

First Grade November

Weekly Planner Version

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November

Snapshot of the Month & Weekly Themes of the Month

November Weekly Themes

Week One: Peace

Week Two: Helping the Less Fortunate – Martinmas – November 11

Week Three: Family

Week Four: Giving Thanks – Thanksgiving in some countries

Martinmas: November 11 marks Martinmas, in honor of a Roman soldier elevated to sainthood for his selfless kindness. Martin is the patron saint of the poor, beggars, outcasts, and the homeless. He is known for his gentleness, his unassuming nature, and his ability to bring warmth and light to those who were previously in darkness. On the evening of Martinmas, Martin's deeds of goodness and acts of kindness are remembered with singing and a Festival of Lanterns. Children in kindergarten and the younger grades, together with teachers and families, carry handmade lanterns as they walk into the cold, dark evening. A story recognizing "the light" of another gives the children an experience of caring and sharing as we move toward the darkness of winter. The older grades may do outreach projects in celebration of the spirit of St. Martin. Even if you are not celebrating Martinmas or celebrating it this month, you can still join in the celebration of "Helping the Less Fortunate" during week two.

Main Lesson Block of the Month: Math & Language

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.

Math

We will be doing a complete math unit in February and March of next year. If your child is ready you can even open the February files and start slowly introducing some of the stories and concepts. Don't worry that they won't have anything to do in February – the student needs to use the stories over and over for them to be effective. If your child is not ready to move on to more advanced Math concepts at this time they will use just the simple math that we will be working with this month. Even if your student is familiar with the math we are doing this month it would be a good idea to review with them so they can explore the numbers in more depth. As we mentioned in October you can start introducing math concepts using the following guidelines:

At this point in the year some teachers may also want to start introducing the four processes of math. We officially dive into that block in February and March but if you want to start introducing the concepts earlier you can open up the monthly planner lesson for February and start the main story at this time. If you decide to start some of the math block now I would recommend the following:

1. Simply introduce the main gnome story (or your version of it) so the child understands what each “gnome” or “math function” does.
2. After they hear the main story tell the story a few more times when you have time in your October schedule, when you finish a lesson early, or when you need an extra lesson this month. Do not expand beyond the original story unless your child wants to make up additional storylines.
3. Along with the story play with the manipulatives and introduce the child to the gnomes and how they move the different stones or gems around their world. This “world” can be created with play silks (or bits of cloth), small beads or stones and handmade gnomes or larger rocks painted with the four math functions to act as gnomes. Don't worry if you don't have gorgeous handmade gnomes for this activity. We used rocks and sticks many times for stories and math and would sometimes decorate them with cloth clothing or paint and the kids always imagined quite vividly that they were the actual creatures I said they were.

4. Until you reach the math lesson block in February allow the child to gently explore this world of math functions by adding, subtracting, multiplying and dividing (sorting into smaller equal piles) the gems, beads or stones in the gnome world. Allow them to play on their own and also encourage them by picking up the items and inviting them to play with you.
5. For some children, allowing them to very slowly ease into this world of math will make their formal introduction in February more joyful. You can base your decision on the individual needs of your classroom/student. Some students are not ready for math yet. They are still learning numbers and the basic concepts of what they are and what they mean.
6. Keep in mind that the “gnome-type” math story has become very popular in recent years. However, it is not the original format of the math stories in Waldorf education. Your math story can be based in any characters or animals you or your student enjoy – as long as they teach the concepts. For my eldest daughter I changed every word in the gnome story to “fairy” because she was so in love with fairies and wanted to use them instead of gnomes. For my son we worked with bears because he loved bears for some reason. You do not need to change the stories we provided. You can use them word for word and just change the characters if you don’t want to use gnomes. When I was a kid I would have used dinosaurs – I was obsessed with them!

Language

How to use the language lessons has been explained at the beginning of the August and September lesson books. If you have not used these books yet it is essential that you go back to these books and read the introduction at the beginning before you venture forth with the language lessons this month.

Week One Peace	Monday Purple - Rice	Tuesday Red – Barley	Wednesday Yellow - Millet	Thursday Orange - Rye	Friday Green - Oats
Morning A Breathing Out	Tis the Gift to Be Simple, Iroquoi Lulluby	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	Shape Special Bread: Pumpkin Nutmeg Dinner Rolls & Snack Millet w/ nuts banana, squash zucchini, pear, 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	<i>Early Childhood:</i> Free Play <i>G1 and Up:</i> Main Lesson: The Number One	<i>Early Childhood:</i> Free Play <i>G1 and Up:</i> Main Lesson The Number Two	<i>Early Childhood:</i> Free Play <i>G1 and Up:</i> Main Lesson The Letter M	<i>Early Childhood:</i> Free Play <i>G1 and Up:</i> Main Lesson The Letter M & N	<i>Early Childhood:</i> Free Play <i>G1 and Up:</i> Main Lesson: The Letter N

Morning E Breathing Out	Nature Walk <i>Early Childhood:</i> Peace/Silence <i>G1 and Up:</i> Science lesson theme	Nature Walk <i>Early Childhood:</i> Weekly Theme <i>G1 and Up:</i> Science lesson theme	Nature Walk <i>Early Childhood:</i> Weekly Theme <i>G1 and Up:</i> Science lesson theme	Nature Walk <i>Early Childhood:</i> Weekly Theme <i>G1 and Up:</i> Science lesson theme	Nature Walk <i>Early Childhood:</i> Weekly Theme <i>G1 and Up:</i> 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	<i>EC:</i> Storytime <i>G1 and Up:</i> Handiwork or Craft: Tell Story, "Saint Martin and the Poor Man" – Start Co-operative Knitting Project: Slippers	<i>EC:</i> Storytime <i>G1 and Up:</i> Handiwork or Craft Start Knitted Bow: Tell Knitting Story: The Silkworm and Spider	<i>EC:</i> Storytime <i>G1 and Up:</i> Handiwork or Craft: Work on Cooperative Slippers or Bow	<i>EC:</i> Storytime <i>G1 and Up:</i> Handiwork or Craft Work on Knitted Bow or Slippers	Field Trip or Knitting/Weaving Project Work on Bow or Slippers
Afternoon B Breathing In	<i>EC:</i> Rest Time <i>G1 and Up:</i> Handiwork, Craft: Continue Same Craft	<i>EC:</i> Rest Time <i>G1 and Up:</i> Music Learn: Merrily We Roll Along – Part One	<i>EC:</i> Rest Time <i>G1 and Up:</i> Handiwork, Craft: Continue Same Craft	<i>EC:</i> Rest Time <i>G1 and Up:</i> Music Merrily We Roll Along – Part One	Field Trip or Knitting/Weaving Project Continue Knitting Project
Afternoon C Breathing Out	<i>EC:</i> Craft <i>G1 and Up:</i> Catch Up	<i>EC:</i> Craft <i>G1 and Up:</i> Catch Up	<i>EC:</i> Craft <i>G1 and Up:</i> Catch Up	<i>EC:</i> Craft <i>G1 and Up:</i> Catch Up	Field Trip or Knitting/Weaving Project <i>Same as above</i>

Verses

Tis the Gift to Be Simple

Tis the gift to be simple, tis the gift to be free
Tis the gift to come down where we ought to be
And when we find ourselves in the place just right
Twill be in the valley of love and delight

When true simplicity is gained
To bow and to bend we shan't be ashamed
To turn, turn, will be our delight
Till by turning, turning, we come out right.

Iroquois Lullaby

Ho ho wa-ta-nay
Ho ho wa-ta-nay
Ho ho wa-ta-nay
Sleep little one

Ki-yo-ke na
Ki-yo-ke na
Oh go to sleep

Letter Movement Verses

Eurhythmy-inspired Movement Verse for M

"M" is a muffled letter.
Hiding behind your lips.
Like a MUSTACHE
Like MARMALADE
Like anything you MUNCH
Mmmmmunch....Mmmmmuuunch
"M" reminds you to eat with your MOUTH closed
MMMMmmmmmmmm!

Eurhythmy-inspired Movement Verse for N

Two knobby NAILS I hammered in the wall
Two on the outside are standing
And the middle one fell
Oops!

Main Lesson Activity Day #1: Number 1

This month we will introduce the child to writing the numbers by first introducing them to the Roman numerals. Their task this month will be simply to write the numbers as in the provided examples. We will also tell a story to go along with these tasks. Your student will work on the numbers for the first two days of the week and then the letters for the second half of the week (three days).

Note: Please read the following introduction carefully as it will not be repeated the rest of November...

Roman Numerals & Introduction to Numbers

Roman Numerals are introduced and explored in first grade but are not a large focus of first grade math. They provide form drawing practice, insight into counting and the origin of numbers and a connection to counting a student cannot find with the Arabic numbers.

Roman numerals are taught in first grade in a very basic manner. They are explored in more detail in third grade and in fifth grade so as you explore them in first grade keep in mind that you are teaching students about Roman Numerals in first grade for very different reasons than you do in third and fifth grade. In third grade students explore Roman Numerals as they relate to the history of numbers. In fifth grade students explore Roman Numerals as they relate to their historical studies of Rome.

In first grade students experience the symbolism of Roman Numerals through their relation to the basic tools of counting – the fingers, the hand and the body. Students learn about how Roman Numerals came about and how their existence reflects the most primal and natural manner of counting.

Students create pictures of Roman Numerals with their body, with sticks, with toothpicks, with finds from nature in much the same way a student explores form drawing. In fact, the basic lines, parallel lines and V shapes of the Roman Numerals reflect similar lessons in the first grader's form drawing block.

Students are introduced to Roman Numerals at the same time they are introduced to the first ten numbers. The student's Main Lesson Book usually shows the Roman Number, Arabic Number, and then a picture or two reflecting that number.

Before students start their math unit the teacher will tell a story about the evolution of Roman Numbers that reflects their shapes. Every classroom has a different story. Some seem more historically accurate than others. Some are closer to fantasy. Our story is below...

How Roman Numbers Came to Be

Note: If you want to make this a “container story” it is very simple. A “container story” is nothing difficult to create even though it has been given a special name. It is simply the process of telling a story that is linked together by a theme or a quest of some sort. This theme or quest is often linked to props like “little houses” or “little boxes filled with gems” or “baskets filled with rocks” that represent something in the story. You can take most fairytales or longer stories and easily convert them into a container story by splitting the tale into locations or steps and then having something happen with the containers at each step. For example, to make the following story into a “container story” you would want to choose ten little baskets (we will be doing numbers 1-8 this month and 9 & 10 next month) and put little colored gems in them to represent things that people are selling at the marketplace. You can choose any wooden or felt figure to represent “Mark”. As he visits each of the vendors he will move from basket to basket. You can be creative with this process as well depending on how many props you have available to you. We actually have a little wooden gardening set so am able to set up ten little “tables” or market areas with actual vegetables in some of the baskets. Alternately, you can make this even more simple by just creating pictures and drawings or using rocks, seeds, & shells and putting them in little boxes or sacks if you don’t have access to more elaborate props.

A container story often has a grand conclusion or reward. The main character may receive a prize or a crown or a new title. Or the reward may be simply that they get to move on to the next prop. In any case it is not the final conclusion that makes your container story. It is the linking of the story-line and props that creates your “container story”. If you need help creating a container story from any story you find please send it to us at: CustomerService@TheBEarthInstitute.com and we will send you a paragraph describing how it can become a container story.

Once upon a time Silas, a Roman man and his son Mark were walking to the market. The boy loved going to the market with his father. It was filled with bright colors, spicy smells, lovely music and wonderful noises. He even loved hearing the vendors shout to each other over the crowds!

But his father did not. Every time they went to the market his father would cover his ears, would ask the vendors to be quiet, and would complain about how noisy the market was. His father definitely did not find the market trip they took each year to be a fun experience! In fact, to Mark it seemed as if he dreaded the task each week.

This made Mark sad. His father was always busy and going to the market was one of the few times he got to spend alone with his father without the other siblings asking for his attention or without him being told to “be quiet” because his father was talking to a very important business client. So Mark wanted his father to enjoy this time as much as he did.

So this particular day, as they were entering the market, Mark tried to think of different ways he could solve the problem of all the noise in the market. What was it that was so important that all these sellers were shouting all the time?

Mark listened carefully. He heard, “One!” and “Five!” and “Ten!” a lot. He also heard “How Much?” a lot. And “That is too much!”

In fact, the more he listened, the more he realized that it was mostly numbers the sellers were yelling out. Very few of them would actually yell out what they were selling because most had tables or carts piled high with merchandise which made that very obvious.

So Mark came up with an idea and he shared it with his father and together they shared it with all the sellers at the marketplace. Can you guess what this idea was? We will follow Mark on his trip through the market this month and you can try to guess. If you have not guessed by December we will let you know what his idea was.

Note to Teacher: You can modify this story or create your own story keeping in mind that your story only needs to tell about how someone first thought of using these symbols to count. Your main character could be a boy, a girl, a man, or a woman. It could even be a fairy, a gnome or another favorite character of your child. This character starts the story by needing to count something. You can choose what this “something” is. They will then notice how one finger held up is “1” and they will draw a line to reflect that one finger. Then they will decide that this line would be a good way to write “1” and so on. I have also heard some versions of the story where the character is playing with sticks and decides to use the sticks because they represent “1” and II and III and so on.

We have provided some Main Lesson Book pages below and some information about each page. Be sure to look under “Member Galleries” on your first grade curriculum page to see more samples from members. A couple members have even uploaded their entire main lesson books for math!

So now back to our story...

Mark approached his first seller. The man was selling bright orange mandarins. They were round like the sun. And they were only one denari (teacher note: you can change this to the currency of your own country). So whispered something to the man in the booth. Pretty soon, after their conversation, the man smiled broadly at Mark and stopped shouting. Instead he held up his finger – just one finger. People in the market were instantly attracted to this man. They wondered – why isn’t he shouting? Some thought, “oh this is nice. It is quieter over here.” Yet others mused, “What a polite man this must be. He is not shouting.” Soon everyone wanted to purchase from this vendor.

So what did it look like? The bright orange mandarins looked like the sun – one sun!

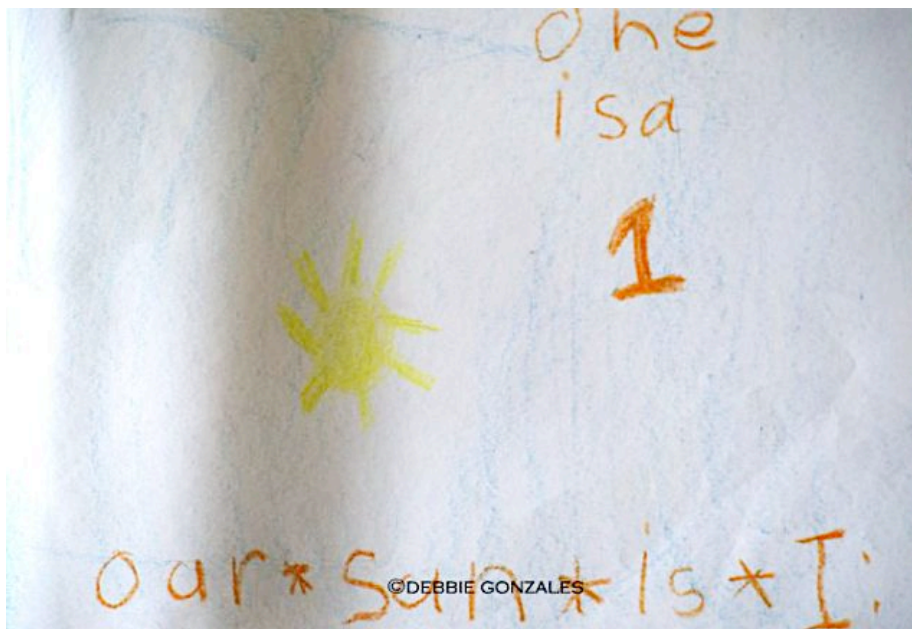


In this drawing Hannah focuses on the number one being like the sun. There is one sun. As we have the student draw the Roman Numeral one we show them how “I” looks much like one finger held up (to count one) and how, if the student stands very straight and tall they also look like the number one. More ideas for teaching the number one can be found in the Sixth Sense Math book. In the new monthly lesson block these two books will be combined.



Jack also draws a sun and both the Roman and Arabic Numerals "1". He notices how the number "1" and the number "I" (Roman) look similar.

In the following example, one of our Earthschooling students creates a page with the number one, the Roman numeral one, the word 'one' and even the Tagalog (Philippine Language) word for one. What a great way to integrate some second language learning as well!



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There are so many ways to introduce your students to the number one. Let your own creativity inspire you and don't be afraid to do something different or use examples from your every day life. In the main lesson book sample below you can see how member Elke Indigo presents the main lesson for the number one...



Used with the permission of Elke Indigo

Additional Activities Inspirations

Here are some inspirations for additional activities you can do with the number one:



The Number One by Heidi Fraser

Afternoon Craft & Story: Martinmas Story & Knitting

The Story of Martin and the Poor Man

By Kristie Burns

Long ago there was a young boy named Martin. He was a kind, energetic and giving young boy. He liked to take care of his younger sister and brother, he helped his father tend the garden and he helped his mother gather greens and herbs for dinner.

But he knew that soon he would leave his family life and would be expected to serve in the military because many teenage boys served in the military where he lived. The peasant boys served because they didn't have other jobs they could get and sometimes their parents needed help with funds for the farms. Other boys, like Martin, were expected to serve because their family was a military family.

In Martin's case his father was a very high ranking military officer so of course he was expected not only to follow in his father's footsteps but to become a great leader as well.

In fact, all that Martin wanted was to live a peaceful life as a farmer or teacher with a family in the woods but he knew this was not to be. So as soon as he reached the age of 14 he joined the military and was assigned a garrison. His first assignment was in the town of Amiens.

Martin quickly rose through the ranks to become an officer so evenings would often find him riding his horse through the town of Amiens or leading his men on a ride through town.

One extremely cold winter night, Martin was riding through Amiens as usual. He looked as handsome and regal as he did every day. He was riding on his well groomed black stallion and he was wearing contrasting military robes in a bright clean white with silver armor underneath. He boots and gloves were lined with lambs wool and his hat was a warm fur. In fact, he was hardly aware of the cold until he started looking at the people in the streets around him.

At first he didn't notice but then, after he looked more closely he could see that as he rode through the town the people in the streets were wrapping their ragged shawls around them, shivering and walking quickly towards home. But one man, a homeless beggar, stood out to him the most.

This man's shawl was the most ragged of all and he was not rushing towards a home because he had no home. Instead, he was standing by the road, begging, and looked as if he were turning blue with cold. And nobody was stopping to help him. Everyone was

so cold and so much in a hurry to get to their own warm home they hardly saw him through the shelter of their hoods, and if they did, they didn't want to stop for even a moment.

But Martin could not help himself from stopping. He stopped his black stallion in front of the shivering beggar man and took off his white cloak. He then took his shining silver sword and cut the shimmering white cloak in half. He gave the larger half to the man in the road and the other half, he wrapped around his own shoulders.

For he knew that although it was important to help others it was also important to take care of himself so he could continue to stay healthy and continue to help others. He would not be able to continue helping if he, himself were ill.

Suddenly, all the people who were in such a rush on the streets stopped. One reason they stopped was the shock that made them stop. They had never seen a high-ranking military officer speak to anyone except if that someone was in trouble. So to see one not only talk to a person, but give them a gift, was amazing to them. But the other reason they stopped was that they were suddenly warm.

Seeing such a kind gesture from the man on the stallion to the man on the street caused each and every person to feel as if a warm liquid had risen in their body from their feet to their heart. It was a brief feeling but enough to make them stop, feel warm for a moment and reflect on what was happening.

Martin did not think about what he did. It was second nature and instinct to him. But later that evening his dreams caused him to reflect on what had happened.

As Martin was sleeping he had a dream. In his dream a man appeared to him wearing the half of the cloak he had given the beggar earlier in the evening. He knew immediately that the man wearing the cloak was the light of the divine which we carry within all of us (This can also be changed according to your religion – so it could become – the light of Jesus or another phrase...).

Thus it was this simple act that not only changed the lives of the people in the village, but also change the life of Martin. For when he woke up in the morning he knew that he needed to leave the military and live a life of giving where he could help people in a similar manner every day. For that was what he was put on earth to do.

Muffin Man

Martinmas Verse or Game

To play as a game: One child stands in the center and everyone sings to that child. One child is the muffin man and gives away to the “poor” who are the other children. Note that we will do this for circle time next week so you only need to do it once this week.

Oh do you know the muffin man?
The muffin man, the muffin man?
Do you know the muffin man,
That lives on Drury lane?

(The child in the center choose a partner and they sing):

Two have seen the muffin man,
The muffin man, the muffin man,
Oh yes, we’ve seen the muffin man,
That lives on Drury Lane! Oh!

(All sing)

Do you know Good Saint Martin?
Good Saint Martin? Good Saint Martin?
Do you know Good Saint Martin?
Who travels here and there?

(The children in the middle choose two people and sing)

Four have seen Good Saint Martin
Good Saint Martin, Good Saint Martin
Oh yes we’ve seen Good Saint Martin
Who travels here and there! Oh!

(Continue until all the children are in the middle circle. Then all yell – Thank you Saint Martin for the muffins!)

Note: You can change the numbers in the verses a bit to practice math the way you want to that day by either counting by 1s, 2s, 3s or other combinations.

Easy Knit Slippers

These are a good example of something Saint Martin might have made for the poor people he was helping. They are quick and easy to make and can be made in many different sizes. They take some focus to make, however, so even though many of your students may have completed the first few knitting projects in the previous months, they will need to make sure they are completely focused while working on this project.

If your student has not yet completed the knitting projects from August, September, & October then go back to those months and have them work through those projects first. A child needs to know the basics of knitting and feel comfortable with them before starting these slippers. However, they are very easy! This could also be a parent-child or teacher-student project that you both work on together.

Simple shaping provides a better fit on the top of the foot than many slipper patterns. We usually do these as a cooperative project but your student could do it alone. Cooperative means that the teacher/parent instructs each person participating in what their role will be in the project. For example, I may start by knitting the first two rows and then I will hand it to the student with instructions like, “please knit one row” or “please knit two stitches for me to start the next row” depending on their ability. Another idea is to knit this project with your students and do one row at a time yourself as they watch and mimic what you do.

The pattern below makes a size 10-13 slipper for women. To make it smaller you just need to reduce each row the same amount. You will need approximately 130 yards of light bulky or heavy worsted weight yarn. Make sure it is something comfortable for the feet. You will be using size 10 US (6mm) needles.

The Pattern

Gauge

4sts and 5 rows = 1" over pattern stitch

Pattern Stitch

Row 1 (RS): K

Row 2 *k2, p2, rep from * across

Instructions

- CO 52 sts.
- Work in pattern stitch for 4-5 inches
- BO 4sts beg next 6 rows
- Keeping to pattern, work 4 rows even until slipper is 6-7" from beg.
- Work k1, p1 ribbing for ten rows (2 additional inches)
- *k1, p1, rep from*
- Repeat this row

Finishing

- Cut the yarn & leave long tail
- Thread through sts on needle and pull tightly
- Fold in half
- Sew toe closed and top seam
- Sew back seam
- Weave in ends on WS.

Special Snack of the Week: Pumpkin Nutmeg Dinner Rolls

¼ ounce package (about 2.5 teaspoons) active dry yeast
1/3 cup sugar
¾ cup milk, heated to lukewarm
7 to 8 cups all-purpose flour
1 tsp. freshly grated nutmeg
1 tsp. salt
1 ½ sticks (¾ cup) cold unsalted butter, cut into bits
1 large whole egg, beaten lightly
2 cups fresh pumpkin purée (recipe below) or 16-ounce can pumpkin purée
An egg wash made by beating 1 large egg yolk with 1 TBS. water

In a small bowl proof the yeast with 1 tsp. of the sugar in the milk for 5 minutes or until the mixture is foamy. In a large bowl combine well seven cups of the flour, the nutmeg, the salt, and the remaining sugar and blend in the butter until the mixture resembles coarse meal. Add the whole egg, the pumpkin purée and the yeast mixture and stir the dough until it is combined well.

Turn the dough out onto a floured surface and knead, incorporating as much of the remaining one cup of flour as necessary to prevent the dough from sticking. For ten minutes, or until it is smooth and elastic. Form the dough into a ball, transfer it to a well-buttered large bowl and turn it to coat with butter. Let the dough rise, covered with plastic wrap, in a warm place for 1 hour, or until it is double in bulk. Turn the dough out onto a work surface, divide it into 14 pieces, and form each piece into a ball. Fit the balls into a buttered 10-inch springform pan and let them rise, covered with a kitchen towel, in a warm place for 45 minutes, or until they are almost double in bulk.

Brush the rolls with the egg wash and bake them in the middle of a preheated 350°F oven for 40 to 50 minutes or until they are golden brown. Let the rolls cool slightly in the pan, remove the side of the pan and serve the rolls warm. The rolls may be made one week in advance and kept wrapped well and frozen if you make extra and want to serve them later. To reheat the rolls, wrap them in foil in a warm 350°F oven and heat them for 25 minutes until they are heated through. This recipe makes 14 rolls.

Main Lesson Activity Day #2: Number 2

So Mark continued on in the market place and soon he came across a woman selling gloves. She was screeching “Two Gloves for Two Dinar! Two Gloves for Two Dinar!” Mark asked her if he could talk to her for a moment. She was happy to oblige since she was getting a bit tired from yelling all morning and she loved children. She found them very entertaining. Mark whispered some ideas to her. You could see him put up both of his hands and then a couple fingers. From a distance you could see her nodding her head and smiling.

Then Mark stood back. Instead of yelling and looking angry the woman was now smiling and she had put a glove on one had and was showing two fingers with her other hand. The people of the market place noticed her smile and stopped to see what she was selling. Hardly anyone else in the market was smiling because they were too busy shouting so her beaming smile stood out like a ray of sunshine in the darkness. It was like the difference between night and day! The woman sold so many gloves that day! How did this look?

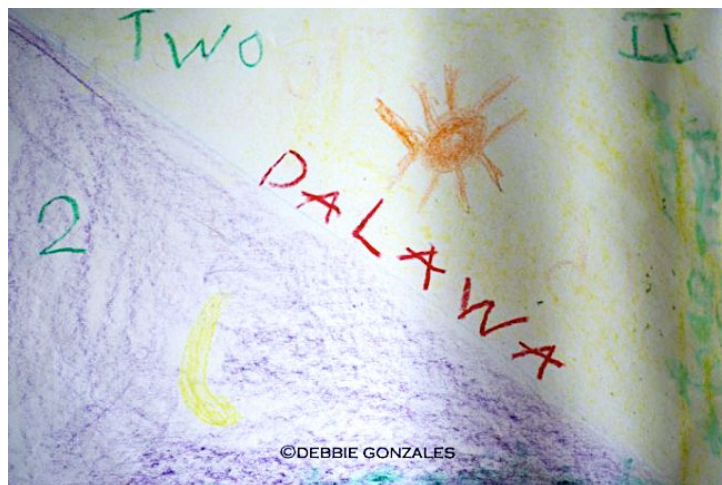


Hannah draws the Roman Numeral II and the Arabic Numeral 2. We talk about how she has two hands and how, if she holds up two fingers it looks like the Roman Numeral II.



Jack's Main Lesson Book shows a more typical and organized page for numbers. He nicely divides up the page with a block crayon into three parts. In one of these parts he writes the number "2" and in another the Roman Numeral "II". He also writes the word "two". His drawing reflects that "two" can reflect a relationship we have with a parent, a sibling or a friend. It also reflects the duality of the moon and the sun. Of course, we have many more ways to explore 2 in Sixth Sense Math.

In this drawing below one of our Earthschooling members integrates the lesson and also adds some second language lessons by having the child write the number two in Tagalog as well (Philippine Language)...



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There are so many ways to introduce your students to the number two. Let your own creativity inspire you and don't be afraid to do something different or use examples from your every day life. In the main lesson book sample below you can see how member Elke Indigo presents the main lesson for the number two...



Shared with the permission of Elke Indigo

Additional Activities Inspirations

Here are some inspirations for additional activities you can do with the number two:



The Number Two by Heidi Fraser

Handwork Lesson Day #2

This month we will continue working on some more precise knitting skills. Today you can either work more on the slipper or you can introduce your child to a new project. If your child still needs help knitting we recommend they do this project instead of the slipper this week. However you, as the teacher, can continue the slipper with them over the next few weeks or months. If your child is able to work on the slipper they should focus on completing that project this month. However, you can still tell the story before you start work today. If you have not yet started knitting with your child you can refer back to some of the lessons in the August or September lesson plans or you can reference the teacher essentials materials or the individual lesson block called Knitting and Weaving with Kids.

This week's knitting story is...

The Silkworm and Spider

Aesop's Fables

The silkworm and spider have a competition. One spins and one weaves.

Having received an order for twenty yards of silk from Princess Lioness, the Silkworm sat down at her loom and worked away with zeal. A Spider soon came around and asked to hire a web-room near by.

The Silkworm acceded, and the Spider commenced her task and worked so rapidly that in a short time the web was finished.

"Just look at it," she said, "and see how grand and delicate it is. You cannot but acknowledge that I'm a much better worker than you. See how quickly I perform my labors."

"Yes," answered the Silkworm, "but hush up, for you bother me. Your labors are designed only as base traps, and are destroyed whenever they are seen, and brushed away as useless dirt; while mine are stored away, as ornaments of Royalty."

"True art is thoughtful, delights and endures."

Knitted Bow

You can knit this bow to use as a package decoration or to attach to a hairpin.

Use size 9 (US) needles to make a bow approximately 2" by 3".

Instructions

CO 2 st, leaving a 10" tail.

Row 1: k2

Row 2: In same st, p1 then p1 tbl 2 times (4 sts)

Row 3: In same st, k1 then k1 tbl; k2; in same st, k1 then k1 tbl (6 sts)
Row 4: In same st, p1 then p1 tbl; p4; in same st, p1 then p1 tbl (8 sts)

Row 5: BO 3, k4 (5 sts)

Row 6: BO 3, p1 (2 sts)

Rep rows 1-6.

BO, leaving a 10" tail.

Weave tails through WS to center and tack to center. Wrap around center one time and tack again.

Cut to desired length.

Afternoon Music Lesson for the Week

In August the students learned the story for the recorder and how to hold the recorder, care for it, blow the notes and read the Earthschooling recorder charts. In September we learned our first song. In October we learned another song. This month we will continue with learning new songs. If your child still needs practice in the basics you can reference the months of August and September or reference the lesson block for pentatonic recorder on your first grade curriculum page.

Merrily We Roll Along Page 1
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The chart displays seven notes from the song 'Merrily We Roll Along' on a pentatonic recorder. Each note is shown on a musical staff with its corresponding fingering on the recorder. The notes and their fingerings are: Mer- (B), -i- (A), -ly (G), we (A), roll (B), a- (B), and long (B). The recorder diagrams show finger positions with numbers 1, 2, and 3, and a legend at the bottom of each diagram explaining the symbols: a red circle for 'no hole/finger rest only', a black circle for 'Left hand', a grey circle for 'hole', and a green circle for 'Right hand'.

Note	Fingering
Mer-	B
-i-	A
-ly	G
we	A
roll	B
a-	B
long	B

Main Lesson Activity Day #3: The Letter M

Today the student will learn a story about the letter M and draw a picture of the story in their Main Lesson Book. There are many ways to do this. The story and picture we used are below. Remember, we will be working with fairytales and letters later in the year so we are using shorter fables to introduce them now. We have also provided a short verse. The teacher should write the verse on the board. The picture the student draws can then be taken from the verse or the story. More advanced students can go beyond just writing the letter M and can copy some of the verse from the board.

Circle Time or Writing Verse for M

The MAZE through the MOUNTAIN

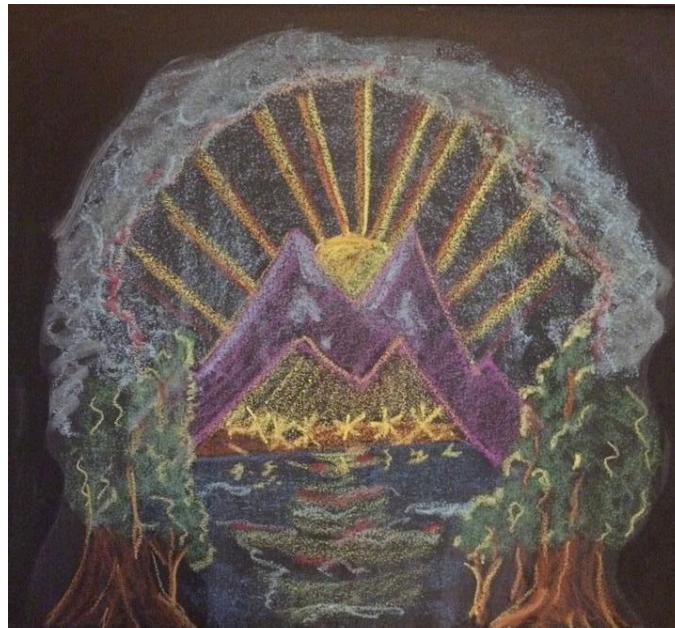
Winds up and down

Mudslides, maples and marigolds brown

Fable for M: The Mountain in Labor

Draw "M" and make it into a mountain for this story

One day people noticed a Mountain in labor; smoke coming out of its summit, the earth quaking at their feet, trees crashing, and huge rocks tumbling. They felt sure something horrible was going to happen. They all gathered together to see what terrible thing this could be. They waited and they waited, but nothing came. Suddenly there was a still more violent earthquake, and a huge gap appeared in the side of the Mountain. The people all fell down upon their knees and waited. At last, a teeny mouse poked its little head and bristles out of the gap and came running down towards them.



Picture by Member Camille-Heinz Parker

Main Lesson Activity Day #4: The Letter M & N

Today the student will write the letter M in their Main Lesson Book as a letter and not as a picture. You should start the lesson by reciting the M verse from yesterday and re-telling the M story. Once this part of the main lesson is done you will move on to the second part of the main lesson.

Today the student will learn a new story about the letter N and draw a picture of the story in their Main Lesson Book. There are many ways to do this. The story and picture we used are below. Remember, we will be working with fairytales and letters later in the year so we are using shorter fables to introduce them now. We have also provided a short verse. The teacher should write the verse on the board. The picture the student draws can then be taken from the verse or the story. More advanced students can go beyond just writing the letter N and can copy some of the verse from the board.

Circle Time or Writing Verse for N

“N” is so sassy and bold.

“Nuh! NO! NOT NOW! NEVER!

“N” is so sassy and bold!

You can make a simple picture of two nails standing with one in the middle that fell. A hammer is an easy thing to draw above your nailed “N” and these items together can form the “N”.

Fable for N: The North Wind

The picture to go with this fable could be the letter N shaped in the swirls of wind blowing all around the coat or the page of the main lesson book.

The North Wind and the Sun disputed as to which was the most powerful. After an hour of arguing they could not agree on whom was the most powerful but they could agree on a contest! They agreed that the one of them that could get a child to take of his jacket most quickly would be the winner and declared the most powerful. So the North Wind tried first with all his power and blew and blew with all his might. But the harder he blew, the closer the child wrapped his/her coat around him/herself. At last the North Wind had to admit defeat. He could not get the child to take of the coat! So he laughed and said, “Ha! See how hard it is? You try now Mr. Sun!”

So the Sun shone with all of his warmth and beamed down upon the child. Slowly but surely the child started to feel warm and took of his coat, and then his sweater until all he was wearing was a T-shirt.

The North Wind was amazed and declared, “Well I can see now that persuasion is better than force in such games” and the Sun was declared the winner.

Main Lesson Activity Day #5: The Letter N

Since we are using a two-day rhythm with letters this month we will be working on the letter N again. Today we will re-tell the story for the letter N, you will recite the verse again and then you will have the student write the letter N in their main lesson book. You can also do some of the additional N activities shown below...



Letter N: Heidi Fraser