First Grade February

Weekly Planner Version

February
Snapshot of the Month
& Weekly Themes of the Month

February Weekly Themes

Week One: Candles (Holiday: Candlemas & Groundhog Day, Feb. 2, St. Brigid's Day, Feb. 1)
Week Two: Love (Holiday: Valentine's Day)
Week Three: Heroes & Leaders: (Holidays: In America President's Day and Freedom (from slavery) days are celebrated. In Mozambique there is Hero's Day, in Burundi it is Unity Day, in Mexico there is a Constitution Day in February, Lithuania, St. Lucia, West Sahara and Dominican Republic and Grenada celebrate Independence Day, Flag Day is celebrated in Turkmenistan and Mexico. Take the time to look up what kind of leader or historical event is being celebrated in *your* region. You can choose to integrate that celebration with our theme this week or you can simply use the theme we have chosen alone).
Week Four: Bountiful Life (Holiday: Mardi Gras)

Note: Mardi Gras, also known as "Fat Tuesday", falls on a different date each year. Because of this we cannot place this holiday in an exact month. We have provided you with some information about this holiday just in case it falls into March. However, we usually keep it in February because even when it is in March it is at the very beginning of the month. Because this holiday bridges two months we always celebrate it the last week of February, no matter what date it falls on during the month. However, since the lessons are organized by weeks you can easily switch two weeks around if you want to celebrate this holiday on the correct day.

To give you an idea about dates for this holiday I have listed a sampling of years and dates:
2015: February 17
2016: February 9
2017: February 28
2018: February 13
2019: March 5
2020: February 25
2021: February 16
2022: March 1
2023: February 21
2024: February 13

What is Mardi Gras?

It is basically a week or more of celebration before Lenten fasting. It is celebrated in different countries under different names and for different lengths of time. However, the point of the celebration is clear – to enjoy and indulge before the fast. How can we translate this into something meaningful for young children? The topic we choose to focus on the theme of a bountiful life. Your family may have a Lenten tradition you can integrate with this theme. If not, you can simply celebrate Mardi Gras in the spirit of being thankful for the indulgences we have in life. We often take the bounty in our lives for granted.

Candlemas on February 2nd

This day started in ancient Rome as a day to honor the mother of the great god, Mars. Candles and torches were carried in the streets. Later, when Christianity became an important religion in Rome, Candlemas Day became a day to honor Mary and it celebrated the presentation of the Lord in the Temple. This day marks the end of the Christmas season. Because it falls in the middle of winter is was a time to begin thinking about spring. This day always comes exactly 40 days after Christmas.

40 Days is significant because forty has long been a spiritual number both in the Bible and in many other religions. Some examples include: the 40 days of Lent, Christ's 40 days in the desert, 40 days of mourning after death, 40 days of rain before the dove was sent out from Noah's ark. It takes 40 days to mend broken bones or to recover from surgery. In the days of worldwide plague, the quarantine period was 40 days. It takes 40 days to master a new skill. Furthermore, Rudolf Steiner indicates that it is this holy period of time, 40 days, for the child's soul and spirit to be comfortable in its new body.

American colonists and German settlers in Pennsylvania decided to keep the date of Candlemas
Day but also added the custom of using animals that hibernate to predict the weather. Since the groundhog is the most common hibernating animal in Pennsylvania, "Punxsutawney Phil" sticks his head out of the ground each February 2nd!

According to the French: *Eating crêpes on Candlemas Day will bring a year of happiness*

According to an old English song: *If Candlemas be fair and bright, Come, Winter, have another flight; If Candlemas brings clouds and rain, Go Winter, and come not again.*

According to an old Scotch couplet: *If Candlemas Day is bright and clear, There'll be twa (two) winters in the year.*

Another variation of the Scottish rhyme: *If Candlemas day be dry and fair, The half o' winter to come and mair, If Candlemas day be wet and foul, The half of winter's gone at Yule.*

The Germans recited: *For as the sun shines on Candlemas Day, So far will the snow swirl until the May.*

Groundhog's Day on February 2nd

Groundhog Day, February 2nd, is a popular tradition in the United States. It is also a legend that traverses centuries, its origins clouded in the mists of time with ethnic cultures and animals awakening on specific dates. Myths such as this tie our present to the distant past when nature did, indeed, influence our lives. It is the day that the Groundhog comes out of his hole after a long winter sleep to look for his shadow. If he sees it, he regards it as an omen of six more weeks of bad weather and returns to his hole. The groundhog tradition stems from similar beliefs associated with Candlemas Day and the days of early Christians in Europe, and for centuries the custom was to have the clergy bless candles and distribute them to the people. Even then, it marked a milestone in the winter and the weather that day was important.

Setsuban in Japan on February 3rd

The day before the beginning of spring according to the lunisolar calendar. On the evening of this day, people open the door of their houses and drive the bad spirits (i.e. bad luck) out of their homes and gardens by throwing handfuls of beans and shouting "Bad Spirits out! Good luck in!" after this ceremony, people can eat beans. The number of beans is their age (i.e. 20-year-old people can eat 20 beans).

Valentine's Day on February 14th

Valentine's Day started in the time of the Roman Empire. In ancient Rome, February 14th was a holiday to honor Juno. Juno was the Queen of the Roman Gods and Goddesses. The Romans also knew her as the Goddess of women and marriage. The following day, February 15th, began the Feast of Lupercalia.

The lives of young boys and girls were strictly separate. However, one of the customs of the young people was name drawing. On the eve of the festival of Lupercalia the names of Roman girls were written on slips of paper and placed into jars. Each young man would draw a girl's name from the jar and would then be partners for the duration of the festival with the girl whom he chose. Sometimes the pairing of the children lasted an entire year, and often, they would fall in love and would later marry. Under the rule of Emperor Claudius II Rome was involved in many bloody and unpopular campaigns. Claudius the Cruel was having a difficult time getting soldiers to join his military leagues. He believed that the reason was that roman men did not want to leave their loves or families. As a result, Claudius cancelled all marriages and engagements in Rome. The good Saint Valentine was a priest at Rome in the days of Claudius II. He and Saint Marius aided the Christian martyrs and secretly married couples, and for this kind deed Saint Valentine was apprehended and dragged before the Prefect of Rome, who condemned him to be beaten to death with clubs and to have his head cut off. He suffered martyrdom on the 14th day of February, about the

year 270. The pastors of the early Christian Church in Rome endeavored to do away with the pagan element in these feasts by substituting the names of saints for those of maidens. And as the Lupercalia began about the middle of February, the pastors appear to have chosen Saint Valentine's Day for the celebration of this new feast. So it seems that the custom of young men choosing maidens for valentines, or saints as patrons for the coming year, arose in this way.

St. Brigid, the Grain Goddess

In Ireland, this day is called Imbolc and lasts from sunset on February 1 to sunset on February 2nd. St. Brigid started as a pagan goddess of fire and fertility and was eventually honored as a Christian saint. To celebrate this day people put a loaf of bread on their windowsills for St. Brigid and an ear of corn for her white cow. In some areas they weave grain into the shape of a cross to protect the home or classroom.

Main Lesson Block of the Month: First Grade Math

Note that we have tried to put notes for the teacher and assignments in blue font so you can easily find the instructions and projects among all the background and supportive content. If we have missed "blue fonting" anything let us know! We have also left blank lines in your schedule so you can fill in extra lessons, lessons for other students you may have or notes.

First Grade Math Block

You will be doing the First Grade Math Block during both February and March. Because you will have eight weeks to do this block you will follow the formula below each week:

1. Day One: Introduce the concept on the board
2. Day Two: Review the concept with manipulatives
3. Day Three: Student enters the concept into their Main Lesson Book
4. Day Four: Student does practice problems with the concept
5. Day Five: A day for the student to ask questions, review or do more practice

Note that although this is the "formula" we may add extra activities or stories to different days in the schedule below. We will be taking some time to focus on a different number each week. We will also be slowly developing the child's skill with the four processes. This concept will be spread over eight weeks so don't expect that the student will completely grasp the concept of the four processes after the first story and week of practice.

If you need visuals be sure to check out the Main Lesson Book samples and Member Galleries located on your first grade curriculum page. We have not included these in this book because the color and density in the samples greatly increases your printing cost (if you choose to print) and because we add new samples every week so there are hundreds of

samples of these lessons you can view online. A quick glance through them, if you are interested, only takes about 5-10 minutes.

To help you get started and get an overview of what is expected of the teacher and student during this block please read the next section.

Blocks –vs-Daily Math

You are reading the NEW weekly planner version of the first grade Earthschooling curriculum. If you do not want to do your math as a block you can choose to integrate your math lessons all year. This can be done by printing out the files Sixth Sense Math and Waldorf Math and How to Start. These files contain everything you need for the year so you can place them where you want to in the lessons. If you are following our schedule you do not need to print out these separate files. They are contained in this new weekly planner version.

How and When to Start Formal Math Lessons

All the processes are introduced at the same time. The first story that comes with the Sixth Sense Math book introduces all the concepts at the same time. Then, you just need to repeat different stories or expand on one story. Some people use math gnome stories. Those are not required.

Waldorf tools and were not traditionally used by Steiner. We purposely don't use math gno mes exculsively because we don't want to give members the false impression that gnome are the only way to teach Waldorf math.

Math gnomes are cute and I will give you instructions for them below. However, keep in mind that these instructions can be used for *any object*. So you can have math cats, math bunnies, math animals, math rocks, math leaves, math fairies, whatever you want. You can even change the story once the child gets used to one story. The point is to introduce the concepts through the manipulatives and the story.

How to Teach First Grade Math

1. *Circle Time:* Each day during circle time you can do practice for one of the tables – addition, multiplication, subtraction or division. Make sure you start with the *whole* before the parts. Many people toss beanbags or other soft toys back and forth to help keep rhythm to the recitation and make it more fun. Basically, you recite the times tables but you work in some movement with that to make it a more integrated learning experience. If you don't want to toss beanbags you can use beanbag animals or other soft objects. You don't even have to toss things – you can clap, move, change your body position – be creative! But whatever you do – don't have the child sit and write the math problems over and over or stand without moving and duly recite the problems.
2. *Circle Time:* Each day during circle time you can do a verse. We have provided these below. As you recite the verses you can clap, skip or thump your foot on the ground.

3. *Circle Time:* From time to time you can play other number games during circle time. I have included some of these as circle time verses and as lessons from time to time. One favorite is to take a ball of yarn and as you are winding it around the feet of the people in the circle you can skip count. This works best with groups.
4. *Storytime/Main Lesson:* During storytime you can tell some of the math stories we have included in the lesson plans below. You can tell the stories, create dramas or plays from the stories and encourage students to draw these stories in their Main Lesson Book.
5. *Main Lesson:* During the time you are doing the math block you will be drawing the lessons on the board so students can copy them into the Main Lesson Book. Students will also draw some of their play with manipulatives into their Main Lesson Book. So if you tell a story about plus, minus, divide and multiply and you use stones or gems you can draw these into the Main Lesson Book.
6. *Nature Walk:* During your nature walk take time to notice the numbers in nature. If you did Earthschooling in kindergarten you also did this in kindergarten. You can continue it this year.
7. *Main Lessons for the Year:* Look for other ways to integrate math into all your main lessons. Any time you are telling a story could be an opportunity to count, add something in the story or subtract something in the story. As you are form drawing you could count how many forms you draw or how many points something has. As you are cooking children will naturally count, multiply, add and subtract. Snack time and sharing is a perfect time to practice dividing. You can even create spontaneous story problems. In the story of the Twelve Princesses I used to say, "Wow, that must have taken the princesses a long time to go down those stairs! If it took each one twelve minutes then how long did it take for all twelve of them to reach the boat?"
8. *Daily Practice with Manipulatives:* The keys to learning math for your child will not be the main lessons and new lessons you do with them. The core will not be found in the stories or poems either. The real learning will take place when they use the lessons you have taught them and this can be done daily using manipulatives. We often change these to fit the season. We may use shells in the summer, acorns in the autumn and white or blue glass stones (that look like ice) in the winter. You can also use gnomes.

Manipulatives & How to Use Math Gnomes

Below is the basic formula for how to use Math Gnomes. You can adapt this to any other set of manipulatives. You can also keep the gnomes all year or during the block and just change the manipulatives you use with them. They do not always have to be carrying gems. They could be carrying eggs or birds or stones or even coins.

Definition of a Math Gnome

A math gnome is one of a set of four. These are little handmade dolls that can be simple (a clothespin and a bit of felt) or complex (sewn with pockets and a hat and beard. The important thing is that there are four of them and that each has a different color. Their sign is written on them clearly somewhere. They are named "plus", "minus",

"divide" and "multiply". You do not have to use gnomes. You can use fairies, bunnies, bears, dinosaurs, or whatever your child likes the most.

STEP ONE
You choose your manipulatives. These do not always need to be the same, but in the beginning it is best if they are the same color or same kind while the child is still learning. In this case if you are using math gnomes one will be PLUS, one is named MINUS, one is DIVIDE and one is MULTIPLY.

STEP TWO
First you identify these gnomes (or other figures) to the child. Tell them what each one is named. You could choose "Polly Plus" or "Peter Plus" or "Porche Plus" or any other name. Let them play with the manipulatives until they are familiar with their names.

STEP THREE
Tell a story that features all four of your characters. We have sample stories in the e-books and in this weekly guide version of the lessons. You can use our stories alone or you can make up your own using our stories as a guide.

Using Sixth Sense Math

This part of your main lesson is not about math gnomes, math games, or how to do math using a different method. This book does not have endless pages of examples and worksheets, nor does it have complex stories meant to teach you math concepts. This book is all about teaching you a new way to look at math itself and by gaining a new perspective it allows you to create your own learning stories, verses and opportunities in lessons.

This book describes how I experience math. My mother was a very strict math teacher who later went back to school to become an electrical engineer. She tutored me at home in her own way because she wanted me to be ahead in math at school. The daughter of the math teacher had to be the first in the class of course!

However, I was always resisting her lessons and finding my own ways to learn about math. The end result was that I experienced math as a "solid concept" in her world and also experienced math as a "sensual concept" in my world. As I grew older I became fascinated with mystical studies of numbers and cultures that considered math as part of their religion. I found out that numbers can take on mystical and spiritual meanings and some numbers are even viewed as dangerous. Numerology studies the properties of numbers. The Fibonacci sequence illustrates the concept of number sequences in nature. Some people even believe that the Fibonacci numbers have mystical powers or deeper meanings.

Math is not just a "concept" on paper, as is taught by many schools. And math is not just a concept of addition and subtraction – no matter how many creative gnomes are involved. Math is a holistic experience of the spiritual, physical and mental body and when we can learn to look at math in that way – math will come more naturally and won't be something "we can't do" or "we are not good at" or we "don't understand". Math is part of us and we already inherently

understand it. Math is already in us and we naturally use it in everyday life. We just need to learn how to embrace it as part of us instead of something that is apart from us.

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

Another story about Rudolph Steiner illustrates how even in a traditional Waldorf school, things can sometimes become a bit routine and abstract. In this story Steiner brings their math lesson back into the real, sensual and holistic world for the children.

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

And each of you were to receive the same number. Look! you could get the first three,"
and here he turned to a little girl with dreamy eyes. "But," he warned her, "you must be very skilful and really catch them, and we will see at the same time how many roses there were in the basket." Then the next child had three roses thrown him, and at once called out 6, and the next got three and called out 9 - and so on it went faster and faster, 12, 15, 18, 21, 24, 27, until at 30

the basket was empty. Now there was great rejoicing, but also a great outcry, for the remaining 20 also wanted roses, and so the whole thing had quickly to be done again, and by the time all had received their three roses, the three-times table had been thoroughl practiced.

Moreover, it had worked through the whole body, for the little hands and feet had been every bit as active as the heads in grasping the roses. Very beautiful also was the rhythm of throwing and catching, which brought about a bond between teachers and taught. With friendly words of leave-taking and a warm "Auf Wiedersehen," Dr. Steiner hastend on to the next class to bring happiness to the hearts of other children.

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

So how can we change the way we look at math? How can we stop looking at math as a concept and start looking at how it embraces us as human beings and is already part of us? This workbook is a step in that direction. I will lead you through the numbers 1-10 and illustrate how you can look at them in different ways. I will also talk a little bit about geometry and the concepts of addition, subtraction, multiplication and division. In each discussion I will talk about how you can experience math using your entire body and all your senses.

Week One Candles	**Monday** Purple - Rice	**Tuesday** Red – Barley	**Wednesday** Yellow - Millet	**Thursday** Orange - Rye	**Friday** Green - Oats
Morning A Breathing Out	When We Make Crepes, German Candlemas, Shadow Tag Game & The Rhythm of One	Repeat verses and movement	Repeat verses and movement	Repeat verses and movement	Repeat verses and movement
Morning B Breathing In	**Snack** Brown rice with grapes, blueberries, blackberries – something seasonal	**Snack** Barley with apple, raspberries, cherries, strawberries, watermelon	**Crepes & Snack** Millet w/ nuts bananas, sweet squash zucchini, pears, mango	**Snack** Rye with oranges, tangerines, mandarins, melon, mangoes	**Snack** Oatmeal with raisins, grapes, wheatgrass, snowpeas, apples, pears
Morning C Breathing Out	Prepare the table, eat & clean together	Prepare the table, eat & clean together	Prepare the table, eat & clean together	Prepare the table, eat & clean together	Prepare the table, eat & clean together
Morning D Breathing In	*Early Childhood:* Free Play *G1 and Up:* Main Lesson: Tell the Story of One with Participation	*Early Childhood:* Free Play *G1 and Up:* Main Lesson Tell the Math Gnome Story as a Table Puppet Show Using Manipulatives.	*Early Childhood:* Free Play *G1 and Up:* Main Lesson Tell Story Again & Draw Concepts in Main Lesson Book	*Early Childhood:* Free Play *G1 and Up:* Main Lesson Practice Problems with Concept	*Early Childhood:* Free Play *G1 and Up:* Main Lesson: Review and Time for Student One-on-One Assistance and Asking Questions

Morning E Breathing Out	**Nature Walk** *Early Childhood:* Hibernation *G1 and Up:* Science lesson theme	**Nature Walk** *Early Childhood:* Weekly Theme *G1 and Up:* Science lesson theme	**Nature Walk** *Early Childhood:* Weekly Theme *G1 and Up:* Science lesson theme	**Nature Walk** *Early Childhood:* Weekly Theme *G1 and Up:* Science lesson theme	**Nature Walk** *Early Childhood:* Weekly Theme *G1 and Up:* Science lesson theme
Lunch Breathing In	Lunch prep and eating together	Lunch prep and eating together	Lunch prep and eating together	Lunch prep and eating together	Lunch prep and eating together
Afternoon A Breathing Out	*EC:* Storytime *G1 and Up:* Handiwork or Craft: Watercolor Verse for Candlemas	*EC:* Storytime *G1 and Up:* Handiwork or Craft What Broke the China Pitcher – Tell the Story & Talk About Meaning	*EC:* Storytime *G1 and Up:* Handiwork or Craft: What Broke the China Pitcher – Re-tell Story and Make Snowflakes	*EC:* Storytime *G1 and Up:* Handiwork or Craft Work on Knit Ball	**Field Trip** or Knitting/Weaving Project Knit a Ball (finish)
Afternoon B Breathing In	*EC:* Rest Time G1 and Up: Handiwork, Craft: Start on Knit Ball	*EC:* Rest Time G1 and Up: Music Learn: Chasing the Wind	*EC:* Rest Time G1 and Up: Handiwork, Craft: Continue Knit Ball	*EC:* Rest Time G1 and Up: Music Learn: Chasing the Wind	**Field Trip** or Knitting/Weaving Project Finish Knit Ball or Continue Work
Afternoon C Breathing Out	*EC:* Craft *G1 and Up:* Catch Up	*EC:* Craft *G1 and Up:* Catch Up	*EC:* Craft *G1 and Up:* Catch Up	*EC:* Craft *G1 and Up:* Catch Up	**Field Trip** or Knitting/Weaving Project *Same as above*

Verses

When We Make Crêpes at Our House (MP3)
When we make crêpes at our house, my mom invites you
When we make crêpes at our house, she invites you all
One for you, one for me, one for my little brother Francois
One for you, one for me, one for all three of us.

German Candlemas Verse (Recite – No Tune)
Wenn's an Lichmess stürmt und schneit
Ist der Frühling nicht mehr weit
Ist es aber klar und hell
Kommt der Lenz noch nicht so schnell.

When it storms and snows on Candlemas Day
Spring is not far away
if it's bright and clear
Spring is not yet near

The Rhythm of One
The section below contains a verse you will use this week (you can modify it for your class) as well as additional ideas for the nature walk and circle time.

As you take a nature walk or walk through your house can you hear the rhythm of one? Sometimes, during the day I can hear a "tap, tap tap" of a bird on the window or the "drip, drip, drip of a faucet" I can count these taps or drips and they always add up to more than one but they come in the rhythm of ones. You can create the rhythm in your own circle time by doing a math verse about one. I am going to start telling you the story of "Sofi and her Day". Encourage your child to create another story with or without your help about them and their day using the same elements that I am using in my story. However, they should think of their own rhythms. What rhythms to they have in their day that they can use in the story? In the first part of the verse-story Sofi makes a crunch sound as she eats her cereal. Have your child think about what kind of one-beat sounds they make.

Verse One
(As you are saying this emphasize EACH syllable. You can use sticks or tossing beanbags or other tools if you want to emphasize the beat)

So-fi eats her cer-e-al ev-er-y morn-ing
with a CRUNCH, CRUNCH, CRUNCH.

If you want to make your verse a little more into the fantasy realm you can create a verse about a magical creature like a dragon or a fairy. For example:

The dra-gon eats his snack with a
CRUNCH, CRUNCH, CRUNCH
He says he wants to eat a toad for his
LUNCH, LUNCH, LUNCH

Shaddow Tag for Groundhog's Day or ANY Day

The idea of this game is to try to tag someone by stepping on their shadow. First, have your child find his or her shadow. By changing directions and moving around, see what happens to the shadow. Try to chase the shadow-and lose the shadow. To play tag, whoever is "it" must try to step on another's shadow. When this happens, that child or person becomes "it." This game can also be played any other day as a compliment to any lesson on the sun, the weather or light.

Main Lesson Story & Activities

We will start this week with a story about the number one. We will then move on to a four processes story. It is important that all four processes are introduced in the first story. However, your student(s) will not magically understand every process by the end of this story or the end of this week. You will revisit this story a few times over the coming few weeks. As we re-visit this story we will focus on different aspects of the story, using concepts or the number of the week to bring to light a different focus. So, for example, this week we are focusing on the number one. So this week's practice should be focused on what happens when you add the number one to something, what happens when you multiply or divide or subtract one? Some of your practice problems that you put on the board at the end of the week may look like this:

5 + 1 =
5 x 1 =
5 – 1 =
5 divided by 1 =

Teacher Background: The Number One

This section is for the teacher to read so s/he can understand the concept of the number more deeply. Use this section to find opportunities to discuss the number more deeply with your students and find opportunities to point out the number in every day life. This section is not meant to be taught as a lesson. It would be very "dry" if taught in that manner. It is intended that you understand the nature of the number so you can naturally integrate these concepts and discussions into your everyday life/class.

The number one represents the concept of unity. By completely understanding this about the number one a lot of the mathematical concepts surrounding it become "obvious". For example, when you realize that one represents unity it seems only natural that if you multiply anything by one that it would become unified with the other number and would equal that number. If you add anything to one it would "join" one and become a unified number that is only one more than that number.

Physical One
One is unity but it can also be “unique”. What are some things that are unique? There is only one earth, one Atlantic Ocean, one of each person. Can you find some things that are unique with your child?

Mental One
What are some of the words in our culture that mean “one”? There is unity, single, solo, unit and unity. Words that begin with “mono” or “uni” usually mean there is ONE of something – like a monocle is one lens and a unicycle has one wheel. Can you think of some more words that have “uni” in them? How about a unicorn?

Spiritual One
One is unity. There is one sun with many rays. There is one tree, but with many branches. But one is what unifies them all into a whole. So if one is unique and it is also unity how can we join these two ideas together? Pull your group of children into a circle and explain that we are each unique and beautiful in ourselves, but you then can talk about how, when we come together with respect for each other, the community we create is also a solid "one." If you don’t work with a group of children you can describe this happening. You can also do the following activity. Have all the children stand in a circle. Tap each one on the head and say “one times…”When you get to the end of children say “ONE” – this illustrates that although each ONE is unique, that when we come together one times one times one times one CAN be unified.

Sensing Oneness

Sight
Noticing the numbers and sequences in the world around us help us to integrate math into who we are. So look around – what ones are part of your world? Or even your imaginary world? A Cyclops has one eye, a dromedary is a camel with one hump. People have one nose.

Touch
How can you touch one? My favorite activity is to make a Möbius strip that has one edge and one surface. It is easy to make by taking a long strip of paper, giving it one twist and joining together the ends. Ask your child to color one side of the strip red and the other side green. This turns out to be impossible because the strip has only one side. A Möbius strip looks like the symbol for infinity. One is like infinity. It is one thing, like the strip, but it is also contained in everything in an endless way. One is the only number that is part of everything. Another way you can touch one is to hold a ball. A ball has one surface. No matter where you touch it, it is the same surface. Hold a ball and feel its one-ness.

Smell
Aromatherapy is based on taking one singular element, distilling it and creating an essence of that one thing. There are aromatherapy oils made from peppermint, grapefruit, roses, and many more flowers and herbs. If you have some aromatherapy oils choose three. Smell the caps of each of them (smelling the oil directly is not safe) and focus on what the singular signature smell of that scent is. THEN, mix one drop of each of the scents in a small bowl or cup with one

tablespoon of oil. Smell your mixture. It smells completely different. You can also do this with potpourri or herbs. You can take some cinnamon sticks, cloves and dried oranges and simmer them on the stove. The smell that is created is something new. However, when you smell each item before it goes into the pot, it has its own smell. Practice noticing this in every day life as you walk through the streets and your house and the world. Can you identify the "ones" that make up the entire smell you are smelling?

Taste

Make a "unity soup". Choose your favorite vegetables and soup ingredients and prepare them for the soup. I always choose potatoes, carrots and onions. When your soup is finished, start eating the ingredients one by one. By themselves they have a singular taste. NOW, eat them all in one spoonful – they taste completely different! What other foods can you do this with?

Sound

Can you hear one of something? It is near impossible for the mind to hear only one thing at a time. We are constantly being bombarded with sounds from various sources. Right now I can hear the crickets chirping, my refrigerator humming and my fingers typing. I can hear the sound of my breathing and the cars going by out my window. But have you ever noticed that when there are too many sounds together our mind makes them into one sound? Next time you take a trip to a place that will have a lot of noise like a school, a mall or a theater notice how all the sounds unify into one sound. As an exercise for this number practice listening for sounds in various locations around your house and your yard. Can you find a place where you can hear only one sound? You can also hear one in so many other ways. You can hear one through the rhythm of its sound and you can hear one through stories about one.

Main Lesson Story for One

You will start the week with this story about the number one.

Practice listening for ones in stories. The story below is an interesting concept. It shows how one can become so many and then come back to the beginning again and become one, once again.

The Grain of Corn – A Tale from India

Once upon a time a farmer's wife was winnowing corn, when a crow, flying past, swooped off with a grain from the winnowing basket and perched on a tree close by to eat it. The farmer's wife, greatly enraged, flung a clod at the bird with so good an aim that the crow fell to the ground, dropping the grain of corn, which rolled into a crack in the tree.

The farmer's wife, seeing the crow fall, ran up to it, and seizing it by the tail, cried, "Give me back my grain of corn, or I will kill you!"

The wretched bird, in fear of death, promised to do so, but, lo and behold! when he came to search for the grain, it had rolled so far into the crack that neither by beak nor claw could he reach it.

So he flew off to a woodman, and said:

Man! man! cut tree;
I can't get the grain of corn
To save my life from the farmer's wife!

But the woodman refused to cut the tree; so the crow flew on to the king 's palace, and said:

King! king! kill man;
Man won't cut tree;
I can't get the grain of corn
To save my life from the farmer's wife!

But the king refused to kill the man; so the crow flew on to the queen , and said:

Queen! queen! coax king;
King won't kill man;
Man won't cut tree.
I can't get the grain of corn
To save my life from the farmer's wife!

But the queen refused to coax the king; so the crow flew on till he met a snake, and said:

Snake! snake! bite queen;
Queen won't coax king;
King won't kill man;
Man won't cut tree;
I can't get the grain of corn
To save my life from the farmer's wife!

But the snake refused to bite the queen; so the crow flew on till he met a stick, and said:

Stick! stick! beat snake;
Snake won't bite queen;
Queen won't coax king;
King won't kill man:
Man won't cut tree;
I can't get the grain of corn
To save my life from the farmer's wife!

But the stick refused to beat the snake; so the crow flew on till he saw a fire, and said:

Fire! fire! burn stick;
Stick won't beat snake;
Snake won't bite queen;
Queen won't coax king;
King won't kill man;
Man won't cut tree;
I can't get the grain of corn
To save my life from the farmer's wife!

But the fire refused to burn the stick; so the crow flew on till he met some water, and said:

Water! water! quench fire;
Fire won't burn stick;
Stick won't beat snake;
Snake won't bite queen;
Queen won't coax king;
King won't kill man;
Man won't cut tree;
I can't get the grain of corn
To save my life from the farmer's wife!

But the water refused to quench the fire; so the crow flew on till he met an ox, and said:

Ox! ox! drink water;
Water won't quench fire;
Fire won't burn stick;
Stick won't beat snake;
Snake won't bite queen;
Queen won't coax king;
King won't kill man;
Man won't cut tree;
I can't get the grain of corn
To save my life from the farmer's wife!

But the ox refused to drink the water; so the crow flew on till he met a rope, and said:

Rope! rope! bind ox;
Ox won't drink water;
Water won't quench fire;
Fire won't burn stick;
Stick won't beat snake;

Snake won't bite queen;
Queen won't coax king;
King won't kill man;
Man won't cut tree;
I can't get the grain of corn
To save my life from the farmer's wife!

But the rope wouldn't bind the ox; so the crow flew on till he met a mouse, and said:

Mouse! mouse! gnaw rope;
Rope won't bind ox;
Ox won't drink water;
Water won't quench fire;
Fire won't burn stick;
Stick won't beat snake;
Snake won't bite queen;
Queen won't coax king;
King won't kill man;
Man won't cut tree;
I can't get the grain of corn
To save my life from the farmer's wife!

But the mouse wouldn't gnaw the rope; so the crow flew on until he met a cat, and said:

Cat! cat! catch mouse;
Mouse won't gnaw rope;
Rope won't bind ox;
Ox won't drink water;
Water won't quench fire;
Fire won't burn stick;
Stick won't beat snake;
Snake won't bite queen;
Queen won't coax king;
King won't kill man;
Man won't cut tree;
And I can't get the grain of corn
To save my life from the farmer's wife!

The moment the cat heard the name of mouse, she was after it; for the world will come to an end before a cat will leave a mouse alone.

So the cat began to catch the mouse,
The mouse began to gnaw the rope,
The rope began to bind the ox,

The ox began to drink the water,
The water began to quench the fire,
The fire began to burn the stick,
The stick began to beat the snake,
The snake began to bite the queen ,
The queen began to coax the king ,
The king began to kill the man,
The man began to cut the tree;
So the crow got the grain of corn,
And saved his life from the farmer's wife!

Candlemas

Watercolor Verse. Paint this picture as described in the verse. If you have access to the Teacher Support Package this verse is one of the verses that the Waldorf teacher demonstrates in the watercolor basics video.

The Candle: Traditional Nursery Rhyme adapted by Kristie Burns
Little Nanny Etticot
In a yellow petticoat
And a red nose
The longer she stands
The shorter she grows
A halo of orange around her head
As she stands guard nearby my bed.

Our painting: make a bold yellow stroke for the petticoat, which will actually be the candlestick. Put a "red nose" for the burning light at the top while mixing the red and yellow to then draw a circle/halo around the flame. You can then color the background with different orange shades created by different degrees of mixing the red and orange.

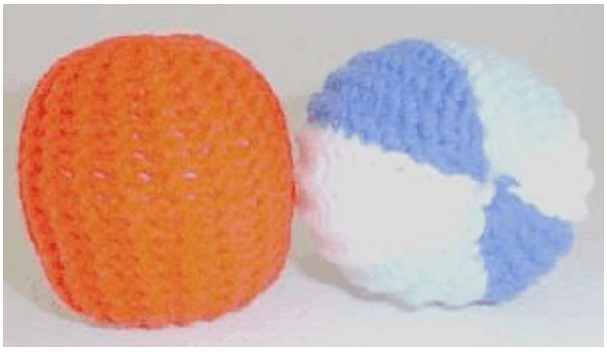
Candlemas: Traditional Medieval English Rhyme
If Candlemas day be fair and bright
Winter will have another flight

If Candlemas day it be shower and rain
Winter is gone and will not come again

If Candlemas day be damp and black
It will carry cold winter on its back

If Candlemas day is bright and clear
There will be two winters this year!

Afternoon Craft: Knit Ball



A good indoor soft toy for children, and is great for a hand exercise! This pattern is also a good way for a teacher or older child to practice reading knitting abbreviations. This ball can be used for tossing during math practice so it is a perfect project for our math block weeks. This project also requires accurate counting, which provides more math practice.

Finished size: About 3 ½ inches diameter

Materials: Scraps of worsted weight yarn, about 25 yards total, plus small amount pillow stuffing or old pantyhose for stuffing.
1 pr. U.S. # 6 needles

Gauge: 11 sts = 2 inches 10 rows = 1 inch

Directions: Beg. At side edge, cast on 22 sts.

Row # 1: Slip first st as if to knit, knit across. Repeat this row until about 4 inches from beg. Bind off. Piece should be about 4 " x 4 ".

Thread sewing needle with yarn end and weave in and out of one edge of row "bumps". Pull tight to close bottom, fasten, then sew side seam.

Make a tight ball of pillow stuffing or old pantyhose, and place in ball. Weave yarn in and out of opposite edge, pull tight, fasten then weave yarn ends to inside of ball.

Main Lesson Story Day #2

The Gnomes of Math Land

There once were four gnomes. One was named Polly Plus, Mindy Minus, Desmond Divide and Milton Multiply *(note that some people just call them Plus, Minus, Divide and Multiply. I like to give them names too, but that may be too complex for some).* They all worked in the mines finding beautiful gems for the fairies that lived above land. The fairies loved to visit the gnomes shop every weekend and see what treasures they had found each week. The gnomes had to work hard each week to find and bring these treasures to the surface of the earth so they could be sold at the gnome shop.

The work was made easier by the fact that each gnome had a special skill that helped them to work more efficiently. Polly PLUS and Mindy MINUS worked underground and Desmond DIVIDE and Miton MULTIPLY worked in the shop above.

Polly PLUS was very industrious. She always inspired the other gnomes with her work ethic. Her philosophy was more more more! She would always add more gems to the cart. Her little mining cart was always filled to the brim and overflowing. She would just keep adding more and more. If she had 6 gems in her cart it was because she had found three and then added three more. If she had 8 in her cart it was because she had found one and then perhaps found one more and then 6 more. She just kept adding and adding and adding to her cart. That is what Polly PLUS did the best.

Of course, though, by the end of the day, she could not even push her cart to the tracks so the gems could be brought to the surface. In this case it was always Mindy MINUS who would come to the rescue. She would stand by Polly's cart *(and you see here why I give them names too. Because here I am describing a process and I don't want the word PLUS to get mixed up in with my describing the process of minus).* And take out gems one by one or in pairs or in handfuls until Polly could push the cart to the tracks. There was no formula for how many she had to subtract each day. It depended on how many Polly had collected, how much sleep she had had and how much she ate that day as to how many she could push. So, for example, on Thursday Polly had 20 gems in her cart. She had slept well and eaten a good lunch so she could ALMOST push the cart, but not quite. So Mindy MINUS came by and took two gems out. There were then only 18 gems. Polly could push these just a little and then she was tired again. So Molly MINUS took out a little handful of three gems. That left only 15 gems. Now Polly could push the cart easily and she was able to get them to the tracks so they could get pushed to the surface.

(as you are telling this story have the gnomes perform the actions I am describing. You can also add additional actions to the story or change the story from one day to the next. Perhaps Polly only found 6 gems one day and was so tired she could only push 1 to the surface. You can use rocks, glass beads or real gems for the task. If you cannot find or afford these you can also use plastic beads, wooden beads or other beads).

Once on the surface Desmond DIVIDE and Milton MULTIPLY would take over. Because they worked as a team they had to divide the gems into equal sets so each gnome had the same amount of gems. This task was different each day because Polly and Molly would always bring up different amounts of gems. On Friday Polly and Molly brought up 16 gems. So Desmond had to divide them into equal parts *(before you give the answer have the child use the gems to do this*). He found that by giving each gnome four gems that they each had an equal number of gems.

The gnomes could choose to save their gems each day and sell them all at the end of the week or they could choose to keep some for themselves and just sell some at the end of the week.

(Using a weekly theme is a good way to practice all week. So you can have the gnomes

go down into the mine each day, have them divide up the gems each day and then, at the end of the week – the kids can look forward to this – bring in the fairies for a shopping spree!)

At the end of the week there was work for everyone at the market. But the most challenging task was for Milton MULTIPLY who needed to take the money from the fairies. Because fairies used seeds as money and these seeds were very small and not worth a lot so they always paid in sets of seeds instead of one seed at a time. The size of the sets depended on their own harvest for the week. So if the fairies had a good harvesting week they would pay in sets of ten seeds. If they had a poor harvesting week they would pay in sets of 2 seeds or even just use one seed at a time to pay.

Afternoon Story & Craft (Prep for Next Day)

Today you will tell the story. Tomorrow you will do a craft inspired by the story. If you have extra time today continue working on the knit ball project.

What Broke the Chine Pitcher

It was a winter night—still, bright, and cold. The wagon wheels and footsteps creaked loudly as they ground into the crisp snow, and even the great, solemn moon looked frosty and cold.
Katrina stood by the sitting-room window, looking out.

"It is going to be a dreadful night," said father, stirring the fire; "it is growing colder every minute."
"Is it?" said mother. "Then, Katrina, you must run upstairs and empty the china pitcher in the spare room."

"Yes," said Katrina, but she did not go, for she was looking out at the moonlight, and mother was rocking baby to sleep.

Fifteen minutes passed. Baby was going to "By-low Land" fast, and mother spoke again:
"Come, Katrina, go and see to the pitcher. It was grandma's Christmas present, and we shouldn't like to have it broken."

"Yes, mother," said Katrina. "I will go in a minute."

"Well, dear, be sure and remember," said mother, and she went off to put baby into her crib. At that moment in came Jamie with a pair of shining new skates, and Katrina forgot all about the pitcher as soon as she saw them. Just outside the window stood the Cold, listening and watching; and now he chuckled and snapped his icy fingers.

"That little girl will never empty the pitcher," he said to himself; "she's one of the careless kind. Oh, I know them. Let me see—the spare room—that's for company. I'll go and spend the night in it. Where is it, I wonder? I will hunt it up."

He knew better than to try to get into the cozy sitting-room, with its bright fire, so he slipped softly around the house and peeped in through the kitchen window. Inside was a large stove glowing with coal, and a tea-kettle sending out a cloud of steam.

He shook his head and muttered: "That is no place for me; the heat in there would kill me in a minute; I must look farther."

He went on, peeping in one window after another, until he saw a room with no fire. "Ah," he whispered, "this must be the place. Yes; that is the very pitcher I am going to break; and, if here isn't a fine crack to let me in!" So in he went.

"It is a pretty room," he said, "and it seems a pity to spoil such a handsome pitcher; but Katrina should not have left the water in it."

He stole noiselessly along, chilling everything he touched, until he reached the wash stand. Up the stand he went, near and nearer to the pitcher, until he could look into it. "Not much water," he whispered, "but I can make it do"; and he spread his icy fingers over it.

The water shivered and drew back, but the icy fingers pressed harder. "Oh," cried the water, "I am so cold!" And it shrank more and more.

Very soon it called out: "If you don't go away, Cold, I shall certainly freeze!"

"Good," laughed the cold, "that is just what I want you to do."

All at once the air was filled with many little voices that seemed to come from the pitcher— sharp and clear like tinkling sleigh bells in Fairyland.

"Hurrah!" they cried; "the Cold is making us into beautiful crystals. Oh, won't it be jolly, jolly!"
At that, the Cold pushed his finger straight into the water and it began to freeze. Then such a wonderful thing happened. The drops began arranging themselves in rows and lines that everywhere crossed each other; but they pushed so hard that the pitcher cried out:
"Please stop pushing me so hard; I am afraid I shall break."

"We can't stop," said the drops. "We are freezing, and we must have more room"; and they kept on spreading and arranging themselves.

The poor pitcher groaned, and called again: "Don't, don't. I can't stand it." But it did no good. The drops kept on saying: "We must have more room." And they pushed steadily and so hard that, at last, with a loud cry, the poor pitcher cracked.

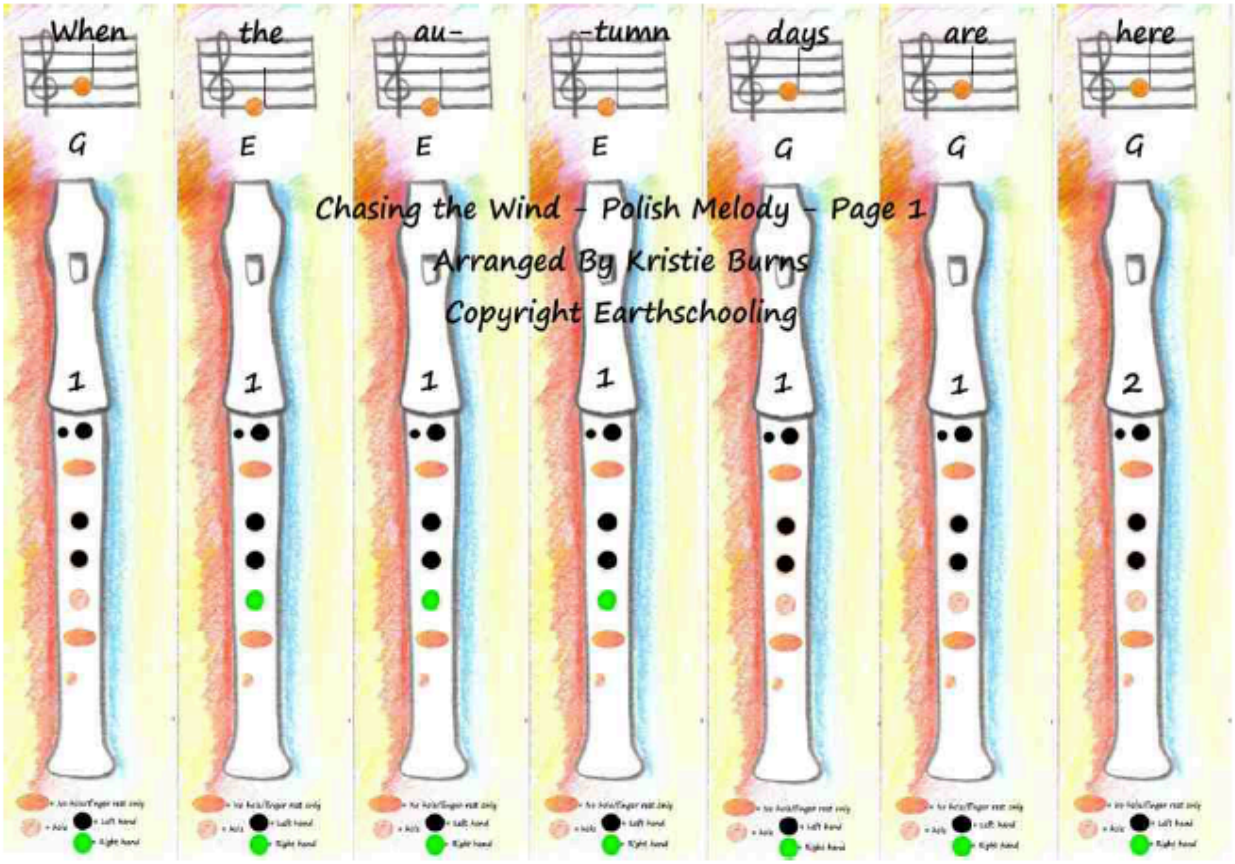
The Cold looked around to see if there was any more mischief he could do. When he found there was none, he stole softly away through the crack in the window.

Just outside was Jack Frost, looking for a good place to hang his pictures. The Cold told him about the pitcher, and away they went together, laughing as if it were a good joke.

Upstairs in her snug little bed Katrina lay, and dreamed that grandma's pitcher was dancing on the counterpane, in brother Jamie's new skates.

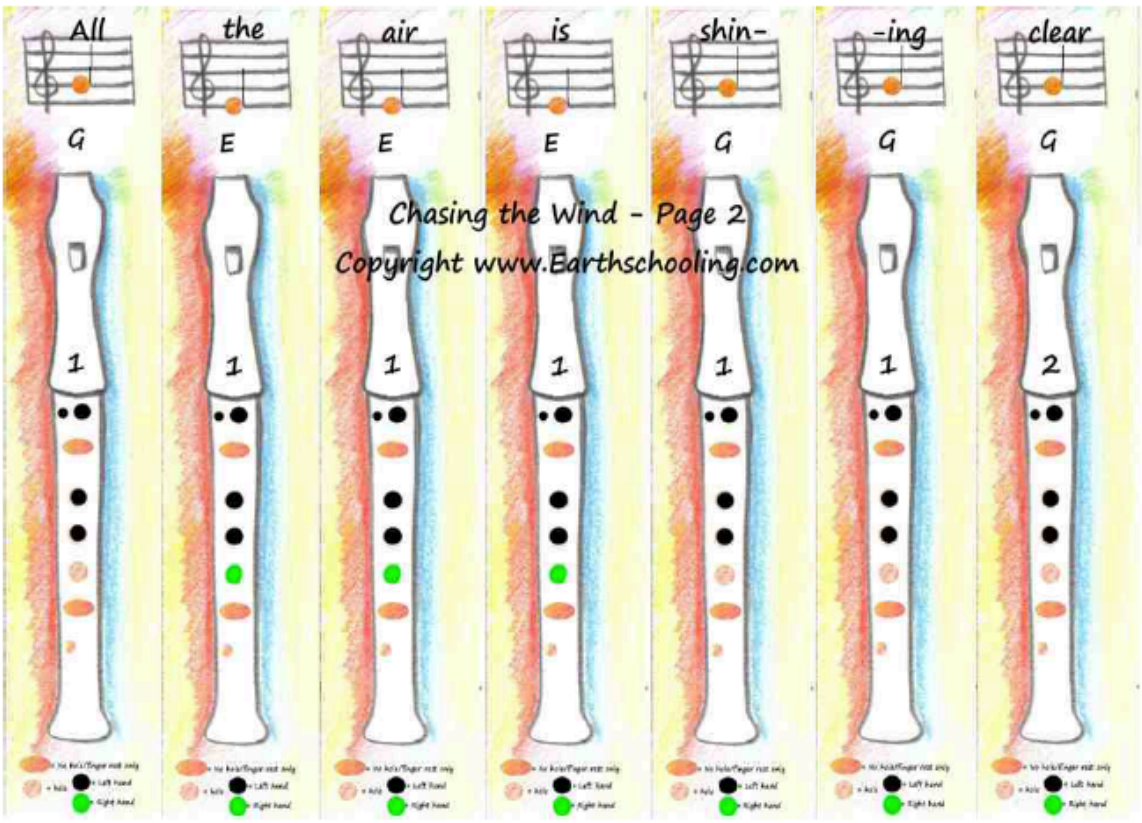
Afternoon Music Lesson for the Week: Chasing the Wind

At this point in the year student will have already had basic instruction in the pentatonic recorder and learned some simple songs. Last month they practiced some more complex songs. This month we will continue practicing more songs. If your student needs review you can open the individual files for the Pentatonic Recorder Main Lesson Block to see all the lessons from beginning to end. Because the music prints smaller in this book I have provided an enlargement of the bottom code to help you:



Chasing the Wind - Polish Melody - Page 1

Arranged By Kristie Burns



Chasing the Wind - Page 2

Special Snack of the Week: Crepes for Candlemas

One of our favorite foods is crepes. We eat them weekly but in France, they are special at the time of Candlemas too. We like them with Nutella and sometimes with butter and a sprinkle of powdered sugar (the tradition at the street cafes in Paris) but you can also put berries in them or even savory fillings like meat or cheese. Anything goes!

Some tips on cooking them:

1. The pan needs to be on a medium heat and needs to be pre-heated. If you have it too cold the crepes will stick to the pan. If it is too hot they will brown before they are cooked.
2. You need to apply butter or spray oil to the pan before EACH CREPE.
3. Be sure to put only a thin layer in the bottom. JUST enough to cover the bottom.
4. It takes practice. Once you "get it" all your crepes will be wonderful. Give yourself some time to learn.

1 cup all-purpose flour
2 eggs
3 ½ cup milk
4 ½ cup water
5 ¼ teaspoon salt
6 tablespoons butter, melted

Instructions
In a large mixing bowl, whisk together the flour and the eggs. Gradually add in the milk and water, stirring to combine. Add the salt and butter; beat until smooth. Heat a lightly oiled griddle or frying pan over medium high heat. Pour or scoop the batter onto the griddle, using approximately 1/4 cup for each crepe. Tilt the pan with a circular motion so that the batter coats the surface evenly. Cook the crepe for about 2 minutes, until the bottom is light brown. Loosen with a spatula, turn and cook the other side. Serve hot.

Main Lesson Activity Day #3

Today you will tell the math gnome story again using manipulatives, stopping along the way to ask if the children remember the names of the characters or asking them to participate in bits of the story. After telling the story again have the children draw a picture of the story in their Main Lesson Books. You can browse the Main Lesson Books online to see many examples of what these pictures may look like. Choose a picture or create a picture yourself (you do not need to look at the sample Main Lesson Books) and draw it on the board or in your Main Lesson Book. Have the students copy this into their Main Lesson Book. This is one possible way the student's Main Lesson Book might appear:

Afternoon Story and Craft Day #3

Today you will tell the story of the water pitcher again but this time you will end by making some little “frost snowflakes”. Instructions are below:

Basic Snowflake

Basic Snowflake - Paper Cutting Skills

This can also be called a “frost flake” – like the frost that is one your window in the morning during cold weather or the “frost” in your freezer at home. It can be the “frost that broke the china pitcher”.

Step 1

Take an 8 1/2 x 11 inch piece of paper and trim off the end to make it square.

Step 2

Fold it in half.

Step 3

Fold the paper in thirds. Be careful to fold it accurately because sloppiness will make the pattern that you cut uneven. Next, fold it in half again, making twelve layers of paper.

Step 4

Cut pieces of paper from the edges of the folded paper. I use a pair of scissors with a blunt tip. This lets me snip off very small pieces through all twelve layers. I altered some normal scissors to get the shape that I wanted.

Remembering these three techniques will make good-looking snowflakes.

Part of the cuts should make an intricate pattern.

Leave a large section of the paper uncut or make one of your cuts remove a large section of paper.

Sculpture the top edge.

Main Lesson Activity Day #4

Today you should write some problems on the board to help the child practice the concepts in the story you told at the beginning of the week. Here are some possible problems. You can add as many of your own as you want. Websites like Math.com enable you to print out worksheets with answers that you can copy onto the board. Please include divide in your practice as well. My computer does not provide me with a divide sign for the examples below.

1+2=
1 x 2 =
2-1 =
3+1 =
3 x1 =
3-1 =
1+4 =
And so on….

Main Lesson Activity Day #5

Today you will either be taking the day off, doing a field trip or reviewing the Main Lesson of the week. If you are doing the Main Lesson today, take some time to reflect on what the student(s) seem to need help with most. Or, allow them to ask questions or both. Another way to evaluate is to ask them to show you the personalities of the math gnomes (or other characters) and what they do using manipulatives. Today you may tell the story again (if needed), you may spend the time working with manipulatives or you can work on more practice problems in the Main Lesson Book or as recitation.