

Earthschooling

First Grade Sample

The first grade year at Earthschooling is so rich in stories, seasonal activities, verses, crafts, handwork and more that it is hard to provide a sample that reflects the diversity and energy the lessons contain. We have done our best to provide a little sample below. If you have questions after viewing this sample please be sure to ask us! As an Earthschooling member you also receive access to the 24-hour Earthschooling Member forum where you can ask questions any time of day – from anywhere in the world – and receive answers. This forum also provides inspirations, sharing and tips from Kristie, Earthschooling staff and hundreds of other members!

The following **lesson blocks, books, MP3s and videos** are all included with the first grade curriculum. We have included samples, below, of a few of the books on this list. You can also find samples of the videos on the purchase page for the first grade curriculum at www.Earthschooling.com.

Teacher Guides and Instruction

First Grade Planner

First Grade Supply List

Main Lesson Book Samples

How to Teach Pentatonic Recorder: *Video* by Waldorf Teacher Diane Power

Chalk Drawing for First Grade: *Video* Instruction by Waldorf Teacher Brian Wolfe

Basic Daily & Enrichment Blocks

Waldorf Watercolor Stories for the Year

Natural Gifts Kids Can Make

Knitting and Weaving for Kids

Vintage Book Collection for Silent Reading or Storytime

Main Lesson Blocks

First Grade Form Drawing Block

First Grade Handwork Block

First Grade Fairy Tales Block

First Grade Language Block

Includes: Sixth Sense Language – Grade One – The Alphabet

Includes: Storytelling and Theater for Kids

First Grade Math Block

Includes: Sixth Sense Math

Includes: Waldorf Basic Math and How to Start

First Grade Music Block

Includes: Pentatonic Lessons (multiple)

Includes: Earthschooling First Grade Verses

Includes: Sheet Music Supplement Each Month

Includes: Monthly mp3s for verses/songs

First Grade Science Block & Nature Stories

Your school year will have anywhere from 6-9 blocks. We have created a 6-block schedule below. If you finish early this gives you time to review. If you take your time doing it then you have extra time in- between blocks to do some un-schooling or “your own thing”. You can spend from 4-10 weeks on any block. If you don’t know how to do some of the lessons refer to the “Waldorf Basics” book in the documents section of the Earthschooling member website. There are files in that E-book that tell you how to knit, how to tell a Waldorf story, how to make bread, how to do watercolor painting and more. Note: This sample shows only one of the six block schedules.

BLOCK ONE	Monday	Tuesday	Wednesday	Thursday	Friday
Morning	Circle Time Chores Breakfast	Circle Time Chores Breakfast	Circle Time Chores Breakfast	Circle Time Chores Breakfast	Circle Time Chores Breakfast
Mid-morning #1	Main Lesson First Grade Language Block	Main Lesson First Grade Language Block	Main Lesson First Grade Language Block	Main Lesson First Grade Language Block	Main Lesson First Grade Language Block
Mid-morning #2	Nature Walk Activity and Nature Story	Nature Walk Activity and Nature Story	Nature Walk Activity and Nature Story	Nature Walk Activity and Nature Story	Nature Walk Activity and Nature Story
Noon	Lunch	Lunch	Lunch	Lunch	Lunch
Afternoon #1	Handwork Lesson	Craft Lesson	Handwork Lesson	Craft Lesson	Watercolor Painting
Afternoon #2	Handwork Lesson Continued	Pentatonic Recorder & Music	Handwork Lesson Continued	Pentatonic Recorder & Music	Field Trip, Handwork or Music
Evening This is family time and not part of the Earthschooling Curriculum					
Bedtime This is a great time to use some of the extra enrichment stories or verses we provide!	Enrichment Story or Verse	Enrichment Story or Verse	Enrichment Story or Verse	Enrichment Story or Verse	Enrichment Story or Verse

~Circle Time~

Opening Songs

We had different opening songs depending on the time of day we had class and the age of the children. I tried to choose an opening song that would be the same for each age so as the child moved up in age they looked forward to a different opening song. And don't worry that they get tired of it! Some kids I had experienced the same opening song for two years and still loved it! Choose what is appropriate for your family/group below and START your circle time with your chosen song every morning. (Edited for this SAMPLE)

You can see these verses being sung at:

<http://www.youtube.com/watch?v=l7b7tdyVGnU>

Good Morning Dear Earth

(Traditional Waldorf Song)

Good Morning dear Earth

(Thumb and middle finger pinch wrist and rock)

Good Morning Dear Sun

(Like a beam coming on me)

Good Morning Dear Trees

(Like Morning only hand stays up and fingers outstretch)

And the Flowers Everywhere

(Make fingers together at tips and brush across top of nose)

(“A” rubs down the other “A” and then shake finger in air like “shame” only the other way)

Good Morning Dear Beasts

(Make like a monkey)

And the Birds in the Trees

(Make a beak twice)

Good Morning Dear You and Good Morning Dear Me.

(hands reaching to each other, then hands cross over our chest)

The More We Get Together (In Spanish and English)

The more we get together, together, together
The more we get together the happier we'll be
'cause your friends are my friends and my friends are your friends
The more we get together the happier we'll be

Lo mas que nos reunimos, reunimos, reunimos
Lo mas que nos reunimos, seremos felices
Tus amigos son mis amigos y mis amigos son tus amigos.
Lo mas que nos reunimos, seremos felices

September Verses

We provide extra verses each month so you can choose which verses best fit your family or classroom. We even provide cultural enrichment verses to choose from – all from different cultures, areas of the world and some in different languages. Following is a small sample from September...

De Colores

De Colores, de colores se visten los campos en el otoño
De Colores, de colores son los pajaritos que vienen de afuera
De Colores, de colores es el arco iris que vemos lucir.
Y por eso los grandes amores de muchos colores me gustan a mi.

Colors...in many colors
The fields dress themselves in Springtime
Colors...of many colors
Are the birds all around us.
Colors..many colors
Is the rainbow we see shining
And this is why the many colors of love
Are pleasing to me.

Angels Watching Me

All night, All day, angels watchin over me, my Lord
All night, All day, angels watchin over me

As I sing with my friends...angels watchin over me my Lord
As I listen to a story...angels watchin over me

Day is setting in the west...angels watchin over me, my Lord
Sleep my child and take your rest...Angels watchin over me.

The Acorn

This is sung as a round

I am an acorn, the packet the seed
God is within me. God is the tree
I am unfolding the way I should be
Carved in the palm of His hand

Skip to My Lou by Twos

Skip Count. Skip Count, Count by 2's
Skip Count, Skip Count, Count by 2's
Skip Count, Skip Count. Count by 2's
We can count to 30.
2,4,6,8,10,12,14,16,18,20,22, 24, 26, 28, 30!

Michaelmas Fairy Song

Do this with scarves as a circle game...

"Red Admiral, Red Admiral,
I'm glad to see you here,
Alighting on my daisies one by one!
I hope you like their flavour
and although the Autumn's near,
Are happy as you sit there in the sun?"
"I thank you very kindly, sir!
Your daisies are so nice,
So pretty and so plentiful are they;
The flavour of their honey, sir,
it really does entice;
I'd like to bring my brothers, if I may!"
"Friend butterfly, friend butterfly,
go fetch them one and all!
I'm waiting here to welcome every guest;
And tell them it is Michaelmas,
and soon the leaves will fall,
But I think Autumn sunshine is the best!"

Music Game

A person is "it". Everyone chooses an instrument from an assorted basket. "It" does a rhythm on their instrument and each person has to try to copy it on their instrument. The first person to miss is "it" for the next turn and so on...

Sixth Sense Language

Learning the alphabet using all 6 of our senses creates a more holistic experience. These lessons are based on the Waldorf method of learning the alphabet, but take that method one-step farther by emphasizing the use of all 6 senses.

These are some ways your child will be using their senses:

Hearing: By listening to the stories and the verses.

Touch: By finding the letters in nature, drawing the letters, painting the shapes, touching the shapes in nature, shaping the letters in dough and more.

Smell: Did you know that memory is retained mostly through the sense of smell? I always try to find some way I can associate what the children are learning with a smell. Of course not everything works this way, but it is often very effective! For the alphabet you may come up with your own ideas. Some of mine are – shaping the letters in dough and baking and eating the bread. Certain spices such as cinnamon can be added to the bread on letter-baking days. You can also create scented play-dough with any essential oil to shape the letters with. Another idea is to smell what you find in nature when you go on a nature-hunt for the letter-shapes.

Sight: Watching you write the letters on paper or on the blackboard, seeing the letters as they are shaped in nature or in dough.

Taste: Eating foods that start with that letter, shaping the letter in bread dough, and drinking teas that start with this letter are all ideas we have used.

Intuition: The more you use the other five senses to learn something, the sharper your intuition becomes. Look for ways in which your child seems to “learn things magically” – this is the intuitive part of learning. A child who is given time and space in which to learn, and one who has a lot of time for creative and free-play will be able to use their tools of intuition more effectively.

Organization of this Lesson Block

Every month we will explore different letters of the alphabet using the supporting lessons (birds of the alphabet, games such as the basket game we have this month and more). However, along with these individual lessons I want to give you a basic idea of how you will explore the letters with the children. Exploring means that you will find every way you can to “get to know” the letter. I love to be creative with this and take the kids’ lead as well. Here are some ideas:

1. Find the letter in Nature
2. Shape the letter in dough
3. Shape the letter in modeling wax
4. Shape the letter in your bread dough
5. Trace the letter with your fingers
6. LETTER PICTURES: Free-draw the letter and create something else from it
7. LETTER MOVEMENTS: Letters can also be expressed as motion: A “W” can be the waves, an “S” can be the rushing movement of the wind

Number 6 is something you should do as a lesson with each letter. You can use some books with examples as inspiration. The two books “LMNOP” and “Waldorf Alphabet Book by Famke Zonneveld” are both gorgeous books but they are for inspiration only. Children who are just beginning will not be able to create these scenes from their letter.

In Waldorf education, the letters are presented as pictures which appeal to the child's imagination. In reality the letter is clothes in the picture...the picture is the key. All letters of the alphabet were once pictures themselves. Are pictures ever drawn on rigid lined paper? (And coloring books are NOT pictures!) Additionally, lower case letters came much later - so we ALWAYS begin with capital letters ONLY.

Letter Pictures

1. Recite the poem to inspire the children.
2. Draw the letter and start drawing my own letter picture.
3. Let them draw the picture.
4. Allow them to draw as many pictures as they want using different ideas if they have some of their own.

We have provided poems for drawing, painting and reciting below. We have also provided movement verses for Eurythmy-inspired movements with each letter. These verses look short on paper but I want to encourage you to delve into those verses – recite them slowly and encourage the child to feel them. Create movements to go with each verse that are inspired by your child or by you and keep these movements the same for each letter. The third thing I have provided for each letter is an Aesop’s fable that goes with this letter. You can create picture stories using the story as well as the verse – so each letter below has more than one picture you can create. If you need help with the pictures please write to me. I do not have complete pictures to go with this e-book yet, as I was not taking as many photos when I did this with my classes. If YOUR child would like to contribute a picture to this book please contact me.

Basics of Teaching the Waldorf Alphabet

There are three ways to organize the letters of the alphabet, but Waldorf usually focuses on learning them in one of the three ways.

Vowels are always taught after consonants and are taught in a more multi-dimensional way as they can all form more than one sound. This seems to be pretty universal - even in non-Waldorf schools. (edited here for this SAMPLE)

~The Alphabet~

A

Painting or Drawing Verse

A is for Angel An Ageless Angel Angles in an Arc Across the Sky

Eurhythmy-inspired Movement Verse

A is like the rush you feel when you are in a swing AAAAAA! You say as you swing, swing, swing. AAAAAA! I am swinging!

Painting or Drawing Story

A – Antlers

Some ideas for the picture (you can also use your own): The A can be the antlers on the stag. To make this easier you can just draw his face looking into the water with the antlers. You do not need to draw his entire body.

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

Just then a hunter's arrow whizzed by and the stag bounded into the woods. As he ran, his beautiful antlers caught and snagged on the branches of a low-growing tree. Struggling, he finally pulled himself free. If it weren't for the exquisite speed of his legs, he would surely have been captured.

After that, when he gazed at his spindly legs, his pride would swell. "In times of danger," he thought, "they serve me well."

B

Painting or Drawing Verse

B is for Butterfly The Butterfly Balances on a Bud A Blossom Blooms Nearby

Eurhythmy-inspired Movement Verse

B is firm and says "time to come inside" and eat your lunch Time to stop swinging. B, B, B, B. Be good and listen to your mother! Hint: When you are having the children say the A sound have them experience the sound of the A and really get into saying it! When they are saying the B sound have them press their lips together firmly and really "act out" that firm "B" sound! This is all about acting and experiencing the sound of the letter!

Painting or Drawing Story

B - The Boy Who Cried Wolf

Some ideas for the picture (you can also use your own): When you draw the B it can be the Boy OR it can be the two rocks that the boy is sitting on.

There once was a shepherd boy who was bored as he sat on the hillside watching the village sheep. To amuse himself he took a great breath and sang out, "Wolf! Wolf! The Wolf is chasing the sheep!"

The villagers came running up the hill to help the boy drive the wolf away. But when they arrived at the top of the hill, they found no wolf. The boy laughed at the sight of their angry faces.

"Don't cry 'wolf', shepherd boy," said the villagers, "when there's no wolf!" They went grumbling back down the hill. Later, the boy sang out again, "Wolf! Wolf! The wolf is chasing the sheep!" To his naughty delight, he watched the villagers run up the hill to help him drive the wolf away. When the villagers saw no wolf they sternly said, "Save your frightened song for when there is really something wrong! Don't cry 'wolf' when there is NO wolf!"

But the boy just grinned and watched them go grumbling down the hill once more. Later, he saw a REAL wolf prowling about his flock. Alarmed, he leaped to his feet and sang out as loudly as he could, "Wolf! Wolf!"

But the villagers thought he was trying to fool them again, and so they didn't come. At sunset, everyone wondered why the shepherd boy hadn't returned to the village with their sheep. They went up the hill to find the boy. They found him weeping. "There really was a wolf here! The flock has scattered! I cried out, "Wolf!" Why didn't you come?"

An old man tried to comfort the boy as they walked back to the village. "We'll help you look for the lost sheep in the morning," he said, putting his arm around the youth, "Nobody believes a liar...even when he is telling the truth!"

~Nature Stories~

The Six

One evening, at twilight, they were assembled in a group, all six of them. Uncle Paul was reading in a large book. He always reads to rest himself from his labors, finding that after work nothing refreshes so much as communion with a book that teaches us the best that others have done, said, and thought. He has in his room, well arranged on pine shelves, books of all kinds. There are large and small ones, with and without pictures, bound and unbound, and even gilt-edged ones. When he shuts himself up in his room it takes something very serious to divert him from his reading. And so they say that Uncle Paul knows any number of stories. He investigates, he observes for himself. When he walks in his garden he is seen now and then to stop before the hive, around which the bees are humming, or under the elder bush, from which the little flowers fall softly, like flakes of snow; sometimes he stoops to the ground for a better view of a little crawling insect, or a blade of grass just pushing into view. What does he see? What does he observe? Who knows? They say, however, that there comes to his beaming face a holy joy, as if he had just found himself face to face with some secret of the wonders of God. It makes us feel better when we hear stories that he tells at these moments; we feel better, and furthermore we learn a number of things that some day may be very useful to us.

Uncle Paul is an excellent, God-fearing man, obliging to every one, and, as "good as bread." The village has the greatest esteem for him, so much so that they call him Maître Paul, on account of his learning, which is at the service of all.

To help him in his field work—for I must tell you that Uncle Paul knows how to handle a plow as well as a book, and cultivates his little estate with success—he has Jacques, the old husband of old Ambroisine. Mother Ambroisine has the care of the house, Jacques looks after the animals and fields. They are better than two servants; they are two friends in whom Uncle Paul has every confidence. They saw Paul born and have been in the house a long, long time. How often has Jacques made whistles from the bark of a willow to console little Paul when he was unhappy! How many times Ambroisine, to encourage him to go to school without crying, has put a hard-boiled new-laid egg in his lunch basket! So Paul has a great veneration for his father's two old servants. His house is their house. You should see, too, how Jacques and Mother Ambroisine love their master! For him, if it were necessary, they would let themselves be quartered.

Uncle Paul has no family, he is alone; yet he is never happier than when with children, children who chatter, who ask this, that, and the other, with the adorable ingenuousness of an awakening mind. He has prevailed upon his brother to let his children spend a part of the year with their uncle. There are three: Emile, Jules, and Claire.

Claire is the oldest. When the first cherries come she will be twelve years old. Little Claire is industrious, obedient, gentle, a little timid, but not in the least vain. She knits stockings, hems handkerchiefs, studies her lessons, without thinking of what dress she shall wear Sunday. When her uncle, or Mother Ambrosine, who is almost a mother to her, tells her to do a certain thing, she does it at once, even with pleasure, happy in being able to render some little service. It is a very good quality.

Jules is two years younger. He is a rather thin little body, lively, all fire and flame. When he is preoccupied about something, he does not sleep. He has an insatiable appetite for knowledge. Everything interests and takes possession of him. An ant drawing a straw, a sparrow chirping on the roof, are sufficient to engross his attention. He then turns to his uncle with his interminable questions: Why is this? Why is that? His uncle has great faith in this curiosity, which, properly guided, may lead to good results. But there is one thing about Jules that his uncle does not like. As we must be honest, we will own that Jules has a little fault which would become a grave one if not guarded against: he has a temper. If he is opposed he cries, gets angry, makes big eyes, and spitefully throws away his cap. But it is like the boiling over of milk soup: a trifle will calm him. Uncle Paul hopes to be able to bring him round by gentle reprimands, for Jules has a good heart.

Emile, the youngest of the three, is a complete madcap; his age permits it. If any one gets a face smeared with berries, a bump on the forehead, or a thorn in the finger, it is sure to be he. As much as Jules and Claire enjoy a new book, he enjoys a visit to his box of playthings. And what has he not in the way of playthings? Now it is a spinning-top that makes a loud hum, then blue and red lead soldiers, a Noah's Ark with all sorts of animals, a trumpet which his uncle has forbidden him to blow because it makes too much noise, then— But he is the only one that knows what there is in that famous box. Let us say at once, before we forget it, Emile is already asking questions of his uncle. His attention is awakening. He begins to understand that in this world a good top is not everything. If one of these days he should forget his box of playthings for a story, no one would be surprised.

And as this year continues we will share many nature stories with Uncle Paul and the children as well as nature stories from the Earthschooling curriculum.

~Lunch Verses~

I Greet the Noon

Copyright Kristie Burns

I greet the noon with open arms
The sun has risen in the sky
I spread my arms just like a bird
I want to soar and jump and fly!

(Refrain)

Oh Sun...

Play with me, Sing with me, Shine your lovely rays on me

Oh Sun....

Walk with me, Talk with me, Dance with me so happily!

My friends and I we gather here
And make a circle like the sun
We play the afternoon away
The Earth, the Heavens and we are one.

(Refrain)

Oh Sun...Play with me, Sing with me, Shine your lovely rays on me

Oh Sun....Walk with me, Talk with me, Dance with me so happily

Lunch Blessing Song

(Traditional Waldorf)

Thank you for this food, this food
This glorious glorious food
And the animals and the vegetables
And the friends who we are eating with us.

~Pentatonic Flute Lessons~

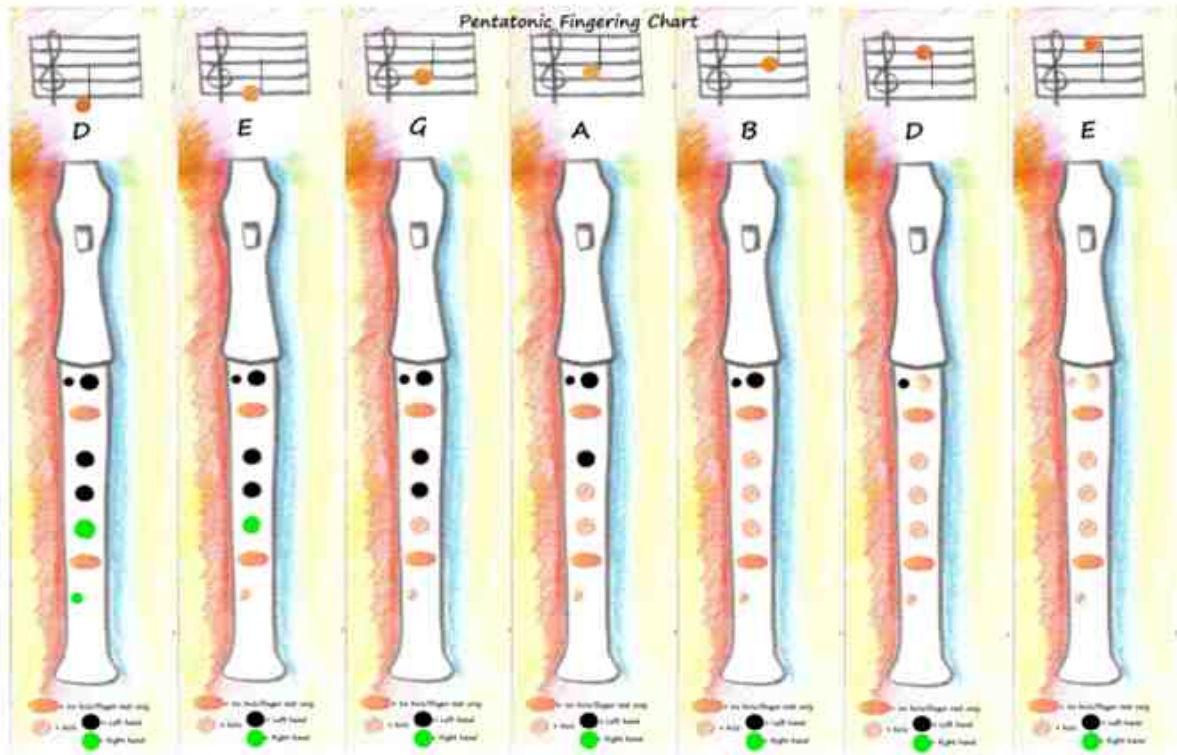
The lessons below are only a small sample. This block also comes with an instructional video for the teacher/parent.

Using the Fingering Charts

Copyright Kristie Burns

I have created fingering charts that can be printed out as one page or that can be printed out as “flashcards”. These cards are in the shape of a bookmark. To use these cards:

1. Print out one or more charts to keep as a reference and/or hang on the wall. I've made them in such a style that they will fit into a Waldorf classroom. Most other charts you will find are black and white and very mechanical looking. These charts only serve a function. The charts included in your planner here serve a function, too. However, they are also pleasing to look at.
2. Print out a FEW (5 or more) sets of cards on card stock paper. This will allow you to visually arrange some of your favorite songs. It will also allow older children to be able to visually arrange melodies they create. After a child arranges their cards they can draw the melody into their main lesson book.
3. I have arranged all music using flashcards. This is for the parent AND the child. At some time during 4th grade the child will be encouraged to start reading the music and playing independently. These cards will help them. Playing songs with the visual cards will help them make that transition into reading music without the cards. For the parent of the younger child, this will make your music lessons so much easier! Most parents I work with don't know how to play recorder and some don't know how to read music. Using the cards you can start teaching your child from day one without knowing how to read music or play recorder.



Pentatonic Song Book

I have included 15 songs in this book. The easiest songs are first and progress into the more difficult songs. To use these song pages:

1. Each note is represented by a recorder. The number on the recorder lets you know how many beats you hold the note for.
2. Each note has the words to the song written above it. The children should first sing the song, then watch you play the song, then play the song themselves.
3. You should introduce only one page at a time even if it is not the entire song. Each lesson should be ONE PAGE rather than one song. The arrangement of the songs into pages makes the lessons easy to divide.
4. You can print these pages out and hang them on your wall.
5. You do not need to know how to read music or play recorder to use this song book. This song book teaches you how as you go along.

Hot Cross Buns Page 1
Copyright www.Earthschoolig.com

The sheet is organized into seven columns, each corresponding to a note in the melody 'Hot Cross Buns':

- Column 1:** Note B. Recorder fingering: 1 (right hand), 2 (left hand).
- Column 2:** Note A. Recorder fingering: 1 (right hand), 2 (left hand).
- Column 3:** Note G. Recorder fingering: 2 (right hand), 2 (left hand).
- Column 4:** Note B. Recorder fingering: 1 (right hand), 2 (left hand).
- Column 5:** Note A. Recorder fingering: 1 (right hand), 2 (left hand).
- Column 6:** Note G. Recorder fingering: 2 (right hand), 2 (left hand).
- Column 7:** Note G. Recorder fingering: 1/2 (right hand), 2 (left hand).

Legend for fingerings:

- Orange dot: Right hand
- Green dot: Left hand

~Handwork~

August

(edited for this SAMPLE to only include the 1st project)

Saved by a Dolphin/Make a Dolphin or Frog Bean-Bag

Why Cats Sit in the Sun/Make a Fabric-Sit-Upon

The Noisy Chipmunk/Nature Table Wood Candle Holder

Counting Camels/Skip Counting Craft

Sunbeams and the Work They Do/Make a Dream Tea Potion

You will also find many additional handwork activities to do each month contained within the lesson blocks, in the [First Grade Handwork block lesson book](#) AND on the [enrichment pages](#). Handwork activities covered this year include knitting, felting, working with felt, weaving, beeswax sculpting, candle-making and so much more!

Saved by a Dolphin

In the city of Corinth there once lived a wonderful musician whose name was Arion. No other person could play on the lyre or sing so sweetly as he; and the songs which he composed were famous in many lands. The king of Corinth was his friend. The people of Corinth never grew tired of praising his sweet music.

One summer he went over the sea to Italy; for his name was well known there, and many people wished to hear him sing. He visited several cities, and in each place he was well paid for his music. At last, having become quite rich, he decided to go home. There was a ship just ready to sail for Corinth, and the captain agreed to take him as a passenger. The sea was rough. The ship was driven far out of her course. Many days passed before they came in sight of land. The sailors were rude and unruly. The captain himself had been a robber. When they heard that Arion had a large sum of money with him they began to make plans to get it.

"The easiest way," said the captain, "is to throw him overboard. Then there will be no one to tell tales."

Arion overheard them plotting.

"You may take everything that I have," he said, "if you will only spare my life."

But they had made up their minds to get rid of him. They feared to spare him lest he should report the matter to the king.

"Your life we will not spare," they said; "but we will give you the choice of two things. You must either jump overboard into the sea or be slain with your own sword. Which shall it be?"

"I shall jump overboard," said Arion, "but I pray that you will first grant me a favor."

"What is it?" asked the captain.

"Allow me to sing to you my latest and best song. I promise that as soon as it is finished I will leap into the sea."

The sailors agreed; for they were anxious to hear the musician whose songs were famous all over the world. Arion dressed himself in his finest clothing. He took his stand on the forward deck, while the robber sailors stood in a half circle before him, anxious to listen to his song. He touched his lyre and began to play the accompaniment. Then he sang a wonderful song, so sweet, so lively, so touching, that many of the sailors were moved to tears.

And now they would have spared him; but he was true to his promise,—as soon as the song was finished, he threw himself headlong into the sea. The sailors divided his money among themselves; and the ship sailed on. In a short time they reached Corinth in safety, and the king sent an officer to bring the captain and his men to the palace.

"Are you lately from Italy?" he asked.

"We are," they answered.

"What news can you give me concerning my friend Arion, the sweetest of all musicians?"

"He was well and happy when we left Italy," they answered. "He has a mind to spend the rest of his life in that country."

Hardly had they spoken these words when the door opened and Arion himself stood before them. He was dressed just as they had seen him when he jumped into the sea. They were so astonished that they fell upon their knees before the king and confessed their crime. Now, how was Arion saved from drowning when he leaped overboard?

Old story-tellers say that he alighted on the back of a large fish, called a dolphin, which had been charmed by his music and was swimming near the ship. The dolphin carried him with great speed to the nearest shore. Then, full of joy, the musician hastened to Corinth, not stopping even to change his dress. He told his wonderful story to the king; but the king would not believe him. "Wait," said he, "till the ship arrives, and then we shall know the truth." Three hours later, the ship came into port, as you have already learned. Other people think that the dolphin, which saved Arion, was not a fish, but a ship named the Dolphin. They say that Arion, being a good swimmer, kept himself afloat until this ship happened to pass by and rescued him from the waves. You may believe the story that you like best. The name of Arion is still remembered as that of a most wonderful musician.

Frog Bean Bag

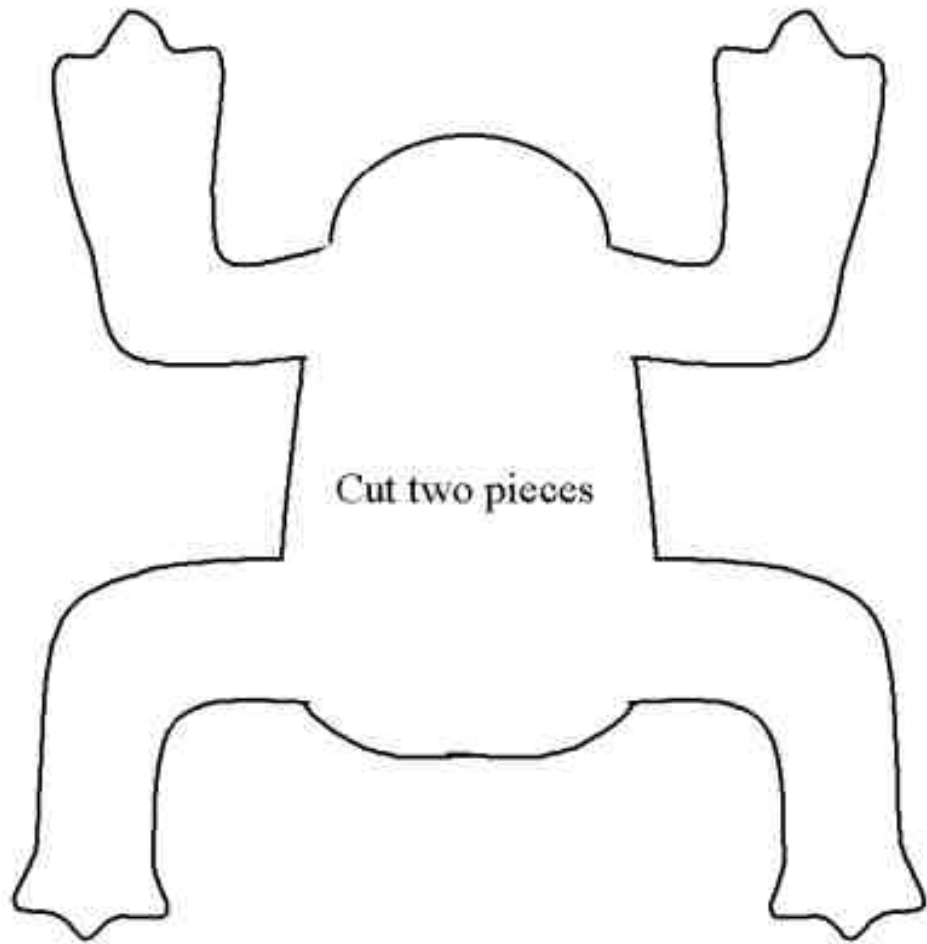
You could put in stuffing instead of rice to make this more of a "pillow frog" than a beanbag. This is a terrific first sewing project for children. If using it as such, I recommend having the children sew the body pieces together using a running stitch or a blanket stitch and then glue the remaining pieces together. I would fill with pillow stuffing instead of rice ... stuffing won't leak out as easily if the child didn't keep their stitches tight enough.

Materials

Two pieces natural green felt (body)
One scrap natural red felt (tongue)
OPTIONAL: scrap of darker green or brown felt (spots)
two buttons
needle and thread
rice OR small beans
scissors
scotch tape
printer and paper

Instructions

1. Print out the template (see next page)
2. Cut out the template pieces
3. Pin or tape or pin the frog body template to one of the pieces of green felt
4. Cut the shape from the felt
5. Repeat with the second piece of felt
6. Pin or tape the tongue to the red felt and cut out
7. Pin or tape the splotch template to the other color of felt and cut out the shape.
8. Put the two body pieces together and sew them, leaving a space at the top to add rice or stuffing. Fill with rice or small beans. Sewing instructions are on the Essential Teacher/Parent Guide page.



Cut 1 tongue



Cut 2 to 4 spots