# Fourth Grade Block One

## Weekly Planner Version

## Four Weeks

*Could Be Use for August*



## This Sample

This is a sample of our new "daily lesson planners" for fourth grade. The sample below contains two weeks of the first block. The fourth grade year includes all the main lesson blocks *as individual blocks* AND organized as daily planners (like this one) – YOU get to choose which format works best for you. The fourth grade year comes with 9 months of daily planners. Many additional pictures for the lessons below are located on the member website on the fourth grade member curriculum page.

## The Fourth Grade Year

*Theme: Individuality. What is my place in the world? Cultivate Awareness of Local Environment and Character.*

From Class Four children have developed to a point where they can be led into the history and geography of their locality. Tumultuous stories of Norse mythology teach about character and individuality in a complex world. Children begin to learn about their place in the surrounding environment with the study of local geography and map making. They write their own compositions and increase math skills by learning fractions and long division. In music they must hold their own in playing or singing a round. They continue to work with the recorder and may also take on other instruments with private lessons.

Students will complete a lesson block on humans and animals, which covers the relationship between the human and animal kingdom. The students find strength and comfort in the comparison of the one-sidedness of various animals with well roundedness of humans. They create the figure of human form and then follow a detailed study of forms and habitats of animals (beavers, bats, lions, foxes, etc.) through poetry, clay modeling and play-acting to feel fascinating skills and qualities that animals possess. Through this work he students see the unique and responsible position humans hold.

# Block One Weekly Themes

**Week One:** Rhythm
*Student:* What is rhythm? Where do we find rhythm in nature? In the home? In music?
*Teacher:* Cornerstones: Rhythm

Find your natural rhythm this week through stories, verses, crafts and inner work. What time does your class naturally want to start? What time does your class get hungry for snack or to get some energy out on a nature walk? What household or classroom chores will you need to add into the schedule? Do you have farming or gardening chores to do? Baby care? Household chores? Anything else? Find the natural flow of your class. Rather than following the schedule strictly this week allow the natural flow of your day to modify it and see what happens.

**Week Two:** Time
*Students:* What is the day of the week, month or season of the year? How do we know the time of day, month or year? What signs are there?
*Teacher:* Cornerstones: Schedules

Talk about the schedule of the classroom with your students, parents or self (inner work). What does the class need to change or modify or add? How did things go the first week? Talk about ideas and create a "test schedule" to try for the next week.

**Week Three:** Guides
*Student:* Stories about manners, community and the importance of guidelines. Who is your guide? Who do you follow or learn from?
*Teacher:* Cornerstones: Guidelines

Talk about the guidelines of the classroom with your students, parents or self (inner work). What guidelines does the class need to function smoothly? You have had two weeks now to observe the temperaments, rhythm, and needs of your class. Use the stories and verses this week to model good manners and community cooperation to your classroom. You can even add some of your own stories or verses in. Does your class this year need some extra work with learning how to listen? Tell a story about listening. Does your class this year need some extra work with how to sit quietly for a story? Be sure to use the "Fairies of the Story-time" verse with them.

**Week Four:** Crops and Harvest: Depending on what area of the world you live in you will be celebrating planting, cultivation or harvest this week. If this week does not correspond to a harvest in your area you can still use this theme by exploring other meanings of the word harvest, harvest in other areas of the world or by doing simple harvest tasks on houseplants or during play time with props.

### Special Block One Instructions

Since this is the first month of lessons for the year more than half the lessons this month should be "corner-stone/review" lessons. These lessons should teach children very important skills they will use the rest of the year OR they teach the children the METHOD that they will use to build skills the rest of the year. For example when the kindergarten children learn to finger-knit this month, this will be a skill they will be able to use all year. However, when the first graders learn about the letter A, this is not all they will need to know all year but it is still a "cornerstone class" because they will be using the same method to learn the other letters all year. This month your fourth grader will be introduced to some of their fourth grade math for the year. They will start with the Man & Animal block because this block integrates language, science, reading, writing, grammar, history which all provide a cornerstone for the rest of the year.

*(Section Removed Here) Read more in the full fourth grade curriculum…*

### Circle Time in Fourth Grade

Note that during third and fourth grade you will not have a circle time like you did in preschool, kindergarten, first and second grade. You will be using verses for holidays, for recorder lessons (see separate recorder music), and morning singing.

You will start each day with one song, but …

*(Section Removed Here) Read more in the full fourth grade curriculum…*

## Opening Songs

We had different opening songs depending on the time of day we had class and the age of the children. I tried to choose an opening song that would be the same for each age so as the child moved up in age they looked forward to a different opening song. And don't worry that they get tired of it! Some kids I had sang the same opening song for two years and still loved it! Choose what is appropriate for your family/group below and start your circle time with your chosen song every morning. There are MP3s for these songs on your curriculum page or the Teacher Essentials Guide page.

*(Section Removed Here) Read more in the full fourth grade curriculum…*

## Snack Time in Fourth Grade

This is all about creating traditions and teaching children to make healthy choices.

*(Section Removed Here) Read more in the full fourth grade curriculum…*

## Why Do We Have Nine Blocks?

Usually the word block means “one subject that is taught during one block of time”. In the Waldorf program a teacher may focus on only one block at a time and then move on to the next block. She may even work through part of a block, go on to the next one and then go back to the first block again. Some teachers, especially as students get older, will often work on two or more blocks at once.

The lessons are organized throughout the year to focus on one main block each 4-week period. This main block is accompanied by a complimentary subject which is not officially a main lesson block, but which compliments the main block. Typical subjects used for supporting blocks are math and language, which inherently are taught more effectively when integrated with other subjects. However, they are each given block time on their own as well.

The reason we have organized the blocks in this way is to make the blocks easier to organize. Many teachers will just teach using a “flow” method and teach until they “feel” a stopping point and then move on. They do not need a structure that tells them what to do each day or when the block should end. Some teachers say this structure actually inhibits the flow of their class.

However, some teachers and parents find it easier to plan when they have a specific guideline to work from. So we have scheduled nine “blocks” for your fourth grade year so you can easily organize these “blocks” a month at a time and, if needed, correlate them with multi-age classes (that are organized by month). You do not need to teach these blocks in order. For example, you may choose to teach the Man & Animal block and then move on to another block before returning to the Man & Animal block later in the year.

Our schedule for the year will be as follows on the next page. You may print this next page for reference. Use the empty space below for teacher notes (if you have printed this out).

## The Fourth Grade Year

**Block One**
Man & Animal - Part One
Math
Clay Work & Beeswax

**Block Two**
Man & Animal - Part Two
Math
Knitting Animals

**Block Three**
Norse Mythology - Part One
Language Block
Cross Stitch

**Block Four**
Norse Mythology - Part Two
Form Drawing
Cross Stitch

**Block Five**
Native American Block - Part One
Local Geography
Native American Crafts

**Block Six**
Native American Block - Part Two
Language Block
Native American Crafts

**Block Seven**
Animal Science Block
Math
Sewing Animals

**Block Eight**
Local Geography
Math

**Block Nine**
Language Block, Year Review & Catch Up
Plays for Fourth Graders - Year End Play

Keep in mind that you do not need to use these as nine blocks. Some ways in which you can modify this format include:

1. Follow the guide below in order but work at a faster pace
2. Follow the guide below but work at a slower pace
3. Insert your own lessons in some days instead of ours (this is recommended if there is a local resource available to you such as a museum tour, visit to a reservation, Norse exhibit at your local Science Center, trip to an animal science facility, etc.)

## The Three-Day Rhythm

The Waldorf classroom is often run on a 3-day rhythm.

*(Section Removed Here) Read more in the full fourth grade curriculum…*

**Three Parts of the Main Lesson**

The main lesson for a student in first through eighth grade is usually two hours but it can be less or more depending on the student. This may seem like a long time for a grade school student but it is actually divided into three parts. Dividing it is very important to the lesson because each of these parts addresses a different part of the student and often a different temperament as well…

*(Section Removed Here) Read more in the full fourth grade curriculum…*

## The Two-Day Rhythm

As the student gets older they can switch from a 3-day rhythm to a 2-day rhythm depending on the concepts being introduced…

*(Section Removed Here) Read more in the full fourth grade curriculum…*

## Doing Two Main Lessons

*(Section Removed Here) Read more in the full fourth grade curriculum…*

# Handwork for the Year in Fourth Grade

**First Grade** was a bridge between kindergarten and the grades. A big theme for the first grade year was transitioning, awakening the child's powers of observation beyond imagination, training fine motor skills in preparation for their first grade tasks and discovering that behind all form lies the straight and curved line. Your first-grader worked on basic yarn skills like how to handle wool yarn and how to wind a yarn ball. They worked on finger-knitting and braiding projects. The first grader also learned how to knit a garter-stitch and how to cast on and cast off. They probably started the year by making their own knitting needles. Second graders should be comfortable with all these processes so they can start on their second grade crafts, art and handwork.

**Second Grade** was full of imagination but also of self-awareness and world-awareness. Children start to learn more about themselves and become more aware of the polarities of good and bad. Second graders learn these concepts through stories of saints, heroes and animal fables. Children graduate to crochet, which enhances their dexterity even more so they can tackle the tasks of cursive and more advanced writing in second grade. They may create some animals or items from the stories they hear in the realm of crochet. However, at the same time, the second grader will continue expanding their knitting skills. They will add purling, stockinet, ribbing, decreasing and increasing to their skill-set. They will start to experiment with using different colors together in their work. They may also do some prep-work for their third grade year so that when the third grade year comes they can focus on using their skills more instead of spending as much time on learning new skills. For this reason they may also be introduced to needle-felting during this time.

**Third Graders**, like Adam and Eve, in the Old Testament that they study this year, are becoming more aware and realizing they will eventually need to “leave the parental nest/paradise”. Because of this, third graders will be reviewing all that was learned in first and second grade by focusing on farming and practical-life skills this year. In the process of “homesteading” they will do knitting, crochet and sewing. However, they will also learn things such as drop spindle work, weaving, simple embroidery and natural dying. Needle-felting, sewing, knitting and crochet will be used to create things for the nature table, home and clothing. Crochet work will also reflect their schoolwork. They will be creating some of the same geometrical shapes in crochet that they are creating in form drawing lessons. A child in second grade will get a hint of some of these third grade skills. However, unless the child is passionate about a certain project or skill then any intense study or focus on the skill should be reserved for third grade.

**Fourth Graders:** In fourth grade the student is ready for more intricate fine motor skills. They are encouraged to go beyond the basic knitting and crafting of their younger years and embark on more challenging tasks. They may knit with smaller needles, work with embroidery and do clay modeling and beeswax modeling that is more precise. One of their biggest accomplishments this year will be finishing some cross-stitching projects. Not only

does cross-stitching involve fine motor skills but it also involves concentration, geometry and patience. These tasks also help the right and left-brain create more communication links, which enhance all other areas of study for the fourth grader. As the fourth grader moves into making closer observations of the world around them (through the Man & Animal Block and the Local Geography Block) this method of crafting and handwork helps them slow down from the fast-paced world around them and take time to notice the details and relax in the moment.

## Nature Stories & Nature Walks for Fourth Graders

*(Section Removed Here) Read more in the full fourth grade curriculum.*

### Telling Stories to Fourth Graders

In October we will be going through some of the language block with the students and focusing more on their individual reading and writing abilities. However, as teachers we need to start the year with an understanding of the fourth grade language block and how we will be telling stories to our fourth graders. As usual I will start by providing a perspective of how we got to this point…

*(Section Removed Here) Read more in the full fourth grade curriculum…*

### Storytelling in Waldorf Education

*(Section Removed Here) Read more in the full fourth grade curriculum…*

### Fairytales for All Ages

Although fourth graders do not officially hear fairytales are part of their main lessons teachers can always use fairytales for a main lesson or for story-time when they find an appropriate one. For example, perhaps you found the perfect fairytale that goes with a man & animal lesson for the day. You do not need to set it aside because “fourth graders do not do fairytales”. Fourth graders *can* listen to fairytales of their own and those of their younger siblings or classmates.

*(Section Removed Here) Read more in the full fourth grade curriculum…*

### Telling Stories in Different Ways

*(Section Removed Here) Read more in the full fourth grade curriculum…*

### Tips for Fourth Grade Storytelling

As stories become more complex, more technical and demand more accuracy (as in telling Norse myths) it can become more challenging for the teacher. However, using a few simple tips can help make this process easier.

*(Section Removed Here) Read more in the full fourth grade curriculum…*

# Main Block: Man & Animal
# Complimentary Block: 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.

## The Man & Animal Block

### Fourth Grade Man & Animal: Teacher Goals

Your main science block this year is "Man and Animal". Children will be studying zoology in the upper grades. Your goal is not to have the child learn everything about every animal in all the books. Your goal is to enrich their knowledge of the animal kingdom in general and provide them with some general knowledge about animals. A child should learn a bit about where animals live and how you can find them through signs and tracks (although we will be doing a complex tracking unit in G9 so they don't need to be experts at this age), and how different animals look and are formed. A basic familiarity with different species of animals is all that is required...

*(Section Removed Here) Read more in the full fourth grade curriculum…*

**Why We Do the Man and Animal Block**

*(Section Removed Here) Read more in the full fourth grade curriculum…*

**Steiner's Philosophy Behind the Man and Animal Block**

Steiner had a deeper reason he felt studying man and animal was important and he spoke about this to adults, teachers and friends. He did not intend that this entire philosophy would be "spelled out" to a young child. But it does show that he believed these concepts were not only important to the fourth grade child but also to the adults he spoke to. He says, in *The Origin of the Animal World in The Light of Spiritual Science* by Dr. Rudolf Steiner, Berlin, January 18, 1912, "Contemplating the origins of the animal world it

becomes clear to us that in truth the entire earthly existence reveals itself in such a way that we can understand it only along the lines of Goethe, who has said, but only by way of a hint, in such a way that results concerning the origin of man and animal, have reality for the spiritual researcher. For if we turn our gaze to the whole world, by what means, in truth, does all that which surrounds us gain its real worth, its value?

*(Section Removed Here) Read more in the full fourth grade curriculum…*

**The Philosophy Behind the Man and Animal Lessons**
We start by showing the child the "whole" and then going into the parts, as is traditional in Waldorf education. The teacher starts by discussing how, of all the mammals and animals…

*(Section Removed Here) Read more in the full fourth grade curriculum…*

## Man and Animal Block Background for the Teacher
### Man and How He Relates to Animals

**Complexity and Diversity:** Man is complex and diverse. However, animals are focused on one thing, which is actually very developed. We always see animals as less developed than we are and they are in some ways. However, in other ways they are more developed. Steiner says,

"In terms of evolution, we know that as species progress up the evolutionary ladder, that they become more specialized – yet here is the human being, the least specialized of all! This is an important point to get across to the fourth grader (leaving out everything about modern ideas on evolutionary science which comes much later in their school career): that the animals are specialized, one-sided even, whereas the human being is not. However, the human being has something that the animals do not possess – the spark of the Divine."

**Will -vs- Instinct**

*(Section Removed Here) Read more in the full fourth grade curriculum…*

**The Animal as a Vessel**

*(Section Removed Here) Read more in the full fourth grade curriculum…*

## Man as a Three-Fold Being

Man has been described by Steiner as a two-fold being, a four-fold being and a three-fold being. In the realm of the two-fold he categorizes the two parts of man as the "spiritual" and "physical".This probably seems the most familiar to people today as most religious beliefs include this view of man…

*(Section Removed Here) Read more in the full fourth grade curriculum…*

## Expanding the Man and Animal Block

Not all of your lessons will be about specific animals. We have included instructions below for each day. However, you can expand on this block to include as many animals as you want to. If you want to focus on one animal or you want to expand the block into more weeks we have included instructions below. These instructions are meant to guide you when adding lessons to this block.

*(Section Removed Here) Read more in the full fourth grade curriculum…*

### A Sample Three-Day Plan for Specific Animals

Using the steps above you can create the following 3-Day Plan:

*(Section Removed Here) Read more in the full fourth grade curriculum…*

## Additional Reading for Man & Animal Block

Parents have been asking me to include some ideas for additional reading in the lesson plans – books they can have their children read, check out from the library for the family or read to their child in addition to formal lessons. Extra reading time is built into the schedule so parents want some ideas of books they can "plug into" these slots that will also enhance the lessons they are teaching.

*(Section Removed Here) Read more in the full fourth grade curriculum…*

# Fourth Grade Math Block

## Introduction

Although this is called a "block" this does not mean that you will only study math a few weeks during the year. This means that you will focus on learning new concepts during certain times of the year. However, your student should be practicing math concepts for at least ten minutes a day at least three days each week.

During the math block we have provided problems for the block. For daily practice you will need to provide additional practice problems. You can do this by providing practice problems you create for them on the board, practice problems from a library workbook, or other source.

*(Section Removed Here) Read more in the full fourth grade curriculum…*

# Pedagogical & Developmental Information for G4 Math

## Introduction

In third grade we worked to solidify previous math knowledge by practicing the multiplication tables often, and by working on addition and subtraction facts. We learned the basics of measuring time, weight, distance and volume. We worked on learning about division with remainders, carrying in multiplication and simple long division. Children were encouraged to do some mental math as well. In fourth grade we will continue to expand on that by working with more fractions, practicing more complex long division and doing more mental math. We will also explore more complex systems of measurement. Looking ahead, keep in mind that in fifth grade the student will be working with decimals, actual formulas for area and perimeter (of squares, rectangles and triangles), charts, graphs and negative numbers.

This is a time to expand on and practice what we learned in third grade. In addition we will be learning how to deal with fractions this year – including adding, subtracting, multiplying and dividing fractions. Children at this age are experiencing changing abilities as they navigate the nine/ten year old change. For the first time they can see things as having parts so this is the perfect time to introduce fractions. However, before we approach the formulas and paper-work of fractions we will spend the beginning of the year exploring fractions in more creative and "live" ways. As is standard in Waldorf education, the concept must be developed before the formal learning is introduced. At the end of the year we will work on long division and throughout the year your child will work on memorizing their times tables (unless they have already finished this in third grade). You should strive to keep a balance between the thinking and experiencing

so this unit on fractions through cooking is a good balance to the thinking work that will go into writing down these fractions. Another unit that will help balance math this year is the form drawing unit. Before teaching about long division, students should once again take a break from the mathematical thinking and work on geometrical form drawing. The feeling of separateness comes in handy here, otherwise one might get lost in the maze. The theme of separateness is further reflected in the mathematics curriculum with the study of fractions.

In first grade we explored the very basic measurements of time through celebrating the seasons, as we continue to do into the upper grades. In second grade we measured things that naturally occurred in our lessons – we measured out food we were cooking and portions of food among other things. In third grade we explored the history of weights and measures and went beyond the concept of measuring to create our own measurement system. In fourth grade we will provide the student with the bridge between fifth and sixth grade measurements (finding area and volume) by measuring things in more detail. We will explore measurements through cooking (see additional file mentioned above) and will measure complex spaces through our geography block (local geography involves mapping one's space, among other things).

When we explore the concept of fractions this year we will first learn how to reduce them and expand them. We will do this unit after we have explored fractions through cooking and after the child has done a lot of practice work in division and the other four basic processes. Make sure the child has a good foundation before going into fractions. In fifth grade we will be working with decimals and in sixth grade we will join the two when we work with percentages.

## Long Division in Fourth Grade

*There are a few new things here that were not introduced in third grade (to those students who chose to do long division in third grade) so read through this file even if you worked with your student(s) in third grade on this.*

*(Section Removed Here) Read more in the full fourth grade curriculum…*

## Respect for Complexity in Math in Fourth Grade

A student learns that math is not always going to be one step and that sometimes they must perform multiple steps to arrive at the right answer. This principle can be carried into life as well. Finding a short-cut to problems is fun and useful, but it helps the student skip this essential step of math.

*(Section Removed Here) Read more in the full fourth grade curriculum…*

## Extra Math Tools for Fourth Grade

The following items are not required for fourth grade. However, they are items that have enhanced our classroom for many years so we are sharing them with you as an option. The abacus is an especially useful tool to keep in the classroom. Once the student knows how to use it they can often be seen "playing" with it when they are not doing a lesson.

*(Section Removed Here) Read more in the full fourth grade curriculum…*

## How to Read the Schedule Charts Below

You will notice there are black words and blue words in the charts below. The black words are the general organizational format of the day and do not include the specific lessons. The specific lessons are in blue. These items in blue font are the exact lesson we suggest for that day and can be found below the chart in this document.

The black font is included for two reasons.

1. In the black font we have included notes as to what other children may be doing at this time. "EC", for example, means "Early Childhood" and lets you know what your younger students or children can be doing at this time if you are working with multiple ages. If you are not you can ignore these suggestions.
2. The black font is the general format of what we suggest for you on this day. If you have another lesson for this day instead of the one we have offered this black font will guide you in how to integrate your own lessons and ideas seamlessly into these plans. For example, perhaps we suggest you read a story and draw a picture on day one. Perhaps you have your own story and picture you want to use on this day instead of ours from another curriculum, the Internet, Pinterest, or a book.

**Snack Suggestions:** Snack suggestions below are the same for all ages and are included as a suggestion but they can be ignored or modified as well. The snack suggestions are most useful for multi-age classrooms (since all the snacks are the same for all your classes) or for teachers/parents who need ideas for snacks each day. For the younger children these are "required" or "highly recommended". However, as the child gets older, you can be more flexible with their snack experiences and let them do more of the planning.

**Empty Boxes:** The empty boxes are places where you can take notes. Some ideas for notes include: Meal plans, notes about what your other children will do during this time, notes about extra activities your students may be doing outside the classroom, notes about additions you want to make to the lesson that day, notes about birthdays or other holidays, or anything else you want to write that will help you plan.

**Snacks or Breakfast**: This time slot corresponds with the time when early childhood students are eating snack. Early childhood students have a need to eat more small meals throughout the day. Younger students need to start the day with a small breakfast, do their circle time, help prepare the snack and then enjoy a snack. Older students may skip breakfast and eat snack as their breakfast. However, everyone should start the day with a large glass of water and/or other drink. As the body ages it needs more time to engage in eating after "fasting" at night. It is usually a good idea to do at least one thing before eating in the morning (for older kids and adults). This is circle time in the chart below.

**Letters in the Charts (Morning A, B, C, etc..)** : The charts in the curriculum all have letters instead of times. We do not want to tell you what time you should do each block in the chart because each home or school has their own rhythm. You can either start the year by defining what time each letter is equal to OR you can simply do the blocks in order and not be worried about times. In our classroom we would do the blocks in order. The only time we worried about was lunch. We would make sure to have that between 12:30 and 1:00pm daily.

**Morning D1 and D2**: On the chart below you will see the morning lesson time is divided into two slots. This corresponds to "Morning D" for grades preschool through second grade. If you are working with one grade then you can ignore this note and just continue as you would through the schedule. If you are working with multiple grades you can use this in a few different ways.

**Method One**: You can make the main lesson* for younger children last one hour and have the first main lesson for the older student last for a half and the second main lesson for another half hour. When I am in this situation I usually start by using 10-15 minutes with the younger kids to get them started on their main lesson. Then I leave the younger students to do their work while I use the next 10-15 minutes to teach the older children their main lesson. Then, while the older children are working I go back and check on the younger ones and help them along (perhaps teaching them a bit more of their main lesson). After that I return to the older students and teach them the second main lesson. I then use the rest of the class to help both sets of students through their main lessons.

**Method Two:** You can make the main lesson for the younger children last one half hour. You can then do the following:

1. Teach main lesson to younger students for 10-15 minutes
2. Leave younger students to work on their main lesson books
3. Teach older students their first main lesson for 10-15 minutes
4. Finish up with younger students and direct them to free play, reading, outdoor play, clean up, food prep, extra work or other work they can do alone.
5. Spend the last half hour focusing only on the older students and doing their main lesson

**Method Three:** You can split the morning into three and do the main lesson for the younger kids and then do the main lesson for the older students, and finally, do the second main lesson for the older students. During the times a student does not have a lesson you can provide them with activities like independent reading, free play in a section of the room, practice work, or other independent work. They are also welcome to listen in and participate (on their own level) with the other students that are not their age. **Refer to other sections of this introduction for "How to Do A Main Lesson"*

| **Week One New Rhythm** | **Monday** Purple - Rice | **Tuesday** Red – Barley | **Wednesday** Yellow - Millet | **Thursday** Orange - Rye | **Friday** Green - Oats |
|---|---|---|---|---|---|
| Morning A Breathing Out | In Tune With Mother Nature | Repeat verses and movement | Repeat verses and movement | Repeat verses and movement | Repeat verses and movement |
| | | | | | |
| Morning B Breathing In | **Snack or Breakfast** Brown rice with grapes, blueberries, blackberries – something seasonal | **Snack or Breakfast** Barley with apple, raspberries, cherries, strawberries, watermelon | **Shape Cornerstone Bread One & Snack** Millet w/ nuts bananas, sweet squash zucchini, pears, mango | **Snack or Breakfast** Rye with oranges, tangerines, mandarins, melon, mangoes | **Snack or Breakfast** 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 D1 Breathing In | *Early Childhood:* Free Play *G1 and Up:* Main Lesson: Man & Animal Lesson | *Early Childhood:* Free Play *G1 and Up:* Main Lesson Man & Animal Lesson | *Early Childhood:* Free Play *G1 and Up:* Main Lesson Man & Animal Lesson | *Early Childhood:* Free Play *G1 and Up:* Main Lesson Man & Animal Lesson | *Early Childhood:* Free Play *G1 and Up:* Main Lesson Man & Animal Lesson |
| Morning D2 Breathing In | *Early Childhood:* Free Play *G1 and Up:* Main Lesson: G4 Math | *Early Childhood:* Free Play *G1 and Up:* Main Lesson G4 Math | *Early Childhood:* Free Play *G1 and Up:* Main Lesson G4 Math | *Early Childhood:* Free Play *G1 and Up:* Main Lesson G4 Math | *Early Childhood:* Free Play *G1 and Up:* Main Lesson G4 Math |
| Morning E Breathing Out | **Nature Walk** | **Nature Walk** | **Nature Walk** | **Nature Walk** | **Nature Walk** |

| | | | | | |
|---|---|---|---|---|---|
| Lunch<br>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<br>Breathing Out | Shaping Clay Animals | Shaping Clay Animals | Shaping Clay Animals | Shaping Clay Animals | **Field Trip** or Shaping Clay Animals |
| | | | | | |
| Afternoon B<br>Breathing In | *EC:* Rest Time<br>G1 and Up: Handiwork, Craft: Continue Same Craft | *EC:* Rest Time<br>G1 and Up: Music Lessons – *Private or Soprano Recorder* | *EC:* Rest Time<br>G1 and Up: Handiwork, Craft: Continue Same Craft | *EC:* Rest Time<br>G1 and Up: Music Lessons – *Private or Soprano Recorder* | **Field Trip** or Catch Up Work |
| | | | | | |
| Afternoon C<br>Breathing Out | *EC:* Craft<br>*G1 and Up:* Catch Up | *EC:* Craft<br>*G1 and Up:* Catch Up | *EC:* Craft<br>*G1 and Up:* Catch Up | *EC:* Craft<br>*G1 and Up:* Catch Up | **Field Trip**<br>*Or Catch Up Work* |
| | | | | | |

## Verse of the Week

### In Tune With Mother Nature

If you listen for the songbirds As they greet the summer sun,
And love the way the wind can make The trees sings just for fun;
If you like to hear the ocean As it drums upon the shore,
And imagine all the whales out there, And hope they'll sing some more;
If you think of all the animals As players in a band,
Each with a lovely tune to play, All needed on the land;
And know that as a boy or girl A woman or a man
You have a vital role to play In Mother Nature's plan;
If you honor every living thing As a part of nature's treasure
You're in tune with Mother Nature So let's all sing her song together.

## Main Lesson (Morning D1): Day #1

Today you will start the lesson by putting the following verse on the board for the students to copy into their main lesson books. You may also create a picture to go with the verse for them to copy into their main lesson book.

God sleeps in the mineral
Dreams in the plant
Stirs in the animal
And wakes in Man

- Rumi

Once you are done with the verse and drawing you will lead the children in a discussion about the kingdoms of nature. It is important to start this lesson with asking rather than telling the child what to think. The teacher should ask questions that draw the child into the world of observation. The following questions are examples of what you can ask your class:

1. How are animals different from the rocks on our classroom nature table?
2. How are animals similar to rocks or other minerals?
3. How are animals different from plants?
4. How are animals similar to plants?
5. How are animals different from you?
6. How are animals similar to you?

Make lists on the board or have the children make lists in their Main Lesson Book with answers. Encourage the children to explore all their senses when answering the questions – they should consider sight, sound, touch, smell and taste.

I always find some of the similarities so interesting. Like baby bear cubs have a cry that is exactly like a human's and apes can grasp things much like humans do.

From this discussion it should become clear that each kingdom (mineral, vegetable and animal) has a gift to give the world but they give different gifts. It should also become clear that each of these kingdoms depends on the other.

So after you make these lists based on the questions you ask you can have the students start putting some drawings in their main lesson book.

Hannah's block crayon drawing of man – Copyright Earthschooling

# Complimentary Main Lesson (Morning D2): Day #1

We will start the year with some review and some mental arithmetic. Your student should be able to do basic addition, subtraction, and multiplication with numbers that have more than one digit. They should also be adept at basic division with one-digit numbers because we will move to dividing larger numbers this year. As we move through the problems this week take note of what problems your student needs to work on. If they are having difficulty with any of the processes then have them take ten minutes a day to work on that particular process until they are more comfortable with it.

**Adding Practice With No Regrouping**

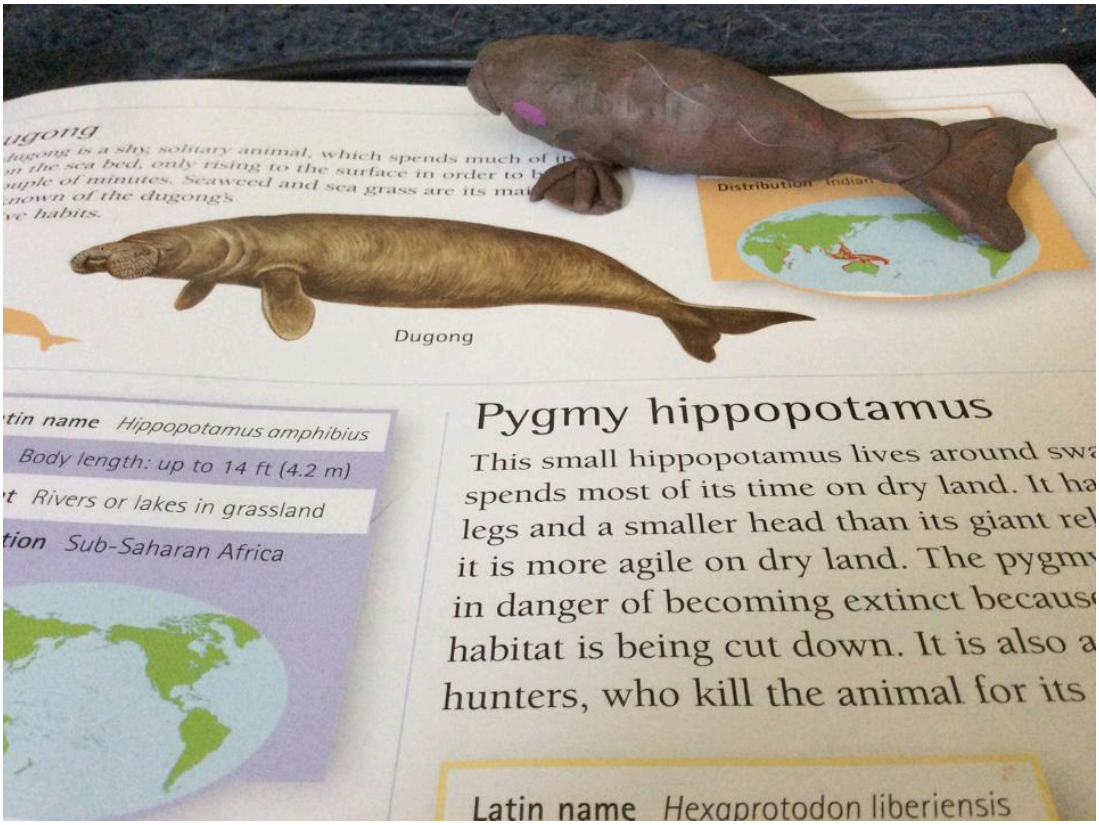
The teacher should write these problems on the board for the student to practice. If they are too difficult for the student to complete in one sitting then you should save the extra problems for the student to practice (2-3 each day) for the next few weeks. Do not write the red solutions on the board. These are for the teacher only.

| | | | | |
|---|---|---|---|---|
| 263<br>+ 14<br>277 | 322<br>+ 75<br>397 | 730<br>+ 21<br>751 | 562<br>+ 12<br>574 | 241<br>+ 41<br>282 |
| 244<br>+ 34<br>278 | 644<br>+ 12<br>656 | 363<br>+ 36<br>399 | 720<br>+ 74<br>794 | 736<br>+ 10<br>746 |
| 610<br>+ 37<br>647 | 412<br>+ 73<br>485 | 417<br>+ 12<br>429 | 415<br>+ 80<br>495 | 440<br>+ 59<br>499 |
| 362<br>+ 21<br>383 | 520<br>+ 29<br>549 | 571<br>+ 23<br>594 | 226<br>+ 10<br>236 | 216<br>+ 32<br>248 |

## Handwork/Craft Project for the Week: Start on Day #1

This month we will be working with clay and beeswax to form the animals we are talking about during our morning main lessons. Not only is working with clay and beeswax a meditative experience embracing the senses of touch, sight and smell – shaping the animals using these mediums help the student experience the lessons in a sensory manner.

To gain more insight into how to guide your students through the next two weeks of working with clay you can watch the video “Clay Work” by Brian Wolfe (found in the teacher support video files).




Clay animal by Earthschooling member, Unita

## Main Lesson (Morning D1): Day #2

Ask the children to review the lists you made the previous day and talk about what the different gifts of each of the Kingdoms is. Also have them talk about how each Kingdom depends on the other one. Have them either talk about this or draw lines from one phrase or picture on the board to another. For example: On day one a child might have said “animals are different from plants in that they move while they grow while plants stay in one place and grow”. On day two you may draw a line from “plants grow in one place” to the animal kingdom because the fact that these plants stay in one place and do not move is what makes it possible for animals and humans to settle in territories and homes!

Hannah’s block crayon drawings of the animal kingdom

## Complimentary Main Lesson (Morning D2): Day #2

We will start the year with some review and some mental arithmetic. Your student should be able to do basic addition, subtraction, and multiplication with numbers that have more than one digit. They should also be adept at basic division with one-digit numbers because we will move to dividing larger numbers this year. As we move through the problems this week take note of what problems your student needs to work on. If they are having difficulty with any of the processes then have them take ten minutes a day to work on that particular process until they are more comfortable with it.

**Subtraction Practice**

The teacher should write these problems on the board for the student to practice. If they are too difficult for the student to complete in one sitting then you should save the extra problems for the student to practice (2-3 each day) for the next few weeks. Do not write the red solutions on the board. These are for the teacher only.

| | | | |
|---|---|---|---|
| 353 | 330 | 935 | 944 |
| - 321 | - 225 | - 547 | - 762 |
| 32 | 105 | 388 | 182 |
| 205 | 201 | 959 | 998 |
| - 153 | - 155 | - 800 | - 141 |
| 52 | 46 | 159 | 857 |
| 161 | 949 | 756 | 931 |
| - 151 | - 736 | - 339 | - 151 |
| 10 | 213 | 417 | 780 |
| 697 | 999 | 557 | 382 |
| - 552 | - 794 | - 294 | - 293 |
| 145 | 205 | 263 | 89 |
| 588 | 711 | 572 | 161 |
| - 175 | - 343 | - 447 | - 118 |
| 413 | 368 | 125 | 43 |
| 832 | 544 | 443 | 142 |
| - 259 | - 207 | - 434 | - 128 |
| 573 | 337 | 9 | 14 |

## Craft/Handwork Day #2

Continue having students shape animals from clay. You can use pictures from books or the Internet. You could also use the Burgess Book of Animals that we have provided you on your fourth grade curriculum page for pictures.


Clay Animal by Unita Walburn

# Special Snack of the Week Day #3: Cornerstone Bread

*Cornerstone breads are the breads will be the ones you use the most throughout the year…*

## Basic Yeast Bread

**Ingredients**

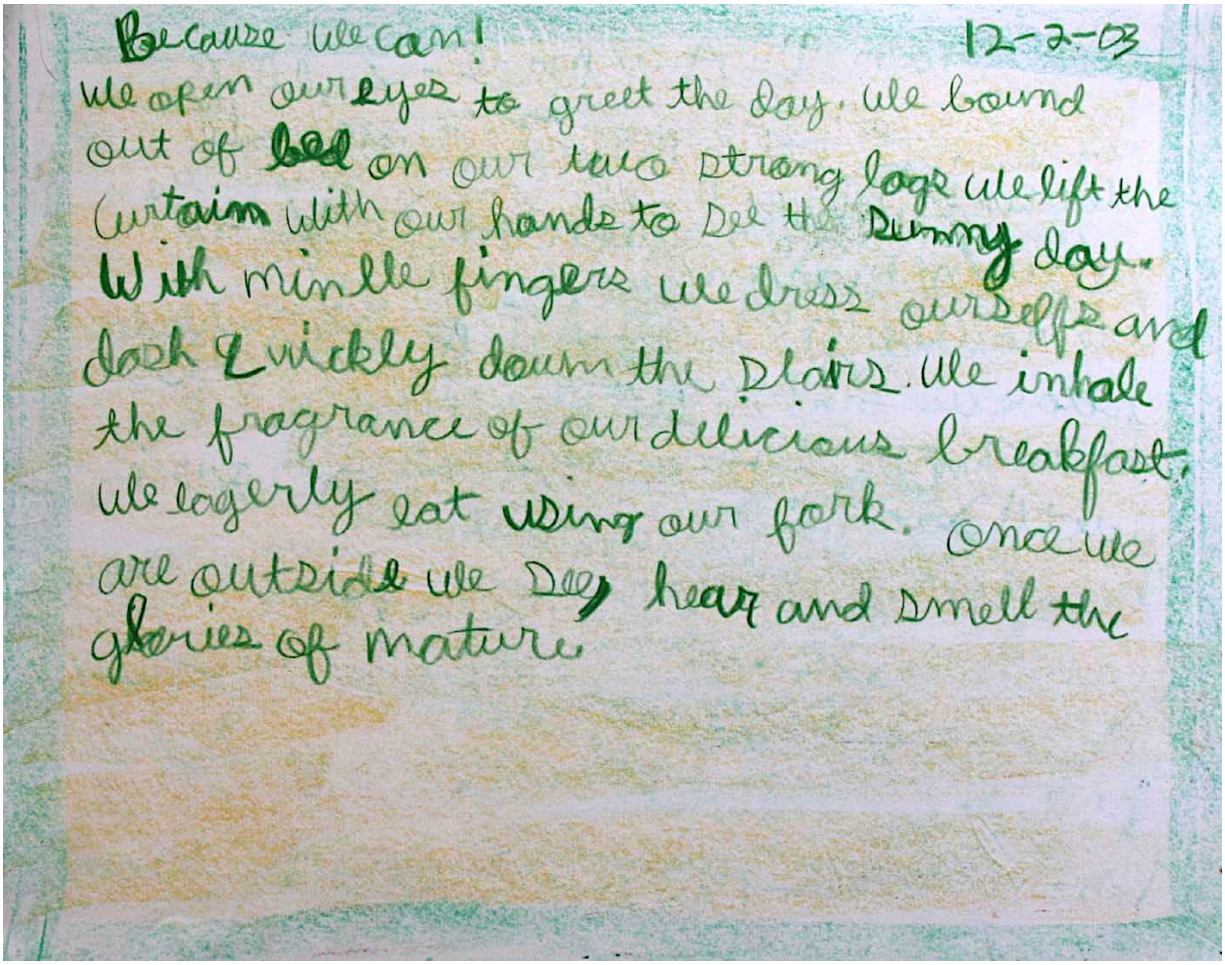
6 cups of warm water – if you have boiled potatoes potato water works the BEST for bread.
2 TBS. dry yeast
6 TBS. sugar or honey
3 TBS. salt
16 cups various flours (my favorite combination is 10 whole wheat, 2 oatmeal, 1 bran, and 3 white)

**Directions**

1. In a mixing bowl dissolve yeast in 2 cups of warm water. Add the sugar and salt. Let it stand 5 minutes.
2. Stir in 4 cups of water and 6 cups of four. Beat well. Let stand for 30 minutes. This resting period if important to give extra rising to the bread.
3. Add the remaining flour and knead 8 minutes or until dough is flexible but not sticky.
4. Cover with a damp cloth and let rise (in a bowl) until it is tripled in size, about 6 hours.
5. Punch down, make into loaves, and put into load pans. Let sit for 30 more minutes and then bake OR roll out and spread with any filling like a jelly roll and roll up. But into rolls and put on a pan and bake for 20-30 minutes at 400 degrees.

## Main Lesson (Morning D1): Day #3

You will be drawing and exploring the concepts you introduced in Day One and Day Two. The children will draw, write, and act out what they have learned.




Hannah's block crayon and colored pencil main lesson book page writing about the abilities of man

## Complimentary Main Lesson (Morning D2): Day #3

We will start the year with some review and some mental arithmetic. Your student should be able to do basic addition, subtraction, and multiplication with numbers that have more than one digit. They should also be adept at basic division with one-digit numbers because we will move to dividing larger numbers this year. As we move through the problems this week take note of what problems your student needs to work on. If they are having difficulty with any of the processes then have them take ten minutes a day to work on that particular process until they are more comfortable with it.

**Multiplication Practice**

The teacher should write these problems on the board for the student to practice. If they are too difficult for the student to complete in one sitting then you should save the extra problems for the student to practice (2-3 each day) for the next few weeks. Do not write the red solutions on the board. These are for the teacher only.

| | | | | | | |
|---|---|---|---|---|---|---|
| 71 × 3 = 213 | 56 × 6 = 336 | 90 × 4 = 360 | 69 × 4 = 276 | 75 × 8 = 600 | 79 × 6 = 474 | 36 × 2 = 72 |
| 15 × 9 = 135 | 62 × 5 = 310 | 67 × 2 = 134 | 40 × 8 = 320 | 89 × 5 = 445 | 26 × 5 = 130 | 30 × 8 = 240 |
| 49 × 8 = 392 | 37 × 9 = 333 | 61 × 6 = 366 | 42 × 8 = 336 | 16 × 3 = 48 | 66 × 6 = 396 | 86 × 7 = 602 |
| 25 × 8 = 200 | 40 × 7 = 280 | 41 × 3 = 123 | 72 × 8 = 576 | 29 × 9 = 261 | 41 × 6 = 246 | 49 × 3 = 147 |
| 51 × 9 = 459 | 72 × 3 = 216 | 31 × 7 = 217 | 33 × 6 = 198 | 69 × 4 = 276 | 34 × 4 = 136 | 78 × 9 = 702 |
| 47 × 9 = 423 | 18 × 4 = 72 | 76 × 7 = 532 | 45 × 3 = 135 | 23 × 9 = 207 | 55 × 7 = 385 | 78 × 9 = 702 |

## Craft/Handwork Day #3

Continue having students shape animals from clay. You can use pictures from books or the Internet. You could also use the Burgess Book of Animals that we have provided you on your fourth grade curriculum page for pictures.


Clay animals by Earthschooling member, Unita

## Main Lesson (Morning D1): Day #4

Now that the children have explored the links between man (of the animal kingdom) , plants and minerals they can explore another reflection of man. Being able to see these reflections and understand the macrocosm-microcosm relationship is a very basic concept that a student needs to understand to comprehend history, science, math, language and many other subjects. It is a concept that is largely under-taught or not taught at all in many schools. Without this basic ability to understand microcosm-macrocosm or reflective relationships the student is left without one of the most basic tools they need to organize data in their mind. On the first day of this lesson we will talk about the physical manifestation of the human body in the universe. You can draw pictures on the chalk board to go with these concepts and have students copy the picture(s) into their main lesson books. Have students stand, imagine and move to get in touch with the concepts. This should be a participatory activity and not a lecture.

**The Head as the Sun**

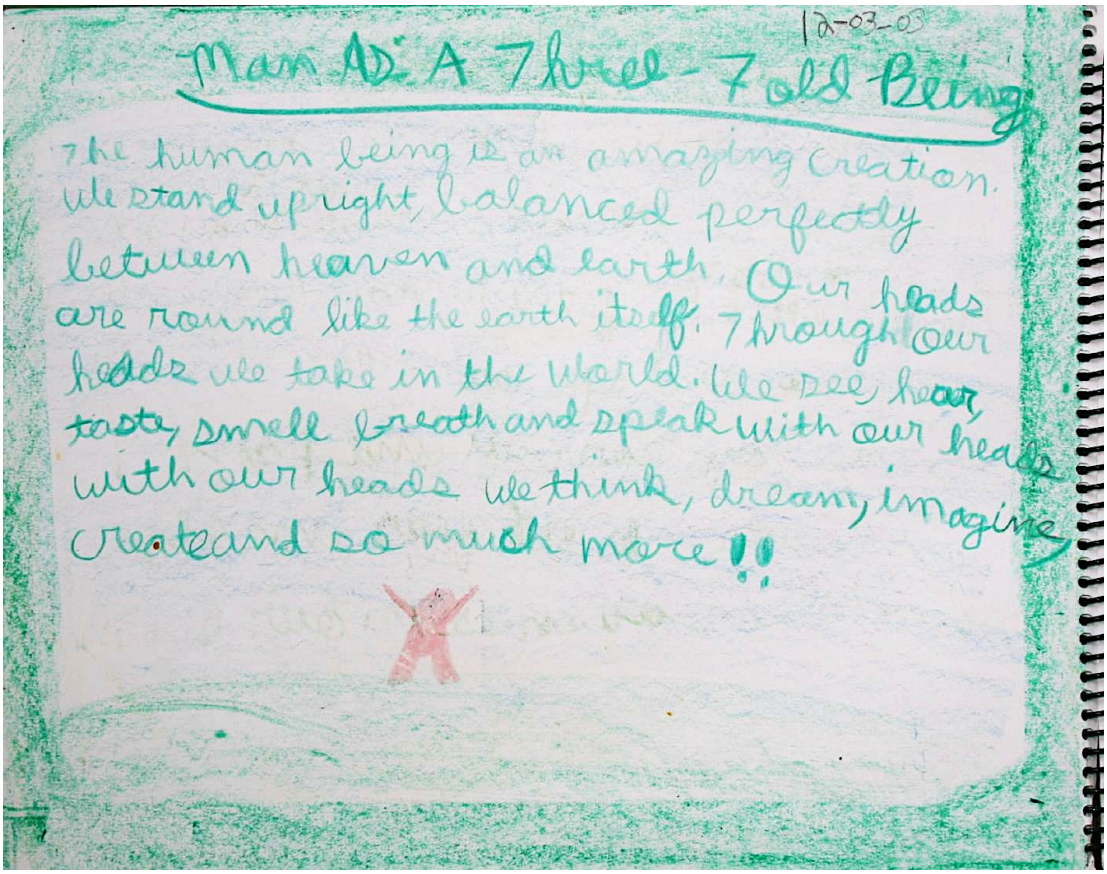
In so many ways we can see the head as the sun. The most obvious, of course is that the head is round and we see the sun as round. As the head glows with energy and ideas the sun also glows with energy an ideas. As the sun is the center of our universe, so is the head the center of the energy and life of the body. And just as the sun can send out warmth from itself, we also send out warmth through our heads when we sing, smile, and say kind things.

**The Trunk as the Moon**

Our trunk is like the phase of a moon. As a teacher, I like this example because the moon has so many shapes and so do the children in our classroom. Some traditional classrooms will draw the crescent moon as part of this lesson but I let each child draw the phase of the moon they relate to the best. As a child I would have drawn a very thin crescent moon. I was like a bean-pole when I was younger. Now, if you asked me the same question I would draw something more like a half moon! The child can see that there is no shape of the moon that is more beautiful than the other and in the same way the shape of their body is just as beautiful as any other shape. Another way we relate to the moon through our trunks is that our trunks contain our lungs and our body breathes in rhythm through these lungs. In the same way the moon waxes and wanes, rises and sets. We also wax and wane in our breathing and we also rise and set when we sleep and wake.

**Our Limbs as Stars**

Our hands, feet, arms and hands can walk, dance, knit, write, pet animals, take us places and are basically the emissaries of our bodies. Whatever our heads *think* our limbs *do*. Whatever our trunk does our limbs assist. Just as the stars act as guides in the sky to travellers our limbs can also guide us in life. Just as the stars' light reaches out to all corners of the universe and beyond, our limbs allow our intentions to reach beyond us too.



Hannah's main lesson book page about the seven-fold human being

## Complimentary Main Lesson (Morning D2): Day #4

We will start the year with some review and some mental arithmetic. Your student should be able to do basic addition, subtraction, and multiplication with numbers that have more than one digit. They should also be adept at basic division with one-digit numbers because we will move to dividing larger numbers this year. As we move through the problems this week take note of what problems your student needs to work on. If they are having difficulty with any of the processes then have them take ten minutes a day to work on that particular process until they are more comfortable with it.

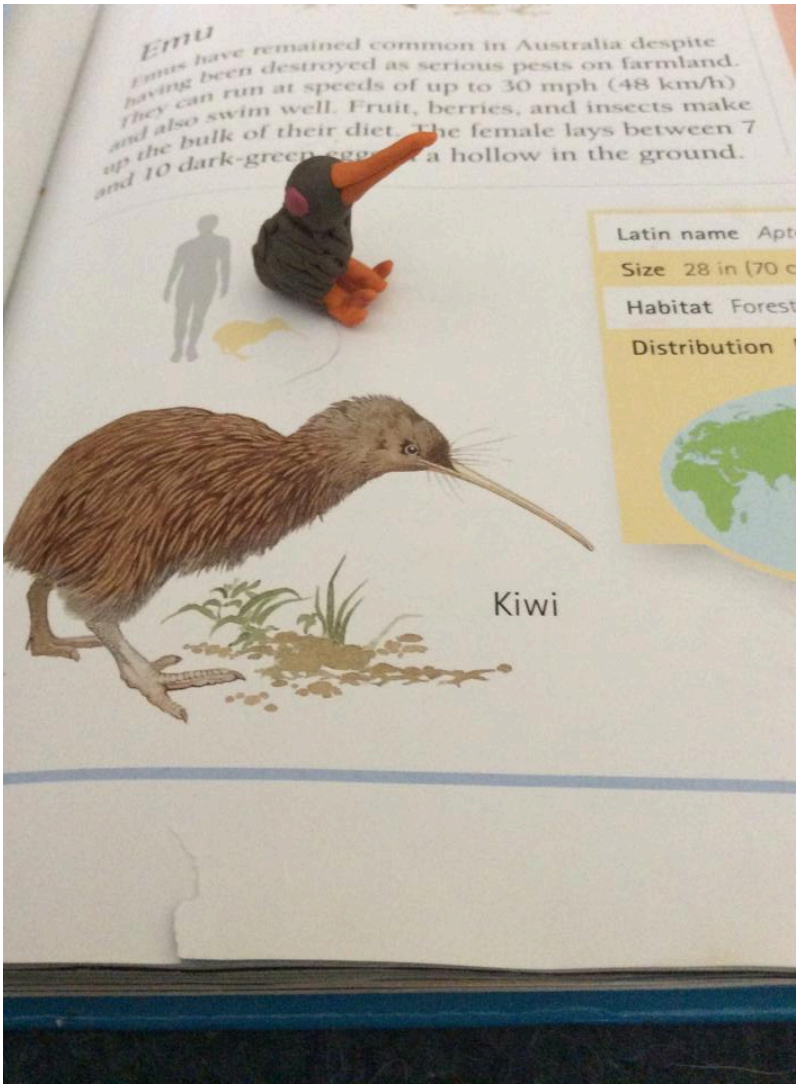
**Addition & Subtraction Practice Mixed**

The teacher should write these problems on the board for the student to practice. If they are too difficult for the student to complete in one sitting then you should save the extra problems for the student to practice (2-3 each day) for the next few weeks. Do not write the red solutions on the board. These are for the teacher only.

| | | | | | |
|---|---|---|---|---|---|
| 797 | 999 | 285 | 586 | 457 | 626 |
| - 241 | + 723 | - 155 | - 309 | + 927 | + 887 |
| 556 | 1722 | 130 | 277 | 1384 | 1513 |
| 806 | 198 | 977 | 896 | 141 | 239 |
| + 616 | - 166 | + 736 | + 915 | + 751 | - 168 |
| 1422 | 32 | 1713 | 1811 | 892 | 71 |
| 216 | 354 | 409 | 149 | 434 | 265 |
| - 126 | - 207 | - 299 | - 136 | + 900 | - 216 |
| 90 | 147 | 110 | 13 | 1334 | 49 |
| 818 | 576 | 211 | 839 | 328 | 989 |
| - 273 | - 161 | + 959 | + 363 | - 280 | - 256 |
| 545 | 415 | 1170 | 1202 | 48 | 733 |
| 289 | 773 | 935 | 144 | 180 | 193 |
| + 588 | + 966 | + 450 | + 940 | - 164 | + 843 |
| 877 | 1739 | 1385 | 1084 | 16 | 1036 |
| 850 | 945 | 539 | 553 | 287 | 226 |
| + 840 | + 155 | + 386 | + 451 | + 554 | + 541 |
| 1690 | 1100 | 925 | 1004 | 841 | 767 |
| 663 | 908 | 234 | 802 | 518 | 984 |
| + 996 | + 275 | - 201 | + 920 | - 275 | + 144 |
| 1659 | 1183 | 33 | 1722 | 243 | 1128 |

## Craft/Handwork Day #4

Continue having students shape animals from clay. You can use pictures from books or the Internet. You could also use the Burgess Book of Animals that we have provided you on your fourth grade curriculum page for pictures.




Animals in clay by Earthschooling member Unita

## Main Lesson (Morning D1): Day #5

On the second day of this lesson we will talk about the spiritual manifestation of the human being and the universe. These descriptions will be familiar to you as a teacher. They are basically the concept of the head-heart-hands that you use every day and week in your lessons. Once again have the students draw, move, imagine and create to participate in these lessons. These are not lectures. They can use props such as scarves or hats in their play acting of the concepts below.

**Our Head as the Soul**

The best way to communicate this concept to the student is to ask them to look into someone's eyes. Point out to them that each person has something more to them than just their physical head and that you can see a hint of this in the person's eyes. A person is not just made up of skin, bones and brain matter. They have a spirit as well and it is often said by many cultures that the spirit can be seen though the eyes. The spirit chakra is always found in the head.

**Our Torso as Feeling**

Children usually have no problem grasping this concept. The heart is in the torso and is commonly known as the center of our emotions. So we can think of the torso as where we keep our love, emotions and feeling energy. You can have some fun with this lesson and try to think of as many animal sayings about feelings as you can. I have provided some below as examples. Talk about how accurate these sayings may or may not be. Talk about why these sayings came to be.

For example, I can speak personally about "Sly as a Fox". I work with a lot of foxes at the wildlife center and they are always looking to sneak something out of my pocket, or take my hat or sneak up on me in some way. A friend of mind has foxes that visit her front porch and take anything she leaves there – like gardening gloves. Foxes are very clever and sly! Have students write some of these sayings in their main lesson books.

Sly as a Fox
Brave as a Lion
Swift as an Eagle
Timid as a Mouse
As quiet as a Mouse
A Scaredy-cat
As clean as a Hound's tooth
As sick as a Dog
As strong as an Ox
As stubborn as a Mule
Eat like a Horse
Eat like a Bird
As gentle as a Lamb

A lone Wolf (I never understood this one as wolves live in packs)
Angry as a Bear
Blind as a Bat (Bats actually see very well)
Busy as a Beaver
Busy as a Bee
Cool as a Cat
Crooked as a Dog's Hind Leg
Cute as a Bug
Drink like a Fish
Drop like Flies
Eager Beaver
Healthy as a Horse
Hungry as a Bear
Mad as a Hornet
Proud as a Peacock
Sing like a Canary
Work like a Dog

Talk about how each of these things lives within us as a person. Everyone has a bit of each "animal" inside them. Then ask the student(s) which animal they would choose to be their "spirit animal". Which animal fits them best? There is no wrong answer here. Even if a very shy child choose a lion that is OK. If they see themselves as brave then that is good for them to be able to have that vision that they can work towards. They should not be told, "you are not a lion".

**Our Limbs as Willing**

As we move it is easy to see that the limbs of our body's do what we will them to do. Ask students to make a list of things they did with their limbs this morning or what they plan on doing with them in the afternoon. Then have them think a bit about what it would be like if they didn't have those limbs. Would they be able to do all those things if they were a snake or did not have four limbs? Also talk about choices we make with our limbs. We can choose to hug instead of hit. We can choose to carry a package for someone to help them rather than using those same hands to play a game while someone else is working. In this way our limbs are linked to the heart and head.

# Complimentary Main Lesson (Morning D2): Day #5

We will start the year with some review and some mental arithmetic. Your student should be able to do basic addition, subtraction, and multiplication with numbers that have more than one digit. They should also be adept at basic division with one-digit numbers because we will move to dividing larger numbers this year. As we move through the problems this week take note of what problems your student needs to work on. If they are having difficulty with any of the processes then have them take ten minutes a day to work on that particular process until they are more comfortable with it.

**Multiplication Practice**

The teacher should write these problems on the board for the student to practice. If they are too difficult for the student to complete in one sitting then you should save the extra problems for the student to practice (2-3 each day) for the next few weeks. Do not write the red work or blue solutions on the board. These are for the teacher only. We have put the problems on the next page. Use the empty space below to take notes (if you have printed this).

| | | | | | |
|---|---|---|---|---|---|
| 67 | 29 | 19 | 11 | 91 | 75 |
| × 19 | × 86 | × 62 | × 50 | × 15 | × 82 |
| 603 | 174 | 38 | 0 | 455 | 150 |
| 670 | 2,320 | 1,140 | 550 | 910 | 6,000 |
| 1,273 | 2,494 | 1,178 | 550 | 1,365 | 6,150 |

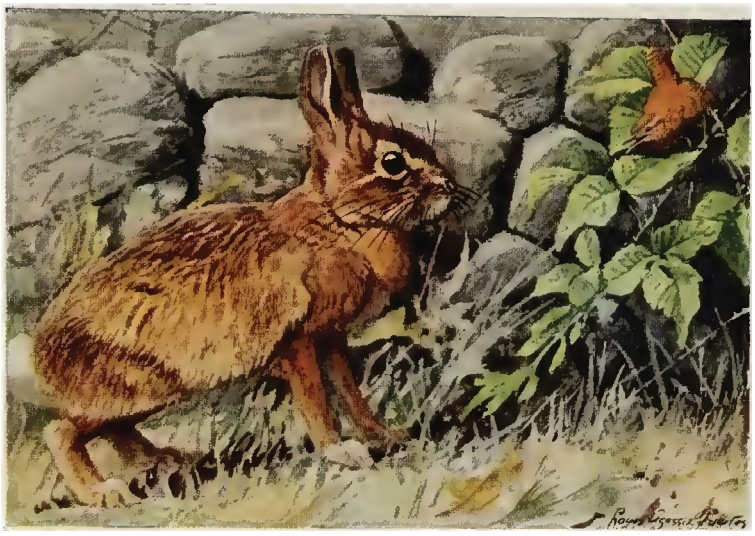
| | | | | | |
|---|---|---|---|---|---|
| 85 | 48 | 47 | 21 | 84 | 18 |
| × 79 | × 88 | × 38 | × 98 | × 82 | × 85 |
| 765 | 384 | 376 | 168 | 168 | 90 |
| 5,950 | 3,840 | 1,410 | 1,890 | 6,720 | 1,440 |
| 6,715 | 4,224 | 1,786 | 2,058 | 6,888 | 1,530 |

| | | | | | |
|---|---|---|---|---|---|
| 49 | 92 | 83 | 85 | 87 | 28 |
| × 47 | × 30 | × 77 | × 12 | × 19 | × 44 |
| 343 | 0 | 581 | 170 | 783 | 112 |
| 1,960 | 2,760 | 5,810 | 850 | 870 | 1,120 |
| 2,303 | 2,760 | 6,391 | 1,020 | 1,653 | 1,232 |

| | | | | | |
|---|---|---|---|---|---|
| 58 | 95 | 71 | 51 | 85 | 32 |
| × 99 | × 71 | × 97 | × 27 | × 36 | × 32 |
| 522 | 95 | 497 | 357 | 510 | 64 |
| 5,220 | 6,650 | 6,390 | 1,020 | 2,550 | 960 |
| 5,742 | 6,745 | 6,887 | 1,377 | 3,060 | 1,024 |

## Craft/Handwork Day #5

Continue having students shape animals from clay. You can use pictures from books or the Internet. You could also use the Burgess Book of Animals that we have provided you on your fourth grade curriculum page for pictures. The following is a picture of Peter Rabbit from the Burgess Book of Animals. If you want to read or tell a story that goes with the picture you can use the optional story below…



Peter Rabbit

**Jenny Wren Gives Peter Rabbit an Idea**

*The story below is told in fairytale style but it teaches concepts about animal relationships in the wild that are accurate. The animals act as they would in the wild and the facts are correct. The only inaccurate part of the stories is that the animals are talking.*

"As sure as you're alive now, Peter Rabbit, some day I will catch you," snarled Reddy Fox, as he poked his black nose in the hole between the roots of the Big Hickory-tree which grows close to the Smiling Pool. "It is lucky for you that you were not one jump farther away from this hole."

Peter, safe inside that hole, didn't have a word to say, or, if he did, he didn't have breath enough to say it. It was quite true that if he had been one jump farther from that hole, Reddy Fox would have caught him. As it was, the hairs on Peter's funny white tail actually had tickled Reddy's back as Peter plunged frantically through the root-bound entrance to that hole. It had been the narrowest escape Peter had had for a long, long time. You see, Reddy Fox had surprised Peter nibbling sweet clover on the bank of the Smiling Pond, and it had been a lucky thing for Peter that that hole, dug long ago by Johnny Chuck's grandfather, had been right where it was. Also, it was a lucky thing that old Mr. Chuck had been wise enough to make the entrance between the roots of that tree in such a way that it could not be dug any larger.

Reddy Fox was too shrewd to waste any time trying to dig it larger. He knew there wasn't room enough for him to get between those roots. So, after trying to make Peter as uncomfortable as possible by telling him what he, Reddy, would do to him when he did catch him, Reddy trotted off across the Green Meadows. Peter remained where he was for a long time. When he was quite sure that it was safe to do so, he crept out and hurried, lipperty-lipperty-lip, up to the Old Orchard. He felt that that would be the safest place for him, because there were ever so many hiding places in the old stone wall along the edge of it.

When Peter reached the Old Orchard, who should he see but Jenny Wren. Jenny had arrived that very morning from the Sunny South where she had spent the winter. "Tut, tut, tut, tut, tut!" exclaimed Jenny as soon as she saw Peter. "If here isn't Peter Rabbit himself! How did you manage to keep out of the clutches of Reddy Fox all the long winter?"

Peter chuckled. "I didn't have much trouble with Reddy during the winter," said he, "but this very morning he so nearly caught me that it is a wonder that my hair is not snow white from fright." Then he told Jenny all about his narrow escape. "Had it not been for that handy hole of Grandfather Chuck, I couldn't possibly have escaped," concluded Peter.

Jenny Wren cocked her pert little head on one side, and her sharp little eyes snapped. "Why don't you learn to swim, Peter, like your cousin down in the Sunny South?" she demanded. "If he had been in your place, he would simply have plunged into the Smiling Pool and laughed at Reddy Fox."

Peter sat bolt upright with his eyes very wide open. In them was a funny look of surprise as he stared up at Jenny Wren. "What are you talking about, Jenny Wren?" he demanded. "Don't you know that none of the Rabbit family swim unless it is to cross the Laughing Brook when there is no other way of getting to the other side, or when actually driven into the water by an enemy from whom there is no other escape? I can swim a little if I have to, but you don't catch me in the water when I can stay on land. What is more, you won't find any other members of my family doing such a thing."

"Tut, tut, tut, tut, Peter!" exclaimed Jenny Wren in her sharp, scolding voice. "Tut, tut, tut, tut! For a fellow who has been so curious about the ways of his feathered neighbors, you know very little about your own family. If I were in your place I would learn about my own relatives before I became curious about my neighbors. How many relatives have you, Peter?"

"One," replied Peter promptly, "my big cousin, Jumper the Hare."

Jenny Wren threw back her head and laughed and laughed and laughed. It was a most irritating and provoking laugh. Finally Peter began to lose patience. "What are you laughing at?" he demanded crossly. "You know very well that Jumper the Hare is the only cousin I have."

Jenny Wren laughed harder that ever.

"Peter!" she gasped. "Peter, you will be the death of me. Why, down in the Sunny South, where I spent the winter, you have a cousin who is more closely related to you than Jumper the Hare. And what is more, he is almost as fond of the water as Jerry Muskrat. He was called the Marsh Rabbit or Marsh Hare, and many a time I have watched him swimming about by the hour."

"I don't believe it!" declared Peter angrily. "I don't believe a word of it. You are simply trying to fool me, Jenny Wren. There never was a Rabbit and there never will be a Rabbit who would go swimming for the fun of it. I belong to the Cottontail branch of the Hare family, and it is a fine family if I do say so. My cousin Jumper is a true Hare, and the only difference between us is that he is bigger, has longer legs and ears, changes the color of his coat in winter, and seldom, if ever, goes into holes in the ground. The idea of trying to tell me I don't know about my own relatives."

Jenny Wren suddenly became sober. "Peter," said she very earnestly, "take my advice and go to school to Old Mother Nature for awhile. What I have told you is true, every word of it. You have a cousin down in the Sunny South who spends half his time in the water. What is more, I suspect that you and Jumper have other relatives of whom you've never heard. Such ignorance would be laughable if it were not to be pitied. This is what comes of never having traveled. Go to school to Old Mother Nature for a while, Peter. It will pay you." With this, Jenny Wren flew away to hunt for Mr. Wren that they might decide where to make their home for the summer.

Peter tried to believe that what Jenny Wren had told him was nothing but a story, but do what he would, he couldn't rid himself of a little doubt. He tried to interest himself in the affairs of the other little people of Old Orchard, but it was useless. That little doubt kept growing and growing. Could it be possible that Jenny Wren had spoken the truth? Could it be that he really didn't know what relatives he had or anything about them? Of course Old Mother Nature could tell him all he wanted to know. And he knew that whatever she might tell him would be true. Finally that growing doubt, together with the curiosity which has led poor Peter to do so many queer things, proved too much for him and he started for the Green Forest to look for Old Mother Nature. It didn't take long to find her. She was very busy, for there is no time in all the year when Old Mother Nature has quite so much to do as in the spring.

"If you please, Old Mother Nature," said Peter timidly but very politely, "I've some questions I want to ask you."

Old Mother Nature's eyes twinkled in a kindly way. "All right, Peter," she replied. "I guess I can talk and work at the same time. What is it you want to know?"

"I want to know if it is true that there are any other members of the Rabbit and the Hare family besides my big cousin, Jumper, who lives here in the Green Forest, and myself." Old Mother Nature's eyes twinkled more than ever. "Why, of course, Peter," she replied. "There are several other members. You ought to know that. But then, I suppose you don't because you never have traveled. It is surprising how little some folks know about the very things they ought to know most about." Peter looked very humble and as if he felt a little bit foolish. "Is—is—is it true that way down in the Sunny South I have a cousin who loves to spend his time in the water?" stammered Peter.

"It certainly is, Peter," replied Old Mother Nature. "He is called the Marsh Rabbit, and he is more nearly your size, and looks more like you, than any of your other cousins." Peter gulped as if he were swallowing something that went down hard. "That is what Jenny Wren said, but I didn't believe her," replied Peter meekly. "She said she had often watched him swimming about like Jerry Muskrat." Old Mother Nature nodded. "Quite true. Quite true," said she. "He is quite as much at home in the water as on land, if anything a little more so. He is one member of the family who takes to the water, and he certainly does love it. Is there anything else you want to know, Peter?"

Peter shifted about uneasily and hesitated. "What is it, Peter?" asked Old Mother Nature kindly. "There is nothing in the Great World equal to knowledge, and if I can add to your store of it I will be very glad to." Peter took heart. "If—if you please, Mother Nature, I would like to learn all about my family. May I come to school to you every day?"

Old Mother Nature laughed right out. "Certainly you may go to school to me, old Mr. Curiosity," said she. "It is a good idea; a very good idea. I'm very busy, as you can see, but I'm never too busy to teach those who really want to learn. We'll have a lesson here every morning just at sun-up. I can't be bothered any more to-day, because it is late. Run along home to the dear Old Briar-patch and think up some questions to ask me to-morrow morning. And, by the way, Peter, I will ask *you* some questions. For one thing I shall ask you to tell me all you know about your own family. Now scamper along and be here to-morrow morning at sun-up."

"May I bring my cousin, Jumper the Hare, if he wants to come?" asked Peter, as he prepared to obey Old Mother Nature.

"Bring him along and any one else who wants to learn," replied Old Mother Nature kindly. Peter bade her good-by in his most polite manner and then scampered as fast as he could go, lipperty-lipperty-lip, to the dear Old Briar-patch. There he spent the remainder of the day thinking up questions and also trying to find out how much he really did know about his own family.

| **Week Two Time** | **Monday** Purple - Rice | **Tuesday** Red – Barley | **Wednesday** Yellow - Millet | **Thursday** Orange - Rye | **Friday** Green - Oats |
|---|---|---|---|---|---|
| Morning A Breathing Out | Tingaleo | Repeat verses and movement | Repeat verses and movement | Repeat verses and movement | Repeat verses and movement |
| | | | | | |
| Morning B Breathing In | **Snack or Breakfast** Brown rice with grapes, blueberries, blackberries – something seasonal | **Snack or Breakfast** Barley with apple, raspberries, cherries, strawberries, watermelon | **Shape Cornerstone Bread Two & Snack** Millet w/ nuts bananas, sweet squash zucchini, pears, mango | **Snack or Breakfast** Rye with oranges, tangerines, mandarins, melon, mangoes | **Snack or Breakfast** 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 D1 Breathing In | *Early Childhood:* Free Play *G1 and Up:* Main Lesson: Man & Animal Lesson | *Early Childhood:* Free Play *G1 and Up:* Main Lesson Man & Animal Lesson | *Early Childhood:* Free Play *G1 and Up:* Main Lesson Man & Animal Lesson | *Early Childhood:* Free Play *G1 and Up:* Main Lesson Man & Animal Lesson | *Early Childhood:* Free Play *G1 and Up:* Main Lesson Man & Animal Lesson |
| Morning D2 Breathing In | *Early Childhood:* Free Play *G1 and Up:* Main Lesson: G4 Math | *Early Childhood:* Free Play *G1 and Up:* Main Lesson G4 Math | *Early Childhood:* Free Play *G1 and Up:* Main Lesson G4 Math | *Early Childhood:* Free Play *G1 and Up:* Main Lesson G4 Math | *Early Childhood:* Free Play *G1 and Up:* Main Lesson G4 Math |
| Morning E Breathing Out | **Nature Walk** | **Nature Walk** | **Nature Walk** | **Nature Walk** | **Nature Walk** |

| | | | | | |
|---|---|---|---|---|---|
| Lunch<br>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<br>Breathing Out | Shaping Clay Animals | Shaping Clay Animals | Shaping Clay Animals | Shaping Clay Animals | **Field Trip** or Shaping Clay Animals |
| | | | | | |
| Afternoon B<br>Breathing In | *EC:* Rest Time<br>G1 and Up: Handiwork, Craft: Continue Same Craft | *EC:* Rest Time<br>G1 and Up: Music *Soprano Recorder or Private Music Lessons* | *EC:* Rest Time<br>G1 and Up: Handiwork, Craft: Continue Same Craft | *EC:* Rest Time<br>G1 and Up: Music *Soprano Recorder or Private Music Lessons* | **Field Trip** or Catch Up Work |
| | | | | | |
| Afternoon C<br>Breathing Out | *EC:* Craft<br>*G1 and Up:* Catch Up | *EC:* Craft<br>*G1 and Up:* Catch Up | *EC:* Craft<br>*G1 and Up:* Catch Up | *EC:* Craft<br>*G1 and Up:* Catch Up | **Field Trip**<br>*Or Catch Up Work* |
| | | | | | |

## Verse of the Week

**Tingaleo**
Tingaleo, ven borriquito
ven Tingaleo, ven
borriquito ven Burrito
veloz y lento tambien Mi
burro viene y mi burro va
Burrito veloz y lento
tambien Mi burro veine y
mi burro va

Tingaleo, come little donkey come
(Repeat) My donkey is fast, my donkey is slow
My donkey comes and my donkey goes.
My donkey is fast, my donkey is slow
My donkey comes and my donkey goes.

## Main Lesson (Morning D1): Day #1

You will be drawing and exploring the concepts you introduced in Day One and Day Two. The children will draw, write, and act out what they have learned.

**The Whole – The Main Drawing**
Although this first drawing is a beautiful way to present the lesson to the children we usually start by getting the children involved and asking them to think about the lesson first. This larger drawing should be done as the third lesson after the child has been allowed to explore the concepts in their own mind and after the child has been allowed to do the lessons that come before. You do not want to put this complete drawing in the child's mind from day one and block their chance at coming up with some of these ideas for themselves. This process is so important in the learning process and was very important to Steiner himself. So take the child through each of the parts of the body individually and then use the larger drawing for lesson four. I am providing this drawing now so the teacher can get an idea of where were are going with this lesson and so the teacher can meditate on some ideas to share with the student(s).


*This drawing was cut off in scanning.*
*The bottom left says "form". The bottom right says, "function".*

Teacher: As you look at the drawing think about some of the divisions that can be made beyond the drawing. The limbs represent the most recent animals in history – the mammals. The middle region of the human being can be said to represent the middle region of history – worms and insects. The head region can be said to represent the first part of the history of animals – mollusks and other shelled animals. You can also relate these to specific historical times:

Head: Azoic to Early Paleozoic
Torso: Paleozoic up to Mesozoic
Limbs: Mesozoic to Present Day

The following animals would fit into the body:

Head: Clam, Cuttlefish
Torso: Fish, Snake
Limbs: Camel

# Complimentary Main Lesson (Morning D2): Day #1

This week we will be doing more "math warm up" by working on some mental math problems and continuing to practice what the student is not comfortable with this week (from last week).

**Mental Arithmetic**

Steiner gives an example of a problem he would use for mental arithmetic, "Second, figure out for tomorrow how you would give the children arithmetical problems to solve without writing down any figures — in other words, what we could call mental arithmetic. You could, for example, give the children this problem to do: A messenger starts from a certain place and walks so many miles per hour; another messenger begins much later; the second messenger does not walk but rides a bicycle at a certain number of miles per hour. When did the cyclist pass the messenger on foot? The object of these problems is to develop in children a certain presence of mind in comprehending a situation and evaluating it as a whole.

When I do mental arithmetic with my classes/children I do not invent problems, like Steiner suggested to the teachers, rather, I create them from situations that arise to make them more "real" to the child.

Because I am home schooling I can do this more frequently – my children are with me all the time. If you are teaching in a school, however, you may need to make an effort to create more situations if enough do not come up naturally. Some questions that come up naturally in our home are:

1. "Mom, how much would this dress be since it is 30% off?" Even if a child is not working with percentages you can have them do some of the work for this problem and do the rest in your head.
2. "Mom, when are we going to be there?" You can ask them to figure it out. If you are going 55 mph and there are 10 miles left...how long will that take?
3. "Mom, I need to buy a gift for my friend." I reply, "OK, you have $20.00, but you need to figure out what you can buy with that."
4. Having children keep their own bank account is a good way to have them doing regular mental math.
5. Another "mental math" exercise I do is teaching kids how to figure out multiplication facts if they don't have the tables memorized yet. I teach them that if they don't know "6x7" that they can figure out "5x7" (which they most likely know because the fives are the first that the kids memorize) and then just add one more seven to get to "6x7". Whenever a student does not know a multiplication fact I have them figure it out based on one they already know.

**Questions for Today**

Since we have been working on the man and animal block today one idea would be to ask some math questions about the animals we are learning about. Here are some examples:

1. There was a man at the market selling some camels. He had two female camels who had four legs each of course. Between the two of them how many legs did they have? If the man also had two male camels he was trying to sell at the market how many legs were there altogether? (*Teacher Note: for this problem encourage the kids to add up eight and eight from the two pairs of camels instead of four times four).*
2. There was a school of fishes that had 100 fish in it. Then a big shark came along and they all scattered. 45 of them went in another direction. How many were left? *(Teacher Note: To do mental math with this problem show your students how they already know that 50 + 50 = 100 so all they need to do is subtract 45 from 50 and then add that to the other 50 to get their answer. They can do this in their head instead of sitting down and writing out the problem 100-45 =?)*
3. A fisherman was lining up clams on his table to sell. He wanted to sell them in sets of five so he put five clams in each pile. He made a sign saying that each clam was $1.00. So how much was each pile of clams? If each pile was $5.00 then how much would 9 piles cost? *(Teacher Note: Children can figure this out with mental math because they easily know that 5 times 10 is equal to 50. Now all they need to do is subtract the extra five from that to get the answer in their heads. They do not need to do the problem 5 x 9 = ?)*
4. I wanted to count the worms in my mother's garden so I divided it into squares. I was going to count how many worms there were in one square and then multiply this by how many squares there were in the garden. This would give me an estimate of how many worms were in her garden. So first I divided up the garden. There were 20 squares. Then I counted the worms. There were 19 worms in each square. So how many worms did she have altogether? *(Teacher Note: To solve this using mental math the student can multiply 20 by 20 which they easily know is 400. They can then subtract the extra 20 from that to get the answer in their head instead of writing out 20 x 19 = ? and doing all that work).*
5. We went to the science center last week and saw so many reptiles! We saw about 100 reptiles. The man said that 67 of them were not snakes. So how many were snakes? *(Teacher Note: To solve this using mental math we can quickly figure out 100 – 70 in our heads and then add 3 to the answer).*

## Craft/Handwork Day #1

Continue having students shape animals from clay. You can use pictures from books or the Internet. You could also use the Burgess Book of Animals that we have provided you on your fourth grade curriculum page for pictures. The following is a picture of a squirrel from the Burgess Book of Animals. If you want to read or tell a story that goes with the picture you can use the optional story below…

Grey Squirrel from The Burgess Book of Animals

Optional Story to go with the clay figure you make from the picture…

**Chatterer and Happy Jack Join**

*The story below is told in fairytale style but it teaches concepts about animal relationships in the wild that are accurate. The animals act as they would in the wild and the facts are correct. The only inaccurate part of the stories is that the animals are talking.*

Peter Rabbit, on his way to school to Old Mother Nature, was trying to make up his mind about which of his neighbors he would ask. He had learned so many surprising things about his own family that he shrewdly suspected many equally surprising things were to be learned about his neighbors. But there were so many neighbors he couldn't decide which one to ask about first.

But that matter was settled for him, and in a funny way. Hardly had he reached the edge of the Green Forest when he was hailed by a sharp voice. "Hello, Peter Rabbit!" said this sharp voice. "Where are you bound at this hour of the morning? You ought to be heading for home in the dear Old Briar-patch." Peter knew that voice the instant he heard it. It was the voice of Happy Jack the Gray Squirrel. Happy Jack was seated on the top of an old stump, eating a nut. "I'm going to school," replied Peter with a great deal of dignity.

"Going to school! Ho, ho, ho! Going to school!" exclaimed Happy Jack. "Pray tell me to whom you are going to school, and what for?"

"I'm going to school to Old Mother Nature," retorted Peter. "I've been going for several days, and so has my cousin, Jumper the Hare. We've learned a lot about our own family and now we are going to learn about the other little people of the Green Forest and the Green Meadows."

"Pooh!" exclaimed Happy Jack. "Pooh! I know all about my own family, and I guess there isn't much worth knowing about my neighbors that I don't know."

"Is that so, Mr. Know-it-all," retorted Peter. "I don't believe you even know all your own cousins. I thought I knew all mine, but I found I didn't."

"What are you fellows talking about?" asked another voice, a sharp scolding voice, and Chatterer the Red Squirrel jumped from one tree to another just above Peter's head.
"Peter is trying to make me believe that I don't know as much as I might about our own family," snapped Happy Jack indignantly. "He is on his way to school to Old Mother Nature and has advised me to join him. Isn't that a joke?"

"Maybe it is, and maybe it isn't," retorted Chatterer, who isn't the best of friends with his cousin, Happy Jack. "If I don't know as much about the Squirrel family as you do, may I never find another nut as long as I live. But at that, I'm not sure I know all there is to know. I think it would be fun to go to school for a while. What do you say, Peter, if I go along with you?"

Peter said that he thought it would be a very fine thing and that Chatterer never would regret it. Chatterer winked at his cousin, Happy Jack, and followed Peter, only of course, Chatterer kept in the trees while Peter was on the ground. Happy Jack hesitated a minute and then, curiosity becoming too much for him, he hastened after the others.
"Hello!" exclaimed Old Mother Nature, as Happy Jack and Chatterer appeared with Peter Rabbit. "What are you frisky folks doing over here?"

Happy Jack and Chatterer appeared to have lost their tongues, something very unusual for them, especially for Chatterer. The fact is, in the presence of Old Mother Nature they felt bashful. Peter replied for them. "They've decided to come to school, too," said he. "Happy Jack says he knows all about his own family, but he has come along to find out if he really does."

"It won't take us long to find out," said Old Mother Nature softly and her eyes twinkled with amusement. "How many cousins have you, Happy Jack?"
Happy Jack thought for a moment. "Three," he replied, but he didn't say it in a very positive way. Peter chuckled to himself, for he knew that already doubt was beginning to grow in Happy Jack's mind.

"Name them," commanded Old Mother Nature promptly.

"Chatterer the Red Squirrel, Timmy the Flying Squirrel, and Striped Chipmunk," replied Happy Jack.

"He's forgotten Rusty the Fox Squirrel," shouted Chatterer, dancing about gleefully. Happy Jack looked crestfallen and gave Chatterer an angry look.

"That's right, Chatterer," said Old Mother Nature. "Rusty is a very important member of the Squirrel family. Now suppose you name the others."

"Wha—wha—what others?" stammered Chatterer. "I don't know of any others." Peter Rabbit hugged himself with glee as he watched the faces of Happy Jack and Chatterer. "They don't know any more about their family than we did about ours," he whispered in one of the long ears of Jumper the Hare.

As for Old Mother Nature, she smiled indulgently. "Put on your thinking-caps, you two," said she. "You haven't named half of them. You are not wholly to blame for that, for some of them you never have seen, but there is one member of the Squirrel family whom both of you know very well, yet whom neither of you named. Put on your thinking-caps."

Chatterer looked at Happy Jack, and Happy Jack looked at Chatterer, and each scratched his head. Each wanted to be the first to think of that other cousin, for each was jealous of the other. But though they scratched and scratched their heads, they couldn't think who that other cousin could be. Old Mother Nature waited a few minutes before she told them. Then, seeing that either they couldn't remember or didn't know, she said, "You didn't mention Johnny Chuck."

"Johnny Chuck!" exclaimed Chatterer and Happy Jack together, and the look of surprise on their faces was funny to see. For that matter, the looks on the faces of Peter Rabbit and Jumper the Hare were equally funny.

Old Mother Nature nodded. "Johnny Chuck," she repeated. "He is a member of the Squirrel family. He belongs to the Marmot branch, but he is a Squirrel just the same. He is one of your cousins."

"He's a mighty funny looking Squirrel," said Chatterer, jerking his tail as only he can. "That just shows your ignorance, Chatterer," replied Old Mother Nature rather sharply. "I'm surprised at the ignorance of you two." She looked first at Chatterer, than at Happy Jack. "It is high time you came to school to me for a while. You've got a lot to learn. For that matter, so have Peter and Jumper. Now which of you can tell me what order you all belong to?"

Happy Jack looked at Chatterer, Chatterer looked at Peter Rabbit, and Peter looked at Jumper the Hare. On the face of each was such a funny, puzzled expression that Old Mother Nature almost laughed right out. Finally Peter Rabbit found his tongue. "If you please," said he, "I guess we don't know what you mean by an order."

"I thought as much," said Old Mother Nature. "I thought as much. In the first place, the animals of the Great World are divided into big groups or divisions, and then these groups are divided into smaller groups, and these in turn into still smaller groups. Happy Jack and Chatterer belong to a group called the Squirrel family, and Peter and Jumper to a group called the Hare family. Both of these families and several other families belong to a bigger group called an order, and this order is the order of Gnawers, or Rodents." Peter Rabbit fairly jumped up in the air, he was so excited. "Then Jumper and I must be related to Happy Jack and Chatterer," he cried.

"In a way you are," replied Old Mother Nature. "It isn't a very close relationship, still you are related. All of you are Rodents. So are all the members of the Rat and Mouse family, the Beaver family, the Porcupine family, the Pocket Gopher family, the Pika family, and the Sewellel family."

By this time Peter's eyes looked as if they would pop right out of his head. "This is the first time I've ever heard of some of those families," said he. "My, what a lot we have to learn! Is it because all the members of all those families have teeth for gnawing that they are all sort of related?"

Old Mother Nature looked pleased. "Peter," said she, "I think you ought to go to the head of the class. That is just why. All the members of all the families I have named belong to the same order, the order of Rodents. All the members have big, cutting, front teeth. Animals without such teeth cannot gnaw. Now, as you and Jumper have learned about your family, it is the turn of Happy Jack and Chatterer to learn about their family. Theirs is rather a large family, and it is divided into three groups, the first of which consists of the true Squirrels, to which group both Happy Jack and Chatterer belong. The second group consists of the Marmots, and Johnny Chuck belongs to this. The third group Timmy the Flying Squirrel has all to himself."

"Where does Striped Chipmunk come in?" asked Chatterer.

"I'm coming to that," replied Old Mother Nature. "The true Squirrels are divided into the Tree Squirrels, Rock Squirrels, and Ground Squirrels. Of course Chatterer and Happy Jack are Tree Squirrels."

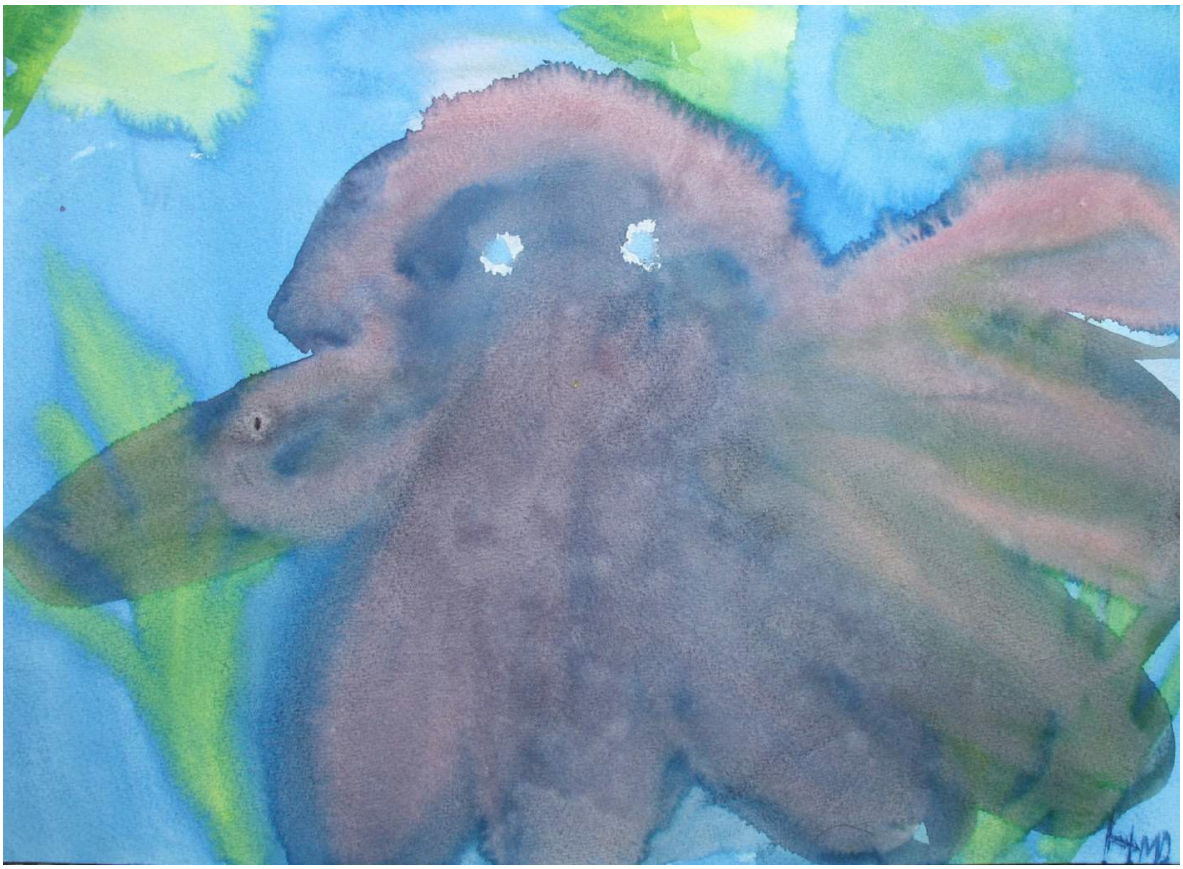
"And Striped Chipmunk is a Ground Squirrel," interrupted Peter, looking as if he felt very much pleased with his own smartness.

Old Mother Nature shook her head. "You are wrong this time, Peter," said she, and Peter looked as foolish as he felt. "Striped Chipmunk is a Rock Squirrel. Seek Seek the Spermophile who lives on the plains of the West and is often called Gopher Squirrel, is the true Ground Squirrel. Now I can't spend any more time with you little folks this morning, because I've too much to do. To-morrow morning I shall expect Chatterer to tell me all about Happy Jack, and Happy Jack to tell me all about Chatterer.

Now scamper along, all of you, and think over what you have learned this morning." So Peter and Jumper and Chatterer and Happy Jack thanked Old Mother Nature for what she had told them and scampered away. Peter headed straight for the far corner of the Old Orchard where he was sure he would find Johnny Chuck. He couldn't get there fast enough, for he wanted to be the first to tell Johnny Chuck that he was a Squirrel. You see he didn't believe that Johnny knew it.

## Main Lesson (Morning D1): Day #2

Jack's wet on wet watercolor for man & animal block – Copyright Earthschooling



Hannah's wet on wet watercolor painting of an octopus. Notice how different her picture is from Jack's. Each of your student's pictures will be unique as well.

This octopus drawing was taken from Jack's (4th grade student) Main Lesson book. At this time you will want to open the file G4 Man and Animal Main Lesson Book by Jack and also G4 Man and Animal Main Lesson Book by Hannah. These books will give you additional ideas and inspiration and will show you examples of what level of drawing you can expect from your students. Be sure to READ what they wrote as well as look at their pictures. I have not included everything they wrote or every picture in this guide.

Once again, we will lead the children into some of the details of the animal kingdom rather than giving them names to go with each part of man. The child can now see the drawing on the board or in their Main Lesson Book so now you can start a discussion of how they can decide which animals go into which section. On day one we start by gathering information about the senses of animals. Which animals have amazing sight? Which ones have an amazing sense of smell? Which ones can sense things without touching them? How? (think bats and whiskers of cats). Talk about how each animal is an expert at what they do. This is the time to look around your environment and choose the animals you will be working with for this lesson. Your first choice as a teacher should be animals the child can see around them in nature. What are the native animals of your region? However, if a child has a favorite animal (my daughter is obsessed with pandas) then you can include those animals too.

**The Physical Head Animals**

We will talk about a head animal today and why some animals are like the head of man. What is the head? It is round, It is hard because it is protected by the skull and it stays in one place. It does not move around a lot on the body. It must stay there and think and not jump around like the hands or feet.

Some head animals are: Octopus, Cuttlefish, Jellyfish, Crabs, Mussels, Clams, Snails, starfish, sea-urchin, sea-cucumbers and sea-lilies (and all other *Echinodermata* , which contains about 6000 species and gets their name from the Greek, literally meaning "spiny skin." This phylum exists exclusively in the sea. All echinoderms have one thing in common: radial symmetry.

Why are these head animals? Because they are often nothing but the “head” in their shape. And they are often hard on the outside like our heads but soft on the inside like our brains. Also, they are sensitive like our heads. These animals are usually very fragile if you touch their soft parts – just like we are fragile if you touch our faces, eyes, lips or nose.

Because these “head creatures” are so sensitive they tend to stay within their protective shells and be quiet animals. You do not hear “roaring” clams or see “pouncing” jellyfish! And if they don’t have a protective shell they are still quiet and withdrawn, always being protected by something and reaching out with tentacles rather than their head, just as the human reaches out with their mind in curiosity.

In the lecture, *Man as a Compendium of the Animal Kingdom*, Dr. Hermann Poppelbaum describes the head creature as thus: “We may begin by studying the characteristic “formative gesture” which coagulated into the human head. All soft parts of it are drawn together in the interior and encased in the hard skull as in a shell. The head is carried in a resting position. The less it moves, the better it can play its role. Observing and musing, we face the outside world with the help of our head. The sense organs do not stand out as protrusions. If the nose does, it gives a comical effect, “as if” — to quote Goethe — “it wanted to raise claims which it is unable to substantiate.” By comparing this picture with animal heads, the *retention* of prominences becomes all the clearer. We need only think of a pecking bird, or of the nodding head of a horse with its movable ears, or of the long antennae of a crab with its eyes on stalks. The human head, morphologically speaking, tends toward secretiveness and repose. It withdraws into its protective casing.”

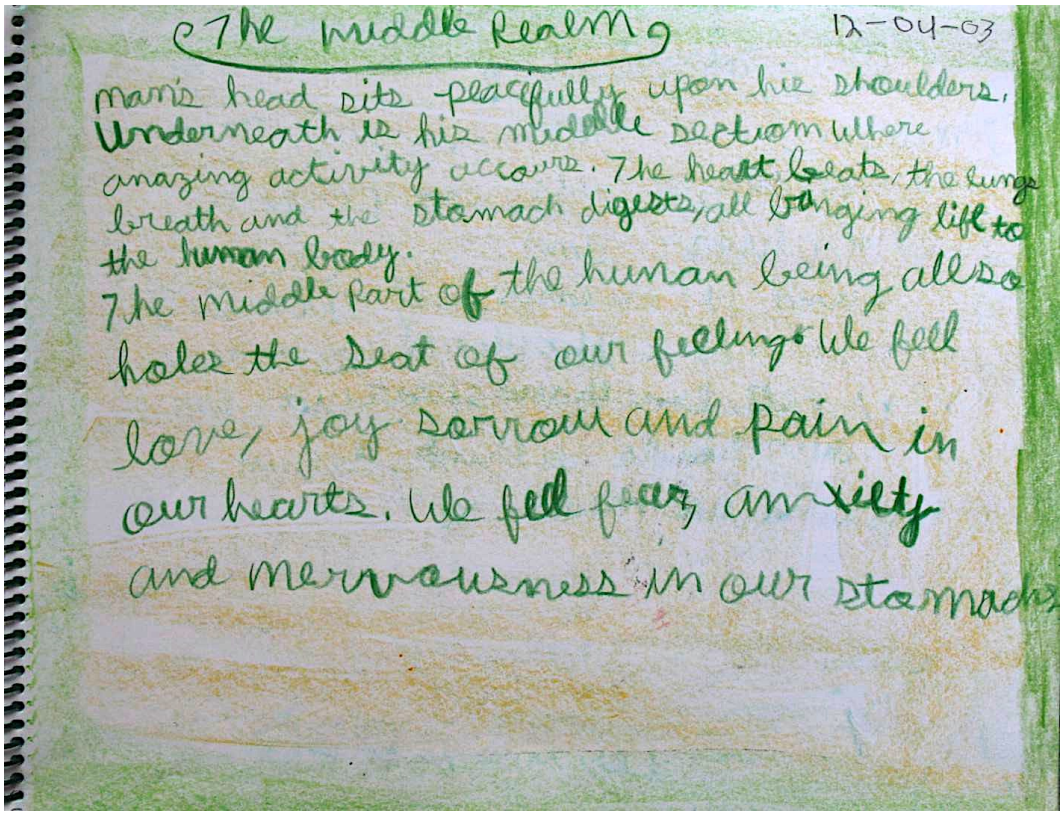
In the same lecture Dr. Poppelbaum also compares the three kinds of “head animals” in an eloquent manner:

“Starting from the shellfish, the other mollusks can be understood as the results of re-molding. In the cuttlefish or squid all sense-bearing parts are conspicuously projected,

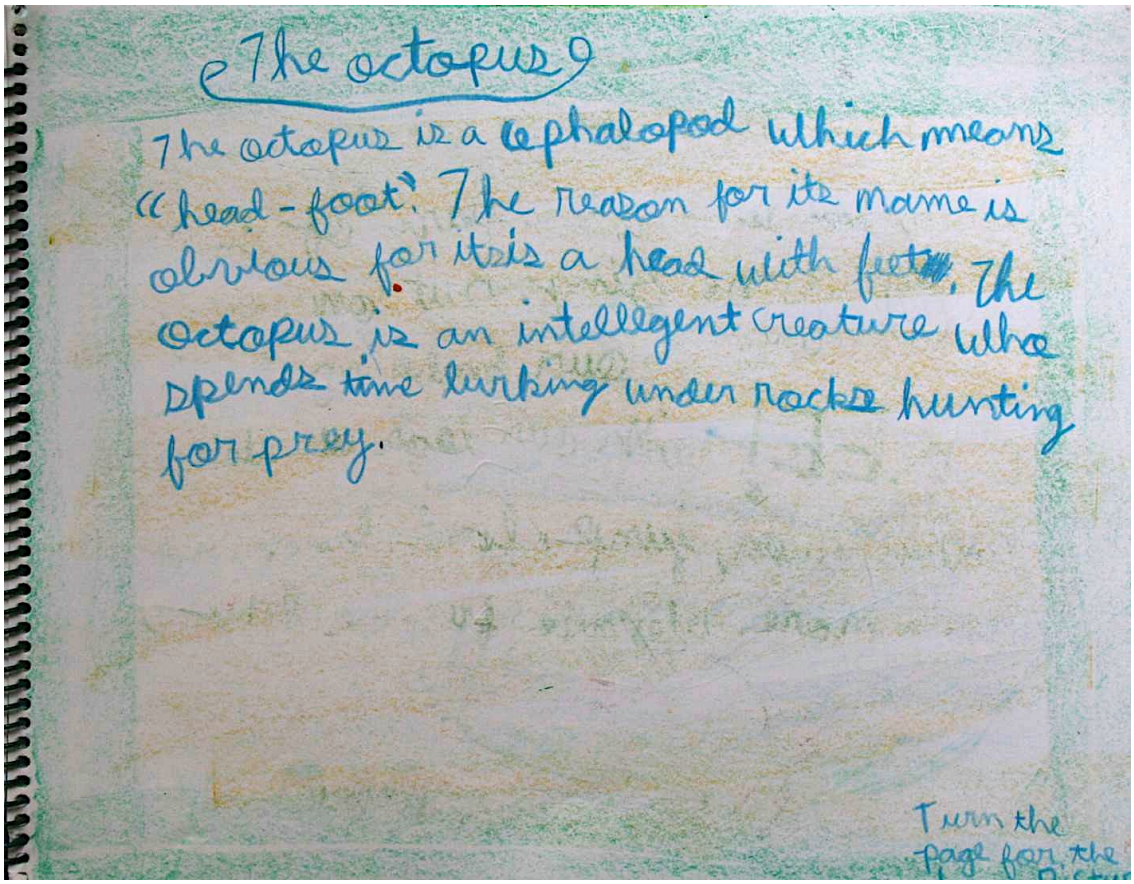
especially those around the head, which, with its large eyes and tentacles, appears here as the dominating organ. The shell fades into an inconspicuous soft scale or “cuttle bone” hidden in the back of the mantle. (The fossil Ammonites still had a coiled shell.) Here we behold two contrasting modifications of the same type, the one retracted and wrapped up, the other rushing forth as if out of greed. Now if both variants of the mollusk type correspond to the human head, a similar contrast much exist between two ways of using the head of man. Indeed, both the quiet and reticent self-enclosure of the musing head and the boundless greed of the sensuous face represent, in man, inherent propensities.

Between these opposites there is also a balanced intermediary form. It is the snail. Here the bulk of the viscera is wound up within a shell, and the head clearly separated from it. But the senses are not thrust out, the eyes are fairly simple, the feelers short stalks, and the foot a simple creeping sole. Thus we can arrange shellfish, snail and cuttlefish in a chain of metamorphoses, each of which illustrates the head-nature of man without ever physically resembling the human head.”

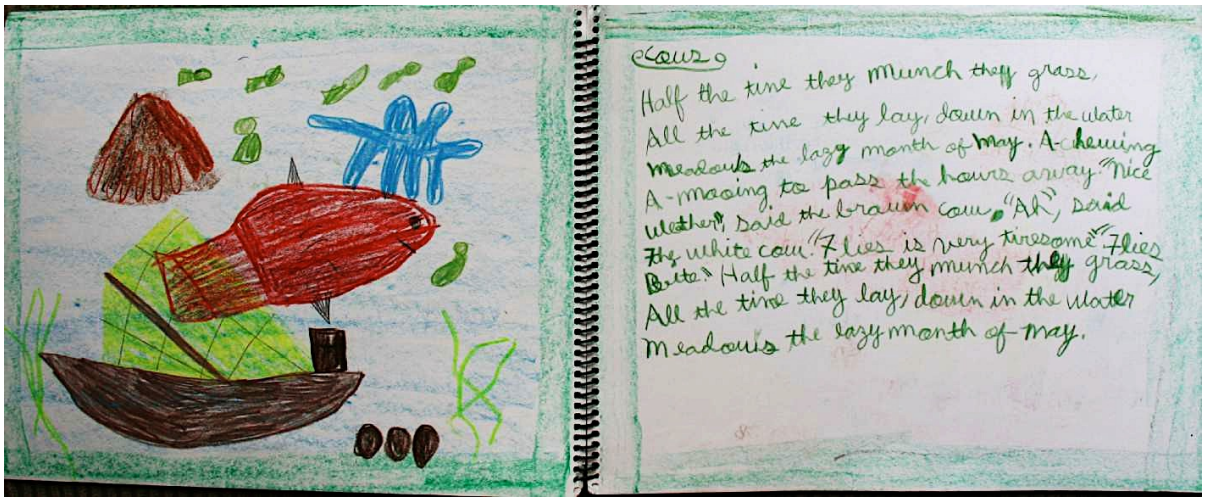
Your student’s could also do something like the following examples in their main lesson books like Hannah did…



Hannah’s main lesson book page




Hannah's man & animal block page from main lesson book




Hannah's main lesson book page for man & animal

## Complimentary Main Lesson (Morning D2): Day #2

Today we will work on more mental math questions with the students. This type of work is getting their brain "warmed up" for the upcoming new lessons. Today, since we studied head animals and the head area we could focus our questions on the head. Some ideas for questions are:

1. I invited 40 people to my birthday party. 21 people said they could not come. So how many birthday hats do I have to buy for the ones that are coming? *(Teacher Note: You can do this in your head by easily subtracting 20 from 40 to get 20. Then you can subtract one since the number you were really wanting to subtract was 21. This will give you the answer quickly in your head instead of having to write it all out and carry numbers and such).*
2. We went to the aquarium the other day and saw ten octopi on a mural on the wall. I was confused because I only saw seven in the tank. So how many were missing? (Easy mental math gives you three). How many legs did the octopi in the tank have total (7 x 8 = 56)? How many did all of the octopi have including the ones on the mural? *(Teacher Note: A hard way to do this problem would be to add up all the octopi and figure out 17 x 8 = ? but an easier, mental math method would be to simply figure out the legs on the outside mural (and easy 10 x 8 = 80) and then, since you already figured out the legs from the live octopi you can add the numbers together. This would be 53 plus 80 which is usually easier to figure out in one's head instead of 17 x 8)*
3. We played duck-duck-goose in circle time this morning. I had a headache afterwards and was trying to figure out why. So I did some math. There were 14 people in the circle and each person had 5 turns at the game. So how many times did I get hit on the head? *(Teacher Note: Using mental math you can figure out 5 x 10 and then 5 x 4 and then add the two answers together).*
4. To make a paper hat I have to fold the paper 16 times. There are 6 people in the room. So how many folds will I make if everyone needs a hat? *(Teacher Note: To perform mental math with this problem the student will figure out 10 x 6 and then 6 x 6 and add the two together).*
5. We went to a buffet the other day and they had a big pan of squid on the buffet. My dad piled a bunch of them on his plate and then tried to scare me by eating them all and letting the legs hang out of his mouth as he did so. As he was eating I counted about 78 legs. If each squid has 6 legs then how many did he eat? *(Teacher Note: Using mental math we know that 6 x 10 is 60 so he ate at least 10 and that brings us closer to the number 78. In our head we can see that 78 – 60 is 18 so all we need to do now is know that 3 x 18 = 6 to know that we need to add 3 to our previous estimate of 10).*

## Craft/Handwork Day #2

Continue having students shape animals from clay. You can use pictures from books or the Internet. You could also use the Burgess Book of Animals that we have provided you on your fourth grade curriculum page for pictures. Today you will be shaping an octopus from clay – just like the lessons and the pictures you did this week.

## Special Snack of the Week Day #3: Cornerstone Bread Two

Note that you can use any of these breads any day. We just introduce them one day during the month and designate that the "first introduction day". When I led my own class we used to start each day with making bread before snack time and then we would eat it with snack each day.

### Bread Machine Listed

1 ¼ cups of water
3 Tbs. of Oil (Olive is the best)
3 Tbs. of Sugar (Pure cane and not white is the best)
2 tsp. Salt
4 cups of flour
1 Tbs. of instant yeast

**Directions**
Put this all in the bread machine in order and turn it on dough-only cycle OR use the ingredients in the recipe instructions for number one.

*My favorite combinations are:*
Two cups white flour
½ cup oatmeal
1/8 cup buckwheat flour
1/8 cup spelt flour
1 ¼ cup brown flour (local heavy variety with the bran)

1 cup white flour
2 ½ cups brown flour
½ cup oatmeal
2 cups white flour
½ cup oatmeal
1 ½ cups ww flour

# Main Lesson (Morning D1): Day #3

**Trunk Animals**
These are usually pretty easy animals for the children to identify. There are so many animals we are familiar with that don't have any legs at all or have very short legs – it seems they are "all trunk". Today you will talk about trunk animals and have the students draw one in their main lesson books. You can also share facts about the animal with the class or have them read about the animal during independent reading time.

Trunk animals include: snakes, lizards, tortoises, turtles, crocodiles, alligators, worms, fish (most kinds), eel, and some insects.

Stick crayon drawing by Hannah for man & animal block

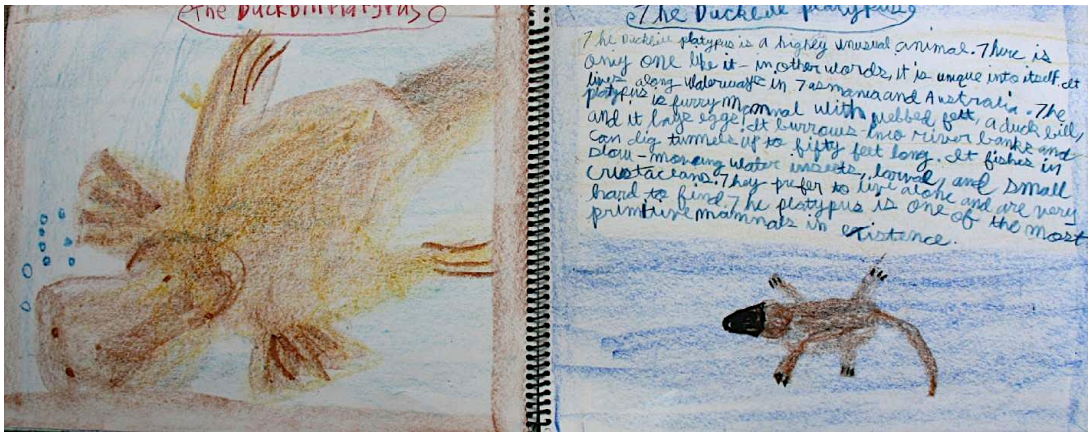
When we see these animals they remind us of the human middle section or the spine. In some cases, like a snake there is only the trunk. In some cases like a fish there is 90% trunk and only a bit of fin and tail. In some animals like the reptiles we see mostly the trunk is what moves and controls the animal and even the heads are simply extensions of the trunk – they do not have necks.

In the lecture, *Man as a Compendium of the Animal Kingdom*, Dr. Hermann Poppelbaum describes the trunk creature as thus: "Quite another approach is needed for the understanding of those phyla whose bodies are composed of a succession of segments along an axis which runs from a fore end to a hind end. Instead of radial counterparts we find the units in *metameric sequences*. The same organs recur at even distances along the longitudinal axis. This pattern betrays a relation to time. It represents a rhythmic succession transformed into members, which follow one another. The segments indeed visibly sprout from the trunk of the embryo by interpolation at a growing hind end, almost like the growing tip of a plant root. The segmented worms (*Annelids*) exhibit this plan to perfection. The segments are fairly uniform, each with certain appendages, some serving locomotion, others breathing, and a number representing sense organs — that is, eyes."

He continues on to say, “All classes of vertebrates stand in significant and specific relationships of man's architecture. The fish is, as it were, the thoracic metamorphosis of the common trunk-pattern. The fish's organs of breathing and equilibrium can be rediscovered in man as tools of the “speech organization.” Among reptiles, the snake is the most striking demonstration of the isolated vertebral column. By being absorbed into the trunk, the limbs have added considerably to its length. The skeleton of a snake is a colossal bone-worm with hundreds of even segments. There is, again, a line of development among the reptiles, which goes with an increasing “telescoping” and subordination. From the snake to the lizard, from the lizard to the crocodile, and from there to the turtle, this tendency becomes more and more pronounced. First, in becoming stronger, the limbs take away some of the formative forces of the trunk. Second, the trunk itself shortens and develops an armor of merging plates on its surface. Finally, the contracted trunk shrinks into a skull-like case with closely sutured parts into which head, limbs and tail can be retracted completely. The peak of this development is reached in the high valued land-tortoises.”

But using this trunk analogy couldn’t we also include the mouse as a trunk animal? Once again, it does not have a neck so its own trunk seems to be its entire body. If you watch a mouse move around it is like the tail is just an elongation of the trunk and the head is just a more sophisticated version of the trunk. When a child first draws a mouse they draw just the shape of the trunk then they add ears and whiskers and a tail and they have the mouse. It is one of the easiest animals to draw and a favorite for children to draw because of this. Most of the time children will even forget to draw the legs on the mouse. Tip- this is a perfect animal to do clay modeling with! However, as you will see in lesson five the mouse belongs in a different category for a different reason.

Another possible drawing for today could be the following…



Main lesson book page from man & animal by Hannah

## Complimentary Main Lesson (Morning D2): Day #3

Today we will work on yet more mental math questions with the students. Some ideas for questions today are as follows (you can modify or change any of these as you like):

1. When we went to the sea we saw a pod of dolphins swimming by the boat. We counted 30 of them. Then we looked on the other side and saw another pod. There were 28 in that pod. Looking behind the boat we saw another pod trying to catch up with them. There were 27 in that pod. So how many dolphins were there altogether? *(Teacher Note: Using mental math your student can figure that 3 x 30 is 90. They can then subtract 2 and 3 from that total in their heads to come up with the answer. This is because 28 is 30-2 and 27 is 30-3)*
2. We visited a wildlife rescue center and saw turtles and tortoises. The tortoises had short feet with bent legs but all the turtles had webbed feet with claws. We learned that one should never throw a tortoise in the water because sometimes they can't swim. They live on land. We saw 14 turtles in the water and 17 turtles on the sand. How many legs were there all together? (*Teacher Note: Using mental math the student can figure out 10 x 10 = 100 and then 4 x 7 = 28 and then add the two together).*
3. We went camping this summer and stayed in a cabin. The cabin had been empty all year so we had to clean it first. There were so many spiders in the cabin before we cleaned it! In the kitchen there were 25, in the bathroom there were 23, in the living room there were 27 and in the bedroom there were 22. How many were there in total? *(Teacher Note: Doing mental math we already know that 25 x 4 is 100 so we can start with that and then start subtracting numbers from or adding numbers to 100. 25 – 23 is 2 so we subtract 2. 25 + 2 = 27 so we add 2. 25 – 22 = 3 so we subtract 3 from 100 and the total is 97).*
4. In the river there was a hungry alligator. He swam around all day looking for fish. For breakfast he opened his mouth wide and ate a school of 54 small fish. For lunch he opened his mouth and ate another school of 54 fish. For dinner he had the same. So how many fish did he eat all at once? *(Teacher Note: Using mental math the student can figure out 50 x 3 = 150 and then 3 x 4 = 12. The student would then add these together to get the answer, which would be 162).*
5. Our house has a lot of house centipedes in the basement. They don't really have 100 legs but they have so many! One day I counted 28 legs on one of them! So if I saw 5 centipedes – how many legs total? (*Teacher Note: Using mental math the student can easily figure out that 30 x 5 = 150. Since there were 2 fewer legs than 30 they will then need to take 2 x 5 which equals 10 and subtract that from 150).*

## Craft/Handwork Day #3

Continue having students shape animals from clay. You can use pictures from books or the Internet. You could also use the Burgess Book of Animals that we have provided you on your fourth grade curriculum page for pictures. Today you will be shaping a dolphin from clay – just like the lessons and the pictures you did this week.

## Main Lesson (Morning D1): Day #4

**Limb Animals**: We have read that some parents and teachers are skipping this part of the lesson. However, it is very important to include this part of the lesson. The belief that "only man's limbs are so diverse and important" is not only inaccurate (I am a wildlife anthropologist) but also encourages children to continue to think. "only one way is valuable". If a child is taught that only man's limbs are the valuable ones then how are they able to see later, the beauty in how a disabled person may use one limb or artificial limbs? And what about the concept of the word "important" or "need"? Eliminating the limbs of an animal from this concept keeps the child from realizing that without the animal kingdom we wouldn't be on this earth at all – because the maintain the earth itself and provide for us in many ways. I would call that very important!

Block Crayon Drawing by Hannah – Copyright Earthschooling

Steiner's way of describing it is also very telling. He does not devalue the role of the animal's soul but only differs it when it comes to the role of man. However, he still considers they have a soul. He says, "Let us look at the animal, how its soul life is plunged entirely into the bodily life, as it is formed, how the delight of digestion impregnates the body, how the soul life immediately penetrates the body and shows

itself connected with its bodily functions. If we compare the way in which man's soul life lifts itself up beyond the bodily nature as something independent, we will see then that man is fashioned as he is because the animal world, adapted to other conditions of our earthly being, is fashioned out of the unformed earlier than man is." - *The Origin of the Animal World in The Light of Spiritual Science* by Dr. Rudolf Steiner, Berlin, January 18, 1912.

One valuable lesson I have learned from working with animals is that by teaching children the "language" of animals and the unique ways they experience life not only gives them a greater appreciation for the animal kingdom but also for differences between their own fellow human beings. We may think, for example, that the way an animal uses their limbs is not similar to how humans use their limbs, but within the animal kingdom and within the purpose they have, their limbs can be inspiring and learning about these differences can open our eyes to new ways of seeing the world. As a wildlife anthropologist who has spent thousands of hours observing animals I have seen that there is a lot people don't notice about what animals do because they don't look at them on a deeper level.

In his article, *Man as a Compendium of the Animal Kingdom*, Dr. Hermann Poppelbaum (an anthropologist who taught at Alfred University) says, "Whoever studies the impressive pageant of man's animal forerunners through the ages can intimately experience the manifold work of the invisible cosmic sculptors whose continued efforts have brought abut a final comprehensive masterpiece. Successive waves of a formative ocean beat against the rocks of time until man finally *stepped ashore*. He bears within him the results of all the preceding ages, and yet is not merely a summary, but something new, which sprang from a mighty process of merging. The mistake of the Darwinian era was to see in man traces only of what he has in common with one of the phyla, the vertebrates. The new zoology can see in man in the central unity which holds all the animal phyla together."

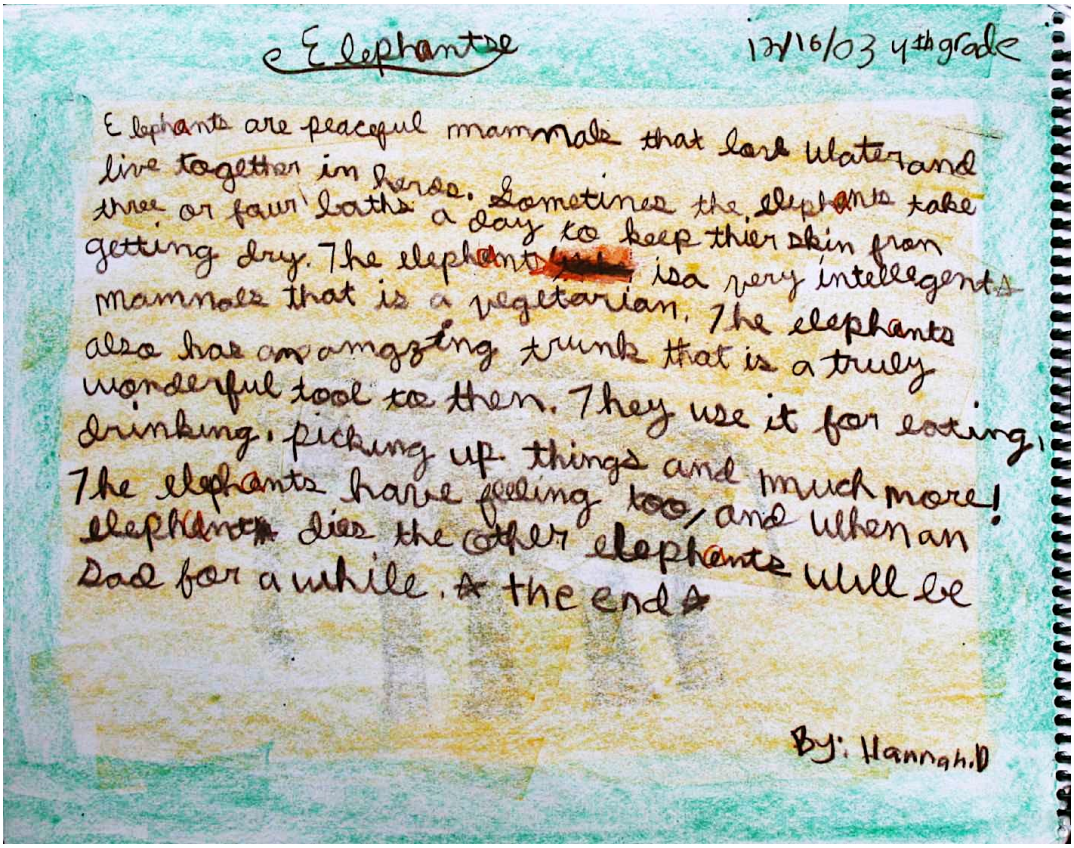
He goes on to say, "Each phylum has given a share to be rediscovered in man. We need only to understand in a new way the elements of his complex architecture. Then we can see how the totality of man is composed of all the animals' "contributions," some of them overlapping and almost blotting out each other, yet all persisting in a more or less subtle manner. Let us make an attempt to look at man's being with the eyes of an imaginative yet realistic morphology."

When we try to identify specific limb animals we must look at the purpose of the limbs. For example, an octopus has things that are like "limbs" but it is not these "limbs" that hold it up like man is held up by his limbs. The limbs of a human being hold her/him into an upright position. This enables many movements – running, walking, jumping, dancing, lifting, skipping, climbing, etc.

Mammals and birds are the only ones that share this “upright limb” feature with human beings. As we have seen before, all other animals have extremities that serve other functions. In some cases their extremities are even nonexistent or very small. However, we must remove birds from this formula because they rely only on their legs to hold them upright but they have wings instead of legs, hands or arms. And these wings are covered with feathers either for show or for flight – but not for keeping them walking on the earth and relating to earth in its actions.

Thus it is all upright tall mammals, especially the pasturing animals and ungulates in which one sees the limb animal. Such animals include the camel, deer (white-tail, red, mule-deer, etc…), moose, elk, or bison. However this category would not include those shorter mammals that do not graze. Other animals such as the wolf or cougar are closer to the ground, they pounce, and they run swiftly keeping close to the ground. They belong in another category.

There are many limb animals we could depict for this part of the block. Use the following examples as inspiration…

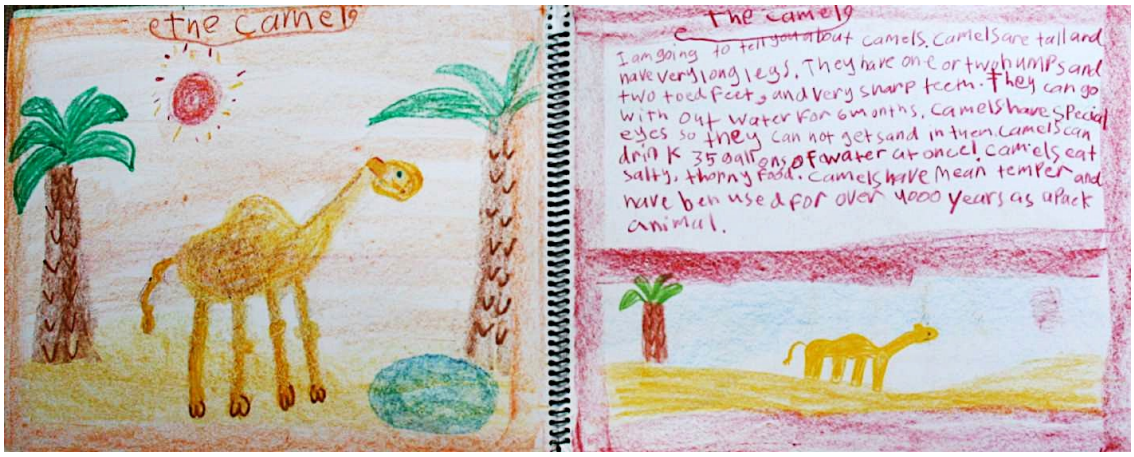

Elephants 12/16/03 4th grade

Elephants are peaceful mammals that love water and live together in herds. Sometimes the elephants take three or four baths a day to keep their skin from getting dry. The elephant is a very intelligent mammals that is a vegetarian. The elephants also has an amazing trunk that is a truly wonderful tool to them. They use it for eating, drinking, picking up things and much more! The elephants have feeling too, and when an elephant dies the other elephants will be sad for a while. ☆ the end ☆

By: Hannah.D

Hannah’s main lesson book for main & animal


A page from Hannah's main lesson book for man & animal block




Hannah's main lesson book for man & animal block

## Complimentary Main Lesson (Morning D2): Day #4

We will practice some more mental math today. After a week of review (from last week) and this week of doing mental math problems your student(s) will be all ready for the new work next week and will find it much easier.

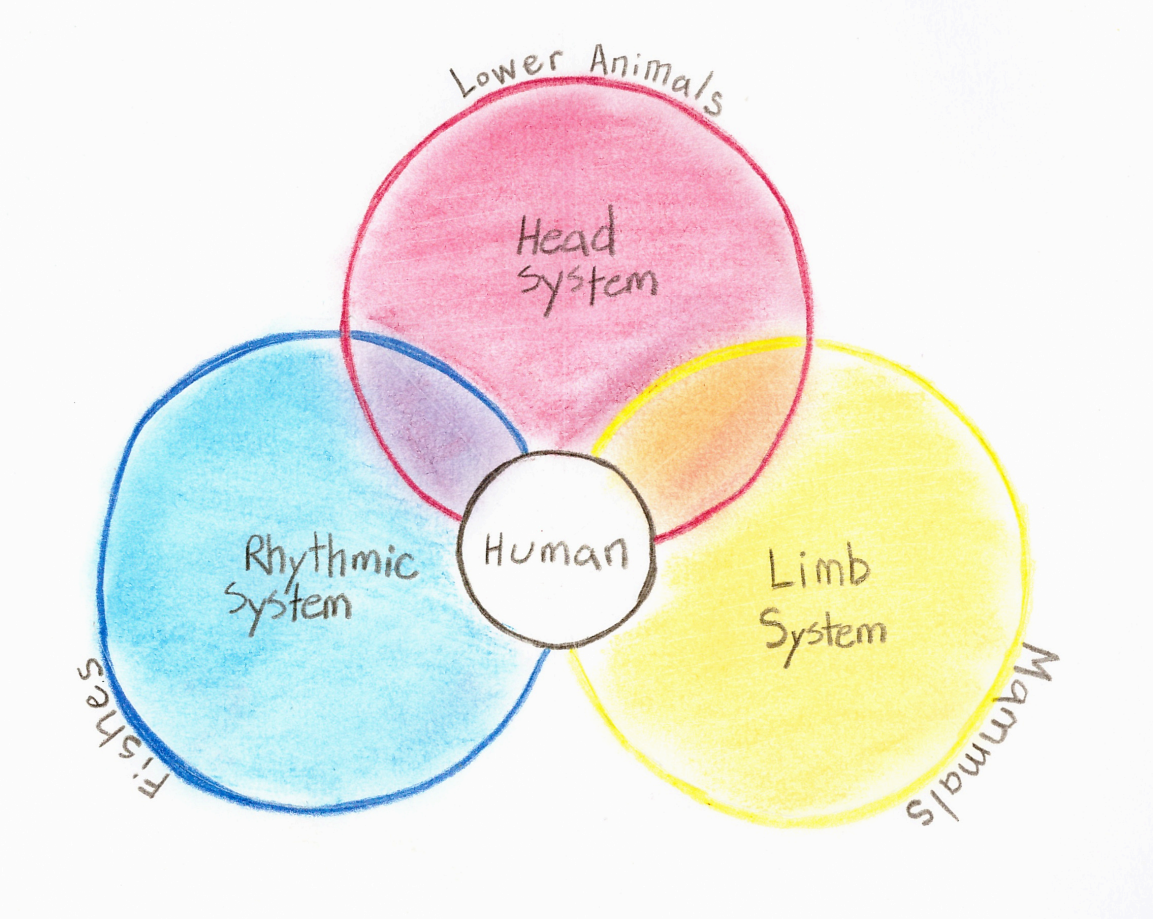
1. As part of the man & animal block we are studying limb animals. The elephant has four legs but it also has a trunk so it looks like it has five limbs. If there is a herd of 45 elephants how many limbs do they have total? (Teacher Note: Using mental math the student can figure out that 40 x 5 is 200 and then that 5 x 5 = 25. They can then add the two together to get the answer, which is 225).
2. We were taking a walk the other day and saw a deer with antlers. This kind of deer is called a buck. There were 9 points on his antlers. He was so large! Then more emerged in the clearing. Altogether there were 20 of them. It was amazing! If each of them had 9 points like the first one then how many points were there altogether? *(Teacher Note: the student can use mental math to do this using one of two methods. The first method is to multiply 9 x 2 and then add a zero to the answer. The other way would be for the student to multiply 10 x 20 and then subtract 20).*
3. On that same nature walk we saw a mother doe with her triplets. She was with sixteen other does that also had triplets. Their fawns were all playing together. It was hard to count their limbs since they were jumping and playing around so much but using math I could figure out how many there were. *(Teacher Note: The student will need to figure out 17 x 4 which they can easily figure out by adding 10 x 4 and 7 x 4 together in their head).*
4. Moose are very large animals. I once saw a large one in Alaska that had eight points on his antlers. He had eight points on each side. How many did he have total? (16). If he had 12 friends with the same number of points how many points were there altogether? (Teacher Note: Using mental math the student can figure 10 x 10 = 100 and then 6 x 2 = 12 and add 100 plus 12 for the answer, which is 112).
5. We have a nature center here in town that is filled with bison. They roam all over the center so we never see all of them at the same time. One day we saw 15 on the peak of a hill and 15 more at the bottom of the hill. There were another 15 running across the prairie. How many were there total? (Teacher Note: Your student can use mental math to figure 10 x 3 and then 5 x 3 to come up with 30 plus 15 which equals 45).

## Craft/Handwork Day #4

Continue having students shape animals from clay. You can use pictures from books or the Internet. You could also use the Burgess Book of Animals that we have provided you on your fourth grade curriculum page for pictures. Today you will be shaping an elephant from clay – just like the lessons and the pictures you did this week.

## Main Lesson (Morning D1): Day #5

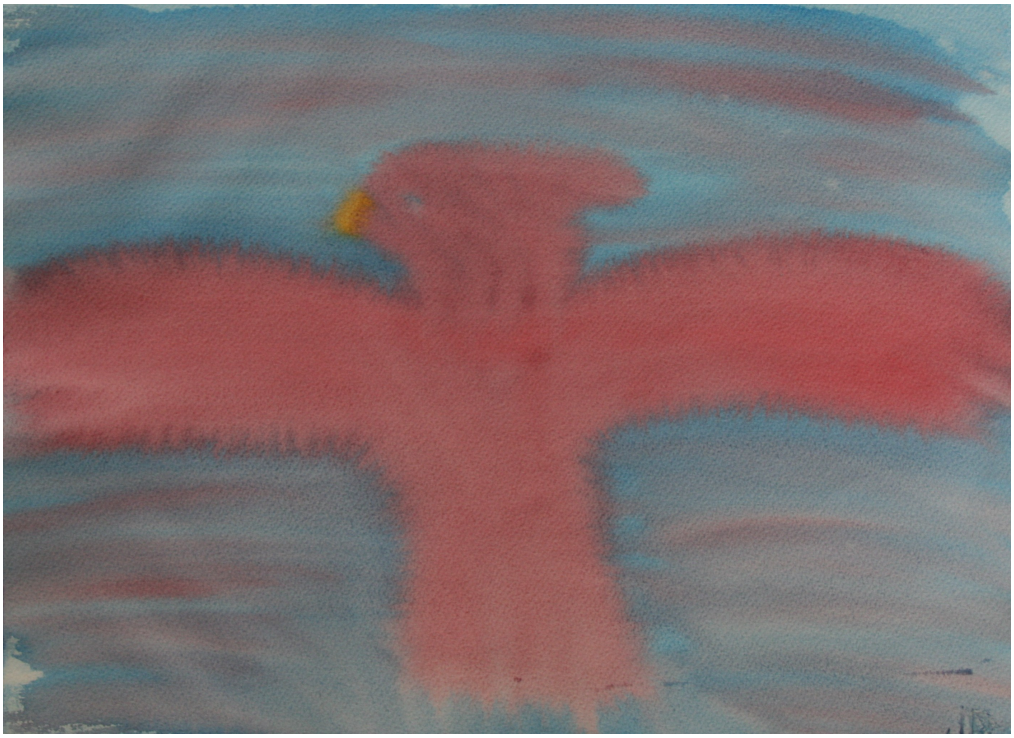
To review we can draw the following on the board and in the Main Lesson Books:



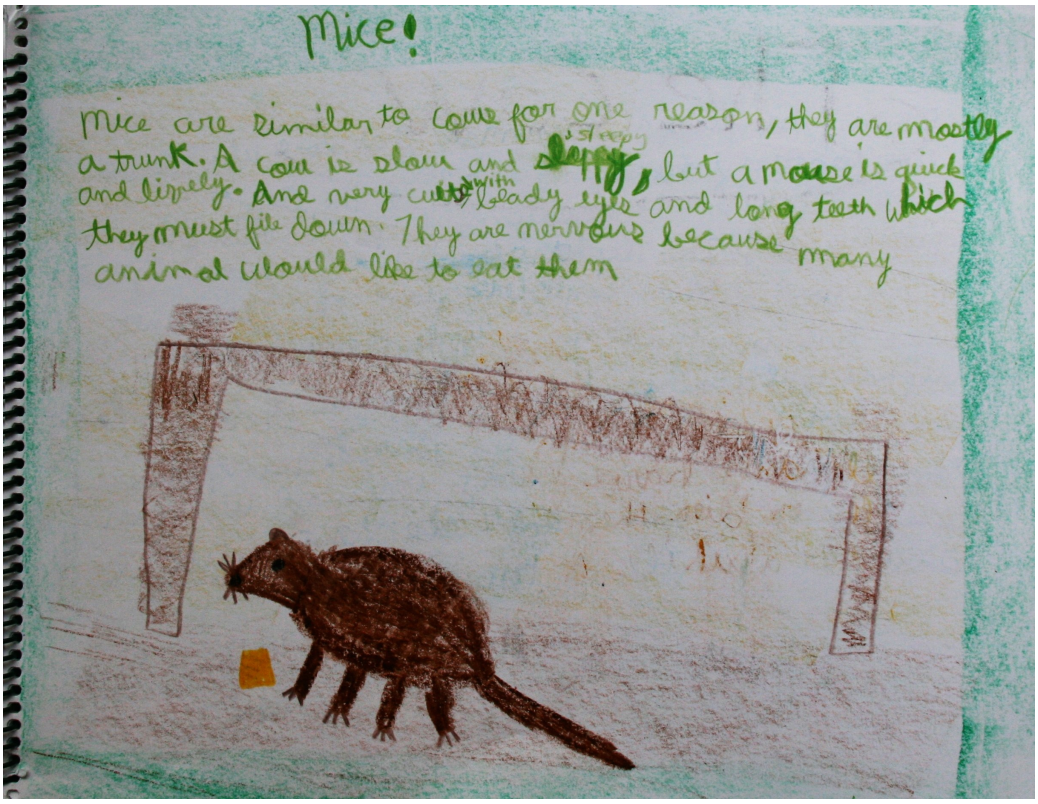

In this lesson we will learn about how animals are also categorized and compared to the human being according to their nervous system function. As we saw in lesson four the bird, for example, ended up without a category. Where should we put the bird? If we go by physical features alone the bird belongs nowhere. But in deciding where an animal goes we also consider its nervous system and spirit.

**Head: The Nerve System**

For the human the head is the center of the nerve system. It contains the brain, the tip of the spinal column with all of its nerves and all the sense organs like the ears, eyes, tongue, and nose. Our head is thus a “bundle of nerves”. So in the category of the head we can include, not only the animals that are “all physical head” but also animals that are “a bundle of nerves” like our heads. Such animals include rabbits, mice, rats, squirrels, beavers and their relatives. Anyone watching a rabbit twitch, a squirrel scamper and a mouse sniff nervously will see how much they are all a “bundle of nerves”. These animals are like this because most of them are near the bottom of the food chain and they have a lot of predators. They must always be alert!



Wet on wet watercolor from Jack – 



Picture of a mouse from Hannah's main lesson book – Copyright Earthschooling

Also included in the head category are birds. Anyone who has studied birds knows that their senses are very keen. They can see long distances and they have an amazing sense of hearing. We learned in lesson four how they couldn't really be limb animals because they rely so much on the use of their wings. And most of their bodies are really too streamlined to be considered part of the trunk category. With their heightened senses and reliance on those senses and with their life in the "air" birds belong firmly in the category of the head.

Picture of an eagle from Hannah's main lesson book – Copyright Earthschooling

Jack’s wet on wet watercolor painting of birds in a tree – Copyright Earthschooling

## Complimentary Main Lesson (Morning D2): Day #5

Today will be our last day of mental math questions before we start working on some new math next week.

1. As we were walking on our nature walk yesterday we saw a lot of ravens in some trees. They were chattering at us and telling us to go away. I tried to count them but there were so many it was almost impossible so I used math to help me. I counted 35 in one tree and 12 trees so I estimated that there were _____ ravens. (Teacher Note: Using mental math the student can multiply 30 x 10 to get 300 and then 2 x 5 to get 10 and add them together. The answer will be 310).
2. As I was walking down the street I saw some birds gathered on some electrical lines. I wanted to estimate how many there were so I counted how many there were on one of the electrical lines. There were 18. As I walked home I counted 24 electrical lines total. So if there were the same number of birds on each electrical line how many were there total? *(Teacher Note: The student can figure out 10 x 20 = 200 and then 8 x 4 = 32. They can add those two numbers together to get the total of 232).*
3. On top of a great hill there were many eagle nests. There were 17 nests and in each nest there were 13 eggs. *(Teacher Note: The student can use mental math to figure 10 x 10 is 100 and then 7 x 3 is 21. The total will be 121).*
4. I went to visit my aunt on her farm. She had 19 chickens and each chicken usually laid 3 eggs each day. When I went to collect them each morning how many eggs did I gather? *(Teacher Note: Your student can use mental math to figure out 20 x 3 = 60. They can then subtract 3 from that total to get the answer of 57).*
5. My aunt keeps a lot of cats on her farm so they can eat the mice. If they don't eat the mice then the mice will eat through the bags of grain and vegetables and ruin them. One day the cats were very busy. There were 24 cats and each of them caught 11 mice. So how many mice did they catch in total? *(Teacher Note: Students can figure this out in their head by multiplying 24 x 10 and then 24 x 1 to get the answer which would be 240 + 24 = 264).*

## Craft/Handwork Day #5

Continue having students shape animals from clay. You can use pictures from books or the Internet. You could also use the Burgess Book of Animals that we have provided you on your fourth grade curriculum page for pictures. Today you will be shaping a bird from clay – just like the lessons and the pictures you did this week.

| **Week Three Guides** | **Monday** Purple - Rice | **Tuesday** Red – Barley | **Wednesday** Yellow - Millet | **Thursday** Orange - Rye | **Friday** Green - Oats |
|---|---|---|---|---|---|
| Morning A Breathing Out | The Fox | Repeat verses and movement | Repeat verses and movement | Repeat verses and movement | Repeat verses and movement |
| | | | | | |
| Morning B Breathing In | **Snack or Breakfast** Brown rice with grapes, blueberries, blackberries – something seasonal | **Snack or Breakfast** Barley with apple, raspberries, cherries, strawberries, watermelon | **Shape Cornerstone Bread Three & Snack** Millet w/ nuts bananas, sweet squash zucchini, pears, mango | **Snack or Breakfast** Rye with oranges, tangerines, mandarins, melon, mangoes | **Snack or Breakfast** 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 D1 Breathing In | *Early Childhood:* Free Play *G1 and Up:* Main Lesson: Man & Animal Lesson | *Early Childhood:* Free Play *G1 and Up:* Main Lesson Man & Animal Lesson | *Early Childhood:* Free Play *G1 and Up:* Main Lesson Man & Animal Lesson | *Early Childhood:* Free Play *G1 and Up:* Main Lesson Man & Animal Lesson | *Early Childhood:* Free Play *G1 and Up:* Main Lesson Man & Animal Lesson |
| Morning D2 Breathing In | *Early Childhood:* Free Play *G1 and Up:* Main Lesson: G4 Math | *Early Childhood:* Free Play *G1 and Up:* Main Lesson G4 Math | *Early Childhood:* Free Play *G1 and Up:* Main Lesson G4 Math | *Early Childhood:* Free Play *G1 and Up:* Main Lesson G4 Math | *Early Childhood:* Free Play *G1 and Up:* Main Lesson G4 Math |
| Morning E Breathing Out | **Nature Walk** | **Nature Walk** | **Nature Walk** | **Nature Walk** | **Nature Walk** |

| | | | | | |
|---|---|---|---|---|---|
| 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 | Shaping Beeswax Animals | Shaping Beeswax Animals | Shaping Beeswax Animals | Shaping Beeswax Animals | **Field Trip** or Shaping Beeswax Animals |
| | | | | | |
| Afternoon B Breathing In | *EC:* Rest Time G1 and Up: Handiwork, Craft: Continue Same Craft | *EC:* Rest Time G1 and Up: Music *Soprano Recorder or Private Music Lessons* | *EC:* Rest Time G1 and Up: Handiwork, Craft: Continue Same Craft | *EC:* Rest Time G1 and Up: Music *Soprano Recorder or Private Music Lessons* | **Field Trip** or Catch Up 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 Catch Up Work* |
| | | | | | |

*(Section Removed Here) Read more in the full fourth grade curriculum…*

| **Week Four Crops & Harvest** | **Monday** Purple - Rice | **Tuesday** Red – Barley | **Wednesday** Yellow - Millet | **Thursday** Orange - Rye | **Friday** Green - Oats |
|---|---|---|---|---|---|
| Morning A Breathing Out | The Eagle | Repeat verses and movement | Repeat verses and movement | Repeat verses and movement | Repeat verses and movement |
| | | | | | |
| Morning B Breathing In | **Snack or Breakfast** Brown rice with grapes, blueberries, blackberries – something seasonal | **Snack or Breakfast** Barley with apple, raspberries, cherries, strawberries, watermelon | **Potato Cauliflower Soup** Millet w/ nuts bananas, sweet squash zucchini, pears, mango | **Snack or Breakfast** Rye with oranges, tangerines, mandarins, melon, mangoes | **Snack or Breakfast** 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 D1 Breathing In | *Early Childhood:* Free Play *G1 and Up:* Main Lesson: Man & Animal Lesson | *Early Childhood:* Free Play *G1 and Up:* Main Lesson Man & Animal Lesson | *Early Childhood:* Free Play *G1 and Up:* Main Lesson Man & Animal Lesson | *Early Childhood:* Free Play *G1 and Up:* Main Lesson Man & Animal Lesson | *Early Childhood:* Free Play *G1 and Up:* Main Lesson Man & Animal Lesson |
| Morning D2 Breathing In | *Early Childhood:* Free Play *G1 and Up:* Main Lesson: G4 Math | *Early Childhood:* Free Play *G1 and Up:* Main Lesson G4 Math | *Early Childhood:* Free Play *G1 and Up:* Main Lesson G4 Math | *Early Childhood:* Free Play *G1 and Up:* Main Lesson G4 Math | *Early Childhood:* Free Play *G1 and Up:* Main Lesson G4 Math |
| Morning E Breathing Out | **Nature Walk** | **Nature Walk** | **Nature Walk** | **Nature Walk** | **Nature Walk** |

| | | | | | |
|---|---|---|---|---|---|
| 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 | Shaping Beeswax Animals | Shaping Beeswax Animals | Shaping Beeswax Animals | Shaping Beeswax Animals | **Field Trip** or Shaping Beeswax Animals |
| | | | | | |
| Afternoon B Breathing In | *EC:* Rest Time G1 and Up: Handiwork, Craft: Continue Same Craft | *EC:* Rest Time G1 and Up: Music *Soprano Recorder or Private Music Lessons* | *EC:* Rest Time G1 and Up: Handiwork, Craft: Continue Same Craft | *EC:* Rest Time G1 and Up: Music *Soprano Recorder or Private Music Lessons* | **Field Trip** or Catch Up 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 Catch Up Work* |
| | | | | | |

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