hare he shouted, "The earth is breaking apart!" And that hare would be frightened as well, and begin to run along too. Soon there were a hundred hares all running as fast as they could, which is very fast indeed.

All the other animals in the forest were startled by the sight and sound of a hundred racing hares. And when they heard the cry, "The earth is breaking apart!" they too joined in at a gallop. Soon there were deer running with the hares, and boars, antelopes and water buffalo, rhinoceros, elephants, and even leopards and tigers. Birds flew along overhead, and snakes and crocodiles followed along as best they could.

On a high bluff overlooking the jungle stood a great lion. He heard the stampede and saw that the animals were racing out of the forest and would soon run into the sea. He knew he must stop them, so he stood and took a deep breath, and let out an enormous roar. He roared three times, and the animals passing below skidded to a halt to see the great lion on the bluff.

The lion leaped down in front of the crowd of animals and asked them, "Why are you running in such a panic?" And they all began to shout, "The earth is breaking apart, the earth is breaking apart!"

The lion roared again for silence, and then he asked, "Who saw the earth breaking apart?"

"The leopards and tigers!" shouted the animals. So the lion turned to them and asked, "Did you see the earth breaking apart?"

"No, the elephants and rhinoceros saw it!" they replied. The lion turned to the elephants and rhinoceros and asked, "Did you see the earth breaking apart?"

"No, the antelopes and water buffalo saw it!" they replied. The lion turned to the antelopes and water buffalo and asked, "Did you see the earth breaking apart?"

"No, the deer and the hares saw it!" they replied. The lion turned to the deer and the hundred hares and asked, "Did you see the earth breaking apart?"

They all replied, "It was this hare who saw the earth breaking apart!" All eyes turned to the hare who started it all. And the lion asked him, "Did you see the earth breaking apart?"

The hare was very nervous, and he replied, "I was sitting under a fruit tree when I heard a great thud and felt a great shake. I was sure the earth was breaking and the world was coming to an end, so I began to run with all my might!"

The lion laughed, and all the animals looked around them and they could see that the earth was peaceful. The empty jungle sat peacefully. Far below them the ocean waves crashed in and out as they had always done. Up above on the high bluff the breeze blew in the grasses.

“Come with me,” said the lion, and with the hare he led them all back to the fruit tree in the forest. There, right behind where the hare had been sitting, was the piece of fruit that fell with a thud. Soon everyone was laughing, and even the hare, who felt very foolish indeed, had to laugh at his own foolishness. And before long, every animal returned home and life in the forest went on as usual.

The End

Saint Kevin

Ireland (6th Century)
Feast Day - June 3rd

When baby Kevin was born in the green land of Ireland, a cow wandered up to the house and offered to feed the young babe. The cow offered her milk until the lad was of an age to be weaned.

Kevin's parents knew there was something special about the boy, and so when he was seven years old they sent him to live with the monks and learn from them. Every spring the monks fasted for forty days in a season called Lent. On the first day of Lent the boy Kevin arrived and kneeled down to pray outside. When he stretched out his hands, a blackbird came and landed there and began to build a nest. Kevin stayed still for all of Lent while the blackbird laid its eggs and raised the little hatchlings. The blackbird fed him with nuts and berries and he did not disturb the nest. The last hatchlings flew away on Easter morning and at last Kevin got up and went into the monastery.

When he grew up he too became a monk and he chose to live in a beautiful remote valley far from any town or any other person at all. An angel led him to a steep mountain that rose up from a lake and showed him the way up a hidden trail to a cave.

Kevin lived in the cave and became a hermit. For many years, his only companions were the animals and the birds. He wore animal skins and ate what food he could find. An otter who lived in the lake brought him fish to eat. He spent his days in prayer.

After seven years in seclusion, a cow who had wandered off from a nearby farm, discovered Kevin praying by the lake. The cow came to visit Kevin every day and would lick his clothes and feet. The farmer began to wonder why this cow was producing so much more milk than all the rest, so he watched her one morning after the herd was let out to pasture. Imagine how surprised he was to find that the

cow was visiting a hermit and licking his feet! The farmer started to visit Kevin often and learn all he could from him.

And so although Kevin had hidden away, people began to hear of the holy man who lived in the cave above the lake of Glendalough. People came from far and wide to seek his guidance and to live by his example. Kevin became a teacher as well as a hermit. He decided that it was time to build a monastery there. But when he asked permission from King O'Toole, it was refused.

Kevin prayed for guidance, and soon he heard that King O'Toole had a beloved pet goose who was old and not well. Kevin visited King O'Toole and offered to heal his goose. In exchange he asked to have whatever the goose flew over. The King knew the goose was too old to fly, so he agreed. Kevin picked up the goose and held it. Then the goose was well again and just as strong as it had been in its youth. The goose leaped out of Kevin's arms and flew directly over the whole valley of Glendalough before returning to his friend the King. The King had no choice but to give the valley to Kevin, and so it was there the monastery was built.

After some time, seven churches were built in Glendalough and it became a holy and important place for people to visit in pilgrimage. For many years, Kevin taught and served the monks and the people of Glendalough. He had a peaceful and devoted heart, and did not close his eyes in death until he was 120 years old.

The End

How Spider Helped a Fisherman

West Africa

In West Africa, where people love to tell stories, there is a famous trickster called Anansi the Spider. Anansi is clever but he's usually up to some mischief. For you see, Anansi loves nothing better than to eat, but he is lazy and does not want to work for his food!

Anansi the Spider lived in a village near a great river that tumbled into the open sea. The waters were teeming with fish, Anansi knew. Delicious fish. If only one were willing to spend the day weaving a net, rowing a boat, and catching the fish. Anansi was hungry for fish but he thought there must be an easier way to get his dinner.

A fisherman lived in the village too, and he worked hard all day every day catching fish to take to market. He went out in his boat early in the morning and stayed out all day. In the evenings he mended his nets and traps. On market days he hauled his baskets and barrels of fish to the market.

Anansi watched the fisherman at work and did not envy him his labor. But when he saw him returning home with gleaming fresh fish to feed his family, Anansi thought, "I must get some of that fish!" So he thought he would trick the fisherman. If he offered to help, then surely it would be an easy thing to slink off home with a few fish before the fisherman realized he was gone.

So Anansi the Spider went to the fisherman and said, "What fine work you do! What a wonderful way to spend your days, out at sea! What pride you must feel in supplying fresh fish for the village, and doing your work with such skill! I long to learn a trade myself. Please could I help you and learn to fish?"

Now, like everyone in the village, the fisherman knew the greedy, lazy, mischievous Anansi. So the fisherman smiled and said, "Anansi, you are welcome to come and help! What a joy it would be to teach you my trade! Please, come and start

tomorrow.” But to himself he thought, “Anansi is not the only one who can play a trick.”

When they met the next morning, the fisherman said, “Here is how we fishermen work. One of us must make some traps, and the other must feel very tired.” Now Anansi just hated to feel tired! So he said, “Oh ho ho, I’m not willing to feel tired. So I will make the traps and you can get tired yourself.” All that day the fisherman rolled around on the beach, moaning about how tired he felt, while Anansi whistled as he worked, thinking himself lucky to be the one making the traps.

On the second morning, the fisherman said, “Today it is your turn to feel tired, while I set the traps in the river.” But Anansi said, “Oh no no, I’m not here to feel tired. You do your part, and I will set the traps in the river.” And he thought himself lucky as he set the traps, while the fisherman lay down with exhausted groans.

When they met on the third morning, the fisherman said, “It is only fair if I collect the fish today and you be the one to feel tired.” Anansi wouldn’t hear of it! “Not a chance!” said he, “If you want me to help, then you must feel tired and I will collect the fish.” The fisherman sat down with a thump and a sigh, and Anansi got to work. He spent the day pulling in all the heavy traps and releasing the fish into large baskets. Meanwhile, the fisherman lazed about on the riverbank and sighed. But all day long he kept his eyes on that tricky spider. Anansi didn’t have a chance to sneak off with so much as one fish. “Tomorrow,” Anansi thought to himself, “The fisherman will be so tired he will fall asleep, and I will have my fill of fish!”

The fourth morning the fisherman said, “Today I really mean it. It’s your turn to be tired, Anansi, you must admit. I’ll take the fish to the market.” “Never!” Anansi exclaimed. “Feeling tired is not how I’ll spend my day! I will carry the fish to the market and you will do your part.” So the fisherman shuffled slowly along the path back and forth to the market, sighing and moaning and groaning and saying, “I feel so tired,” while Anansi huffed and puffed and carried all the baskets of fish.

The fish sold quickly at the market. The fisherman kept a close watch on the fish while Anansi lurked in the shadows, waiting for his chance. But before long, the

baskets of fish were empty and the fisherman's pockets were full of coins. He turned to Anansi and said, "Many thanks for your help Anansi! We did very well. Too bad there isn't any fish for you to take home, but at least now you know how to catch more yourself!"

The fisherman laughed and laughed. Then Anansi realized he had been tricked! But after all that hard work he was much, much, much too tired to care. He slunk home and slept for several days.

The End

Sample Pictures

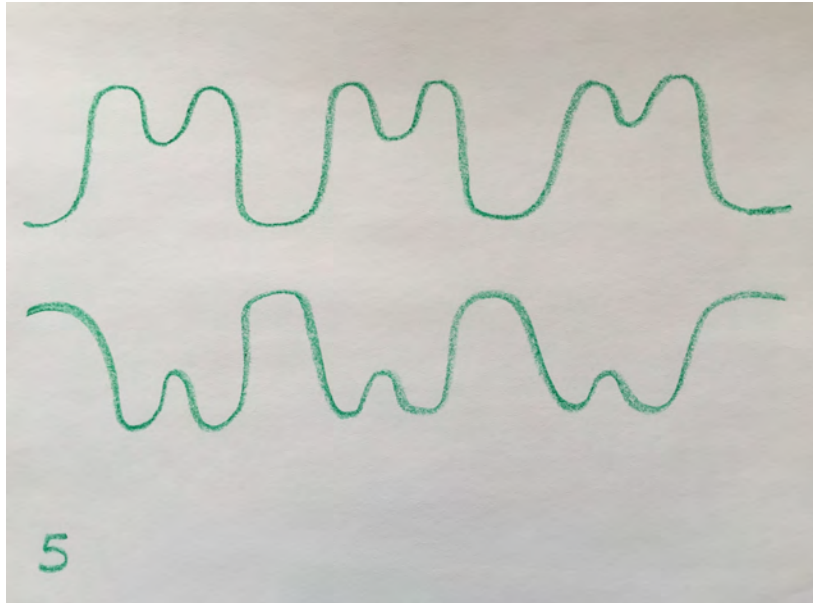
The Foolish Hare



Saint Kevin



Form Drawing - Green Hills of Glendalough



Form Drawing - King of Ireland's Son Block

